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**Implementing Video-Based Instructional Materials to Foster English as a Foreign
Language Learners' Pragmatic Competence**
The Case of Master Students of English at Biskra University

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Declaration

I, Rayene **DJERADI**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra, Algeria.

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Signature:

Date:

Dedication

To my grandmother Baya, my aunt Saida, and my uncle Bachir

To my parents Lakhdar and Faiza and little siblings Hiba, Souhil, Isra

To anyone who encouraged me throughout this hard time

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Abstract

A link between video-based instructions and pragmatics competence within the Algerian context has not been investigated enough. In this sense, we attempted to see the effect of implementing video-based instructions on Algerian foreign language learners of English at Biskra University pragmatic competence, particularly their request and complaint production. In addition, the present study aims at shedding light on teachers and learners' attitudes along with their opinions regarding the implementation of this method to improve the learners' pragmatic competence and speech acts production. 9 Master One students from Biskra University were chosen using convenience sampling to take part in the quasi-experimental investigation. Accordingly, using a mixed-methods approach, we opted for the Discourse Completion test (DCT), a questionnaire for students, and an interview for teachers to collect the necessary data. As anticipated, the analysis and the interpretation of the obtained data revealed that video-based instruction could contribute to the improvement of students' pragmatic competence, which is depicted through request and complaint production development. Moreover, the results revealed that requests and complaints had significantly increased in diversity and appropriate use of internal and external modifications. Furthermore, the findings also indicated the positive attitude of both the teachers and the students toward the implementation of Video-Based Instruction.

Keywords: Video-Based Instruction, pragmatic competence, request speech act, complaint speech act.

List of Abbreviations and Acronyms

ACC: Accusation

BLM: Blame

CALL: Computer Assisted Language Learning

CCSARP: Cross Cultural Speech Acts Realisation Project

CID: Conventionally Indirect strategy

D: Direct strategy

ED: Expression of Disapproval

EFL: English as a Foreign Language

EXT: External Modification

FL: Foreign Language

FLL: Foreign Language Learnerese

FLT: Foreign Language Teaching

FTA: Face Threatening Act

ILP: Interlanguage Pragmatics

INT: Internal Modification

L1: First Language

L2: Second Language

NCID: Non-Conventionally Indirect strategy

NER: No Explicit Reproach

NNS: Non-Native Speaker

NS: Native Speaker

P: Power

R: Rank of Imposition

SAs: Speech Acts

SD: Social Distance

SLA: Second Language Acquisition

TL: Target Language

VBI: Video-Based Instruction

List of Tables

Table 1. 1 <i>Blum-Kulka et al. Request Strategies</i>	38
Table 1. 2 <i>Trosborg Complaint Strategies</i>	40
Table 2. 1 <i>Sample of Authentic Videos Studies on Pragmatics</i>	62
Table 3. 1 <i>Pre-Test and Post-Test Scores: Differences and Means</i>	79
Table 3. 2 <i>Strategies and Modifications in S1 Pre-Test</i>	80
Table 3. 3 <i>Strategies and Modifications in S2 Pre-Test</i>	82
Table 3. 4 <i>Strategies and Modifications in S3 Pre-Test</i>	82
Table 3. 5 <i>Strategies and Modifications of S4 Pre-Test</i>	83
Table 3. 6 <i>Strategies and Modifications in S1 Post-Test</i>	84
Table 3. 7 <i>Strategies and Modifications in S2 Post-Test</i>	85
Table 3. 8 <i>Strategies and Modifications in S3 Post-Test</i>	85
Table 3. 9 <i>Strategies and Modifications S4 Post-Test</i>	86
Table 3. 10 <i>Strategies and Modifications S5 Pre-Test</i>	88
Table 3. 11 <i>Strategies and Modifications S6 Pre-Test</i>	89
Table 3. 12 <i>Strategies and Modifications of S7 Pre-Test</i>	90
Table 3. 13 <i>Strategies and modifications of S8 Pre-Test</i>	91
Table 3. 14 <i>Strategies and Modifications of S5 Post-Test</i>	91
Table 3. 15 <i>Strategies and Modifications of S6 Post-Test</i>	92
Table 3. 16 <i>Strategies and Modifications of S7 Post-Test</i>	93
Table 3. 17 <i>Strategies and Modifications in S8 Post-Test</i>	94

Table 3. 18 <i>Nature of Speech Acts Lesson in Classroom Instruction</i>	96
Table 3. 19 <i>Participants' Opinions on Speech Acts Classroom Instruction</i>	97
Table 3. 20 <i>Experience with Video-Based Speech Acts Instruction</i>	98
Table 3. 21 <i>Videos' Potential in Comparison with Traditional Education</i>	99
Table 3. 22 <i>Influence of Speech Acts' Video-Based Instruction</i>	100
Table 3. 23 <i>Potential Improvement in Request and Complaint Production</i>	101
Table 3. 24 <i>Motivation and Engagement Maintained through Videos</i>	103
Table 3. 25 <i>Perceptions of speech acts video-based instruction</i>	103
Table 3. 26 <i>The Potential Implementation of Video-Based Instruction with other Courses</i> .	104
Table 3. 27 <i>Teaching Experience</i>	106
Table 3. 28 <i>Teachers' Sample Responses to University Students' Pragmatic Competence Level</i>	106
Table 3. 29 <i>Frequency of CALL Integration in Teaching</i>	109
Table 3. 30 <i>Teachers' Opinions Concerning the Implementation of VBI</i>	111
Table 3. 31 <i>Teachers' Incorporation of Videos in Education</i>	113

List of Figures

Figure 3-1 <i>Request Strategies on the Pre-test and Post-test</i>	87
Figure 3-2 <i>Comparison between Requests Modifications in the Pre-test and Post-test</i>	88
Figure 3-3 <i>Complaint Strategies on the Pre-test and the Post-test</i>	94
Figure 3-4 <i>Complaint Modifications on the Pre-test and the Post-test</i>	95
Figure 3-5 <i>Participants' Description of Speech Acts Classroom Instruction</i>	96
Figure 3-6 <i>Participants' Opinions towards Speech Acts Classroom Instruction</i>	97
Figure 3-7 <i>Students' Familiarity with Video-Based Speech Acts Instruction</i>	99
Figure 3-8 <i>Videos' Influence on Students' Request and Complaint Production</i>	101

List of Appendices

Appendix A Consent Letter for the Head of the Section.....	134
Appendix B Participants' Consent Letter	136
Appendix C DCT Pre-Test.....	137
Appendix D DCT Post-Test	139
Appendix E Post-Treatment Questionnaire	141
Appendix F The Lessons.....	146
Appendix G Interview Questions.....	147
Appendix H The Lessons	148

Contents

Declaration	2
Dedication	3
Acknowledgements.....	4
Abstract	5
List of Abbreviations and Acronyms.....	6
List of Tables.....	8
List of Figures	10
Contents.....	12
1. Background of the Study.....	17
2. Statement of the Problem	18
3. The Research Questions	20
4. The Research Hypotheses	20
5. The Research Aims	21
6. The Research Methodology for this Study.....	21
7. Population and Sampling Techniques	22
8. Significance of the Study	22
9. The Reference Style of the Dissertation.....	23
10. Structure of the Dissertation.....	23

Chapter One

Introduction	25
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IMPLEMENTING VIDEO-BASED INSTRUCTIONAL MATERIALS	13
1.1 Pragmatics Definition and Scope	25
1.1.1 Interlanguage Pragmatics	27
1.2 Pragmatic competence.....	28
1.3 Speech Acts	31
1.3.1 Austin’s Theory of Speech Acts_ Austin’s Classification of Speech Acts	32
1.3.2 Searle’s Classification of Speech Acts	33
1.4 Face Threatening Acts.....	34
1.4.1 Request Speech Act.....	35
1.4.1.1 Request Strategies	36
1.4.2 Complaint Speech Act.....	39
1.4.2.1 Complaint Strategies	40
1.4.3 Speech Acts Modifications.....	42
1.4.3.1 Internal Modification.....	43
1.4.3.2 External Modification of Request	43
1.4.3.3 External Modification of Complaints.....	44
1.5 Factors Affecting Pragmatics in Foreign Language Teaching	45
Conclusion.....	48

Chapter Two

Introduction	51
2.1 Overview of Computer Assisted Language Learning	51
2.2 Video-Based Instruction.....	53
2.3 Types of Video-Based Instruction.....	55

IMPLEMENTING VIDEO-BASED INSTRUCTIONAL MATERIALS	14
2.3.1 Synchronous Video-Based Instruction.....	56
2.3.2 Asynchronous Video-Based Instruction.....	56
2.4 Authentic Videos.....	57
2.4.1 Selection of the Authentic Videos.....	60
2.5 Video-Based Instructional Materials and Pragmatics	61
2.5.1 Feature Films and Pragmatics Instruction	62
2.5.2 Video Conferencing and Pragmatics Instruction	64
2.6 Role of Videos in Foreign Language Teaching.....	65
2.7 Challenges of Video-Based Instruction.....	66
Conclusion.....	67

Chapter Three

Introduction	72
3.1 Research Methodology for this Study: Choices and Rationale.....	72
3.1.1 Research Paradigms	72
3.1.2 Research Approach	72
3.1.3 Research Design	73
3.1.4 Data Collection Methods.....	74
3.1.4.1 Discourse Completion Tests.....	74
3.1.4.1.1 Structure and aim.	74
3.1.4.1.2 Piloting and validation.	75
3.1.4.2 Post-Treatment Questionnaire.....	75
3.1.4.2.1 Structure and Aim.....	75

3.1.4.2.2	Piloting and Validation	76
3.1.4.3	The Teachers' Interview.....	76
3.1.5	Data Collection Procedures	76
3.1.6	Data Analysis Procedures.....	77
3.1.7	Population/Sampling Technique	78
3.2	Results of the DCT	79
3.2.1	DCT Statistical Analysis	79
3.2.2	Request DCT Analysis	80
3.2.2.1	Request DCT Pre-test Analysis.....	80
3.2.2.1.1	Situation 1: Request with a Teacher.	80
3.2.2.1.2	Situation 2: Request with an Employee.....	82
3.2.2.1.3	Situation 3: Request with a Classmate	82
3.2.2.1.4	Situation 4: Request with a stranger	83
3.2.2.2	Request DCT Post-test analysis	84
3.2.2.2.1	Situation 1: Request with a friend's mother	84
3.2.2.2.2	Situation 2: Request with Students	85
3.2.2.2.3	Situation 3: Request with a Friend	85
3.2.2.2.4	Situation 4: Request with Receptionist.....	86
3.2.3	Complaint DCT Analysis	88
3.2.3.1	Complaint Pre-test Analysis.....	88
3.2.3.1.1	Situation 5: Complaint to a Boss	88
3.2.3.1.2	Situation 6: Complaint to a Student.....	89

IMPLEMENTING VIDEO-BASED INSTRUCTIONAL MATERIALS	16
3.2.3.1.3 Situation 7: Complaint to a friend	90
3.2.3.1.4 Situation 8: Complaint to a Stranger	91
3.2.3.2 Complaint Post-test Analysis	91
3.2.3.2.1 Situation 5: Complaint to a Professor	91
3.2.3.2.2 Situation 6: Complaint to Students	92
3.2.3.2.3 Situation 7: Complaint to a Cousin.....	93
3.2.3.2.4 Situation 8: Complaint to a Neighbour.....	94
3.3 Results of the Post-treatment Questionnaire	95
3.4 Results of the Teachers' Interview	106
3.5 Discussion and Synthesis of the Results	115
Conclusion.....	119
General Conclusion	120
Implications and Recommendations.....	121
Limitations and Suggestions for Future Research	122
References	124
Appendices	134
ملخص الدراسة.....	154

General Introduction

1. Background of the Study

Language allows humans to express a wide range of meanings flexibly and effectively. While all linguistic forms within a language community have a common meaning, these meanings may lead to distinctive interpretations related to the surrounding circumstances (context). The latter is the core of pragmatics, which studies language beyond the linguistic code where it describes and analyses the culturally and socially appropriate use of language. Grundy (2008) defines pragmatics as the field that involves the speaker's or writer's ability to deliver his/her intended meaning following shared norms and conventions, it also concerns the listener in which communication for him/her entails not only understanding what is openly expressed, but also realizing what is communicated beyond the literal meaning.

With the advancements in the field of pragmatics, the 1970s witnessed the emergence of pragmatic competence as a main component in different models of communicative competence. Pragmatic competence was divided by Leech (1983) into pragmalinguistics and socio-pragmatics. The former is the range of structural linguistic resources from which speakers can choose when using language in a specific communicative situation. While the latter is the social setting of language use, which includes variables such as cultural context, social status, and interlocutors' social distance; therefore, pragmatic competence entails individuals' ability to use and comprehend language in a linguistically and socio-culturally appropriate manner in a given context. The increasing attention on pragmatic competence led to the rise of interlanguage pragmatics that concerns the study of pragmatics in relation to foreign language acquisition, which viewed that the possession of pragmatic competence is a necessity that English as a foreign language (EFL) learners need to have.

Corresponding to the significance of pragmatic competence, various approaches emerged to track its development and instruction. Among them an equally rich but newer

approach rose, that is computer assisted language learning (CALL), in which the computer is employed as a tool for presenting and assessing pragmatics, in an attempt to optimise the input and metapragmatic information that learners receive. In the same vein, CALL employed different tools, ranging from social media platforms to virtual reality games and video clips, aiming at studying their impact on the overall pragmatic competence of EFL learners or their speech acts comprehension and production.

One promising multimedia tool that is receiving an overgrowing attention in interlanguage pragmatics (ILP) is videos, Ishihara (2010) claims that different types of videos, for instance, video clips of feature films, comedies, series, and streaming videos, are an effective mean to second and foreign language pragmatics, as it can provide an overwhelming experience of the target language communication. Moreover, the auditory and visual features of videos provide verbal and nonverbal information that affects the pragmatics of communication, such as intonation, pauses, hedges, gestures, and facial expressions, which are rarely provided in the traditional classroom instruction.

Despite the significance of pragmatics in English language teaching and learning, they are overlooked in the Algerian EFL context, where more emphasis is on the structure and grammar of the language rather than pragmatics, which could be due to pragmatics' complex and challenging nature. Furthermore, the video-based instruction is underexplored when it is more required during the pandemic since face to face sessions continuity is not guaranteed. Therefore, the present study attempts to find new insights into the potential advancement of a partial elements of pragmatic competence, which is namely request and complaint speech acts production through video-based instruction.

2. Statement of the Problem

As the world view extended the concept of success in learning a language after the emergence of communicative competence, researchers' shift their attention from the mere focus

on lexico-grammatical proficiency to communicative competence, and later on pragmatic competence. The latter deemed a necessity for EFL learners, according to Taguchi (2009) pragmatic competence entails the learner's ability to access a variety of linguistic forms in order to perform language functions; in addition, learners must be aware of the sociocultural norms and rules that govern the use of these forms. Simply put, learners should not only be passive beings producing stereotypical utterances, but they are also practical in that they should be able to think in that language and generate and interpret intentional utterances.

Nevertheless, a noticeable number of EFL learners at Biskra University have a poor pragmatic competence, which is evident through their poor command to construct and comprehend native-like communication; it was observed by the researcher that a number of learners tend to isolate the communication from its context, which leads to the focus on the literal meaning rather than the intended meaning, while other learners neglect some context variables, such as social power and social distance. A probable explanation for their poor performance is the late exposure to the pragmatics course, as it is assigned until the master level, in addition to the insufficient time and a large number of students and the limited teaching materials.

Learners' restricted exposure to written discourse mainly and the lack of contextualised authentic oral communication comes at the core of the poor pragmatic competence of learners; therefore, we propose the use of video-based instruction as a tool to improve EFL learners' pragmatic competence, particularly request and complaint production. Since videos will provide the learner with authentic material and make use of paralinguistic features that are not found in written discourse. In addition, videos will enhance learners' input by exposing them to pragmatic realizations and engaging them in communicative experiences where they can practice using the linguistic knowledge they have learned. Furthermore, the tasks, as well as

the feedback provided at the end of each task, will help learners become more aware of pragmatic features that they will need in their communication.

3. The Research Questions

This research seeks to answer the following research questions:

RQ1: Can video-based instruction impact the pragmatic competence of EFL learners?

RQ2: To what extent can the implementation of video-based instruction effect students' requests and complaints production?

RQ3: What are the students' attitudes and perceptions concerning the implementation of Video-Based Instruction on pragmatics in general and speech acts in particular?

RQ4: What are the teachers' attitudes and perceptions towards the implementation of video-based instruction on pragmatics in general and speech acts in particular?

4. The Research Hypotheses

Based on the abovementioned research questions, we propose the following research hypotheses:

RH1: The use of video-based instruction can improve EFL learners' pragmatic competence.

RH2: Students request and complaint strategies and modifications will be more appropriate and varied after the video-based instruction.

RH3: The students may approve of the use of video-based instruction as a means to enhance their pragmatic competence.

RH4: The teachers may approve of the use of video-based instruction as a means to enhance their pragmatic competence.

5. The Research Aims

The general aim of this study is to investigate the effects of video-based instruction on the pragmatic competence of EFL learners mainly EFL learners' request and complaint production.

More specifically, this research work aims to:

- This study aims to provide meaningful speech acts instructions to students to improve their pragmatic competence through video-based instruction.
- This study aims to motivate and raise the pragmatic awareness of EFL students.
- This study aims to improve EFL learners' requests and complaints' appropriate production.
- This study aims to identify the various strategies and the modifications of requests and complaints that students can employ to arrive at more appropriate language use.
- This study intends at assessing students' perceptions and attitudes towards the use of videos in pragmatics course.
- This study intends to assess teachers' perceptions and attitudes of the implementation of video-based instruction in their pragmatics courses and the teaching process in general.

6. The Research Methodology for this Study

This study will adopt a mixed-methods approach due to the nature of the study. As it will measure the improvement of learners' pragmatic competence through video-based instruction; moreover, it will describe and analyse teachers and learners' attitudes towards the implementation of video-based instruction in pragmatics. A mixed-methods design will be adopted.

On the one hand, measurement of the improvement of learners' pragmatic competence through video-based instruction will be realised through a quasi-experiment with one pre/post-

test group. The test will be adapted from discourse completion tasks (DCT), as the latter had proved its reliability to assess pragmatics in various ways, especially speech acts.

On the other hand, the description and analysis of teachers attitudes towards the implementation of video-based instruction in pragmatics will be viewed through a semi-structured interview, since it allows the interviewees to delve into a variety of elements in varying depths; furthermore, in an attempt to explore learners' attitudes toward video-based instruction and to review their pragmatic capacities (competence), a post-treatment questionnaire will be designed, it is the most appropriate data collection in this study as it is time-saving and simple to collect, as well as its likelihood to provide honest and open responses due to the participants' anonymity, and its affordance of more data than the structured questionnaires.

7. Population and Sampling Techniques

Master one students at Biskra University are selected as the population for our research. The availability of that population, as well as their recent exposure to speech acts, which are prominent theme in their pragmatics course, and their requirement to be pragmatically competent to some extent as future master degree holders, are among the factors for their selection. In addition, pragmatics and discourse analysis teachers will participate in the proposed study, they would be interviewed to give their opinions and ideas concerning the implementation of video-based instruction. Furthermore, a non-probability convenience sampling technique will be employed in the study.

8. Significance of the Study

This study will serve to gain more insights into the impact of video-based instruction on EFL learners' pragmatic competence, the case of master one in Biskra University. It will also contribute to the small existent literature in the fields of pragmatics and video-based education in the Algerian EFL context. Moreover, the proposed study will encourage the use

of technology-based learning, in which videos would be used in the study as a more creative and engaging means of teaching speech acts, particularly requests and complaints, as it would create a native-like communication through audio-visual materials, which would most likely motivate the learners to perform better. Furthermore, the research will draw instructors' attention towards the implementation of video-based instruction as an innovative and effective method to speech acts production that will lead the instructors to explore the possibility of employing video-based instruction not only with pragmatics, but rather on different areas of language teaching.

9. The Reference Style of the Dissertation

The researcher adopted the APA (the American Psychological Association) 7th edition, as a citing and referencing style for the present research since it belongs to the social science and humanities discipline. Nevertheless, it is worth noting that the layout and the cover page are guided by the supervisor.

10. Structure of the Dissertation

The present dissertation is structured as follows:

Chapter One provides a literature review on pragmatics, including various related concepts, as it narrows the scope from pragmatic competence to speech act theory then face threatening acts until arriving at request and complaint speech acts.

Chapter Two covers video-based instruction embedding elements, as it starts off with an overview on computer-assisted language learning then it delves into video-based instruction in EFL context thereafter into a specification on video-based instruction with pragmatics, then it moves back to general and discusses the role and challenges of video-based instruction.

Chapter Three deals with the methodology of the study as it moves from the rationale of the study to the analysis of the results of the data then synthesis of the results.

1. Chapter One

Introduction	25
1.1 Pragmatics Definition and Scope	25
1.1.1 Interlanguage Pragmatics	27
1.2 Pragmatic competence.....	28
1.3 Speech Acts	31
1.3.1 Austin’s Theory of Speech Acts_ Austin’s Classification of Speech Acts	32
1.3.2 Searle’s Classification of Speech Acts	33
1.4 Face Threatening Acts.....	34
1.4.1 Request Speech Act.....	35
1.4.1.1 Request Strategies	36
1.4.2 Complaint Speech Act.....	39
1.4.2.1 Complaint Strategies	40
1.4.3 Speech Acts Modifications.....	42
1.4.3.1 Internal Modification.....	43
1.4.3.2 External Modification or Request	43
1.4.3.3 External Modification of Complaints.....	44
1.5 Factors Affecting Pragmatics in Foreign Language Teaching.....	45
Conclusion.....	48

Introduction

The forthcoming chapter serves as a conceptual framework of pragmatic competence and its related concepts, mainly speech acts. It started with some general definitions of pragmatics then it moved to interlanguage pragmatics that the study falls under. Thereafter, an account of pragmatic competence and its related concepts was given. Moreover, the researcher highlighted some theoretical background of speech acts and their theories. Then, we limited the scope of speech acts to delve into the face-threatening acts, which was further limited through the depiction of requests and complaints and their related strategies and modifications respectively. Finally, the factors affecting pragmatic teaching were discussed.

1.1 Pragmatics Definition and Scope

Pragmatics is a relatively new discipline of linguistics that expanded the horizon of language analysis to include meaning, context, and language users in addition to the typical analysis of physical data of speech. It is worth mentioning that pragmatics is a controversial concept due to the general view of the majority of its description that includes some aspects of other disciplines. The latter led to various definitions of pragmatics. As an illustration, pragmatics was first established by philosophers, primarily through the major work of Morris (1938) as a branch of semiotics, the study of signs, where Morris defined pragmatics as the study of the relationship between signs and their interpreters, it implied the consideration of the roles of language users and their impact on language.

Subsequently, pragmatics emerged as an independent discipline in the 1970s, owing to limitations of generative grammar, mainly devaluing language users and functions, soon after researchers demonstrated that generative grammar was insufficient to provide a comprehensive understanding of language. Thus, pragmatics evolved and with it, its conceptualization of pragmatics, an example of it was proposed by Leech (1983) who defined pragmatics as “the

study of meaning in relation to speech situations” (p. 6). The definition emphasized the study of meaning in pragmatics by implying that it studies the meaning of language as it is perceived in its communicative context broadly. Leech (1983) divided pragmatics into pragmalinguistics and sociopragmatics. Marmaridou (2011) described sociopragmatics as the association of meaning to participants' social distance, the language community's social rules and appropriateness norms, discourse patterns, and accepted behaviour. Pragmalinguistics is concerned with the study of linguistic resources, language forms and structures, for expressing intended meaning.

A more elaborated and widely cited definition that attempted to give a clear cut of pragmatics is given by Crystal (2008) who viewed 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. (p. 379)

In other words, this definition examined pragmatics from the perspective of its users. It concerned the multiple choices available to speakers in the target language to deliver their intended message based on the social interaction of their communication.

However, the major focus on the speaker and limitation of the hearer's role in the last model received some criticism, since communication involves both the speaker and hearer equally (balanced), that when it was added to the map of pragmatics, one of its pioneers was Sperber and Noveck (2004) “pragmatics is the study of how linguistic properties and contextual factors interact in the interpretation of utterances.” (p. 1). It emphasized the role of linguistic features and context as a clue to arrive at the intended meaning and perceived language study as a process that includes and highlights the relevance of both the hearer and the speaker.

To sum up, pragmatics went through some refinements throughout the years to arrive at its major topics. It concerned the use of language, which is influenced by the context, to deliver the intended meaning to the interlocutors.

1.1.1 Interlanguage Pragmatics

Interlanguage pragmatics (ILP) is a hybrid concept that came as an offspring of two interdisciplinary fields, pragmatics and second language acquisition (SLA). The relation between the two disciplines is explained by Schauer (2019) who viewed ILP as an area that originated from pragmatics theory and developments in second language (L2) pedagogy that uses pragmatic theories, principles and frameworks to examine how non-native speakers (NNS) encode and decode meaning in their L2. His view was in favour of various researchers as it did not sway from the classical definition accounted by Kasper (1992) that sees ILP as the study of the ways in which “non-native NNS’s understand and carry out linguistic action in a target language, and how they acquire L2 pragmatic knowledge” (p.203). Accordingly, ILP’s interest in L2 learners’ language use development went through some expansion to arrive at its major concepts that corresponds to the study’s field.

Initially, the intercultural style hypothesis supporters and specifically Blum-Kulka (1991) as cited in Kasper and Blum-Kulka (1993) criticized the notion as having restricted scope tied to NNS that fails to reflect the intercultural style, As Blum-Kulka (1991) believed that speakers fully competent in two languages may create an intercultural style of speaking that is related to and also distinct from the styles of those languages, a style on which they rely regardless of the language being used, this opened the door to endless possibilities as the intercultural style can hold benefits as well as challenges to language learners, one basic example to explain the matter is language families, if a language user is learning L2 from the same language family it is likely helpful as they can transfer some of their L1 knowledge to L2.

However, if a language user is learning a foreign language (FL) that is not from the same family then they have no base to rely nor they can transfer L1 norms to L2.

Subsequently, the scope of ILP expanded more throughout the years, an account for it was given by Taguchi (2012) who stated that the expansion of the scope is due to the diverse international literature, that ILP is not restricted to L2 only but FL as well. The expansion led researchers to examine, through cross-sectional and longitudinal studies, the way L2 and FL learners use and learn the different pragmatic elements. Ranging from communicative competence and pragmatic competence (PC) related elements, comprehension and production of speech acts (SAs) and beyond an examination of pragmatic knowledge, ability to perform language functions and knowledge of socially appropriate language use (Bachman & Palmer, 1996, 2010; Canale & Swain, 1980; Hymes, 1972) as cited in Taguchi (2012). To the involvement of SAs, conversational implicature, honorifics and politeness terms, and terms of address,

We can deduce that ILP studies the experience of L2 and FL learners towards the different pragmatic elements. The latter aligned with our study as it will examine FL learners' speech acts, specifically requests and complaints production, and document their experience before and after the implementation of video-based instruction.

1.2 Pragmatic competence

Pragmatic competence (PC) is among the areas that ILP research was interested in. Throughout the 1980s and 1990s, PC became a popular topic in a variety of fields, including linguistics, applied linguistics, anthropology, sociology, psychology, communication research, cross-cultural studies, and SLA. PC is broadly described as the ability to communicate effectively in a social setting (Taguchi, 2009). The addition of communicative competence, which was introduced by Hymes (1972) was the reason for PC's emergence. Hymes (1972)

pioneered the necessity of incorporating both language knowledge and the ability to use it in social contexts (PC) into the construct of communicative competence, influencing the development of other prominent frameworks, among those are models by Canale and Swain (1980) and Bachman (1990). These models emphasised the role of PC and helped it develop as an independent concept on its own.

It is crucial to refer to Canale and Swain's (1980) model of communicative competence when reviewing PC. The four primary components of Canale and Swain's (1980) communicative competence model are grammatical competence, sociolinguistic competence, and strategic competence.

PC was involved within and as a part of sociolinguistic competence. Sociolinguistic competence concerned the learners' sociolinguistic awareness of the target language, realized through the appropriate use of the language by providing different linguistic forms within different social contexts. However, this model was criticized for its implicit use of pragmatics as a component of sociolinguistic competence. Schachter (1990), as cited in Kasper (2001), questioned whether pragmatics even fit within Canale and Swain's framework.

Subsequently, an explicit account of PC was given by Bachman (1990), who clearly divides communicative competence into organizational competence and PC, and proposed an account for PC as an independent component of communicative competence. Thus, maintaining that communicative competence necessitates an interconnected set of skills in terms of how linguistic communication signals are organized i.e. organizational competence and their relationship to the users and communicative settings in which they are utilised i.e. PC.

Moreover, Bachman (1990) divided PC into Illocutionary competence and sociolinguistic competence. The former relates to the understanding of pragmatic conventions for performing appropriate language functions, or simply knowledge of speech acts and speech

functions, while the latter refers to knowledge of sociolinguistic rules, cultural references and figurative language necessary for executing language functions in their context.

Another division of PC out of the communicative competence framework is one which has been defined as a combination of knowledge and processing abilities, among the scholars who adopted this division is Bialystok (1993)

Pragmatic competence entails a variety of abilities concerned with the use and interpretation of language in contexts. It includes speakers' ability to use language for different purposes—to request, to instruct, to effect change. It includes listeners' ability to get past the language and understand the speaker's real intentions, especially when these intentions are not directly conveyed in the forms—indirect requests, irony and sarcasm are some examples. It includes command of the rules by which utterances are strung together to create discourse. (p. 43)

Pragmatically competent individuals have control over the wide range of options they can use to engage with others. Among pragmatic elements they hold are knowledge of multiple speech acts, the ability to employ language for various goals, knowledge of implicature, the ability to infer the speaker's intended meaning, and knowledge of conversation structure.

A recently detailed definition of PC was given by Félix-Brasdefer (2021) who maintained that

Pragmatic competence is understood as a composite of abilities that allow the intercultural speaker to understand and negotiate different aspects of communication such as speech acts in interaction, address forms in formal and informal situations, and direct and indirect meaning, based on knowledge of the sociocultural expectations of the target culture. It also includes awareness of the contextual factors and the status of participants that are

part of the communicative event (social power and social distance, and degree of imposition). (p. 13)

This definition was adopted in this study as it highlighted the important notions on which PC stands while relating it to the intercultural speaker which can be extended to EFL learners. Thus, pragmatically competent learners hold the ability to comprehend and produce language based on the socio-cultural and contextual factors of the target language.

1.3 Speech Acts

Speech acts (SAs) represent a pillar in pragmatics and the appropriate comprehension and production of SAs indicate an improvement in the overall pragmatic competence. SAs are utterances or sentences that take a major place in our everyday communication, as we ought to perform them to invoke an action from the hearer. An account of SAs development and its basics on which it still stands on until today is given.

Speech acts were introduced after Austin's (1962) refusal of the philosophers' restricted view of language as merely descriptive statements that can be either true or false, rather Austin (1962) claimed that language is not only a set of declarative statements but it is the opposite, as most of the ordinary statements does not have a truth-conditional form, but they perform an action. Among the examples he gave was, "I name this ship the Queen Elizabeth" (Austin, 1962, p.5) as he claimed that this utterance, in appropriate circumstances, is not a description of an event or statement of the speech, but rather it is to do the action that is naming the ship.

Thereafter, he classified speech acts into two primary categories which are constatives, statements that have a truth-conditional form i.e. can be either true or false; and performatives, statements that hold an action within. Austin (1962) further distinguished the performatives into explicit performatives and implicit performatives as the former refer to the utterances that hold a clear and direct indication of the act performed through the use of performative verbs such as

promise, bet, warn...; whereas the implicit performative refers to the utterances where there is an embedded aspect within the utterance that indicates the type of act performed e.g. There is a vicious dog behind you. (Implied warning) there is a week left until the deadline (Richards & Schmidt, 2002).

1.3.1 Austin's Classification of Speech Acts

Austin (1962) proposed a newer classification that holds that the action performed through utterances produced by the speaker includes three acts simultaneously, (holds three complementary acts) and they are namely the locutionary act, the illocutionary act, and the perlocutionary act. Austin (1962) proposed the following example to illustrate the differences between the acts (p. 101).

Act (A) or Locution

He said to me 'Shoot her!' meaning by 'shoot' shoot and referring by 'her' to her

Act (B) or Illocution

He urged (or advised, ordered, & c.) me to shoot her.

Act (C. a) or perlocution

He persuaded me to shoot her.

Act (C. b)

He got me to (or made me, & c) shoot her.

- Starting with the locutionary act as the act of saying something, it concerns the literal meaning of a sentence or an utterance with determinate sense and reference. Hence, the locutionary act is a clear/direct utterance wherein its form matches its function.

- The second act is the illocutionary act also referred to as illocutionary force. It is the act performed by saying something. Illocutionary act is the centre of the speech act that pragmatists started using the terms interchangeably (Thomas, 1995). The illocutionary act concerns the intended meaning that the interlocutors can arrive at through the setting and the context in which the utterance occurred; moreover, the illocutionary act is related to the different functions of speech. That is influenced by the assigned conventional force or the explicit use of performative verbs.
- The perlocutionary act concerns the consequences of the utterance on the audience or interlocutors that may be arrived at following the production of the locutionary and illocutionary acts.

1.3.2 Searle's Classification of Speech Acts

Searle (1976) proposed another classification of SAs where the main focus was on the illocutionary act where he divided the latter into five types which are namely representatives, directives, commissives, expressives, and declarations.

Representatives: illocutionary acts that express the beliefs of the speaker. E.g. statement, assertion, conclusion.

Directives: illocutionary acts that aim to generate an action from the hearer. E.g. request, advice, question, prohibition.

Commissives: illocutionary acts that aim to commit the speaker to a future course of action. E.g. promise, guarantee, threat, oath.

Expressives: illocutionary acts that depict the psychological state and emotions of the speaker. E.g. thanking, congratulating, apologising, and welcoming.

Declarations: illocutionary acts that successful performance causes a change in the real world. E.g. declaring war, announcing a sentence in court.

1.4 Face Threatening Acts

Interaction normally revolves around the mutual understanding and backing up of the interlocutors where harmony is expected, rather than supposed, to be built. According to Goffman (1967), Regardless of the situation in which communication takes place or the interlocutors' relationship, it is assumed that each person's face is supported and maintained during interactions. In other words, interlocutors try to maintain their face in any encounter they have. The concept of the face was established by Goffman (1967) as “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. The face is an image of self-delineated in terms of approved social attributes-albeit an image that others may share” (p.5). However, this harmony can be disrupted or an unbalance occurs in the cases of face-threatening acts (FTA). FTAs require careful use as they can be a threat to the speaker or hearer’s face. The threat can occur to the interlocutor’s positive or negative face.

FTAs are rooted in Brown and Levinson’s (1987) theory of politeness as the acts, verbal or non-verbal, that run contrary to the face wants of the addressee and/or of the speaker. FTA also hold “being realised and perceived as intentionally causing “face damage” relative to the contextualised expectations of participants” (Chang & Haugh, 2011, p.2952). When FTAs are involved in the interaction they can make the speaker’s performance a challenge as any wrong utterance can damage the other person’s image (such as being rude by pointing out something the hearer did/say) or damage the speaker’s image (such as being perceived as rude because of something the speaker did/say). In the same manner, Nasution and Ariyanti, (2013) highlighted FTA as acts that can threaten not only the speaker’s face but also the hearer’s face depending

on the interlocutors' wants and desires. Thus, the appropriate use of FTA is a necessity for speakers to maintain their as well as the others' faces.

The classification of types of FTA is dependent upon the type of face threatened and the interlocutor who receives the threat (face damage). First, the concept of face is divided into two notions positive face and negative face. A positive face concerns the interlocutors' want to be approved of and appreciated by the members of the interaction; whereas, a negative face concerns the interlocutor's freedom of action and imposition. Do not want the members' rejection but rather want to get through without any hindrance put upon; simply put, the freedom to act as one chooses (Brown & Levinson, 1987).

1.4.1 Request Speech Act

The request is a frequently used act in social interactions that have been widely investigated in the ILP research. The frequent use and demanding nature of the request and its clear and well-defined framework led to its spread. Requests are characterized as a directive speech act and FTA that hold multiple perspectives to achieve different realisations.

The request is considered a directive speech act in which the speaker attempts to persuade the listener to do something (Searle, 1976). In a similar manner, Byon (2004) maintained requests as "a directive that embodies an effort on the part of the speaker to get the hearer to do something, generally for a speaker's goal" (p. 1674). Thus, pointing out the possibility that a request can be made to benefit not only the speaker but the hearer also, e.g. there is a storm coming, can you stay away from the window. Another essential characteristic of requests was highlighted by Brown and Levinson (1987) that they are face-threatening acts, in which they put pressure on the hearer to do or refrain from doing the requested act, threatening the hearer's negative face want.

Another characteristic of requests is the different perspectives they can hold. Blum-kulka and Olshtain (1984) advocated that requests can have four different perspectives. First, hearer-oriented requests which hold a direct mention to the requestee, emphasizing the latter's role, thus, hold more threat and imposition. For example, "Can you tidy up your room?" The second type is speaker-oriented where the requester directly mentions her/himself in the SA. Less imposition on the requestee than the first type. For instance, "Do you think I can finish my dissertation on time?" The third type is the speaker-hearer-oriented request which contains a mention to both the requester and the requestee. Such as, "Can we share this sandwich?" And the last perspective is impersonal requests that do not emphasize the role of the requester and the requestee, rather it is the least imposing request that can hold the mention of neutral agents or the use of passivation. For instance, "it might not be a bad idea to organise these files." "these files need some organisation".

1.4.1.1 Request Strategies

Among the various account of request strategies, the Cross-Cultural Realisation Project (CCSARP) by Blum-Kulka et al. (1989) remained a fundamental model. The model of CCSARP was and is still used by researchers to examine intercultural and cross-cultural studies, as it proved to be valid and applicable to different languages. Despite the criticism that the model received concerning the issue of universality of requests and that the coding manual does not suffice the diverse request realisations across cultures, the framework still serves as a fundamental guide in analysing requests across cultures as well as in many (EFL) contexts. Moreover, our study does not concern the issue of universality, as we will not compare the request realisation in two languages or language varieties, rather we are concerned with the production of English language requests of EFL learners. CCSARP model studied three different varieties of English language requests, Australian/American/British English, and proved its consistency with English language requests.

Accordingly, Blum-Kulka et al. (1989) proceeded by separating the parts of speech acts into alerter/address terms, the head act, and modifications. Thereafter, the researchers generated requests strategies from the head act. An example from one of the participant's post-test answers is given to illustrate the parts of request,

“Hello! I have just seen your job advertisement on the internet and I am really interested in knowing more about the position. Would you be kind enough to provide more details?”

- “Hello!” Is an alerter/ address term. Aimed at getting the hearer's attention.
- “I have just seen your job advertisement on the internet and I am really interested in knowing more about the position.” it represents the supportive move. That aim to either mitigate the illocutionary force of the request.
- “Would you be kind enough to provide more details?” represents the head act, the core of the request. The part of the sequence that could be used to conduct the action without the assistance of other elements.

Following the steps of the distinction of the parts of requests into an alerter, a head act, and a supportive move. Blum-Kulka et al. (1989) further classified the core part of the request that is the head act. The researchers claimed that the requests are divided into nine strategy types classified according to a directness scale ranging from the most to the least direct.

Direct request strategy is an explicit request whereby the form reflects/match the function of the speaker's intention clearly. The clear nature of the direct request is realised through grammatical, lexical, or semantic means. It holds five sub-strategies namely mood-derivable, explicit performatives, hedged performatives, locution derivable, and want statements.

Conventionally indirect request strategy is a blurred request that required reference to the contextual precondition to arrive at the intended meaning. There is typically a mismatch between form and function. However, the intended meaning of the request is apparent because this form is commonly used to make requests. It holds two sub-strategies suggestory formulae and query preparatory.

Non-conventionally indirect request strategy is an ambiguous request that is realised by a partial reference to an object or element required for the act's realization. It is less imposing and more polite. It holds two sub-strategies strong hints and mild hints.

Table 1. 1 *Blum-Kulka et al. Request Strategies*

Type	Sub-type	Definition	Example
Direct	Mood derivable	The grammatical mood of the locution conventionally determines its illocutionary force as a request.	Leave me alone. Clean up the kitchen. Please move your car.
	Explicit performatives	The illocutionary intent is explicitly named by the speaker by using a relevant illocutionary verb.	I am asking you to move your car.
	Hedged performatives	The illocutionary verb denoting the requestive intent is modified, e.g., by modal verbs or verbs expressing intention.	I must/have to ask you to clean the kitchen right now.
	Locution Derivable	The illocutionary intent is directly derivable from the semantic meaning of the locution.	Madem you'll have to/should/must/ought to move your car.
	Want statements	The utterance expresses the requester's desire that the event denoted in the proposition come about.	I'd like to borrow your notes for a little while.
Conventionally indirect	Suggestory formulae	The illocutionary intent is phrased as a suggestion by means of a framing routine formula.	How about cleaning up the kitchen?
	Query preparatory	The utterance contains reference to a preparatory condition for the feasibility of request,	Could you possibly get your assignment done this week?

		typically one of ability, willingness, or possibility, as conventionalized in a given language. Very often, the requester questions rather than states.	I was wondering if you would give me a lift.
Non-conventionally indirect	Strong hint	The locutionary intent is not immediately derivable from the locution; however, the locution refers to relevant elements of the intended illocutionary act.	(intent: borrowing the hearer's lecture notes) I wasn't at the lecture yesterday.
	Mild hint	The locution contains no elements which are of immediate relevance to the intended illocution, thus putting increased demand for context analysis and knowledge activation on the interlocutor.	(intent: getting a lift home) I didn't expect the meeting to end this late.

Note. Adopted from *Cross-cultural pragmatics: Requests and apologies*, by Blum-Kulka et al. 1989. (pp. 278-280).

1.4.2 Complaint Speech Act

Complaint SA received a growing interest recently in ILP research, one probable cause for the delayed interest in complaint studies was the speaker's avoidance of complaints on the risk of being labelled complainer, which in turn raises some problems of complaints' identification and analysis (Edwards, 2005). Another influential matter was the unclear and complex nature of complaints. As it encompasses different and overlapping characteristics as a FTA, expressive and directive speech act.

Despite the challenges, researchers attempted to clarify the complaint speech act by proposing different definitions and characteristics. Accordingly, Kowalski (1996) defined complaints as “behavioral expression of an unfavorable attitude toward an object, person, or situation.” (p.179). Therefore, maintaining that complaint is an expression of disapproval of concrete or an abstract inconvenience. Complaints are characterised as FTA according to

Brown and Levinson (1987) threaten the hearer's positive face by passing a moral judgement on the hearer, as it can also threaten the hearer's negative face by imposing an act which is mainly found when the speaker request for compensation (Chen et al., 2011). Furthermore, the complaint is an expressive speech that concerns the speaker's expression of disapproval and dissatisfaction towards an act the hearer has done or is doing (Searle, 1976). However, Trosberg (1995) added that complaint can be directive in the sense that the speaker requested a repair to make the hearer remedy the damages he or she has caused, and/or to prevent the deplorable conduct from arising again.

1.4.2.1 Complaint Strategies

The face-threatening nature of complaints calls for careful usage of it, one way to achieve that is the careful selection of complaint strategies and the directness level of complaints in particular as it was explained by Trosborg (1995) that the complainer can choose to be direct or indirect in his complaint, as he may either directly state the complaint in terms of accusation or a moral judgment, or may indirectly express his dissatisfaction towards the complaine. The choice of the directness level of a complaint is an indicator of the conflict potential of the complaint. Hence, careful usage of complaints is needed, and it can be achieved through the appropriate choice of directness level which can be realised through different strategies.

An account of complaint strategies was given by Trosborg (1995) who divided complaints into four categories ranging from the most indirect to the most direct, they are namely no explicit reproach, expression of annoyance or disapproval, accusation and blame. These categories compromise a number of strategies which are explained in the following table.

Table 1. 2 *Trosborg Complaint Strategies*

Complaint strategies

(presented at levels of increasing directness)

Situation: Damaged car

Hearer has borrowed speaker's car and damaged it.

Speaker complains.

Cat. I No explicit reproach

My car was in perfect order when I last drove it.

Str. 1 Hints

There was nothing wrong with my car yesterday.

Cat. II Expression of disapproval

Str. 2 Annoyance

There's a horrible dent in my car.

Str. 3 consequences

How terrible! Now I won't be able to get to work tomorrow.

Cat. III Accusation

Str. 4 Indirect

You borrowed my car last night, didn't you?

Str. 5 Direct

Did you happen to bump into my car.

Cat. IV Blame

Honestly, couldn't you have been more careful.

Str. 6 Modified blame

You should take more care with other people's cars.

Str. 7 Explicit blame (behaviour)

It's really too bad, you know, going round wrecking other people's cars,

Str. 8 Explicit blame (person)

How on earth did you manage to be so stupid.

Oh no, not again! You really are thoughtless,

Bloody fool! you've done it again.

Note. Adopted from *Cross-cultural pragmatics: Requests and apologies*, by Blum-Kulka et al. 1989. (pp. 278-280).

The complaint strategies were organised by Trosborg (1995) from the most implicit/least severe to the most explicit/most severe. Starting with the most implicit that is labelled the no explicit reproach (NER) category characterised by the indirect mention of the agent to avoid any conflict, and it includes hints. Moving to the second category that concerned the expression of disapproval (ED) where the complainer express his annoyance of disapproval by implying that the complainer holds the complainee responsible but avoids announcing the complainee guilty, for that we included the request for repair into this category, as it holds an implicit message that the complainee is guilty. A more explicit and severe complaints concerned with the category of accusation whereby the complainer can directly or indirectly mention the agent. Finally, the most explicit and severe complains belong to the blame category that is characterised by the complainer's presupposing that the complainee is guilty.

1.4.3 Speech Acts Modifications

As it was previously mentioned SAs include an alerter, a head act, and modifications. These elements together provide a full understanding of SAs. Nevertheless, most studies that investigated SAs performance of L2 learners concerned the SAs strategies and ignored the supportive moves (modifiers), thus, arriving at a partial understanding of the SAs performance (Hassall, 2001). To this end, this study aimed at investigating the EFL learners' use and development of request and complaint SAs modifications.

Another reason for the consideration of supportive moves is the face-threatening nature of requests and complaints. Thus, both acts need careful use, especially in the EFL context. Accordingly, to maintain appropriate use of requests and complaints. Learners need to mitigate or soften the illocutionary force of the assigned SAs by the use of linguistic devices; therefore, maintaining the face of the interlocutors. Nevertheless, supportive moves can strengthen/aggravate the requests and complaints; thus, making requests and complaints more imposing and less polite.

Starting with the classification of modifications, where Faerch and Kasper (1989) divided them into internal and external modifications. The former is maintained by linguistic devices within the head act, whereas the latter is maintained outside of the head act yet within its immediate context.

1.4.3.1 Internal Modification

Internal modifications refer to the optional syntactic devices and lexical additions that are added within the head act (Blum-Kulka et al., 1989). Internal modifications are divided into two functions as it was pointed out by Economidou-Kogetsidis (2009) that internal modification can either soften the illocutionary force of the SAs by the use of downgraders, (such as: please, do you think, possibly, perhaps, a bit, by any chance, etc.) as it can strengthen or aggravate the force of the SAs by the use of upgraders. Thus, internal modification can save or threaten the face of the hearer.

Moreover, Faerch and Kasper (1989) proposed a division of internal modifications into syntactic downgraders and lexical/phrasal downgraders. Interrogative, conditional (e.g., I would be grateful if), and the past time maker (e.g., I wanted to ask you) are syntactic downgraders. Whereas politeness marker (e.g., please), consultative device/openers (e. g., “would you mind”, “do you think”, “would it be all right if”), downtoner (e. g., “possibly”, “perhaps”), and understates (e. g., “a bit”, “a little”) hedges (e. g., “sort of”, “just”, “quite”) subjectivizers (e. g., “I’m afraid”, “I wonder”, “I think/suppose”) are examples of lexical/phrasal downgraders.

1.4.3.2 External Modification of Request

External modifications also referred to as supportive moves are optional clauses that can be added before or after the head act to mitigate or aggravate the request illocutionary force. Simply put, external modifications could either soften or strengthen the illocutionary force of

the speech act. Blum-kulka and Olshtain (1984) maintained that external modification aid in the indirect modification of the illocutionary force. They accounted for six types of external modification. Which are namely getting a precommitment, checking the availability, grounder, sweetener, disarmer, and cost minimizer.

Getting a precommitment concerns the requester's attempt to an agreement with the requestee before uttering the request. E.g. will you do me a favour? The second type of external modification is checking the availability the requester checks on the truthfulness of the precondition necessary for compliance. Grounder is characterised by the requester's expression of the reason for the request by mentioning the problem, for instance, "Excuse me, I've just missed my bus and you live on the same road. I wonder if I could trouble you for a lift?" (p.205). Sweetener is concerned with the imposition on the requestee. That is expressed through the exaggerated interest by the requester for the requestee's ability to conduct the request, an example of it "You have beautiful handwriting, would it be possible to borrow your notes for a few days?" (p. 205). Disarmer is concerned with the requester's mention of a potential offence that may occur to the requestee. Used as a way to avoid the requestee's possible refusal. Such as *hope you don't think I'm being forward*. Cost minimiser is concerned with the requester's consideration of the 'cost' ,i.e. the imposition, to the requestee e.g. "Pardon me, but could you give me a lift, if you're going my way, as I just missed the bus and there isn't another one for an hour" (p. 205).

1.4.3.3 External Modification of Complaints

External modifications/ Supportive Moves are added to the complaint to either justify the blame to be made, or they can be used serve to mitigate the complaint and minimise the imposition on the complaine'e's face. Trosborg (1995) considered four types of complaint supportive moves.

The first type is preparators which were considered an indicator of the successful organisation of conversational complaints. Preparators, as their name suggests, serve to prepare the complainees for the complaint that is taking place. Providing evidence is another supportive move that holds a reason against the complainees to prove the complainer's stand. It can be realised by displaying that the complainees has performed (or failed to perform) the action in hand. The third type is disarmers serve as a mitigating element that serves as an imposition minimiser that serves the complainees's face. E.g. Look, I don't want to be horrible about it. The last type is substantiation that are another complaint supportive moves that concern the complainer's justified interpretation in that the action made by the complainees, i.e. the complainable, is bad for the complainer.

1.5 Factors Affecting Pragmatics in Foreign Language Teaching

As we can deduct from the above-mentioned studies that pragmatics is a necessity in any language, as any pragmatic inconvenience can lead to communication breakdowns. Moreover, due to the adaptation of the communicative approach to teaching, foreign language (FL) teachers were required to consider the integration of pragmatics within FL education. Despite the importance paid towards FL pragmatics teaching. The latter still faces some obstacles that affect the delivery of pragmatics knowledge. These factors revolve around the classroom input, the materials, the educational system, the teacher, and pragmatic transfer on the part of the learner.

Starting with the setting-related factors as it was proposed and highlighted by LoCastro (2012) that concerned the EFL classroom context or environment input. The amount and nature of the target language and pragmatics knowledge provided by the teacher to the FL learner. LoCastro (2012) focused on the interactional discourse between the teacher and the learner, as she asserted that the lack of interactional discourse as in the example of a teacher-centred classroom where learners are passive mere knowledge (input) consumers that benefit

minimally, if at all, from the given input. Therefore, deducing that classroom input can hinder the FL pragmatic learning if it was restricted to lecturing where interaction between the teacher and students is minimal. Instead, language educators need to encourage learners to use the L2 or FL in relevant circumstances by providing appropriate language samples and activities.

Moreover, the materials/ education system related factors. Starting with the materials where LoCastro (2012) claimed that the materials such as textbooks, dictionaries, and multimedia, etc. provided in the EFL classroom can influence rules of discourse, particularly politeness norms since the majority of textbooks are not based on naturally occurring language in everyday dialogue. The author supported her claim by providing the following example from junior high school English classes in Japan textbook, derived from LoCastro (1997) as cited in LoCastro (2012)

Student: For my generation, life is so difficult.

Teacher: Huh? Why?

Student: It's so difficult to be original. Lindbergh crossed the Atlantic. Others have climbed Mount Everest and gone to the moon. What's new?

Teacher: How about a cure for cancer? Could you find one?

Student: Who, me? *You must be kidding*. But I'd like to be in the famous Book of Records.
(p.247)

Where LoCastro (2012) explained that the clause in italics is not appropriate and rather rude and impolite in a conversation between a teacher and a student. Consequently, she encouraged the inclusion of the cultural context that is, the language examples need to be accurate in terms of the context and the interlocutor's social distance and power to improve EFL pragmatic language learning.

Moreover, another influential factor that can affect pragmatic teaching is the educational system. It is a central aspect of teaching and any gaps or inconveniences in it can impact the learners' performance. The exam-centred education in the Algerian EFL context proposed some problems that affect the overall communicative competence of the Algerian EFL learners. That was evident through the study conducted by Bemoussat and Bouyakoub (2019) where they attempted to study the communicative deficiencies that first year University students are facing because of the shortcomings of the grammar and vocabulary-focused test-oriented teaching. The researchers arrived at the conclusion that exam-centred education produced learners who possess the necessary vocabulary and grammar to pass an exam but lack communicative abilities to even introduce or begin a conversation with strangers or foreigners following the appropriate communicative norms. Thus, the Algerian education system needs some balance by including more communicative and pragmatics to enhance Algerian EFL learners' linguistic as well as communicative competence.

Another significant variable that can affect the EFL pragmatic teaching is the teacher who can be the sole main source of input in the EFL context. Thus, holding a major responsibility for EFL learners' learning and development of English pragmatics. Teachers model the necessary formulaic expressions and explain the differences between the various language forms that can be used (LoCastro, 2012). An issue that was referred to in the literature was the inefficiency of NNS pragmatics teachers to deliver and improve learners' pragmatic competence. LoCastro (2012) denoted that NNS teachers are likely to have difficulties at times to deliver pragmatics knowledge of a FL. As each language holds an identity and those identities allow individuals to either feel at ease in both environments/languages or feel distressed in both environments/languages. On this topic Akikawa (2010) pointed out that being a NS or NNS teacher is not the main concern in pragmatic teaching, as both NS and NNS teachers face challenges in pragmatics teaching, rather it is the teacher's linguistic and pragmatic competence

and his critical awareness of a wide range of pragmatic norms that determine his capability of teaching pragmatics.

The final affecting factor of pragmatics FLT is pragmatic transfer, the latter is concerned with learners' reliance on their L1 norms in their target language (TL). Learners may opt for pragmatic transfer when they are unaware of a certain pragmatic norm of the TL so they rely on their L1 pragmatic norms to deliver a message. Another context in which pragmatic transfer may occur is when learners think that their L1 norms can be used in the TL; however, the reliance on L1 to deliver knowledge in FL is not always correct. Thus, Kasper (1992) divided pragmatic transfer into positive pragmatic transfer in which certain L1 pragmatic norms match (are similar) to the pragmatic norms of the TL which can lead to appropriate language use. The second type is negative pragmatic transfer that occurs when there is a mismatch between certain pragmatic norms in the L1 and TL which can lead to miscommunication or communication breakdown.

In a similar manner, Ishihara and Cohen (2010) explained positive and negative transfer by illustrating the example of a Korean student of Japanese who receives praise from a friend for her class presentation. Although she is unsure what to say in Japanese, she relies on her first-language instincts and responds with a Japanese version of "no, that's not true." In the target culture, when the pragmatic norm is comparable to the learner's L1, this is likely to be viewed as suitable modest conduct. However, in a community whose L2 norms are substantially different (American community for instance), the transfer of behaviour consistent with L1 norms may generate misunderstandings or even a temporary breakdown in communication.

Conclusion

The present chapter aimed at highlighting the major concepts revolving around pragmatic competence. An account of the different definitions of pragmatics following a brief description of interlanguage pragmatics was provided. Moreover, an evolution of pragmatic competence from a branch of communicative competence to an independent concept was given. Followed by speech acts fundamental theories. Furthermore, the concept of face-threatening acts was introduced and two types of it were further elaborated, namely requests and complaints. Thereafter, requests and complaints strategies and modifications were discussed. Finally, factors affecting the teaching of pragmatic competence were given. In the following chapter, we will attempt to cover video-based instruction in foreign language teaching and pragmatics instruction.

2. Chapter Two

Introduction	51
2.1 Overview of Computer Assisted Language Learning	51
2.2 Video-Based Instruction.....	53
2.3 Types of Video-Based Instruction.....	55
2.3.1 Synchronous Video-Based Instruction.....	56
2.3.2 Asynchronous Video-Based Instruction.....	56
2.4 Authentic Videos.....	57
2.4.1 Selection of the Authentic Videos.....	60
2.5 Video-Based Instructional Materials and Pragmatics	61
2.5.1 Feature Films and Pragmatics Instruction	62
2.5.2 Video Conferencing and Pragmatics Instruction	64
2.6 Role of Videos in Foreign Language Teaching.....	65
2.7 Challenges of Video-Based Instruction.....	66
Conclusion.....	67

Introduction

The chapter covered video-based instruction related notions. Accounting for the overall handler of Video-Based Instruction that is computer-assisted language learning and moving into Video-Based Instruction and denoting its implication in foreign language teaching; thereafter, delving into its modes of synchronous and asynchronous video-based instruction. The specification continues as an account of authentic videos' debatable inclusion in education and its criteria of selection are discussed. Thereafter, the researcher portrayed the use of films and video conferencing in pragmatics instruction. Following the presentation of the role of videos in foreign language teaching, and finishing with the challenges of video-based instruction.

2.1 Overview of Computer Assisted Language Learning

Computer-Assisted Language Learning (CALL) is a relatively new explored area in teaching that witnessed a recent implacable expansion due to the impossibility of face-to-face teaching due to the pandemic. CALL represents a current trend in the pedagogical field that indicates a shift from traditional face-to-face teaching to an alternative form using the computer and its available platforms. CALL was defined broadly by Gamper and Knapp (2002) as “a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching” (p. 329). Thus, we can view CALL as a language teaching and learning medium that is facilitated through the various available online and offline means, such as videos, podcasts, PowerPoints, and articles. CALL hold some beneficial features in language learning that went through some development to arrive at its current advancement.

CALL possess various means with different features which are used to reach at the pedagogical needs of different types of learners. CALL offers a variety of means to teach different topics of language learning such as vocabulary, grammar, pragmatic... It offers a

comfortable environment for learners where they can learn in the comfort of their houses; thus, eliminating any social pressures and anxieties they may have during a face-to-face session as they can learn following their own pace if the session or lecture is recorded and put aside. However, there are some educators who perceived CALL as a distraction to get from the real aims of education; therefore, CALL can be said to hold both opportunities and challenges for learning Chapelle (2008).

It is worth mentioning, that CALL went through some development as it first started focusing merely on the principles of behaviourist theory to the adaptation of constructivist theory. Starting with the integration of CALL following the behaviourist theory where Fan (2018) stated that learning was centred on delivering knowledge using computers focusing more on computers as new tools for teaching rather than the knowledge provided using computers, placing technology above pedagogy (Paul Bangs & Pascual Cantos, 2004), which was further explained by Yang (2010) as being characterised by repetitive language drills and grammatical explanation to build learners knowledge based on habit formation. After the limitations of the behaviourist theory within CALL educators shifted to a constructivist approach, and Fan (2018) pointed out that CALL was centred on the computer use as a system to enhance teaching and learning of the content or knowledge rather than the mean (computer). Some examples of the new integration were students developing the ability to create original utterances rather than manipulating pre-packaged language through computer-based exercises that emphasize the use of forms over the forms themselves, another integration was teaching grammar implicitly rather than explicitly (Yang, 2010).

Furthermore, the evolution of CALL within FLT thrived even more due to the pandemic, which according to Nóvoa and Alvim (2020) was a much-needed opportunity to shift from school model teaching as they claimed that educators were well aware of the shortcomings of the traditional model and its failure to meet the current generation learners' needs. Therefore,

they encouraged the incorporation of CALL to maintain a “future school”, one which can generate and equip the current generation of learners with their needs.

2.2 Video-Based Instruction

The integration of video-based instruction (VBI), also referred to as video-based learning in the literature, was facilitated following the arrival of CALL as a promising alternative to traditional education. Videos employ various features which can be used to deliver information as Stempleski (2002) maintained “video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language” (p.364). In addition to the audio and visual informational value that videos hold, they are easily accessible through various entertaining and educational platforms, such as YouTube and Khan Academy. Moreover, Learners and educators are seemingly familiar with VBI since the adaptation of a type of VBI that was video conferencing using zoom or google meet during the pandemic. VBI is characterised by the use of audio-visual materials to teach concepts to learners, it is used as an innovative and more engaging means to facilitate the learning process.

It is worth mentioning that videos were sought to depict an accurate and authentic language use that can be used to enhance foreign language learners’ (FLLs) linguistic and communicative competence in the target language. Herron et al. (1995) were among the first researchers who claimed the efficiency of videos in FLT by depicting that

Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's

visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language. (p.775)

Hence, pointing to the rich contextualised language that videos can hold, as it adds to the learning experience through the visual aids that can engage the learners more than the auditory materials. Subsequently, more efforts have been made to investigate the employment of VBI in FLT arriving at a plethora of studies in which the majority noted the effectiveness of VBI in FLT outweighed the shortcomings.

In a study conducted to investigate the effect of online videos and gender on EFL learners' speaking skills, Yükselir and Kömür (2017) reported on the effectiveness of the online videos, from YouTube, BBC, VOA and TED. The participants were 20 low level students in 5 classes in an English Language prep class at Osmaniye Korkut Ata University in Turkey who were split equally into two classes. The experimental group watched five videos respectively within five weeks whereas the control group did not watch any videos. The results of the t-test revealed that the experimental group showed a significant improvement in their speaking performance than the control group. Another remark they reported was that females performed better than males.

Another study employed different type of videos on listening comprehension conducted by Arzaqi (2019) where she investigated the use of animation videos on the listening skill. The quasi-experimental study included 60 eighth grade students of MTs Darul Ulum Panaragan equally divided into an experimental and control group. The former group was taught with animation videos while the latter used the conventional teaching without the videos. The results of the findings showed an improvement on the part of the experimental group; hence, indicating the effectiveness of the animated videos on listening skill.

The use of video-based social media was another concern of VBI researchers, one widely streamed media is TikTok, in which H. Yang (2020) investigated secondary school students' perceptions on using TikTok for English learning both in and out of the classroom. An online questionnaire was used as a research tool with the volunteering 187 Chinese secondary school students. According to the results, secondary school students held a positive attitude about using TikTok as a video aid in EFL classrooms and as an English learning strategy outside of class. Students also expressed a wish for their teachers to encourage them to use TikTok to teach the English language.

From the above-mentioned studies, we can deduce that the integration of different video materials can be used to improve EFL learners' skills, despite the variation of the video materials they still proved their effectiveness to teach and improve EFL learners' needs. The integration of video materials in EFL calls for more studies to uncover the use of different video materials on EFL learners' different needs. In an attempt to discover the use of different innovative means to EFL learners' needs. We opted for an area that is under-investigated which is employing synchronic and asynchronous video conferencing and film/movie clips to improve EFL learners' PC.

2.3 Types of Video-Based Instruction

VBI encompassed two modes of instruction, synchronic VBI and asynchronous VBI; the first concept refers to the simultaneous learning experience using a video format; whereas the second concept refers to the inclusion or employment of pre-recorded videos. These two modes of instruction sprung the interest of researchers as they tried to cover the modes' employed with different topics of learning to evaluate the modes effectiveness by depicting the advantages and disadvantages of each mode.

2.3.1 Synchronous Video-Based Instruction

The synchronous VBI related studies tried to cover the characteristics of this mode. Synchronous VBI concerns live online learning which in turn allows for more interaction between the teacher and learners and the learners together using facial expressions, different voice tones, and getting instant feedback when learners need it. Consequently increasing learners' motivation and involvement and social presence (Yamagata-Lynch, 2014). Moreover, a comparative study between synchronous and asynchronous education conducted by Memari (2020) arrived at the conclusion that synchronous e-learning including VBI was more effective in teaching productive skills such as speaking and writing; hence, VBI can lead to improvement in communication and natural language acquisition (Chen et al., 2007).

Despite the advantages of synchronous VBI it still faced some shortcomings; one of which was given by Murphy et al. (2011) suggesting that VBI is more teacher-centred; however, the latter can be solved by incorporating a balanced online content using theoretical and practical modes of teaching. Furthermore, synchronous VBI lacks time flexibility (Tabak & Rampal, 2014), as it can be somehow imposed without any consideration towards learners' physical and mental (focus, attention) availability.

2.3.2 Asynchronous Video-Based Instruction

In an asynchronous VBI environment, learners have access to already posted videos. The materials are accessible through learning platforms at any time and at any place. Some researchers tried to unveil asynchronous VBI characteristics, as Griffiths and Graham (2009) and Perveen (2016) mentioned the central feature of asynchronous VBI that is time flexibility which gives learners the opportunity to learn following their pace; hence, they can employ their higher-order learning abilities since they can think about a topic for a long period of time and may develop divergent thinking as a consequence of the delayed response. Moreover, asynchronous VBI can help shy and anxious students Perveen (2016) explained "shyness is

reduced due to the distance mode, which alleviates the fear of the teacher. As there is less pressure than a real-time encounter, the affective filter remains low and learners can respond more innovatively and creatively” (p.22).

However, asynchronous VBI is facing some challenges such as a lack of constant feedback from the teacher as Borup et al. (2011) Rigo and Mikuš (2021) highlighted that without constant feedback and assistance from a teacher, learners may find it difficult to stay motivated to learn. Thus, learners need to be autonomous and self-directed, and teachers must provide more guidance and support.

From the above mentioned advantages and disadvantages of each mode we can deduce that asynchronous and synchronous VBI are complementary. The incorporation of both modes together can lead to several advantages that improve learners’ education.

2.4 Authentic Videos

Authentic videos are audio-visual means made by native speakers that are available during this era more than ever thanks to the internet. Sources of authentic videos range from movies, series, YouTube videos, and even social media like Instagram, Facebook provide various authentic videos on different topics. An account for authentic videos was given by Iskhokovna and Erkinovna (2021) who defined authentic videos as

Video recordings (combining visual and sound series) intended for native speakers, which contain linguistic and extra-linguistic information in the spheres of social life associated with any human activity, and show the functioning of language as a means of communication in a natural environment. (p. 2992)

Implying that authentic videos deliver a holistic realistic experience with their surroundings which is aimed at natives.

The notions that authentic materials in general, including authentic videos, are initially designed by native speakers for native speakers' goals, which is usually entertainment, and the complex language that can be used in authentic materials, and EFL learners' proficiency level proposed some debate concerning the implementation of authentic videos in FLT. As some scholars emphasised that authentic materials in general, and authentic videos, in particular, cannot be used to educate foreign learners while other scholars argued for the potential of authentic videos in teaching especially the area of FLT.

One advocate for the view that holds the dissatisfaction of the integration of authentic videos in education is Harmer (2007) who proposed that authentic materials reflect the natural language used by natives or competent speakers of the language. Furthermore, the author believed that authentic materials do not compromise with foreign speakers as they are unlikely to provide simplified language and rather fast and complex language is used in authentic materials. In the same sphere, Azimov and Shchukin (2009) as cited in Iskhokovna and Erkinovna (2021) claimed that "Authentic material is not intended for educational purposes and is not adapted to the needs of students, taking into account their level of language proficiency. It reflects the national characteristics and traditions of the construction and functioning of the text" (p.34). thus, excluding any potential benefit that authentic materials, including authentic videos, can make to learners' of the target language mainly for their level of language proficiency since authentic materials hold sociocultural components that are implied and hardly understood by second and foreign language learners.

Despite these authors' efforts to deliver their dissatisfaction with the use of authentic videos within FLT, the claim that authentic materials, in general, including authentic videos are a mere entertainment means rather than education faded away as FL scholars accounted for the efficiency of authentic videos in education. And it proved sufficient with different variables related to foreign learners' education. Kilickaya (2004) encouraged the inclusion of authentic

materials in the English language classroom. In the same line, Nunan (1999) believed that learners should be provided as many authentic materials as possible because their tasks will be made more difficult if they simply encounter artificial dialogues. He further asserted that using authentic materials has the advantage of exposing learners to target language items in contexts where they naturally occur, rather than contexts manufactured by a textbook writer.

A more accurate account of authentic videos' potential with FLT was given by Stempleski (1987) who acknowledged that authentic videos are originally designed for the entertainment of native speakers rather than educational reasons; however, she argued that authentic videos can be used for FLT. One reason for the latter is that authentic videos provide information that is naturally engaging to learners. Learners consider it an accomplishment when they are able to comprehend information intended for a native language audience.

Furthermore, Iskhokovna and Erkinovna (2021) asserted that authentic videos provide a wide selection of language and speech patterns, including regional accents, common and special vocabulary, and idioms, among other linguistic distinctions. Furthermore, the contextualised nature of authentic videos that display natives' real-life use of language offers several opportunities to learn a foreign language's culture.

However, the concern of learners' proficiency level appeared again with teaching using authentic videos. Iskhokovna and Erkinovna (2021) maintained that authentic videos are designed for learners who already have a good command of the language and they are not appropriate for beginners and low proficiency learners. These videos create substantial difficulties for this group of learners due to the speed of speech, its individual typological qualities, dialect characteristics, and background noise. Still, the issue of the level of proficiency of students did not stand as a major obstacle in educating EFL learners as it was proved that authentic videos held some positive effect on beginners and students with low proficiency in

the studies of Ishihara and Chi (2004) and Estrada Serna and Sierra Canovas (2016); however, authentic videos held more significant results and was more easily implemented with intermediate and advanced learners rather than beginners as it was deduced from the study of Kim (2015).

Nevertheless, the criticism that the proficiency level of learners is a confounding variable in pragmatic instruction is still present, which can be depicted through the researchers' tendency to employ authentic videos with intermediate and advanced learners to prevent any possible drawbacks or impairment in learning as well as saving some time when selecting authentic videos since learners have a considerable linguistic knowledge that allows them to comprehend the overall language, thus, allowing more possible authentic videos that educators can choose from. As a way to control this variable, we employed authentic videos with supposedly advanced learners.

Overall, Authentic videos went through some debate until they held their position in FLT caused by authentic videos' immediate purpose, which caused the complex language provided in authentic videos and their suitability for FL learners. Still, the success of authentic videos in FLT is not caused by its mere implementation rather it is the carefully selected authentic videos that generate an improvement in FL learners' education.

2.4.1 Selection of the Authentic Videos

The availability of authentic videos on different electronic platforms does not guarantee their accuracy and truthfulness and it is through the appropriate selection of authentic videos that an improvement in education is made. Authentic videos posed more responsibility to educators as they are required to carefully select the authentic videos needed to achieve their learners' objectives. Some criteria for the selection of authentic videos were proposed by Kuimova et al. (2016) and Wang (2015).

The first notion of selection concerned the content of the video, it is preferable to choose video materials with simple and ethically correct stories, realistic characters, and brief and straightforward conversations, and avoid obscure and violent content. Moreover, teachers must examine the pronunciation, intonation, authenticity, and imitability of video materials utilized in teaching. The examination is necessary to include only the core elements and delete any extra elements that can diverge the lesson. To exclude any colloquial and inappropriate language that may appear in the video as it can be used to exclude any unclear expressions and keep only the necessary elements of the lesson, thus, providing minimal effective content. Furthermore, teachers should control the difficulty of video materials they choose. As a general guideline, teachers should choose video materials that will pique learners' interests while also matching their target language proficiency level. Students will not pay attention to video materials that are significantly better or lower than their TL proficiency. In addition, the choice of the video is not concerned with the proficiency level of the learners only yet it takes into account their ages, interests, and native and foreign language speech experience as well.

To conclude, the use of authentic videos in the FLT process can help learners improve their TL abilities. The latter is achieved through the educators' careful selection of authentic videos to be employed.

2.5 Video-Based Instructional Materials and Pragmatics

The recent shift to VBI materials as a means of teaching led the researchers to explore the different video materials on a variety of language-related topics, one of which is pragmatics. Hence, a growing body of literature discussing VBI materials' influence on pragmatics teaching was added. As a way of illustration, a number of studies that employed movie clips on pragmatics development are listed.

2.5.1 Feature Films and Pragmatics Instruction

Educators opted for various means to improve EFL learners' PC. A possible cause for learners' decline in their PC, poor command over their pragmatic knowledge, is due to the minimum or absolute lack of exposure to native speech. An alternative to fix this problem is the integration of films with different pragmatic aspects. Thus, educators opted for analysing and using various films/movie clips to investigate their appropriateness and impact on EFL learners' pragmatic knowledge.

Starting with studies that analysed the appropriateness of films to EFL pragmatics instruction, Ishihara (2010) revealed that feature films, situational comedies, or other authentic media-based materials tend to motivate learners. The situational context, high-interest material, and rich visual imagery work together to present learners with multisensory input that is similar to those found in real-life interactions. The author further asserted that films provide a relatively authentic model for pragmatic language use in a specific subculture(s) of the L2 community. Carefully selected Video clips or full-length materials can be a good source of pragmatic models, especially in foreign language circumstances when learners' actual input may be limited. Furthermore, Ishihara (2010) proposed a list of film and sitcom studies as an already made means of instruction that can be used by language teachers to help improve their learners' overall PC.

Table 2. 1 *Sample of Authentic Videos Studies on Pragmatics*

Areas of pragmatics taught	Materials used	Brief description
Requests in Spanish	La flor de mi secreto (The Flower of My Secret), La ardilla roja (The Red Squirrel) (films)	Analysis of a range of requests in Spanish in relation to various social contexts

Terms of address in English	Tootsie (film)	Identification of terms of address; discussion on the social and interactional meaning behind those terms
Self-introduction routine in English	Seinfeld (sitcom)	Analysis of limits and boundaries of speech routines; analysis of pragmatic violations and reactions invoked
Requests in English	Seinfeld (sitcom)	Analysis of indirect requests (hints); follow-up discussion on how requests can be made differently across cultures
Requests in English	Stargate (TV series)	Identification and analysis of direct and indirect requests; dialogue-writing; analysis of excerpts and awareness-raising; discourse completion tasks
Implicature in English	Desperate Housewives (TV series)	Identification of implied meanings through facial expressions and the contexts

Note. Adopted from Incorporating technology into pragmatics-focused instruction. by Ishihara, N. 2010. (pp. 245-246).

In a similar manner, Martínez-Flor (2007) Explored the suitability of films for pragmatics instruction by examining 10 films request modification devices. Martínez-Flor (2007) suggested the use of films can be a sufficient source of material for EFL learners to expose them to authentic samples of appropriate pragmatic input in a range of contexts. Films can prepare learners for communication in various cultural settings. Hence, it was concluded that films hold a sufficient input that can be implemented in the FL context. The author's judgment on the utility of films in the EFL pedagogical context was due to the findings of the

study that depict the use of rich request modifications. The majority of the request modifications identified in the 10 films studied consisted of all types of internal and external modifiers of requests, and the realization of the requests in the films was appropriate since they took into consideration the different sociopragmatic variables, such as the speaker's intentions, the participants' relationship, or the degree of politeness.

Other researchers indicated some useful aspects that films can generate to benefit the EFL learner's pragmatic development. Yaseen and Shakir (2015) highlighted that watching movies improves information retention and makes retrieval easier. Watching movies also stimulates learners' imagination and creates a suitable environment for improving motivation, creativity, and the language learning process. Films' socio-affective strategies aid language learning and allow learners to refresh their cultural awareness. Furthermore, Washburn (2001) considered the indirect involvement of the viewers with audio-visual materials as an opportunity for learners to put their whole focus on identifying and analysing forms of pragmatic language use.

2.5.2 Video Conferencing and Pragmatics Instruction

The recent inclusion of video conferencing as an alternative model to traditional education led to various studies investigating its usage with different educational topics. However, the literature is lacking when it comes to depicting the usage of video conferencing with pragmatics instruction.

An account for the integration of video conferencing with pragmatic instruction was given by Muzhir et al. (2013) who sought to describe the role of Video Conferencing on the development of Iraqi EFL learners' pragmatic competence, specifically their greeting, agreement, disagreement, responding to apologizing, refusing suggestion, interruption, and refusing advice performance. The sample consisted of 80 EFL learners divided equally into a

control and an experimental group. The qualitative method was used throughout the study and the data were obtained through a discourse completion test (DCT). The findings of this study revealed that students exposed to video conferencing performed better. Moreover, the researchers concluded that VC learners were more attentive to communicative situations than the other learners. Furthermore, female EFL learners' pragmatic development exceeded male learners.

2.6 Role of Videos in Foreign Language Teaching

The integration of videos in FLT showed its potential as it was previously stated. As videos equipped FLL with a variety of abilities through the audio-visual display. Among the benefits that videos hold in FLT are providing authentic material, display the cultural foundation of the target language, and provision of knowledge through innovative means.

The use of authentic materials in teaching EFL has become a popular issue in recent years. This is due to the shortcomings of the traditional textbook teaching to give the necessary and accurate input to produce communicatively competent EFL learners. That was evident through Nilson's (2006) claim that textbooks are not genuine and objective they lack the representation of real-life communication. Thus, equipping the learners with limited exposure to the target language that is mostly formal and un-contextualised. Authentic videos can fill the gap of the artificial use of language by providing contextualised "real" language.

The provision of authentic materials led to exposing learners to the cultural foundation of the target language. The cultural cues are impeded within the videos and can be displayed with a combination of verbal and non-verbal cues. For instance, learners can notice how intonation corresponds to facial expression and what movements are associated with specific words; e.g., shrugged shoulders when someone says "I don't know" (Harmer, 2007). This

experience can allow learners to raise their cultural awareness and promote learners' culturally appropriate/accurate language.

Furthermore, videos offer a rich medium to deliver knowledge such as sound effects, dramatic scenes, and character dialogues accompanied by visual aids that can bring some diversity to the teaching of the FL that moves away from monotonous and uninteresting traditional FL teaching. Video materials can provide more possibilities in and out the classroom instruction. Hence, learners will be able to improve their language learning efficiency drastically, and teachers will be able to accomplish their English teaching goals (Wang, 2015).

2.7 Challenges of Video-Based Instruction

Just as the advantages were discussed in the literature, being efficient in varying means does not exclude the possibility that VBI has some underlying challenges, among them we mention the equipment and unfamiliarity with the technology and technical problems, the general administration of content, and teachers and learners' interaction.

Starting with the equipment and the unfamiliarity with technology, it is necessary to have the equipment such as a phone, computer, and internet connection to get access to the videos provided, and what is more important is being able to use the equipment effectively to learn. However, some students and teachers have neither the equipment nor familiarity with technology, this will affect their teaching and learning. Thus, educators need to check on the availability of equipment before starting VBI. The lack of technology controls the members of the teaching/learning community. Another concern is that they need to be trained before assigning them to teach or learn via videos (Fitzgibbon, 2003; Galbraith, 2004 as cited in Beheshti et al., 2018; Penteadó & Costa, 2021). An unavoidable problem that may occur during VBI is technical problems as it may occur at any time and cause a gap in knowledge (Coman

et al., 2020; Gherhes, 2021); therefore, we posted short offline videos as an alternative for learners to study without any technical interruptions and at their own pace.

The general administration and organization of content is another issue affecting VBI (Ronchetti & Hwang, 2019). As Oksana et al. (2021) claimed that the content of the video instruction needs to be well prepared and carefully selected, as it needs to be suitable for the learners' level to meet their needs and be of appropriate duration. And any misuse of the content, for instance, assigning a hard task for the learners, will lead to negative results. Thus, the preparation of sound content in VBI is of significant importance.

The interaction between learners and teachers in VBI can be influenced by a variety of factors, Turgut and Karal (2015) divided them into four factors. Teacher role where the researchers employed Gillies' (2008) study to explain the effectiveness of the teacher's role in the maintaining interaction, as Gillies' (2008) pointed out that the narrative-based instruction led to minimised interaction between the learners and the teacher, as narrating dominate the video leaving no room for the learners to talk. The second factor was communication difficulties which can be summarised as the lack of face-to-face interaction and eye contact. The third factor was technical problems, and as was previously mentioned the technical issues or problems can break down the whole learning process not only interaction. And the last factor was the characteristics of learners as shy and anxious learners would not most likely want to interact in video conferencing. However, we opted for some adjustments to remedy the problem of the lack of interaction by informing the learners beforehand that their participation is necessary, and if they do not feel comfortable talking, they can simply participate using the chat feature in the case of video conferencing or emails in the case of other VBI materials.

Conclusion

The present chapter outline video-based related concepts. It depicts an overview of computer-assisted language learning. Then a mention of video-based instruction and its relevance to foreign language teaching. Thereafter, an account for the characteristics of synchronous and asynchronous modes of video-based instruction. Since this study employs authentic videos, an account for the debate on the inclusion of authentic videos inclusion in education is given; followed by an example of the criteria of authentic video selection. Furthermore, the concern of video-based pragmatics instruction is addressed by depicting some studies that used films and video conferencing in foreign language pragmatics instruction. Lastly, we addressed the role of video in foreign language teaching in addition to the challenges of video-based instruction.

In the following chapter, the theoretical framework and results of the study will be discussed.

3. Chapter Three

Introduction	72
3.1 Research Methodology for this Study: Choices and Rationale.....	72
3.1.1 Research Paradigms	72
3.1.2 Research Approach	72
3.1.3 Research Design	73
3.1.4 Data Collection Methods.....	74
3.1.4.1 Discourse Completion Tests.....	74
3.1.4.1.1 Structure and aim.	74
3.1.4.1.2 Piloting and validation.	75
3.1.4.2 Post-Treatment Questionnaire.....	75
3.1.4.2.1 Structure and Aim.....	75
3.1.4.2.2 Piloting and Validation	76
3.1.4.3 The Teachers' Interview.....	76
3.1.5 Data Collection Procedures	76
3.1.6 Data Analysis Procedures.....	77
3.1.7 Population/Sampling Technique	78
3.2 Results of the DCT	79
3.2.1 DCT Statistical Analysis	79
3.2.2 Request DCT Analysis	80
3.2.2.1 Request DCT Pre-test Analysis.....	80
3.2.2.1.1 Situation 1: Request with a Teacher.	80

IMPLEMENTING VIDEO-BASED INSTRUCTIONAL MATERIALS	70
3.2.2.1.2 Situation 2: Request with an Employee.....	82
3.2.2.1.3 Situation 3: Request with a Classmate	82
3.2.2.1.4 Situation 4: Request with a stranger	83
3.2.2.2 Request DCT Post-test analysis	84
3.2.2.2.1 Situation 1: Request with a friend’s mother	84
3.2.2.2.2 Situation 2: Request with Students.....	85
3.2.2.2.3 Situation 3: Request with a Friend	85
3.2.2.2.4 Situation 4: Request with Receptionist.....	86
3.2.3 Complaint DCT Analysis	88
3.2.3.1 Complaint Pre-test Analysis.....	88
3.2.3.1.1 Situation 5: Complaint to a Boss	88
3.2.3.1.2 Situation 6: Complaint to a Student.....	89
3.2.3.1.3 Situation 7: Complaint to a friend	90
3.2.3.1.4 Situation 8: Complaint to a Stranger	91
3.2.3.2 Complaint Post-test Analysis	91
3.2.3.2.1 Situation 5: Complaint to a Professor.....	91
3.2.3.2.2 Situation 6: Complaint to Students.....	92
3.2.3.2.3 Situation 7: Complaint to a Cousin.....	93
3.2.3.2.4 Situation 8: Complaint to a Neighbour.....	94
3.3 Results of the Post-treatment Questionnaire	95
3.4 Results of the Teachers’ Interview	106
3.5 Discussion and Synthesis of the Results	115

Conclusion..... 119

Introduction

The current chapter provides the theoretical framework of the study as it moves from the paradigm to arrive at the sample, it also analyses and discussed the results obtained from data collection method that are namely the DCT, post-treatment questionnaire, and teachers' interview. Then it synthesise the results and confirm or disconfirm the hypothesis.

3.1 Research Methodology for this Study: Choices and Rationale

3.1.1 Research Paradigms

The philosophical worldview under which this study's methodology stands, and on which the approach is generated, is the pragmatic paradigm. The latter is characterised by "Endorses pluralism and carefully considered integrative eclecticism" (Teddlie & Tashakkori, 2009, p.70). That indicates the use of different approaches, theories, and perspectives to gain a holistic understanding of the problem. In a similar manner, Creswell and Creswell (2018) maintained the pragmatic paradigm's focus on the research problem and its deployment of the various approaches available to understand it. Accordingly, the pragmatic paradigm deemed the most suitable for this study, due to its nature which holds the use of both qualitative and quantitative approaches to gauge the effects of VBI on EFL learners' pragmatic competence.

3.1.2 Research Approach

Accounting for the approach implemented in any research study is as important as the other procedures and based on the nature of our work, the appropriate approach is the mixed-methods one. This approach is selected due to the fact that it combines both qualitative and quantitative methods as we intended to investigate and describe the phenomenon, as well as measure and quantify the data obtained and its results. According to Bryman (2012) this type of approach has been widely used by researchers within the social studies because of its

combination of the two research approaches namely qualitative and quantitative which enabled them to not only focus on a particular aspect of the study whether to only describe a phenomenon or to measure it. Thus, the mixed methods approach has been adopted within our research project for this purpose namely to analyse and describe the teachers along with learners' attitudes towards the use of video-based instruction, as well as measure the improvement of learners' pragmatic competence through this instruction.

3.1.3 Research Design

What follows the research paradigm and approach is another step to be considered within the framework of this study which is determining its research design. Taking into consideration the nature of the study, we opted for a case study design in addition to a quasi-experimental design which suits the approach of our work. In order to define the case study design, Bryman (2012) argued that “the basic case study entails the detailed and intensive analysis of a single case” (p. 66) which means that we have intended to conduct a study to uncover details about a single case of a whole population. Furthermore, the selection of quasi-experimental design was due to the fact that a treatment is held upon one group which is both pre and post-tested in order to find the relationship, as well as the occurrence of any progress before and after the treatment is conducted. In this sense, according to Thyer (2012) this type of quantitative designs encompasses the research studies that “involve comparing the outcomes of one group receiving a treatment that is the focus of evaluation to one or more groups of clients who receive either nothing or an alternative real treatment, or to a group receiving a placebo-type treatment” (p. 9). Therefore, we opted for those designs to further investigate and measure the improvement of learners' pragmatic competence through the application of video-based instruction.

3.1.4 Data Collection Methods

As far as the current investigation is concerned, three data collection tools were chosen in the course of collecting and gathering data. These incorporated the discourse completion tests (DCT), students' post-treatment questionnaire, and teachers' interviews.

3.1.4.1 Discourse Completion Tests

Written Discourse completion tests (WDCT) were employed as a pre-test and post-test of the current study. They served as the main data gathering tool to answer the first and second research questions.

DCT (discourse completion test) is the most widely used data collection tool in ILP research. The DCT consists of a set of situations described in form of a small scenario whereby students are required to answer it spontaneously. Additionally, DCT generates “sufficiently large corpora of comparable, systematically varied speech act data” (Ogiermann, 2018, p. 229). An argument against DCT was that it generates artificial language rather than the real use of language; however, this does not invalidate DCT findings since the participants will still use the language that they regard as socio-culturally appropriate in that context, which reflects their pragmatic awareness and knowledge (Ogiermann, 2018).

3.1.4.1.1 Structure and aim. The pre and post WDCT consisted of eight situations each. The situations were divided into four requests and four complaints. The situations varied in terms of social distance, power, and imposition between the interlocutors. It is noteworthy, that the WDCT was adapted from Alerwi and Alzahrani, (2020), Blum-kulka et al. (1989), Kakolaki and Shahrokhi, M. (2016), and Laabidi and Bousfiha (2020). The situations were mostly students related to indulge them easily in the situation and give more chance of natural use of language. The aim of WDCT was to investigate the effects of VBI on EFL learners' overall pragmatic competence, and their request and complaints production specifically. It also

sought to depict EFL learners' request and complaint speech acts strategies and modifications development throughout the treatment. Moreover, WDCT allow learners to edit and think about their answers, thus they are likely to use well-thought of answers that they judge to be appropriate.

3.1.4.1.2 Piloting and validation. Due to time limitations, we could not form a piloting group for this data collection tool. Nevertheless, the WDCT was validated by three experts in addition to the supervisor. All the experts agreed that no change is needed.

3.1.4.2 Post-Treatment Questionnaire

Post-Treatment questionnaire provides an account for the learners' opinions and attitudes towards the treatment being conducted on them. We implemented a post-treatment questionnaire on the selected sample as we believe that as it is simple to collect and provide honest and open responses based on the participants views regarding the lessons and implementation of speech acts. A questionnaire as explained by Igwenagu (2016) as it "is usually used when studying human being and their social activities. The questions and answers may be written or oral" (p. 43). Additionally, following the nature of our study we generated a semi-structured questionnaire that was delivered online via google forms as a way to save time.

3.1.4.2.1 Structure and Aim

The post-treatment questionnaire aimed at capturing the students' attitudes and perceptions towards VBI. The post-treatment questionnaire was divided into three sections, and they are namely, Situating Speech Acts Learning Experience which aimed at a form of comparison between traditional education of pragmatics and pragmatics through VBI. The second section is labelled Opinions on the Implementation of Video-Based Instruction to Speech Acts that was intended to depict the students' point of view and experiences with VBI. The last section is labelled Challenges and Further Suggestions that tried to depict the

challenges students face with VBI as well as the adjustments they can provide for a better VBI experience.

3.1.4.2.2 Piloting and Validation

The post-treatment questionnaire was piloted with three students from the population and they did not face any difficulties nor misunderstandings while answering the questionnaire; moreover, the post-treatment questionnaire was validated by three experts and our supervisor and they judged it sufficient as it is, for that we kept the primary design of the post-treatment questionnaire.

3.1.4.3 *The Teachers' Interview*

The study employed a semi-structured interview conducted with teachers enrolled at the University of Biskra in order to get insights into their perceptions and attitudes regarding VBI. Bryman (2012) explained that this data collection tool “refers to a context in which the interviewer has a series of questions that are in the general form of an interview guide but is able to vary the sequence of questions” (p. 716) in which the interviewer uses prior selected questions to inquire the needed requirements (Creswell & Creswell, 2018). Due to the nature of the study, a semi-structured interview was implemented for the purpose of obtaining reliable data concerning teachers' attitudes toward VBI.

3.1.5 Data Collection Procedures

Notably, we have opted for three data collection methods in our study namely: a DCT, a post-treatment questionnaire, and teachers' interview. In this sense, we have started the gathering of data in April 2022 for both the DCT and the interview as we started the treatment with online lessons presentation to the participants through the use of Google Meet which were thereafter posted on Google Classroom. The treatment consisted of four online sessions. In those sessions, we accounted for the strategies used in order to produce both types of SAs, as

well as the related modifications for each SA. Moreover, movie clips were used in each session as an illustration for the different request and complaint strategies and for their various modifications. In addition, the participants were enthusiastic and interested in the lessons as the majority of them showed up during the explanation and presentation with only a few absentees being recorded.

Moreover, the post-treatment questionnaire was administered after the treatment i.e., the four sessions and after the distribution of the post-test DCT to the participants. The form was made in Google Form and send via e-mail to the participants.

Furthermore, the last data gathering tool, teachers' interviews were conducted during the same month; however, in two concessive weeks divided by two teachers each. We obtained rich data from all four teachers of English at Biskra University as they were cooperative and helpful, especially during the time we have informed them about the study. Moreover, we submitted a consent letter to each teacher during the day of the interview in which they read the description of the study, additionally, the teachers were required to sign the consent letter before starting the interview.

3.1.6 Data Analysis Procedures

Corresponding to the research approach of the investigation, two types of data were analysed in the current study. On the one hand, descriptive statistics were used to analyse quantitative data in the current investigation. There was no use of inferential statistics, considering that the current study does not aim at any generalisability. Excel 2013 was used to calculate, analyse, and present all data in the form of graphs and charts in order to answer the first research question.

Moreover, the second research question concerned the linguistic analysis that was supplemented by the descriptive statistics, which highlighted changes in learners' performance.

Initially, the analysis started with the set of generated requests and complaints from the DCTs, the analysis concerned the SAs strategy, alerters, and the types of modifications (internal and external), as well as how frequently they were made. The outcome was examined based on the choice's appropriateness in relation to the situation's sociocultural aspects. The request and complaint strategies were organised using the provided framework analysis of speech act changes used in this study, the Blum-kulka et al. (1989) taxonomy in requests (see table 1. 1), and Trosborg (1995) taxonomy in complaints (see table 1. 2). On the other hand, the qualitative data was analysed based on content analysis and descriptive methods analysis. The latter was defined by Lambert and Lambert (2012) as “purely data-derived in that codes are generated from the data in the course of the study. Like other qualitative research approaches, qualitative descriptive studies generally are characterized by simultaneous data collection and analysis” (p.256).

3.1.7 Population/Sampling Technique

A research study cannot be conducted without referring first to the target population and especially the sample. In this sense, the chosen sample consisted of Master One students of English enrolled at Biskra University in which they were conveniently selected because of the accessibility and availability of the participants; in addition, we opted for choosing this particular level for their recent exposure to speech acts, which are prominent theme in their pragmatic course, and their requirement to be pragmatically competent to some extent as future master degree holders. The non-probability convenience sampling technique we had 9 students relevant to the conducted study. As an addition, a total number of four pragmatics and discourse analysis teachers participated in the proposed study as part of the sample. They were interviewed to give their opinions and ideas concerning the implementation of video-based instruction.

3.2 Results of the DCT

3.2.1 DCT Statistical Analysis

Table 3.1 *Pre-Test and Post-Test Scores: Differences and Means*

Participant's Number	Pre-test Score	Post-test Score	Scores Difference	Squared Score Difference
1	9	13.5	- 4.5	20.25
2	11	15	-4	16
3	13.5	17	-3.5	12.25
4	11	14	-3	9
5	14	16	-2	4
6	8	13	-5	25
7	12.5	15	-2.5	6.25
8	10.5	14	-3.5	12.25
9	10	13	-2	4
Sum (Σ)	99.5	130.5	30	109
Means	11.05	14.5		

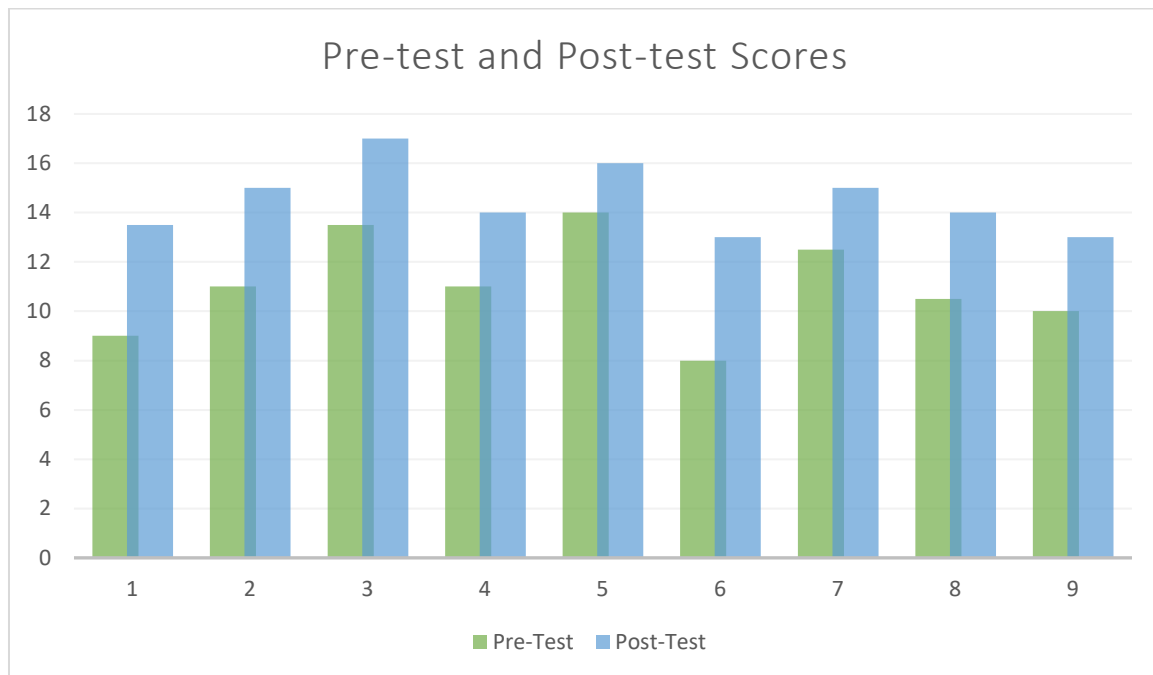
Figure 3. 1 *Pre-Test and Post-Test Scores*

Table 3.1 and **figure 3.1** revealed the participants' pre-test and post-test scores. Initially, there is a remarkable increase in the post-test scores than those of the pre-test, which can be viewed in the sum of scores 99.5 vs. 130.5, in addition, to the difference in the means 11.05 vs.14.5. On which the mean of the post-test scores is 14.5 is significantly greater than the mean of pre-test scores 11.5. These differences can be explained by the success of VBI in improving students' PC. Moreover, the current research does not aim at any generalisations of the findings due to its nature as a small case study. Thus, we accounted for the results of the descriptive statistics as an indicator to the success of the proposed method.

3.2.2 DCT Linguistic Analysis

3.2.2.1 Request DCT Pre-test Analysis

3.2.2.1.1 Situation 1: Request with a Teacher.

Table 3. 2 *Strategies and Modifications in S1 Pre-Test*

	Strategies			Modifications		
	D	CID	NCID	INT	EXT	Alerter
Situation 1 (P-/SD+/R-)	n= 2/22%	n= 7/78%	n= 0/0%	n=5/56%	n=3/33%	n=4/44%

The situation concerned a student asking a teacher to open the door because the students is carrying books. The table revealed that the majority of students **78% (n=7)** used the conventionally indirect strategy (CID).

- Could you help me to open the door please?
- Can you open the door please?
- Would you open the door for me?

Moreover, **22% (n=2)** of students used request direct strategy (D) depicted with students’ use of want statement. Whereas no students employed the non-conventionally indirect (NCID) request. The choice of most students to opt for a conventionally indirect strategy (**78%, n=7**) is appropriate due to the high social distance between the interlocutors. However, direct strategies are not preferred in this case.

Alerters were depicted through “Hello sir”, “Sir” and they compose 44% (n=4). The use of internal modifications was restricted to the politeness marker please, and the external modifications were limited to the use of grounder and preparator. E.g. “because my hands are full”, as for the preparator “I am in need for some help”. The modifications were rarely used despite their importance to deliver a complete request and the student proficiency level.

3.2.2.1.2 Situation 2: Request with an Employee

Table 3. 3 *Strategies and Modifications in S2 Pre-Test*

	Strategies			Modifications		
	D	CID	NCID	INT	EXT	Alerter
Situation 2 (P+/SD+/R+)	n= 2/22%	n= 7/78%	n= 0/0%	n=0/0%	n=4/44%	n=2/22%

In this situation, students were asked to request a worker for an extra day as a boss. **78%** (**n=7**) students used CID strategies that were query preparatory. Moreover, **22%** (**n=2**) students used D strategy, and NCID was not used by any student.

As for the modifications, only **22%** (**n=2**) students used alerters. Whereas, **44%** (**n=4**) learners used the grounder external modification which can be a result of L1 transfer, as L1 community usually give reasons when making requests. A sample of a grounder from the participants is the following

“We have a lot of work to do, so I want you to be in the company on Sunday.”

“Business has been really busy lately. So, I thought of asking you to work on Saturday.”

3.2.2.1.3 Situation 3: Request with a Classmate

Table 3. 4 *Strategies and Modifications in S3 Pre-Test*

	Strategies			Modifications		
	D	CID	NCID	INT	EXT	Alerter
Situation 3 (P-/SD-/R+)	n= 5/56%	n= 3/33%	n=1/11%	n=1/11%	n= 3/33%	n=2/22%

In this situation, students are expected to request a classmate for a test revision. D strategy is the most used by **56%** (**n=5**) of students, following it is the CID used by **33%** (**n=3**)

students employing query preparatory. And only **11% (n=1)** student opted for an unusual strategy that is NCID using a strong hint in the following answer,

“Have you heard about next week’s test? you know how much I struggle with it.”

For modifications, alerters were used by **22% (n=2)** students; moreover, external modifications were employed by **33% (n=3)** students through grounders and preparatory, as for the internal modifications it was used by one student depicted with a cajoler “you know” in the example above.

3.2.2.1.4 Situation 4: Request with a stranger

Table 3.5 *Strategies and Modifications of S4 Pre-Test*

	Strategies		Modifications			
	D	CID	NCID	INT	EXT	Alerter
Situation 4 (P+/SD+/R-)	n= 6/67%	n= 3/33%	n= 0/0%	n=1/11%	n= 2/22%	n=3/33%

In this situation, students are asked to request a stranger for direction. **67% (n=6)** learners employed the D strategy, mainly the want statement. Depending on D strategy when talking to a stranger can be attributed to the L1 culture. CID strategy was used by **33% (n=3)** students in form of query preparatory. No NCID strategy was used.

Concerning the modifications, the internal modification was used **11% (n=1)** in the form of hedging in the following example

“Guys I just want you to show me where is (the building)”

Moreover, external modifications were used by **22% (n=2)** students in form of a grounder and a preparator. Furthermore, alerters were used by **33% (n=3)** students as the situation requires to get the attention of the stranger.

3.2.2.2 Request DCT Post-test analysis

3.2.2.2.1 Situation 1: Request with a friend’s mother

Table 3. 6 Strategies and Modifications in S1 Post-Test

	Strategies			Modifications		
	D	CID	NCID	INT	EXT	Alerter
Situation 1 (P+/SD+/R-)	n= 1/11%%	n= 5/56%	n= 3/33%	n=3/33%	n=5/56%	n=4/44%

In this situation, students are asked to request an extra meal from their friend’s mom. The widely used strategy is CID strategy with **56% (n=5)** students employing it. Due to the high social distance between the interlocutors, the CID is suitable. Moreover, **33% (n=3)** students used NCID through strong hints and only one student used the D strategy.

In the case of modifications, students yield an interesting outcome as **56% (n=5)** students used external modifications which were mainly sweetener, a kind of external modification that was not reported in the pre-test analysis. Moreover, **33% (n=3)** students employed internal modifications. As for the alerters there were used **44% (n=4)**. An example that used CID use with sweetener is “I have to be honest: this meal is fantastic. Would it possible for me to have more?”

3.2.2.2 Situation 2: Request with Students

Table 3. 7 *Strategies and Modifications in S2 Post-Test*

	Strategies			Modifications		
	D	CID	NCID	INT	EXT	Alerter
Situation 2 (P+/SD+/R+)	n= 3/33%	n= 6/67%	n= 0/0%	n=2/22%	n= 5/56%	n=4/44%

The situation is characterised by a request from a university teacher to his students to perform a task a week earlier. Students opted for CID strategy in this case **67% (n=6)** concerned with the low imposition of the request, the CID is an acceptable strategy in this case. Furthermore, **33% (n=3)** students opted for D strategy, it was depicted through the use of want statements and locution derivable and hedged performative. Meanwhile, NCID was not used.

The modifications in this situation were diverse, **22% (n=2)** students opted for internal modification using hedging; additionally, external modifications were employed by **56% (n=5)** students using a cost minimiser, **22% (n=2)** preparators, and **22% (n=2)** promise for reward, the latter is used to increase the likelihood of a requestee to conduct a request as a reward is promised once the request is achieved as it can be seen in the following example, “I would like to see your tasks a week before the deadline given to you. Try to bring it to have more pluses.”

3.2.2.3 Situation 3: Request with a Friend

Table 3. 8 *Strategies and Modifications in S3 Post-Test*

	Strategies			Modifications		
	D	CID	NCID	INT	EXT	Alerter
Situation 3	n= 6/67%	n= 3/33%	n= 0/0%	n=3/33%	n= 6/67%	n=3/33%

(P-/SD-/R+)

The situation concerns a request for a friends’ computer. **67% (n=6)** students opted for a CID strategy, while **33% (n=3)** students employed D strategy. No student used the NCID strategy.

33% (n=3) of students used internal modification whereas **67% (n=6)** students used external modification mainly grounder, as a way to convince the hearer to conduct the request. An example that consisted of an internal and external modifications is given “Can I borrow your PC for a moment? Mine seems to be pretty unresponsive”. As for the alerter it was employed by **33% (n=3)** students.

3.2.2.2.4 Situation 4: Request with Receptionist

Table 3. 9 *Strategies and Modifications S4 Post-Test*

	Strategies			Modifications		
	D	CID	NCID	INT	EXT	Alerter
Situation 4	n= 1/11%	n= 8/89%	n= 0/0%	n= 3/33%	n= 5/56%	n=7/78%

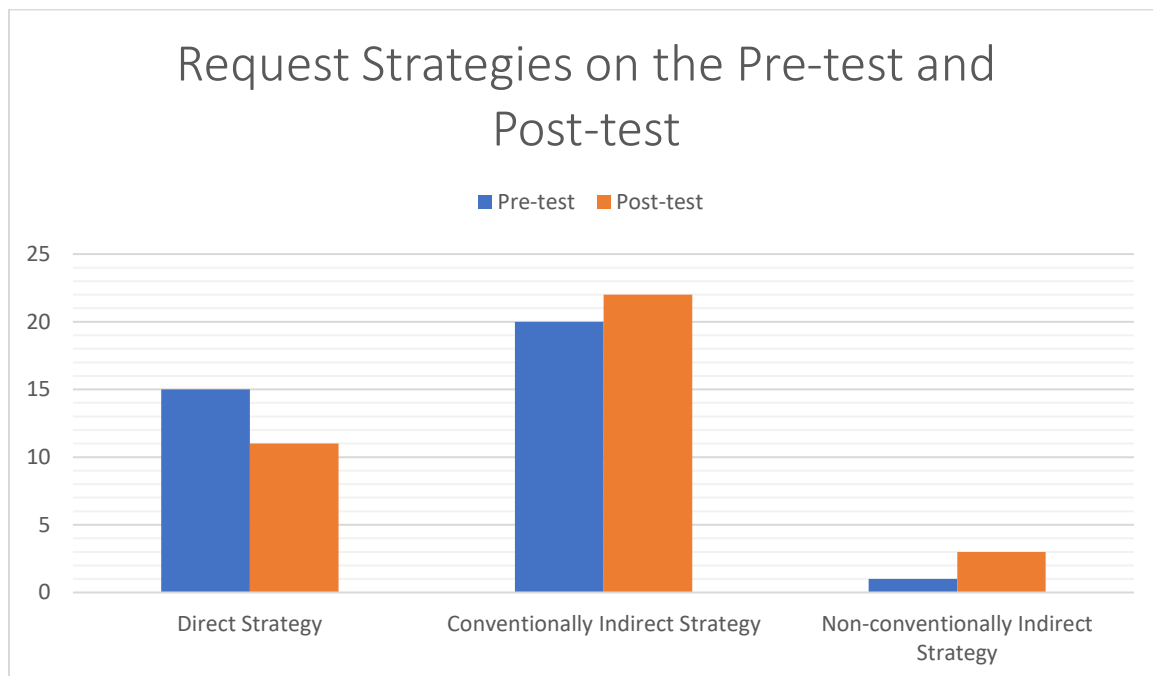
(P-/SD+/R-)

In this situation, students are required to request information about a job offer from a call receptionist. Most students (**n=8/89%**) opted for CID strategy which is an appropriate strategy in this case due to the social distance between the interlocutors. Moreover, only **11% (n=1)** student used a D strategy. And no students opted for NCID.

This situation used **78% (n=7)** alerters which indicates most students contextualised the situation, since it is a phone call, it concerned the use of “Hello/good morning/hey miss. The internal modification was used by **33% (n=3)** students, whereas the external modifications used by five students mainly through preparator and grounder use. An example that contains a

grounder is as follows “I have stumbled on your job announcement. Would you mind providing me further details?”

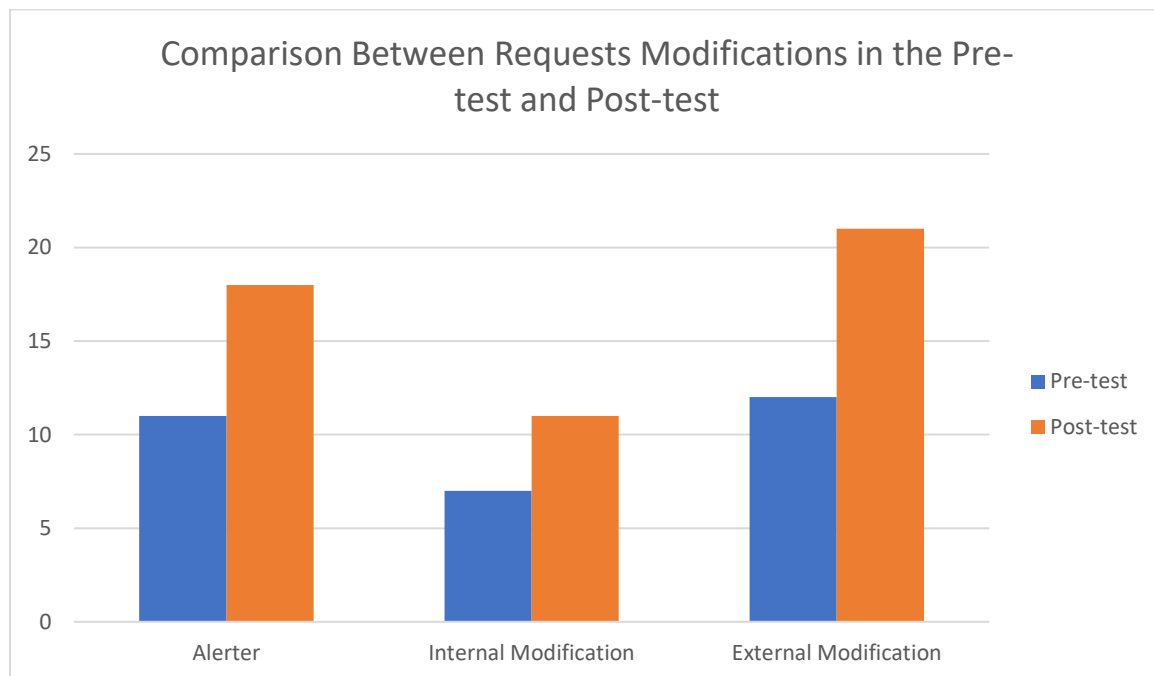
Figure 3-1 Request Strategies on the Pre-test and Post-test



From the graph we can illustrate that the treatment helped the participants in increasing their pragmatic awareness and consideration of the social variables that impact language use. As they opted for more indirect request strategies in the post-test due to the face threatening nature of requests. A remark can be made concerning the choice of request strategies, as we could note from the request pre-test data that there was an overgeneralisation of CID strategy that is query preparatory requests, that is characterised by the use of modals. A number of participants' were restricted to using modals to request in any situation regardless of the SD and P and R. That may be attributed to the instruction of modals with requests impacted heavily the choice of request strategy. However, this changed as the analysis of post-test depicted that students awareness and consideration raised towards the context and the social variables that control the situations. And they opted for more appropriate strategies that was influenced with

the context and the interlocutors' relation. As they tended to be more indirect when the social distance is higher and more direct when the social distance is lower.

Figure 3-2 Comparison between Requests Modifications in the Pre-test and Post-test



As it can be illustrated that students used more modifications in their requests in the post-test. Which contributed to regulate the force of the requests and making them more appropriate considering the social variables and the context. Thus, we can deduce that the treatment helped students as it enabled them to construct a full request following the social variables and the context in which it occurred.

3.2.3 Complaint DCT Analysis

3.2.3.1 Complaint Pre-test Analysis

3.2.3.1.1 Situation 5: Complaint to a Boss

Table 3. 10 Strategies and Modifications S5 Pre-Test

	Strategies			Modifications			
	NER	ED	ACC	BLM	INT	EXT	Alerter
Situation 5 (P+/SD-/R-)	n= 0/0%	n= 2/22%	n= 4/44%	n=3/33%	n=0/0%	n=2/22%	n=2/22%

Note. NER→ No Explicit Reproach, ED→ Expression of Disapproval, ACC→ Accusation, BLM→ Blame.

In this situation, students were required to make a complaint concerning the unfair payment. Most students **44% (n=4)** opted for accusation using two direct accusation and one indirect accusation, whereas **33% (n=3)** blamed their boss for the unfair treatment. An example of it is, “It is unfair. You either give us an equal bonus or don’t”.

The accounted for strategies are severe strategies and does not concern the high status of the boss, it is inappropriate to use it in this case. Furthermore, **22% (n=2)** of students used expression of disapproval through expression of annoyance. As in the example, “It is unfair that some colleagues are working less than me and they are paid more than I do.”

As for the modifications, the students did not employ any internal modifications; additionally, only **22% (n= 2)** of students used external modifications that were depicted with the use of grounders. As for the alerters they were used **22% (n= 2)**.

3.2.3.1.2 Situation 6: Complaint to a Student

Table 3. 11 *Strategies and Modifications S6 Pre-Test*

	Strategies			Modifications			
	NER	ED	ACC	BLM	INT	EXT	Alerter

Situation 6	n= 3/33%	n= 1/11%	n= 0/0%	n=4/44%	n=0/0%	n=0/0%	n=3/33%
(P+/SD+/R-)							

The situation concerned a student pumping hardly into a professor, students were required to react to this scenario. The blame category was the most used with **44% (n=4)**, using modified and explicit blame. An example of explicit blame is, “Are you blind? You almost knocked me down!” Additionally, the no explicit reproach was the second most used category, and it was evident through the use of hints. Expression of disapproval was used only **11% (n=1)** through the use of consequence. Whereas, no student employed the accusation category one student did not answer this situation. Finally, the use of modifications in this situation was restricted to **33% (n=3)** alerters.

3.2.3.1.3 Situation 7: Complaint to a friend

Table 3. 12 *Strategies and Modifications of S7 Pre-Test*

	Strategies			Modifications			
	NER	ED	ACC	BLM	INT	EXT	Alerter
Situation 7	n= 2/22%	n= 0/0%	n=0/0%	n=5/56%	n=2/22%	n=1/11%	n=1/11%
(P-/SD-/R-)							

The situation dealt with a friend who was late to deliver the books that his/her friend wants; students were asked to reply on behalf of the friend who was waiting for the books. Students’ responses clustered mostly on the blame category with **56% (n=5)**, it was divided into three modified blames and two explicit blames, an example of explicit blame was, “shame on you! yesterday I was waiting for you around an hour and u didn’t come”. Furthermore, only **22% (n=2)** of students used the no explicit reproach category using hints. Whereas, expression of disapproval and accusation was not used by any student, and two students denoted that they will ignore the friend until he explains himself.

Modifications in this situation were **22% (n=2)** of the students used internal modifications using hedges; moreover, both the alerter and external modification, using a grounder, were employed **11% (n=1)** by the students.

3.2.3.1.4 Situation 8: Complaint to a Stranger

Table 3. 13 *Strategies and modifications of S8 Pre-Test*

	Strategies				Modifications		
	NER	ED	ACC	BLM	INT	EXT	Alerter
Situation 8 (P+/SD+/R-)	n= 0/0%	n= 4/44	n=1/11%	n=4/44%	n=1/11%	n=0/0%	n=4/44%

The situation depicted a stranger cutting the line while people were waiting a period of time for their turn, students were required to reply to the stranger’s act of cutting their turn. The blame category was used by 44% (n=4) through one modified blame and three explicit blames, the following is an example, “WHERE THE HECK YOU THINK YOU ARE GOING TO !!! , you need to back from where you come”. The expression of disapproval was used equally by 44% (n=4) depicted with expressions of annoyance. Moreover, 11% (n=1) used indirect accusation.

The modifications in this situation restricted around 44% (n=4) alerters and 11% (n=1) internal modification that was illustrated using hedges.

3.2.3.2 Complaint Post-test Analysis

3.2.3.2.1 Situation 5: Complaint to a Professor

Table 3. 14 *Strategies and Modifications of S5 Post-Test*

	Strategies	Modifications

	NER	ED	ACC	BLM	INT	EXT	Alerter
Situation 5 (P+/SD-/R+)	n= 0/0%	n= 6/67%	n=3/33%	n=0/0%	n=3/33%	n=4/44%	n=3/33%

The situation dealt with a professor delaying the delivery of recommendation letters for a student until the last day. Students were required to complain to the professor about the matter. Most students 67% (n=6) opted for the expression of disapproval, they used four requests for repair strategies and two expressions for consequence. A request for repair as in the example “I would like to renew my request about the recommendation letter. Hopefully you will be able to email it to me by today”.

The remaining students 33% (n=3) opted for accusation whereby indirect accusation was used.

The modifications in this situation were varied, external modifications were used 44% (n=4) they were equally divided to grounders and providing evidence. Moreover, internal modification used in 33 (n=3) using downtoner; in addition, alerters used 33% (n=3)

3.2.3.2.2 Situation 6: Complaint to Students

Table 3. 15 *Strategies and Modifications of S6 Post-Test*

	Strategies			Modifications			
	NER	ED	ACC	BLM	INT	EXT	Alerter
Situation 6 (P+/SD-/R-)	n= 0/0%	n= 6/67%	n=1/11%	n=2/22%	n=3/33%	n=3/33%	n=4/44%

This situation discussed a teacher who found out that the class did not do the task. Students are required to answer on the teacher’s place. The expression of disapproval was mainly used taking **67% (n=6)** of the sample, the strategy that they opted for was expression

of annoyance. An example illustrating this strategy is “I am beyond disappointed that most of you did not take my word seriously”. Moreover, the blame category was used **33% (n=3)** divided into 2 modified blames and one explicit blame. Whereas, the accusation category using indirect accusation was used **11% (n=1)**. The no explicit reproach was not used with this situation.

The modifications depicted in this situation were **44% (n=4)** alerters, whereas internal and external modifications were employed **33% (n=3)** the former was depicted using hedges while the latter was depicted through preparator.

3.2.3.2.3 Situation 7: Complaint to a Cousin

Table 3. 16 *Strategies and Modifications of S7 Post-Test*

	Strategies			Modifications			
	NER	ED	ACC	BLM	INT	EXT	Alerter
Situation 7 (P-/SD-/R-)	n= 1/11%	n= 0/0%	n=3/33%	n=5/56%	n=2/22%	n=6/67%	n=4/44%

The situation depicted a cousin who promised to visit his cousin but he could not make it. Students are asked to answer as if they are the cousin who is waiting for the other person’s arrival. The most used strategy was the blame category with **56% (n=5)** using three explicit blame and two modified blames. An example of an explicit blame is, “I was waiting for you yesterday. I cannot believe you forgot to come over”. Moreover, accusation was used **33% (n=3)** using explicit accusation. And only **11% (n=1)** employed no explicit reproach.

As for the modifications students employed 67% (n=6) external modifications depicted through preparator and providing evidence; additionally, students used 44% (n=4) alerters and 22% (n=2) hedges.

3.2.3.2.4 Situation 8: Complaint to a Neighbour

Table 3. 17 Strategies and Modifications in S8 Post-Test

	Strategies				Modifications		
	NER	ED	ACC	BLM	INT	EXT	Alerter
Situation 8 (P-/SD+/R-)	n= 0/0%	n= 9/100%	n=0/0%	n=0/0%	n=9/100%	n=9/100%	n=9/100%

The situation is concerned with a neighbour playing music loudly and a student with an upcoming exam the next day. Students were required to complain about the loud music. However, their answers revealed that almost all of them opted for a request for repair followed with an internal modification that was in most cases the politeness marker please, followed up with an external modification that was mainly grounding and lastly an alerter to get the neighbour’s attention.

Figure 3-3 Complaint Strategies on the Pre-test and the Post-test

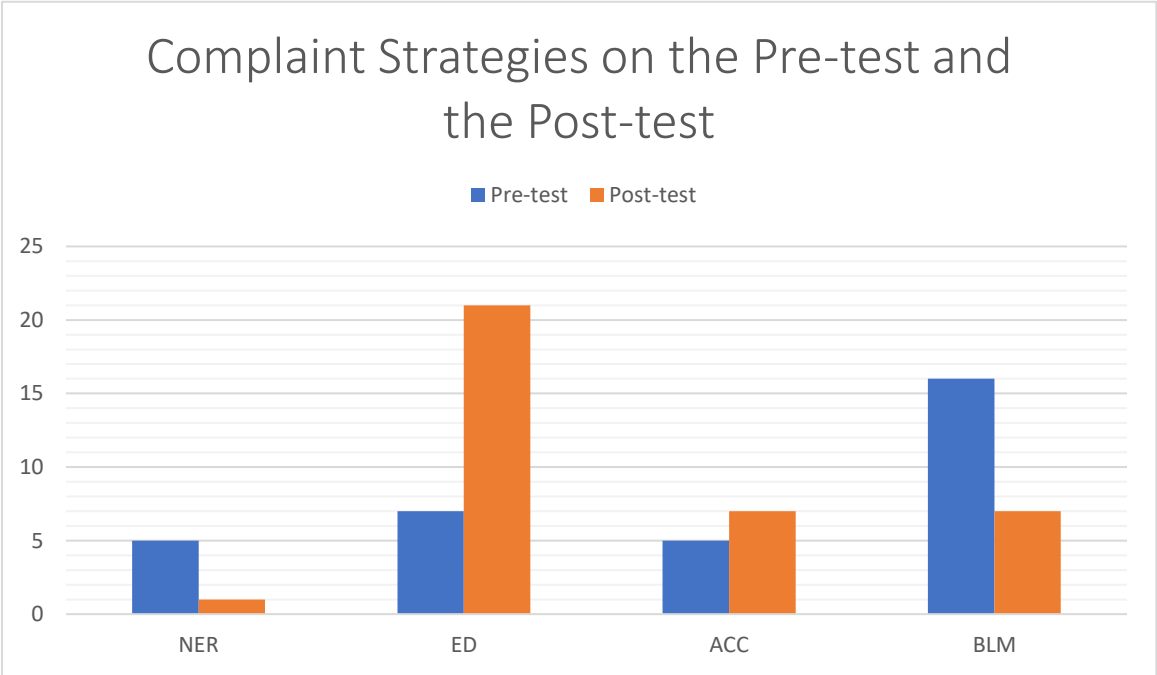


Figure 3-3 showed that students opted for severe and explicit complaints in the pre-test which changed to a some-what severe and implicit complaints in the post-test. The reliance on more explicit complaints that does not consider the face of the hearer in the pre-test can be attributed to L1 transfer and the lack of proper instruction in complaint speech act. As students had no prior knowledge of the factors that influence the choice of the appropriate complaint strategy.

Figure 3-4 *Complaint Modifications on the Pre-test and the Post-test*

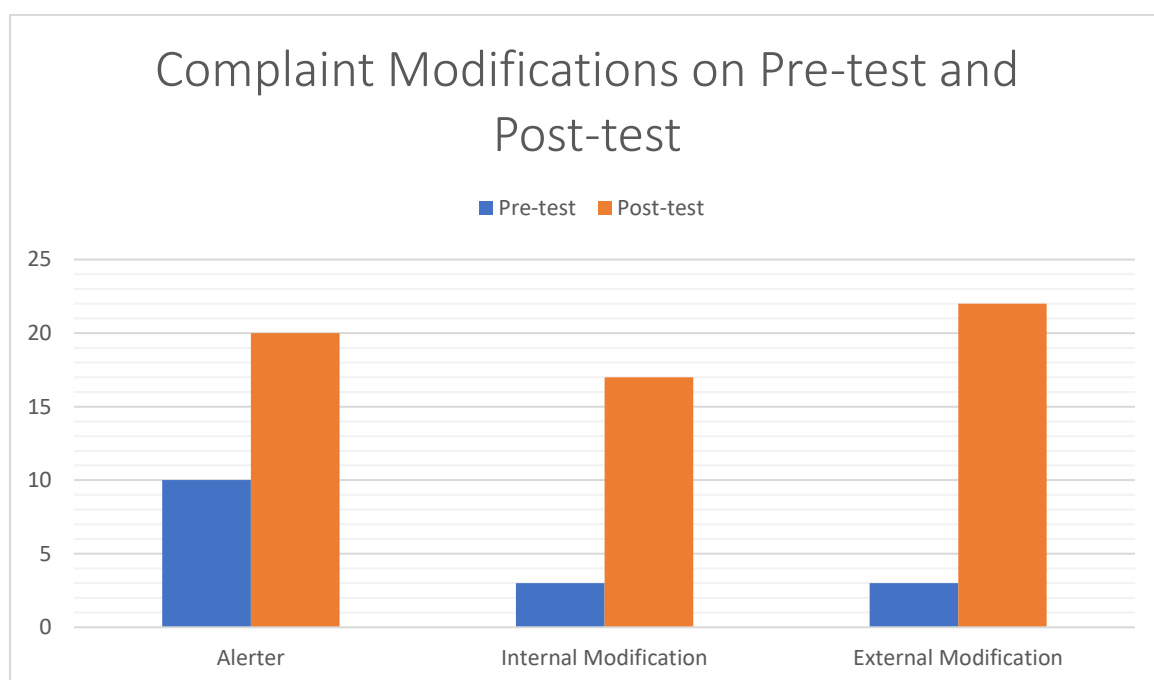


Figure 3-4 visualised the difference of students' modifications employment in the pre-test and post-test, and it revealed that students opted for more alerter, internal modifications, and external modifications in the post-test. The latter effected their complaint performance, as they used the modifications to mitigate the complaints and thus producing more appropriate complaints.

3.3 Results of the Post-treatment Questionnaire

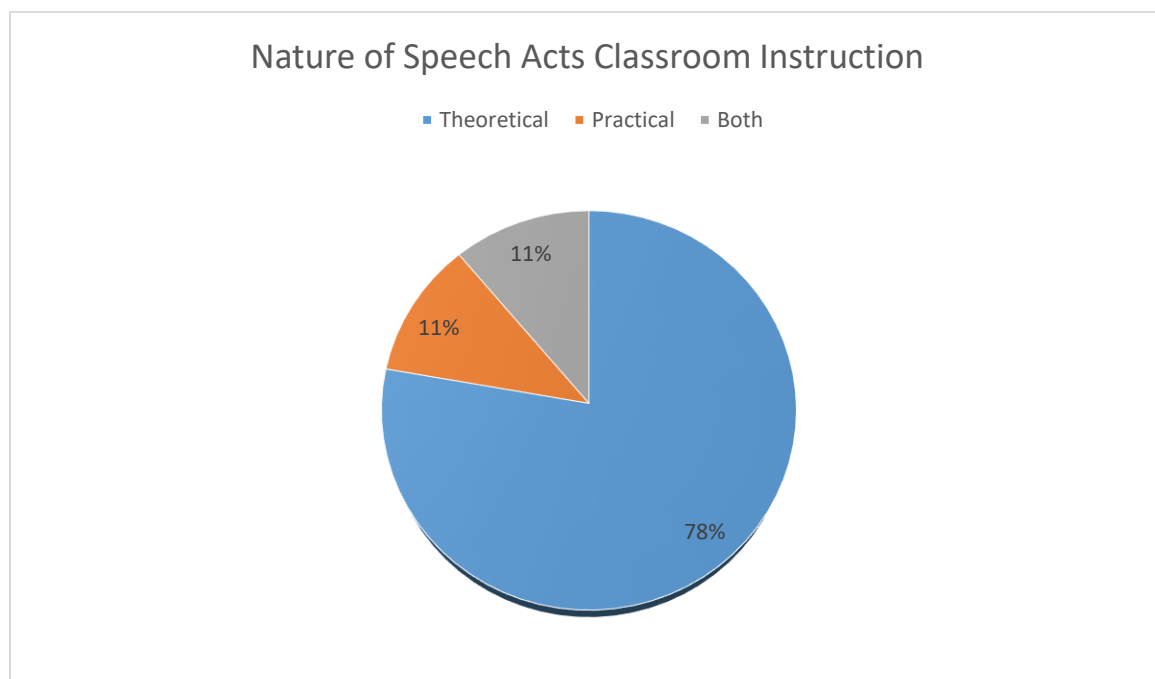
Section one: Situating Speech Acts Learning Experience

Q1. When it came to speech acts in the classroom, were you primarily exposed to theoretical or practical instruction on this topic?

Table 3. 18 *Nature of Speech Acts Lesson in Classroom Instruction*

Option	Number	Percentage
Theoretical	7	78%
Practical	1	11%
Both	1	11%
Total	9	100%

Figure 3-5 *Participants' Description of Speech Acts Classroom Instruction*



This question was directed to uncover the nature of speech acts' lesson classroom instruction. In addition, it served to depict any possible limitations of classroom speech act instruction. As **table 3. 18** and **figure 3-5** suggested **78% (n=7)** of respondents reported that they are taught theoretically, whereas, **11% (n=1)** of respondents revealed that SAs classroom instruction is of a practical nature. Additionally, **11% (n=1)** revealed that they were exposed to both theoretical and practical SAs classroom instruction. To sum up, the majority of the

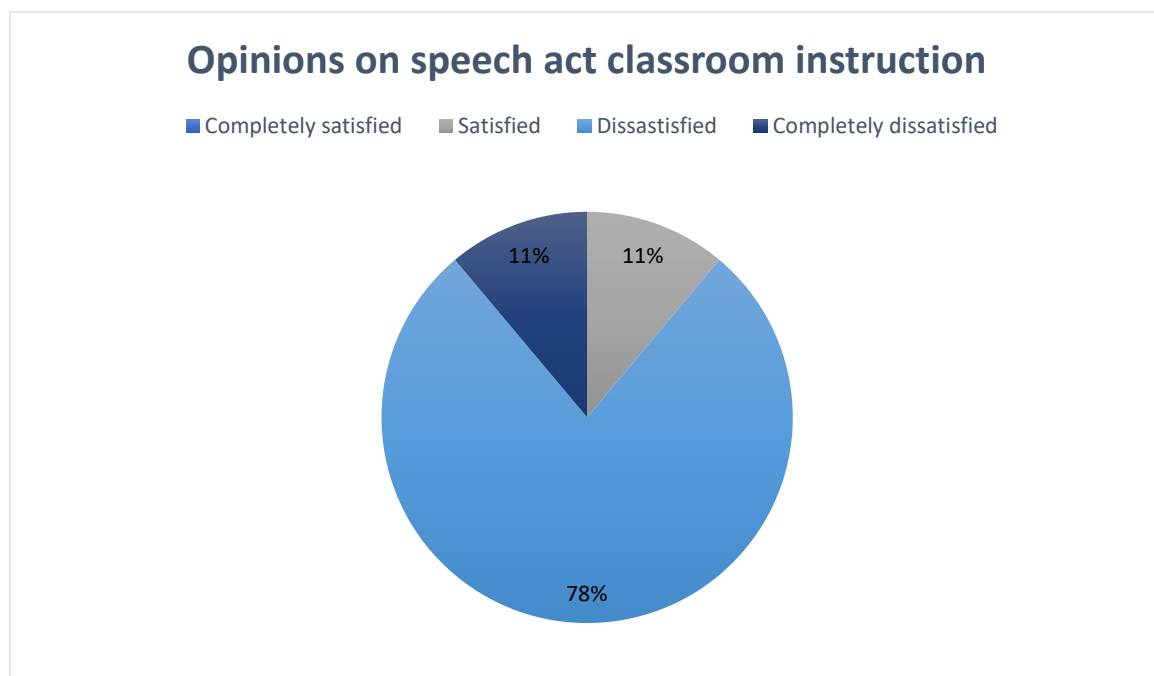
respondents' answers revealed the instructors' dependency on theoretical instruction on behalf of the practical instruction. This may be an influencing factor to students' poor command of their pragmatic knowledge.

Q2. To what extent are you satisfied with your speech acts classroom instruction?

Table 3. 19 *Participants' Opinions on Speech Acts Classroom Instruction*

Option	Number	Percentage
Completely satisfied	0	0%
Satisfied	1	11%
Dissatisfied	7	78%
Completely dissatisfied	1	11%
Total	9	100%

Figure 3-6 *Participants' Opinions towards Speech Acts Classroom Instruction*



We asked this question in order to inquire about the degree of students' satisfaction with their SAs classroom instruction. From the table above it can be concluded that most of the

respondents **78% (n=7)** were not satisfied with SAs classroom instruction; in addition, **11% (n=1)** respondent was completely unsatisfied. And only **11% (n=1)** is satisfied with classroom SAs instruction. The results reveal the overall dissatisfaction with the manner of SAs instruction, which can reflect the students' awareness of their needs and call for some adjustments concerning SAs classroom instruction.

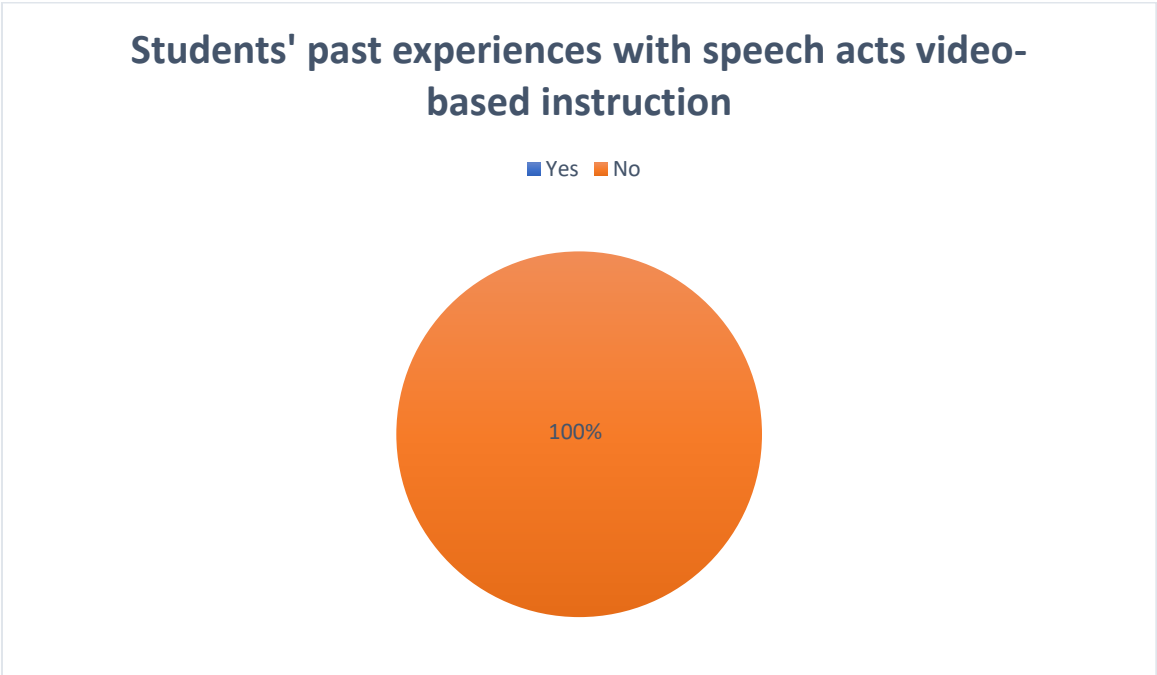
As for the justification, respondents admitted that the lack of practice and the dependency on theoretical aspects of pragmatics, and the focus on the identification of linguistic devices rather than production, and the rushed lessons where among the reasons for their dissatisfaction with SAs classroom instruction.

Q3. Did you receive any video-based instruction on speech acts before the treatment?

Table 3. 20 *Experience with Video-Based Speech Acts Instruction*

Option	Number	Percentage
Yes	0	0%
No	9	100%
Total	9	100%

Figure 3-7 *Students' Familiarity with Video-Based Speech Acts Instruction*



The question intended to reveal students' familiarity and past experience with SAs VBI. Moreover, it strived to review the diversity of the teaching aids in pragmatics instruction. The results revealed the students' complete lack of experience with video-based speech acts instruction prior to the treatment, which holds its novelty to the students and teachers alike, as it also reflects on pragmatics teachers' limited teaching aids.

Q4. When it comes to speech acts, do videos offer any advantages over traditional (face-to-face and textbook-based) education?

Table 3. 21 *Videos' Potential in Comparison with Traditional Education*

Option	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

The current question is an initial step toward students’ views on VBI potential, as it tried to verify the students’ observed VBI potential offerings on SAs. **The table 3. 21** portrayed that all respondents agreed on the potential that VBI has over traditional education. Accordingly, we asked the participants to justify their choice, and most of the students’ reasons revolved around the real and genuine use of language captured through authentic videos. Some examples of students’ answers that outline this notion were “It allows us, as non-native learners of the language, to have more exposure to its different types while used by natives in different contexts.”, “It makes you as student feel the real situation of the act”. Furthermore, other outlined benefits of VBI over traditional teaching were the comfortable VBI environment that eliminates anxiousness and shyness, another reported benefit is the prosodic features of videos that assess students to gain a further holistic view of the natural use of language.

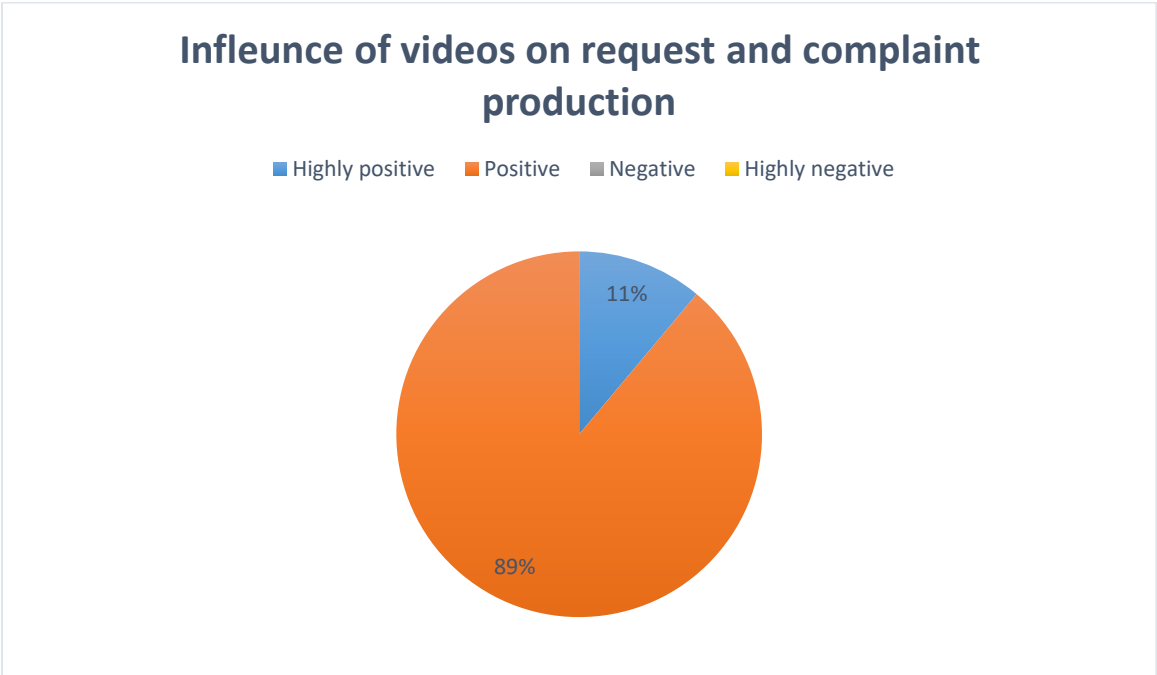
Section Two: Opinions on the Implementation of Video-Based Instruction to Speech Acts

Q5. What influence did the video instructions have on your requests and complaints performance?

Table 3. 22 *Influence of Speech Acts’ Video-Based Instruction*

Option	Number	Percentage
Highly positive	1	11%
Positive	8	89%
Negative	0	0%
Highly negative	0	0%
Total	9	100%

Figure 3-8 *Videos’ Influence on Students’ Request and Complaint Production*



The question served to generate the overall effect of VBI on participants’ requests and complaints production. As shown in **table 3.22** and demonstrated through the **figure 3-8** , the majority of students **89% (n= 8)** recognised the positive effect that VBI had on their request and complaint SAs production. Additionally, **11% (n=1)** one student revealed that VBI had a highly positive effect on her request and complaint production.

Q6. Have you noticed any improvement in your request and complaint production after the online sessions?

Table 3. 23 *Potential Improvement in Request and Complaint Production*

Option	Number	Percentage
Yes	8	89%
No	1	11%
Total	9	100%

The question intended a specific account of the preceding question that aimed to elicit the experiences of students with VBI on their request and complaint production. The **table 3.23** reported **11% (n=1)** a student who did not have an improvement in his request and complaint production, he explained that he faces a problem with pragmatics in general, yet he did not provide a specified account for the difficulties he faced; he stated “Actually no, because pragmatics is somehow tricky and I often find such difficulties to comprehend”. Nevertheless, most students **89% (n=8)** witnessed an improvement in their request and complaint production. Accordingly, they illustrated that VBI raise their awareness of the socio-cultural affecting factors that govern the use of SAs; additionally, VBI helped them learn different request and complaint strategies and modifications that they can employ in their daily life. A sample of students responses that supported that were “I, now, can use the different types of speech acts with awareness during my daily conversation”, another sample “Allows me not to use only the traditional forms like can may .. In order to request something” and a final example “I can make requests and complaints in various ways depending on the context and the required formality level”.

Q7. What aspect(s) of the learning process (online sessions) did you find most impressive? And why?

This question served to highlight the preferred aspects of the VBI learning experience, we gave the freedom to answer to account for the various aspects that learners prefer. Due to various preferred aspects that this question generated, we will only account for the top three preferred aspects. Lesson organisation and presentation **44% (n=4)**, implementation of authentic videos **44% (n=4)**, and the tasks **33% (n=3)**. Therefore, we can understand that the online lessons delivered were well-thought of in terms of organisation, presentation, content, and assignments.

Q8. Do you think that the videos helped you get and maintain your motivation and engagement?

Table 3. 24 *Motivation and Engagement Maintained through Videos*

Option	Number	Percentage
Yes	8	89%
No	1	11%
Total	9	100%

The question served to reveal the effects of video on participants' psychological aspects motivation and engagement. The VBI materials' involvement with motivation and engagement is an indicator of students' attitudes towards the implementation of VBI. As maintenance of these notions reflects the positive attitudes of the respondents toward VBI and vice-versa. It was revealed in **table 3.8** that the majority **89% (n=8)** felt included and motivated by videos. Mainly because of the diversity between theoretical knowledge provided by the researchers and the authentic videos. However, one student **11% (n=1)** did not experience that due to her household's interfering distractions.

Q9. Are you in favour of using video-based teaching with regard to pragmatics instruction in general, and speech acts in particular?

Table 3. 25 *Perceptions of speech acts video-based instruction*

Option	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

This question was asked to reveal the respondents' perceptions of the implantation of video-based instruction with speech acts. As shown in **table 3. 25** all respondents held positive views regarding the integration of VBI on pragmatics. Furthermore, the respondents were asked to justify their answers in order to acquire a more encompassing and comprehensive understanding of their perceptions towards the integration of VBI with pragmatics in general, and SAs in particular. Their answers highlighted that videos offer a contextualised use of language that is often neglected in a classroom setting as one respondent denoted "Unlike videos, normal exercises and examples written down on the board have nothing to do with reality"; moreover, three respondents **33% (n=3)** considered the exemplifications of movies as an aid to the overall pragmatic competence; Furthermore, respondents advocated for videos as a time saving tool that provides knowledge in an innovative manner. To sum up, the question arrived at the respondents' positive views concerning VBI in pragmatics.

Q10. In your perspective, can the implementation of videos help with other courses? If so, please specify

Table 3. 26 *The Potential Implementation of Video-Based Instruction with other Courses*

Option	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

The question intended to generate some possible topics that can benefit from VBI, as a method to encourage the respondents into the consideration of VBI in other courses. As it is portrayed in **table 3. 26** all respondents confirmed the potential of VBI with other topics. Since a mere yes/no question cannot suffice to provide us with a comprehensible full answer, we asked the respondents to justify their choices. According to the respondents' answers, the core

topics that can benefit from VBI are any communication-centered courses, mainly discourse analysis and oral expression. Due to the videos provision of contextualised language with all its socio-cultural components.

Section Three: Challenges and Further Suggestions

Q11. What challenges or difficulties did you encounter during the online sessions?

This question was provided to allow respondents to indicate the difficulties and challenges they faced while receiving treatment, allowing us to uncover the limitations of the proposed approach and the chosen teaching materials. However, the challenges accounted for by the respondents were mainly the poor internet connection that can disturb the lesson's delivery, another challenge was a student's shyness to ask questions during the online session, whereas another student had a problem with maintaining her focus.

Q12. Do you have any additional suggestions or comments concerning a better implementation of video-based instruction in our context?

Since the students are the core agents in the educational realm, consideration of their preferred teaching methods and tools is of utmost importance, for that we tried to delve into the students' possible refinements of the proposed teaching method to adapt it to our context. One respondent suggested the use of short podcast clips as another mean to be included within VBI. Additionally, the other respondents annotated that the treatment was an enjoyable and successful implementation of VBI with SAs as one respondent reported "I don't have any suggestions, but I liked your method very much, and I continue to find it a successful and simple method" while another respondent called for the implementation of VBI in a classroom setting as she denoted "the work was very helpful. But it would be better if we did that on face to face sessions", finally, a respondent encouraged the implementation of VBI in different courses

where she reported, “I wish that the teachers take in consideration the implementation of video-based instruction to be more popular in all courses”.

3.4 Results of the Teachers’ Interview

Q01. How long have you been teaching at the University?

Table 3. 27 *Teaching Experience*

Interviewees	Years of teaching
A	25
B	4
C	5
D	7

The question was intended to cover the interviewed teachers’ experiences in university.

As shown in **table 3.27** the interviewed teachers are experienced and semi-experienced. Their teaching experience ranges from 4 to 25 years. The variation in this scale might be a sign that those teachers are acquainted with both the level of the students and the surrounding teaching materials, which would enable them to offer informed commentary on the research questions.

Q2. In your perspective, to what extent are University students pragmatically competent?

The interviewees agreed that they cannot generalise the level of university students’ pragmatic competence. However, this question did not aim at any generalisability rather it tried to uncover whether a portion of university students face deficiencies in pragmatics.

Table 3. 28 *Teachers’ Sample Responses to University Students’ Pragmatic Competence Level*

Teachers	Sample Response
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-
- A They face great difficulties in the mastery of such aspects of foreign language communication. Pragmatics in general, pragmatic aspects of communication are ignored by the majority, let's say the majority of the students.
- B Actually, it differs. You cannot overgeneralize. There are some students who are into the language culture. So they have a capacity, a competence to communicate their ideas effectively, in a native-like way. However, the problem is with the designed syllabus, our students here, are not meant to actually learn the culture.
- C What we have noticed so far is that there is a problem with pragmatic competence.
- D They are not that much competent in pragmatics.

The answers provided by the teachers depict the existence of some pragmatically incompetent university students. We asked for justifications to give a thorough understanding of the possible causes of students' pragmatic incompetence. The teachers held that limited

pragmatic input in the classroom, syllabus reliance on linguistic aspects, lack of practice, and late exposure to pragmatics were the main causes for students' limited pragmatic competence.

Teachers B and C highlighted the limited pragmatic input provided in the classroom can lead to some pragmatic deficiencies on the students. Teacher B related the high level of pragmatic competence of some students to their own interests and exposure to the target culture. Implying that the mere reliance on the classroom input is not enough to build pragmatically competent students. This view was further emphasised by teacher C as he denoted that “most of our learners are not exposed to the foreign language outside of the classroom. Moreover, even if they are exposed to the foreign language, they are exposed through certain task-based learning means [...] and most of these activities are not actually, they are not contextualized. They are not socially oriented.”

Another cause for the students' pragmatic deficiency was raised by teacher A is the conception of proficiency of a foreign language, he indicated that proficiency in a foreign language context is perceived more from the linguistic aspects than the communicative aspects, which implies the ignorance of cultural parameters that leave students with decontextualized language. Moreover, teachers C and A evaluated the lack of practice in pragmatics as a major cause of pragmatic deficiencies of students; in the same manner, teacher A conceived the mere dependence on theoretical teaching of pragmatics as an insufficient tool that does not guarantee that students will be able to put pragmatic knowledge into application. Finally, teacher C pointed out that the late exposure to pragmatics until the master level, as well as its instruction for only three semesters, can be a cause for students' pragmatic deficiencies.

Q3. How often do you employ CALL tools in your teaching? Justify your answer.

The question intended to collect the frequency of teachers' use of CALL in their instruction; in addition, it served to uncover and depict the factors that rule or control the teachers' use of CALL

Table 3. 29 *Frequency of CALL Integration in Teaching*

Teachers	Sample Response
A	Now, as far as my teaching personally is concerned, I would have like really to use ICT.
B	So, I'm more into the traditional way of teaching.
C	In theory, most of us have, you know, we've gone through a certain period in which we have used computer-assisted language learning. Well, in theory. However, in practice it's a bit different because if we upload a certain material, especially written material online on a certain platform, this cannot be entitled as a computer-assisted language learning. So if we talk about what is really CALL, I think it's very rare to do so.

D

Well, to be honest, let's say it's rare.

The question intended to collect the frequency of teachers' use of CALL in their instruction, the result depicted the rare occasion in which teachers use CALL tools. When we asked them for the reasons behind their rare use of CALL, teachers attributed it to the lack of equipment, overcrowded classes, and the absence of teachers and learners' agreement.

Teachers C and D viewed that the lack of equipment in the university is a reason that hinders the implementation of CALL in the classroom, as teacher C noted "it's very rare to use computer-assisted language learning because everything basically has to happen outside of the classroom in our context". The overcrowded classes is another factor that hinders the implementation of CALL was highlighted by teacher A as he stated that CALL requires a limited number of students. Moreover, Teachers B and C viewed that CALL implementation needs some agreement on part of the teachers and learners, and if teachers and/or learners are not interested in the course or means of teaching than this will likely affect the CALL experience.

Q4. Are you familiar with Video-based Instruction?

This question was intended to shed some light on teachers' awareness of video-based instruction which will be necessary to answer the upcoming related questions. The teachers affirmed that they were somehow familiar with VBI. Thereafter, the researcher provided a brief description of the video-based implementation in this study to guide the teachers to answer the following related questions. All four teachers answered with similarly the same response as they neither confirmed their familiarity nor denied it with the answer being "Somehow". Furthermore, the teachers did not make any additional elaboration regarding their answers.

Q5. What are your thoughts on employing Video-based Instruction for pragmatic competence?

This question was aimed to capture teachers' perceptions concerning the implementation of video-based instruction on pragmatic competence

Table 3. 30 *Teachers' Opinions Concerning the Implementation of VBI*

Teacher	Sample Response
A	<p>They are very, very useful and it has been observed that they are also motivating factors.</p> <p>It is better than talking in a vacuum about things which are absolutely abstract.</p>
B	<p>I think video-based instruction is a good thing sometimes because it shows, especially if it is a native resource, it enables us to listen to the way native speakers articulate the sounds and use the metaphors, use the languages, the expressions, their conversations, their way of thinking.</p>
C	<p>I believe that eclecticism in our case, in all cases, is inevitable because we have to find ways to motivate learners.</p> <p>As far as using videos in general, especially when you said authentic materials, I believe it's a necessity.</p>

Table 3. 31 *Teachers' Incorporation of Videos in Education*

Teachers	Sample Response
A	Definitely, yes.
B	If there is a need for them maybe to show something from the natives to focus on some important points that cannot be covered in the traditional way.
C	Absolutely. Yeah, absolutely. Because it's very important to provide learners with native speech.
D	That's for sure. I do.

The table depicted that the teachers were for the implantation of VBI with SAs. Videos' ability to provide authentic language in an engaging manner was accounted by teacher A as his reason for the inclusion of VBI with SAs. In addition, teacher B expressed that he is willing to use only authentic videos and not any other video when teaching speech acts. Furthermore, teachers C and D accounted for authentic videos potential with SAs, teacher C explained "authentic videos' native speech might be providing more when it comes to speech acts, they might seem more accurate", he elaborated more on the subject by pointing out that today's learners are more demanding and selective and one way to motivate and attract their attention is the authentic videos.

Q7. Have you used any Video-based Instructional materials in your teaching in general, and in speech acts instruction in particular?

The question was asked for two reasons, to depict the teachers' experience in case they have employed videos, and the second aim is to account for the impending factors that hinder its application.

Three teachers have an experience with VBI, teacher A employed VBI in his oral expression session and he denoted that it was a successful experience that made learners motivated and engaged more in the learning process, as he stated "you cannot imagine the degree of motivation, of excitement, of encouragement that I have observed through the collaboration among the students and between the students in, of course, dealing with the topic, talking about it, commenting on the behaviours". Moreover, teacher C employed VBI in ESP and written expression, the teacher employed different video materials as each course requires, whereas ESP as a specialty subjected required educational videos that were mostly descriptive, informative videos; however, in written expression he employed authentic videos which generated better results and made learners engage more in the learning process. Moreover, teacher C noted that authentic videos can generate better results due to students' engagement and attention maintained. Teacher D's experience with VBI was with discourse analysis course and she reported that VBI is a convenient and time-saving educational approach. However, teacher B had not used VBI in his teaching for the reason that he believed that his courses are sufficient using face-to-face sessions and videos are not needed.

Q8. Can you provide some adjustments to improve the use of video-based instruction in our context?

This question was intended to elicit some changes that can be made to improve the implementation of VBI in our context. The teachers accounted for the following adjustments the choice of the video and time distribution.

Teacher A believed that the choice of video plays a major role in determining its efficiency, as carefully selected videos can motivate learners. In a similar manner, teacher B maintained that “The video must be clear, direct. It shows a smooth transition from one idea to another in a coherent way”. Moreover, the time distribution of videos can affect the instruction, as teachers C and D maintained that videos need to be of appropriate duration to keep the learners’ attention and engagement.

Q9. Do you have any addition or suggestion concerning video-based instruction in teaching in general?

The question was intended to cover some suggestions and recommendations on the implantation of VBI in teaching in general. Teacher A expressed his dissatisfaction with oral expression, pragmatics, and discourse analysis teachers who overlook the use of videos due to some acceptable reasons, as he denoted, where he asserted that videos can be used in these difficult circumstances he further stated “Videos are definitely necessary to be used, especially in the acquisition of pragmatic behaviour the speech acts in particular”. Moreover, teacher B viewed that VBI can be a future substitute for some category of students who are unable to attend the lectures. Furthermore, teachers C and D called for the necessity of integrating VBI in the EFL context, teacher D stated that “I hope that this method in general won't be applied only in this period of the COVID. So I wish that it will be dealt with even after this pandemic”.

3.5 Discussion and Synthesis of the Results

The main focus of our research study is to shed lights on the use of VBI within the Algerian context and its contribution to EFL learners’ pragmatic competence. More specifically, the current study aimed at investigating a pillar of pragmatic competence that is speech acts, particularly two commonly used speech acts that are namely requests and complaints. Leading to more specification of the current study as it investigated EFL learners’

request and complaint production development with the proposed VBI. Additionally, we opted for investigating students' attitudes towards VBI and PC; therefore, a post-treatment questionnaire has been used with the selected participants (nine students). Along with a semi-structured interview in order to obtain the teachers' opinions, as well as attitudes towards the implementation of the video-based instruction in pragmatic competence and speech acts lesson. Methodologically, a mixed-methods approach was implemented to reach our objectives with a case study design, as well as a quasi-experimental design being the selected research designs according to the nature of our study. In this vein, answering the proposed research questions is presented in the following section as we aimed to give a description of the findings in relation to those questions.

In order to value the overall impact of VBI on PC, a statistical analysis comparing the pre-test and post-test scores was made. Based on the difference between the means of the pre-test and the post-test which was estimated as 3.45. The latter indicate the extent to which students improve their pragmatic competence, in general, and the extent to which they have improved their requests and complaints production. Accordingly, the statistical analysis of the DCT depicted the contribution of VBI in enhancing students' pragmatic competence is confirmed. Therefore, the null hypothesis was rejected in favour of the alternative hypothesis that stated the use of video-based instruction can improve EFL learners' pragmatic competence.

In the same vein, the linguistic analysis of the DCT discussed the strategies and modifications of each speech act, starting with request SA, the analysis revealed that students made improvement in their command of requests as they produced more appropriate requests with varied modifications. The request pre-test results revealed that students' overgeneralised the use of query preparatory, mainly through requesting using can, could, and may, regardless of the context and/or the relation of the interlocutors. However, in S3 that dealt with a stranger when it was more appropriate to use CID strategy, which includes query preparatory, most

students used D strategy, a possible reason for their reliance on D strategy is L1 transfer as Algerians tend to be direct when they request strangers. This indicated the students' inconsideration of the context and interlocutors' relation before the treatment. Moreover, students' answers were mainly restricted to the head act only with the rare usage of the internal modifications and alerters and the use of external modifications that was limited to preparators and grounders.

However, in the post-test students request strategy choice was influenced by the SD, P, and R. Students opted for indirect strategies when the social distance, power, and imposition was high, whereas they opted for direct strategies when the SD, P, R were lower. Which indicated that VBI raised students' pragmatic awareness concerning the effecting variables. Additionally, one remark we depicted from request post-test analysis was the majority of students' agreement on the choice of the strategy unlike the pre-test results which revealed the inconsistent choice of strategies between the students in each situation. That implies the absence of a clear base on which students' can request appropriately. On the other hand, modifications witnessed more employment and variation in the post-test, as it depicted new external modifications usage such as cost minimiser, promise of reward, as well as more usage of internal modifications and alerters. The students' modification raise contributed to the production of a more appropriate requests as it mitigated the force the request.

The linguistic analysis of the complaint DCT held a significant improvement in the students' complaint production after the treatment. The complaint pre-test analysis indicated that students opted for more severe and explicit complaints, as they mainly used the blame category when answering the situation. As for the modifications, students had a limited employment of the internal modifications and alerters, as for the external modifications it was mainly using grounder. However, the complaint post-test noted that student opted for a somewhat severe and implicit complaints, using expression of disapproval category. That can be

attributed to students' consideration of the context and the interlocutors' relation after the treatment. As for the modifications, students employed varied external modifications such as providing evidence, preparatory, grounder. Moreover, they employed more alerters and internal modifications. Overall, the linguistic analysis of the DCT helped us answer the second research question and through the discussion above we conclude that we can refuse the null hypothesis in favour of the alternative hypothesis that indicates students' request and complaint strategies and modifications will be more appropriate and varied after the treatment.

The post-treatment questionnaire was integrated to answer the third research question that concerned the students' attitudes and perceptions towards VBI on SAs. It incorporated a comparison between the classroom instruction and VBI of speech acts where the majority of students depicted that pragmatics classroom instruction is theoretical. They also expressed their dissatisfaction with their SAs classroom instruction. And the novelty of VBI on SAs for the students as they had no experience prior to the treatment with latter. In addition, the questionnaire documented the students' experiences with VBI; and when students were inquired about their request and complaint production, majority of students denoted they improved as VBI introduced new strategies and modifications for the use of requests and complaint as it also raised their awareness towards the socio-cultural variables that effect SAs use. The questions 4 and 9 were incorporated within the questionnaire to denote the students' perceptions and attitudes towards the implementation of VBI with SAs were all respondents agreed on the potential that VBI holds as they also elaborated on their agreement to include the VBI within pragmatics and SAs instruction.

The teachers' interview was integrated in the study to answer the fourth question that concerned the perceptions and attitudes of teachers towards the implementation of VBI within PC and SAs. The interview started with a general estimation of university students' pragmatic competence level, all teachers reported that that there is a considerable number of students who

are pragmatically incompetent. Teachers accounted for the lack of equipment, overcrowded classes, and the absence of teachers and learners' agreement as the main reason behind these deficiencies. Moreover, an attempt to show the teachers' views on employing VBI in general, and SAs lesson in particular was made and it revealed that teachers had positive views and are willing to incorporate VBI in pragmatics and SAs lesson, in view of the benefits that they could grasp as motivating factors, modern means, as authentic language provider.

Conclusion

The fieldwork for this study was highlighted and covered in detail in this chapter. The theoretical underpinnings of the research approach were covered in the first section. More precisely, it offered explanations for the research paradigm, methods, designs, methods for collecting data, and analysis procedures that were employed. More importantly, the present chapter highlighted the results of the three different data gathering tools, namely the DCT, students' post-treatment, and teachers' interview.

General Conclusion

The communicative approach's integration into the educational process provided pragmatics its privileged position. Consequently, EFL teachers and students are becoming more conscious of the need to improve their pragmatic knowledge. Accordingly, pragmatic competence received a growing interest, and one of its heavily explored elements is speech acts. Therefore, the current study investigated requests and complaints' SAs production in the case of Master students at Biskra University. As it was observed by the researcher and confirmed by the teachers that the population are facing some pragmatic incompetence that needs to be improved. Among the causes of this pragmatic incompetence is the lack of pragmatic input and limited practice, for that we suggested the integration of VBI materials as an aid in which students are taught using authentic videos and practice through innovative and engaging means with the aim of improving their overall pragmatic competence, that is depicted in this study through students' requests and complaints production.

Accordingly, the current study aimed at investigating the effects of VBI materials on EFL Algerian learners', at Biskra University, pragmatic competence, specifically their request and complaint production. Additionally, the study aimed at covering both students and teachers' perceptions and attitudes towards the implementation of VBI in PC and SAs production. Moreover, nine master one EFL students from Biskra University volunteered to be the sample for the current investigation using the non-probability convenience sampling technique. In addition, four teachers of pragmatics and discourse analysis courses made up the remainder of our targeted sample.

Attempting to answer the main research questions and to test the hypothesis, a series of organized steps have been taken in an effort to adequately answer them. The current investigation adopted pragmatism research paradigm. Consequently, a mixed-methods approach with an explanatory sequential design was maintained in order to describe and analyse

the collected quantitative and qualitative data more accurately. Three data gathering tools were used to further investigate the current study. Specifically, the DCTs, the students' post-treatment questionnaire, and the teachers' interview. Accordingly, Descriptive statistics, descriptive method analysis, and content analysis were used respectively to analyse the data obtained in a systematic manner and reach logical conclusions.

On the one hand, the results of the quantitative data answered the assigned first two research questions. Starting with the first question that was answered through the statistical analysis of the DCT, the statistical analysis indicated that the student's pragmatic competence that is their request and complaint speech production had significantly improved. Thus, the alternative hypothesis was accepted and the null hypothesis was disproved in light of these findings. Moving on to the second question that was answered using the linguistic analysis of the DCT and it revealed that students produced more appropriate requests and complaints and used various modifications that mitigated the force, in this case, of the assigned SAs to produce more appropriate requests and complaints.

On the other hand, the results of the qualitative data answered the last two research questions. The third question was answered using the results of the post-treatment questionnaire which proved that students had a positive perceptions and attitudes towards the use of VBI in their pragmatics and SAs lesson. In addition, the fourth question was answered following the results of the teachers' interview which depicted that teachers had positive perceptions and attitudes of the use of VBI and they are willing to employ VBI within the pragmatic course.

Implications and Recommendations

This section introduces the implications, as well as the recommendations for both teachers and students which were arisen from the study's results.

- Teachers should opt for implementing video-based instruction as an addition to their teaching methods because of its significance.
- Teachers' need to vary their teaching materials to appeal to different learners' styles.
- Students need to immerse themselves more with the native language use and culture. Students should try to get in touch with the target language use and culture outside of the classroom.
- The VBI materials are regarded as efficient tools in increasing of students' motivation and creating cooperative atmosphere among them.
- Teachers' need to incorporate contextualised language, using authentic videos, within the pragmatics teaching.
- Teachers should not include random videos; instead, a careful consideration of the selection is a necessity to reach the courses' objectives.
- Requesting and Complaining speech acts should be taken into consideration from the student' perspectives as they need to master their strategies in the target language in order to avoid controversies and misunderstandings.
- The significance of video-based instructions is noticed especially when accounting for natives' daily life conversations as they enable the non-natives to comprehend and adapt the English language in its native context which help them improve their pragmatic competence.

Limitations and Suggestions for Future Research

- We attempted to include a large sample but only 10 students volunteered and one of them could not carry on because of some personal problems, even though, she reached out to the researcher after some time, still it was insufficient to include the student as data analysis had already taken place.

- The limited number of the pragmatics teachers in the University of Biskra, as there are only two assigned teachers, made some restrictions concerning the interview questions, as the researcher was intending on inquiring about pragmatic classroom instruction and pragmatics syllabus. However, the latter was not possible since the majority of the interviewed teachers had not taught pragmatics; thus, we had to make some adjustments to the interview questions to fit the interviewed teachers, one of these adjustments is to refer to speech acts only instead of pragmatics, as the teachers are not specialist in that area.
- Limited literature on video-based instruction since it is a new teaching and learning method which put some difficulties on the researcher while constructing the second chapter.

Recommendations

- Video-based instruction effect on different speech acts is needed with a larger sample.
- The effects of caption on videos on pragmatics teaching.
- The effects of gender on perceiving and producing speech acts.
- Exploring social media utility with pragmatics.

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Appendices

Appendix A Consent Letter for the Head of the Section

Dear Head of the English Section,

I am currently conducting my master's dissertation which concerns the implementation of video-based instruction for improving learners' pragmatic competence. As I will carry out a treatment on master students to investigate the utility of videos in enhancing their pragmatic competence.

I am seeking your consent to teach a group of master students for four one-hour (online) sessions.

Anonymity, privacy, and data obtained during the course of this study shall be preserved.

I will be thankful if you consent to the participation of master students in this study, by signing the attached consent form.

For further questions, you are welcome to contact the researcher.

Yours sincerely

Researcher Contact Details

Djeradi Rayene

E-mail : djeradirayene99@gmail.com

Mohamed Khider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

I consent the participation of our master students at the section of English in the research project carried by Djeradi Rayene.

Name:.....

E-mail:.....

University:.....

Faculty:.....

Department:.....

Section:.....

Date:.....

Signature:

Appendix B Participants' Consent Letter

Dear participant,

As a MA student, I am conducting a research entitled Implementing Video-Based Instruction Materials to Foster English as a Foreign Language Learners Pragmatic Competence. Whereby I will examine the effectiveness of instructional videos on learners' pragmatic development.

I require your cooperation to complete the research, thus you are kindly invited to participate in this study. And it is on this basis that I will account for the tasks that you will conduct and the rights you have as a participant.

Due to the nature of the study, I will undertake a treatment for master students over four (online) sessions paired with a pre and post-test.

Rest assured that your anonymity and privacy will be respected and that your participation is entirely voluntary and can be withdrawn at any moment.

Please sign the consent form if you are willing to participate. Thank you for your assistance, it is highly appreciated.

Yours sincerely

Participants' signature

Researcher Contact Details

Djeradi Rayene

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Mohamed Khider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

Appendix C DCT Pre-Test

Below are eight situations. Please put yourself in the following situations and write down what you would say in each of the situations. Make sure that you read the whole situation carefully before you respond.

Situation 1: You went to the library to return some books, and your hands were full. Your teacher was standing near the door of the library. How would you ask her to open the door for you?

You:

Situation 2: You are the owner of a company. Recently the business is busy and you want the secretary to work overtime. If you ask your secretary to work on Saturday, what would you say?

You:

Situation 3: Next week there is a test in a class that is difficult for you. Your classmate seems to understand the course material better than you. You want to ask her to help you get ready for the test. How would you ask her?

You:

Situation 4: You are a freshman in university. Today, you go to school for orientation for newcomers. But you cannot find the building where you are supposed to go. Two students are approaching you, and you want to ask them for direction. What would you say to them?

Situation 5: You are paid less of a bonus at New Year time than a colleague on the same pay scale and think it is unfair. How will you complain to your boss?

You:

Situation 6: Suppose you are a professor, rushing to get to class on time, a student run round the corner and bump into you and you don't know him/her at all, almost knocking you down. How will you complain?

You:

Situation 7: You arranged to meet a friend in order to get some books from him/her to study for an exam. You waited for an hour, but she/he didn't show up. What would you say the next day when you see him/her?

You:

Situation 8: You are in a queue waiting to use an ATM machine for 30 minutes. When it is almost your turn, a stranger tries to cut in line. What would you say?

You:

Appendix D DCT Post-Test

Situation 1: 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 do you say?

You:

Situation 2: You are a university teacher and you wish to ask your students to perform a task a week earlier. What would you say?

You:

Situation 3: For the past two years, you have shared an apartment with a friend. Your computer became unresponsive while you were working on your tasks. You'd like to do your tasks on your friend's PC. You approach your friend and say

You:

Situation 4: You are looking for a part-time job. One day you see a job advertisement on the internet. If you call the personnel of the company and ask him/her to tell you more about the job, what would you say?

You:

Situation 5: You are applying to the University for Postgraduate Studies. It is mandatory that your teachers fill out three recommendation forms. You requested one of your teachers, who is originally from America, to do it for you three weeks ago. Today is the last day to submit an application. You go to see her to get the form, but she claims she has completely forgotten about it. What would you say to her?

You:

Situation 6: You assigned work to be done by your students. Surprisingly, a vast majority of them didn't take your request seriously and didn't do the work. What would you do or say?

You:

Situation 7: Your cousin, who is around your age, promised that s/he will come over to your house, which got you excited. Time passes by and s/he didn't arrive as it turns out s/he forgets about it. What will you say to him/her when you meet her/him?

You:

Situation 8: You are having an exam the next day and you are revising late at night. Unexpectedly, your neighbour has turned on the music very loudly. You feel very annoyed and cannot concentrate on your revision. What would you do?

You :

Appendix E Post-Treatment Questionnaire

23/06/2022

Post-Treatment Questionnaire

Post-Treatment Questionnaire

Dear Students,

This questionnaire is a part of Master research on the use of video-based instruction in pragmatics teaching/learning in the EFL context. Your collaboration will bring this research into a fruition and it is highly appreciated.

To this end, you are kindly invited to fill out this questionnaire, which seeks to uncover your attitudes towards and perceptions of the use of video-based instruction in pragmatics in general, and speech acts (requests and complaints) production in particular.

Kindly, tick (☑) the appropriate box(es) or provide a complete response when required. Confidentiality and privacy of your answers are guaranteed, as they will only be used for research purposes.

Thank you for your time and cooperation.

*** Required**

1. Email *

Situating Speech Acts Learning Experience

2. When it came to speech acts in the classroom, were you primarily exposed to theoretical or practical instruction on this topic?

Mark only one oval.

- Theoretical instruction
 Practical instruction
 Both

3. To what extent are you satisfied with your speech acts classroom instruction?

Mark only one oval.

- Completely satisfied
 Satisfied
 Dissatisfied
 Completely dissatisfied

23/06/2022

Post-Treatment Questionnaire

4. Justify your answer

5. Did you receive any video-based instruction on speech acts before the treatment?

Mark only one oval.

- Yes
- No

6. When it comes to speech acts, do videos offer any advantages over traditional (face-to-face and textbook-based) education?

Mark only one oval.

- Yes
- No

7. If so, how? *

Opinions on the Implementation of Video-Based Instruction to Speech Acts

23/06/2022

Post-Treatment Questionnaire

8. What influence did the video instructions have on your requests and complaints performance?

Mark only one oval.

- Highly positive
- Positive
- Negative
- Highly negative

9. Have you noticed any improvement in your request and complaint production after the online sessions?

Mark only one oval.

- Yes
- No

10. If yes/no, please elaborate further. *

11. What aspect(s) of the learning process (online sessions) did you find most impressive? *
And why?

23/06/2022

Post-Treatment Questionnaire

12. Do you think that the videos helped you get and maintain your motivation and engagement?

Mark only one oval.

Yes

No

13. If yes/no, how? *

14. Are you in favour of using video-based teaching with regard to pragmatics instruction in general, and speech acts in particular?

Mark only one oval.

Yes

No

15. Whatever your answer is, could you please elaborate further? *

23/06/2022

Post-Treatment Questionnaire

16. In your perspective, can the implementation of videos help with other courses? If so, please specify *

Challenges and Further Suggestions

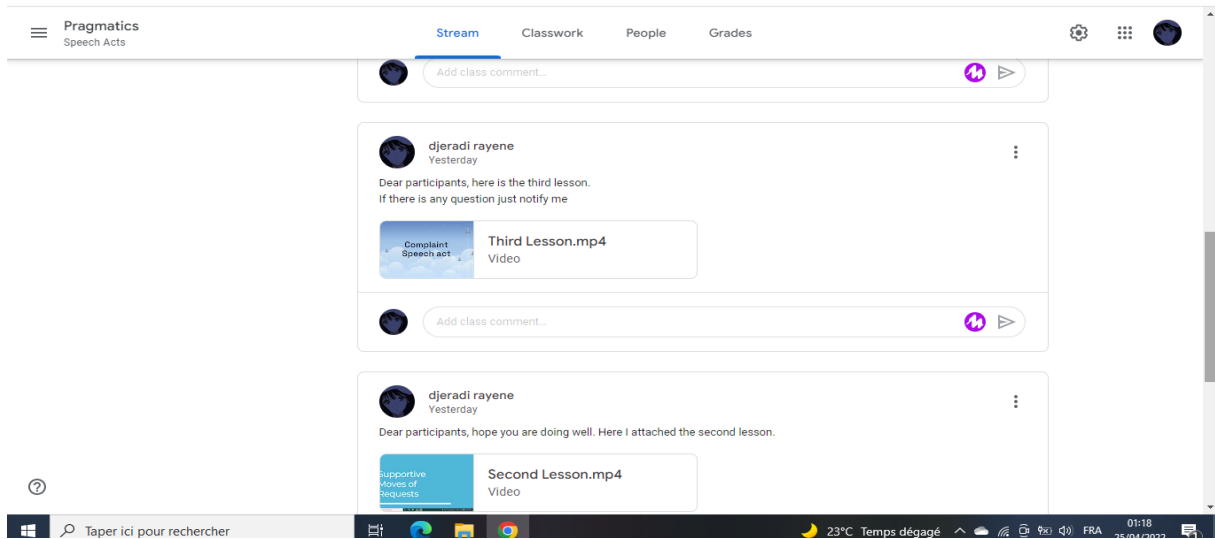
17. What challenges or difficulties did you encounter during the online sessions?

18. Do you have any additional suggestions or comments concerning a better implementation of video-based instruction in our context? *

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Google Forms

Appendix F Google Classroom



Appendix G Interview Questions

Q01. How long have you been teaching at the university?

Q2. In your perspective, to what extent are University students pragmatically competent?

Q3. How often do you employ CALL tools in your teaching? Justify your answer.

Q4. Are you familiar with Video-Based Instruction?

Q5. What are your thoughts on employing Video-based Instruction for pragmatic competence?

Q6. Are you inclined to use Video-Based Instruction in your speech acts lesson? Explain.

Q7. Have you used any Video-based Instructional materials in your teaching in general, and in speech acts instruction in particular?

-If yes, how have the results of the experience impacted your thinking and practice? Can you share the results of the experience?

-If not, what are the factors that impede your use of video-based instruction?

Q8. Can you provide some adjustments to improve the use of video-based instruction in our context?

Q9. Do you have any addition or suggestion concerning Video-Based Instruction in teaching in general?

Appendix H The Lessons

Lesson 1: Request Speech Acts

Medium: Google meet, Google classroom

Lesson: Request Strategies

Materials needed: computer, phone, internet

Lesson focus: The present lesson will focus on request types in general and its strategies in particular.

Objectives of the lesson:

- At the end of this session, students will be able to recognize the head acts in English requests and the three types of request strategies that can be used to realize the head acts.
- Students will be aware of the importance of request speech act
- Student will to be able to distinguish between direct and indirect request strategies as well as the sub-strategies introduced in this unit.

Lesson Component

1. Definition of Request
2. Overview of the Determining Factors in Request Speech Act
3. Parts of a request speech act
4. Strategies of requests / Levels of directness in request strategies

Task with a clip from a movie:

Situation: Jody is self-conscious about her height, and her father tried to make her feel better by hosting a meeting with a tall people club at their home. Jody didn't like being put in that situation, so she went to her room, where her father followed her and said:

Students had to watch the clip and listen to Jody's father request and identify the strategy he employed.

1- What strategy did Jody's father opt for in the video?

2- What would you say in that situation?

Lesson 2: Request Modifications

Medium: Google meet, Google classroom

Lesson: Request Modifications

Materials needed: computer, phone, internet

Lesson focus: The present lesson will focus on request modifications namely internal and external modifications.

Objectives of the lesson:

- To familiarize students with types of modifications that are commonly used in English.
- At the end of the session, students will be able to understand the function of modifications in requests and to differentiate between internal modification and external modification.

Lesson Component

1. Definition of Modification in Speech Acts

1.1 Internal Modification

1.2 External Modification

Task Two

- Propose three situations in which you would use direct, conventionally indirect, and nonconventionally indirect strategies to make requests.
- Identify the supporting moves and sub-strategies utilised in each situation.

Lesson 3: Complaint Speech Acts

Medium: Google meet, Google classroom

Lesson: Request Modifications

Materials needed: computer, phone, internet

Lesson focus: The present lesson will focus on complaint speech acts and its different categories and strategies.

Objectives of the lesson:

- At the end of this session, students will be aware of the factors that determine the level of complaint
- Student will be able to identify the different complaint strategies of English

Lesson Components

1. Definition of Complaint Speech Act
2. Determining Factors related to Directness Level of Complaints
3. Complaint Strategies

Video Task.

- Identify the strategy that they employed in the video
- Propose your own response to the situation

Lesson 3: Modifications of Complaint Speech Acts

Medium: Google meet, Google classroom

Lesson: Request Modifications

Materials needed: computer, phone, internet

Lesson focus: The present lesson will focus on complaint related internal and external modifications.

Lesson Objectives

- To familiarize students with types of modifications that are commonly used in English language complaints.
- At the end of the session, students will be able to understand the function of modifications in complaints

Lesson Components

1. Definition of Supportive Moves
2. Internal Modifications of Complaints Speech Acts
3. External Modifications of Complaints Speech Acts

Task

- Propose three situations in which you would use no explicit reproach, expression of annoyance or disapproval, accusation, and blame to make complaints.
- Identify the used and sub-strategies supporting moves, if available

Rating Scale

5 Excellent

Almost perfectly appropriate and effective in the level of directness, politeness and formality.

4 Good

Not perfect but adequately appropriate in the level of directness, politeness and formality. Expressions are a little off from target-like, but pretty good.

3 Fair

Somewhat appropriate in the level of directness, politeness and formality.

Expressions are more direct or indirect than the situation requires.

2 Poor

Clearly inappropriate. Expressions sound almost rude or too demanding.

1 Very poor

Not sure if the target speech act is performed.

Note: Adopted from Theoretical Framework, Research Questions and Methodology of the Study. In *Context, Individual Differences and Pragmatic Competence*, by Taguchi (2012). (p. 89).

ملخص الدراسة

لم يتم التحقيق بشكل كافٍ في الصلة بين التعليمات المستندة إلى الفيديو والكفاءة البراغمية في السياق الجزائري. من هذا المنطلق، حاولنا أن نرى تأثير تنفيذ التعليمات المستندة إلى الفيديو على متعلمي اللغة الأجنبية الجزائريين للغة الإنجليزية في الكفاءة البراغمية بجامعة بسكرة، ولا سيما تقديم الطلبات والشكوى. بالإضافة إلى ذلك، تهدف الدراسة الحالية إلى إلقاء الضوء على مواقف المعلمين والمتعلمين جنباً إلى جنب مع آرائهم فيما يتعلق بتنفيذ هذه الطريقة لتحسين الكفاءة البراغمية للمتعلمين وإنتاج أفعال الكلام. تطوع 9 طلاب ماستر من جامعة بسكرة للمشاركة في البحث شبه التجريبي. وفقاً لذلك، وباستخدام نهج متعدد الأساليب، اخترنا اختبار إكمال الخطاب (DCT)، واستبيان للطلاب، ومقابلة للمعلمين لجمع البيانات اللازمة. كما كان متوقّعا، كشف تحليل وتفسير البيانات التي تم الحصول عليها أن التعليم المستند إلى الفيديو يمكن أن يساهم في تحسين الكفاءة العملية للطلاب، والتي يتم تصويرها من خلال تطوير إنتاج الطلب والشكوى. علاوة على ذلك، كشفت النتائج أن الطلبات والشكوى قد ازدادت بشكل ملحوظ من حيث التنوع والاستخدام المناسب للتعديلات الداخلية والخارجية. علاوة على ذلك، أشارت النتائج أيضاً إلى الموقف الإيجابي لكل من المعلمين والطلاب تجاه تنفيذ التعليم المستند إلى الفيديو.

الكلمات المفتاحية: تعليم مبني على الفيديو، كفاءة عملية، الطلب، الشكوى.