



**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Mohamed Khider University of Biskra**

**Faculty of Letters and Languages**

**Department of English**

# **MASTER THESIS**

---

Submitted and Defended by:

**Khelili Haddine Chames Ezzamen**

**Title :**

**Investigating the Effect of Pragmatic Transfer on the  
Realization of the Speech Act of Requesting**

**The Case of Third Year Students at the Department of English at  
Biskra University**

---

A Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Master's Degree in Science of the Language.

**Board of examiners:**

|                             |            |                    |
|-----------------------------|------------|--------------------|
| <b>Dr. Lamri Segueni</b>    | <b>MCA</b> | <b>Supervisor</b>  |
| <b>Mr. Walid Aounali</b>    | <b>MAA</b> | <b>Examiner</b>    |
| <b>Mrs. Yasmina Benzida</b> | <b>MAA</b> | <b>Chairperson</b> |

**June 2023**

## ***Dedication***

*After Allah who granted me the power to endure and make it up to here, the first worthies of mentioning are undoubtedly my wonderful Parents; Mom, Dad, thank you for being a blessed bliss and lifting me up since Day 01 and who were always valuing my education and supported me to succeed; I hope this makes you proud.*

*To my precious brothers and sister Akram, Samer, and Lilia, whom even though they had a busy life, they heartedly showed their utter support. To all my relatives, and colleagues.*

*To all my lovely friends whom I really love and respect especially:*

*"Wided Rabeh, Imene zeroual".*

*To everyone who helped me to accomplish this work*

*Thank you all.*

*May this be the start, not the end*

## ***Acknowledgements***

*First and foremost, I wish to thank my supervisor **Dr. Segueni Lamri**, not only for his competence, patience and invaluable feedback, but for the atmosphere of delight he has always created when discussing the various issues pertaining to this research.*

*I am very grateful to the examining members of the jury, **Mrs Benzida Yasmina**, and **Mr Aounali Walid** for reading and evaluating my work. Their priceless comments will surely help me enormously enhance this work.*

*I also wish to acknowledge the support and encouragement I have received from my family, friends and colleagues.*

*I owe too much to all the people who have taken part in my study.*

## **Abstract**

The present study sets out to investigate the effects of pragmatic transfer on the realization of the speech act of requesting. The main goal is to raise learners' awareness concerning this phenomenon..Our other aim is to bring our contribution to this field of research which is very often overlooked. Moreover, Algerian FL learners in particular tend to rely on their mother tongue in performing certain speech acts which results most of the time in pragmatic failure. Therefore, we hypothesize that if learners are aware of this aspect and make use of appropriate requesting formulae, they will overcome many problems in communication and will develop their pragmatic competence. In order to check the validity of our hypothesis, we opted for a qualitative method by administering a Discourse Completion (DCT henceforth) to third year students at the department of English at Biskra University. We randomly selected 22 students from a population of 220 which we believe are representative of the whole population. In the field work, students' DCT has been prepared and piloted to test the student's attitudes towards the instructions and situations. After the analysis of the data obtained from the DCT, we found out that the majority of students were able to make the difference between the interlocutors and realized the correct form of requesting. This recognition and pragmatic awareness make them at ease to perform the speech act of requesting successfully which leads us to confirm our hypothesis.

**Keywords:** Pragmatics, Pragmatic transfer, Pragmatic competence, speech acts.

## List of abbreviations

**CCP** Cross-Cultural Pragmatics

**CCSA** Cross Cultural Speech Act

**DCT** Discourse Completion Task

**EFL** English as Foreign language

**ENSs** English Native Speakers

**HA** Head Act

**SLA** Second Langage Acquisition

**ILP** Interlanguage Pragmatics

**IL** Interlanguage

**TL** Target Language

**NS** Native Speaker

**L2** Second Language

**NL** Native Language

**NNS** Nonnative Speaker

## Liste of Tables

|  |               |
|--|---------------|
| <b>Table 1 Students' Answers Distribution in Situation 1 .....</b> | <b>- 44 -</b> |
| <b>Table 2 Students 'Answers Distribution in Situation 2 .....</b> | <b>- 45 -</b> |
| <b>Table 3 Students' Answers Distribution in Situation 3 .....</b> | <b>- 47 -</b> |
| <b>Table 4 Students 'Answers Distribution in Situation 4 .....</b> | <b>- 49 -</b> |
| <b>Table 5 Students' Answers Distribution in Situation 5 .....</b> | <b>- 51 -</b> |
| <b>Table 6 Students' Answers Distribution in Situation6 .....</b>  | <b>- 52 -</b> |
| <b>Table 7 Students' Answers Distribution in Situation 7 .....</b> | <b>- 54 -</b> |

## List of Figures

|  |               |
|--|---------------|
| <b>Figure 1 Pragmatic Transfer Continuum: Language-Culture.....</b>    | <b>- 12 -</b> |
| <b>Figure 2 Taxonomy of Speech Acts.....</b>                           | <b>-29-</b>   |
| <b>Figure 3 Respondents' Answers Distribution in Situation 1.....</b>  | <b>- 44 -</b> |
| <b>Figure 4 Respondent's' Answers Distribution In situation 2.....</b> | <b>- 46 -</b> |
| <b>Figure 5 Respondent's' Answers Distribution in Situation3 .....</b> | <b>- 48 -</b> |
| <b>Figure 6 Respondents' Answers Distribution in Situation 4.....</b>  | <b>- 50 -</b> |
| <b>Figure 7 Respondents' Answers Distribution in Situation 5.....</b>  | <b>- 51 -</b> |
| <b>Figure 8 Respondent's' Answers Distribution in Situation 6.....</b> | <b>- 53 -</b> |
| <b>Figure 9 Respondents' Answers Distribution in Situation 7.....</b>  | <b>- 55 -</b> |

# Table of Contents

|  |                 |
|--|-----------------|
| <i>Dedication</i>  | I               |
| <i>Acknowledgement</i>                                     | II              |
| <b>Abstract</b>  | <b>III</b>      |
| <b>List of abbreviations</b>                               | <b>IV</b>       |
| <b>List of Tables</b>                                      | <b>V</b>        |
| <b>List of Figures</b>                                     | <b>VI</b>       |
| <b>Table of Contents</b>                                   | <b>VII</b>      |
| <b>General Introduction</b>                                | <b>- 1 -</b>    |
| 1. <b>Background of the study</b>                          | <b>- 2 -</b>    |
| 2. <b>Statement of the problem</b>                         | <b>- 3 -</b>    |
| 3. <b>Research questions</b>                               | <b>- 4 -</b>    |
| 4. <b>Research hypotheses</b>                              | <b>- 5 -</b>    |
| 5. <b>Research methodology</b>                             | <b>- 5 -</b>    |
| 6. <b>Sample</b>   | <b>- 5 -</b>    |
| 7. <b>Aim of the study</b>                                 | <b>- 6 -</b>    |
| 8. <b>Significance of the study</b>                        | <b>- 6 -</b>    |
| 9. <b>Structure of the study</b>                           | <b>- 7 -</b>    |
| <b>CHAPTER ONE      Pragmatic Transfer</b>                 | <b>- 8 -</b>    |
| <b>Introduction</b>  | <b>- 9 -</b>    |
| 1.1 Pragmatic Transfer and Pragmatic -Language Acquisition | - 9 -           |
| 1.2 Defining Pragmatic Transfer                            | - 11 -          |
| 1.3 Types of Pragmatic Transfer .....                      | - 12 -          |
| 1.3.1 Negative Transfer.....                               | -13-            |
| 1.3.2 Positive Transfer.....                               | -14-            |
| 1.4 Pragmatic Failure.....                                 | - 14 -          |
| 1.4.1 Pragmalinguistic Failure.....                        | - 15 -          |
| 1.4.2 Sociopragmatic Failure.....                          | <b>Erreur !</b> |
| <b>Signet non défini.</b>                                  |                 |
| 1.5 Manifestations of Pragmatic Failure.....               | - 16 -          |
| 1.6 Factors affecting pragamtic transfer.....              | -16-            |
| 1.6.1 Linguistic factors.....                              | - 17 -          |



|  |                 |
|--|-----------------|
| 1.6.2 Sociolinguistic factors.....   | <b>Erreur !</b> |
| <b>Signet non défini.</b>  |                 |
| 1.6.3 Pragmatic factors.....   | - 18 -          |
| 1.7 The Causes of Language Transfer.....   | -19- 19         |
| -  |                 |
| 1.7.1 Pragmatic production.....  | - 19 -          |
| 1.7.2 Contextual Factors.....  |                 |
| <b>Erreur ! Signet non défini.</b>   |                 |
| 1.7.3 Pragmatic Perception.....  |                 |
| <b>.Erreur ! Signet non défini.</b>  |                 |
| 1.7.4 Cultural Awareness.....  | <b>Erreur !</b> |
| <b>Signet non défini.</b>  |                 |
| 1.7.5 Overgeneralization.....  |                 |
| <b>Erreur ! Signet non défini.</b>   |                 |
| 1.7.6 Linguistic Competence.....   | -20-            |
| 1.8 Interlanguage Pragmatics.....  | - 21 -          |
| <b>Conclusion.....</b>   | <b>- 21 -</b>   |
| <b>CHAPTER TWO Speech Acts.....</b>  | <b>- 23 -</b>   |
| <b>Introduction.....</b>   | <b>- 24 -</b>   |
| 2.1 The Speech Act Theory.....   | - 24 -          |
| 2.2 Felicity Conditions :The Success of a Speech Act.....                        | - 25 -          |
| 2.3 Levels of a Speech Act.....  | - 26 -          |
| 2.3.1 locutionary Act.....   | -26             |
| 2.3.2 Illocutionary Act.....   | -26             |
| 2.3.3 Perlocutionary Act.....  | -27-            |
| 2.4 Classification of Speech Acts.....   | -28-            |
| 2.2 The Speech Act of Requesting.....  | - 30 -          |
| 2.3 Request Strategies.....  | - 32 -          |
| 2.3.1 Request Perspectives.....  | -33-            |
| 2.3.2 Request Segments.....  | -33             |
| 2.4 Components and Functions of Illocutionary Force.....                         | - 34 -          |
| 2. Reviewing a Sample of Studies Conducted within the Fields of CCP and ILP..... | - 35 -          |
| <b>Conclusion</b>  | <b>- 39</b>     |
| -  |                 |
| <b>CHAPTER THREE Field Work : Data Analysis .....</b>                            | <b>- 41 -</b>   |

|  |                                    |
|--|------------------------------------|
| <b>Introduction.....</b>                     | <b>- 42 -</b>                      |
| 3.1 Discourse Completion Task.....           | -42                                |
| 3.1.1 Administration of the DCT.....         | - 43 -                             |
| 3.1.2 Piloting the DCT.....                  | - 43 -                             |
| 3.1.3 Participants.....                      | - 43 -                             |
| 3.2 Data Analysis: Requests.....             | - 43 -                             |
| 3.2.1 Situation 01.....                      | - 44 -                             |
| 3.2.2 Situation 02.....                      | - 45 -                             |
| 3.2.3 Situation 03.....                      | - 47 -                             |
| 3.2.4 Situation 04.....                      | - 48 -                             |
| 3.2.5 Situation 05.....                      | - 50 -                             |
| 3.2.6 Situation 06.....                      | - 52 -                             |
| 3.2.7 Situation 07.....                      | - 53 -                             |
| <b>Conclusion.....</b>                       | <b>- 55 -</b>                      |
| <b>Summary of the Findings .</b>             | <b>- 56</b>                        |
| -  |                                    |
| <b>Recommendations .....</b>                 | <b>Erreur ! Signet non défini.</b> |
| <b>Limitations .....</b>                     | <b>-57</b>                         |
| <b>Suggestions for further studies .....</b> | <b>-59-</b>                        |
| <b>General Conclusion .....</b>              | <b>..-61-</b>                      |
| <b>References.....</b>                       | <b>- 63 -</b>                      |
| <b>Appendix...- 71 -</b>                     |                                    |
| <b>الملخص</b>                                |                                    |
| .....  | Erreur !                           |
| Signet non défini.                           |                                    |

**GENERAL**

**INTRODUCTION**

## **1. Background of the study**

Although speech acts are universal aspects of language use they remain culture bound. Therefore, the ways in which they are realized in real life situations vary from one language to another. Therefore, we believe that being pragmatically aware will help learners to communicate more efficiently when confronted with situations that are culturally and linguistically different. In recent years, cross-cultural communication and interlanguage studies have given particular attention to speech acts. Most studies examine speech acts in two or more languages or cultures to identify differences and similarities.

In fact, different people hold different views about the term 'Transfer'. Odlin (1989) for instance, defined transfer as influence of the language that has been previously acquired (or not completely acquired) on the target language because of similarities and differences between them. Later on, Kasper (1992) classified pragmatic transfer into two types, namely positive transfer and negative transfer. Positive transfer happens when conventions and rules of language use are shared between L1 and L2. Negative transfer happens when L1 pragmatic knowledge is different from L2 pragmatic knowledge.

From a historical perspective, language transfer studies are dated back to the 1940's and the 1950's. The term transfer was first introduced during the contrastive era (i.e. contrastive analysis) that was dominated at that time by the behavioristic and structural linguistics (Lado R. , 1957). In the 1960's, the noticeable influence of L1 on L2 especially at the phonological level led to formulating the so-called Contrastive Analysis hypothesis, it suggested that L1 is likely to influence L2 either negatively and positively. It was at that time, the fashion to believe that features which are similar in L1 and L2 are likely to be transferred positively to L2 and

conversely, those which are different in L1 and L2 are likely to be transferred negatively to L2. The former type of transfer is positive that is labeled facilitation and thus, facilitates the learning of those features. The latter is negative that is labeled interference and thus, leads to an erroneous use of these features.

As a new field of research, Interlanguage pragmatics (ILP henceforth) is being given more attention by researchers whose interest is in L2 learners' pragmatic competence. In ILP, researchers have concentrated on speech act realization. A speech act which is "the basic or minimal unit of linguistic communication" (Searle, 1969), has become the focus of pragmatic research. Compared to other speech acts, request, as "a directive speech act" requires a high level of speakers' pragmatic competence since it is commonly regarded as a face threatening act. (Ellis, 2008). This necessitates sharpening EFL learners' pragmatic awareness in the various aspects of pragmatic transfer so that they might avoid transfer from their native language.

## **2. Statement of the problem**

When trying to perform speech acts in the target language FL and SL learners very often transfer pragmatic knowledge in addition to the knowledge of other linguistic levels of the native language. In fact this process does not work because of the differences at the linguistic and cultural levels. As a result, most of the time non-native speakers transfer formulaic structures from their mother tongue and this leads to misunderstandings and miscommunication problems. The main causes of language transfer are the lack of pragmatic awareness which is due to the lack of pragmatic knowledge and the lack of linguistic knowledge too. Both teachers and EFL learners give a high importance to communication but the latter necessitates a great deal of awareness from their part, relating to language generally and more specifically to the realization and perception of speech acts. Research into intercultural communication has shown that non

native speakers often tend to transfer from their mother tongue to the target language which results in pragmatic transfer.

Moreover, even advanced learners who possess a relatively good command of the structures of the target language may at times make pragmatic errors. That is to say, that linguistic competence is not sufficient to appropriately function in the TL. Most of the studies conducted so far, found out that formulaic structures and speech acts are of high importance since they contribute in the effective conveying of a message, and in avoiding many breakdowns in communication. In this respect, Franch ( 1998) contends that the Lack of cultural awareness and relevant information and about the language culture, irrespective of linguistic proficiency leads to negative transfer.

In fact, requesting is the most currently used speech acts between native or non-native speakers. Therefore developing its use among FL learners is of great importance. However, this directives speech act poses certain problems due to many intervening factors which include socio-cultural factors and linguistic factors. Actually, language transfer can appear when FL learners depend on their mother tongue in order to acquire a second and a foreign language, and this is through comparing the similarities and differences between their mother tongues and the language they deal with. In other words, whenever an individual goes back to his/her mother tongue, in order to understand or to use the foreign language, the issue of transfer takes place. In this regard, the area of speech acts occupies a considerable place in the pragmatic theory.

Throughout the present study, we intend to shed light on the potential linguistic and cultural constraints that face FL learners in both the production and reception of the speech act of requesting. Our other aim is direct both teachers and learners to the need of giving importance to enhancing pragmatic ability.

### **3. Research Question**

Throughout the present study we will try to give answers the following research questions:

- a. To what extent do Algerian EFL learners demonstrate pragmatic transfer in the realization of the speech act of requesting in English?
- b. How does learner's perception towards the language (English and Arabic) and their culture affect Pragmatic transfer?
- c. What are the factors that may cause language transfer?

### **4. Research hypothesis**

The hypothesis underlying our study postulates that:

The more learners are linguistically competent and pragmatically aware the more their realization of the speech acts will be appropriate.

### **5. Research methodology**

Very often the choice of the method and data collection tools is imposed by the nature of the issue under investigation. Our study investigates the effect of language transfer on the speech act of requesting. Therefore, we opted for a qualitative descriptive method which relies mainly on the feedback provided by the informants selected to conduct this study. Our main data collection tool is a discourse completion task which we think is the most appropriate to test our hypothesis.

## **6. SAMPLING**

The sample of our research is 22 students from the department of English at the university of Mohamed khider Biskra., we have randomly selected the sample from population of 220 students to help us accomplish the present study with useful and reliable data.

## **7. Aims of the study**

The main aim of the present research into pragmatic transfer is to contribute to the growing body of knowledge about interlanguage pragmatics. Our study seeks to diagnose and identify the causes and the consequences resulting from the transferability from one language into another one. Our other aim is also to find out whether or not learners' linguistic competence has a direct impact on their performance of speech acts. Moreover, we want to highlight the close links between cultural difference and speech act realization. The aim of this study is to reconsider the role of the L1 in interlanguage pragmatics. This means that we shall study pragmatic transfer within the frames of cross-cultural pragmatics and SLA research. Our study endeavours to reach the following objectives:

- a- To identify pragmatic transfer and give an overview about the relationship between pragmatic transfer and linguistic proficiency.
- b- To spot light on the factors affecting the realization of the speech act of requesting.

## **8. Significance of the study**

Compared to other areas of interlanguage studies, very few studies have been conducted into interlanguage pragmatics. Therefore, the results from the present study will tackle the role of pragmalinguistic and sociopragmatic transfer and their influence on speech act



realization. Moreover, we believe that being pragmatically aware will help learners to communicate more efficiently when confronted with situations that are culturally and linguistically different. Besides, the findings are going to help teachers and course designers to rethink their methods and contents to enable learners to effectively respect pragmatic norms of the target language by avoiding transfer. Therefore, we can say that in the study of pragmatic transfer many fields are at interplay which constitutes a hurdle that should be overcome..

## **9. Structure of the study**

This research work is composed of three chapters. The first one is devoted to the theoretical background of interlanguage pragmatic studies. This chapter tackles the views about interlanguage pragmatics and pragmatic transfer by different scholars. It deals with the definition of the notion of language transfer, its types, its causes and its different manifestations,. It also reviews the historical background of language transfer. Also , it highlights the main levels, where transfer takes place in learning a foreign language. In addition to that, it presents an overview of the main studies that have been conducted so far on language transfer. The second chapter is concerned with the speech act theory and more particularly the speech act of requesting. We will give a historical overview of the speech act by outlining the various definitions of a speech act, its levels and its classification according to the illocutionary force. We will also concentrate on the overall use of request strategies. The last chapter in this research is the field work and deals with the methodological approach including the method adopted and the data gathering tool used in this study. It also presents the interpretation of results, instrument, participants and procedure .It analyses the results obtained from the DCT. The last part of the study is devoted to some recommendations relevant to the study and limitations of the study.

**CHAPTER ONE**

**PRAGMATIC TRANSFER**

# **Chapter One      Pragmatic Transfer**

## **Introduction**

Interlanguage Pragmatics (ILP) studies second language learners' pragmatic competence. This field has attracted the interest of many researchers because of its importance in communication and more precisely the realization of speech acts. However, this aspect of language use poses certain problem mainly to FL learners who lack linguistic and pragmatic competence. The result is that most of the time their speech act performance is not in concordance with the target language rules. This is what is called pragmatic transfer where speaker use their native language to express their ideas, thoughts and feelings. The purpose of this chapter is to describe the nature of pragmatic transfer and its impact on communication. We will first review the different definitions proposed by different scholars. We will also state its types as well as the factors causing its manifestations.

## **I.1 Pragmatic Transfer and Pragmatic -Language Acquisition**

Second language researchers have emphasized the role of Language as a social phenomenon. Language is a tool for expressing feelings, establishing rapport, and indicating social distance. The acquisition of L2 pragmatics is now a goal of language learning and instruction in addition to the acquisition of L2 syntax and phonology. Pragmatics is concerned with the ability to understand the speakers' intention, to interact and communicate with speakers of other languages through language forms appropriate to specific contexts.

Many studies on a range of speech acts: Fraser(1980); Rintell (1980) and Walters(1980), Koike(1989), including requests, apologies, complaints, refusals, expressions of thanks and

praises, have been done in the context of pragmatic research. These aspects of language are regularly employed in daily communication to gain information, assistance, or cooperation from others. Requests have drawn a lot of attention among them. Since most of their interactions with speakers of the target language come in the form of requests. In the last few decades, several request speech act studies have been carried out by comparing natives' request performances with those of non-native's: Blum-Kulka(1986), House(1987), & Kasper(1989). Different cultural values can affect language users' perceptions, which can result in misunderstandings and even a pragmatic breakdown in communication. According to a body of research on L2 learners' request speech acts. Kasper (1989) reports that cultural differences exist in the circumstances under which requests are made as well as the patterns by which they are actually fulfilled. Additionally, the polite strategies, the importance of contextual factors like participants' social status and social distance, and what is regarded as a face-threatening request, and formal or private relationships may vary between different communities(Blum-Kulka S. , 1984).

The reason for studying requests by Algerian learners of English in this study lies in the fact that Arabic differs significantly from English both linguistically and culturally. In the light of these linguistic and cultural differences between the two languages, it is unclear whether Algerian English learners can employ a request strategy in a manner that is pragmatically acceptable. With the increasing importance of intercultural communication, many Researchers have focused on paying attention to the role of the learner's first language (L1) in second language use. According to earlier study on L1 transfer, Gass(2001) and Selinker(1983) assert that transfer is crucial for the development of interlanguage, or a learner's language system. Pragmatic transfer, according to Beeb (2006), Takahashi(1990), is primarily the "transfer of L1

sociocultural communicative Competence in performing L2 speech acts or any other aspects of L2 conversation, where The speakers are trying to achieve a particular function of language”

## **I.2 Definition of Pragmatic Transfer**

The available definitions of pragmatic transfer vary according to the researchers' stance. Olshtain for instance defines pragmatic Transfer as a learner's strategy of incorporating native-language-based elements in target Language production. Takahashi T(1990) refers to pragmatic transfer as:“Transfer of the L1 sociocultural competence in performing L2 speech acts or any other aspects of L2 conversation where the speaker is trying to achieve a particular function of language”. Kasper G (1996) and Blum Kulka (1993), see pragmatic transfer as involving the inclusion of L2 pragmatic characteristics in LI.

For the present study we shall adopt Kasper's G (1992) definition of Pragmatic transfer. According to her, pragmatic transfer is the impact that prior pragmatic knowledge has on the application and acquisition of L2 pragmatic knowledge. In other words, it is the influence on the learners' pragmatic knowledge of languages and cultures other than their second language (L2) has on their understanding, production, and acquisition of L2 pragmatic information is referred to as pragmatic transfer in interlanguage pragmatics. According to Kasper G (1992), many linguists have demonstrated that, while communicating with native speakers of the target language, second language learners frequently transfer the sociolinguistic norms of their mother tongue. The assumption is that pragmatic transfer is a major cause of the breakdown of cross-cultural communication. This definition has been has been validated by studies on second language learners' realization of target language speech acts.



### **1.3.1 Negative transfer**

This type of transfer which is considered as interference is most of the time discussed as a source of deviation and is called negative transfer. This very often occurs when speakers or learners transfer items and structures that are not the same in the target language that they are after. even before the field of second language research emerged during the 1940s and 1950s, linguists studying language transfer distinguished the notions of positive from negative transfer (Selinker L. , 1972) errors, overproduction, underproduction, and misunderstanding are the results of negative transfer. Ellis (1985) argues that when linguistic differences between the first and the second language exist this leads to transfer errors. In other words, the differences between rules of the native language and the target language may lead learners to make more errors in the production of the target language. In the same line of thought, Nunan (1992) claims that “where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages.”.

Negative transfer is a kind of linguistic strategy or language process whereby learners transfer improperly the language features of their language into the target one that they are trying to perform, acquire or learn. So, negative pragmatic transfer, is the inappropriate transfer of native sociolinguistic norms and conventions of speech into the target language. On this particular aspect, Odlin (1989) states that “transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired”. It means that transfer occurs in learning foreign languages due to the similarities and differences between the mother language and the target.

### **1.3.2 Positive Transfer**

According to Richards & Schmidt( 2013, p, 607) “Positive transfer is learning in one situation which helps or facilitates learning in another later situation. When the relevant transferred structure of both languages is the identical, linguistic transfer can result in correct language performance called positive transfer .When a language learner successfully conveys his or her intended message as a result of transmitting a language-specific convention of usage shared by L1 and L2, this is referred to as positive pragmatic transfer. Adding to this, this transfer can be positive, when the First language and the target language have the same structure. The pragmatic perspective toward the learner language led to the birth of a new interdiscipline, interlanguage pragmatics (ILP) and can be defined as: “the branch of second language acquisition research which studies how non-native speakers (NNS) understand and carry out linguistic action in the target language, and how they acquire second language pragmatic knowledge” (Kasper,1992, p. 203).

### **1.4 Pragmatic Failure**

In general, the goal of learning a second or foreign language is communication. However, many students are surprised when they realize that, in spite of having a satisfactory command of the grammar rules of the target language, they are unable to conduct a conversation with native speakers. Thomas (1983: 91) defines pragmatic failure as “...the inability to understand ‘what is meant by what is said’”.. In the same way, Blum-Kulka and Olshtain (1986: 166) consider that pragmatic failure takes place “... whenever two speakers fail to understand each other’s intentions”. That is why pragmatic failure is an important source of intercultural communication breakdown. Even if a non-native speaker is fluent, his/ her inappropriate speech may cause him or her to appear rude, uncultured or even awkward.



According to many authors such as Thomas. J (1983) and Leech (1983) pragmatic failure is divided in two subcategories : Pragmalinguistic and sociopragmatic failure.

#### **I.4.1 Pragmalinguistic Failure**

Pragmalinguistic failure occurs when the pragmatic force of a linguistic structure is different from that normally assigned to it by a native speaker(Thomas,1983). An important source of this type of error is pragmalinguistic transfer, where speech-act strategies are inappropriately transferred from L1 to L2. For example, using «Can you pass the salt?" in Russian to make a request, since this would be interpreted as a question to know if the listener has the physical ability to pass the salt.

#### **1.4.2 Sociopragmatic failure**

Sociopragmatic failure, on the other hand, stems from the different intercultural perceptions of what constitutes appropriate linguistic behaviour. As Thomas (1983,pp.9) states this type of pragmatic failure is more difficult to correct and overcome by the students since this involves making changes in their own beliefs and value system. Some examples of sociopragmatic failure derive from. So, pragmatic failure is due to the cross-cultural differences. In fact, in this case, we can say that sociopragmatic failure is the result of:

- a- The size of imposition
- b- Power and social distance
- c- Cultural differences.

So, as (Thomas J. , 1983) contends if there is a mismatch between L1 and TL in the evaluation of social distance, of what constitutes an imposition, and in evaluating relative power, rights and obligations sociopragmatic failure takes place.

### **I.5 Manifestations of Pragmatic Failure**

As stated in the previous section, Thomas G (1983) views pragmatic failure as “the inability to understand what is meant by what is said. In other words, H (the hearer) perceives the force of S’s (the speaker) differently from what S intended, she or he should perceive it”. Thomas explains this as follows:

- A. H perceives the force of S’s utterance as stronger as or weaker than S intended, she/he should perceive it.
- B. H perceives as an order an utterance which S intended; she/he should perceive as a request;
- C. H perceives S’s utterance as ambivalent where S intended no ambivalence
- D. S expects H to be able to infer the force of his/her utterance, but is relying o the system of knowledge or beliefs which S and H do not share.

Therefore, we can conclude that pragmatic failure occurs when interlocutors fail to understand each other’s intended meaning. This is very often caused by the choices they make and the constraints they face when performing any speech act.

### **1.6 Factors affecting Pragmatic transfer**

The question that arises at the outset is why does pragmatic transfer occur? In order to answer this question we have to look for the factors that are at the origin of this pragmatic phenomenon. The most influential reason that leads to negative pragmatic transfer is the fact

that learners lack pragmatic awareness which is due to the ignorance of the culture of the TL. The second most important cause is lack of linguistic knowledge the resources for performing a given speech act. This is manifest in the wrong choices of the appropriate linguistic formula while performing a speech act. Basically, there are internal factors which concern the degree of imposition, power, and the degree of infraction. Other factors are called external and concern the relationship between interlocutors and this includes distance and closeness and the degree of formality and informality. In the coming subsections we will outline some these factors.

### **1.6.1 Linguistic factors**

Pragmatic transfer usually occurs when nonnative speakers wrongly select the linguistic formulae used in the realization of a speech. This very often happens when nonnative speakers borrow consciously or unconsciously from their mother tongue linguistic structures or lexical expressions which they believe are correct. However, in most cases this engenders ambiguity or inappropriateness whose consequences are misunderstandings and miscommunication. This might even lead to the speaker considered as awkward, rude or even impolite.

### **1.6.2 Sociolinguistic factors**

Language is a social phenomenon. Any linguistic interaction is above all a social interaction Any interaction is carried out according to certain social constraints that are imposed by certain social laws or norms. Any speakers is expected to respect those laws .If a speaker does not obey those rules by behaving linguistically following his native language he/she runs the risk of violating those rules and therefore, would seem strange ,awkward or even rude.

### **1.6.3 Pragmatic factors**

Pragmatic ability in general refers to the ability to understand what is meant by what is said. Therefore, in order to be pragmatically competent we need to interpret what is said, as well as what is not said, and what may be communicated non-verbally. These verbal and non-verbal cues transmit to us just how polite, direct, or formal the communication is and what the intent (e.g., to be kind, loving, attentive, devious, provocative, or hostile). The intended meaning can be transmitted through language (e.g., through words, phrases, or extended discourse), or through gestures, or through silence.

In order for the reception or production to be pragmatically successful in the given L2 largely depends on various factors, such as:

- a- Our proficiency in that L2 and possibly in other (especially related) languages,
- b- Our age, gender, occupation, social status, and experience in the relevant L2-speaking communities, and,
- c- Our previous experiences with pragmatically competent L2 speakers and our multilingual/multicultural experiences in general. Let's look at the different skill areas:

In fact, pragmatic ability refers to the ability to go beyond the literal meaning of what is said or written, in order to interpret the intended meanings, assumptions, purposes or goals, and the kinds of actions that are being performed. The interpretation of pragmatic meaning can sometimes constitute a challenge even to native speakers. . So, the interlocutors need to collaborate to assure that genuine communication takes place. Pragmatic ability then, refers to the ways in which people carry out specific social functions in speaking such as requesting

apologizing, complaining, refusing things/invitations, complimenting, or thanking These have been referred to as speech acts.

## **1.7 The Causes of Language Transfer**

Pragmatic transfer can be caused by many factors. Some of them are purely linguistic while others are directly linked to the context of language use. FL learners very often lack two main important element in their communication practices As already stated in the previous section, those factors can be either external (like the interlocutors' degree of formality and informality, relative distance and closeness and their status) or context-internal (like the degree of imposition and power) .These factors lead FL learners to transfer from their mother tongue while performing speech acts and this results in pragmatic transfer. In the coming section, we will detail these factors.

### **1.7.1 Pragmatic Production**

This refers to the interlocutors' use of appropriate pragmatic formulaic structures used to perform a speech act in a specific context. It has to do with the speaker's ability to use appropriate linguistic forms to express their intentions and purposes. It requires the identification of the contextual factors that help in both the reception and production of the speech act.

### **1.7.2 Contextual Factors**

Context is a crucial element in pragmatic understanding .It refers to the elements surrounding any communication act. It also indicates how appropriate a speech act strategy is when placed in a given context. It also shows how successful a speech act strategy in expressing the intended meaning.

### **1.7.3 Pragmatic Perception**

Pragmatic perception refers to how interlocutors assess the appropriateness of a strategy in a given context in realizing a speech act. The appropriateness of a strategy is closely linked to contextual appropriateness. The way people perceive a speech act depends largely on the choice of the strategy used in performing or receiving a speech act.

### **1.7.4 Cultural Awareness**

Language is inseparable from culture. Any language is associated with a particular culture with all its aspects of way life, etiquette ,taboos and customs..Therefore, language cannot be fully understood without enough cultural background knowledge .In fact, the use of an y language is shaped by culture.

### **1.7.5 Overgeneralization**

Our pragmatic ability is sometimes influenced by other similar languages than the TL. This sometimes can be a facilitating factor. However, in some cases it may constitutes a serious hurdle due to overgeneralization of certain linguistic formulae. Very often Bilingual learners as in the case of Algerian students tend to borrow certain expressions from French. Over generalization by analogy is the major factor of language transfer.

### **1.7.6 Linguistic Competence**

Syntactic and lexical aspects sometimes do not constitute a real obstacle for FL learners whose language mastery is not sufficient do enough to help do them perform certain speech act. They sometimes struggle with the grammatical rules as well as with finding the right lexical item

to express themselves .The lack of vocabularies of the target language leads learners to use words from their native language or words from another similar language in foreign language on purpose when they cannot find the right words in the target language.

### **1.7 Interlanguage Pragmatics**

In fact, interlanguage pragmatics has been defined by many researches in different ways. Neddar defines interlanguage pragmatics as: “The knowledge of the non-native speaker’s use of pragmatically utterances according to the sociocultural norms of the target language (TL)” (Neddar, 2011).That is to say, interlanguage pragmatics refers to a second language learner’s comprehension and use of l2 pragmatics knowledge in different contexts, and by taking into account the sociocultural norms of that language. Gabrielle Kasper defines interlanguage pragmatics in various ways. For her, ILP is “The investigation of non-native speaker’s comprehension and production of speech acts, and the acquisition of l2-related speech act knowledge is acquired”. Furthermore, Schauer (2009) defines ILP as “the acquisition, comprehension and production of contextually appropriate language by foreign or second language learners”.

## **Conclusion**

As can be seen through this chapter, pragmatic transfer which has been defined by many authors in the literature has different aspects and manifestations. Throughout this chapter, we attempted to outline its aspects, its types and its causes. We also wanted to show that pragmatic transfer is caused by some interlanguage factors related to FL learners language proficiency, their cultural awareness and possibly other psychological factors.





**CHAPTER TWO**  
**SPEECH ACTS**

## **Chapter Two**

## **Speech Acts**

### **Introduction**

The primary aim of this chapter is to give an overview of the speech act theory. We will concentrate on the speech act of requesting by stating its semantic and linguistic realization. We will also outline the different strategies used in English to perform this frequently used speech act. We will first provide a definition of this specific speech act, outlining its main characteristics and differentiating it from other type of speech acts, such as apologizing, complimenting or suggesting. We will also give an overview of the different studies conducted so far in interlanguage pragmatics concerning the speech act of requesting. We will also present Searle (1971)'s theory of speech acts and Austin (1994)'s theory of speech acts, which distinguishes between the three types of acts (locutionary, illocutionary, and perlocutionary acts). Last but not least, we will outline Austin' taxonomy of speech acts.

### **2.1 The Speech Act Theory**

The term "speech act" has been used differently by many researchers. Austin (1962:8) was the first scholar who defined a speech act as "the act of uttering a certain sentence in a given context for determined purpose." Searle, an American Philosopher, explains the term speech act as "doing by saying". The speech act theory was originally developed by Austin (1962) and further elaborated by Searle (1962). Austin argues that every single utterance and every single meaning perform particular acts (qtd in Huang, 102). EFL students should know how to do things by words; therefore, they need to know which utterances to use in order to perform a specific action such as: asserting, apologizing, requesting, suggesting, complimenting etc. The

Speech act theory has been influential in language pedagogy and inter-language pragmatics. Austin (1962) has been regarded as the founder of the speech act theory with his famous assumption that people use language not just to say things, but to do things. As Austin claims that “many utterances (things people say) are equivalent to actions”. According to his performative hypothesis, Austin (ibid.) claims that when people use language, they do more than just make statements, that is, they perform actions.

## **2.2 Felicity conditions or The Success of a Speech Act**

When people speak, they don't just speak or say words but also perform a particular action (Neddar, 2004). Speech acts have a great importance especially in the field of pragmatics as it is considered as “one of the central phenomena that any general pragmatic theory must account for”. The general goal of the speech act theory is on what speakers intend by their utterances. In addition, there are some conditions, which are necessary to the success of a speech act to be successful. These conditions are called ‘felicity conditions and the act as felicitous or infelicitous..

Brown (1987) states that “a felicity condition is one of the real-world conditions that must be met by aspects of the communicative event in order for a particular speech act to come as intended”. That is to say, felicity conditions are the most important part in communication for the success of speech acts. Austin (1994) distinguishes three types of felicity conditions, which are as follows:

- a. There must be a conventional procedure having a conventional effect.
- b. The circumstances and persons must be appropriate, as specified in the procedure.
- c. The procedure must be executed (i) correctly and (ii) completed.

Neddar (2004) explains these conditions in one of his lectures on discourse analysis and pragmatics, On March 16th 2016. He sees that these conditions necessitate that the language used should be understood by both participants, the action should be possible, and the context should be suitable.

As the example given by Austin, the purpose of the utterance “I now pronounce you husband and wife” This can be only said by a particular person in a particular situation. Here, it is said in a wedding ceremony by a special person who has the authority to do so in order to be achieved.

## **2.2 Levels of a Speech Act**

Austin explains the nature of a speech act by saying that “in saying something, a speaker is also doing something”(Austin, 1994). In other words, when people speak, they perform a particular function, which goes in parallel with what they utter. He sees that the performance of a speech act involves the performance of three types of acts. In fact, Widdowson (1996) classifies them as follows :

### **2.2.1 Locutionary Act**

The first act is what Austin calls ‘locutionary act’, or the act of saying something that follows the rules of a given language. They contain three main aspects: phonetic, phatic and rhetic. In fact, it concerns the literal meaning of an utterance. Of course, this utterance is meaningful as it obeys the rules of the language .

### **2.2.2 Illocutionary act**

The second level and the most important one is called the “illocutionary act”. It is the driving force behind what we say as it is the act that performs a particular social function

contained within an utterance or a written text. It is the action that is being through our utterances depending on our intentions and the context of language use. At this level, it is called the core of the speech act.

### **2.2.3 Perlocutionary act**

The third level of a speech act is what Austin calls a 'perlocutionary act'. This has to do with effect on the addressee and affects his behavior, beliefs, feelings, and even mood. In sum, we can say that the perlocutionary act is the effect of the utterance on the hearer, the locutionary act is the literal meaning and the illocutionary act has a certain force in saying something. Neddar (2004) explains this by saying that when: "we produce an utterance with a communicative value: an offer, an explanation or a warning». In other words, when people produce utterances they in fact perform particular functions. This is the second act, which is called the illocutionary act. Neddar also adds that the speaker of that utterance intends to have an effect on the hearer; to frighten, to persuade or to impress. In fact, this kind of effect deals with the third act of speech, which is known as the perlocutionary act. Furthermore, the second act, which the illocutionary force is the most important one when it comes to the notion of the speech acts.

In his turn, Yule (1996) contends that: '...the term 'speech act' is generally interpreted quite narrowly to mean only the illocutionary force of an utterance'. In other words, the term illocutionary act has become synonymous of speech act. Later on Searle (1976) developed the notion of Austin on illocutionary acts by proposing five main types of speech acts, which are explained by Searle (1976).

### 2.3 Classification of speech acts

Within the realm of pragmatic ability, the ways in which people carry out specific social functions in speaking to fulfill different functions in several contexts, Searle (1976) developed a taxonomy of illocutionary acts, grouped according to common functional characteristics, that has been discussed by many researchers. This taxonomy includes five main categories.

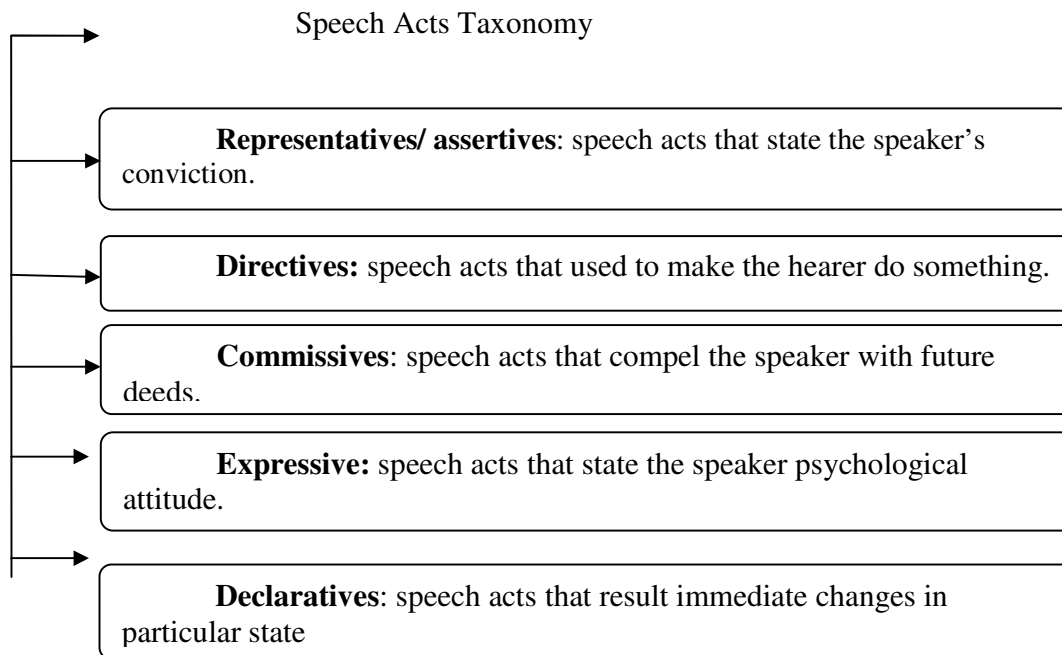
1. **Representatives:** They express speakers' beliefs towards something or present a state of affairs. They contain performative verbs like state, assert, describe, and suggest. The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something 's being the case, to the truth of the expressed proposition. So, they are linguistic acts in which one speaker's purpose in performing the act is to commit himself to the belief that the propositional content of the utterance is true.
2. **Directives:** They are acts in which the speaker directs the hearer to do something using verbs like order, invite, suggest, request, challenge. "The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something. In fact, they refer to acts in which the speaker's purpose is to get the hearer to commit himself to some future course of action.
3. **Commissives:** Are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. These are regarded as acts in which the speaker commits himself to some future action.
4. **Expressives:** The speaker expresses his psychological state or attitude using verbs such as greet, apologise, and congratulate. "The illocutionary point of this class is to express

the psychological state specified in the sincerity .So,they express the speaker's psychological state of mind, or attitude towards some prior action or state of affairs.

5. Declaration: Searle proposed that :The defining characteristic of this class in that the successful performance of one of its members brings about the correspondence between the propositional content reality ; successful performance guarantees that the propositional content corresponds to the world : if I successfully perform the act of appointing you chairman , then you are chairman. there are acts which require extralinguistic institution for their performance.

Although Searle's theory of speech acts has had a great influence on aspects of pragmatic theory, it has also received very strong criticism. Thomas (1995) for instance, criticizes Searle's typology on the grounds that it only accounts for formal considerations. This author states that speech acts cannot be regarded in a very appropriate to grammar as Searle tried to do and suggest that these functional units of communication may be characterized in terms of principles instead of formal rules. In his turn Leech (1983) focuses on meaning and presents a functional perspective of speech acts against a formal viewpoint.

Thomas (1995) also refers to functional psychological and effective factors influencing speech acts. Therefore, this author assumes that speech acts cannot be classified following formal rules, but instead on the basis of their interactional learning and other factors like that of the context where they may be performed.



**Figure 2: The five types of speech act presented by Austin**

**Adapted from (Huang 106-108)**

## **2.4 The Speech Act of Requesting**

The speech act of requests belongs to the classification of directives, which is according to Searle (1976) “to get the hearer to do something. By making a request, the speaker infringes on the recipient’s freedom from imposition. The recipient may feel that the request is an intrusion on his/her freedom of action or even a power play. As for the requester, s/he may hesitate to make requests for fear of exposing a need or out of fear of possibly making the recipient lose face (Blum-Kulka et al.1989,p.11),. In this sense, requests are face-threatening to both the requester and the recipient. By face Brown (1987) means “the public self-image that every member wants to claim for himself”. Since requests have the potential to be intrusive and demanding, there is a need for the requester to minimize the imposition involved in the request.

According to Trosborg (1995 ), “a request is an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act,



which is for the benefit of the speaker. Therefore, requests can be defined as an attempt made by the speaker to persuade the hearer to take some action: ask, wish, order, request, and invite. As a matter of fact, in making a request a speaker is attempting to exercise power or control over the hearer and consequently threatens the requestee's negative face (Freedom of action not to be impeded). Even the requester may lose face since the requestee may not comply with the requester's wishes. That is why very often requesting is considered as a face threatening act. On this specific aspect of language use, Martinez (2010) contends that "for an appropriate requestive behaviour, learners need to possess considerable pragmatic expertise in order to be able to perform requests successfully and avoid the effect of them being perceived as rude, Offensive, or demanding".

According to Franch (1998) the speech acts of requesting are far more frequent in daily use of language compared to other speech acts such as apologizing, suggesting or promising. Requests are very important to the foreign and second language learners therefore, they have been given the lion's share in interlanguage research.

Among all the speech acts requesting is the most frequently used one either by native or non native speakers. This high frequency of use requires learners to be pragmatically competent. However, being pragmatically competent involves awareness at the pragmalinguistic level which has to do with the appropriate use of the linguistic resources for formulating a request. It also requires awareness at sociopragmatic level which involves contextual and social variables that determine appropriateness choice of language use. That is to say, it is important to know not only how sentences are structured, but also to know how to use it. In other words, learners should be made aware how to choose the most appropriate linguistic formulae that comply with the appropriate social context to avoid any communication breakdowns.

Being the most frequently used speech act especially when seeking information or fulfillin needs,requesting has received much attention in ILP research. As an instance of this, House (1987) and Kasper (1984) investigated requests by German learners of English and developed an eight-part classification Scheme for request strategies. This scheme was based on previous work on request categorizations in speech act and politeness theory, such as Searle(2001)and Leech (1983)modified their original taxonomy for requests and the basis of the classification scheme, which was used in the ‘Cross-Cultural Speech Act Realization Project’ (henceforth CCSARP). This lead Blum Kulka (1991) and other linguists to categorize system of request strategies

## **2.6 Request Strategies**

By making a request, the speaker infringes on the recipient’s freedom from imposition. The recipient may feel that the request is an intrusion on his/her freedom of action or even a power play. As for the requester, s/he may hesitate to make requests for fear of exposing a need or out of fear of possibly making the recipient lose face (Blum-kulka et al,1989,p.11). In this sense, requests are face-threatening to both the requester and the recipient. Since requests have the potential to be intrusive and demanding, there is a need for the requester to minimize the imposition involved in the request. One way for the speaker to minimize the imposition is by employing *indirect strategies* rather than *direct* ones (see below for levels of indirectness). The more direct a request is, the more transparent it is and the less of a burden the recipient bears in interpreting the request.

According to Blum-Kulka and Olshtain (1989 pp. 201-202.), the scale of directness can be characterized according to the following three strategies:

- **Direct Strategies** (marked explicitly as requests, such as imperatives):

*Clean up the kitchen.*  
*I'm asking you to clean up the kitchen.*  
*I'd like to ask you to clean the kitchen.*  
*You'll have to clean up the kitchen.*  
*I really wish you'd clean up the kitchen.*

- **Conventionally indirect strategies** (referring to contextual preconditions necessary for its performance as conventionalized in the language):

*How about cleaning up?*  
*Could you clean up the kitchen, please?*

- **Non-conventionally indirect strategies** (hints) (partially referring to the object depending on contextual clues):

*You have left the kitchen in a right mess.*  
*I'm a nun.* (in response to a persistent hassler)

## 2.7 Request Perspectives

According to Blum-Kulka, S., House, J., & Kasper, G (1989) Requests usually include reference to the requester, and/or the action to be performed. The speaker can manipulate requests by choosing from a variety of perspectives in making requests:

**Hearer-oriented** (emphasis on the role of the hearer):

*Could you clean up the kitchen, please?*

**Speaker-oriented** (emphasis on the speaker's role as the requester):

*Do you think I could borrow your notes from yesterday's class?*  
*Can I borrow your notes from yesterday?*

**Speaker- and hearer-oriented** (inclusive strategy):

*So, could we tidy up the kitchen soon?*

**Impersonal:**

*So it might not be a bad idea to get it cleaned up.*

Above examples from *Blum-kulka & Olshtain (1984)*, p. 203.

## 2.8 Request Segments

The request sequence in many languages has been divided in the literature into the following three segments: Let's take the following example :

"*Danny, can you remind me later to bring the book for you on Monday? Otherwise it may slip out of my mind*": In detailing the utterance we will come to the following constituents:

1. Attention Getter/Alerter (address terms, etc.):

*Danny,*

2. Head Act (core of the request sequence, the request proper):

*can you remind me later to bring the book for you on Monday?*

3. Supportive Move(s) (before or after Head Act):

*Otherwise it may slip out of my mind* (Source :[www.carla.com](http://www.carla.com))

In fact, the above classification shows that the act of request is formulated according to nine different strategies, which are grouped in three categories. The first category of request strategies is called 'direct request' in the CCSARP's scheme. It consists of the mood derivable, performative, hedged performative, obligation statement, and want statement. However, the second category is called 'conventionally indirect requests. It consists of the suggested formula and query preparatory. The last category is known as 'non-conventionally indirect requests', where the strong hint, and mid hint strategy are classified in.

## 2.9 Components and Functions of Illocutionary Force

In addition, researchers argue that the illocutionary force of requests is analyzed by breaking it down into three major components. These components are (a) Address term, (b) Head

act, (c) Adjunct(s) to Head act whose function is to support or strengthen the speech act.

Consider the following example:

“Noah/ could you lend me your fancy suit/ I am invited to a wedding party tonight.”The relevant elements are:

- a. “Noah” Address term.
- b. “Could you lend me your fancy suit?” Head act
- c. “I am invited to a wedding party tonight.” Adjunct to Head act.

## **2.10 Reviewing a Sample of Studies Conducted within the Fields of CCP and ILP**

In this section we will review some the studies conducted so far in the field of ILP and more particularly those which dealt with the speech act of requestiong.The request strategies used by Yemeni EFL learners in II. English requests received special attention from Abdulwahid (2003).Yemeni EFL learners provided requestive responses to the authors' questions about HA techniques using DCT. Findings indicate that learners favour query preparatory realized oftentimes by the modals can and could along with mood derivable and want statements. overuse of can and could is perceived as the outcome of LI-influence, because Arabic does not pragmatically differentiate between present and past forms of modals. The employment of direct forms, with or without softeners, is interpreted as transfer from LI too, given solidarity and closeness between interlocutors. Moreover, this is related to the fact that Arabic uses bare imperatives along with formulations that resemble please and excuse me. For instance, the phrases Allah yerrdaaleik May God be happy with you and Allah ykhaliek may God keep you healthy can be used to address anyone.

From a developmental standpoint, requests are addressed in Rose(2009)'s study. DCT is used as a data collection technique. The population of this study consists of secondary school students divided into three proficiency groups. The results demonstrate pragmatic development in terms of the application of various models and SMs. There isn't much evidence for sociopragmatic development, except than the rise in please when speaking with people of high rank.

The appropriateness of the speech act of request in the performance of 59 Japanese English language learners at two proficiency levels, high and low, was the subject of Tagushi (2006)'s study (compared to 20 NSS). In order to collect data for two scenarios (equal-close interlocutors and low-R), role-plays were used (non-equal-distant interlocutors and high- R) Analysis of learners' performance in terms of appropriateness and linguistic expressions

Six English NSs and seasoned teachers graded IL performance according to the following standards for appropriateness: suitable language, grammatical and conversational faults, and the interaction between them (i.e., Whether the grammatical and discourse errors affect appropriateness).

The author concluded that, regarding linguistic expressions, low-proficient IL-users used in half requests please imperative while the high-proficient one in 16% and NSs in only 2% of them. NSS and high-proficient learners opted for three times more would your verb than low-proficient ones. As for hints, they increased considerably from the first to second situation in both learner groups. This, for the author, signifies 'sociocultural sensitivity' (of situational factors) respective to style-shifting, though they were not really successful when it came to linguistic appropriateness. Further, the author provided evidence for earlier studies that suggested proficiency encourages higher speech act quality in terms of the appropriateness, grammaticality,

and understandability of linguistic statements. In general, IL users opt for the same language expressions for NSSs, but the appropriateness of these expressions varies due to the accompanying grammar and conversational faults as well as the linguistic forms chosen.

Woodfield (2010) is another study that dealt with the requestive act with a focus on modifications (internal and external) and perspective. Using DCT as a data gathering instrument, informants were given a description of status-unequal (student/tutor) situation, which indicated the setting, the familiarity and the social power between the interactants. Test-takers had to request an extension for a submission of a paper. The authors obtained data from 187 students (95 ESL learners and 92 British English NSS). Learners were of advanced level as regards linguistic proficiency, 83 of the learners were NSS of Greek and 12 of them were Japanese and German. Regarding internal modification, as compared with NSS, learners seem to overuse zero-marking (not to modify requests internally). The authors explain this in the light of the difficulty inherent in using these modifiers. Additionally, the authors relate the underuse of consultative devices to LI influence, since Greek is a culture that values solidarity, informality and in-group relations. By contrast, British culture emphasizes individuality and indirectness as a sign of social distance. The authors interpret the absence of cajolers as an instrument-effect as written tests do not capture interactive features of spoken language. Furthermore, the underuse of the past tense as a mitigation technique in IL. Production is related to developmental factors i.e.; the dissociation of the form (past) and reference (present) is the last aspect to acquire. Turning to external modification, grounders are the most used. For the authors, this mitigator is acquired early and does not require idiomatic (native-like) constructions. The overuse is an indicator of the lack of confidence which stems from lack of linguistic proficiency in L2 and the underuse is an L1-impact, since Greek is a positive-politeness culture that encourages spontaneity and involvement.

As far as the request perspective is concerned, results show that IL-users opt for S-perspective and this tendency is explained by the preponderance of certain HA strategies that introduce this perspective. Namely, query preparatories and want/need statements. As for the impersonal perspective, it is mostly used by L2 NSS using mainly the word chance (like in I was wondering if there's any chance of changing the date?) since learners are prone to using either H- or S-perspective. The joint perspective is utilized only once in English as for requests performed by Arab English learners, Al-Aqra (2001) discusses the speech act of requesting in relation to translation. The performance of 20 American English NSS and 80 Palestinian learners (at three competence levels) was compared using multiple choice tests as the data gathering method. The findings show that there is no one-to-one relationship between modals (epistemic) in Arabic and English; the former does not communicate any pragmatic meanings. There are differences in learners' performances on the NSS and how these models are used. This indicates that proficiency is not an influential factor and that learners cannot assess the politeness value inherent in English modals.

The author relates this to the difference in the politeness system in the two languages. As a result, the author suggests that learners fall back on their LI requestive style.

Another study that dealt with Arab learners' requestive performance is that of Alawneh (2010), which focused on Arab students' requestive performance. The authors used the DCT to gather information on the use of the mitigating devices from 45 English language learners in Jordan and 45 American English NSS. The authors conclude that language proficiency, L2 pragmatic knowledge, and transfer of LI cultural norms were the three key elements that influenced IL performance. The same NSS tactics are used by learners, but they are distributed differently in terms of frequency and content. According to the writers, this indicates a lack of



practical knowledge. The use of “long-winded” requests to minimise imposition suggests that Jordanians are less direct (they use more justifications before requesting) than Americans. Also, the authors trace evidence of cross-cultural differences in terms of style, the Americans give a high priority to the propositional content (what the request is about) i.e., opting for egalitarianism in order not to sound ‘subservient, whereas Jordanians seem to emphasize the interpersonal relationship with the requestee than the request itself via requests. Learners’ poor language ability is manifested in insufficient language proficiency in the L2. As for the lack of pragmatic knowledge, Jordanian learners lack the ability to use the appropriate devices in the fitting context. For pragmatic transfer, at the pragmalinguistic level, learners’ over-initiate requests by expressions like excuse me (from Arabic *afwan*) and hello (from Arabic *marhaba*). Jordanians also transfer certain sociopragmatic expressions like those of gratitude, well-wishing, obligation etc which are typical to the Jordanian culture. Such tendency in speaking may sound gushy to Americans. Nonetheless, the authors suggest that transfer needs not be perceived as a barrier to successful communication.

## **Conclusion**

The main concern of this chapter was to shed light on the speech act of requesting. A speech act which was defined as doing by saying. The chapter is divided into different sections within which dealt firstly with a definition of this speech act, then we dealt with the previous research conducted concerning the speech act of requesting in both the cross-cultural and interlanguage pragmatics. We attempted to give a thorough description of speech act by providing a number of definitions and discussed its classifications. Throughout this chapter, we also outlined the different strategies used in the realization of the speech act of requesting. The chapter concludes with the different studies concerning the ability to teach speech acts’

behaviours in EFL classrooms. The results of these studies in EFL context would help in developing learners' pragmatic abilities and to foster learners' ability in producing appropriate requestive behavior.

**CHAPTER THREE**  
**FIELD WORK AND DATA**  
**ANALYSIS**

## **Introduction**

The current chapter is devoted to the description and analysis of the data collected from the discourse completion Task. It is meant to discuss the results yielded from students' responses. This study focuses on the use of appropriate request strategies. The designed tool, will help us to assess learners' sociolinguistic and pragmatic awareness while performing the speech act of requesting. The current study opted for the descriptive method and the data were gathered through one data collection tool, that is, a written completion task. The gathered data will be interpreted and analyzed to verify the formulated hypothesis. Throughout this chapter, we will try to see whether FL learners will respect the socio-cultural norms when selecting the most appropriate speech act strategy that are involved in the proposed situations. Each situation in the DCT situation will be analyzed individually, then the seven situations will be considered all together so as to uncover the overall properties of the requestive behaviour among students.

### **3.1 Discourse Completion Task**

A Discourse Completion Task is a data gathering instrument used significantly in Interlanguage Pragmatic Studies and linguistics to elicit particular speech act responses. It is used to study speech acts and find the medium between naturally occurring speech and scripted speech acts. The DCT was originally developed by Blum Kulka (1993) relying on the work of Brown (1987) to analyze the realization of speech acts between native and non-native Hebrew speakers. The present discourse completion task is designed to investigate the role of pragmatic competence in the realization of the speech act of requesting. This task also gives us the opportunity to know how students behave linguistically using a variety linguistic forms of requesting in different contextual situation..

### **3.1.1 Administration**

The discourse completion task has been administrated to 22 students of third year during the academic 2022/2023 in their classes totally 22 students from the whole population of about 220.

### **3.1.2 Piloting the DCT**

In the piloting phase, a discourse completion task consisting of seven situations was administrated to third year students. Students found the task clear and unambiguous and they easily understood the instructions that is why the piloting of the DCT was considered as the principal DCT for this investigation.

### **3.2 Participants**

The students involved in this study is a total 22 students of third year..They were randomly selected from a population of about 220 at the department of English at Biskra University.. Most of the informants are Algerian native speakers of Arabic. Moreover, they are supposed to have acquired a satisfactory linguistic level in the target language since they have studied English for more than ten years. Moreover, it should be noted that no one of has ever been to an English speaking country so, their target language exposure is mainly limited to the classroom. Their overall age ranges between 18 and 22 years old and as usual the females outnumber the males though gender is not a relevant factor for our study.

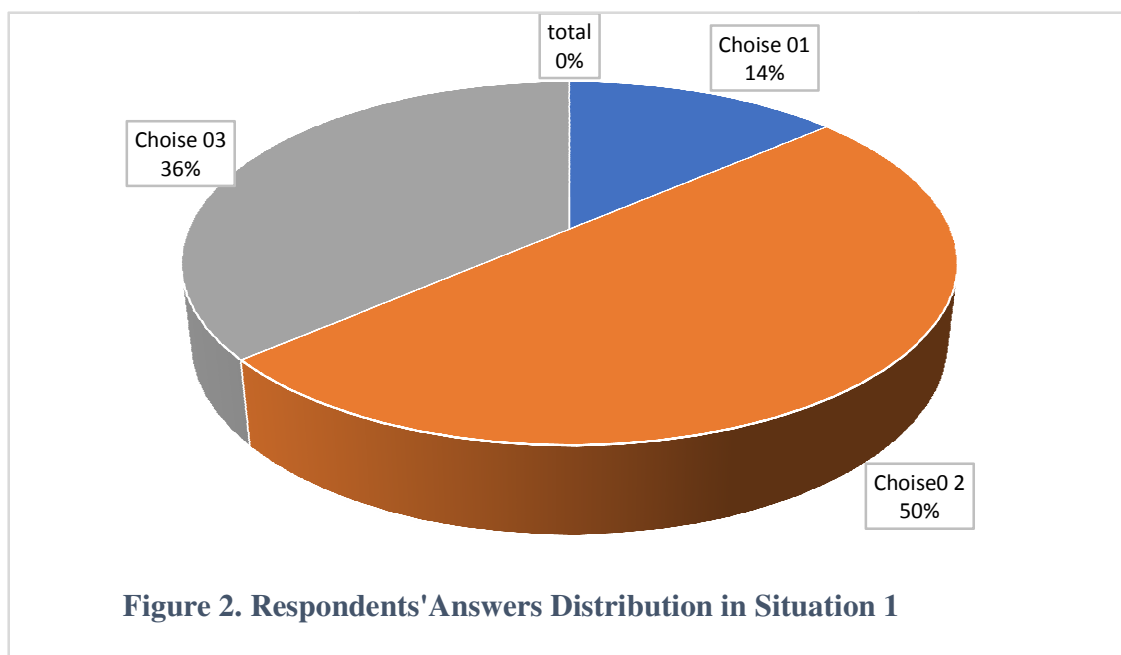
### **3.3 Data Analysis: Requests**

### 3.3.1 Situation 01

You are in a hurry heading to an important meeting. You realize that you left your watch at home (your mobile clock is unset). A person (your age) wearing a watch passes by. You ask him/her about the time. What would you say?

1. My brother, what's the time, please?
2. Please, what's the time now?
3. Excuse me...can you can you tell me what is the time?

| Option   | Number | Percentage |
|----------|--------|------------|
| Choice 1 | 3      | 14%        |
| Choice 2 | 11     | 50%        |
| Choice 3 | 8      | 36%        |
| Total    | 22     | 100%       |



The table and the figure above show that half of the participants opted for the second choice «please what’s the time now?» However, 36%of the students opted for the third option while 14% selected the first option which means that students are not aware of the correct answer (the third one). These results clearly indicate that the majority are not aware of the speech act in question.

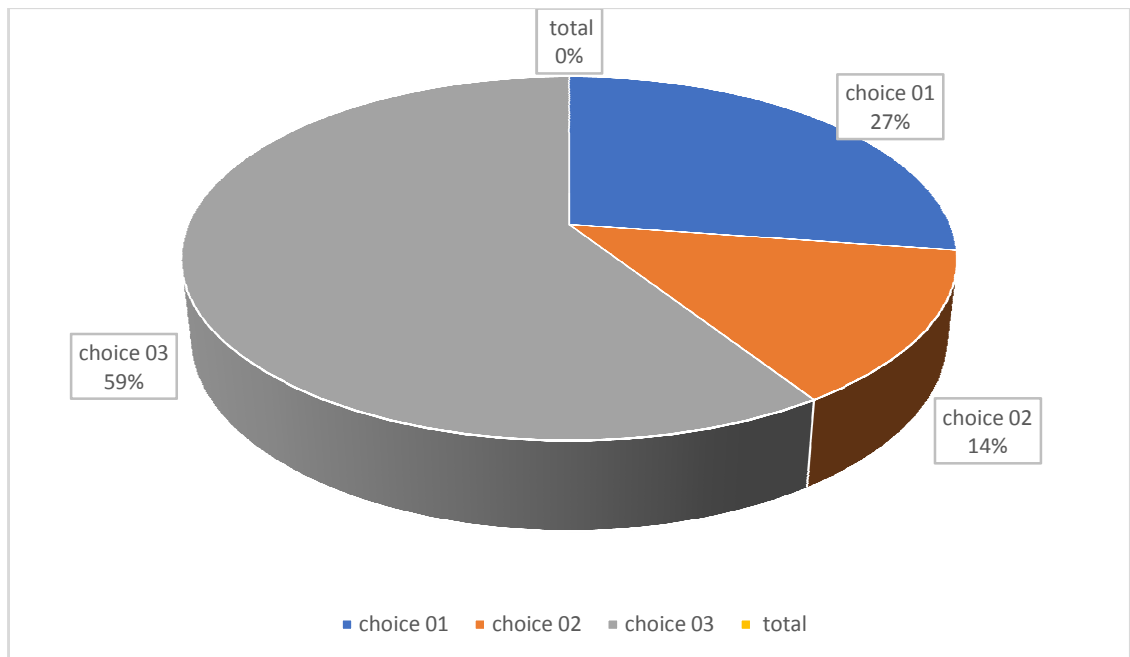
### 3.3.2 Situation 02

In a lecture your teacher mentions a reference book that you need to conduct a research project. You want him/her to tell where you can get the book. What would you say?

1. Please Sir, can you tell me where I can find this book? Because I’ve been looking for it for a long time, but I didn’t find it \_\_\_ thank you very much and may God/Allah bless you.
2. Excuse Sir, could you please let me know where I can get it?
3. Sir, would you mind if I borrow this book if you have it? I may need it for a while. and will bring it back as soon as possible

| Option       | Number    | Percentage  |
|--------------|-----------|-------------|
| Choice 1     | 6         | 27%         |
| Choice 2     | 3         | 14%         |
| Choice 3     | 13        | 59%         |
| <b>Total</b> | <b>22</b> | <b>100%</b> |

**Table 2**Students ‘Answers Distribution in Situation 2



**Figure 3 Respondent's'Answers Distribution In situation 2**

On the light of the above answers, we can see that the majority of the respondents 59% opted for the third choice” professor would you mind if I borrow this book? I may need it for a while and will bring it back as soon as possible.? That is the most suitable answer for this situation. The first answer was given the portion 27% and the remaining one rated as 14%.

For the present situation, it is important to mention that the students are aware of the correct strategy of the speech act of requesting (would you mind if I borrow this book?) Since the addressee is a teacher. Students rely on their answer on the linguistic formula (would you mind if...).

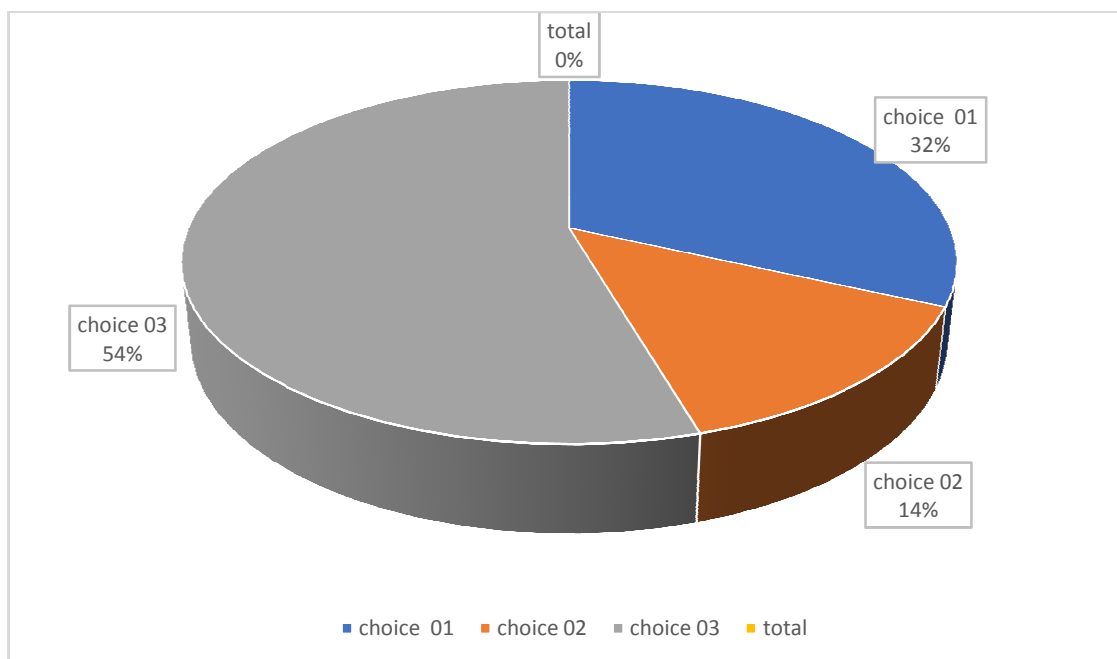


### 3.3.3 Situation 03

You are in a jewelry shop and you want to buy a new watch. A watch attracted your attention. You want to look at it more closely. You ask the salesgirl to take it out to have a closer look. What would you say?

1. Excuse me, give me this present to look at it from a short distance, please.
2. God's peace and blessings be upon you please, will you give me that present to have a closer look?thanks.
3. Can I see that piece...more closely please?

| <b>Option</b>    | <b>Number</b> | <b>Percentage</b> |
|------------------|---------------|-------------------|
| <b>Choice 01</b> | 7             | 32%               |
| <b>Choice 02</b> | 3             | 14%               |
| <b>Choice 03</b> | 12            | 55%               |
| <b>Total</b>     | 22            | 100%              |



**Figure 4. Respondents' Answers Distribution in Situation3**

In the third situation, students are supposed to choose the third option. As the graph shows, the majority 55% opt for the third option -Can I see that piece...more closely please? - while 32% chose the first option hence 14% selected the second one. Through this result, we can identify that students realize the speech act of requesting properly as they have selected the most appropriate strategy..

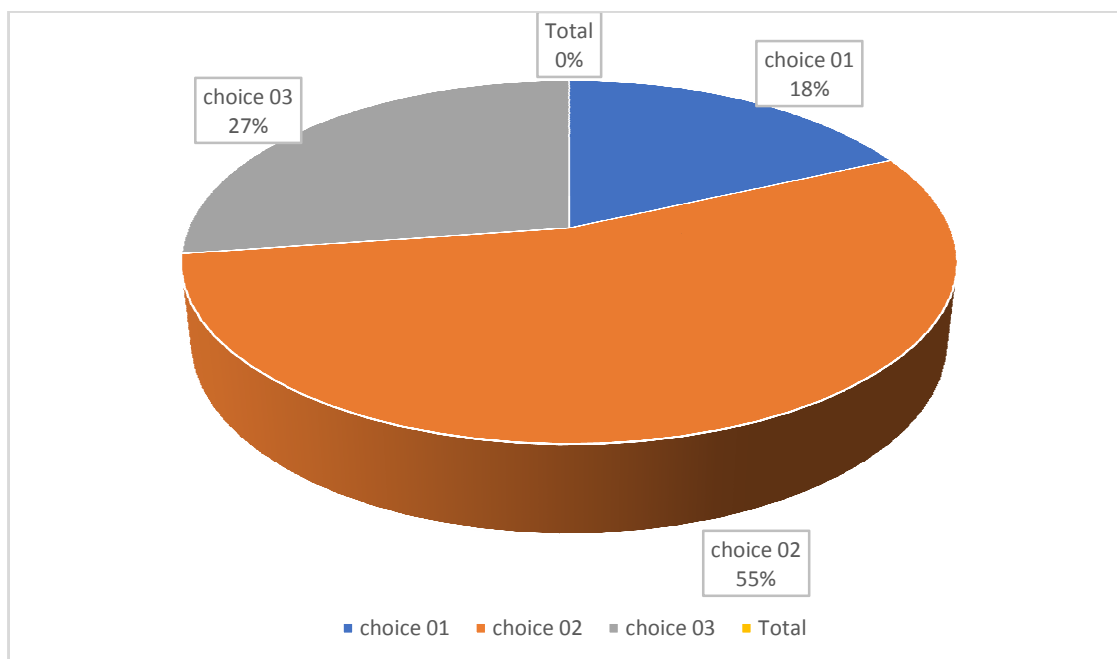
### **3.3.4 Situation 04**

You are in a break after two long lectures and you want to make an urgent call and your mobile is not refilled. You ask a classmate to lend his/her mobile to make the call. What would you say?

1. Please, your mobile for an urgent call.
2. May I borrow your mobile for a quick call?
3. May I borrow your mobile for a moment? I must make an urgent call

| <b>Option</b>    | <b>Number</b> | <b>Percentage</b> |
|------------------|---------------|-------------------|
| <b>Choice 01</b> | 4             | 18%               |
| <b>Choice 02</b> | 12            | 55%               |
| <b>Choice 03</b> | 6             | 27%               |
| <b>Total</b>     | 22            | 100%              |

**Table 4 Students 'Answers Distribution in Situation 4**



**Figure 5 Respondents' Answers Distribution in Situation 4**

For this situation, the supposed answer is the second one \_may I borrow this (pointing at the mobile) for a quick call?\_ which has been selected by more than half of the participants 55%. However, the rest portion 45% was devoted to the second option and (27%) and the first one (18%). For this case, the collected data shows that students know that the addressee is a classmate of the addresser that's why they choose the third option that contains – may I borrow...- as an informal linguistic formula.

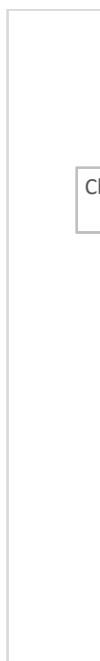
### 3.3.5 Situation 05

You are in the students campus sharing the same room with a classmate. You are tired you want to sleep and you want him/her to switch off the light.. What would you say?

1. Could you please be kind enough and switch off the light it is a bit late?.
2. See dear, I 'm tired and I want to sleep. Please turn off the light.

3. Hey, can you switch off the light?

| <b>Option</b>    | <b>Number</b> | <b>Percentage</b> |
|------------------|---------------|-------------------|
| <b>Choice 01</b> | 5             | 23%               |
| <b>Choice02</b>  | 7             | 32%               |
| <b>Choice 03</b> | 10            | 45%               |
| <b>Total</b>     | 22            | 100%              |



*Table 5 Students' Answers Distribution in Situation 5*

**Figure 6. Respondents' Answers Distribution in Situation 5**

In the fifth situation, students are supposed to choose the third option..45% chose the second option and 32% opted for the second one but only 23% gave the required answer –Could you please be kind enough and switch the light switch off? This makes us deduce that the realization of the speech acts of requesting is acceptable.

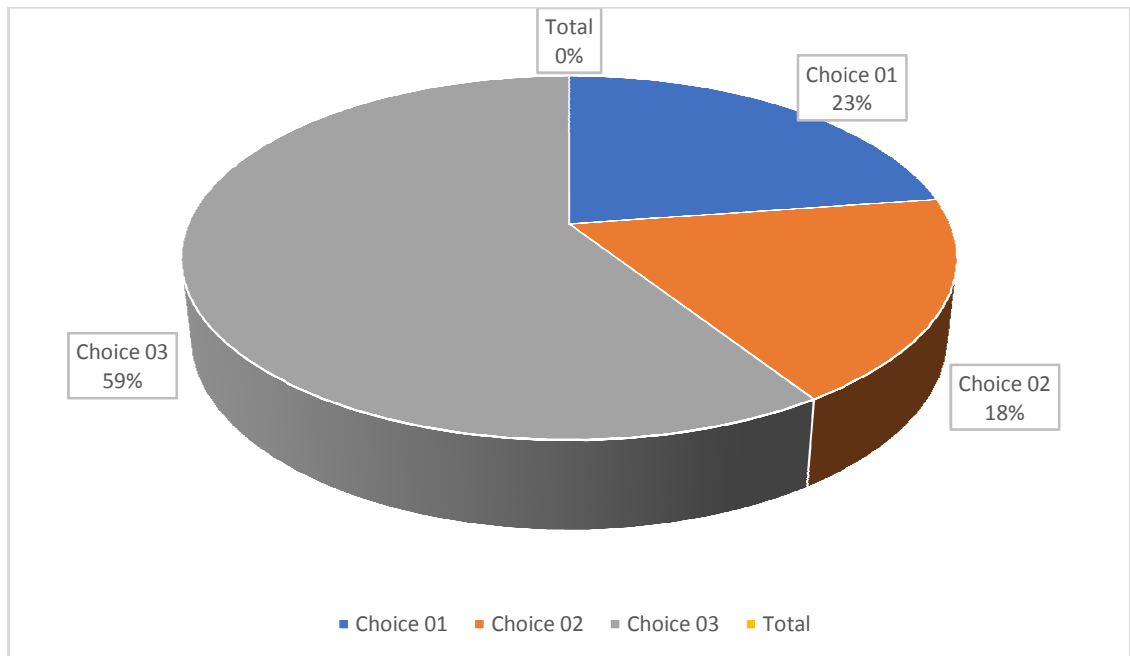
### 3.3.6 Situation 06

You have two heavy suitcases that you want to put in the car. You ask a passerby to lend you a hand to carry these luggage. What would you say to request him/her to help you with the suitcases?

1. Excuse me Sir/Madam, could you please help me carry these suitcases to my car. I can't carry them by myself. May God/ Allah well award you.
2. Please my brother/sister, help me take these suitcases to my car ?.
3. Excuse me, would you help me carry these two suitcases to a few of these suitcases? I Don't know why I thought I could carry so many on my own. My car is parked just a few feet away.

| Option       | Number    | Percentage  |
|--------------|-----------|-------------|
| Choice 01    | 5         | 23%         |
| Choice 02    | 4         | 18%         |
| Choice 03    | 13        | 59%         |
| <b>Total</b> | <b>22</b> | <b>100%</b> |

*Table 6 Students' Answers Distribution in Situation6*



**Figure 7 Respondent's Answers Distribution in Situation 6**

In the sixth situation, students are required to figure out the first option. It is observable that 59% answered the required Answer which means that students are aware about the right answer while, 23% prefer to select the first one. However, only 18% chose the second option. In fact, this reflects a kind of pragmatic awareness.

### **3.3.7 Situation 07**

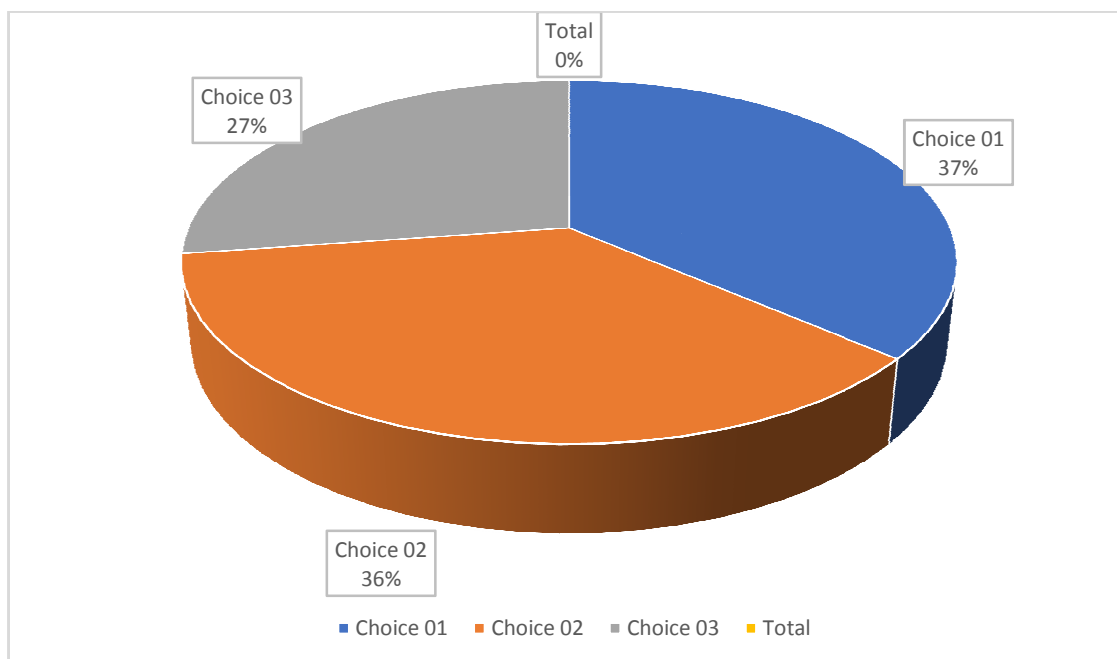
You are in the library and you need to buy some handouts for the next exam. Unfortunately, you realize that you have no money. You request your classmate to lend some. What would you say?

1. Please my sister, will you lend me some money; I forgot my entire purse at. I'll give it back to you tomorrow.
2. Is there any way you could lend me some money to make some copies; I forgot my purse.
3. Hey...I'm sorry. But can I borrow some change to make some photocopies? I forgot my wallet and I have to do this before my next class...but I promise! I'll pay you back right away.

| <b>Option</b>    | <b>Number</b> | <b>%</b> |
|------------------|---------------|----------|
| <b>Choice 01</b> | 8             | 36%      |
| <b>Choice 02</b> | 8             | 36%      |
| <b>Choice 03</b> | 6             | 27%      |
| <b>Total</b>     | 22            | 100%     |

*Table 7 Students' Answers Distribution in Situation 7*





**Figure 8 Respondents' Answers Distribution in Situation 7**

In the seventh situation, scenario students are supposed to choose the second option. The figures have revealed equal proportion in which 36% for the two options (the first and the second). Whereas only (6) of about 27% of them went for the third option. We can deduce that students have the ability to appropriately realize the speech act of requesting.

## **Conclusion**

The results obtained from the students' Discourse Completion Task and the analysis of the data obtained clearly indicate that our main research question was answered and which postulates whether or not language proficiency improves pragmatic performance or hinders it. The results indicates that it reduces the exhibition of transfer and validates our hypothesis that suggests that pragmatic transfer has a close relationship with language proficiency. This will help EFL learners to improve the performance of speech act of requesting using appropriate strategies according to the context of interaction. and thereby develop their pragmatic competence.

Students recognized the right forms to address their interlocutors. Therefore, students developed their pragmatic knowledge that led to recognize the speech act of requesting.

#### **4 Summary of the Findings**

As far as the realization of the speech act of requesting is concerned, we can conclude that this pragmatic aspect varies from one culture to another and that raising EFL learners' pragmatic awareness helps much in using the appropriate strategy .As a matter of fact, language transfer or pragmatic transfer pragmatic of both types can to a certain extent either positively or negatively affect the way EFL learners' perform speech acts.

At the pragmalinguistic level, Our study has shown that there exists a close relationship between transfer and learners' linguistic proficiency level..In situations where learners were expected to use appropriate strategies as native speakers do, they instead use bare direct requests using the imperative. In many situations, native speakers use indirect request strategies. Therefore, transfer of direct strategies has been clearly evidenced such as the use direct imperative which affects the nature of the speech act. This, mainly, occurs in situations when there are different relationships between interlocutors: strangers, classmates, professors, roommates..

Moreover, the use of direct forms is generally considered as rude or inappropriate. This is mainly due to the lack of pragmatic awareness on the part of the learners because they are unaware of the pragmatic value. Consequently, they borrow their mother tongue while using the target language while using the target language. This of course results, in IL requests pragmalinguistic failure which leads to many communication breakdowns and misunderstanding.. However, it is important to mention that students have successfully chosen

the correct options in most of the situations suggested in our study the strategies were generally properly chosen using suitable linguistic structures. This, in no way would indicate a high level of pragmatic competence. The use of modals verbs has been to a certain extent acceptable while performing request though in their mother tongue they express ability.

At the sociopragmatic level, due to the influence of their native culture, there were many instances where respondents have relied on their mother tongue in realizing the speech act of requesting. For instance, they confuse between formality and informality distance and closeness. This again results in the wrong choice of the adequate strategies which might lead to sociopragmatic failure. We also noticed that concerning sociopragmatic transfer that learners, make use of inappropriate request strategies when realizing request which is considered as by native speakers as a violation of a person's freedom of action. In so doing, the speaker unconsciously deprives the hearer of his rights to be free and imposes on him a certain course of action.

## **5. Recommendations**

Throughout the present study we attempted to examine the influence of pragmatic transfer on the realization and perception of the speech act of requesting. Since we know that this phenomenon is culture bound very often foreign and second language learners fall in the trap of misusing appropriate formula in realizing certain functions in the target language by borrowing from their first language. This leads to them to language transfer which can be either positive or negative. Most studies conducted so far in interlanguage pragmatics converge on the idea that it is possible to avoid pragmatic transfer if we adopt certain measures in the language classroom. Since for foreign language learners it constitutes an ideal and unique place where we can help

them overcome pragmatic transfer by developing their pragmatic awareness. Therefore, we would like to suggest some recommendations as far as this issue is concerned.

- More elaborate empirical studies are needed to explain the causes of pragmatic transfer.
- Implementing the results of interlanguage studies conducted so far in the field of foreign language teaching and learning.
- Focussing on teaching and inculcating pragmatic features in the different language syllabuses at different levels.
- There should be an interwoven coordination between the different modules such as Pragmatics ,Discourse Analysis and Oral Expression.
- We should make learners aware that the speech acts are realized in different ways according to socio-cultural norms, for example, how one should behave when requesting in English society with different people, how one should compliment, apologize, suggest etc. and how to respond.
- Teachers are required to help learners develop cultural awareness.
- All activities conducted in the classroom should be directed to raise learners' pragmatic awareness.
- Exposing FL learners to the TL culture by providing substantial language input through authentic and contextualized materials
- Developing materials and activities that foster FL learners' pragmatic awareness.
- Curriculum designers and teachers should develop materials that include pragmatic aspects.
- Foreign language teachers need to vary classroom activities using different tools that engage and motivate their students to interact between each other.

- Curriculum designers should include substantial amount of pragmatic aspects.
- Bringing the TL culture into the FL classrooms via authentic language materials.
- Finding solution to the challenges EFL teachers encounter in dealing with pragmatic aspects.
- Finally, exploiting the recourses available in the FL classroom since it is the only place where learners can develop their pragmatic awareness.

## **6. Limitations of the study**

While conducting our study, we faced certain constraints and limitations. We all know that this type of study requires empirical and experimental investigation in order to find out the causes and provide solution to the phenomenon of pragmatic transfer. Studies in interlanguage pragmatics require that different collection data tools should be exploited such as longitudinal and cross-sectional studies. However, due to the limited time and the lack of experts and sources, we only relied on the response of our informants who were mostly unaware of the issue. So, some of their responses cannot be at times reliable. Moreover, most of the data collected from the discourse completion task are artificial and targets a particular population. Therefore, future research should be conducted to unveil the real cause of pragmatic transfer and provide adequate solutions that could help FL learner in particular to overcome this problem.

## **5 Suggestions for Further Research**

Additional work is required to consider a number of contextual factors in order to better understand the interlanguage characteristics of second linguistic learners' requesting behavior.

Beebe (2006) suggested that pragmatic transfer was larger among high proficiency ESL learners than in their low-proficiency counterparts at the discourse level, suggesting that the level

of English proficiency of ESL learners may have an impact on the degree of pragmatic transfer. Therefore, subsequent inquiry into requests should consider interlanguage differences among various ESL competence levels.

Additionally, it is important to look into how low language proficiency language learners construct their pragmatic speech styles to convey their attitude, perspective, motivation, and sense of identity.

To better capture true cultural expressions such as nonverbal reactions to requests, data gathering methods must also be improved. At the same time, utilizing various elicitation approaches can reveal more genuine interactive components of pragmatic behaviors and get over limitations imposed by the written form of the DCT. In order to make sure that the patterns seen in the corpus are not the result of methodological artifacts, it would be helpful to investigate some different contexts in future study because these data were gathered via prompted written responses in informal conversations.

## **General Conclusion**

The present study was undertaken with a view to provide a comprehensible explanation of the causes and effects of pragmatic transfer on FL learners' realization of the speech act of requesting. We all know that cultural differences very often results pragmatic failure which due to the inappropriate use of linguistic formula used in the realization of any speech act. It is also undeniable that speech act are universal however they differ from culture to culture. Consequently, FL learners are very often when confronted with situations where they lack the necessary linguistic resources, they consciously or unconsciously perform speech acts as they do in their native language.

The primary goal of our study is to check the extent at which pragmatic transfer affects the production and reception of the speech act of requesting .The data obtained and the findings from the discourse completion task clearly indicate the influence of the respondents' mother tongue while performing the speech act in question. This can be attributed may factors namely, the lack of pragmatic awareness. at the pragma-linguistic and socio-pragmatic levels. At the pragmalinguistic level, our respondents showed unawareness when it comes to select the appropriate linguistic formulae .In fact, what they did was to translate word for word or misuse modals or use the imperative. At the socio-pragmatic level, the results showed that they are culturally unaware and the effect of their socio-cultural norms since they most of the time in their responses they did not show awareness to the social status, gender or formality and informality.

Moreover, the results of the discourse completion tasks revealed that the majority of the students involved in this study have difficulties in realizing the speech act of requesting properly. Therefore, the focus of foreign language teaching and learning should be directed towards developing FL learners' pragmatic competence. And since the language classroom is the

only place where learners can develop their pragmatic competence this space must be adequately exploited .This can be done by bringing the target language culture into the classroom through intensive exposure to native speakers and by varying the tasks and activities.

Finally, we hope that our study offered insights into the effect of pragmatic transfer and we think that more elaborate and empirical studies will be conducted in the future.



## References

- Al-Aqra. (2001). Speech act of requesting in relation to translation .
- Alawneh. (2010). Arab students' requestive performance.
- Austin, J. (1994). How to do things with words Oxford Oxford University Press Bach, K  
Meaning speech acts and communication In R. M. Hamish (Ed), Ho topics in the  
philosophy of language. 1-23.
- Beebe. (1993). cross linguistic influence.
- Beebe. (2006). Cross-linguistic influence in the speech act of correction. (Eds.), *Interlanguage pragmatics. New York: Oxford University Press*, 138-157.
- Blum Kulka, S. (1993). *Interlanguage Pragmatics*. London: Oxford University Press.
- Blum-Kulka, S. (1984). Requests and apologies. A cross-cultural study of speech act realization  
patterns (CCSARP) *Applied Linguistics* 5(3). 196-213.
- Blum-Kulka, S. (1986). Too many words Length of utterance and pragmatic failure *Studies in  
Second Language Acquisition*. 47-61.
- Blum-Kulka, S. (1991). *Interlanguage pragmatics*. 255 -272.
- Bou Franch, P. ( 1998). On pragmatic transfer. *Studies in English Language and Linguistics*.
- Bou Franch, P. ((1998)). On pragmatic transfer. *Studies in English Language and Linguistics*. 5-  
20.
- Bou Franch, P. ((1998)). . On pragmatic transfer. *Studies in English Language and Linguistics*.  
5-20.

- Bou Franch, P. (1998). *Studies in English Language and Linguistics. On pragmatic transfer*, 5-20.
- Bou Franch, P. (1998). *On pragmatic transfer. Studies in English Language and Linguistics*. 5-20.
- Bou Franch, P. (1998). *On pragmatic transfer. Studies in English Language and Linguistics*. 5-20.
- Bou Franch, P. (n.d.). *Bo On pragmatic transfer. Studies in English Language and Linguistics*, 5-20.
- Brown, P. L. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Campillo, S. (2007). *Examining mitigation in requests: A focus on transcripts in ELT coursebooks*. In Alcon Solar and Safont Jorda *Intercultural language use and language learning*. 207-222.
- carpenter. (1996). *word for word translation* .
- Chick, J. K. (2001). *Intercultural communication in S L McKay and N. H Homberger (Eds.), Sociolinguistics and language teaching Cambridge Cambridge University Press*. 244.
- Chomsky, N. ( 1965). , *Aspects of the theory of syntax Cambridge and Massachusetts. The MIT*
- Cohen, A. (1996). *Investigating the production of speech act sets In Gass and Nue (Eds). Speech acts across cultures: Challenges to communication in a second language Berlin and New York: Mouton de Gruyter*. 23-41.
- Crystal. (2008). *A Dictionary of Linguistics and Phonetics*. London: Oxford: Blackwell. 358.
- Crystal, D. (2003). *A Dictionary of Linguistics and Phonetics*. London: Oxford: Blackwell.

Ellis, R. (1985). *The Study of Second Language Acquisition*. London: Oxford University Press.

Ellis, R. (1994). *The study of second language acquisition Oxford. Oxford University Press* ,  
341. *Press*, 314.

Ellis, R. (1997). *The study of second language acquisition Oxford*.

Ellis, R. (1997). *The study of second language acquisition Oxford: Oxford University Press* .

Faerch, C. (1989). Internal and external modification in interlanguage request realization. *Cross-cultural pragmatics Requests and apologies*. 221-247.

Franch, B. ( (1998).). On pragmatic transfer. *Studies in English Language and Linguistics*.

Franch, B. (1998). On pragmatic transfer. *Studies in English Language and Linguistics*. 5-20.

Franch, B. (1998). On pragmatic transfer. *Studies in English Language and Linguistics*. 5-20.

fraser. (1980). speech act of requesting .

Gass, S. (2001). *Second Language Acquisition: An Introductory Course*. London: Lawrence  
Erlbaum Associates Publishes.

Graces. (1995). issues found by spanish english FLL.

Hassal. (1996). Modifying requests in a second language *International Review of Applied  
Linguistics in Language Teaching (IRAL)*,. 259-283.

Hassall, T. (n.d.). . Modifying requests in a second language *International Review of Applied  
Linguistics in Language Teaching* . 259.

House, J. (1987). *Interlanguage pragmatics: Requesting in a foreign language*. .

- Kasper, G. (1984). Cross-cultural pragmatics Requests and apologies . 214.
- Kasper, G. (1989). Interlanguage pragmatics: Requesting in a foreign language. .
- Kasper, G. & Kasper, G. (1993). Interlanguage Pragmatics. .
- Kasper, G. (1992). Internal and external modification in interlanguage request realization. 203.
- Kasper, G. (1992). issues in interlanguage pragmatics. *Studies in Second Language Acquisition*. 209.
- Kasper, G. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition*. 149 -169.
- Kasper, G. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition*. 149-169.
- Kellerman, A. D. (1986). Cross-linguistic influence in second language acquisition: An introduction. 19.
- Koike, M. (1989). speech act of requesting . 156.
- Lado, R. (1957). *Linguistics across cultures. University of Michigan Press.*
- Leech, G. N. (1983). *Principles of pragmatics*. London: Longman.
- Lott, D. (1983). Analysing and Counteracting Interference Errors. *ELT Journal*. 73.
- Martinez, A. J. (2010). Speech Act Performance: Theoretical, Empirical and . 238.
- Neddar, B. (2004). *Applied Linguistics Scheme, Discourse and Foreign Language Teaching: An Introduction*. Oran: Edik.

- Neddar, B. (2008). Discourse Theories of Cross-Cultural Pragmatics Awareness ..
- Neddar, B. (2011). The Need for Cross-Cultural and Sociopragmatic Competence in Foreign Language and Teaching. . 4.
- Nunan, D. (1992). Research Methods in Language Learning. New York: Cambridge University Press.
- Odlin, T. (1989). Language Transfer, Cross Linguistic Influence in Language Learning. Cambridge University Press.
- Olshtain, E. (1983). Speech act behavior across languages. In H. W. Dechert et al. (Eds.), Transfer in production. *Transfer in production*.
- Rintell, F. (1980). speech act of requesting.
- Rose. (2009). sociopragmatic development modals.
- Schauer. (2009). Cross-linguistic influence in second language acquisition: An introduction. 3.
- Schauer. (2009). requests strategies and level of directness. 26.
- Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition*,. 150.
- Searle, J. R. (1969). Expression and meaning. Cambridge: Cambridge University Press of German learners' use of external modifiers in English. *Intercultural Pragmatics*. Scollon, R. and Scollon Wong, S. *Intercultural communication: A discourse*. 21.
- Searle, J. R. (1971). What is a speech act? In J. R. Searle (Ed.), *The philosophy of language* Oxford: Oxford University Press. 6-44.

- Searle, J. R. (1976). *Expression and meaning*. Cambridge: Cambridge University Press
- German learners' use of external modifiers in English. *Intercultural Pragmatics*. Scollon, R. and Scollon Wong, *Intercultural communication: A discourse*.
- Searle, J. R. (2001). *Expression and meaning*. Cambridge: Cambridge University Press
- German learners' use of external modifiers in English. *Intercultural Pragmatics*. Scollon, R. and Scollon Wong, S. *Intercultural communication: A discourse*.
- Selinker. (1972). Interlanguage. *International Review of Applied Linguistics (IRAL)*. 209-231.
- Selinker. (1983). *Second Language Acquisition: An Introductory Course*. London: Lawrence Erlbaum Associates Publishes.
- Selinker, L. ( 1972). Interlanguage. *International Review of Applied Linguistics (IRAL)*.
- Selinker, L. (n.d.). Language transfer. *General Linguistics*. 67-92.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics* . 209-231.
- Sharwood-Smith, M. (1986). Cross-linguistic influence in second language acquisition . 1-9.
- Sukwiat. (1983). issues found by JE . 116.
- Tagushi, N. ( 2006). Analysis of appropriateness in a speech act of request in L2 English. *Journal of Pragmatics*. 513-533.
- Takahashi. (2000). cross cultural linguistic factors.
- Takahashi, T. (1990). Cross-linguistic influence in the speech act of correction(Eds.), *Interlanguage pragmatics. New York: Oxford University Press.*, 157.

- Takahashi, T. (1990). Cross-linguistic influence in the speech act of correction. *New York: Oxford University Press.*, 138-157.
- Takahashi, T. (1993). Cross-linguistic influence in the speech act of correction. *Interlanguage pragmatics. New York: Oxford University Press.*, 138-157.
- Takahashi, T. (1993). . Cross-linguistic influence in the speech act of correction. (Eds.), *Interlanguage pragmatics . New York: Oxford University Press.* 138-157.
- Thomas, J. (n.d.). Cross-cultural pragmatic failure. *Applied Linguistics.* 91-112.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics.* , 4, 91-112.
- Trosborg, A. (1995 ). *Interlanguage pragmatics. Requests, complaints and apologies.* Berlin: Mouton de Gruyter.
- walters. (1980). *classroom interaction and speech acts.*
- Wierzbicka, A. (1979). *Cross-cultural pragmatics: The semantics of human interaction.* Berlin: Mouton de Gruyter.
- Wolfson, N. (1989). *Perspectives: Sociolinguistics and TESOL.* Cambridge: Newbury House/Harper Collins.
- Woodfield. (2010). *requestive act with focus on modifications and perspective.*
- Yan, L. (2010). Yan, L. and Zhuang, Y. (2010). *Reflections on the nature of pragmatic failure.* *US-China Foreign Language*, vol. 8, No. 1, 1-7. 1-17.
- Yule, G. (1996). *Pragmatics.* Oxford: Oxford University Press.

Zamborlin, C. (2007). Going beyond pragmatic failure: Dissonance in intercultural communication. *Intercultural Pragmatics*. 21-50.



# APPENDIX

PEOPLE 'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH

**Discourse Completion Task**

Dear students,

I am a second year master student and I am conducting a research about « Pragmatic transfer in requests performed by Algerian EFL learners the case of third year Students at the department of English ».

Therefore, you are kindly requested to answer the following questions and select your answers in a natural way as you talk to a real person. Make sure that your responses will kept anonymous and will be used for strict research purposes only to gather the needed data to accomplish the aims of the research.

Thank you for your time, effort, and collaboration

**REQUESTS**

**Situation 01**

You are in a hurry heading to an important meeting. You realize that you left your watch at home (your mobile clock is unset). A person (your age) wearing a watch passes by. You ask him/her about the time. What would you say?

1. My brother, what's the time, please?
2. Please, what's the time now?

3.Excuse me...can you can you tell me what is the time?

### **Situation 02**

In a lecture your teacher mentions a reference book that you need to conduct a research project. You want him/her to tell where you can get the book. What would you say?

1. Please Sir, can you tell me where I can find this book? Because I've been looking for it for a long time, but I didn't find it \_\_\_ thank you very much and may God/Allah bless you.
2. Excuse Sir,could you please let me know where I can get it?
3. Sir,would you mind if I borrow this book if you have it? I may need it for a while. and will bring it back as soon as possible

### **Situation 03**

You are in a jewelry shop and you want to buy a new watch. A watch attracted your attention. You to look at more closely. You ask the salesgirl to take it out to have a closer look. What would you say?

1. Excuse me, give me this present to look at it from a short distance, please.
2. God's peace and blessings be upon you please, will you give me that present to have a closer look?thanks.
3. Can I see that piece...more closely please?

### **Situation 04**

You are in a break after two long lectures and you want to make an urgent call and your mobile is not refilled. You ask a classmate to lend his/her mobile to make the call. What would you say?

1. Please, your mobile for an urgent call.
2. May I borrow your mobile for a quick call?
3. May I borrow your mobile for a moment? I must make an urgent call

### **Situation 05**

You are in the students' campus sharing the same room with a classmate. You are tired you want to sleep and you want him/her to switch off the light.. What would you say?

1. Could you please be kind enough and switch off the light it is a bit late?.
2. See dear, I 'm tired and I want to sleep. Please turn off the light.
3. Hey, can you switch off the light?

### **Situation 06**

You have two heavy suitcases that you want to put in the car. You ask a passerby to lend you a hand to carry these luggage. What would you say to request him/her to help you with the suitcases?

1. Excuse me Sir/Madam, could you please help me carry these suitcases to my car. I can't carry them by myself. May God/ Allah well award you.
2. Please my brother/sister, help me take these suitcases to my car?.

Excuse me, would you help me carry these two suitcases to a few of these suitcases? I Don't know why I thought I could carry so many on my own. My car is parked just a few feet away.

### **Situation 07**

You are in the library and you need to buy some handouts for the next exam. Unfortunately, you realize that you have no money. You request your classmate to lend some. What would you say?

1. Please my sister/brother, will you lend me some money; I forgot my entire purse at. I'll give it back to you tomorrow.
2. Is there any way you could lend me some money to make some copies;
3. I Hey...I'm sorry. But can I borrow some change to make some photocopies? I forgot my wallet and I have to do this before my next class...but I promise! I'll pay you back right away.