

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



**THE PRAGMATIC TRANSFER OF REQUESTIVE SPEECH ACTS BY ARAB
AND TURKISH EFL LEARNERS AT THE PREPARATORY SCHOOL**

THESIS

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February 2018



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

Enstitümüz İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1512.020026 numaralı öğrencisi **Samira Shakar Hammoodi HAMMOODI**'nin "THE PRAGMATIC TRANSFER OF REQUESTIVE SPEECH ACTS BY ARAB AND TURKISH EFL LEARNERS AT THE PREPARATORY SCHOOL" adlı tez çalışması Enstitümüz Yönetim Kurulunun 16.01.2018 tarih ve 2018/03 sayılı kararıyla oluşturulan jüri tarafından *gybirliğı* ile Tezli Yüksek Lisans tezi olarak *Kabul* edilmiştir.

Öğretim Üyesi Adı Soyadı

İmzası

Tez Savunma Tarihi :01/02/2018

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Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

FOREWORD

I would like to present my thankful for numbers of people have helped me in my writing process. First and foremost, I would like to thank Allah for his boon in supporting me to complete this research. Also, I would like to present my great grateful for my parents for their support and without their support I could not finish this study. Special thanks to my supervisor Assist. Prof. Dr. Akbar Rahimi Alishah for his help tangibly and intangibly to enhance the quality of my study. Many thanks to Assist. Prof. Mahdi Mohsin Mohamed, Dept. of English, University of Basra, who has offered his worthy advice in this study. To Assist. Prof. Dr. Iman Khadhim Ahmed, University of Diyala, for her help in my SPSS. Last but not the least, my special thanks goes to Topsy Smalley, research librarian, for her help in my long journey.

January 2018

Samira Shakir Hammoodi HAMMOODI

TABLE OF CONTENTS

	<u>Page</u>
FOREWORD	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF FIGURES	viii
ÖZET	ix
ABSTRACT	x
1. INTRODUCTION	1
1.1 Background of the study	1
1.2. Statement of the problem	4
1.3. Research Questions	5
1.4. Hypotheses	5
1.5. Significance of the Study	5
1.6. Definitions of Significant Terms.....	6
2. LITERATURE REVIEW	8
2.1. Pragmatics	8
2.2. Interlanguage Pragmatics Transfer	10
2.3. Speech Act Theory	12
2.4. Cross – Cultural Pragmatics.....	14
2.5. Discourse Completion Test.....	17
2.6. Classifications of Requestive Strategies	20
2.7. Indirectness and Politeness Theory.....	23
2.8. Conclusion	26
3. METHODOLOGY	27
3.1. Participants	27
3.2. Procedures	27
3.3. Data Collections	28
3.4. Data Analysis	31
3.5. Coding Scheme	31
3.6. Statistical Analyses	32
4. FINDINGS	33
4.1. Introduction.....	33
4.2. Comparison of the Arab and Turkish EFL Learners’ Production in Request	34
4.2.1. Situation 1.....	34
4.2.2. Situation 2.....	36
4.2.3. Situation 3.....	38
4.2.4. Situation 4.....	39
4.2.5. Situation 5.....	41
4.2.6. Situation 6.....	43

4.2.7. Situation 7.....	44
4.2.8. Situation 8.....	46
4.2.9. Situation 1.....	51
4.2.10. Situation 2.....	52
4.2.11. Situation 3.....	53
4.2.12. Situation 4.....	55
4.2.13. Situation 5.....	56
4.2.14. Situation 6.....	57
4.2.15. Situation 7.....	59
4.2.16. Situation 8.....	60
4.3. Comparison between the Arab High And Low Proficiency in Request Speech Acts	64
4.3.1. Situation 1.....	64
4.3.2. Situation 2.....	64
4.3.3. Situation 3.....	65
4.3.4. Situation 4.....	65
4.3.5. Situation 5.....	66
4.3.6. Situation 6.....	66
4.3.7. Situation 7.....	67
4.3.8. Situation 8.....	67
4.3.9. Situation 1.....	68
4.3.10. Situation 2.....	68
4.3.11. Situation 3.....	68
4.3.12. Situation 4.....	68
4.3.13. Situation 5.....	69
4.3.14. Situation 6.....	69
4.3.15. Situation 7.....	69
4.3.16. Situation 8.....	70
5. CONCLUSION.....	76
5.1. Discussion of Results	76
5.2.1. Research Question one and two	76
5.2.2. Research Question Three.....	78
5.3. Pedagogical Implications	78
5.4. Limitations of the present study	79
5.5. Suggestions for Further Research	79
5.6. Conclusion	80
REFERENCES.....	81
APPENDIX A	93
APPENDIX B	97
APPENDIX C: TURKISH DCT	101
RESUME.....	104

LIST OF TABLES

	<u>Page</u>
Table 4.1: Percentages of English WDCT of request strategies for the three groups	34
Table 4.2: Percentages of Arabic and Turkish WDCT of request strategies.....	35
Table 4.3: Percentages of English WDCT of request strategies for the three groups ...	36
Table 4.4: Percentages of Arabic and Turkish WDCT of request strategies.....	37
Table 4.5: Percentages of English WDCT of request strategies for the three groups	38
Table 4.6: Percentages of Arabic and Turkish WDCT of request strategies.....	39
Table 4.7: Percentages of English WDCT of request strategies for the three groups	40
Table 4.8: Percentages of Arabic and Turkish WDCT of request strategies.....	40
Table 4.9: Percentages of English WDCT of request strategies for the three groups	41
Table 4.10: Percentages of Arabic and Turkish WDCT of request strategies.....	42
Table 4.11: Percentages of English WDCT of request strategies for the three groups ...	43
Table 4.12: Percentages of Arabic and Turkish WDCT of request strategies.....	44
Table 4.13: Percentages of English WDCT of request strategies for the three groups ...	45
Table 4.14: Percentages of Arabic and Turkish WDCT of request strategies.....	45
Table 4.15: Percentages of English WDCT of request strategies for the three groups ...	46
Table 4.16: Percentages of Arabic and Turkish WDCT of request strategies.....	47
Table 4.17: Chi- Square value and Tabulated Chi-Square value of the Arab high level in the Arabic and the English Calculative WDCT	48
Table 4.18: Calculative Chi- Square value and Tabulated Chi-Square value of the Arab low level in the Arabic and the English WDCT	49
Table 4.19: Calculative Chi- Square value and Tabulated Chi-Square value of the Turkish learners in the Turkish and the English WDCT	50
Table 4.20: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	51
Table 4.21: Percentages of the English MCQ of request strategies for the three groups	51
Table 4.22: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	52
Table 4.23: Percentages of the English MCQ of request strategies for the three groups	53
Table 4.24: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	53
Table 4.25: Percentages of the English MCQ of request strategies for the three groups	54
Table 4.26: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	55

Table 4.27: Percentages of the English MCQ of request strategies for the three groups	55
Table 4.28: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	56
Table 4.29: Percentages of the English MCQ of request strategies for the three groups	57
Table 4.30: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	57
Table 4.31: Percentages of the English MCQ of request strategies for the three groups	58
Table 4.32: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	59
Table 4.33: Percentages of the English MCQ of request strategies for the three groups	59
Table 4.34: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups	60
Table 4.35: Percentages of the English MCQ of request strategies for the three groups	61
Table 4.36: Chi- Square value and Tabulated Chi-Square value of the Arab high level in the Arabic and the English MCQ	61
Table 4.37: Chi- Square value and Tabulated Chi-Square value of the Arab low level in the Arabic and the English MCQ	62
Table 4.38: Chi- Square value and Tabulated Chi-Square value of the Turkish in the Turkish and the English MCQ	63

LIST OF FIGURES

Page

Figure 2.1: The pragmatic continuum language-culture9
Figure 3.1: Request Strategy Type32



HAZIRLIK OKULUNDA ARAP VE TÜRK EFL ÖĞRENCİLER TARAFINDAN İSTEĞE BAĞLI KONUŞMA AKTÖRLERİNİN PRAGMATİK AKTARIMI

ÖZET

Kültürler arası pragmatik aktarım, ikinci veya yabancı bir dilde uygun olmayan sonuçların potansiyel bir nedenidir. Ana dili olmayan dili öğrenen öğrenciler öğrenmekte oldukları dilde konuşurlar ve ilk dilin konuşma kurallarını çalışmakta oldukları dile aktarırlar. Bu çalışma, Arap ve Türk Yabancı Dil olarak İngilizce (EFL) öğrencilerinin ilk dillerindeki gerekli stratejileri İngilizce diline çevirip getirmediğini araştırmak için bir çaba göstermektedir. Bu amaca ulaşmak için Arapça'dan İngilizceye ve Türkçe'den İngilizce'ye pragmatik aktarımını doğrulamak için bir Söylem Tamamlama Görevi (DCT) ve sözlü mülakat görevi benimsendi. Bu araştırmaya üç grup katıldı; ilk iki grupta Türkiye'de yaşayan Arap EFL öğrencileri, üçüncü grup ise Türk EFL öğrencilerini içeriyordu. Öğrencilerin dil yeterliliği, otuz Arap EFL öğrencisini on beş yüksek yeterliliğe sahip ve on beş düşük yeterliliğe sahip olarak bölmek için bilgisayar tabanlı ve kağıt temelli testler kullanılarak ölçülmüştür. Yazılı DCT'lerin üç değişik versiyonu, bir Arapça versiyonu, bir İngilizce versiyonu ve bir tane de bir Türkçe versiyonu kullanıldı. Arapça versiyon, İngilizceyi dağıtmadan önce Arap EFL öğrencilerinin yüksek ve düşük yeterlilikli iki gruba dağıtıldı ve İngilizce versiyonu, İngilizce versiyonunu dağıtmadan önce Türk öğrencilere dağıtıldı. Türk ve Arap EFL öğrencilerinin DCT'lere verdikleri yanıtlardan elde edilen niteliksel veriler ve sözlü mülakat bir kritere göre derecelendirildi ve sonuçlar, Türk ve Arap EFL öğrencilerinin cevaplarını temel alarak açıklayıcı olarak analiz etmek için ölçüldü.

Anahtar kelimeler: konuşma eylemi, pragmatik aktarım, diller arası pragmatikler, pragmatik başarısızlık, kültürler arası pragmatikler.

THE PRAGMATIC TRANSFER OF REQUESTIVE SPEECH ACTS BY ARAB AND TURKISH EFL LEARNERS AT THE PREPARATORY SCHOOL

ABSTRACT

Cross-cultural pragmatic transfer is one potential cause of inappropriate performances in a second or foreign language. It occurs when nonnative learners converse in the language they are learning and transfer the conversational rules of their first language into the language they are studying. The present study is an endeavor to find out whether Arab and Turkish EFL learners convey their first language requesting strategies into English language. To this end, a Discourse Completion Task(DCT) and an oral interview task were adopted to verify pragmatic transfer from Arabic into English and from Turkish into English, if there was any. Three groups participated in this study, where the first two groups included Arab EFL learners living in Turkey and the third group included Turkish EFL learners. Learners' language proficiency was measured using computer based and paper based tests to divide thirty Arab EFL learners into fifteen high proficient learners and fifteen low proficient. Three versions of written DCTs were used, an Arabic version, an English version, and a Turkish one. The Arabic version was distributed to the two groups of high and low proficiency Arab EFL students prior to distributing the English one and the Turkish version was distributed to the Turkish students prior to distributing the English one. Qualitative data gained from the Turkish and Arab EFL learners responses to the DCTs and the oral interview were graded according to a criterion and the results were quantified to analyze them descriptively by using the Turkish and Arab EFL learners responses as a baseline.

Keywords: *speech act, pragmatic transfer, interlanguage pragmatics, pragmatic failure, cross cultural pragmatics.*

1. INTRODUCTION

1.1 Background of the study

Different cultures have different perceptions and interpretations of appropriateness, therefore, cross cultural communication has inherent risks of communication failure. Requestive expression is a custom that we do over and over in our everyday life. All around the world, people achieve this speech act in countless ways, linguistic and nonlinguistic, by employing various types of expressions, phrases and gestures. These requestive formulas are human universals, available in all communities but expressed in different ways, according to culture. When second language learners engage in conversations with native speakers, difficulties may arise due to their lack of mastery of the conversational skill and participatory work in the production of speech acts. Requests as a speech acts may occur in all languages, but in different utterances and according to various cultural norms. Researchers have investigated the speech act of request in English (Francis, 1997; Kaneko, 2004; Kim, 1995 & Parent, 2009) and other studies in Spanish (Ruzickova, 2007) and Japanese (Kahraman & Akkus, 2007; Kubota, 1996) and Iranian (Sadeghi & Ganji, 2015; Hashemian, 2008; Rafiei & Allami, 2016; Babaie & Shahrokhi, 2015; Yazdanfar & Bonyadi, 2016; Rajabai, Azizifara & Gowharya, 2015) and Turkish (Küntay, A. Bahtiyar, Sungur & Özdamar ; Kilickaya, 2010 ;Domakani, Hashemian & Mansoori, 2014; Sanal, 2016) and Arabic (S. Al-Momani, 2009; Al- Gahtani & Roever, 2014; Abdul Sattar, Che Lah & Suleiman, 2009; Ali & Pandian, 2016).

Fluent EFL learners who show mastery of English vocabulary and grammar may not be able to utter socially and culturally appropriate language. Cross-cultural research has discovered that different cultures have different rules of appropriateness (Blum – Kulka & Olshtain, 1984). Rafiei & Allami (2016) say that pragmatics can be considered as a

communicative action study in its social contexts and they focus on three aspects to the pragmatics study: speech act, implicature, and politeness. Therefore, sufficient knowledge of the use of the language should be involved to if misunderstanding is to be avoided. Balci, (2009) argued that the request speech act is one of the challenging units of pragmatics which shows the English language proficiency of the EFL learners. It is claimed that ILP has two significant aspects: language production and language comprehension. Nevertheless, EFL learners should be able to express utterances considered as contextually feasible as well as being aware of what shapes proper linguistic behavior in various social contexts, showing the connection between pragmatic competence and culture (Schaure, 2009). However, socio pragmatic failure takes place when speakers and listeners fail to choose appropriate language forms because of different cultures and customs. One of the problems that EFL learners face in EFL contexts is lack of experience in communication with native speakers that might lead to pragmatic failure because EFL learners have limited chances to learn L2 sociolinguistic rules. Most researchers (Lokastro, 2012; Chang, 2008; Michail, 2016) who deal with a foreign language have experienced an interaction that in which a cross cultural pragmatic misunderstanding occurred, due to a violation of different pragmatic rules. Additionally, speech acts have conventionally been a basic problematic area for foreign language learners. Chous (2008), pointed out that in communication there are two kinds of negative pragmatic transfer; pragmatic linguistic transfer and socio-pragmatic transfer. Negative pragmatic transfer is considered as the impact of the pragmatics of a first language on language learners' interlanguage pragmatic forms and functions and it can affect functions in the learners' second language which might vary from the target language, whereas the negative socio-pragmatic transfer happens when L2 learners reflect their awareness in L1 to L2 situations.

Yazdanfar & Bonyadi (2016) argued that to form convenient requests in another language, EFL learners need to acquire both pragmatic and socio-pragmatic knowledge to avoid being misunderstood by native speaker because people in different countries illustrate verbal behavior differently and these differences may lead to communication problems. Insufficient knowledge of the language that they are learning, means EFL learners have lack of awareness of speech acts of the target language.

According to Rajabai, Azizifara & Gowhary, (2015) pragmatics are composed of conventional rules of language which are shown in the production and interpretation of expressions that help the speaker to analyze what makes certain expressions acceptable in some situations. So, a lack of awareness of conversational norms may lead to communication problems. Hence, a lack of capability of using language based on contextual factors can lead to breakdowns in communication, and this occurs with non-natives particularly when the distance between cultures is huge and when EFL learners do not follow the rules, it may lead to lack of understanding, and their expressions may be thought of as meaningless.

It is not sufficient to understand the literal meaning of words, but we also need to be aware of a language to understand the rules for expressing those words in order to avoid pragmatic failure which may lead to serious problems for learners. Thus, being aware of the way culture impacts the way we speak is an obvious factor in successful communication. More importantly, language learners encounter two basic problems while acquiring an L2, which are failure to gain the linguistic system of the target language and the inability to acknowledge appropriate language use (Li, 2008). Chomsky attempted to help English learners by claiming that if the learners are aware of syntax, phonology, and lexis, they will implicitly be qualified speakers of the language. However, Chomsky did not refer to social contexts, and Hymes (1972) criticized Chomsky 's perspective in his communicative competence approach and expanded the term "competent speaker" to focus on the speaker's capability of using the target language appropriately in various contexts. Consequently, linguists moved from isolated language forms into the actual use in particular social contexts, concentrating on both linguistic competence and pragmatic competence because the lack of either competence might cause unsuccessful communication (pragmatic failure).

Speech acts modify in some style situations that occur in the world, where a conversational method must occur for making whatsoever is to be made, and that method must determine who must utter and make what and in what conditions (Wardhaugh, 1986). Making an utterance may be the paradigmatic use of language, but there are all kinds of other functions that we can carry out with words. For instance, we can express a question as a request, give thanks and orders, express regret, offer

apology, and so on. Generally, a speech act is an act of communication to demonstrate a particular attitude so as to ensure that the hearer determines the speaker's intention accurately. Sometimes many things do not take place and cannot take place because they would shatter the accidental convention that is held between the speaker and the hearer.

Request speech acts are among the most commonly used speech behaviors in everyday interaction, and demonstrating mastery of them is vitally relevant to the pragmatic competence of foreign language learners. In this thesis, I study request expressions made by Turkish and Arab learners of English as a foreign language and used this study as a point of departure to find out whether the Arab and Turkish EFL learners would transfer their first language requesting strategies into English.

1.2. Statement of the problem

The present study is an effort to investigate whether Arab and Turkish EFL learners transfer speech acts from their mother tongue (L1) to a second language(L2) and determine whether there are any differences between the English request strategies uttered by Arab and Turkish EFL learner. Recognizing the speech act that is being achieved in the production of an expression is relevant because it is the speech act that to some extent informs us what the speaker intends us to do with the content of what he/she says. In this sense, after every expression, conversational expectations are created either implicitly or explicitly and these expectations serve us in understanding later conversations by producing significant and suitable responses and by enabling us to identify when and where a communication goes wrong. Thus, the placing of expression in communication is significant because different speech acts may be interpreted differently or negatively in the same contexts, and this impacts the understanding of the function of the expressions. Corson, (1995) explained that cultural variables permits much variety as there is a robust link between the contexts and the various theories of discourse. He states that norms not only cover definitions of what is agreeable, but also contain significance within the society which makes sense of communication acts. However, discourse and social norms are linked to how people manage and how their interaction is stratified. He showed that the mechanisms that impact the behavior of the learner are supplied by cultural values. There is a straightforward analytical relationship

between the notion of a cultural value and the notion of a norm in language use. Furthermore, he stated that realization of differences in discourse norms between two cultures is a basic criteria in becoming bicultural and bilingual and this act of becoming bicultural and bilingual.

1.3. Research Questions

This present study endeavors to address the following research questions:

- To what extent do Arab EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2)?
- To what extent do Turkish EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2)?
- Are there any differences between the English request strategies uttered by Arab high and low proficiency learners?

1.4. Hypotheses

- Arab and Turkish EFL learners do not have sufficient pragmatic knowledge to express request successfully, as far as the speech acts of requests are concerned.
- There are differences between the English request strategies uttered by Arabic speakers with high and low EFL proficiency.

1.5. Significance of the Study

This study covers some of the gaps that exist in pragma linguistic and sociolinguistic studies. Several studies investigate the requesting speech act in Arabic dialects in general, alongside other languages. There are many people with various ethnic and cultural backgrounds and different ways of speaking to one another. So, they have various choices of language for signaling their ethnicity and culture. Therefore, the forms of language usage are difficult when building social relationships. These forms are achieved by people when they handle either formal or intimate language. Studies into cross cultural and cross - linguistic differences in the way the same speech act is

achieved in various languages such as Hebrew, Danish, and German relied on gathered data using DCT in the CCSAR (Blum-Kulka & Olshtain, 1984). In conversational scaffolding, teachers can utilize interactional interchange to scaffold the appropriation of new skills or opinions (van de Pol, Volman & Beishuizen, 2010). Therefore, interactional interchanges may be utilized to advance a learner's understanding in language and expectations. In the condition of an intervention which concentrates openly on the evaluation of collaborative talk, this method may reinforce the conception of the relationship between meaning, forms and function in an extremely context-critical situation (Swain, 1998), and may alert students to observe their linguistic strengths and troubles (Schleppegrell, 2013). Managing discourse might be seen a metacognitive proficiency, especially significant for the deductive respect of difference: it characterizes how speaker defends a serious situation, and observes collaboration to lead the direction of the conversation towards an objective aim (Newman, 2016). Students do not have sufficient dexterity in realization, especially at deeper grades of conception that require logical reflection. This study functions as a reference point for other researchers interested in the field of request speech acts.

1.6. Definitions of Significant Terms

Cross Cultural Pragmatics: This current study addresses Cross Cultural Pragmatics (CCP) which deals with the linguistic acts of speakers who have varied cultural backgrounds (Kasper and Blum-Kulka, 1993). Moreover, cultural variation also involves sociocultural dimensions, a term that encompasses ethnic group, educational, and other characteristics which impact on the behaviors of people.

Pragmatic Failure: In the present study (PF) means mistakes in producing and realizing situationally convenient language behavior - culturally impacted patterns of behavior not only result in production difficulties, but also misunderstanding problems, as listeners tend to illustrate expressions of others through the lens of their own worldviews besides within one culture, pragmatic norms vary from region to region that means there are intercultural differences LoCastro, (2012).

Speech act: A speech act in linguistics and philosophy of language is an utterance that has a performative function in language and communication. Austin, (1962) argued against this traditional view of language and stated that we do not use language just to create speech but also to do actions. He pointed out that we use specific kind of sentences to perform actions by uttering them in the convenient conditions.

Interlanguage pragmatics: Interlanguage pragmatics is interested in how L2 learners use their developing abilities in the target language to communicate successfully despite the gaps in knowledge of the linguistic system of the L2. That means learners need not to get to a yet to be defined level of proficiency regarding phonology, syntax, and lexis, but also the standards of community pragmatic meanings in their L2. So, interlanguage pragmatics seeks to determine fissures instances in the pragmatic knowledge of EFL learners (LoCastro, 2012).

Pragmatic transfer: refers to the impact extended by learners' pragmatic knowledge of languages and cultures other than L2 on their understanding, output, and learning of the pragmatic knowledge of the target language (Kasper, 1992). Pragmatic transfer traces down Thomas (1983) simplification of pragmatic failure as an infringement of sociolinguistic rules, which result in misunderstanding and miscommunication which may be due to critical troubles. As a result, pragmatic transfer has been commonly researched as a source of pragmatic failure which is caused by interference of the mother tongue with linguistic norms of the target language.

2. LITERATURE REVIEW

In the following section I will touch upon the field of pragmatics and I will present some of the most important theories within this area, including speech acts and how culture impacts the way we speak. This study investigates the pragmatic transfer of Arab and Turkish EFL learners at preparatory school in the realization of request speech acts. Pragmatics is often discussed in relation to semantics and some scholars consider pragmatics as a sort or an aspect of semantics. In this framework, I have focused on one restricted area of communication and language production, namely the production of request speech acts by Arab and Turkish EFL learners.

2.1. Pragmatics

Charles Morris, a philosopher of language, invented the term pragmatics in 1938. Pragmatics are how humans can gain from what is said in utterances of a communicative purpose and they are not limited only to the meaning of the utterances. That means that pragmatics focuses on the assumed communicative message from what is said in a specific context. Therefore, scholars seek positions where speakers use language subconsciously and are unaware of how they are uttering expressions (Locastro, 2012). There are two aspects of pragmatic competence described by Thomas (1983). The first one is pragma linguistic competence, which focuses on the principles of the language form such as syntax or grammar rather than social rules about convenient action, whereas socio pragmatic competence describes the knowledge of the target language. Pragmatic competence involves the ability of the speaker to use language for various purposes to produce coherent speech, and it deals with the use of language performance in contexts. To ensure the request speech act is recognized, firstly, speakers must have the capability of using language for various aims. Secondly, to reflect social aspects of the context, speakers must have the ability to modify the request form and finally, to make the request, speakers have to take part in an interaction following the conversation.

It has been ascertained that advanced L2 learners have the ability to use their inferential capacity entirely in the indirectness and recent studies have concentrated on learners attribution of illocutionary force and perception of politeness (Gabriele, 1993). Weizman (1993) states that native speakers use hints in requesting less often than learners who employed more redundant utterances in reaching their targets. Bou Franch (1998:8) shows the connection between language and culture in figure (1):

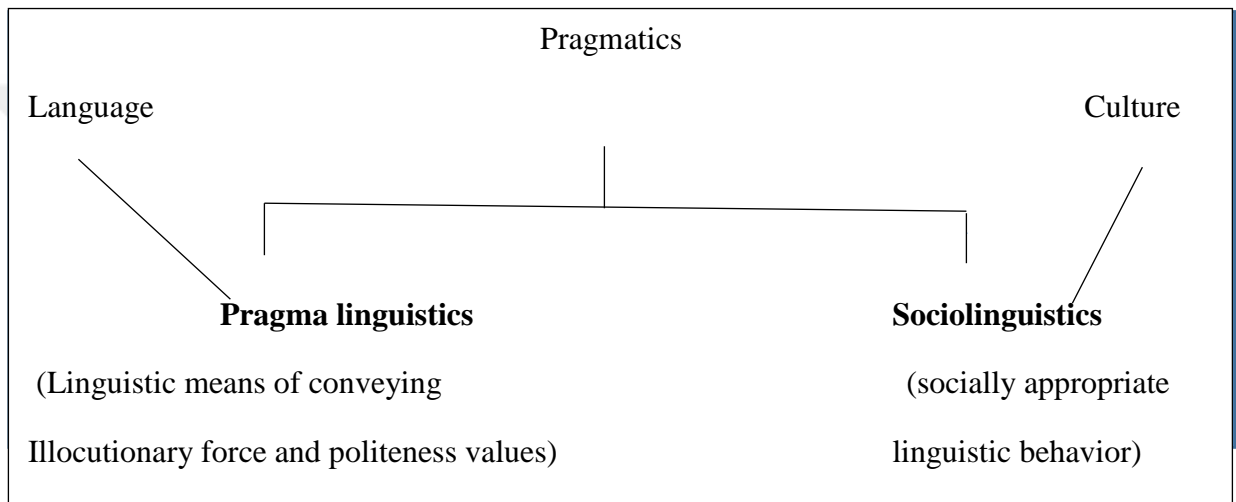


Figure 2.1: The pragmatic continuum language-culture

Source: (Based on Leech 1983 & Thomas 1983)

On this basis, culture is connected to pragmatic performance and how we as interlocutors understand pragmatic coaching and politeness where culture and language may be considered as the endpoint of a continuum which may lead to various speech patterns. Therefore, speakers need to be capable of using the appropriate style at the appropriate time in order to have successful communication in the target language, and in a convenient socio pragmatic way a person needs to have some grammatical knowledge to use the language. Nevertheless, even if learners are competent with the grammar, this does not necessarily imply that they have sufficient socio pragmatic knowledge to generate a successful communication. Sometimes, speakers may know all possible request strategies in the target language and thus they may have trouble utilizing them accurately in all situations, but not recognizing when to employ them. Crystal (1997), as cited in (Kasper & Rose, 2001, p.2) defines pragmatics as the study of

language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. Therefore, pragmatics plays a basic role in language production and comprehension. Thomas (1983) says that EFL speakers have to utilize pragmatic knowledge of the target language, where pragmatic knowledge is the capacity of applying language adequacy to perceive language in context.

2.2. Interlanguage Pragmatics Transfer

Interlanguage pragmatics is the study of the employment and acquisition of different speech acts in the language that the foreign language learners are learning (Nguyen, 2005). In interlanguage pragmatics studies, there is a continuous debate on the impact of the mother tongue and culture on learners output and the connection between understanding of L2 speech acts or L2 proficiency and L1 transfer. In the light of interlanguage pragmatics this study will concentrate on the Arab and Turkish EFL learners' L2 pragmatics competence of request utterances. Most of the studies of interlanguage pragmatics have concentrated on second language employment rather than pragmatic development, and much of the research on requests compares the pragmatic knowledge of learners with various cultural background and languages or it studies how the pragmatic knowledge of EFL learners varies from the target language. Some researchers believe that the L1 knowledge of learners impacts the TL and they assume that L2 proficiency is achieved alongside pragmatic transfer (T. Takahashi and Beebe, 1987; Blum-Kulka, 1982). The hypothesis is that the more speakers have control over the language that they are learning, the more probable they are to convey the sociocultural customs of their L1 than less proficient speakers (Takahashi and Beebe, 1993). They found that when expressing refusals, high proficiency Japanese differed from low proficiency learners in the frequency of semantic formulas and that lower proficiency learners utilized more directness in their refusals than higher level learners (Takahashi and Beebe, 1987). Many studies of interlanguage pragmatic have shown that beginners' low achievement is due to their incomplete proficiency in the TL. Thus, pragmatics points to "nonnative speakers' comprehension and production of speech act,

and how their L2 (second language) related speech act knowledge is acquired” (Kasper & Dahl,1991:1). However, low level learners have less ability to convey their L1 pragmatic knowledge because of their restricted pragmatic knowledge.

These results “call for a more in depth study of proficiency effects on pragmatic transfer” (Takahashi, 1996: 194). To create a successful communication, L2 learners must utilize language in socio-culturally convenient styles, and pragmatic competence is necessary. Pragmatic competence is explained as “the ability to perform and produce language functions and speech acts in a context which is culturally appropriate” (Taguchi, 2008: 34). Additionally, learners learn English so as to contact with English speakers from various cultures using the English language to meet their needs in communication in different fields. In this sense, the English language plays a significant role in communication instrument which calls into awareness the issue of suitable and convenient intercultural comprehension of a speech act (AL- Zubeiry, 2013). Hamouda (2014) states that pragmatic failure can lead to serious breakdowns and because of insufficient knowledge in pragmatic principles this may lead L2 learners to produce speech acts based on their cultures. However, in order to avoid intercultural miscommunications and consequent pragmatic failure, EFL learners’ pragmatic knowledge are the basic construct of conversation (Rafieyan et al, 2014).

Ann Barron (2016) adopted the cross – cultural speech act realization project (CCSARP,) the most commonly employed request coding scheme, and investigated how request strategies are utilized in different schools in Germany. Consequently, she found that there was no utilization of non-conventional indirect request strategies and there were only three frequent request strategies realized. He found the utilization of please with an imperative form was given in the context and in English was the same, and based on a cross- cultural analysis he pointed out that former studies have emphasized pragmatic variables between English and Germany. There are various reasons as to why transfer occurs. One popular reason is that limited knowledge may cause the speaker to depend on his / her mother tongue knowledge and thus reinforce the transfer. Secondly, learners assume that their social norms or the basic elements of their language are global and thus can be utilized in the foreign language as well. Norouzian and R.Eslami (2016) pointed out that output of the language makes learners aware of the gap between their

output and the language that they are learning, and this was why they focused on the role of input and output hypotheses. They concentrated on grammar competence development in enhancing the pragmatic knowledge of the learners. This can be functionally awarded when we imagine the pragmatic acquisition system as a mentally repeated path. Thus, the function is to connect the linguistic data to outside existence and use both appropriately. It has been proposed that socio pragmatic and pragma linguistic proficiency enhanced the awareness of the L2 learners, which is fundamental to learning and L2 pragmatic acquisition.

Glaser (2016), in his study of deductive and inductive teaching designs of the speech act of offer refusal in English and students' performance ILP development, examined whether it is more useful to teach learners clearly by giving them meta pragmatic input, which is often considered an important thing in the language use. Glaser emphasized the notability of explicit over implicit orders. Khorshidi & Nimchahi (2013) focused on the impact of motivation on pragmatic transfer in their study where they examined how integrative and instrumental motivation impacts on the progress of interlanguage pragmatics in Iranian English language learners. However, their study has confirmed that the pragmatic knowledge of L1 learners significantly impacts their pragmatic output in the language that they are learning and consequently the learners with an integrative motivation produced less negative pragmatic transfer in their production.

2.3. Speech Act Theory

According to John L. Austin, speakers mostly utilize language to create things, not just to utter speech. He argued that we utilize language to accomplish actions efficiently by expressing them in compatible circumstances, and not just to make speech. He referred to the utterances which involved statements that have this function as *performatives*. In his definition of speech act, he did not limit himself to verbs with explicit performative elements, but he states that all verbs can be performative, depending on the utterance. By expressing utterances, learners accomplish illocutionary acts based on speech act theory. When learners convey a communicative intention, such as refusal, request, promises, advice, thanking, offers, complements and complaints they have achieved an illocutionary act.

Thus, such studies supply serviceable instrumentations to link linguistic form and communicative intent. The learners' notion is not always obviously understood because the understanding of illocutionary acts is an extremely complex issue. Searle (1975) shows that illocutionary force and perlocutionary effect relies on statements that the speaker chooses in his/ her expression. Therefore, the request illocutionary point is considered as an order because each endeavor to make the hearers to do things. As a means to inspect pragmatics, speech act theory has been utilized for mother tongue and second language acquisition research. Austin recognized that between the two concepts of the locutionary act (which is uttering something), and the illocutionary act (which is doing something, as cited in Witek (2014)), lies "the total speech act in the total speech situation" (Austin, 1975: 148). The key idea behind Austin's theory seems to be adequate as the lexical and grammatical properties of the expression often fail to supply enough of a basis for limiting what the speaker says and what the speaker does. Because, as a method to differentiate a reality, language is not straightforwardly a means to share objective information or characterization of reality. Therefore, the key element of Speech Act Theory is that the language structure through words, sentences, and interactional reciprocities changes the implicit meaning of the speakers' intention (Ludwig & Ruyter, 2016).

In public, in order to get the hearer to recognize this intention, the speaker attends to their utterance to give a particular illocutionary effect. For instance, if the speaker wishes to apply one technique of asking the hearer to do something, the speaker may utter the sentence, "I want you to lend me your notes." The expression is meant as a request, but it is externally expressed as a statement. Therefore, the speaker may produce a sentence and attend to what he says and also intend another illocution with a different propositional content. For instance, when the speaker produces an expression such as, "Could you open the door?" he intends it not just a request but a question as well. This may cause a serious problem when the speaker attempts to say one thing but intends something else, and this occurs when the speech has two illocutionary forces. In contemporary moral philosophy, focused on the failure to realize the nature of indirect speech as cited in Searle (2005: 49) "politeness is the most prominent motivation for indirectness in request, and certain forms naturally tend

to become the conventionally polite ways of making indirect requests.” Searle uses the action verb to determine the illocutionary force of an expression. A speech act is a meaningful act accomplished with an utterance or utterances where it requires that the areas of syntax, semantics, and pragmatics be reimagined (Tsohatzidis, 1994).

Austin (1962 a) recognized three essential types of speech acts in language use, that he titled locutionary, illocutionary and perlocutionary acts. Austin states that the request utterances which utilize main verbs are performative ones. Therefore, a lack of pragmatic proficiencies might lead to misunderstanding and miscommunication between people. A locutionary act can be described as producing a meaningful linguistic utterance which is related to the speaker’s communicative purpose. This purpose is known as illocutionary force, which is performed via the communicative force of an utterance (Yule, 1996). The third dimension can be defined as the output of an impact on the hearer, this is also referred to as the prelocutionary effect. Thomas (1995) says that the locutionary is based on the grammatical rules of the language and the actual uttering of them. Thus, the connection between all these three dimensions is significant to the study of speech act. From a Cross–Cultural perspective, the hearer may face difficulties in understanding the force of the speaker. However, if the way native speakers of Turkish and Arabic express requests in English is different from that of native speakers of English, the expression may not have the intended perlocutionary effect, as in a Cross-Cultural setting the illocutionary act itself might not be distinguished. Searle (1969), assumed that we speak based on particular rules, and he continued in Austinian tradition in comparing the use of language with a chess game because it involved the same underlying rules in all countries. From this angle, because the statements share the same underlying rules we can transpose those of one language into another.

2.4. Cross – Cultural Pragmatics

CCP compares the output of speech acts by natives and non-natives, which is one of the main parts of pragmatic studies. Furthermore, Yule (1996: 87) defined Cross-Cultural Pragmatics as “the study of different expectations among different communities, regarding how meaning is constructed.” People are supposed to not be compatible in the Cross – Cultural conversation, and this leads to their various understandings of the

meaning. In various areas of CCP, much Cross – Cultural pragmatics research has been carried out by researchers. Thus, understanding the target culture and the use of the target language in that culture plays a critical role to be able to get a better communication. English language teaching also implies contrasting L1 and L2 pragmatics where the researchers have endeavored to analyze and compare various languages and cultures and how learners from those languages and cultures obtain pragmatics. It sounds that there is a requirement for further research, although Cross – Cultural Pragmatics have been investigated vigorously and in every culture people have their unique styles of relocating meaning through language. It is significant to understand the differences in communication style and meanings linked to context so as to be able to understand the language. To create a successful discourse, learners or competent speakers should be able to comprehend the pragmatics of the target language that they are learning, otherwise the discourse might not be performed efficiently. However, pragmatic competence is a significant part of language learning, where it is important to comprehend the pragmatics of both the mother tongue and the target language. Many researchers have inspected various areas of pragmatics, such as Austin (1962) who states that speech act theory endeavors to explain language as chains of actions.

The Cross Cultural Speech Acts Realization Project (CCSARP) concentrated on many languages in distinct contexts and is one of the most significant projects in the area of Cross – Cultural Pragmatics. The research done in the field of request speech acts has produced a conclusive understanding of how speech acts might vary among languages and cultures, and in the domain of learning languages, how conclusive it is for one to comprehend the culture pragmatic norms and pragmatic competence to be able to communicate successfully at an advanced level. Particularly looking at the case of Arabic and Turkish, although some study has been done, there is still a space for extra study to be capable of reaching an extra sturdy and complex comprehension of Arabic, Turkish and English pragmatics, and particularly how EFL learners use requests. The necessity for Cross – Cultural communication study and pragmatic transfer has been known in the field of second language acquisition as necessary to reinforce Cross-Cultural Comprehension, and to supply input useful for language acquisition. Request

speech acts are one of the under – researched fields in the studies of Cross Cultural Comprehension and they function as a rejoinder to different acts such as suggestion, invitation, and offer, which require an advanced level of pragmatic competence.

Chang (2008) showed that transfer rises as the raising of learners' proficiency where he indicated to the relation between pragmatic transfer and proficiency level. He examined the relation between Chinese and Americans in the refusal speech acts and he concluded that the English native speakers were found to use more directness in refusal strategies than the Chinese. Nuredden (2007) shed light on sociocultural pragmatics where she studied the use of apology strategies in Sudanese Arabic. A discourse completion questionnaire was the elicitation instrument used for compiling data on 10 different situations. The responses were gathered from 110 college educated adults and she could not generalize the study to all Sudanese Arabic learners. The findings suggest a direction toward positive politeness. Many subjects in her study tried to preserve a positive image, when studying an event that needs apologizing, participants realized that apologies spoiled their positive image and this impacted their choice of apology strategy. Michail, (2016) states that when people utilize language conveniently, they situate it into what is frequent in their society. Insiders do not have the ability to make the necessary contextual linking to an appropriate meaning, but insiders can take part in the achievement of meaning in the communication. So, members of distinct cultures can experience a great deal of miscommunication. Thus, Cross – Cultural Pragmatics happens when nonnatives from distinct societies interact based on unpredictable expectations and misunderstanding in the communication. Several Cross – Cultural considerations have shown that there can be significant Cross-Cultural variations in the speech acts performance between distinct speech act societies. Isyaku, Yeupeng, Mahdi, Sarhan, Salih & Paramasivan (2016) investigated various strategies and how varied users are in their utilization of such strategies in thanking gratitude strategies of Hausa, Chinese and Arabic languages. The data were gathered from fifteen learners through the use of DCT, which was translated into three languages. Among the three distinct cultures they found a significant relationship in the utilization of simple thanking strategies. Their answers showed that there were not any significant differences in the utilization of gratitude strategies among the three distinct cultures. Yarahmadi & Fathi

(2014) aimed to identify if there was any use of pragmatic transfer in this study and they investigated the complaint strategies utilized by Persian EFL learners. In this study three groups took part. Two of them involved 10 Australian natives of English and 10 native Persian speakers. The third group included 40 Persian EFL teacher trainees. The data were compiled by means of DCT. The finding of this study showed that Persian participants utilized more indirect strategies in most of the situations and there was an obvious testimony of pragmatic transfer.

Shi (2014) contrasted culture and communication and focused on the issue that language and culture live together instead of apart. Communication via language cannot be carried out without considerable cultural learning in various cultures and this is why he compared communication to swimming and culture to water, in that a person cannot swim without water. In this sense, in various cultures communication via language cannot be successful without considerable cultural learning. Besides, he concentrated on the cognition mistakes which are the origin of the Cross-Cultural failures. Therefore, he focused on the idea that different people are the prefaces of the different cultural consciousness that make one culture distinct from others.

2.5. Discourse Completion Test

Discourse Completion Tests were first adopted by Blum-Kulka (1982) to evaluate speech act realization patterns. DCTs items are composed of characterizations of speech act situations followed by imperfect discourse sequences that the learners are asked to complete. Written DCT have been widely utilized in Cross – Cultural Pragmatics and interlanguage pragmatics studies which is due to the fact that they help the researchers to codify a great amount of data in a short period of time. Although WDCTs have been vastly utilized in interlanguage and Cross-Cultural Pragmatic studies, they have been criticized specifically with regard to their form validity. Learners are likely to complete the task based on various processing abilities. The cognitive mechanisms used to answer to a DCT may vary from those performed in real life contexts. Bialystok (1993: 47) states that, “Different uses of language involve different processing abilities of language learners....” Bardovi – Harlig (2013:74) examines the issue of type of knowledge accessed when answering Discourse Completion Tests. She states that written DCTs

utilize explicit knowledge. She asserts that, “Most DCTs are given as untimed tasks, further increasing the likelihood that a respondent might draw on explicit knowledge,” but she also declares that “ Time pressure does not guarantee use of implicit knowledge and even lack of time pressure does not guarantee use of explicit knowledge”.

Foster and Skehn (1996) focused on the amount of time which may impact on the respondents’ task accomplishment. In real life situations, several speech acts implicitly utilize unconscious knowledge. In different request situations the speaker decides what to say before encountering the requestee. Some people preplan telephone conversations, and writing involves a great deal of conscious deliberation and choices in discourse organization.

Rose (1992) found that hearer response has no significant impact on the accomplishment of requests by American natives of English, where he examined the impacts of hearers’ answers on native speakers’ output of request in English. He found that both Americans and Japanese performed more indirect strategies when utilizing MCQ, but Japanese utilized more direct strategies when answering the DCT, which means the level of directness in the output was influenced. Helen (2008) focuses on the paired concurrent verbal reports of six English natives. Helen adopted WDCTs to compile data. The study aimed to hinder the focus of the natives’ attention while answering to 18 WDCTs do not devising English requests. The findings showed the participants may direct to WDCTs tasks which may not permanently encounter with the researchers’ anticipations and WDCTs do not devise the international features of speech act output.

Chen (2016) investigated the impact of learner – learner interactions on pragmatic function. Chen adopted a multiple-choice discourse completion task in a study of twenty intermediate level Chinese EFL learners. The data collected involved the participants accomplishments in individual work and pair work. Chen found that in the request and apology situations scores on pair work were significantly higher than individual work. That means learner – learner interactions in pair work led to significantly better and more accurate accomplishment. Robin & Ricarda (2016) explained how realized cultural distance motivates task discourse that pushes partners in understanding culture related variations as a modern problem- solving possibilities. Their study was based on project

of 246 international alliances by companies in the global manufacturing industry and they focused on the positive impacts of cultural distance. The selected fairs involved around 12,000 exhibitor companies from all over the world. They found that the indirect effect of function discourse is significantly positive.

Jebahi (2010) examines the utilizing of speech act of apology by Tunisian learners. A hundred Tunisian learners were randomly selected to participate in the Discourse Completion Test. He found that in most different situations, Tunisian learners utilized statement of remorse. Chen & Rau (2013) studied the development of pragmatics teaching materials and used multiple-choice questionnaire with two American groups of teachers in the United States. They asked one of these groups to supply an MCQ based on social expediency and asked the second group to remark on the shape of the learner speech act addressing both grammatical accuracy and social expediency. The items of MCQ covered greeting, request, apology, complaint, and refusal. They found that learners' output were socially infeasible or grammatically inaccurate utterances and the teachers utilize the CCSARP to codify data from Chinese learners.

Yang (2009) used different instruments to codify data by means of an assessment-based gaming environment, a background questionnaire, and usability project in the field of interlanguage pragmatics (request). 30 English Language Learners carried out 10 written request tasks. Learners' request statements were divided into various levels of directness (direct, conventionally indirect, and non-conventionally indirect strategies) and each level was classified into several kinds of request strategies and all learners were from South East Asian countries. Yang found those learners' expressions showed indirectness more than the other categories.

Kanik (2012) concentrated on evaluating pragmatic competence to compare learners' utterances and to produce a feasible speech act for a given contexts and to compare the learners' utterances or their speech act to natives. He tried to evaluate intercultural communicative competence and pragmatic competence by utilizing a reverse DCT, which included requests in Turkish to elicit data from 65 Turkish participants at a major university in Istanbul. Such kinds of trials increase the validity of pragmatics, because

the result illustrated that reverse DCTs can be an instrument to evaluate socio pragmatic knowledge without a need for a statistical comparison with the natives.

2.6. Classifications of Requestive Strategies

Searle saw directives as “attempts by the speakers to get the hearer to do something” (1976: 11). He recognized five main speech acts: representatives, directives, commissives, expressives, and declarations. Based on speech act theory, acts can be achieved either directly or indirectly where indirect strategies are defined as expressions in which the learners’ notion and the meaning of the sentence do not correspond, whereas direct strategies are defined as expressions in which the meaning of the sentence is compatible with learners’ notion. In an indirect strategy the learner transfers his intention implicitly whereas in direct strategies a learner transfers his / her intention explicitly. For instance, when you want to borrow a dictionary from a friend, you may ask an indirect style to reach your goal, saying, “Could you lend me your dictionary?” rather than utilizing a direct way, such as “Lend me your dictionary.” It is opinion commonly held opinion that indirect strategies are utilized for politeness (Brown & Levinson, 1978; Searle, 1975).

There are two kinds of indirectness in the speech act literature. The first one is non-conventionally indirect strategies, or hints, and the second one is conventionally indirect strategies. According to nonconventional indirectness (hints) Blum-Kulka (1989) said that, “For conventional directness, conventions of propositional content (means) and linguistic form combine to signal requestive force.” Of conventional indirectness, Searle (1975) said that “there can be conventions of usage I am suggesting that can you, could you, I want you to, and numerous other forms are conventionally ways of making requests ,but at the same time they do not have an imperative meaning” (Searle, 1975: 76). Thus, it is hard to consider hints as the most polite form of requests. It has been demonstrated in former studies that there are variation between learners’ proficiency levels, and most studies claim that low proficiency learners and L2 learners utilize both conventionally indirect strategies and non-conventionally indirect strategies. In order to explain why some speech acts can be uttered in so many ways, I will refer to Blum’s categorization of request statements. Several studies have investigated how L2

learners express requests in the target language through the the Cross- Cultural Speech Act Realization Project (CCSARP) by (Blum- Kulka et al, 1989a; Blum – Kulka & Olshtain, 1984) gathered data from both natives and nonnatives of different languages using the Discourse Completion Task (DCT).

Octu & Zeyrek (2006) studied contains four groups - 19 low and 31 high proficiency Turkish speakers of the English, 13 English natives, and 50 Turkish natives - and they examined the acquisition of request by EFL Turkish learners contrasted to request strategies by the English natives. The authors gathered data through role plays and the Discourse Completion Task. They found that EFL Turkish learners with high proficiency were able to make do with the target language, whereas those with a lower proficiency level utilized formulaic statements, needing the capacity of different creating with the language. Daneshpazhuh & Shahrokhi (2016) looked into how request speech acts were employed by Persian, English, and Badrudi. The authors the DCT to gather data and the results showed that there were significant differences in strategies among the all groups, and direct strategies were the most common ones. Deveci & Hmida (2017) examined how the request speech act is understood by English natives and the Arab natives in an English–medium university in the UAE. The authors utilized DCT to collect data by asking the learners to write an email to their professors. The results showed that there were big differences in the strategy kind and discourse structure utilized by the English natives and the Arab English learners. Direct request strategies were more frequent than indirect ones in both the English natives and non-natives .

Zarepour & Saidloo (2016) codified data by using CCSARP so as to investigate the request speech act strategies utilized by EFL Iranian learners to write request emails to their professors. The findings exhibited that Iranian learners utilized more direct strategies and they were not aware of pragmatic knowledge. Blum- Kulka & Olshtain (1984) matched the realization patterns of request and apologies speech acts in different languages involving American English, Australian English, British English, Canadian French, German, Danish, Hebrew and Russian to discover the ways and methods natives and nonnatives do two speech acts. According to Blum – Kulka et al (1989) they categorized request strategies into three essential kinds. The first was Direct Strategies, which were classified into five sub-levels, Mood Derivable, Performatives, Hedged

Performatives, Obligation Statements, and Want Statements. The second type was conventionally indirect strategies, which were classified into two sub-levels, Suggestion Formulae and Query Preparatory. The third type is non conventionally indirect strategies, which are classified into two sub – levels, strong hints and mild hints. Ever after the Cross-Cultural speech act realization patterns (CCSARP) Project has been informed; several researchers have tried to fit their fulfillment of different speech acts into this framework. Lundell & Erman (2012) concentrated on the online output of request sequences by two groups of Swedish speakers resident in the UK and French learners resident in France compared to the natives. They expected there to be a big difference between the L1 and L2 data. The data collected for this study was open role plays. They utilized CCSARP to analyze data and they found the natives utilized more head act than nonnatives, L1 speakers utilized a wider store of strategies than the L2 speakers, which means that they lack conventionalized request strategies.

Halenko & Jones (2017) examined the influence of explicit interventional treatment on enhancing pragmatic awareness and spoken requests statements in a study abroad context with two Chinese groups at a British higher education institution. The employment was measured with on a pre-immediate and delayed post –test utilizing an oral Computer-animated Production test (CAPT). The results showed that the explicit instruction simplified expansion of pragmatically convenient request language findings and showed that the control group utilized more at the delayed test, but the explicit instruction group commonly utilized more modification at the immediate posttest. Al-Eryani (2007) examined refusal strategies in Yemeni with twenty EFL speakers. Data were gathered through a Discourse Completion Task with six refusal positions. The learners' fulfillment was compared to the American to discover any difference from the L2 learners. The refusal strategies selection by the L2 learners showed the appearance of both pragmatic transfer and pragmatic competence based on their social status and the situation. Similar semantic formulas were utilized by both American English and Yemeni EFL learners. Afghari (2007) investigated the apology speech act in 110 Arabic students. Data were gathered through a n Arabic version of a DCT, involving 10 situations. Results demonstrated the universality of apology strategies, whereas the

learners appeared to have a tendency toward positive politeness strategies, and this impacted their strategies options.

Jalilifar (2009) examined the request strategies utilized by Iranian learners and Australian speakers of English among 96 B.A & M.A. Persian learners and 10 English natives. Request strategies were connected to the social factors of power and social distance. Findings showed that students with a higher level used indirect strategies whereas the natives group utilized an equal use of this strategy. Blum-Kulka & Olshtain (1984) saw several contextual variables that may impact on request actions like social distance and social dominance. The CCSARP coding scheme for coding formed patterns, based on requests, can be split into three divisions: head act, alerted, and adjunct to the head act. Salmani – Nodoushan & Allami (2011) examined the kinds of supportive discourse moves utilized by Persian learners through examining 372 learners who responded to a discourse completion test. The findings pointed out that the Persian learners utilized external and internal discourse moves.

2.7. Indirectness and Politeness Theory

The fact that the norms for when directness or indirectness is applied differ from culture to culture could lead to Cross- Cultural difficulties. Similarly, in my study, the findings indicate that there are various performances with regard to how requests are uttered in various language cultures. Communication is a significant part of our lives. English foreign language learners need a perfect understanding of cultural comprehension in addition to knowledge of the target language. Therefore, researchers have focused on the significance of cultural comprehension in learning. Brown and Levinson claimed that politeness theory is universal and globally applicable. Request speech has gained extensive empirical backing and it is vastly utilized in politeness study (Song, 2017). Politeness theory regards how people communicate in face-threatening positions, and it suggests that face threats may be harder under circumstances of logical uncertainty because people have to play all the sensible bog (Knobloch, Satterlee & DiDomenico, 2010). Politeness is a technical term indicating the many various linguistic and nonlinguistic strategies that interactions utilize in order to face another's face (Holtgraves & Pedrew, 2016). Brown and Levinson say that the use of polite language is

global, and they made distinctions between different face-threatening acts as reliant on two factors, which kind of face is firstly intimated and whose face is firstly at risk. They showed that negative face threats confused the hearer's face first (Soltys, Terkourafi & Katsos, 2014).

Tawalbeh & Al-Oqaily (2012), examined the notions of (in) directness and politeness in the request speech act between Saudi Arabian learners and American English natives. Two groups, which contained 30 Saudi and American learners, were randomly selected. The authors gathered data by using WDCT. They found that Saudi Arabian learners used conventional direct strategies less than the American learners and the directness level varied cross-culturally. So, most studies conducted in interlanguage pragmatics have focused on the use of speech acts by nonnative speakers. Jenkins & Dragojevic (2011) pointed out that politeness theory suggests that communications are involved with both the wants of self and conventional concords. There are two kinds of wants. The first one is negative face wants, which involve people's desire to gain autonomy or freedom from another, whereas the second one is the positive face wants that are concerned with the desire to be loved and seen as qualified. Miller, Strong, Vinson & Brugman (2014), focused on the notion of face, which was developed by Brown and Levinson. They pointed out that Brown and Levinson supposed that the content of face varies in different cultures, that each person has negative and positive face, and that norms and customs for talk occur for all social situations and cultures.

People may criticize their rejecter after injury, because it helps them feel they have regained their own worth by minimizing the value of the other persons. Politeness theory violates blusters to encounter that violate politeness into negative face such as request and lack for independence and positive face such as criticism which dues to negative emotion and wish for acceptance. Marti (2006), examined the possibility that pragmatic transfer is made from German. She concentrated on politeness concept of request made by Turkish monolingual learners and Turkish – German bilingual learners to examine the link between indirectness and politeness. She codified data by using a DCT in her study in order to elicit requests in 10 various situations. The findings showed that Turkish monolinguals appeared to be more hesitant to make a request whilst Turkish–German bilinguals selected less frequent, but more accomplished indirect strategies.

Nelson, Al Batal & El Bakary (2002), examined the similarities and differences between US English and Egyptian Arabic discourse styles by concentrating on refusal speech acts. The data were elicited by means of a Discourse Completion Task which was composed of requests, invitations, offers and suggestion. Data were analyzed based on the direct and indirect dimension of discourse style. The findings showed that both groups utilized similar strategies, but the difference is Egyptian males utilized less indirection than Americans.

Although indirectness takes place in all the Arabic, Turkish and English materials, the conditions in which it is used is different. When the size of imposition is considered to be low, speakers often pick out a direct speech act strategy. When the size of imposition is higher, the degree of indirectness is higher. I agree with argument that there might be particular factors that impact indirectness in various cultures. Politeness theory can be visible as a way of illustrating the need for indirectness. In recent years, politeness has received a lot of scholarly attention. Thomas shows this interest as being “to such an extent that politeness theory could almost be seen as sub discipline of pragmatics” (Thomas, 1995:14). Therefore, most scholars have participated in politeness research to try to account for various politeness strategies and the basics that rule politeness. The aspect of politeness which I will focus on in my thesis is the study of face, as explained by Brown and Levinson (1978). Face is commonly defined as “The negotiated public image, mutually granted each other by participants in a communicative event.” (Scollen, 2001: 45). One researcher on face clarified face as “the positive value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self-delineated in terms of approval social attributes – albeit an image that others may share, as when a person makes a good showing for himself” (Goffman, 2005: 5). In contrast to other researchers of his time, he focused on normal everyday life and desired to study interaction to limit the implied styles and rituals included in social life. He states that every person “lives in a world of social encounters” and take part in various styles of discourse. He states that the person needs to be mindful of the world outside the current speech proceedings as well, to maintain his / her face (Goffman, 2005). Thus, I consider it significant not to disregard the role culture and culture norms play in the study of communication. Thus, culture is a domain which may

cause more question than it really solves. The country culture, region, or certain social group is mirrored in the way of speaking and thus may have an impact on how a person learns and utilizes a target language. Therefore, people who have preunderstanding of the culture of the target language will have fewer troubles learning the language. Zhang & David (2012), conducted a study into teacher – students' relationship distance and the impacts of request and teacher trustworthiness on reactance. Request politeness was accomplished by utilizing different politeness strategies. A total of 223 college learners participated in this project. The study was measured with items followed by a Likert – type response format. They found that the teacher's utilization of high – politeness requests was more vigorous in getting compliance from students, whereas teachers' utilization of low – politeness requests may count as negative violation of expectations.

2.8. Conclusion

I have attempted to explain some of the theoretical background for my thesis, by referencing central ideas within Pragmatics, Interlanguage Pragmatics Transfer, Cross-Cultural Pragmatics, Speech Act Theory, Politeness Theory and Indirectness, Discourse Completion Task and Classifications of Requestive Strategies. The discussion of each of these ideas could be more spacious, however, the specific scope of my thesis does not allow for a more universal discussion. Therefore, this study intends to present deeper insight into the language socialization of Arab and Turkish EFL learners by analyzing their (in) directness, politeness and suitability with the help of different data collection instruments such as DCTs, MCQ, and audio recordings.

3. METHODOLOGY

This chapter presents the methodology used to investigate whether Arab and Turkish EFL learners transfer requestive speech acts from their mother tongue (L1) to their second language (L2) and to determine whether there are any differences between the English request strategies uttered by Arab and Turkish EFL learners. A Discourse Completion Task (DCT) and oral interview task were adopted in this study to elicit performance data from seventy participants, divided into three groups. Next, data collection procedures are introduced. The coding scheme and statistical analyses are also discussed.

3.1. Participants

A total of 70 EFL Arab and Turkish learners (male and female) with the age range of 19 - 24 participated in the current study. They were studying at the preparatory school of Istanbul Aydin University in Turkey and they were chosen randomly from different classes during the academic year (2017). The participants included three groups. The first two groups included 3 Iraqis, 14 Syrians, 3 Egyptians, 2 Moroccans, 2 Yemenis, 3 Saudis, 2 Tunisians, 1 Sudanese and the third group included 40 Turkish learners. The first group was chosen to be the Arab high proficiency, the second group was chosen to be the Arab low proficiency, and the third group was chosen to be the Turkish participants. Their answers are compared with their L1 to investigate if there is any evidence of pragmatic transfer to their L2 .

3.2. Procedures

This current study includes three main procedures, namely: a Proficiency test (Computer Bases and Paper Based) which was designed by the staff of the preparatory school, a Discourse Completion Task, and oral interview task. The participants included three groups. For learners' language proficiency to be gauged, the proficiency test (Computer

Based and Paper Based) was used to select fifteen Arab high proficient EFL learners and fifteen low proficient ones. All thirty students took part in the DCT, then fifteen students took part in the interview. The third group contained forty Turkish participants who took part in DCT and fifteen of them also participated in the interview. The Discourse Completion Task is a form of questionnaire depicting some natural situations to which the respondents are expected to respond.

The researcher relied on DCT and MCQ originally designed by Rose (1994). It involves eight written situations covering different request speech acts. The English version was given to Arabic and Turkish instructors to translate it into Arabic and Turkish version, then they gave their feedback. Three versions of the written situations are used; an Arabic version, Turkish version, and English one. The Arabic version was distributed to the Arab participants before English one. The English version was distributed to the Turkish students. The same version was distributed to the two groups of high and low proficiency Arab EFL students. This way of presentation of the discourse completion task is expected to verify the pragmatic transfer from Arabic into English and from Turkish into English, if there is any. The participants were given enough time to study the situations. The oral interview task depended on the same written situations of the questionnaire, but it required participants' oral responses and the researcher used audio recorded as oral discourse completion task and wrote down her notes as an observation.

3.3. Data Collections

In the current study the researcher gathered data by means of an open-ended questionnaire Discourse Completion task (DCT) and Multiple Choice Questionnaire (MCQ) designed by Rose (1994). The written DCT has been mostly used in studies of cross-cultural and interlanguage speech act performances. Kasper & Dahl (1991), state that DCTs are “written questionnaires including a number of brief situational descriptions, followed by a short dialogue with an empty slot of the speech act under study ” (p.221). Moreover, some answers may not supply the precise information which is necessary for data validity. After careful discussion with the supervisor, the researcher utilized a combination of DCT and MCQ, which included eight situations and for which

a blank was provided after each situation where the students could answer these situations (see appendix A).

After receiving approval from Istanbul Aydin University, the Arab students were given the proficiency test and then the researcher received the list of the participants' scores from the preparatory school. Then, the researcher faced the participants directly and reassured the participants that they were anonymous and that they did not have to worry about spelling mistakes, so as to make them feel relaxed and less inhibited through their answers. The Arabic and Turkish versions were given to Arabic and Turkish instructors so as to revise and give their feedback.

Respondents were provided with situations which required them to write down responses they believed were most appropriate for the text, and the oral interview task was also used in compiling data. The English versions were distributed to three groups. The first group included 15 high proficiency Arab learners; the second group included 15 low proficiency Arab learners; and the third group included forty Turkish learners. The Arabic versions were handed out to the Arab learners before the English ones and the Turkish versions were handed out to the Turkish learners before the English ones. Additionally, the researcher did not mention anything about the intention of the study so as to avoid prejudice and the researcher stated that the questionnaire was linked to a master thesis in the English language. In total, seventy fully answered questionnaires were gathered and the mean time given to the participants was calculated to be 60 minutes in this study. The WDCTs varied in situations which limited the level of directness and politeness in the use of speech acts. The situations were as follows:

1. Music: A learner requests another learner, who the first learner does not know, in a nearby room to switch his / her music off.
2. Notes: A learner requests to borrow a friend's notes to replace those that he /she lost.
3. Test: A learner requests a professor to delay a test that he / she must miss due to a wedding.
4. Photo: A learner requests a man whom she / he does not know, wearing a suit

and carrying a briefcase, to take a photo of the learner with his / her friend.

5. Study: A learner requests a friend to help him to prepare for a test.
6. Bus: A learner requests another learner whom he / she does not know to move over on the bus.
7. Food: A learner requests a friend's mother give him / her more food during dinner at the friend's home.
8. Door: A learner requests a professor whom he / she does not know to open a door which the learner cannot open because of his / her full hands.

The second tool which was used in the study was audio recordings, where the researcher used the same situations from the WDCT and which was adopted from Blum-Kulka & Olshtain (1984) to compile learners' expressions about the request speech act strategies. Analyzing them, it was proved that most of the participants showed a lack of pragmatic knowledge of the target language. Data were recorded, and the responses were translated by the researcher to be analyzed. A few questions of oral DCT used in the present study are as following:

Situation 1: You are studying in your room and you hear loud music coming from a room down the hall. You don't know the student who lives there, but you want to ask them to turn the music down. What would you say?

(I would say that I am studying so turn the music off please)

Situation 2: You are talking to your friend after class. You missed the last class and you want to borrow your friend's notes. What would you say?

(I would go to his room and ask him to turn the music off ...Could you turn the music off?)

After all the oral DCT were recorded, they were transcribed by the researcher to be analyzed.

3.4. Data Analysis

In the present study, a mixed methods approach was used. Qualitative data gained from the Turkish and Arab EFL learner's responses to DCTs and the interview were graded by using a criterion relying on CCSARP (see Blum-Kulka, House & Kasper, (1989) and the results were quantified to analyze descriptively by using the Turkish and Arab EFL learners' responses as a baseline.

3.5. Coding Scheme

Data from the DCT and MCQ were analyzed using the Cross Cultural SpeechAct recognition project (CCSARP) request coding scheme, (Blum-Kulka, House, and Kasper, 1989). The CCSARP coding scheme has been utilized in most cross-cultural and Interlanguage Pragmatics ILP request studies, including those studying Japanese and English (Hill, 1997), Spanish and English (Mir, 1994), and Korean and English (Suh, 1998). They say that L2 learners of low proficiency, unlike native speakers, tend to utilize direct strategies because of the insufficient pragmatic knowledge of the target language, while those with high proficiency utilize more conventionally indirect request strategies and short utterances. Therefore, in this study the coding scheme is based on the CCSARP's nine level scale for analysis of request strategy which start from the most direct (essentially commands), to the least direct (mild hints). However, given the awkwardness of applying this scale across cultures, the standard practice has been to combine the nine levels into three: direct, conventionally indirect, and non - conventionally indirect. The following figure will provide the request strategy types, and definition of categories by Blum-Kulka et al. (1989, pp. 278- 280).

Strategies types	Head act strategy	Definitions	Example(s)
Direct strategy (D)	1-Mood derivable	The grammatical mood of the verb in the utterances marks its illocutionary forces as a request	-Leave me along. -Clean up the kitchen
	2-Explicit performatives	The illocutionary force of the utterances is explicitly named by the speakers.	-I am asking you to move your car.
	3-Hedged performatives	Utterances embedding the naming of the illocutionary forces.	-I must /have to ask you to clean the kitchen right now. -I would like you to give your presentation a week earlier than scheduled.

	4-Location derivable	The illocutionary point is directly derivable from the semantic meaning of the locution.	Madam you'll have to/should/must/ought to move your car.
	5-Want statement	Utterance expresses The speaker's intention, desire or feeling vis d vis the fact that the hearer do X.	-I'd like to borrow your notes for a little while. -I really wish you'd stop bothering me.
Conventionally Indirect strategy (CI)	6-Suggestory formula	The sentence contains a suggestion to X.	-How about cleaning up the kitchen.
	7-Query preparatory	The utterance contains reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed) as conventionalized in any special language.	-Can I borrow your notes? -Could you possibly get your assignment done this week? -Could you clean up the kitchen, please?
Non – Conventionally Indirect strategies (NCI)	8-Strong hint	Utterance contains partial performance to object or to elements needed for the implementation of the act (directly pragmatically implying the act).	-Will you be going home now? -You've left this kitchen in a right mess.
	9-Mild hint	Utterances that make no reference to the request proper (or any of its elements) but are interpretable through the context as requests (Indirectly pragmatically implying the act).	-I am a nun (in response to the persistent boy). -You have been busy here, haven't you?

Figure 3.1: Request Strategy Type

Source: (Blum-Kulka et al. 1989, pp. 278- 280)

3.6. Statistical Analyses

The analysis was performed using the Statistical Package for the Social Sciences (SPSS) version 14.0. A chi – square test was performed on the data to investigate the three groups' socio pragmatic perception of contextual factors. This test was prepared to analyze categorical data and determines whether there is any significant relationship between the categorical variables (Fall, 2009). Therefore, this test lets the researcher knows whether the groups have significantly different judgments, which makes it a very beneficial statistical test for the survey.

4. FINDINGS

4.1. Introduction

The present study has intended to investigate whether Arab and Turkish EFL learners convey request speech act from their mother tongue (L1) to second language (L2) and determine if there are any differences between the English request strategies uttered by Arab high and low Proficiency. More particularly, the current study goaled to examine the Arab and Turkish EFL learners' performance in request strategies and if there were any influences by their L1 rules leading to pragmatic transfer. To achieve this goal, this present study endeavored to address the following research questions:

- To what extent do Arab EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2) ?
- To what extent do Turkish EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2) ?
- Are there any differences between the English request strategies uttered by Arab high and low Proficiency ?

In this mixed-methods research with 70 Arab and Turkish EFL learners studying in a preparatory school of Istanbul Aydin University, the qualitative data were compiled through eight items WDCTs and eight items MCQ in English including request speech acts (see Appendix A), audio recordings, and the same written DCTs translated into Arabic and Turkish (see Appendix B &C) by the academic professional persons. Quantified analysis of the gathered data was made and the findings were offered descriptively. This chapter contained two sections. The first section discusses the comparison of the Arab and Turkish EFL learners' production in the request speech acts and investigate if the Arab and Turkish EFL learners shift request speech act from their

L1 into L2. The second section presents the comparison between the Arab high and low proficiency in request speech acts.

The first and the second research questions for the production part of the research concern the production of requests by the Arab and Turkish participants: To what extent do Arab EFL learners transfer their requesting strategies from their mother tongue (L1) into English (L2) ?, and to what extent do Turkish EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2) ?.

4.2. Comparison of the Arab and Turkish EFL Learners' Production in Request Speech acts

4.2.1. Situation 1

You are studying in your room and you hear loud music coming from a room down the hall. You don't know the student who lives there, but you want to ask them to turn the music down. What would you say? In the first situation, the learner was asked to construct a request to ask another learner in a nearby room whom does not realize to switch his / her music off.

Table 4.1: Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q1	G1	1	0	0	0	0	0	13	0	1
	Percentage	25%	0%	0%	0%	0%	0%	21,67%	0%	50%
	G2	1	0	0	0	0	0	14	0	0
	Percentage	25%	0%	0%	0%	0%	0%	23,33%	0%	0%
	G3	2	0	1	1	0	0	33	2	1
	Percentage	50%	0%	100%	100%	0%	0%	55%	100%	50%
	T. N. S.	4	0	1	1	0	0	40	2	2
	T. P.	60%	0%	1%	1%	0%	0%	86%	3%	3%

Legend: *M.D= mood derivable, E.P=Explicit performatives, H.P=Hedged performatives,*

L.D=Location derivable, W.S=Want statement, S.F=Suggestion formula, Q.P=Query preparatory, S.H=Strong hint, M.H=Mild hint, G1=Arab high proficiency learners, G2=Arab low proficiency learners, G3=Turkish learners, T.N.S= Total number of students, T.P=Total percentage.

The three groups of Arab high and low proficiency and Turkish were in agreement their production of strategy; that is, all three preferred conventionally indirect strategies more than direct strategies and non-conventionally indirect strategies. However, Chi-square test discovered no significant differences in the three groups' use of request speech acts which meant that all the groups have transferred their pragmatic knowledge from their L1 into L2. In table (1) shows the percentages for the three groups in the request strategies. The percentage of the Q.P strategy for the G1 (21, 67%), G2 (23, 33%) whereas the percentage of the G3 (55%). For the performance of M.D strategy the percentage for the G1 (25%), G2 (25%), whereas G3 (50%). That means they have similar utterances between their L1 and TL.

Table 4.2: Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q1	G1	6	0	0	0	0	0	9	0	0
	Percentage	31,58%	0%	0%	0%	0%	0%	18%	0%	0%
	G2	4	0	0	0	0	0	11	0	0
	Percentage	21,05%	0%	0%	0%	0%	0%	22%	0%	0%
	G3	9	0	0	0	0	0	30	0	1
	Percentage	47,37%	0%	0%	0%	0%	0%	60%	0%	100%
	T. N. S.	19	0	0	0	0	0	50	0	1
	T. P.	27%	0%	0%	0%	0%	0%	71%	0%	1%

As shown in table (2), in the Q.P strategy the percentage for the G3 (60%) appeared indicate a relatively high overall use of indirectness in the performance of request speech acts compared to the G1 (18%) and G2 (22%). According to the M.D strategy also G3 showed more significant use of the direct strategy in the request speech acts (47, 37%)

than G2 (21,05%), and G1 (31,58%). All the strategies for which the Arab and Turkish groups had no significant differences between the two languages. The total percentage in their indirectness was (60%), (86%) more than their directness (27%), (71%). Consequently, Chi- square formula revealed that there were statistically no significant differences in request strategies among the three groups for the G1 the significance (0,099), G2 (0,142), and G3 (0,094). That means in the first situation all the groups conveyed their knowledge from their L1 into L2. Therefore, the hypothesis of Arab and Turkish EFL learners do not have sufficient pragmatic knowledge to express request successfully as far as the Speech Acts of request is concerned was accepted (See tables 33, 34 and 35).

4.2.2. Situation 2

You are talking to your friend after class. You missed the last class and you want to borrow your friend's notes. What would you say?

In the second situation, participant was asked to lend a friend's notes that he/she lost.

Table 4.3: Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q2	G1	1	0	0	0	1	0	13	0	0
	Percentage	33,33%	0%	0%	0%	50%	0%	20%	0%	0%
	G2	1	0	0	0	1	0	13	0	0
	Percentage	33,33%	0%	0%	0%	50%	0%	20%	0%	0%
	G3	1	0	0	0	0	0	39	0	0
	Percentage	33,33%	0%	0%	0%	0%	0%	60%	0%	0%
	T. N. S.	3	0	0	0	2	0	65	0	0
	T. P.	4%	0%	0%	0%	3%	0%	93%	0%	0%

Table (3) reveals how the Arab and Turkish groups showed a similar trend in shifting their knowledge according to request strategies. The most frequently used strategy in the second situation was Q.P strategy by all the groups where the percentage of G3 (60%)

more the G1 (20%) and G2 (20%). However, M.D was definitely not a preferred strategy for the participants, M.D strategy was less frequently used strategy by all the groups as in S6 “I want to sit there” and their performance showed equivalent percentages (33, 33%). All participants (Arab and Turkish) depended mostly on two basic strategies take for instance for the Arab – mumkin and to lesser gauge akdar, both of which appropriately interpreted as “May I?” “Would you?” “Could I?” to formulate conventional indirect strategies. Hence, the need of linguistic equality between the L1 and L2 used to produce indirectness might have due the Arab and Turkish learners’ request to create deviation in their communication and this because participants do not seem to have learned the cross-cultural forms of the target language and they have restricted opportunities for the nature of input in the EFL contexts.

Table 4.4: Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q2	G1	3	0	0	0	1	0	10	0	1
	Percentage	43%	0%	0%	0%	33%	0%	16,67%	0%	33,33%
	G2	3	0	0	0	0	0	11	0	1
	Percentage	43%	0%	0%	0%	0%	0%	18,33%	0%	33,33%
	G3	1	0	0	0	2	0	36	0	1
	Percentage	0,14%	0%	0%	0%	67%	0%	60%	0%	33,33%
	T. N. S.	7	0	0	0	3	0	57	0	3
	T. P.	10%	0%	0%	0%	4%	0%	81%	0%	4%

As table (4) above indicates that percentage of G3 (60%) more Q.P used strategy than G1 (16, 67%) and G2 (18, 33%), whereas the percentages of all the groups in the M.H strategy shows the same results(33,33%).Also the percentage of the M.D indicated that G3 (0, 14%) used this strategy less than G1 (43%) and G2 (43%). The total percentage in their direct strategies (4%), (10%) was less than their indirect strategies (93%), (81%). That means all groups used conventionally indirect strategy more than conventionally direct strategy and non-conventionally indirect strategy. Chi-square formula revealed

there were statistically no significant differences in their expressions in request speech acts and the hypothesis was accepted. (See tables, 33, 34 and 35).

4.2.3. Situation 3

There is a test in class in two weeks, but you'll miss class that day because you have to go to" an out-of-town wedding. Class has just ended, and you want to ask your professor if you can take the exam on another day. What would you say?

In the third situation, participant was asked to ask a professor to be allowed to delay a test that he/she must lose lead to an out – of – wedding.

Table 4.5: Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q3	G1	0	1	0	0	1	0	12	0	1
	Percentage	0%	100%	0%	0%	100%	0%	20,69%	0%	25%
	G2	1	0	0	0	0	0	14	0	0
	Percentage	14,29%	0%	0%	0%	0%	0%	24,14%	0%	0%
	G3	6	0	0	0	0	0	32	0	2
	Percentage	85,71%	0%	0%	0%	0%	0%	55,17%	0%	75%
	T. N. S.	7	1	0	0	1	0	58	0	3
	T. P.	10%	2%	0%	0%	2%	0%	83%	0%	4%

As can be seen in tables (5) and (6), Turkish participants shifted evidently their knowledge from L1 into L2 the percentage (85, 71%) in M.D strategy more than G1 (0%) and G2 (14, 29%) whereas Turkish learners' answers in English the percentage (100%) compared to the Arab they have not used this strategy in their mother tongue. That means the Arab participants were more direct than Turkish. From the other hand, Turkish have used M.H strategy (75%) and in their mother tongue (18, 19%)

Table 4.6: Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q3	G1	0	0	0	0	0	0	10	0	5
	Percentage	0	0	0	0	0	0	21,28	0	45,45
	G2	0	0	0	0	1	0	10	0	4
	Percentage	0	0	0	0	33,33	0	21,28	0	36,36
	G3	4	0	0	2	2	0	27	3	2
	Percentage	100	0	0	100	66,67	0	57,44	100	18,19
	T. N. S.	4	0	0	2	3	0	47	3	11
	T. P.	6%	0%	0%	3%	4%	0%	67%	4%	16%

which is, in statistical terms of Chi- Square formula, considered not significant (see table 35), but the percentage of G1 in English (25%) and G2 (0%) compared to their percentages in their L1 G1 (45, 45%) and G2 (36, 36%) and Chi-Square formula considered there were no significant differences between their productions. In W.S strategy percentage G1 (100%) in English, but in their L1 they have not used it whereas percentage of G2 in their L1 (33, 33%) and G3 (66, 67%), but they have not used this strategy in their L2 (0%). Also, the total percentage in their indirectness (83%), (67%) were more than their performance in direct strategy (10%), (6%). Chi- Square formula confirmed that there were no significant differences between their performance in L1 and L2 and they used the same strategies between the two languages. Therefore, conventionally indirect request were the most frequently used for the two languages, and this would also advocate the notion that conventional indirectness is a global class for requests. Therefore, the overwhelming majority of the participants showed a salient pragmatic transfer and the hypothesis was accepted as well.

4.2.4. Situation 4

A friend from out of town is visiting you at school, and you are showing your friend around the campus and city. You want someone to take your picture together. You see a man dressed in a suit carrying a briefcase and you want to ask him to take the picture.

What would you say?

In the fourth situation, participant was asked to question a man whom he/she does not realize wearing a suit and carrying a briefcase to take a photo of the learners with his/her friend.

Table 4.7: Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q4	G1	0	1	0	0	1	0	12	0	1
	Percentage	0%	100%	0%	0%	100%	0%	20,69%	0%	25%
	G2	1	0	0	0	0	0	14	0	0
	Percentage	14,29%	0%	0%	0%	0%	0%	24,14%	0%	0%
	G3	6	0	0	0	0	0	32	0	2
	Percentage	85,71%	0%	0%	0%	0%	0%	55,17%	0%	75%
	T. N. S.	7	1	0	0	1	0	58	0	3
	T. P.	10%	2%	0%	0%	2%	0%	83%	0%	4%

In table (7) shows the percentage of G3 (55, 17%) in Q.P strategy G2 (24, 14%) and G1 (20, 69%), whereas the percentage in M.D G3 (85, 71%), G2 (14, 29) and G1 (0%). In M.H G3 (75%), G (20%) and G1 (25%). But in table (8) all the three groups show

Table 4.8: Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q4	G1	2	0	0	0	0	0	9	0	4
	Percentage	33,33%	0%	0%	0%	0%	0%	15,25%	0%	100%
	G2	1	0	0	0	0	0	14	0	0
	Percentage	16,17%	0%	0%	0%	0%	0%	23,73%	0%	0%
	G3	3	0	0	0	0	0	36	0	0
	Percentage	50%	0%	0%	0%	0%	0%	61,02%	0%	0%

	T. N. S.	6	0	0	0	0	0	59	0	4
	T. P.	9%	0%	0%	0%	0%	0%	85%	0%	6%

that they have transferred their pragmatic knowledge from their L1 into their L2 where G3 has used Q.P strategy (61, 02%), G2 (23, 73%) and G1 (15, 35%) whereas in M.H G3 (0%), G2 (0%), and G1 (0%). In M.D G3 (50%), G2 (16, 17%) and G1 (33, 33%). All the groups have used conventionally indirect request strategy more than the conventionally direct request strategy and non-conventionally indirect request strategy. Thus, the total percentage in indirect request strategy (83%), (67%) were more than direct request strategy (10%), (9%) and Chi-Square formula confirmed that the statistical significance was also not observed in their production from their L1 into their L2 in this situation (See tables 33, 34, 35).

4.2.5. Situation 5

Next week there is a test in a class that is difficult for you. Your friend seems to understand the class better than you. You and your friend are having lunch together, and you want to ask your friend to help you get ready for the test. What would you say?

In the fifth situation, participant was asked to question a friend to help him to prepare for a test.

Table 4.9: Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q5	G1	1	0	0	0	2	0	10	0	2
	Percentage	14,29%	0%	0%	0%	50%	0%	21,28%	0%	25%
	G2	0	0	0	0	2	0	11	0	2
	Percentage	0%	0%	0%	0%	50%	0%	23,40%	0%	25%
	G3	6	0	0	0	0	3	26	1	4
	Percentage	85,71%	0%	0%	0%	0%	100%	55,32%	100%	50%
	T. N. S.	7	0	0	0	4	3	47	1	8
	T. P.	10%	0%	0%	0%	6%	4%	67%	2%	11%

In table (9) showed the most frequent used strategy by all the groups where the percentage G3 (55, 32%), G2 (23, 40%) and G1 (21,28%) whereas their (10) G3 (51,12%), G2 (26,83%) and G1(21,95%). According to M.H strategy G3 (50%), G2 (25%) and G1 (25%) whereas their production in table (10) G3 (0%), G2 (33, 33%) and G1 (66, 67%). For M.D strategy G3 (85, 71%), G2 (0%), and G1 (14, 29%), but their performance in table (10) G3 (63, 64%), G2 (9, 09%), and G1 (27, 27%). In W.S strategy G3 (0%), G2 (50%), and G1 (50%) whereas their production in table (10) G3(50%), G2 (25%), and G1 (25%). For S.F strategy G3 (100%) in contrast to G2 (0%) and G1 (0%) and their production in table (10) G3 (100%) whereas G2(05) and G1(0%). In fact, in H.P no one else in the three groups used this type of strategy they might have felt that they did not have to learn it because it was not necessary in their L1. The only example of this strategy was used by the Arab. This type of strategy was classified as a hedged performative in Blum-Kulka (1989) which was the least frequent strategy in the data such as in S4 “I would like you to take photo for us”.

Table 4.10: Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q5	G1	3	0	0	0	1	0	9	0	2
	Percentage	27,27	0	0	0	25	0	21,95	0	66,67
	G2	1	0	1	0	1	0	11	0	1
	Percentage	9,09	0	100	0	25	0	26,83	0	33,33
	G3	7	0	0	0	2	10	21	0	0
	Percentage	63,64	0	0	0	50	100	51,12	0	0
	T. N. S.	11	0	1	0	4	10	41	0	3
	T. P.	16%	0%	1%	0%	6%	14%	59%	0%	4%

This strategy showed less significantly used strategy G3 (0%), G2 (100%) and G1 (0%) and their production in table (10) was the same results. The total percentage in their directness (10%), (16%) were less than their indirectness (67%), (59%). Surprisingly, in this analysis Chi- Square formula revealed that there statistically no significant

references in their realization between their mother tongue and their target language. Therefore, indirect request strategy was used more than direct strategy and all the groups showed an evident of transfer from L1 into L2 in this situation and the hypothesis was undisputed (See table 33, 34, 35).

4.2.6. Situation 6

You get on the bus to go home and you are carrying a lot of books. You are tired and you want to sit down. It seems at first like there are no seats left, but then you notice that a student is taking up two seats. You want to ask this student to move over so you can sit down. What would you say? In the sixth situation, participant was asked to ask another learner whom he/she does not realize to move over on the bus .

Table 4.11. Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q6	G1	0	0	2	0	0	0	8	1	4
	Percentage	0%	0%	100%	0%	0%	0%	16%	25%	57,14%
	G2	0	0	0	0	1	0	11	0	2
	Percentage	0%	0%	0%	0%	100%	0%	22%	0%	28.57%
	G3	6	0	0	0	0	0	31	2	1
	Percentage	100%	0%	0%	0%	0%	0%	62%	75%	14,29%
	T. N. S.	6	0	2	0	1	0	50	3	7
	T. P.	9%	0%	3%	0%	1%	0%	71%	4%	10%

In table (11) showed that Q.P strategy was the most frequently used strategy among all the groups and the results also revealed that all the participants convey their knowledge from their L1 into their L2, the percentage G3 (62%), G2 (22%) and G1(16%) whereas their performance in table (12) G3 (62,26%), G2 (22,64%), and(15,1%) . According to M.H strategy G3 (14, 29%), G2 (28, 57%), and G3 (57, 14%) whereas their performance in table (12) G3 (40%), G2 (20%), and G1 (20%) in this situation learners have used it and their pragmatic transfer was clear as in S7 “This food is delicious”. For S.H G3 (75%), G2 (0%) G1 (25%) whereas their production in table (12) G3 (33, 33%), G2 (33,

33%), and G1 (33, 33%) as in S8 “My hands are full”. These results have appeared a clear pragmatic transfer between the L1 and L2 and they used resembled strategies between their mother tongue and the target language.

Table 4.12 Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q6	G1	4	0	0	0	0	0	8	1	2
	Percentage	44,44	0	0	0	0	0	15,1	33,33	40
	G2	1	0	0	0	0	0	12	1	1
	Percentage	11,12	0	0	0	0	0	22,64	33,33	20
	G3	4	0	0	0	0	0	33	1	2
	Percentage	44,44	0	0	0	0	0	62,26	33,33	40
	T. N. S.	9	0	0	0	0	0	53	3	5
	T. P.	13%	0%	0%	0%	0%	0%	76%	4%	7%

In M.D strategy the Turkish participants conveyed their knowledge from their L1 into their L2 more than the Arab G3 (100%), G2(0%), and G1 (0%) whereas in table (12)their production G3 (44,44%), G2 (11,12%), and G1 (44,44%). The total percentage appeared that their production in indirectness (71%), (76%) were more than their direct request (9%), (13%). Curiously, Chi-Square formula revealed that there were statistically no significant differences between the production in L1 and L2 by all the groups and the pragmatic transfer was observed in the sixth situation and the hypothesis was admitted (See table 33, 34, 35).

4.2.7. Situation 7

You are having dinner with your friend's family. The food is delicious, and you want to ask your friend's mother for more. What would you say?In the seventh situation, participant was asked to questions a friend’s mother to give him more food during dinner at the friend’s home.

Table 4.13: Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q7	G1	0	0	0	0	0	0	7	0	8
	Percentage	0	0	0	0	0	0	20,59	0	27,59
	G2	0	0	0	0	1	0	2	0	12
	Percentage	0	0	0	0	100	0	5,88	0	41,38
	G3	6	0	0	0	0	0	25	0	9
	Percentage	100	0	0	0	0	0	73,53	0	31,03
	T. N. S.	6	0	0	0	1	0	34	0	29
	T. P.	9%	0%	0%	0%	1%	0%	49%	0%	41%

According to the table (13), frequency of M.H strategy by the Arab and Turkish participants showed a salient shifting of their linguistic repertoire from their mother tongue into the language that they are learning G1 (27, 59%), G2 (41, 38%), and G3(31, 03%) whereas in table (14) G1 (26, 31%), G2 (28, 95%), and G3 (44, 74%). Also, in Q.P strategy all the groups showed a clear pragmatic transfer from their L1 intoL2 G1 (20, 59%), G2 (5, 88%), and G3 (73, 53%) whereas in table (14) G1 (16%), G2 (8%), and G3 (76%).

Table 4.14: Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q7	G1	0	0	0	0	0	0	4	1	10
	Percentage	0	0	0	0	0	0	16	50	26,31
	G2	1	0	0	0	0	0	2	1	11
	Percentage	25	0	0	0	0	0	8	50	28,95
	G3	3	0	0	0	1	0	19	0	17
	Percentage	75	0	0	0	100	0	76	0	44,74
	T. N. S.	4	0	0	0	1	0	25	2	38
	T. P.	6%	0%	0%	0%	1%	0%	36%	3%	54%

In the S.H strategy all the Arab have used this strategy in their performance but Turkish participants have not. The results revealed that they have not conveyed their pragmatic knowledge from their L1 into their L2 in this situation and they have used non-conventionally indirect request strategy more than direct strategy and conventionally indirect strategy, G1(0%), G2 (0%) whereas their performance in table (14) G1(50%) and G2 (50%).In the M.D strategy showed less frequently used strategy by G2 and G3 only where G2 has not transferred their knowledge from L1 into L2 in contrast to the G3,the percentage of G2 (0%) and G3 (100%) whereas in table (14) their production G2 (25%) and G3 (75%).In W.S strategy showed less frequently used strategy among the three groups where the low proficiency group and Turkish group have not appeared pragmatic transfer they have shown a contrast production in this situation G2 (100%) and G3 (0%) whereas in table (14) G2 (0%) and G3 (100%). The total percentage in their non- conventionally indirect request strategy (41%), (54%) were more than conventionally (in) direct request strategy (49%), (36%) and (9%), (6%). However, Chi-Square formula confirmed that there were statistically no significant differences in their production. Thus, there were no distinctively difference in their performance and again the pragmatic transfer existed in this situation and the hypothesis was admitted (See table 33, 34, 35).

4.2.8. Situation 8

You go to the library to return a lot of books, and your hands are full. There is a man who looks like a professor standing near the door of the library. You want to ask him to open the door. What would you **say**? In the eighth situation, participants were asked to request a professor whom he / she did not realize him to open a door which the learner cannot open because of his / her full hands.

Table 4.15: Percentages of English WDCT of request strategies for the three groups

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q8	G1	2	0	0	0	0	0	10	1	2
	Percentage	40	0	0	0	0	0	16,67	100	50
	G2	0	0	0	0	0	0	14	0	1
	Percentage	0	0	0	0	0	0	23,33	0	25

	G3	3	0	0	0	0	0	36	0	1
	Percentage	60	0	0	0	0	0	60	0	25
	T. N. S.	5	0	0	0	0	0	60	1	4
	T. P.	7%	0%	0%	0%	0%	0%	86%	1%	6%

In table (15) showed that the most frequently used strategy in the second situation was Q.P strategy among all the groups and they have shifted their pragmatic knowledge from their L1 into their L2, G1 (16, 67%), G2 (23, 33%), and G3 (60%) whereas their performance in table (16) G1 (12,5%), G2 (19, 64%), and G3 (67, 86%). According to M.H showed a vast shifting by all the groups, but the Arab has used this non-conventionally indirect request strategy more than Turkish learners G1 (50%), G2 (25%), and G3 (25) whereas their results in table (16) G1 (20%), G2 (20%), and G3 (20%).

Table 4.16: Percentages of Arabic and Turkish WDCT of request strategies

Question	Groups	M.D	E.P	H.P	L.D	W.S	S.F	Q.P	S.H	M.H
Q8	G1	2	0	0	0	0	0	7	0	6
	Percentage	50	0	0	0	0	0	12,5	0	60
	G2	2	0	0	0	0	0	11	0	2
	Percentage	50	0	0	0	0	0	19,64	0	20
	G3	0	0	0	0	0	0	38	0	2
	Percentage	0	0	0	0	0	0	67,86	0	20
	T. N. S.	4	0	0	0	0	0	56	0	10
	T. P.	6%	0%	0%	0%	0%	0%	80%	0%	14%

For M.D strategy, all the groups showed an evident transfer between the two languages but G1 appeared a clear survey from their L1 into their L2 in and it was distinctively different from those in the G2,and G3 where the percentage G1 (40%), G2 (0%), and G3 (60%). Consequently, Chi- Square formula revealed that there were statistically no

significant differences in this situation (see table 33, 34, 35). Unfortunately, most of the expressions in the first part of the questionnaire were indirectness and all the results have shown that pragmatic transfer was observed among the three groups and the hypothesis was accepted.

The total percentage in their performance (86%), (80%), (6%), (14%), and (7%), (6%) where they conveyed their knowledge into English.

Here are some excerpts from the WDCT as follows:

- ممكن استعير دفتر ملاحظاتك رجاء؟ (S2) (AEFL)

(Could I borrow your notes, please?)

- Muzigi sesini biraz kisa bilir misiniz? (S1) (TEFL)

(Could you turn the music off, please?)

Table 4.17: Chi- Square value and Tabulated Chi-Square value of the Arab high level in the Arabic and the English Calculative WDCT

Questions	Groups	Strategies				C-Chi value	T - Chi value	DF	Sg.	
1	A. version	QP	MD			2,73	3,84	1	0.099	
	E. version	9	6							
2	A. version	MH	QP	WS	MD	2,391	7,82	3	0,495	
	E. version	1	10	1	3					
3	A. version	MH	QP	WS	EP	7,391	7,82	3	0,060	
	E. version	5	10	0	0					
4	A. version	NP	QP	WS	EP	MD	5,200	9,49	4	0,267
	E. version	4	9	0	0	1				
5	A. version	MH	QP	WS	MD	3	9,49	4	0,558	
	E. version	4	9	1	1	1,05	7,82	3	0,789	

	E. version	2	10	2	1					
6		MH SH QP EP MD					6,667	9,49	4	0,155
	A. version	2	1	8	0	1				
	E. version	4	1	8	2	1				
7		MH SH QP				2,040	5,99	2	0,367	
	A. version	10	1	4						
	E. version	8	0	7						
8		MH SH QP MD					3,529	7,82	3	0,317
	A. version	6	0	7	2					
	E. version	2	1	10	2					

Table 4.18 Calculative Chi- Square value and Tabulated Chi-Square value of the Arab low level in the Arabic and the English WDCT

Questions	Groups	Strategies					C-Chi value	T - Chi value	DF	Sg.
1		QP		MD			2,160	5,99	2	0,142
	A. version	11	1							
	E. version	14	1							
2		MH QP WS MD				3,167	7,82	3	0,367	
	A. version	1	11	0	3					
	E. version	0	13	1	1					
3		MH QP WS MD				6.667	7,82	3	0,083	
	A. version	4	10	1	0					
	E. version	0	14	0	1					
4		QP		MD			0	3,14	1	1
	A. version	14	1							
	E. version	14	1							
5		MH QP WS HP MD					2,667	9,49	4	0,615
	A. version	1	11	1	1	1				
	E. version	2	11	2	0					
6		MH SH QP SF MD					3,346	9,49	4	0,502
	A. version	1	1	12	0	1				
	E. version	2	0	11	1	0				
7		MH SH QP WS MD					3,043	9,49	4	0,551
	A. version	11	1	2	0	1				

	E. version	12	0	2	1	0				
8	A. version	MH QP MD					0	5,99	2	1
		2	11	2						
	E. version	1	14	0						

Table 4.19: Calculative Chi- Square value and Tabulated Chi-Square value of the Turkish learners in the Turkish and the English WDCT

Questions	Groups	Strategies					C-Chi value	T - Chi value	DF	Sg.
1	T. version	MH SH QP LD MD					7,931	9,49	4	0,094
		1	0	30	0	9				
	E. version	2	2	33	1	2				
2	T. version	MH QP WS MD				3,120	7,82	3	0,373	
		1	36	2	1					
	E. version	0	39	0	1					
3	T. version	MH SH QP WS LD MD					7,824	11,07	5	0,166
		2	3	27	2	2				
	E. version	2	0	32	0	0				
4	T. version	MH QP SF MD				3,120	7,82	3	0,373	
		0	36	1	3					
	E. version	2	32	0	6					
5	T. version	MH SH QP SF WS MD					11,378	11,07	5	0,04
		0	0	21	10	2				
	E. version	4	1	26	3	0				
6	T. version	MH SH QP MD				1,129	7,82	3	0,770	
		2	1	33	4					
	E. version	1	2	31	6					
7	T. version	MH QP MD			3,387	5,99	2	0,184		
		2	38	0						
	E. version	1	36	3						
8	T. version	MH QP MD			3,387	5,99	2	0,184		
		2	38	0						
	E. version	1	36	3						

4.2.9. Situation 1

Table 4.20: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q1	G1	1	9	5	0
	Percentage	2,94%	50%	31,25%	0%
	G2	1	7	8	0
	Percentage	2,94%	38,9%	50%	0%
	G3	32	2	3	3
	Percentage	94,11%	11,11%	18,75%	100%
	T. N. S.	34	18	16	3
	T. P.	49%	26%	23%	4%

Legend: *CD = Conventionally direct, CID = conventionally indirect, NID = non-conventionally indirect strategy. T.N.S=Total number of students, T.P= Total percentage.*

Table (17) within the second part of the questionnaire showed the most common strategies used by the Arab and Turkish EFL learners and the pragmatic transfer from their L1 into L2. Conventionally indirect request strategy was the most common strategy among the three categories, and the other strategies were less utilized as often. However, G1 (50%), G2 (38, 9%), and G3 (11, 11%) whereas their performance in table (18) G1 (17, 95%), G2 (17, 95%), and G3 (64, 10%) where all the groups have transferred their pragmatic knowledge from their L1 into L2.

Table 4.21: Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q1	G1	5	7	3	0
	Percentage	26,32%	17,95%	33,33%	0%
	G2	5	7	3	0
	Percentage	26,32%	17,95%	33,33%	0%
	G3	9	25	3	3
	Percentage	47,36%	64,10%	33,33%	100%
	T. N. S.	19	39	9	3
	T. P.	27%	56%	13%	4%

In the non-conventionally indirect request strategy also all the participants have shifted their knowledge from their mother tongue to the target language G1 (31,25%),G2(50%), and G3(18,75%) whereas the results in table (18) showed a clear transfer and all the percentages were the same (33,33%). For the conventional direct strategy the Arab and the Turkish have shifted their knowledge from L1 into the target language, G1(2,94%), G2(2,94%), and G3(94,12%) whereas in table 18)G1(26,32%),G2(26,23%),G3(47,36%). According to the negligence strategy, it was used by the Turkish learners in this situation only that meant they rejected to make a request and this might depend on many reasons for example the formality which is not within the area of this study. Therefore, Chi-Square formula confirmed that there were significant differences in this situation. That means the pragmatic transfer was not big in G2 and G3, but in G1 the pragmatic transfer emerged obviously in the participants' request data which may due to their lack of cultural awareness and insufficient L2 pragmatic input. Therefore, the hypothesis was not admitted according to the second and third group (See tables 36, 37, 38).

4.2.10. Situation 2

Table 4.22: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q2	G1	3	7	5	0
	Percentage	75%	28%	12,5%	0%
	G2	1	10	4	0
	Percentage	25%	40%	10%	0%
	G3	0	8	31	1
	Percentage	0%	32%	77,5%	100%
	T. N. S.	4	25	40	1
	T. P.	6%	36%	57%	1%

Interestingly, in table (19) Turkish participants showed no pragmatic transfer from their mother tongue into the target language in the conventional direct strategy(0%), conventional indirect strategy (32%), and non-conventionally indirect strategy (77, 5%) whereas in table (20) the CD (33, 33%), CID (63, 27%), and NID (33, 33%).

Table 4.23 Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q2	G1	1	7	7	0
	Percentage	16,67%	14,29%	58,33%	0%
	G2	3	11	1	0
	Percentage	50%	22,44%	8,33%	0%
	G3	2	31	4	3
	Percentage	33,33%	63,27%	33,33%	100%
	T. N. S.	6	49	12	3
	T. P.	9%	70%	17%	4%

However, the first group showed a salient pragmatic transfer in their direct and indirect request strategies where their request in ID (75%), CID (28%), and ID(12,5%), but their request in table (20) CD(16,76%), CID (14,29%), and NID (58,33%). Curiously, the second group a clear shift of pragmatic transfer in all the categories of request and their indirectness was most common than directness. In CD (25%), CID (40%), and NID (10%) whereas their production in table (20) in CD (50%), CID (22, 44%), NID (8, 33%). However, the indirectness still plays an important role in the most situations in this study and Chi-Square formula confirmed that there were no statistical significant differences in the Arab participants' request, but the Turkish participants revealed a clear statistical significant differences in the second situation (See tables 36, 37, 38).

4.2.11. Situation 3

Table 4.24: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q3	G1	3	6	6	0
	Percentage	21,42%	15%	42,86%	0%
	G2	6	3	6	0
	Percentage	42,86%	7,5%	42,86%	0%

	G3	5	31	2	2
	Percentage	35,72%	77,5%	14,28%	100%
	T. N. S.	14	40	14	2
	T. P.	20%	57%	20%	3%

Table (21) also showed the superiority in utilizing the conventional indirect request strategy by the Arab and Turkish participants. They showed the utilization of these categories and none of them outperformed in shifting conversational skills to be nearer to the target language. Therefore, all the groups showed resembled results respectively in transferring their pragmatic knowledge from their L1 into English. For CD, G1 showed a big convey in their knowledge (21,42%), CID (15%), and NID (42,86%) whereas their request in table (22), CD (25%), CID(14,9%), and NID (50%).

Table 4.25: Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q3	G1	2	7	6	0
	Percentage	25%	14,9%	50%	0%
	G2	2	9	4	0
	Percentage	25%	19,15%	33,33%	0%
	G3	4	31	2	3
	Percentage	50%	65,96%	16,67%	100%
	T. N. S.	8	47	12	3
	T. P.	12%	67%	17%	4%

Surprisingly, however, there was a big transfer in using of NID among all the groups, G2 showed a vivid transfer in CD their employment (42, 86%), (7, 5%), and ID (42, 86%) but their performance in table (22), CD(25%), CID(19,15%), and NID (33,33%) which means that pragmatic transfer exists in this situation. G3 also showed a clear transfer particularly in the conventional indirect request strategy, in CD (35, 72%), CID (77, 5%), and NID (14, 28%) whereas their request in table (22) CD (50%), CID (65,

96%), and NID (16, 76%). Then, Chi- Square formula revealed that pragmatic transfer by all the participants was significant in this situation (See tables 36, 37, 38)

4.2.12. Situation 4

Table 4.26: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q4	G1	0	9	5	1
	Percentage	0%	20,93%	50%	25%
	G2	0	12	3	0
	Percentage	0%	27,91%	30%	0%
	G3	13	22	2	3
	Percentage	100%	51,16%	20%	25%
	T. N. S.	13	43	10	4
	T. P.	19%	61%	14%	6%

Reaching the table (23) of the second part of the questionnaire, it showed a less pragmatic transfer by the second group and conventionally indirect strategy was the most frequent used strategy among all the groups. G1 showed a clear transfer in CID (20,93%), G2 (27, 91%), and G3 (51, 16) whereas their request in table (24) G1 (26, 19%), G2 (21, 43%), and G3 (52, 15%). G2 showed less pragmatic transfer to the English than the other groups and their request in CD((0%), CID (27,92%), and NID (30%) whereas their performance in table (24) CD(), CID (21,43%), and NID (16,67%) which appeared no transfer.

Table 4.27: Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q4	G1	0	11	3	1
	Percentage	0%	26,19%	50%	25%
	G2	5	9	1	0
	Percentage	27,78%	21,43%	16,67%	0%
	G3	13	22	2	3
	Percentage	72,22%	52,38%	33,33%	75%
	T. N. S.	18	42	6	4

	T. P.	26%	60%	8%	6%
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For G3 they also showed convey their knowledge to the English CD (100%), CID (51, 16%), and NID (20%) whereas their expression in table (24) showed CD (72, 22%), CID (52, 38%), and NID (33, 33%) where they showed a big transfer in this situation. Thus, in the light of aforementioned findings the first and the third group showed an obvious transfer to the English, but the second group showed an opposite result. Thus, Chi-Square formula confirmed that pragmatic transfer for the first group and the second group were statistically significant, but for the second group pragmatic transfer was not (See tables 36, 37, 38).

4.2.13. Situation 5

Table 4.28: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q5	G1	1	9	5	0
	Percentage	11,11%	19,15%	41,67%	0%
	G2	0	9	6	0
	Percentage	0%	19,15%	50%	0%
	G3	8	29	1	2
	Percentage	88,89%	61,70%	8,33%	100%
	T. N. S.	9	47	12	2
	T. P.	13%	67%	17%	3%

According to the table (25), showed a significant pragmatic transfer by the Arab and Turkish participants to the target language. NID was barely used, the use of hint was much less frequent than use by all the groups, but it appeared in most situations.

Table 4.29: Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q5	G1	0	10	5	0
	Percentage	0%	23,26%	50%	0%
	G2	3	10	2	0
	Percentage	25%	23,26%	20%	0%
	G3	9	23	3	5
	Percentage	75%	53,48%	30%	100%
	T. N. S.	12	43	10	5
	T. P.	17%	61%	14%	7%

In this sense, the participants deviated from their L1 social norms and they just did not realize diverse of request expressions. G1 did not show transfer in CD (11, 11%), but in CID showed a big transfer (19, 15%), and NID also showed convey their knowledge (41,67%) whereas their request in table (26) CD (0%), CID (23,26%),and NID (50%). For G2, transfer did not exist in CD (0%), CID showed convey the knowledge to the English (19, 15%), and NID showed a salient transfer to the English, whereas their expression in table (26) CD (25%), CID (23, 26%), and NID (20%) where the pragmatic transfer occurred. G3 again showed a big convey to the target language in CD (88, 89%), CID (61, 70%), and NID (8, 33%) whereas their request in English in the table (26) CD (75%), CID (53, 48%), and NID (30%) where the convey worked out. So, non-native speakers of the Arab and Turkish have transferred their pragmatic knowledge to the target language and Chi-Square formula revealed that there were statistically no significant differences.

4.2.14. Situation 6

Table 4.30: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q6	G1	0	9	6	0
	Percentage	0%	20,93%	30%	0%
	G2	0	10	5	0

	Percentage	0%	23,26%	25%	0%
	G3	5	24	9	2
	Percentage	100%	55,81%	45%	100%
	T. N. S.	5	43	20	2
	T. P.	7%	61%	29%	3%

In table (27), showed no transfer in CD by the first and the second groups, but the Turkish group showed a big pragmatic transfer in this situation. For G1, their request in CD (0%), CID (23, 26%), and NID (25%) where their production in the table (28) showed a clear convey to the English CD (6, 67%), CID (18,52%), and NID (30%).

Table 4.31 Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q6	G1	1	5	9	0
	Percentage	6,67%	18,52%	39,13%	0%
	G2	4	7	4	0
	Percentage	26,67%	25,93%	17,39%	0%
	G3	10	15	10	5
	Percentage	66,67%	55,55%	43,48%	100%
	T. N. S.	15	27	23	5
	T. P.	21%	39%	33%	7%

According to the G2 their performance in CD (0%) also they did not convey their knowledge to English, CID (23, 26%) where the transfer occurred, and NID (25%) where the convey existed. G3 showed an evident transfer in CD more than the other request categories (100%), CID (55,81%), and NID (45%) which appeared a clear transfer to the English whereas their request in the table (28) CD (66, 67%), CID (55, 55%), and NID (43, 48%) where the transfer observed. Consequently, Chi-Square formula confirmed that there were statistical significant differences in this situation (See tables 36, 37, 38).

4.2.15. Situation 7

Table 4.32: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q7	G1	1	4	9	1
	Percentage	8,33%	14,29%	32,14%	50%
	G2	4	5	6	0
	Percentage	33,33%	17,86%	21,43%	0%
	G3	7	19	13	1
	Percentage	58,34%	67,85%	46,43%	50%
	T. N. S.	12	28	28	2
	T. P.	17%	40%	40%	3%

According to the table (29) showed no pragmatic transfer in CD by the first group, but the second and third group showed the opposite outcome. In this situation the most frequent used strategy by the Arab was the hint (NID) whereas the most common used strategy by the Turkish was the CID where all the groups showed a clear convey from their L1 into the English.

Table 4.33: Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q7	G1	0	5	9	1
	Percentage	0%	31,03%	39,13%	14,29%
	G2	2	4	5	4
	Percentage	18,18%	13,79%	21,74%	57,14%
	G3	9	20	9	2
	Percentage	81,82%	68,97%	39,13%	29,57%
	T. N. S.	11	29	23	7
	T. P.	16%	41%	33%	1%

For G1, CD (8, 33%), CID (14, 29%), and NID (32, 14%) whereas their performance in table (30) for G1 showed no transfer in CD (0%), NID (31, 03%), and NID (39, 13%) where the convey occurred. For G2 showed a clear transfer in CD (33, 33%) more than the conventional indirect strategy and in CID (17, 86%) the transfer occurred less than the non-conventional indirect strategy (21, 43%) whereas their employment in table (30) CD (18, 18%), CID (13, 79%), and (21, 74%) where the convey existed. G3 also showed pragmatic transfer in all the categories and all the three groups of participants preferred indirectness. Most importantly, Chi-square pair comparisons revealed that there were no statistical significant differences in this situation as well (See tables 36, 37, 38). Table

4.2.16. Situation 8

Table 4.34: Percentages of the Arabic and Turkish MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q8	G1	0	7	8	0
	Percentage	0%	33,33%	17,39%	0%
	G2	0	12	3	0
	Percentage	0%	57,14%	6,52%	0%
	G3	2	2	35	1
	Percentage	100%	9,53%	76,9%	100%
	T. N. S.	2	21	46	1
	T. P.	3%	30%	66%	1%

In table (31) showed presented that all EFL participants in this study preferred conventional indirect request strategy and they showed a salient convey into the English. In CD just the third group presented a big pragmatic transfer (100%), in the CID they showed also convey (9, 53%), and in NID (76, 9%) whereas their request in table (32) showed an evident pragmatic transfer CD (100%), CID (52%), and NID (8, 33). According to the Arab they did not use the CD in this situation whereas the second and the third group preferred indirect more than direct strategy.

Table 4.35: Percentages of the English MCQ of request strategies for the three groups

Questions	Groups	CD	CID	NID	NR
Q8	G1	0	7	8	0
	Percentage	0%	14%	66,67%	0%
	G2	0	12	3	0
	Percentage	0%	24%	25%	0%
	G3	5	31	1	3
	Percentage	100%	52%	8,33%	100%
	T. N. S.	5	50	12	3
	T. P.	7%	72%	17%	4%

In table (31) showed presented that all EFL participants in this study preferred conventional indirect request strategy and they showed a salient convey into the English. In CD just the third group presented a big pragmatic transfer (100%), in the CID they showed also convey (9, 53%), and in NID (76, 9%) whereas their request in table (32) showed an evident pragmatic transfer CD (100%), CID (52%), and NID (8, 33). According to the Arab they did not use the CD in this situation whereas the second and the third groups preferred indirect strategy more than direct strategy. In this sense, Chi-Square formula revealed that there were statistically no significant differences (See tables 36, 37, 38).

Table 4.36: Chi- Square value and Tabulated Chi-Square value of the Arab high level in the Arabic and the English MCQ

Questions	Groups	Strategies				C-Chi value	T - Chi value	DF	Sg.
		CD	CID	NID	NR				
1	A.G1	1	9	5	0	3,417	5,99	2	0,181
	E.G1	5	7	3	0				
2	A.G1	3	7	5	0	1,333	5,99	2	0,513
	E.G1	1	7	7	0				
3	A.G1	3	6	6	0	0,277	5,99	2	0,871
	E.G1	2	7	6	0				
4	A.G1	0	9	5	1	1,339	5,99	2	0,512
	E.G1	0	11	13	1				
5	A.G1	1	9	5	0	1,053	5,99	2	0,591
	E.G1	0	10	5	1				

6	A.G1	0	9	6	1	2,743	5,99	2	0,254
	E.G1	1	5	9	0				
7	A.G1	1	4	9	1	1,111	7,82	3	0,774
	E.G1	0	5	9	1				
8	A.G1	0	7	8	0	0	3,84	1	1
	E.G1	0	7	8	0				

Table 4.37: Chi- Square value and Tabulated Chi-Square value of the Arab low level
in the Arabic and the English MCQ

Questions	Groups	Strategies				C-Chi value	T - Chi value	DF	Sg.
		CD	CID	NID	NR				
1	A. G2	0	7	8	0	7,273	5,99	2	0,026
	E. G2	5	7	3	0				
2	A. G2	1	10	4	0	2,848	5,99	2	0,241
	E. G2	3	11	1	0				
3	A. G2	6	3	6	0	5,400	5,99	2	0,067
	E. G2	2	9	4	0				
4	A. G2	0	12	3	0	6,429	5,99	2	0,040
	E. G2	5	9	1	0				
5	A. G2	0	9	6	0	5,053	5,99	2	0,080
	E. G2	3	10	2	0				
6	A. G2	0	10	5	0	4,641	5,99	2	0,098
	E. G2	4	7	4	0				
7	A. G2	4	5	6	0	4,869	7,82	3	0,182
	E. G2	2	4	5	4				
8	A. G2	0	12	3	0	0	3,84	1	1
	E. G2	0	12	3	0				

Table 4.38: Chi- Square value and Tabulated Chi-Square value of the Turkish in the Turkish and the English MCQ

Questions	Groups	Strategies				C-Chi value	T - Chi value	DF	Sg.
		CD	CID	NID	NR				
1	T. G3	32	2	3	3	32,45	7,82	3	0,000
	E. G3	9	25	3	3				
2	T. G3	0	8	31	1	37,393	7,82	3	0,000
	E. G3	2	31	4	3				
3	T. G3	5	31	2	2	0,311	7,82	3	0,958
	E. G3	4	31	2	3				
4	T. G3	13	22	2	3	0	3,84	3	1
	E. G3	13	22	2	3				
5	T. G3	8	29	1	2	3,037	7,82	3	0,386
	E. G3	9	23	3	5				
6	T. G3	5	24	9	2	5,082	7,82	3	0,166
	E. G3	10	15	10	5				
7	T. G3	7	19	13	1	1,336	7,84	3	0,721
	E. G3	9	20	9	2				
8	T. G3	2	2	35	1	59,882	7,84	3	0,000
	E. G3	5	31	1	3				

As it is an obvious, the hypothesis that Arab and Turkish EFL learners do not have sufficient pragmatic knowledge to express request successfully as far as the Speech Acts of request is concerned. The present study supports what Ayoub Loutfi (2016) claimed. He examined that issue of pragmatic transfer in request from L1 into TL by a Moroccan And English learners in EFL context. He claimed that L2 learners were still lacking the pragmatic competence of the target language, which also advocated the results of the present study.

Also this present study in agreement with Anahita Yarahmadi & Sharzad Fathi (2015), their study was to observe any evidence of pragmatic transfer in the speech act of complaint by the Persian and Australian speakers of English. Their findings showed the impact of the L1 on the TL where the pragmatic transfer was observed significantly by the Persian.

4.3. Comparison between the Arab High And Low Proficiency in Request Speech Acts

In this section the researcher compared between the Arab high and low proficiency in request speech act so as to see if there was any evidence of the pragmatic transfer from their L1 into TL. To answer the third question the researcher analyzed participants' production in request speech acts. Are there any differences between the English request strategies uttered by Arab high and low Proficiency?

4.3.1. Situation 1

In the first situation the learner was asked to construct a request to ask another learner in a nearby room whom does not realize to switch his / her music off. The achievement of both the Arab high and low proficiency in table (1) and (2) showed significant pragmatic transfer in their request speech acts in the first situation of DCT. In the M.D strategy G1 showed a great pragmatic transfer where their percentage (31, 58%) in their L1 whereas their percentage in the target language (25%). Their production in Q.P revealed they shifted their knowledge into English (18%) and (21, 67%). According to G2 they also used M.D strategy (21, 05%) and they showed a big transfer of their knowledge into the English (25%). In the Q.P strategy G2 showed a clear convey from L1 into English (23, 33%), (22%). Thus, in this situation both the Arab high and low proficiency showed that they used the same strategies in their performance in both languages and they preferred conventionally indirect request strategy more than conventionally direct ones. Chi-Square formula revealed that there were no statistical significant differences in their request production and both of them have resembled results in their expression and the hypothesis was rejected (See tables 33, 34).

4.3.2. Situation 2

In the second situation, participant was asked to lend a friend's notes that he/she lost. In tables (3 and 4), participants in both groups showed a salient convey in using Q.P strategy, according to G1 the percentage (16, 67%), (20%) whereas G2 ((18, 33%), (20%). In the W.S strategy G1 showed their pragmatic transfer into English (33%), (50%) whereas G2 they did not exhibit any pragmatic transfer in this situation (0%), (50%). In M.D strategy both of G1 and G2 transferred their knowledge into English

(43%),(33, 33). In M.H strategy both of G1 and G2 did not convey their knowledge into English (33, 33%), (0%).However, Chi -Square formula revealed that there was no statistical differences between the two languages uttered by the Arab high and low proficiency and the hypothesis was inadmissible.

4.3.3. Situation 3

In the third situation, participant was asked to ask a professor to be allowed to delay a test that he/she must lose lead to an out – of – wedding. In tables (5) and (6), learners in G1 and G2 offered their production in request speech acts. For G1, participants did not use M.D strategy (0%), but G2 showed no pragmatic transfer in this strategy. In Q.P strategy, both of the G1 and G2 exhibited a significant pragmatic knowledge (21, 28%), (20, 69%). They have used conventionally indirect strategy more than conventionally direct strategy. Their performance in W.S strategy offered that they did not transfer their knowledge into TL in this situation. For S.H strategy G1 showed that they transferred their L1 into TL whereas G2 showed that they did not transfer their knowledge from L1 intoL2. Thus, Chi-Square formula confirmed that there were no statistical significant between the L1 and TL and they do not have sufficient knowledge of TL and the hypothesis was rejected (See tables 33, 34)

4.3.4. Situation 4

In the fourth situation, participant was asked to question a man whom he/she does not realize wearing a suit and carrying a briefcase to take a photo of the learners with his/her friend. In tables (7) and (8), learners offered their production in request speech acts where in M.D strategy G1 offered their utterances and they did not shift their pragmatic transfer into TL (33,33%) and (0%), but G2 showed an obvious pragmatic transfer from their L1 into TL (16,17%) and (14,29%). According to G1 their production in M.H showed a clear pragmatic transfer in to English (100%) and(25%) whereas G2 did not use this strategy at all. That means G1 used hint strategy, but G2 did not utilize it and they used non-conventionally indirect strategy more than (in)direct conventionally strategy in this situation. In Q.P strategy both of the groups offered their pragmatic transfer in their request utterances, but in W.S and E.P strategies G1 used these strategies but the learners did not show pragmatic transfer into English (100%), (0%)

and (100%), (0%), but G2 did not utilize these strategies at all. Therefore, Chi-Square formula confirmed that the statistical significance was also not observed in this situation which means both of the groups used the same strategies in both languages and this led to pragmatic transfer and the hypothesis was rejected (See tables 33, 34)

4.3.5. Situation 5

In the fifth situation, participant was asked to question a friend to help him to prepare for a test. In tables (9) and (10), participants showed their performance in request speech acts and again both of the Arab high and low proficiency showed a significant pragmatic transfer in this situation. According to G1, participants used M.D strategy and transferred their knowledge from L1 into English (27, 27%), (14, 29%) whereas G2 also utilized this strategy, but did not exhibit any evidence of pragmatic transfer from their knowledge into English (9.09%) and (0%). However, both of the two groups showed a big pragmatic transfer in using Q.P and M.H strategies. Additionally, both of them utilized W.S strategy showing a salient transfer into TL. Thus, both of the Arab high and low level have insufficient knowledge of the target language and both of them used the same strategies between their mother tongue and English. In H.P strategy showed a different employment in request speech acts, for G1 learners did not use it but G2 used it and offered no pragmatic transfer into TL (100%) and (0%). So, Chi-Square formula confirmed that there was no statistical significant difference between the both and the hypothesis was rejected (See tables 33, 34).

4.3.6. Situation 6

In the sixth situation, participant was asked to ask another learner whom he/she does not realize to move over on the bus. In this situation, participants presented that they also do not have enough knowledge about the language that they are learning. According to tables (11) and (12), the pragmatic transfer was very clear in participants' production. In M.H strategy G1 used it and showed a big pragmatic transfer (40%), (57, 14%) more than G2 (20%), (28, 57%). In S.H strategy G1 conveyed their knowledge to English (33, 33) whereas G2 used this strategy but learners did not shift their pragmatic knowledge into English. So, G2 was different relatively in request speech acts from G1. For H.P strategy G1 showed no pragmatic transfer (0%), (100%) but G2 did not use it at all,

whereas in W.S strategy G2 presented no pragmatic transfer (0%),(100%), whereas G1 did not use it at all. Interestingly, both of them used M.D strategy but they did not convey their knowledge into English in this situation. Thus, both of G1 and G1 preferred conventionally indirect strategy more than conventionally direct strategy. Chi- Square formula confirmed that there were no statistical differences which means both G1 and G2 used the same strategy in both languages and the hypothesis was unaccepted (See tables 33, 34).

4.3.7. Situation 7

In the seventh situation, participant was asked to questions a friend's mother to give him more food during dinner at the friend's home. In this situation, learners also transfer their knowledge into English. In M.H strategy G1 transferred their knowledge (26, 31%),(27, 59%) less than G2 (28, 95%), (41, 38%), whereas the production of G1 in Q.P strategy the learners offered a clear transfer (16%), (20,59%), and G2 also showed their transfer in this situation (8%), (5, 88%). Interestingly, in W.S and M.D strategies just G2 used it but the learners of this group did not show a convey from their L1 into English. Therefore, Chi- Square formula revealed that there were statistically no significant differences between their expression in L1 and L2 and pragmatic transfer was seen in this situation and the hypothesis was rejected (See tables 33, 34).

4.3.8. Situation 8

In the eighth situation, participant was asked to question a professor whom he / she does not realize him to open a door which the learner cannot open because of his / her full hands. It should be noted that the use of request expressions in Q.P strategy was used mostly where G1 showed a clear pragmatic transfer (12, 5%), (16, 67%) whereas G2 transferred their L1 (19, 64%), (23, 33%) more than G1. Unfortunately, both groups showed a big pragmatic transfer into English in M.H strategy G1 (60%), (50%) whereas G2 (20%), (25%). In M.D strategy both of G1 and G2 used this strategy but just G2 showed pragmatic transfer (50%), (40%). Chi-Square formula confirmed that there were no statistical differences and both the Arab high and low proficiency utilized the same strategies in L1 and L2 and the hypothesis was rejected (See tables 33, 34).

4.3.9. Situation 1

Table (17) and (18) within the second part of the questionnaire showed the most common strategies used by the Arab high and low EFL learners and the pragmatic transfer from their L1 into L2. Conventionally indirect strategy was the most common strategy as often among the three categories, where G1 showed a vivid transfer into the English more than G2 (50%), (17, 95%) whereas G2 (38, 9%), (17, 95%). Chi-Square formula revealed there were statistical significant differences and the hypothesis was accepted in this situation (See tables 36, 37).

4.3.10. Situation 2

According to the tables (19) and (20) both of the groups utilized conventionally indirect strategy more than the other categories. For G1 showed pragmatic transfer in CID (28%), (14, 29%) less than G2 (40%), (22, 44%). In non-conventionally indirect strategy both of the groups utilized it, but participants of G1 conveyed their knowledge (12,5%), (58,33%) more than G2 (10%), (8,33%). Chi-Square formula confirmed there were no statistical significant differences and the hypothesis was rejected (See tables 36, 37).

4.3.11. Situation 3

In tables (21) and (22) pragmatic transfer was existed in both groups. For G1 conveyed the knowledge in conventionally indirect strategy (15%) into TL (14, 9%) less than G2 (7, 5%), (19, 15%). The performance of G1 in CD showed less transfer (21, 42%), (25%), than G2 (42, 86%), (25%), but both of the groups conveyed their knowledge into English in NID. Then, Chi-Square formula confirmed there were no statistical significant differences and pragmatic transfer was not noticeable and the hypothesis was dismissed (See tables 36, 37).

4.3.12. Situation 4

According to tables (23) and (24), participants of G2 showed a clear pragmatic transfer in NID more than G1 and the transfer of G2 in CD was seen but G1 did not use it at all. By comparing the percentages of request strategies by each group, it was found that the difference between the first group and the second group was significant, where

the second group showed pragmatic transfer from their L1 into TL, but the first group did not. Therefore, Chi-Square formula revealed there were statistical significant differences and the hypothesis was accepted in this situation (See tables 36, 37).

4.3.13. Situation 5

For tables (25) and (26), both of the groups did not show any evidence of the pragmatic transfer in CD. In CID strategy participants of G1 transferred their knowledge into TL (19, 15%), (23, 26%) but the performance of G2 in this strategy (19, 15%), (23, 26%). Thus, both of them used the same strategies between the two languages. Interestingly, both of the groups utilized NID strategy and G1 showed a big pragmatic transfer (41,76%)(50%) more than G2 (50%), (20%). So, in this situation both of the groups preferred NID strategy among the other strategies. However, Chi-Square formula confirmed that there were no statistical significant differences and the hypothesis was rejected (See tables 36,37).

4.3.14. Situation 6

In tables (27) and (28) both groups did not show any pragmatic transfer in CD, but in CID strategy both of them presented relatively the same performance. According to NID strategy G1 transferred their knowledge into TL (30%), (39, 13%) more than G2 (25%), (17, 39%). Therefore, Chi-Square formula confirmed that there were no statistical significant differences and the hypothesis was rejected (See tables 36, 37).

4.3.15. Situation 7

According to tables (29) and (30), in CD strategy learners of G1 showed no pragmatic transfer (8, 33%), (0%), but learners of G2 presented pragmatic transfer (33, 33%),(18, 18%). However, in CID strategy participants of G1 transferred their knowledge into English (14, 29%), (31, 03%) more than participants of G2 (17, 86%), (13, 69%). Unfortunately, in NID strategy G1 transferred their knowledge into TL (32, 14%), (39, 13%) more than G2 (21, 43%), (21, 74%). Consequently, Chi-Square formula revealed there were no statistical significant differences and the hypothesis was accepted (See tables 36, 37).

4.3.16. Situation 8

As can be seen in tables (31) and (32), both of the groups did not present occurrence of pragmatic transfer in CD strategy, but in CID strategy G1 transferred their knowledge into TL (33, 335),(14%) more than G2 (57, 14%), (24%). In NID strategy, participants of G1 conveyed their knowledge into English (17, 39%), (66, 67%), more than G2 (6,52%), (25%). In this sense, Chi-Square formula confirmed that there were no statistical significant differences and the hypothesis was admitted (See tables 36, 37). However, the hypothesis that there are differences between the English request strategies uttered by Arab high and low Proficiency was rejected since the statistics revealed there was no role of language proficiency on pragmatic transfer. It was found that even intermediate or advanced learners lacked knowledge of request strategies, and thus they used CID strategy more frequently than the CD and NID and the other strategies were not used as often in this study. Thus, this current study is in agreement with Farshaiyan and Hua (2012) that examined the link between pragmatic knowledge and language proficiency by Iranian EFL students. They showed there was no significant of proficiency on pragmatic transfer. On the other hand, findings opposite to this present project must be taken into account. This study is in disagreement with Khamyod and Aksornjarung (2011) they stated that the role of the proficiency has a significant role on the pragmatic transfer. Consequently, the results indicate that pragmatic transfer does exist among the Arab high and low proficiency and Turkish EFL learners. Most importantly, the results revealed that there were no significant differences between the L1 and L2 among all participants. Their results in DCT revealed that there were no significant differences and the pragmatic transfer does exist whereas their results in MCQ indicated that there were little significant differences where the Arab low proficiency showed their pragmatic transfer in request in the first and fourth situations and the Turkish learners showed significant differences in the first, second, and the eighth situations, but the Arab high proficiency did not show significant differences in their production. Both the high and low proficiency learners did not vary greatly in their request and both groups relatively shared the same language socialization and the same social norms in their LI and L2, because they had a similar English education background and resembled social norms.

According to the spoken DCTs, all the Arab and Turkish participants showed resembled findings of conveying pragmatic transfer in request speech acts. For the Arab, their answers in the first situation the most common strategy was used conventionally indirect strategy (8) out of (15) learners whereas Turkish participants used the same strategy (14) out of (15) learners and showed a big transfer in both languages. For example:

1. You are studying in your room and you hear loud music coming from a room down the hall. You don't know the student who lives there, but you want to ask them to turn the music down. What would you say?

((ممكن ان تخفض صوت الموسيقى رجاءاً؟)) (AEFL)

(Could you turn the music down?)

(Pardon, muzigin sesini kisar misiniz?) (TEFL)

(Could you turn the music off?)

In the second situation both the Arab and Turkish presented a clear pragmatic transfer in their request using the most frequent strategy they used conventionally indirect strategy more than the other categories of request where the answer of the Arab (10) whereas the responses of the Turkish learners (8). For example,

2. You are talking to your friend after class. You missed the last class and you want to borrow your friend's notes. What would you say?

(ممكن ان تعطيني دفتر ملاحظاتك؟)

(Could I borrow your notes?)

(Kanka, gecen dersi kacirdim. Notlerini alabilir miyim?)

(Could I borrow your notes?)

Both of the groups utilized the conventionally direct strategy, but they did not use the non-conventionally indirect strategy at all. In conventionally direct strategy the answer of the Arab (5) whereas the answer of the Turkish learners (7). For example:

((اعطيني دفتر ملاحظاتك؟)) Give me your notebook)

(Yavrum su notleri versene)

(Give me your notes)

In the third situation all participants conveyed their knowledge into TL by using conventionally indirect strategy more than the other strategies where the production of the Arab (11) and the expression of the Turkish (9) that means they conveyed their knowledge into English and the pragmatic transfer was observed. For example:

3. There is a test in class in two weeks, but you'll miss class that day because you have to go to" an out-of-town wedding. Class has just ended, and you want to ask your professor if you can take the exam on another day. What would you say?

((ممكن امتحن يوم اخر؟))

(Professor, can you delay my exam, please?)

(Efendim, sinavi erteleyebilir misiniz?)

(Can you change the day of the exam?)

However, participants of the Arab showed their conveying in conventionally direct strategy (3) and the employment of the Turkish (6) which presented the pragmatic transfer into English. According to the fourth situation, both the Arab and the Turkish transmitted their knowledge into TL. The request of the Arab (6) whereas the request of the Turkish (7). For example:

4. A friend from out of town is visiting you at school, and you are showing your friend around the campus and city. You want someone to take your picture together. You see a man dressed in a suit carrying a briefcase and you want to ask him to take the picture. What would you say?

(من فضلك هل بإمكانك ا تلتقط صورة لنا؟)

(excuse me, can you take a photo for us if you ae free?)

(Beyfendi, bizi bir fotograf cekebilir misiniz?)

(Can you take a photo for us?)

Besides, participants of the Arab in conventionally direct strategy (6) whereas the Turkish performance (7) where they shifted their knowledge into TL. In the fifth situation, the Arab adopted the conventionally indirect strategy (9) and the Turkish (10) where they shifted their knowledge into English. For example,

5. Next week there is a test in a class that is difficult for you. Your friend seems to understand the class better than you. You and your friend are having lunch together, and you want to ask your friend to help you get ready for the test. What would you say?

(ممكن ان تشرح لي الدرس لانني لم استطيع ان افهم الدرس وهناك اختبار الاسبوع القادم؟)

(Can we study together for the exam?)

(kanka, bu konuyu anlamadim. Bana sinavdan once yardim olurmusun?)

(I did not understand this subject. Could you help me?)

Whereas the Arab request in conventionally direct strategy or want statement showed a significant pragmatic transfer(4) and the Turkish (5) . Take for instance:

(اريد ان تشرح لي الدرس)

(I want you to explain this subject for me)

(Bu konuyu anlamadim. Izah istiyorum)

(I want to explain this subject for me)

However, the Arab adopted the non-conventionally indirect strategy or hint where the pragmatic transfer was significant (2), but the Turkish did not use it. According to the sixth situation the Arab conveyed their pragmatic transfer into TL in the conventionally indirect strategy (10) whereas the Turkish expression (8). For example:

6. You get on the bus to go home and you are carrying a lot of books. You are tired and you want to sit down. It seems at first like there are no seats left, but then you notice that a student is taking up two seats. You want to ask this student to move over so you can sit down. What would you say?

(ممكن ان تسمح لي بالجلوس لان المقعد فارغ؟)

(Sorry, can I sit here?)

(Pardon, uturabilir miyim?)

(Excuse me, can I sit here?)

Also, both the groups adopted the conventionally direct strategy and the pragmatic transfer was significant where the Arab request (5) whereas the Turkish request (4). Interestingly, in the seventh situation, the Arab preferred the non-conventionally indirect strategy or mild hint and the pragmatic transfer was significant (11) and the Turkish performance (10). For example:

7. You are having dinner with your friend's family. The food is delicious, and you want to ask your friend's mother for more. What would you say?

(رائع, لطيف, لا اجد اي وصف يستحق طبخك سلمت يدك)

(Wow, you are the best chef in the world)

(Bu yemek gercekten lezetli. Tadindaki bu guzellik nereden geliyou?)

(This food is very delicious)

Whereas in conventionally indirect strategy they also showed transfer into TL where the Arab performance (3) learners and the Turkish (5). So, they again presented the pragmatic transfer in their utterances. Also, the pragmatic transfer was existed in the eighth situation where the Arab used the conventionally indirect strategy and showed the pragmatic transfer (8) whereas the Turkish (9). For example:

(من فضلك هل بإمكانك فتح الباب لي؟)

(Could you open the door?)

(Pardon, reca estem kapiyi acabilir misiniz?)

(Could you open the door, please?)

Overall, all learners showed socio- pragmatic transfer from their mother tongue while communicating in English and their responses showed similarities more than differences in both languages. Also, implementing request is suspicious for the Arab and Turkish EFL learners because of various reasons. One of the most common reasons is the

poverty of mastery in L2 constructions and being unrealizable of the cultural variation, also functions a big role in participants' unsuitable use of speech acts.



5. CONCLUSION

5.1. Discussion of Results

This study investigates the pragmatic transfer of the Arab and Turkish EFL learners at preparatory school in the realization of request speech act and determines whether there are any differences between the English request strategies uttered by Arab high and low proficiency EFL learners. In this sense, this study addressed the following research questions:

- To what extent do Arab EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2)?
- To what extent do Turkish EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2)?
- Are there any differences between the English request strategies uttered by Arab high and low proficiency learners?

In this quantitative and qualitative methods approach research with 70 Arab and Turkish EFL learners in a preparatory school of Istanbul Aydin University, data were collected through eight items of written DCTs in English including requestive speech acts (See Appendix A) and audio recordings of interviews and the same written DCTs translated into Arabic and Turkish (see Appendix B and C) by the researcher. A Chi-Square test was performed to reveal if there was any evidence of pragmatic transfer in the requestive speech act by the Arab and Turkish EFL learners. This chapter presents the discussion of the results. After that, the pedagogical implications of research are presented. Lastly, limitations are characterized and some suggestions are presented for further research.

5.2.1. Research Question one and two

- To what extent do Arab EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2)?

- To what extent do Turkish EFL learners transfer their requesting strategies from their mother tongue (L1) to English (L2)?

These two questions were answered by eliciting data using a criterion relying on CCSARP (see Blum-Kulka, House & Kasper, (1989) for nine request categories. The results of the requestive speech act by the Arab and Turkish EFL learners showed that there were no statistical significant differences between the learners' mother tongue and the target language. It was found from the data that the production of the participants were the same, they utilized the similar strategies in their request. They preferred to use the conventionally indirect strategy such as Q.P strategy in S2 "Could I borrow your notes" which was used very frequently, whereas the conventionally direct strategy and the non-conventionally indirect strategy were the least commonly used strategies because participants utilize these strategies in class and their English material did not support them in learning different social contexts, which led them to get a limited knowledge in the target language. Besides, the Arab and the Turkish participants used W.S strategy remarkably in S2, S3, and S5 "I want to take the exam on another day". Q.P strategy was the most common strategy in all groups whereas E.P, H.P, and L.D strategies were not used as much, or participants seldom utilized them, because of their lack of socio pragmatic and pragma linguistic knowledge. Thus, they decided to choose expressions which impacted by their L1 and this influence lead them to make subtle pragmatic transfer.

According to the MCQ, the Arab and Turkish EFL learners preferred to use the conventionally indirect strategy among the three categories and the other strategies were less used. All the participants showed pragmatic transfer from L1 into English in MCQ. The Arab high proficiency group transferred their knowledge in all situations where they used the same strategies in their mother tongue and target language, whereas the Arab low proficiency group did not show pragmatic transfer. In S1 and S4 they used different strategies between the two languages, but Turkish learners did convey their knowledge in S1, S2, and S8. Thus, the Arab high proficiency and Turkish conveyed their knowledge into the target language less than the Arab high proficiency. Therefore, the Arab and Turkish EFL learners conveyed their requesting strategies from their mother tongue (L1) into English because of the lack of pragmatic knowledge in the TL.

5.2.2. Research Question Three

- Are there any differences between the English request strategies uttered by Arab high and low proficiency learners?

To answer the third question, the data showed that the Arab high and low proficiency learners transfer their knowledge into the TL and there was no difference between their answers because they utilized similar strategies in their requests in both languages. Also, in English contexts, the learners demonstrated their politeness because of their insufficient teaching in the target language, such as in S4 “Could you take a photo for us”. We need to take into consideration the impact environment has in learning the knowledge where even the Arab advanced proficiency group transferred their knowledge into English because they have a particular system in their belief. The findings showed that both the Arab high and low proficiency groups transferred their knowledge into the target language in WDCT.

The Arab low proficiency group did not convey their knowledge in S1 and S4. According to the results of the MCQ, the Arab low proficiency did not transfer their knowledge in S1, S2, S8. Thus, both groups achieved the same request because they used the same similarities in their utterances. Therefore, proficiency did not impact on the pragmatic transfer and the hypothesis was rejected because the researcher predicted that there would be big differences between the two groups and the similarities were greater than the differences in this study. Also, they preferred indirect strategy in request and both of the groups had relatively similar results because they acquired similar social norms. Thus, they have learnt their L1 language socialization to a greater extent than the target language and their knowledge in English was limited. Therefore, all the Arab participants in this current study may have relied on their ruling on their mother tongue pragma linguistic features and socio pragmatic rules.

5.3. Pedagogical Implications

This current study revealed that there were no subtle differences, and pragmatic transfer was observed. Thus, the most difficult problem for learners found in this present study was pragmatic transfer where they conveyed their socio pragmatic and pragma linguistic

knowledge from their L1 into the target language. Another problem found in this study was the overuse of the conventionally indirect strategy where the Arab and Turkish learners used expressions like “Could you” or “Would you mind” and they ignored other strategies because they had insufficient knowledge of the target language and they did not learn varieties of different categories. Therefore, the above findings, suggest that English contexts might not supply enough chances to acquire the knowledge so as to meet the needs of the EFL learners or to increase their abilities to express more pragmatically convenient expressions. Therefore, this suggests that students need opportunities to get more practical teaching in English speech acts so as to make them pragmatically competent in the target language and because of the kind of learning that the learners receive in class may not have permitted them to develop their knowledge to make pragmatically appropriate requests in context, or their poor input may lead to serious problems. Most schools lack different social contexts in the curriculum, which do not cover the need of EFL learners. Thus, these schools need curriculums which must contain concrete guidelines which help the English teachers to teach well. More particularly, teaching pragmatics does not contain only teaching of syntax and lexis, but it should contain pragma linguistic and socio pragmatic rules.

5.4. Limitations of the present study

One of the limitations in the present study was the limited number of Arab participants. In this study there was a very limited number of Arab EFL learners. The researcher was obliged to select the Arab learners randomly from different classes. The second limitation in this study was the limited references. There were not enough references concerning this topic and it was not easy to find feasible references to cover this area.

5.5. Suggestions for Further Research

In the field of pragmatics EFL studies are still few. To cover this gap much should be done. By using various data collection methods (WDCT), (MCQ), role play and interview work could be done which would present a great premeditation into usefulness and uselessness of each method which would lead to the enhancement of employment of speech act studies.

In this study the Arab and Turkish EFL learners paid attention to conventionally indirect strategy because their system of learning may have impacted their production. However, this study noticed that participants used indirectness in their requests and future researchers could study the Arab and Turkish EFL learners at various levels so as to investigate the role of proficiency on pragmatic transfer. Also, future researchers should include other common speech acts such as complaints, refusal, and apology so as to supply a good realization of pragmatic transfer that might limit communication.

5.6. Conclusion

The purpose of the present study was to examine the pragmatic transfer of Arab and Turkish EFL learners at preparatory school in the realization of request speech act. More specifically, the study aimed to examine the Arab and Turkish EFL learners' request by analyzing the similarities and differences between the mother tongue and English. The findings showed that the Arab and Turkish EFL learners did not utter convenient request in both their written and oral DCT. Also, in most of the situations, the participants showed their indirectness in English because of the lack of pragma-linguistic and socio pragmatic knowledge in their teaching.

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APPENDIX A

English DCT

There are eight situations described below. Please read the description of each situation and write down what you would say in that situation.

1. You are studying in your room and you hear loud music coming from a room down the hall. You don't know the student who lives there, but you want to ask them to turn the music down. What would you say?

.....

2. You are talking to your friend after class. You missed the last class and you want to borrow your friend's notes. What would you say?

.....

...

3. There is a test in class in two weeks, but you'll miss class that day because you have to go to an out-of-town wedding. Class has just ended, and you want to ask your professor if you can take the exam on another day. What would you say?

.....

...

4. A friend from out of town is visiting you at school, and you are showing your friend around the campus and city. You want someone to take your picture together. You see a man dressed in a suit carrying a briefcase and you want to ask him to take the picture. What would you say?

.....

5. Next week there is a test in a class that is difficult for you. Your friend seems to understand the class better than you. You and your friend are having lunch together, and you want to ask your friend to help you get ready for the test. What would you say?

.....

6. You get on the bus to go home and you are carrying a lot of books. You are tired and you want to sit down. It seems at first like there are no seats left, but then you notice that a student is taking up two seats. You want to ask this student to move over so you can sit down. What would you say?

.....

7. You are having dinner with your friend's family. The food is delicious, and you want to ask your friend's mother for more. What would you say?

.....

8. You go to the library to return a lot of books, and your hands are full. There is a man who looks like a professor standing near the door of the library. You want to ask him to open the door. What would you say?

.....

The English MCQ

There are eight situations described below. Please read the description of each situation. Circle the letter of the answer which best represents what you would say or do in that situation.

1. You are studying in your room and you hear loud music coming from a room down the hall. You don't know the student who lives there. What would you say or do?

- A. 'I'm studying down the hall.'
- B. 'Please turn the music down.'
- C. 'Could you turn that down please?'
- D. I would ignore the music and keep studying

2. You are talking to your friend after class. You missed the last class, so you don't have the lecture notes. What would you say or do?

A. 'Lend me your notes.'

C. I would do my best without the notes.

B. 'I missed class yesterday because I was sick.'

D. 'Can I borrow your notes?'

3. There is a test in class in two weeks, but you'll miss class that day because you have to go to an out-of-town wedding. What would you say or do?

A. I wouldn't go to the wedding.
test.'

C. 'Professor, let me make up the

B. 'Professor, could I take the test another day?'

D. 'Professor, I have to go to a
wedding on the day
of the next test.'

4. A friend from out of town is visiting you at school, and you are showing your friend around the campus and city. You want someone to take your picture together. A man dressed in a suit and carrying a briefcase comes walking your way. What would you say or do?

A. 'Please take a picture for us.'

C. 'We'd like to have a picture taken.'

B. 'Would you mind taking a picture of us?'

D. I would ask someone else.

5. Next week there is a test in a class that is difficult for you. Your friend seems to understand the class better than you. You and your friend are having lunch together. What would you say or do?

A. 'Could you help me study for this test?'

C. 'I'm having a real hard time studying

B. I would do my best without my friend's help.

for the next test.'

D. 'Help me study for the test.'

6. You get on the bus to go home and you are carrying a lot of books. It seems like there are no seats left, but then you notice that a student is taking up two seats. What would you say or do?

A. 'Is anyone sitting here?'

C. 'Move over, please.'

B. I wouldn't sit down.

D. 'Do you mind if I sit here?'

7. You are having dinner with your friend's family. The food that your friend's mother has prepared is delicious, and you want some more. What would you say or do?

A. I would wait until the mother saw my empty plate and offered more food.

C. 'This food sure is delicious.'

D. 'Could I have some more please?'

B. 'Please give me more food.'

8. You go to the library to return a lot of books, and your hands are full. As you stand near the door, a man who looks like a professor walks up to the door of the library. What would you say or do?

A. 'Could you open the door please?'

C. 'Please open the door:

B. 'My hands are full.'

D. I would ask someone else, like another Student.

APPENDIX B

Arabic DCT

:الحالات هذه في ستقوله ما وكتابة حالة كل وصف و قراءة يرجى .أدناه موضحة حالات ثماني هناك /1س

1- الطالب تعرف لا وانت . الصاله اسفل الغرفة من القادمة الصاخبة الموسيقى وتسمع غرفتك في تدرس أنت ؟ ستفعل او ماذا ستقول ماذا .الموسيقى يطفى ان منه تطلب أن تريد كنت ولكن فيها، يعيش الذي

.....

2- الملاحظات اقتراض في ترغب و الأخيرة تحضر الدرس لم .الصف من بعدالخروج صديقك إلى تتحدث كنت -2 ؟ ستفعل ماذا او تقول ماذا صديقك من

.....

3- تذهب أن عليك لأن اليوم ذلك في الامتحان تحضر لن سوف ولكنك أسبوعين، في الصف في اختبار هناك -3 ماذا .آخر يوم في الامتحان تستطيع كنت إذا أستاذك تسأل أن وتريد ، لتوا الدرس انتهى. المدينة خارج زفاف إلى ستفعل؟ ماذا او ستقول

.....

4- ان ما شخص تريد .والمدينة الجامعي الحرم حول ما تريبه وكنت المدرسة، في المدينة خارج من صديق زارك -4 او ستقول ماذا . لكم صورة يأخذ أن منه تطلب أن وتريد حقيبة يحمل بدلة يرتدي رجل فترى .معا لكم صور يلتقط ستفعل؟ ماذا

.....

وصديقك انت كنت .منك أفضل الدرس فهم صديقك يبدو .عليك يصعب الصف في اختبار هناك القادم الأسبوع -5
؟ ستفعل ماذا او ستقول ماذا .للاختبار الاستعداد في مساعدتك صديقك من تطلب أن وتريد معا، الغداء تتناولان

.....

البداية في لاحظت .الجلوس وتريد متعب أنت .الكتب من الكثير تحمل وكنت البيت إلى للعودة الحافلة ركبت -6 .
يجلس أن الطالب هذا من تطلب أن تريد .مقعدين يأخذ الطالب أن لاحظت ذلك بعد ولكن فارغ، مقاعد وجود عدم
ستفعل؟ ماذا او ستقول ماذا .الجلوس من تتمكن حتى المقاعد احد على

.....

ستقول ماذا .المزيد لك تجلب ان صديقك أم تسأل أن وتريد لذيذ، الطعام .صديقك عائلة مع العشاء تتناول كنت - 7
ستفعل؟ ماذا او

.....

بالقرب يقف أستاذ وكأنه يبدو رجل هناك كان .مليئة ويديك الكتب، من الكثير لإسترجاع المكتبة إلى ذهبت -8
؟ ستفعل ماذا او ستقول ماذا .الباب يفتح ان تسأله أن تريد وكنت .المكتبة باب من

.....

تمثل التي الاجابه حرف على دائرة ضع .حالة كل وصف و قراءة يرجى .أدناه موضحة حالات ثماني هناك/2س
المواقف؟ هذه في به تقوم أو ستقوله لما الافضل الجواب

الذي الطالب تعرف لا انت .الصالة أسفل غرفة من القادمة الصاخبة الموسيقى وتسمع غرفتك في تدرس أنت -1 .
ستفعل؟ أو ستقول ماذا فيها يعيش

" الصالة أسفل أدرس أنا". ا "رجاء الموسيقى تطفأ ان ممكن هل". ج

" .الموسيقى اطفئ رجاء". ب

"الدراسه في واستمر الموسيقى ساتجاهل". د

لديك يكن لم لذلك الأخير، المحاضرة تحضر لم .الصف من بعدالخروج صديقك إلى تحدثت -2 .
؟ ستفعل أو ستقول ماذا .المحاضرة ملاحظات

دون جهدي قصارى سأبدل" ج
"بك الخاصة الملاحظات إقرضني". ا
"الملاحظات

"الخاصة؟ ملاحظتك اقتراض يمكنني هل". د
" مريضا كنت لاني الدرس عن غبت". ب

أن عليك لأن اليوم ذلك في الاختبار تحضر لن سوف ولكنك أسبوعين، غضون في الصف في اختبار هناك 3.
ستفعل؟ أو ستقول ماذا .المدينة خارج زفاف حفل إلى تذهب

"الاختبار بتاجيل لي اسمح أستاذ،". ج
"الزفاف حفل إلى أذهب لن سوف" ا

يوم في زفاف حفل إلى أذهب أن يجب استاذ،". د "آخر؟ يوم اختبار أجرب أن يمكنني هل أستاذ، ب.
الاختبار القادم

4 زارك صديق من خارج المدينة في المدرسة، وكنت ترفيه ما حول الحرم الجامعي والمدينة. تريد شخص ما
ان يلتقط صور لكم معا. فترى رجل يرتدي بدلة يحمل حقيبة وتريد أن تطلب منه أن يأخذ صورة لكم . ماذا
ستقول او ماذا ستفعل؟

"صورة نلتقط ان نرغب". ج

ا.لنا صورة التلقظ رجاء ا'. "اخر شخص اسال". د

ب". "لنا صورة تلتقط أن بامكانك هل

انت كنت .منك أفضل الدرس فهم صديقك يبدو .عليك يصعب الصف في اختبار هناك القادم الأسبوع -5 .
ماذا او ستقول ماذا .للاختبار الاستعداد في مساعدتك صديقك من تطلب أن وتريد معا، الغداء تتناولان وصديقك
ستفعل؟

للاختبار لدراسة عصبيا وقتا أجد أنا". ج
"الاختبار؟ لهذا الدراسة في مساعدتي يمكنك هل". ا
"القادم

"مساعدة دون جهدي قصارى سأبدل". د
".الاختبار لدراسة ساعدني". ب

البداية في لاحظت.الجلوس وتريد متعب أنت .الكتب من الكثير تحمل وكنت البيت إلى للعودة الحافلة ركبت -6 .
يجلس أن الطالب هذا من تطلب أن تريد .مقعدين يأخذ الطالب أن لاحظت ذلك بعد ولكن فارغ، مقاعد وجود عدم
ستفعل؟ ماذا او ستقول ماذا .الجلوس من تتمكن حتى المقاعد احد على

هنا؟ جلست اذا تمنع هل". ا
ج".فضلك من مكانك، تغير ان ممكن

اجلس لن ب.
هنا؟ شخص أي يجلس هل". د

ستقول ماذا. المزيد لك تجلب ان صديقك أم تسأل أن وتريد لذيذ، الطعام. صديقك عائلة مع العشاء تتناول كنت -7
؟ ستفعل ماذا او

ا. الطعام من المزيد علي وتعرض فارغ الطبق الأم ترى حتى الانتظار أود .

ب. الطعام من المزيد أعطني فضلك من " .

ج. " بالتاكيد هذا الطعام لذيذ "

د. " هل يمكنني ان اطلب المزيد من فضلك؟"

من بالقرب يقف أستاذ وكأنه يبدو رجل هناك كان . مليئة ويديك الكتب، من الكثير لإسترجاع المكتبة إلى ذهبت. 8
؟ ستفعل ماذا او ستقول ماذا . الباب يفتح ان تسأله أن تريد . وكنت . المكتبة باب

ا. "فضلك؟ من الباب فتح يمكن هل"

ب. "مليئة يدي" .

ج. "الباب فتح الرجاء" .

آخر طالب مثلا آخر، شخص اسأل . د .

APPENDIX C: TURKISH DCT

Aşağıda açıklanan sekiz durum var. Lütfen bu durumları okuyup bu durumlar hakkında neler söylenebilir yazınız

1. Odanızda kitap okuyorsunuz ve salondan gelen yüksek sesli müziği duyuyorsunuz. Orada yaşayan öğrencileri tanımiyorsunuz, ancak onlardan müziği kapatmalarını istemek istiyorsunuz. Ne diyorsun
.....
2. Sınıfta arkadaşınızla konuşuyorsunuz. Son dersi kaçırdın ve arkadaşının notlarını ödünç almak istiyorsun. Ne diyorsun Ne dersin?
.....
3. İki hafta içinde sınavınız olacak, ancak o günkü dersi kaçıracağını, çünkü "şehir dışına bir düşün" e gitmek zorundasınız. Ders sona erdi ve profesörünüze sınavı başka bir güne alıp alamayacağı hakkında şansınızı denemek istiyorsunuz. Ne dersin?
.....
4. Şehir dışında bir arkadaşınız sizi okulunuzda ziyaret ediyor ve arkadaşınıza kampüsü gezdiriyorsunuz. Elinde çantası olan Takım elbiseli bir adam görüyorsunuz ve resminizi çekmesini istiyorsunuz. Nenersiniz?
.....
5. Gelecek hafta sizin için zor olan bir sınav var arkadaşınız o konuyu daha iyi anlamış görünüyor. Arkadaşınızdan birlikte çalışmak için yardım isteyeceksiniz. Ne dersin ?
.....
6. Eve gitmek için otobüse bindiniz ve çok sayıda kitap taşıyorsunuz, yorgunsunuz ve oturmak istiyorsunuz. Fakat oturacak yer yokmuş gibi görünüyor, sonra bir öğrencinin iki koltuğu işgal ettiğini fark ettiniz. Bu öğrenciden, oturabilmeniz için toplanmasını istemelisiniz. Ne dersin ?
.....
7. Ateş' in ailesiyle akşam yemeğini yaşarsın. Yemek daha lezzetli ve daha fazla bilgi almak istiyorum. Ne dersin ?
.....
8. Çok sayıda kitabı iade etmek için kütüphaneye gidiyorsunuz ve eliniz doludur. Kütüphanenin kapısına yakın profesör gibi duran bir adam var. ondan kapıyı açmasını rica etmelisiniz. Ne dersin?
.....

Aşağıda açıklanan sekiz durum var. Lütfen her durumun açıklamasını okuyun. Bu durumlar hakkında söyleyeceğinizi veya yapacağınızı en iyi temsil eden cevabı daire içine alın.

1. Odanızda kitap okuyorsunuz ve solondan gelen yüksek sesli müziği duyuyorsunuz. Orada yaşayan öğrenciyi tanımıyorsunuz. Ne dersin ya da yaparsın ?

A. 'Salonda kitap okuyorum.'

B. Lütfen müziği kapatın

C. Lütfen dışarı çıkarmısınız ?

D. Müziği görmezden gelip kitap okumaya devam ederdim.

2. Sınıfta arkadaşınızla konuşuyorsunuz. Son dersi kaçırdınız, böylece ders notlarınız yok. Ne dersin ya da yaparsın

A. 'Bana notlarınızı ödünç verir misiniz?'

B. 'Dün sınıfa gelemediğim için özür dilerim çünkü hastaydım.'

C. Notlar olmadan elimden geleni yapardım.

D. 'Notlarınızı ödünç alabilir miyim?'

3. İki hafta içinde sınıfta bir test var, ancak o günkü dersi kaçıracaksınız, çünkü bir şehir dışına bir düğün için gitmek zorunda kalıyorsunuz. Ne dersin ya da yaparsın

A. Düğüne gitmeyeceğim.

B. 'Profesör, sınavı başka bir gün olabilir miyim ??'

C. 'Profesör, testi hazırlayayım.'

D. 'Profesör, bir sonraki sınav gününde düğün olduğu için gitmeliyim.'

4. Şehrin bir arkadaşı sizi okulda ziyaret ediyor ve arkadaşınızı kampüs ve şehir çevresinde gösteriyorsunuz. Birlikte resminizin olmasını istiyorsun. Bir takım elbise giymiş elinde çantası olan bir adam görüyorsunuz. Ne dersin ya da yaparsın

A. 'Lütfen bizim için resim çekin.'

B. Bizim fotoğrafımızı çeker misiniz?'

C. 'Bir fotoğraf çektirmek istiyoruz.'

D. Bir başkasına sorardım.

5. Gelecek hafta bir dersta sizin için zor olan bir sınav olacak. Arkadaşınız dersi sizden daha iyi anlıyor gibi görünüyor. Sen ve arkadaşın birlikte öğlen yemeği yiyorsunuz. Ne dersin ya da yaparsın

A. 'Bu sınav için çalışmamda bana yardımcı olur musun?'

B. Arkadaşımın yardımı olmadan elimden geleni yapardım.

C. Bir sonraki sınav için çalışmak çok zor oluyor.

D. Sınava çalışmam için yardımcı olur musun?

6. Eve gitmek için otobüse bindiniz ve çok sayıda kitap taşıyorsunuz. Otobüste sanki hiç koltuk kalmamış gibi görünüyor, o anda bir öğrencinin iki koltuk işgal ettiğini fark ettiniz. Ne dersin ya da yaparsın

A. Burada kimse oturuyor mu?

B. Oturmam.

C. 'Kalk , lütfen.'

D. 'Burada otursam olur mu?'

7. Arkadaşınızın ailesiyle akşam yemeği yiyorsun. Arkadaşının annesi tarafından hazırlanan yemek çok lezzetli olmuş bu yüzden biraz daha fazlasını isteyeceksin. Ne dersin ya da yaparsın

A. Annesi boş tabağımı görene ve daha fazla istermisin diye sorana kadar beklerdim.

B. Lütfen bana daha fazla yiyecek verin?

C. 'Bu yemek kesinlikle çok lezzetli olmuş.'

D. Lütfen biraz daha alabilir miyim?

8. Çok sayıda kitap iade etmek için kütüphaneye gidiyorsunuz ve eliniz doludur. Kapının yanında dururken profesör gibi görünen bir adam kütüphanenin kapısına doğru yürümektedir. Ne dersin ya da yaparsın

A. 'Kapıyı açar mısınız lütfen?'

B. 'Ellerim dolu.'

C. 'Lütfen kapıyı aç:

D. Başkasına danışabilirim

RESUME

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Bachelor : 2002, University of Diyala, Collage of Education, English Department.

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Oct. 2010 - 2013:

A secretary of Mr. Governor of Diyala

Nov. 2010 - 2011:

I got an excellent evaluation degree in the course of pre – advanced level which was held by USA team in Diyala governorate center

Sep. 2008 - 2009:

A teacher of English at a commercial secondary school

Sep. 2007 – 2009:

A lecturer of English at University of Diyala, Collage of Biology

Sep. 2003 – 2007:

A teacher of English at learning teacher's institution for girls. Dep. English. Teaching the following courses: Grammar, Poetry, Drama, Pronunciation, Comprehension, Analysis, Methodology, and Testing.

