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**An Attempt to Identify Some Positive Effects of
Teaching Speech Act of Requesting through
Computer-Based Activities**

A Case Study of third year LMD students at Mohamed Kheider
University of Biskra

**A Dissertation Submitted to the Department of Foreign Languages
as Partial Fulfillment for the Master' s Degree in Sciences of Languages**

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Dedication

To the sympathetic grandfather Mostaffa who was the supporter of my work.

To my thoughtful grandmother Mama whose love always strengthens my will.

To my father Mohammed Elsaaid, the source of kindness and care.

To my mother Saliha, the source of happiness and patience.

To my greatest uncles: Brahim, Abd Elbaset, Mohemed Taher, and Mohamed Elamjed.

To my sisters and brothers: Rahma, Hosam, Qbd Elmajid, Doha.

*To my uncles and aunt, Maryem, Amina, Hinda, Maniaa, Nadjat, Djamal, Lokman,
Mohamed Eltaibe, and Meftah.*

*To my best friends, Safa, Radja, Massouda, Imane, Djamila, Salima, Hadjer, Besma,
Dalal, Imane Mammri, Omaima, Shahira, Amina. Asmaa, Nasira, and Asma Mensora.*

To all my extended family and my friends, who encourage me a lot in my work.

To my helpful teacher: Samir Bolifa.

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Abstract

Nowadays, Pragmatics becomes a crucial discipline in the field of teaching foreign languages. Pragmatists reach that the language is no more a production of sentences related together by grammatical rules, but rather it is a socio-cultural phenomenon. The main concern of pragmatics is to make the students be able to produce and comprehend the target language, and which the students usually fail to achieve. The students master the linguistic rules of the language, but they are unable to use them appropriately according to different social situations because they ignore the socio-cultural norms. The students are unable to use speech act of requests, and which is very important for them. This research is aiming at looking for new activities that help in developing the students' ability to use speech act of requesting appropriately. We believe that teaching speech act of requesting through computer-based activities in English foreign language classroom would have some positive effects on the ability to use appropriate requests in different social contexts. In order to test our hypothesis and answer our research questions, we chose the descriptive method. We used the questionnaire as a data gathering tool. We administered one questionnaire to one hundred students of the third year LMD, and another one for their teachers of oral expression at the University of Mohamed Keither of Biskra. The results of the questionnaires revealed that Computer-Based activities do really have some positive effects in teaching speech act of requesting. Exposing videos of native speakers' conversations through computers can help the students to view and listen to the real use of requests. Therefore, the students can produce grammatically correct and socially appropriate requests. Computer-based activities can help in raising the students' communicative and pragmatic competence. After dealing with both of the literature review and the field work, we would suggest the following pedagogical recommendations: the students need to be equipped with technology especially with computers where they can be engaged in authentic use of requests. In addition, the use of authentic materials like journals, magazines, videos, tapes of native speakers' conversations can better help the students to directly recognize the target culture. It is also so beneficial for the students if they practice to use speech act of requests through role-plays after viewing native speakers.

List of Abbreviations

EF: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

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Introduction

1. Literature review

TEFL (Teaching English as a Foreign Language) becomes the main concern of many applied linguists. In order to improve the teaching/learning process, they carry out many studies. Recently, applied linguists find out that it becomes necessary to integrate teaching culture to EF learners. Most specifically, it is necessary to develop the student's communicative and pragmatic competence. Differently stated, EF learners need to be able to use their linguistic knowledge appropriately in different social contexts. Kramsch (1993), for example, in his book "*Context and Culture in Language Teaching*" extremely handled this topic; he stated that because we are all humans, we share the same linguistic code, so we have to learn that code, and to use it accurately and appropriately. In addition, Labbal (2006), in her dissertation at the English department of Biskra University, insisted on the necessity of integrating pragmatics besides the communicative competence in order to develop students' oral performance. The understanding and the production of different types of the speech acts are also of great significance; they help the students to deal with the native speakers of the language. Schmidt and Richards (1980), in their book of "*Speech Act and Second Language Learning*", provided a general overview about speech acts, including all the subjects related to it, and how it is important in second learning. Brown (1980) identified the different features of indirect speech acts, in his book "*Characterizing Indirect Speech Acts*". In addition, Toumi (2010), in his dissertation of Master degree, tackled the subject of felicity conditions and they influence the production of felicitous speech acts. As one kind of speech acts, few studies were carried out about requests. Blum-Kulka and Olshtain (1982), for example, handled apologies and requests. They tackled the strategies used to form them, and they attempted to state the differences and the similarities between native and non-native speakers' realization patterns in apologies and requests. Furthermore, Tatsuki and Houck (2010) spoke about the teaching of speech act, and he specified teaching requests in the working place.

Although there are many studies about pragmatics and speech acts, few are those who focused on the teaching of one specific type of speech acts; most of the studies that were carried out before focused on the theoretical side of the speech acts. In this research, we attempted to suggest some practical techniques to teach speech act of requesting. We believe that the use of Computer-Based activities would facilitate teaching requests for teachers, and enable EF learners

to achieve more correct and appropriate requests especially when falling in real communication with native speakers.

2. Statement of the problem

Labbal (2006) stated that despite the emergence of the new paradigms of preparing EF learners for contextual communication, some foreign language classes are still conducting classical parameters of language pedagogy; the problem lies on that the students rarely intervene in oral expression course. Teachers use the same methods repeatedly, and they do not make efforts to break routines and to make innovations. It is also noticeable that the students' achievements in communication and pragmatics are poor. The students master the grammatical rules, but they are unable to put them into practice; when coming to express the language, students are unable to form complete sentences, and this may be due to their ignorance of the socio-cultural norms that determine the appropriate linguistic forms. In addition, we discovered that learners find difficulties in using speech act of requesting. The main problem is not in forming the grammatical rules, but it is on that they cannot differentiate when to use one form rather than the other and with whom. They do not master the culture of native speakers, so they do not know what linguistic forms of requests are most appropriate at a given context. Teachers do not much focus on exposing the target culture through videos so as learners can be directly faced with the real use of requests. Therefore, teachers need to use Computers-Based activities for realizing the objective of involving the students in the learning process. Conducting Computers-Based activities in the classroom may provide learners with opportunities to see how requests are used in the target community, and practice using them in the required manner according to different social situations.

3. Significance of the study

Speech act theory is of great importance in the field of teaching foreign languages; teaching speech act would enable the students to put their acquired knowledge into practice within a variety of contexts, and enables them to respond accordingly to the speakers' intentions. Tackling such studies will hopefully provide teachers with an adequate use of Computers-Based activities in the classroom which offer more realistic environments. Such research may help both teachers and students achieve their objectives; the former may benefit from these studies by knowing how to use Computers-Based activities, while the latter will be able to use speech act of requesting in the right place, at the right time, and with the right person.

4. Aims of the study

This small research is aiming at:

- Identifying some positive effects of teaching speech act of requesting through Computers-Based activities;
- Providing teachers with some strategies of how to use Computers-Based activities appropriately so as to fit the learners' needs;
- Putting students in different social situations so as to apply the speech act of requesting accordingly;
- Improving the teaching/ learning process at the university.

5. Research questions and hypothesis

In order to identify some positive effects of teaching speech act of requesting, and to guide our study, we will address the following questions:

The main questions:

1-What are the positive effects of teaching the speech act of requesting via Computers-Based activities?

2-Do Computers-Based activities help learners to improve their use of speech act of requesting?

The subordinate questions:

1. What are Computers-Based activities?
2. What is speech act theory?
3. What is meant by speech act of requesting?
4. What is communicative competence?

From these questions, we can hypothesize the following:

Teaching the speech act of requesting through Computers-Based activities in English foreign language classroom would have some positive effects on the ability to use appropriate requests in different social contexts.

6. Research methodology

6.1. Choice of the method

The type of our research is qualitative, and the method applied to it is the descriptive one. We see that it is the most appropriate method since we describe some positive effects of teaching speech act of requesting through Computer-Based activities. Furthermore, the descriptive method saves time and effort because the time specified to our research is so limited. The tools used in collecting data in our study are questionnaires. We administered questionnaires to the third year LMD students, and their teachers of oral expression course at the University of Mohamed Kheither of Biskra.

6.2. Data gathering tools

In our study, we chose questionnaires as data gathering tool. By tackling this tool, we can gain further insights into the situation of teaching and learning, and check the student' attitudes towards the use of technology in the classroom. Besides, questionnaires enable us to know whether there are some positive effects of teaching the speech act of requesting through Computer-based activities using. We administered two formal questionnaires: one for the third year LMD students and the other one for their teachers of oral expression at the University of Mohamed Kheither of Biskra. We chose questionnaires because they provide us with more valid and available information that will either confirm or refuse our hypothesis, and serve to enrich our research.

6.3. Population and sampling

It is noticeable that students are not able to use speech act of requesting appropriately in different social situations. In order to understand this problem, and to check whether Computer-Based activities are useful for the teachers to solve this problem, we chose the population of third year LMD students at the University of Mohamed Kheither of Biskra, and which represent three hundred and eighty seven students (387). We selected randomly one hundred students (100) from the whole population to represent our sample, and we administered the questionnaire to them. We believe that third year students fitted our study because they have mastered enough quantity of grammatical rules in their previous years of the study, and it is possible to teach them the target culture so as to enable them to relate what they have learned before to the real use.

We also designed another questionnaire to the teachers of oral expression who teach third year LMD students. We administered the questionnaires to five teachers in order check their attitudes towards the use Computer-Based activities as a good technique that facilitates teaching speech act of requesting through the use of computers. We choose Oral expression course' teachers because is the adequate course where it is possible to use Computer-Based activities.

7. Structure of the study

In order to achieve the objectives mentioned before, we divided our research into four chapters. The first chapter presented some insights of communicative competence in teaching English as a foreign language where we talked about the definition, the components and its relation to the teaching of English as a foreign language.

The second chapter dealt with pragmatics and speech act theory; we talked about an overview of both pragmatics, speech acts theory and their relations. We then specifically talked about speech act of requesting, including the definition, the nature, the pragma-linguistic and the socio-pragmatic forms, and requests in foreign language teaching.

The third chapter tackled the computers-based activities as a new technique, its definition, its importance and its effects on teaching speech act of requesting. It also presented some activities that focus on teaching requests through computers.

Finally, the fourth chapter contained description of questionnaires and the methodology used to administer them. It also offered the analysis of the data obtained from the questionnaires of both students and teachers. In addition, it discussed the results and checked the truthfulness of our hypothesis. At the end, we put some practical suggestions.

Chapter one**General Considerations about Communicative Competence**

Introduction

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Chapter one

General Considerations about Communicative Competence

Introduction

Communicative competence became the concern of many applied linguists. They attempted to design a methodological frame work that aims at developing the students' communicative competence. Learners are expected to know both of grammatical and socio-cultural rules, and to be able to use these rules appropriately in various communicative contexts and situations. In this chapter, we spot some light on communicative competence: Hymes's works and Bachman's model of communicative competence, and communicative competence on the field of foreign language teaching.

1. Communicative Competence

1.1. Hymes's works

Richards and Rodgers (1986), in describing the communicative approach, claimed that the approach stresses the importance of providing learners with opportunities to use English for communication. Thus integrating communicative activities in the syllabus is necessary. In this approach, many aspects are taken into consideration. For example, language should be studied in its broader socio-cultural context of its use which included participants, their behaviors and beliefs, the objects of linguistic discussion, and word choice.

The goal of the communicative approach is to develop the term '**communicative competence**' which was coined by Dell Hymes (1972). Hymes's view was as a contrast to Chomsky's linguistic theory which includes the two concepts of 'competence' and 'performance' (Richard & Rodgers, 1986, p. 69). He viewed that speakers and listeners have an inborn capacity which he called grammar or competence, and he describes performance as the actual use of this competence, according to Chomsky (1965, p. 3):

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech community, who knows its language perfectly, and is not unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interests and errors (random or characteristic) in applying his knowledge of the language of the language in actual performance (as qtd in Hymes, 1972, p. 53).

Hymes (1972) explained Chomsky's linguistic competence as "a tacit knowledge that is commonly not conscious or available for spontaneous report [...]. It is terms of such knowledge that one can produce and understand an infinite set of sentences, and language can be spoken as creative" whereas the linguistic performance is the actual use of that knowledge in a speech community (54).

Hymes (1972), strongly disagreed with Chomsky's view in which he pointed out that the strong version of the competence-performance totally ignored the importance of the socio-cultural features that intervene in communication; he stated that the theory of language users and language use must be recognized to be in fact not of two kinds but of four, and if linguistic theory is to be integrated with theory of communication and culture, this fourfold distinction must be stated in a sufficiently generalized way:

- 1- Whether (and to what degree) something is formally *possible*;
- 2- Whether (and to what degree) something is *feasible* in a virtue of the means of implementation available;
- 3- Whether (and to what degree) something is *appropriate* (adequate, happy, successful) in relation to the context in which it is used and evaluated;
- 4- Whether (and to what degree) something is in fact done, actually *performed*, and what its doing entails (p. 63).

Hymes (1972) called all these aspects 'the communicative system' in which a normal member of a community has knowledge with respect to these aspects; the latter helps the members of the community to interpret or assess his and others' conduct. In other words, it is the socio-cultural norms which aid us to produce utterances that they are grammatically correct, socially acceptable, and they are appropriate to the context in which speech is made. The socio-cultural norms also help listeners to infer the speakers' utterances appropriately. Hymes (1972) summed up the communicative competence: "the goal of a broad theory of competence can be said to show the ways which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior" (p. 67).

Campbell and Wales (1970: 247) also see linguistic ability as being able to "produce and understand utterances which are not much grammatical, but more important, appropriate to the context in which they are made" (as qtd in Canale & Swain, 1980, p. 4).

Canale and Swain (1980) summarized the communicative competence as referring to the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and socio-linguistic competence or knowledge of language use whereas communicative performance refers to the realization of the two previous competencies and their interaction in the actual production and comprehension of utterances (under general psychological constraints that are unique to performance) (p. 6). Therefore, communicative

competence and communicative performance are totally distinguished. The former indicates only the knowledge of both the grammatical and the socio-linguistic rules, while the latter indicates the real use of this knowledge in different situations.

According to Celce-Murcia (1995), Communicative competence can be divided into five competencies:

- 1- Linguistic competence: includes the sound system and the lexicon as well as grammar (i.e., morphology and syntax).
- 2- Discourse competence: the ability to produce and interpret language beyond the sentence level.
- 3- Actional competence: the ability to comprehend and produce all significant speech acts sets.
- 4- Socio-cultural competence: the cultural background knowledge needed to interpret and use a language effectively.
- 5- Strategic competence: the ability to compensate for problems or deficits in communication, and do various types of planning (as qtd in Solar & Jordà, 2007, p. 42).

In an attempt to sum up the historical development of communicative competence, Celce-Murcia (1995) proposed the following figure:

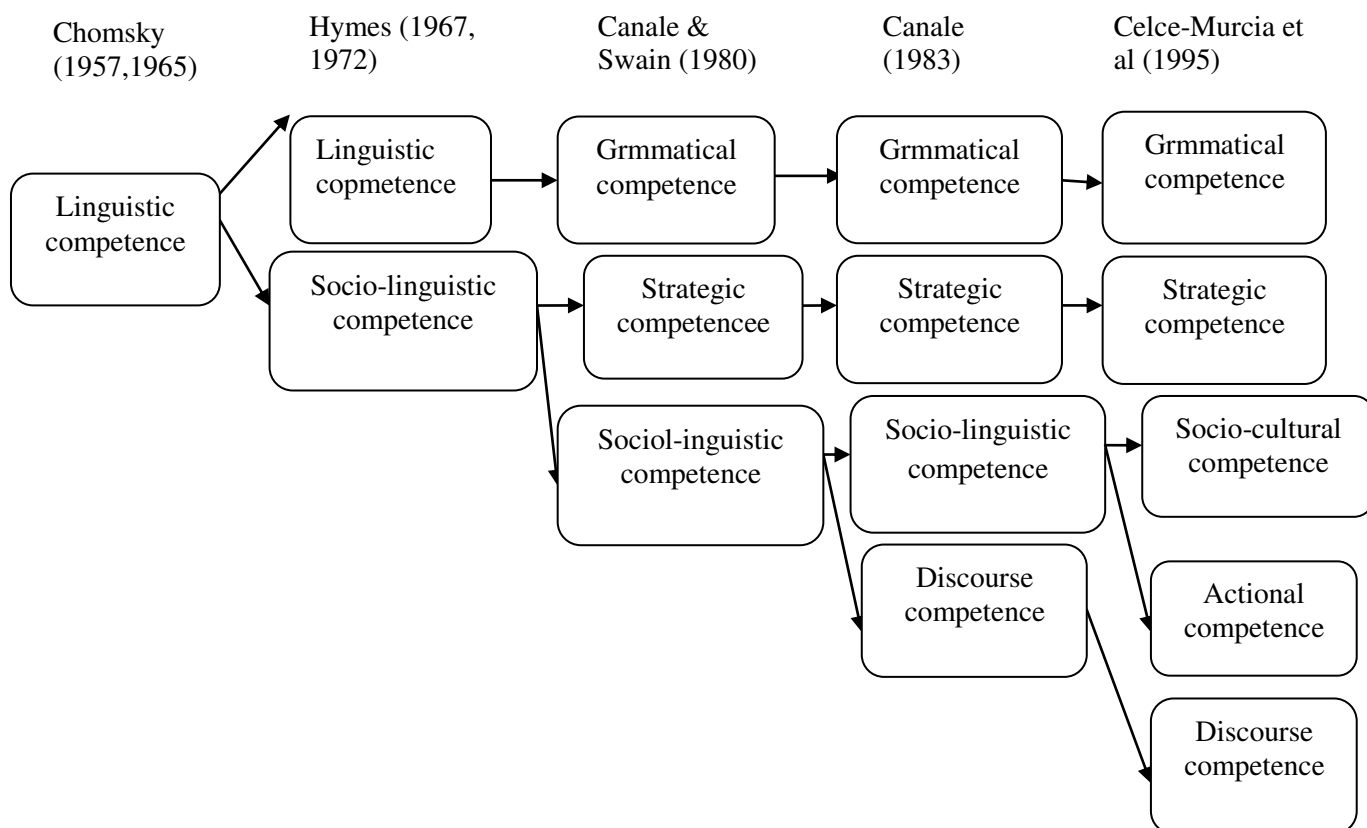


Figure 1.1: Chronological Evolution of 'Communicative Competence (as qtd in Solar & Jordà, 2007, p. 43)

1.2. Components of communicative competence

1.2.1. Bachman' Model

Bachman (1990) brought the new term of '**communicative language ability**' to replace Hymes's term of 'communicative competence'. Bachman (1990, p. 84) stated that "CLT can be described as consisting of both knowledge, or competence and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use" (as qtd in Llorca, 2000, p. 89). Bachman' model of communicative language ability included three elements, namely language competence, strategic competence and physiological mechanisms.

1.2.1.1. Language competence

1.2.1.1. a. Organizational competence

Organizational competence is composed of abilities engaged in a control over formal language structures. It is divided into grammatical and textual competence (Bagarić & Djigunović 2007). Grammatical competence refers to the knowledge of lexical items and rules of morphology, syntax, sentence grammar semantic, and phonology (Canale & Swain, 1980). According to Solar and Jordà (2007), grammatical competence includes:

- *Lexical knowledge*: knowledge of both content words (nouns, verbs, objectives) and unction words (pronouns, determiners, propositions, verbal auxiliaries, etc.).
- *Morphological knowledge*: parts of speech, grammatical inflections, productive derivational process.
- *Syntactic knowledge*: constituent/phrase structure, words order (both canonical and marked), basic sentence type, modification, coordination, subordination, embedding.
- *Phonological knowledge*: segmental (vowels, consonants, syllable types) and suprasegmentals (prominence, stress, intonation, and rhythm) (p. 47).

Textual competence is "similar to discourse competence; it refers to the ability to combine language structures into different types of cohesive texts (e.g. political speech, poetry)" (as qtd in Cecle-Murcia, Dörnyei, & Thurrel, 1995, p. 8). In other words, textual competence enables comprehension and production of spoken or written texts i.e., it involves three main organizations: (1) knowledge of cohesion organization (ways of marking semantic relationships among two or more sentences in written texts or utterances in a conversation); (2) knowledge of rhetorical organization (way of developing narrative texts, description comparisons, classification, etc), or (3) conversational organization (convention for initiating, maintaining and closing conversation) (Bagarić & Djigunović, 2007).

1.2.1.1. b. Pragmatic competence

Pragmatic competence refers to the abilities for creating and interpreting discourse (ibid), or it is "the knowledge of the components that enables us to relate words or utterances to their meanings, to the intentions of language users and to relevant characteristics of the language use contexts" (as qtd in Cecle-Murcia, Dörnyei, & Thurrel, 1995, p. 8). Pragmatic competence is divided into illocutionary and socio-linguistic

competence. Illocutionary competence can be defined as knowledge of pragmatics conventions for expressing acceptable language functions (interpersonal, ideational, imaginative, etc.) and for interpreting the illocutionary power of utterances or discourse (functional knowledge) (Bagarić & Djigunović, 2007). When producing utterances, people are actually perform actions known as speech acts; illocutionary competence requires being able to produce and interpret different types of speech acts appropriately in different social contexts, while sociolinguistics competence refers to the knowledge of how to use language functions appropriately in a given context (Usó-Juan & Martinez-flour, 2008). Cecle-Murcia, Dörnyei, & Thurrel (1995) defined it as the mastery of the socio-cultural code of language (appropriate application of vocabulary, register, politeness, and style in a given situation. Differently stated, there are socio-cultural norms which govern our choice of words. Social status, for example, determines which language style to use and with whom, so being socio-culturally competent solicits knowledge of those socio-cultural rules as well as being able to use them appropriately according the situation where speech takes place.

1.2.1.2. Strategic competence

Strategic competence, in Bachman' (1990) model, refers to a "set of meta-cognitive components which enable language user involvement in goal setting, assessment and planning. Goal setting includes identifying a set of possible tasks, choosing one or more of them and deciding whether or not to attempt to complete them. Assessment is a means by which language use context is related to other areas of communicative language ability: topical knowledge and effective schemata. Planning involves deciding how to make use of language knowledge and other components involved in the process of language use to complete the chosen task successfully" (as qtd in Bagarić & Djigunović, 2007,p. 99). Bachman and palmer (1996) stated that what makes language use possible is the integration of all these components as language users create and interpret discourse in situationally appropriate ways (as qtd in Ślęzak-Świat, 2008, p. 30)

1.2.1.3. The physiological mechanism

The physiological mechanism refers to the neurological and psychological processes that are involved in language use (Usó- Juan & Martinez- flour, 2008). The neurological and psychological processes involve the auditory/visual channels and the receptive/productive mode which are employed in language use (Ślęzak-Świat, 2008).

1.3. Communicative competence and foreign language teaching

1.3.1. A brief history of communicative language teaching

The origins of communicative language teaching are to be found in the changes in the British tradition dating from the late 1960s (Richards & Rodgers, 1986). This new approach came as a contrast view of the traditional approaches such as the audio-lingualism (in North America) and situational language teaching; they gave priority to grammatical competence in which they focus on repetitive practice and drilling. Techniques used included memorization of dialogues, question-and-answer practices (Richards, 2006). British applied linguistics emphasized other fundamental characteristics of language; they saw the need to focus on teaching communicative proficiency rather than on mere mastery of structures. This view comes as a response to the sorts of criticisms of the prominent American linguist Noam Chomsky (1957) who had leveled at structural linguistics theory in his classic book *"syntactic structures"*. Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language_ the creativity and uniqueness of individual sentences (Richards & Rodgers, 1986).

In 1971, a group of experts such as Van EK and Alexander (1980), began to investigate the possibility of developing language courses on a unit-credit system in which learning tasks are broken into "portions or unit, each of which corresponds to a component of learners' needs, and it is systematically related to all portions" (as qtd in Richards & Rodgers, 1986, p. 65).

The British linguist Wilkins (1972) proposed a functional or communicative definition of language that could serve as basis for developing communicative syllabus for language teaching. Wilkins' idea was to analyze the communicative meanings that a language learner needs to understand and express; he described two types of meanings: national categories (concept such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints). Later, Wilkins revised and expanded his previous document into a book called *"National syllabuses"*, which had a significant impact on the developments of communicative language teaching (ibid).

Since CLT has expanded to the design of the syllabus, both American and British proponents now see it as an approach (and not a method) that aims to (a) to make

communicative competence the goal of language teaching, and (b) to develop procedures for teaching the four language skills (reading, writing, listening, and speaking) that acknowledge the interdependence of language communication. Littlewood (1981) stated: "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language" (as qtd in Richards & Rodgers, 1986, p. 66); it focuses on both form and meaning where learners are expected to master the linguistic knowledge to enable them express meanings in different social situations.

Dell Hymes, in 1972, brought a new term called 'communicative competence' which is the goal of communicative language teaching. He asserted that in a speech community, there are socio-cultural norms which govern our speech besides the grammatical rules, and that they go in parallel: "there are rules of use without which the rules of grammar would be useless" (as qtd in Hymes, 1972, p. 278). Thus, being communicatively competent requires knowledge of both grammar and social conventions in order to communicate effectively in various social contexts (Canale & Swain, 1980).

Savignon (1983) offered as a precedent to CLT a commentary by Montaigne on his learning of Latin through conversation rather than through the customary methods of formal analysis and translation. The linguist John Firth stressed that language needed to be studied in the broader socio-cultural context of its use, which included participants, their behaviors and beliefs, the objects of linguistic discussion, and word choice. In addition, the approach emphasize the importance of learners as individuals who possess unique interests, style, needs, and goals, which should reflects the design of methods of instruction (as qtd in Richards & Rodgers, 1986, p. 68).

1.3.2. A methodological framework of the communicative language teaching

1.3.2.1. The objectives of the syllabuses

Learners seem to be the central focus of the communicative approach because the main goal of this approach is to develop their 'communicative competence': "learners are expected to know various grammatical rules and being able to use the rules effectively and appropriately when communicating" (Naunan, 1989, p. 12).

Littlewood (1981) pointed out some of the skills that are needed to be taken into consideration when designing syllabuses, the focus is on what the learners are expected to acquire in order to be communicatively competent:

- *The learners must attain as high as possible of linguistic competence. That is, they must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.*
- *The learners must distinguish between the forms he has mastered as a part of his linguistic competence, and the communicative functions which they perform.*
- *The learner must develop skills and strategies for using language to communicative meanings as effectively as possible to judge his success, and if necessary, remedy failure by using different language.*
- *The learners must become aware of the social meaning of language forms, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.*
- *The trends of CLT in recent years has been the development of learners-centered approach to language teaching, in which information by and from learners is used in planning, implementing, and evaluating language programs.*
- *Learners must take responsibility for their own learning, developing autonomy, and skills in learning –how –to– learn (as qtd in Naunan, 1989, p. 13-14)*

1.3.2.2. Types of learning and teaching approaches

1.3.2.2. a. Task-based approach

The communicative language approach adopts the task- based approach in which learners are given a numerous activities and tasks to fulfill. Providing learners with such tasks enables them to be engaged in a real communication, it requires them to use such communicative processes as information sharing, negotiation of meaning, and interaction to complete the tasks (Richards & Rodgers, 1986). Ellis (1998) described some features of tasks as follows:

Learners are first provided with input which can be verbal (requires teachers to give series of directions) or non-verbal (using visual aids such as diagrams or pictures). Next, the teacher explains the procedures that should be followed by learners. After completing the task, learners are asked to perform either verbally (e.g. through role-plays) or none verbally (e.g. through writing a report) (as qtd in Tomlinson 1998: 227-228).

1.3.2.2. b. Cooperative interaction approach

Cooperative interaction requires students to work in groups. Students in group work usually discuss a topic, solve problems or perform role plays. Cooperative work gives students chances for greater interdependence, they discuss, negotiate meanings, and

completing tasks. This strategy can be motivational because it offers opportunities for learners to be active, and it requires a high degree of involvement and participation, as it reduces anxiety (Harmer, 1998).

1.3.2.2. c. Learner-centered approach

In communicative language teaching, learners are expected to fulfill tasks and activities by themselves. They are the center of the teaching-learning process; learners make their own learning, and the teacher functions only as a guide or facilitator:

The learner's role under any method is determined in large measure by the view of the learner's responsibility for the learning process. Is the learner viewed as sprang, whose function is to soak up the elements of language until one language is produced spontaneously? Or is the learner's role to contribute to the process by planning his own learning, bringing to the classroom his own needs, knowledge and experiences and interaction without learners? (Burwell, p. 10).

Learners are active participants in the classroom; they ask questions, participate, negotiate meaning, express their selves, give their opinions, and create their own language. The tasks are often designed according to learners' needs, attitudes, differences, feelings, ages, and levels, and learning styles in contrary to the traditional instructions where they give no importance to the learners.

1.3.2.3. Instructional materials

CLT views materials as a way of influencing the quality of classroom interaction and language use (Richards & Rodgers, 1986). Kramersch (1993) claimed that learners should be exposed to a large number of spoken and written texts. Making communication more authentic offers opportunities for learners to be able to understand native speakers' conversations, to be aware of their different life styles and etiquettes, and to behave appropriately in native-speaker environment. The type of materials is not necessarily pedagogical; it can be a form of newspaper, a message about pollution, a song, or recorded telephone conversation taken from the target language community. Using such materials offers students to be exposed directly to cultural sources. Multimedia also can be used as authentic material that brings learners to real-life environment; it is in form of combination of video and computers. Through multimedia, learners can get as much as lexical, grammatical, and informational help they need.

1.3.2.4. The role of the communicative teacher

Richards (2006) defined the role of the communicative teacher as a "facilitator, who creates a classroom climate conducive to language learning, and provides opportunities for students to use and practice the language and to reflect on language use and language learning" (p. 23). Harmer (2001) proposed other roles for the teacher, he describes him as an organizer in which he organizes students to do various activities; this may involve giving them information, and telling them how they are going to do the activity. The teacher is also an assessor; he offers feedback and correction. The teacher should observe his students while accomplishing their tasks; he takes notes about their performance in order to check out their weaknesses, and try to find remedies. For easier comprehension and delivery, the teacher needs to be a teaching aid; he may use mimes and gestures if he is to facilitate learning.

1.3.3. Activities focus on communicative competence

1.3.3.1. Information-gap activity

Information-gap activity refers to the real communication, people normally communicate in order to get information they do not possess, this is known as information gap. This type of activity requires students to use their linguistic and communication resources in order to obtain information. In doing so, they use available vocabulary, grammar, and communication strategies to complete a task. An example of information gap activity can be by giving students two similar pictures with a number of slight differences, so the students are asked to find out the differences (as quoted in Richards, 2006, p. 18).

Story-telling activity is a further extension of information-gap idea in which the teacher puts the class into four groups, calling them A, B, C, and D. To each group he gives one of the following pictures:

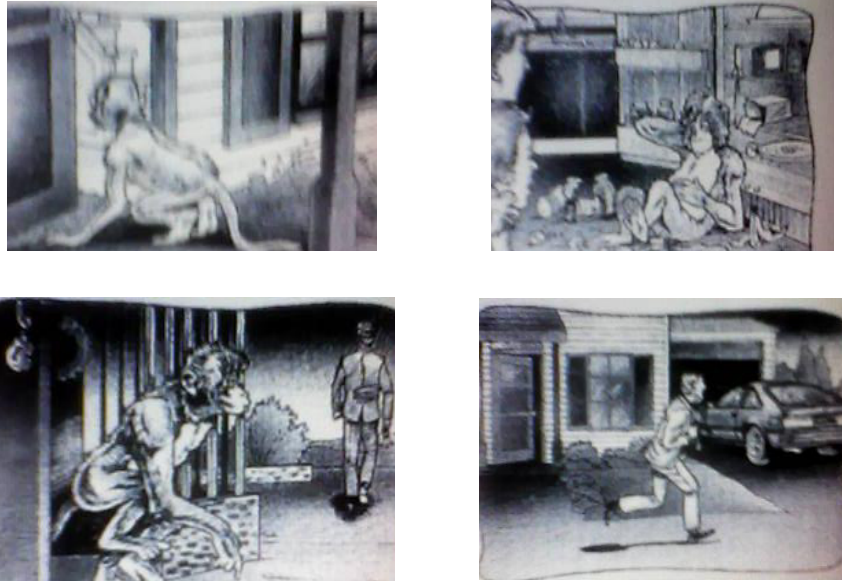


Figure 1.2: Pictures for Story-Telling Activities (as qtd in Harmer, 1989, p. 88-89)

The group have to memorize everything can about the picture -who's in them, what's happening, etc. They can the talk about the detail in their groups.

The teacher now collects back the pictures and asks for one student from each group (A, B, C, or D) to form a new four-person group. He tells them that they have each seen a different picture taken together, but those pictures taken together_in some order or order_tell a story. The task is for the students to work out what the story is. The only way they can do this is by describing their pictures to each other and speculating on how they are connected.

The final stories may be different. The groups tell the whole class what their version is, and the teacher can finally re-show the pictures (Harmer, 1998).

1.3.3.2. Surveys

One way to provoke conversation and opinions is to get students to conduct questionnaire and surveys. In a survey activity, the teacher talks about a topic. An example would be about sleep, he tells them a story about not being able to sleep, about a nightmare, or about someone he has seen sleep walking. He gets learners to give him as much 'sleep' vocabulary as they can. Learners, then, work in pairs to plan questions for their sleep. A sample may be as follows (Harmer, 1998):

Sleep questionnaire

- How many hours do you sleep?
- Are you a light sleeper/heavy sleeper?
- Have you ever

	yes	no
Talked in your sleep?	<input type="checkbox"/>	<input type="checkbox"/>
Walked in your sleep?	<input type="checkbox"/>	<input type="checkbox"/>
Fallen out bed?	<input type="checkbox"/>	<input type="checkbox"/>
- If your answer yes, describe the experience:

Figure 1.3: An Example of Sleeping Questionnaire (as
qtd in Harmer, 1998, p. 89)

1.3.3.3. Role-play activities

Harmer (1998) defined role-play activities as those where students are asked to imagine that they are in different situation and act accordingly. Students may ask to role play being guests at party, travel agents answering customer questions or participants in a public meeting about a road- building project for example. Role-play activities has great importance in enhancing students to speak and practice English, it also helps them acquire good quantity of vocabulary.

An example of role-play activity can be holding a meeting to decide whether a new supermarket should be built on land which is currently used as school playing field. Students are put into groups of six. Each student is given the following card.

Homefield college, a teacher training establishment, is running short of money. It wants to sell half of its playing fields to the Taksi supermarket chain. The chairperson of the city planning committee has called a meeting to discuss the issues raised. At the meeting are the chairperson, Colin Grafter (a representative from Taksi), local residents Muriel Fightwell, Brain Shelvesurch, Councilors Clare Howe-Sing, and Amby Valent.

The students decide who is who in each group and the teacher then hands out the following cards to the individuals, with the instruction that they should read them, but not show them to anyone else. This is what the cards show:

Chairperson:

It is your job to run the meeting and make sure everyone's voice is heard. Start by getting everyone to introduce themselves by name, and say what their occupation is. Ask them to state their point of view, but at all stages allow other members to question them. At the end of the meeting, you will call for a vote on the supermarket project.

Colin Grafter, Taksi representative:

You represent Taksi. You are offering an important facility for the public. You will pay for a new ship road from Taksi's founds, and you will make the new supermarket attractive with adequate parking and play areas for children.

Muriel Fightwell, local resident

You have the playing fields and frequently walk there with your dog. The last thing your area needs is a new supermarket with hundred more cars clogging up the streets, and polluting the air for families around, not to mention the destruction of a beautiful piece of land in the heart of a residential area.

Brain Shelfsurch, local resident

You welcome the idea of a new supermarket. The nearest one is four miles away and in the rush hour (when you normally do your shopping) it takes hours to get there. The new scheme will be just right for your own shopping needs, and since Taksi have agreed on a new road, it shouldn't cause too much of a problem.

Councilor Clare Howe-Sing, local politician:

You do not think the council should agree to this use of the hand when there is a shortage of how-cost accommodation for the city's residents, if the land is to be sold by the college, it should be used for building flats and houses for how-income tenants- that's what the council's priority should be.

Councilor Amby Valent:

You are sympathetic to both sides of the agreement. You think the supermarket would benefit locals, but you do not want to see the loss of green spaces. You have heard the discussion (you should ask as many questions as necessary to help you decide

Figure 1.4: Cards of Role-Play Activity (as qtd in Harmer, 1998, p. 92-93)

The teacher tells students that they can ask him about any details they are not sure of. He tells them that they must stick to the information on their original cards, but they can invent new facts which fit with that information.

The teacher now tells the groups to start, but lets a time limit for the chairperson to announce the results of the vote. When the time is finished, the teacher asks various chair people to say how their groups voted and why this can lead into a discussion about resolving different demands on land use.

Conclusion

In this chapter, we tackled communicative competence, its advocates, its components and its relationship with foreign language teaching. It was noticeable that communicative approach is very varied in comparison with the traditional approaches. It emphasized that learners need more than linguistic competence; they need communicative competence which enables them to communicate effectively in various social situations. For reaching this goal, many procedures are required. For instance, learners should be encouraged to work in groups in order to increase motivation; they participate, negotiate meaning, solve problems, and give their opinions. In contrary to the classical approaches, the teacher, in the communicative approach, functions as a facilitator or guide; he provides his learners with opportunities to practice and activate their schemata (previous knowledge), he uses the appropriate instructional materials that help them to be engaged in real life-like environment, and aid them to achieve fluency.

Chapter two**Pragmatics and the Speech act of Requests**

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Chapter two

Pragmatics and Speech act of Requests

Introduction

Nowadays, the field of pragmatic has increasingly become important as a sub-branch of linguistics. Since linguistic deals with the formal study of the language, it lets the chance for pragmatics to deal with the language in use. Pragmatics is concerned primarily with the study of all kinds of conversations, and all the features surrounding it, as it is concerned with the context where conversations take place, and how it influences the production and the interpretation of the functions of the language. Pragmatics is also interested in how people can perform different types of actions via utterances. It is called speech acts theory. Speech act of requesting, for instance, can take many prgma-linguistic formulations which can be used in accordance to the socio-pragmatics appropriateness. It also adapts various politeness strategies to maintain social relations in a speech community. Thus, pragmatics seeks to study how such a speech act is uttered? What meaning (illocutionary force) does the speaker intend when uttering it? And how it can be inferred by listeners? In this chapter, we tackle a general overview about pragmatics and its proposed model by Leech and Thomas (1983), its interests, and then we take an example of speech act of requesting, and try to provide a short background about it.

1. An overview of pragmatics and the speech act of requesting

1.1. Definition of pragmatics

Pragmatics as a field of inquiry was initiated in the 1930 s by Morries, Carnap, and Peirce; they produced three main fields that are: (1) syntax which addresses the formal relations of signs to one another; (2) Semantics which concerns the relation of signs to what they denote, and (3) Pragmatics which focuses on the relation of signs to their users and interpreters (as qtd in Horn & Ward, 2005, p. 1).

Pragmatics is concerned with the study of meaning that the speaker intends when communicating with other interlocutors, and how the context impacts the linguistic choices made by the speaker. Yule (1996) defined pragmatics "as being concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said" (p. 3).

Koc and Bamleer (1977) stated that a sentence uttered by a speaker can carry more than one meaning which differs according to different situations. Meaning is of three types:

- 1-*The conceptual meaning*: the meaning that the sentence or utterance has in isolation;
- 2-*The contextual meaning*: the meaning that a sentence or utterance takes in particular context;
- 3-*The pragmatic meaning*: the meaning that the sentence or utterance takes on only due to the interaction between the speaker and listener (as qtd in Yan & Zhuang, 2010, p. 2).

When people are engaged in an interaction, there are certain limits that govern their choices of the language they use depending on many assumptions, such as how close or distant the listener is? And what is his social status? The context also influences the choice of words; it makes people decide what style (formal or informal) is appropriate to the conversation while it is occurring. In addition, Pragmatic seeks to explore how listener can make inferences about what is said in order to arrive at the interpretation of the speakers intended meaning, and how the context helps him in doing so (Yule, 1996).

Pragmatics deals also with presuppositions. It represents the shared background assumptions that are taken for granted when people communicate; People who know each other well can build up quite accurate impressions of what assumptions are shared between them (Griffiths, 2006). Presuppositions extremely contribute to both speakers and listeners to achieve successful communicative purposes.

Pragmatics is not interested only with the verbal features of the language (morphology, syntax, semantics and phonology), but also with the non-verbal ones (gestures, conjunctions and facial expressions and how they contribute to the listeners' interpretations of the speakers' intentions. Wharton (2009) stated that "the aim of pragmatic theory is to explain how utterances with all their linguistic and non-linguistic properties are understood" (p. 4). He also described verbal communication as a mental process in which people use their cognition, intelligence, inferential activities to recognize intentions. Therefore, the phenomenon of conversation is accommodated within a cognitively-oriented pragmatic theory.

1.2. Leech and Thomas' model of pragmatics

Leech (1983) and Thomas (1983) divided pragmatic into two main components, namely pragma-linguistics and socio-pragmatic.

1.2.1. Pragma-linguistics

Leech (1983) and Thomas (1983) defined Pragma-linguistics as "the sources for conveying communicative acts and relational on interpersonal meaning" (as qtd in Timpe, 2012, p. 111). Kasper (1997) indicated that the sources include "pragmatic strategies such as directness and indirectness, routines, and other range of language forms which soften or intensify communicative acts" (as qtd in Rueda, 2006).

People use direct or indirect speech acts depending on the situation and the context in which the conversation takes place. Direct speech acts can be defined as a direct relationship between a structure and a function of an utterance. For example, when someone says '*you wear a seat belt*', he makes a declarative sentence which functions as a statement, in this case, there is a direct relationship between the structure and the function, and so the statement is a direct speech act. Whenever there is a relationship between a structure and a function, we have an indirect speech act. An example would be '*it is cold in outside*'; the sentence is declarative, but it functions as a request to close the window. It is noticeable that there is no relationship between the structure and the function, thus the request used is indirect speech act (Yule, 1996). One feature of the indirect speech acts is that it has to be inferred by the listener according to the speaker's intention, and to do this, there should be shared background knowledge between the interlocutors.

Another pragmatic strategy, which people use when conveying communicative acts, is routines. Routines are regular parts of spoken or written texts which people say or write habitually until they become unconsciously followed. According to Bygate (1987), Routines can be characterized to include the kinds of turns typically occurring in given situations, and the order in which the components are likely to occur. There are two types of routines which are information routines and interaction routines:

The information routines are frequent recurring types of information structures, including stories; descriptions of places and people; presentation of facts (expository routines); comparisons; instructions. For instance, the routines of stories are the frequent use of narrative style and the past tense in addition to the element of suspense. In the other hand, the interaction routines based not so much on information content as on sequences of kinds of terms occurring in typical kinds of interactions (p. 23-25).

Examples of routines that are organized in a characteristic way can be: service encounters, telephone conversations, interview situations, casual encounters, conversations

at parties, lessons, and radio or television interview (ibid). Formality and the informality of the linguistic forms of the routines are interdependent on the context and the engaged participants at a given interaction.

Because of the imposition of some types of speech acts, people use some pragma-linguistic sources to soften and mitigate the imposition of them on the hearers. Requests, for example, have the feature of the pressure which is unconsciously put on the hearer, thus speakers use extra pragma-linguistic forms to save his negative face like in *'I know that I disturb you, but could you pass me the salt please'* instead of saying *'pass me the salt'*. Deciding whether to soften or intensify speech acts relies on the context and the people participating in interaction. Such strategies are called politeness principles. We shall explain more in the next passages.

1.2.2. Socio-pragmatics

Leech (1983) defined socio-pragmatics as the "the sociological interface of pragmatics" (as cited in Timpe, 2012, p. 111), or it is "the contextual and social variables that determines appropriate pragma-linguistic choices" (as qtd in Delraire, 2011, p. 1). The context strongly helps participants involved in interaction to make assumptions about what pragma-linguistic forms to use or to avoid. This can clearly appear in official setting situations such as meetings; the formal styles and politeness strategies will be dominant. Using polite forms may include expressions such as *'could you'*, *'would you mind if'*, *'I know I bother you, but'*. The opposite will be if the conversation takes place in house setting. In such context, informal style will be prevalent. Speech acts like statements, orders, questions, warnings are visible and frequently used: *'the weather is very hot in here'*, *'come here'*, *'where is my shirt?'*, *'if you repeat this again, I will strike you'*. Context helps speakers to make pragma-linguistic and socio-pragmatic choices relying on assumptions about the hearer's feelings and obligation. The context also helps hearers to make accurate interpretations.

Social variables include socio-cultural norms that govern our choice of words and utterances; Krisnawati (2011) describes social variables as referring to social perceptions underlying participants' interpretation and performance of communicative actions. Speech communities differ in their assessment of speaker's and hearer's social distance, their rights and obligations, and the degree of imposition involved in particular communicative act. Differently stated, when speakers conversing, they are actually mapping up their speech

depending on the hearers' *social status*: is the hearer of a high or a lower social status? *Their feelings*: is my intention affecting the hearer' feelings? *Their rights*: did I impose upon him and, if I did so, how could I mitigate the imposition. Following all these cognitive assumptions would facilitate, to speakers, the production of different types of speech acts linguistically correct and socially appropriate. In addition, the shared socio-cultural norms between the speakers and the hearers enable the hearers to easily interpret and infer the force intended by the speakers, and therefore a homogenous communication will occur.

1.3. Interests of pragmatics

Pragmatics as a field of pragmatics has many subjects that deals with; it focuses on the conversational implicatures, or the study of the cooperation relationship between the speaker and the hearer that helps both of them on the production and the interpretation of the utterances. Pragmatics is also interested on the study of politeness strategies that helps in maintaining the relationship between people when they communicate. The context is very important in holding conversations, thus pragmatics study its influence on interaction. The deixis or the physical and the social distance between speakers and hearer play a great role on the production of the language. Therefore, pragmatics deals with such features. There is an crucial theory indicates that when people communicate with each other, they usually carry with their utterances forces which can be understood by both speakers and hearer because of the shared background between them. This theory is considered to be the most essential interest of pragmatics. The interests of pragmatics are summarized as follows:

1.3.1. Conversational implicature

One main concern of pragmatics is the study of what is more communicated than it is said, or what Grice (1989) called conversational implicature which can be defined as "a component of speaker meaning that constitutes an aspect of what meant in a speaker's utterance without being part of what is said" (as qtd in Horn, 2005, p. 1). In other words, utterances carry two types of meaning: the utterance meaning and the speaker meaning. The former indicates the usual semantic meaning that any person can easily understand, while the latter indicates the implied meaning that a speaker wants a listener to infer. The assumptions speakers and listeners use are based on cultural models of interaction, context, and people's rights and obligations (Levinson, 1983). Moore (2001) summarized the

features that enable speakers and listeners to produce and infer communicative actions in three main things:

- 1-The usual linguistic meaning of what is said
- 2-Contextual information (shared or general knowledge)
- 3-The assumption that the speaker is obeying what Grice called cooperative principles (p.5)

According to Grice (1989), participants involved in a conversation are generally cooperating with each other in order to facilitate the interactions. The Listener has to assume that a speaker who says '*my car*' really does have the car that is mentioned and isn't trying to mislead the listener. This kind of cooperation is only the starting point for making sense of what of what is more communicated more than said (implicature), and which the listener assumes that the speaker is being cooperative (as qtd in Yule, 1996, p. 35). Grice (1989) defined cooperative principles as follows: "make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange" (as qtd in Horn, 2005, p. 3). In other words, this statement includes many crucial qualifications. For instance, notions expressed by phrases such as '*is required*' and '*accepted purpose or direction*' are influenced by both cultural expectation and by individual motives.

Grice (1975) identified some of the communicational norms, and showed how they are involved in interaction as a help to the hearers to make inferences of what is communicated. Grice (1975) proposed four basic maxims of conversation which he believed to underline efficient cooperative use of language:

1-The maxim of Quality

Try to make your contribution the one that is true, specifically:

- Do not say what you believe to be false
- Do not say that for which you lack adequate evidence

2-The maxim of Quantity

- Make your contribution as informative as is required for the current purposes of the exchange
- Do not make your contribution more informative than is required

3-The maxim of Relevance

- Make your contribution relevant

4-The maxim of Manner

- Be perspicuous, and specifically:
 - Avoid obscurity
 - Avoid ambiguity
 - Be brief
 - Be orderly (as qtd in Levinson, 1983, p. 101-102)

Levinson (1983) stated that there is an immediate objection to Grice' maxims; he argues that People do not speak like that the whole time. A simple example would be the following short conversation between a speaker (a) and a listener (b):

A: *where is bill?*

B: *there is a yellow VW outside Sue's house (p. 102)*

Here 'B' contribution, in Grice' view, fails to answer 'A' question, and thus seems to violate the maxims of Quantity and Relevance. In this case, 'B' is considered to be uncooperative. However, 'A' understands B's intention, and which indicates occurring of successful communication.

1.3.2. Politeness strategies

Politeness in general can be defined as being "tactful, modest, and nice to other people. However, politeness in pragmatics can be defined as "showing awareness of and consideration for another person' face" (as qtd in Yule, 1996, p. 119). According to Brown and Levinson (1987), politeness is "a redressive action taken to counter-balance the disruptive effect of face-threatening acts"(as qtd in Moore, 2001, p. 10).

Leech (1983) viewed politeness simply "as forms of behaviors that establish and maintains comity" (ibid). Every person owns a public self image wants to claim for himself which is usually described as persons' face, and which is of two types: negative face or the rights to territories, freedom of actions and freedom from imposition_wanting your actions not to be constrained or inhibited by others and the positive face or the consistent self image that people have and want to be appreciated and approved by at least some people (Moore 2001). Yule (2006) provided another definition of negative and positive face similar to Moore's definition. Negative face is the need to be independent and free from imposition while positive face is the need to be connected, to belong, and to be a member of the group.

When people use direct speech act of requesting to get someone to do something (give me this paper!), they behave like they have more social power than the others. Thus they are doing face-threatening acts which threaten people' negative face, but if people use indirect act of requesting associated with a question (could you pass me that paper?), they remove the assumption of social power. The act of lessening the possible threat of others' face is called facing-saving acts which is the opposite of face-threatening acts (ibid).

Moore (2001) claimed that any speech act may impose on people, and therefore threatening their negative and positive faces. For trying to lessen the imposition, negative and positive politeness strategies are required. Negative politeness means being complimentary and gracious to the addressee, while positive politeness is found in ways of mitigation. Some negative politeness strategies are summarized as follows:

- *Hedging: Er, could you, er, perhaps, close the, um, window?*
- *Pessimism: I do not suppose you close the window, could you?*
- *Indicating deference: excuse me, sir, would you mind if I asked you to close window?*
- *Apologizing: I am terribly sorry to put you out, but could you close the window?*
- *Impersonalizing: the management requires all windows to be closed (p. 11).*

Brown and Levinson (1983) proposed another human politeness behaviors classified in four strategies:

1. *The bald on-record strategy:*

It does nothing to minimize threats to the hearers' face (I want some water).

2. *The positive politeness strategy:*

It shows you recognize that the hearer has a desire to be respected. It also confirms that the relationship is friendly and express group reciprocity (is it Ok for me to have some water).

3. *The negative politeness:*

It also recognizes the hearer's face, but it also recognizes that you are in some way imposing on them (I hope it is not too forward, but would it be possible for me to have water).

4. *Off record indirect strategies:*

It takes some of the pressure off of you. You are trying to avoid the direct face-threatening acts (FTA) of asking for water. Instead you would rather show the hearer that you want something but in indirect way (it is very hot in here) (as qtd in Moore, 2001, p. 12).

1.3.3. Context

Pragmatics is interested also in studying the context of conversations in which they take place; context is very important in the pragmatics scopes because it helps to understand the phenomena of speech acts, the linguistic forms used to formulate them, and how they are perceived. Context also determines what linguistic choices to use rather than others and why. Kramsch (1993) stated that there are three types of context which encourage us use one linguistic over another, namely (1) *the co-text*: the linguistic elements that precede or follow utterance/sentence, and which ensure the text's cohesion;(2) *the internal context*: all factors that influence the participants linguistic choice and determines the appropriateness of meaning of utterances such as the social status of the participants,

and (3) *the external or the situational context*: it is which the message refers to, or it is the propositional content of an utterance.

Harmer (2001) also classified other elements of context which govern our choice of language when handling conversations:

- *Setting*: we speak differently in libraries from the way we do in home; we often use informal and spontaneous language at home, whereas we may use more formal pre-planned speech in an office or work environment.
- *Participants*: the people involved in an exchange_ whether in speech or writing_ clearly affect the language being chosen. Words and phrases used in a conversation with superiors are different from those we use when talking to friends, members of families.
- *Gender*: research clearly shows that men and women typically use language differently when addressing either members of the same or the opposite sex. Women have frequently used more concessive language than men for example, and crucially, have often talked less mixed-sex conversation.
- *Channel*: the spoken language is not all the same: it is affected by the situation we are in. Are we speaking face to face or on the telephone? Are we speaking through a microphone to an unseen audience or standing up in a lecture hall in front of a crowd? Each different channel will generate different uses of language.
- *Topic*: the topic we are addressing affects our lexical and grammatical choices. The words and phrases that we use when talking or writing about a wedding will be different from those we employ when the conversation turns to particle physics. The vocabulary of childbirth is different from the lexical phrases associated with football (p. 24-25).

1.3.4. Deixis

Deixis is a technical term which means "pointing via language" (as quoted in Yule, 1996, p. 9). Levinson (1983) stated that "essentially deixis concerns the ways in which languages encode or grammaticalize features of the context of utterance or speech event, and thus also concerns ways in which interpretation of utterances depends on the analysis of that context of utterance" (p. 54). Any linguistic form used to accomplish this 'pointing' is called a deictic expression. When you notice a strange object and ask, 'what is that', you are using expression '*that*' to indicate something in the immediate context. There are three main types of deixis entitled as follows:

1.3.4. a. Person deixis:

Person deixis are expressions used to indicate people. The most frequent deictic expressions are: '*me*' and '*you*'. The first pronoun '*me*' indicates the speaker, and the second pronoun '*you*' indicates the addressee, but we have to discover that each person in a conversation shifts from being '*I*' to being '*you*' constantly. In many languages, these

deictic categories of speaker, addressee, and others are elaborated with markers of relative social status. For instance, the French use the social deixis '*tu*' to indicate familiarity and people with lower social status, while they use the social deixis '*vous*' to indicate people with higher social status (Yule 1996).

1.3.4. b. Time deixis:

Time deixis are expressions used to indicate time. The deictic expression '*now*' , for example, indicates some span of time including the moment of utterance, while The deictic expression '*today*' means that diurnal span in which the speaking event takes place, and is predicates a property that holds at the time of speaking (Levinson, 2005). The psychological basis of time deixes can treat temporal events as objects that moves towards us (into view) or away from us (out view). One metaphor used in English is of events coming towards the speaker from the future (the coming week, the approaching year) and going away from the speaker to the past (in days gone by, the past week) (Yule 1996).

1.3.4. c. Spatial deixes:

Spatial deixes are expressions used to indicate place (Yule 1996). According to Levinson (1983), there are two kinds of place-deictic expressions, namely demonstratives pronouns and adjective. For example, '*here*' and '*there*' may be the most frequent spatial expressions; English '*here*' denotes a region including the speaker whereas '*there*' is a distal region more remote from the speaker. Yule (1996) indicates that some verbs of motion, such as '*come*' and '*go*' , retain a deictic sense when they are used to mark movement toward the speaker (come to bed) or away from the speaker (go to bed).

1.3.5. Speech acts theory

Speech acts theory is regarded as the most important issue in the domain of pragmatics. The theory indicates that people, via language, can perform many acts, they can change the world, and they can affect on the others by changing their behaviors and feelings. Yule (1996) claimed that "in attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform actions" (p. 47). People when communicating, they exchange meanings rather than just words, they perform forces or illocutionary acts which can be understood by hearers because of the

shared cultural background knowledge and the unified purpose. Vanderveken (1990) explained the speech acts theory as follows:

"speakers perform their illocutionary acts within entire conversations where they are most often in verbal interaction with other speakers who reply to them and perform in turn their own speech acts with the same collective intention to pursue with success a certain type of discourse. Thus, above all, the use language is a social form of linguistic behavior. It consists, in general, of ordered sequences of utterances made by several speakers who tend by their verbal interactions to react to a certain situation, negotiating, consulting or simply to exchange greetings and talk for its own sake" (as qtd in Moeschler, 1994, p. 2).

According to Austin's (1962) theory of speech act, utterances have three kinds of meaning: (1) the propositional or locutionary act which is the literal meaning of the utterance. If someone says: "it is cold in here", the literal meaning is indicating the warm temperature of a certain place; (2) the illocutionary meaning is the social force that the speaker implies it. The previous example may carry a function of request to close the window or a function of complaint about the weather, and (3) the perlocutionary force that is the effect of the utterances on the hearers (as qtd in Cohen, 1996, p. 384).

Schmidt and Richards (2002) provided five types of illocutionary acts in accordance to their nature and their effect in the world. Illocutionary forces can be classified as follows:

- *Representatives*: one of the basic things we do with language is telling people how things are. We assert, claim, say, report, and the like. The purpose of representatives is also to commit the speaker in varying degrees (suggest, doubt, and deny) to truth of something.
- *Directives*: when we use language, we do not just refer to the world and make statement about it. Among our most important uses for language is trying to get people to do things. Suggestions, requests, and commands are all directives.
- *Commissives*: they are those illocutionary acts whose point is to commit the speaker to do something. Promises and threats both fall into this category.
- *Expressives*: the point of this class is to express feelings and attitudes about states of affairs. We apologize for things we have done, deplore other's people actions, regret, thank, welcome, etc.
- *Declaratives*: some speech acts bring about changes in the world simply through their successful execution. This class is closest to Austin's (1962) original notion of performatives; an act of saying something in the world rather than an act of saying alone. The judge can marry people by saying: " I hereby sentence you husband and wife' or initiating a war by saying: "I hereby declare the war to begin" (p. 132-133)

1.4. Speech act of requesting

1.4.1. Definition of requests

Requests are one type of speech acts; it is the illocutionary act of an utterance that is the implied meaning intended by the speaker, and which has an effect on the hearer by

changing his behaviors or getting him to do something. Yousf (2012) claimed that the concept of request is "important because it help us to understand the way in which a certain society is maintained through individuals' everyday conduct; we may ask someone to give something, or ask the person to do some actions" (p. 145).

Becker (1982, as cited in Achiba 2003) defined requests as "utterances that is intended to indicate the speaker's desire to regulate the behavior of the listener that is to get the listener to do something" (as qtd in Yousf, 2012, p. 145).

Kahrman (2007) views request expressions as "asking a hearer to do or to quite doing something for a speaker or someone who stands in relation to the speaker, hence the hearer will physically or psychologically have made efforts and the speaker will have gained benefit from it" (ibid).

1.4.2. The nature of requests

Requests are directives by nature because they direct hearer to behave in such a way that the speaker wants. For example, if someone asks "*would you mind if you close the door*", he actually wants the hearer to do an action. Because of the shared cultural background knowledge between interaction' participants, it is easier for both speakers and listeners to produce requests and to interpret it, but is necessarily that the speaker should take into account, while performing requests, the hearer's feelings attitudes, and rights. Gardon and Lakoff (1971) indicated that for "requests to be heard as legitimate, they must satisfy certain felicity conditions; the sentences uttered mustn't only be grammatically to be correctly performed, but must also be felicitous". Felicity conditions are stated by Gardon and Lakoff (1971) as follows:

- *Speakers wants hearer to do something*
- *Speakers assumes hearer is able to do act*
- *Speakers assumes hearer is willing to do act*
- *speakers assumes hearer would not act in the absence of the request*
(as qtd in Bonvillain, 2003, p. 119)

Another feature of requests is that they are face-threatening acts (Brown and Levison, 1978). By making a request, the speaker impinges on the hearer's freedom of action and freedom from imposition (Blum- Kulka & Olshtain 1994). Thus the speaker should be careful not to heart the hearers' feelings. Bonvillain (2003) asserted that "an issuer of requests needs to navigate between two extremes of clarity; he must make his request clear

enough so that the addressee comprehends the directive intent, yet he must also pay attention to the addressee needs to be not imposed on by a blunt presumption of the speaker's power" (p. 120).

Requests need to be softened in order to mitigate its imposition on the hearer. Speakers have to manipulate their linguistic forms, and it might take the form of either internal modifications, which are achieved through devices within the 'head act', or external modifications, which are localized not within the 'head act', but within its immediate context. For example, the difference between '*could you...*' and '*could we have it done*' is that the former emphasizes the role of the hearer in the speech event, while the latter stresses the role of the speaker. Given the fact that, in requests, it is the hearer who is under threat, any avoidance in naming the addressee as the principal performer of the act serves to soften the impact of the imposition (Blum- Kulka & Olshtain 1984).

Requests are either direct or indirect. That is to say speakers use direct requests without any attempt to mitigate the imposition on the hearer; it is used in the forms of imperatives. In the other hand, people use indirect requests in order to save the listeners' face using different mitigation devices to show more politeness. The choice of whether using direct or indirect requests depends on the social conventions shared by the participants. How close or distant the person is determines which style of requests to use; choosing a linguistic form such as '*close the window?*' is seemingly directed to friends, sisters, brothers, etc, while forms like '*would you mind closing the window?*' may be directed to friends at the work, neighbors, etc.

1.4.3. Some pragma-linguistic forms of requests

Blum-Kulka & Olshtain (1984) proposed some pragma-linguistic forms used to formulate requests, and how they are made in the part of the speaker in addition to illustrations:

Type	Tokens
<p><i>1-Mood derivable:</i> The grammatical mood of the verb in the utterance marks its illocutionary force as a request</p> <p><i>2-Explicit performative:</i> The illocutionary force of the utterance is explicitly named by the speaker</p> <p><i>3-Hedged performative:</i> Utterances embedding the naming of the illocutionary force</p> <p><i>4-Locution derivable:</i> The illocutionary point is directly derivable from the semantic meaning of the locution</p> <p><i>5-Scope stating:</i> The utterance expresses the speaker' intentions, desire or feeling that the hearer do X</p> <p><i>6-Language specific suggestory formula:</i> The sentence contain a suggestion to do X</p> <p><i>7-Reference to preparatory conditions:</i> Utterance contains reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed as conventionalized in any specific language</p> <p><i>8-Strong hints:</i> Utterance contains partial reference to object or to elements needed for the implementation of the act (directly pragmatically implying the act)</p> <p><i>10-Mild hints:</i> Utterances that make no reference to the request proper, or any of its elements, but are interpretable through the context as requests (indirectly programmatically implying the act)</p>	<ul style="list-style-type: none"> • Leave me alone • Clean up this mess, please • I am asking you not to park the car here • I would like you to give your lecture a week earlier • Madam, you'll have to move your car • I really wish you stop bothering me • Why don't you get lost • How about cleaning up? • So, why don't you come and clear up the mess last night? • Could you clean up the kitchen, please? • Would you mind moving your car, please? • You've left this kitchen in a right mess • I' m a nun (in response to the persistent)

Table 2-1: Request strategy types_definition of coding categories and token (as qtd in Blum- Kulka & Olshtain, 1984, p. 202)

There are other linguistic forms of requests proposed by Blum- Kulka and Olshtain (1984), and which they are shown in the following examples;

- *Could you tidy up the kitchen soon?*
- *Do you think I could borrow your notes from yesterday's class?*
- *So, could we please clean up?*
- *So, it might not be a bad idea to get cleaned up?*
- *Could you do the cleaning up?*
- *Look, excuse me. I wonder if you wouldn't mind dropping me home?*
- *I wanted to ask for a postponement*
- *I would appreciate it if you left me alone*
- *Could you tidy up a bit before I start?*
- *It would really help if you did something about the kitchen?*
- *Will you be able perhaps to drive me?*
- *Clean up this mess, it is disgusting?*
- *You still haven't cleaned up that bloody mess!*
- *Are you going to the direction of the town? And if so, is it possible to join me?*
- *Will you do me a favor? Could you perhaps lend me your notes for a few days?*
- *Judith, I missed class yesterday, could I borrow your notes?*
- *Excuse me, I've just missed my bus and you leave in the same road, I wonder if I could trouble you for a lift?*
- *You have a beautiful hand writing, would it be possible to borrow your notes for a few days?*
- *Excuse me, I hope you don't think that I'm being forward, but is there any chance of a lift home?* (p. 203-204)

1.4.4. Requests and second language acquisition

1.4.4.1. The pragma-linguistic acquisition of requests

It is noticeable that learners, in the first stages of learning, learn just simple forms of requests; it is short and not well structured. Gradually, they use better formed requests and complete structures, but it is not socially appropriate yet. In the last stages, learners begin to use more productive and analyzed forms, and try to use more appropriate and indirect requests. Kasper and Rose (2002) stated that "the development of requests can be characterized generally as a move from reliance on routine formulas in the earliest stages of development to a gradual introduction of analyzed, productive language use" (p. 135). The pragma-linguistic developments of requests can be categorized in five main stages namely:

1. *Pre-basic stage*: highly context dependent, no syntax, no relational goals ('me no blue' 'sir').
2. *Formulaic stage*: reliance on unanalyzed formulas and imperatives ('let's play the game', 'don't look').
3. *Unpacking stage*: formulas incorporated into productive language use, shift to conventional indirectness ('can you pass the pencil please?', 'can you do another for me?').

4. *Pragmatic expansion stage*: addition of new forms to prgma-linguistic repertoire, increased use of mitigation, more complex syntax ('could I have another chocolate because I have five children?', 'can I see it so I can copy it?').
5. *Fine-tuning stage*: fine-tuning of requestive force to participant, goals and context ('you could put some blue tack down there', 'is there any more white?') (p. 137).

1.4.4.2. The socio-pragmatic acquisition of requests

Because of the lack of the knowledge of socio-cultural norms that govern the choices of requests forms, learners develop their pragma-linguistic knowledge of requests before the socio-pragmatic one. For example, they know to use forms like '*give the paper*' but they are not aware that such form cannot be used with older or high status people. But this doesn't mean that they never use appropriate forms; they sometimes use adequate requests with their teachers like '*would you sir repeat the lesson*'. Scarcella (1979) argued that "the acquisition of politeness forms appears to precede the acquisition of the socio-linguistic- interactional rules and mechanisms underlying the use and distribution of these forms" (as qtd in Kasper and rose, 2002, p.144). Adult learners bring considerable universal pragmatic knowledge to the L2 learning task such as the knowledge of social status. However, they are not able to match this knowledge with the appropriate linguistic forms in L2; although learners acquire different requesting strategies, they are not able to map target language forms to appropriate social categories. Therefore the socio-pragmatic awareness requires a great deal of time to be developed (ibid).

1.4.5. Requests and foreign language teaching

1.4.5.1. The importance of teaching culture in the classroom

Learning language in its context is very important for learners because it enables them to be familiar with all aspects of the target speech community' culture. Culture represents all types of behaviors that any speech community adopts and uses, and which is specific to each one. Goode, Sockelingam, Brown, and Jones defined culture as:

Integrated pattern of human behavior that includes thoughts, communications, languages, practices, believes, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behavior of a racial, ethnic, and religious or social group; and the ability to transmit the above to succeeding generations (as qtd in Peterson and Coltrane, 2003, p. 1).

Krasner (1999) claimed that "linguists and anthropologist have long recognized that forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence is not enough for learners of a language to be

competent in that language" (as qtd in Peterson and Coltrane, 2003). Differently stated, learners need to know both of the linguistic rules and the socio-cultural norms that determines which rule is socially appropriate.

Celce-Murcia (1995, as qtd in Solar & Jordà, 2007) ensured that since the goal of language instruction is to develop students' communicative competence, teaching the language must be integrated with cultural and cross-cultural instruction because language cannot be separated from its cultural aspects. He argued that cultural and cross cultural instruction such as the knowledge of literature arts, history and geography must be adopted by teachers. Learners should also be exposed to the social structures of the culture which may include family, kinship, relations, child-rearing, courtship, and marriage, gender roles in order to achieve better results in communication in both inside and outside the classroom.

1.4.5.1. Instructional strategies for teaching culture

Learners are expected to know as much as possible about the cultural aspects of the target speech community; they need to be aware of them in order to survive in their future' carries and travels, and to maintain good relationships with native speakers by acquiring appropriate requests. The objective of cultural awareness activities is to enable learners to communicate effectively in the target speech community, and to not face any communication problems when dealing with native speakers of English. Saville-Troike (1996) summed up some interaction skills as an example of cultural features, and which are important for learners to master:

Among these skills, both knowledge and expectations of who may or may not speak in certain settings, when they should remain silent, how they should talk to people of different social statues and roles, what non-verbal behaviors are appropriate for them to use in various contexts, what routines they should use for turn-taking in conversation, how they should ask for and give information, how they should request [are required] (as qtd in Mckay & Hornberger, 1996, p. 365).

In order to achieve such goals, Cultural activities need to be well prepared and planed in advance. Among the strategies that are used to teach culture are authentic materials, proverbs, role play, literature, films, etc.

Authentic materials are useful strategies to engage students in authentic cultural experiences and like real-life environments. Authentic materials can be in form of

films, news broadcasts and television shows, web sites, photographs magazines, newspapers, restaurants menus, travel brochures, and other printed materials (Peterson & Coltrane, 2003). Brown (2001) stated that "authentic materials should be given in a speaking class in which authentic language is exposed to learners. If grammar exercises are integrated in the activity, teachers should be sure that still in the need of the use of authentic language" (as qtd in Krisnawati, 2011, p. 104).

An example of using authentic materials as teaching aid to teach culture, Usó-Juan and Martinez-Flor (2008) proposed three elements which serve as steps to teach culture, namely: explanation, collection, and implementation.

1-Explanation: the teacher explains to the learners the concept of intercultural competence in order to make them aware of the importance of culture. The teacher, than, tells them about the content of the topic, and specifically mentions the key words they will deal with, such as family, education, law and order or power and politics. For activating the students' background knowledge, the teacher discusses the mentioned topics with them, and asks them to choose just one topic.

2-Collection: learners are requested to collect authentic materials outside the classroom in relation with the cultural topic they have agreed on. Learners may collect materials like pictures, videos, and recorded interviews of native speakers from the internet and the like. This task can be motivational for learners because it makes them more active, and it creates a strong the competition between concerning which one will them collect better quantity of materials than the others.

3-Implementation: Peterson and Coltrane (2003) provided teachers with example of how to use video-clips taken from television show in the target language. The video-clip must tackle cultural conventions such as greetings, requests, apologies, etc. the teacher might supply his students with a chart, a diagram, or outline to complete while watching the video. After watching the video and completing the task, the teacher can engage the students in discussion of the cultural norm (requests) that the teacher focuses on. He might ask them about the non-verbal behaviors (e.g., physical distance between speakers, eye contact, societal roles, and gestures). The teacher, then, may asks his learners to role play what they have watched, and try to repeat all the events they were exposed to.

Conclusion

To sum up, we focused on the field of pragmatics, we provided a definition, components, interests, as we have discussed the speech act of requesting as an aspect of the culture of the target language community. We also mentioned the importance of teaching culture in the classroom, and some of the instructions used to teach culture of native language speakers. It was very noticeable that pragmatics is concerned with the study of the target culture of , and how it reflects the production of any language. Language is not a mere production of sounds and phrases, but rather it is socio-cultural phenomenon; people utter sentences carrying intentions, but they are not the semantic intentions that everybody knows. People need to share socio-cultural knowledge between them in order to interpret the intentions in the correct way. The illocutionary forces that the speakers intend are usually known as a speech act. An example of speech acts would be requests. They are kinds of actions that speakers want the listeners to do; they also depend on politeness strategies in order to mitigate the imposition on the hearers. Requests, as being one part of the target language culture, can be taught through the use of authentic materials that include any spoken or written sources taken from the target language community.

Chapter three**Computer-Based Activities and Speech Act of Requesting**

Introduction

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Conclusion

Chapter three: Computer-Based Activities and Speech Act of Requesting

Introduction

Many applied linguists advocated the idea of teaching culture in the foreign language classes. They argued that language cannot be separated from its socio-cultural aspects because language is a social phenomenon, and it is not only a group of sentences linked together by grammatical rules. From this perspective, applied linguists decided to look for activities that raise the students' cultural awareness, and help them to communicate effectively in the target language community. Acquiring the cultural features of the target countries is crucial for student' further future. One example can be the acquisition of requests because requests, as being part of the target culture, are important in maintaining interpersonal relations; forming grammatically correct and socially appropriate requests enable students to deal with native speakers of the target language easily and without facing any communication problems. It is believed that using multimedia computers in the classroom and exposing videos of native speakers through it can greatly help students in acquiring the expected level of requests. It offers opportunities for learners to be involved in real communication and real use of requests. In the current chapter, we tackle an overview of computer-based activities, its advantages, listening comprehension and the use of videos in the classroom. We also talk about the teaching of speech act of requesting through computer-based activities, the role of the teacher and the learner in computer-based activities.

1. An overview of computer-based activities

1.1. The advantages of using computers in the classroom

The use of technology is of great importance especially when it comes to focus on teaching culture. Computers, for example, enable the students to view the real use of the language where native speakers communicate in real contexts. The students can better acquire cultural knowledge by authentic input instead of using teachers' talk. Krash (1986) identify some advantages of using computers to expose authentic materials such as authentic videos in the classroom. The advantages are summarized as follows:

1. The computer encourages learners to make connections between items, to discover patterns, and to make inferences. Data provided by the teacher is very important, and the new data bases will be only effective and educational as the teachers' understanding of the subject matter;

2. It provide opportunities for varying the contextual frame in knowledge is organized and presented, but where the teachers get the necessary interdisciplinary back ground to view cultural events and phenomena from higher-level constructs;
3. It offers paths of exploration that are neither right nor wrong, but just have different consequences. The teacher has to find place for that type of learning in an educational culture that promotes quantitative and normative measures of effective learning;
4. It invites learners to construct meaning using the associative net work data base, but a data base made of foreign language real-life material is assembled according to selection criteria that are likely to reflect the cultural mindest of the programmer;
5. The computer enables learners to direct their own learning, to develop their own interpretation of events, to set their educational priorities;
6. The meaning of real-life materials, accessible in almost unlimited quantities in the computer, is not encoded only in the lexical and grammatical structures used by the speakers, but it also lies in the construction of certain social reality by a society in dialogue with itself;
7. Multimedia offers possibilities to teach context itself; it provides opportunities for autonomous exploratory learning for analyzing, synthesizing, and interpreting social phenomena (p. 200-202).

Computers are useful teaching aids if authentic language is exposed through them. Authentic materials become necessary for foreign language classes because they serve to teach the culture of native speakers. Brown (2001) stated that "authentic materials should be given in a speaking class in which authentic language is exposed to learners. If grammar exercises are integrated in the activity the teacher should be sure that is still in the need of the use of authentic language" (as qtd in Krisnawati, 2011, p. 104).

1.2. Listening comprehension in the classroom

The traditional Audio-Lingual school was interested in using recorded drills, and it put the listening skill as the forefront of language teaching pedagogy; the goal of the method was to oblige students to memorize the grammatical patterns. However, Communicative language teaching brought a significant development in terms of listening skill; it is standard nowadays for teachers to provide sessions that focus on the particular skill of listening under the goal of preparing learners for real-life after the classroom.

The exposure to the spoken language through listening to different authentic input enables learners to extend their knowledge of the target language culture. Learners are active participants in the listening process; they listen, construct meaning, discuss information, criticize and give opinions. Listening in context enables learners to be aware of the appropriacy_the right words for the right social context and the register_the degree of formality (Wilson, 2008). The learner has to decode the input that he listens to. He has to use his schemata (previous knowledge) to turn the input into words, phrases, and

sentences. The learner has also to build and interpret both literal and non-literal meaning relying on the context of the passage, and his knowledge of the socio-cultural norms (Field, 2008). Buck (2001) stated that listening comprehension allows the listener to use his knowledge, past experience, current thoughts, feeling, intentions, personality, and intelligence to interact with and interpret the listening passage. Therefore, listening comprehension is primarily a cognitive process, in which the listener uses the context and his cognitive abilities to make inferences to the text.

There is a wide range of listening materials available with accompanying CDs, and DVD or video is used in many classrooms. Listening enriches the learners' spoken competence with new syntactic, lexical, phonological and pragmatic information. Listening materials enable learners to be aware of all aspects of the language either to the linguistic or para-linguistic features. They also help them to understand the implications of the speaker's choice of the linguistic forms and which have relationship with the socio-linguistic appropriacy (ibid)

1.3. Types of listening comprehension in the classroom

Listening comprehension activities are not random; they need to be organized and prepared by the teacher in advance. The activities should aim to activate the learners' schemata so as to help them accommodate the new information. The listening passages, to be comprehended by the learners, the teacher have to do three main steps: pre listening, while listening, and pre- listening activities

1.3.1. Pre-listening:

- *Pre-teaching vocabulary:*

The current policy of teaching listening is to pre-teach only the critical. 'Critical' is taken to mean those words without which the recognition could not be understood.

- *Establishing context:*

It is important to compensate for the limitations of using audio listening by giving students general idea of what they are going to hear. However, the information does not need to be extensive. For example, if the teacher provides his learners with the following introduction: "you will hear part of radio program in which two women, Mary and Pat, will talk about their interest in being an amateur radio operator, or a radio ham", this will serve three different pre-listening purposes:

- a. *They establish 'context'*: including the topic, the situation, and the genre of the recording;
- b. *They introduce critical vocabulary*;
- c. *They create motivation*: this is an important goal of pre-listening. One way to create motivation is to write the title of the listening passage in the board, and then to ask them to predict what they will hear. Later, they check which of their prediction is correct and which not.

1-3-2-While listening

- *Pre-set questions*:

It is preferable that the teacher asks the questions before the passage is heard; this helps them to direct their attention to a certain criteria. A policy of setting questions before the second play of the passage ensures that learners know in advance what they are listening for. They can write notes of their answers during listening.

- *Listening for gist*:

The students listen to get the main idea of the passage, but before that, it is useful for to analyze the language used, examine features of pronunciation, and the grammar. The students also need to grasp the overall communicative intent of the speaker. Here are some examples of typical gist questions:

What problem they are discussing?

What the speaker think of the topic?

Look at the picture. Who are the speakers talking about? (Wilson, 2008, p. 82)

- *Checking answers*:

The teacher allows learners time to write their answers, and they can do this in pairs where they compare their answers to each other.

1.3.3. Post-listening

- *Functional language*:

When people speak to each other, they interact to reach a communicative goal. Therefore, the teacher should focus on the functions of the language rather than just focusing on the grammatical features. Language functions such as refusing, apologizing, requesting, and offering are beneficial for learners to acquire. Here is an example of dialogue between a teacher and his students with drawing attention to functional language:

T: *what did George say about the damage?*

S1: *he wanted to pay*

T: *do you remember the words George used?*

S2: *'I will pay the damage'*

T: *yes. 'I will pay the damage'. So what was he is doing?*

S3: *He promised*

T: *not quite promising...*

S4: *he offered*

T: *that's right. He offered to pay the damage. He offered..... Offer to carry my bag?*

S5: *I will carry your bag (p. 21)*

- *Inferring vocabulary:*

The learners are expected to construct meanings of words through context. The teacher chooses some words from the listening passage which are unfamiliar to the learners, and write them on the board. He replays the passage again, and then asks them to suggest possible meaning form the context in which they occur.

- *Summarizing and acting:*

The teacher divides the class into small groups, and asks the students to summarize what they heard in short paragraph. While doing this, the students can discuss together the main ideas of the passage. The teacher, then, selects one student from each group to present what they have summarized orally (Wilson, 2008).

1.4. Videos in the language classroom

1.4.1. Why use videos:

Nowadays, it is frequent for teachers to use video-tapes instead of traditional recordings; they found that it is of great benefit, and students show interest when viewing them. Videos also provide students to with opportunities to observe the social dynamic of communication as native speakers, as they motivate them to learn more. Herron, et al (1995) stated that:

Video is lauded for contextualizing language (i.e., linking language form of meaning) and depicting the foreign culture more effectively than other instructional materials. Video-taped permit students to hear native speakers interacting in every day conversational situations and to practice important linguistic structures. Unlike audio cassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn foreign language. (as qtd in Mekheimer, 2011, p. 10)

videos provide clear native speakers dialects more efficiently than the teacher's input or the printed materials, as it helps in acculturation that is the full engagement on the social and the cultural phenomena; videos shows learners how people behave in the culture; they can concentrate in details on the visual clues such as facial expressions, gestures, eye contact, etc. Since using video-tapes in the classroom is a new technique for learners, it

makes them feel enjoyable and interested, brings the real world to them, contextualizes language naturally, and enables them to experience authentic language in a controlled environment. In addition, videos promote the students' listening comprehension because they have the opportunities to view visual as well listen to auditory messages simultaneously. Because of the computer-assisted language learning, videos have increasingly been used to serve the students' needs; the teacher can step in the process of listening and watching whenever he wishes; he can stop, start, and rewind for several times (Çakir, 2006; Mekheimer, 2011).

The use of multimedia computer became necessary for the learning process; it gives them the chance to deal with new technology, as it motivates them to learn more. Presenting authentic videos through computers provide students with opportunities to be incidental with the culture of native speakers. Tschirner (2001) argued that:

Foreign language classrooms need to be equipped with multimedia computers projectors so that digital video may be used for presentation and practice. In addition, students need to be able to work language labs equipped with multimedia computers and headphones to review and further practice the material studied in class [...]. Digital video needs to be put in the hands of the instructor to generate new qualities of teaching and learning (p. 307).

2. Teaching the speech act of requesting through computer-based activities

2.1. The effects of teaching speech act of requesting through computer-based activities

Teaching Foreign languages need to be equipped with multimedia computers so that the target culture can be acquired. Multimedia computers have many advantages on the teaching/learning process; they help students to improve their listening and speaking skills and their communicative competence. Exposing authentic target language videos through the use of computers brings teaching and learning conditions nearer to conditions that apply when living in the target culture. Since learning is a social and psychological process, learners need to be a part of community speakers, and they have to be able to participate in the world of native speakers. In addition, using computers in classroom can motivate the students to learn and to know more about the native speakers' culture; students can examine pragmatic and socio-cultural features of target language interaction (Tschirner, 2001).

Exposing authentic target language videos through multimedia computers, if used adequately, facilitate the acquisition of acceptable requests (as being one feature of the target culture); students can watch everything concerning requests, for example, they can see all the linguistic features of the language, including phonology, syntax, semantic, and lexis used in forming requests. They can also see the socio-cultural features which determine the linguistic forms of requests. They can notice, for instance, how social status affects the forms of requests; they can know that formal requests are used with people of higher social status. They also can recognize that the context can determine which linguistic forms are more appropriate.

The use of authentic videos through the computer-based activities offers opportunities for students to be engaged in real life environment where they can see a real use of requests, including all the linguistic and non-linguistic features that surround them. Kyumoa (2011) summarized some positive effects of the use of computers in the classroom as follows:

1. Represents authentic environment;
2. Gives examples of particular language function in operation;
3. Presents authentic language interaction;
4. Shows the non-verbal components of the language:
 - *Eye movements and facial expressions
 - *Body language (besides eyes and face, there is the gestures of the neck, hands, and limbs)
 - *Space language (in general, the distance while talking, any times depends on personal relation)
5. Demonstrates situations that learners are likely to encounter through their day-to-day socio-cultural interaction with native speakers.

2.2. Using listening and watching activities through computers

2.2.1. Activity one: Live listening

A good way for raising learners' cultural awareness is bringing guest speaker in the classroom. This type of input is called live listening; authentic real-time conversation is to invite a native speaker of English into the classroom, and it can be of potential advantages. This technique can be stimulating for the learners because of the new face and voice. Live listening is a type of a bridge between the real world and the world of the classroom. In addition, with a native speaker guest, there is an opportunity for students to hear about foreign culture.

The teacher has to inform the learners in advance that there is a guest will come to the classroom, and asks them to choose one topic that they are interested in. When the guest is present in the classroom, the teacher introduces him for his learners, and then he allows him to say something. The teacher tells the native speaker that he wants to focus on the cultural aspect of requests, and how to use requests in different settings such as shopping, companies, banks, etc. The teacher now starts to make an interview with the native speaker by asking him about the cultural aspects. The learners have to concentrate on the aspects of the language used, and to the body language of the speaker. They have also to record the conversation using the teacher's computer. At the end of the interview, the teacher asks the students to summarize all the cultural aspects that have been discussed, in pairs or groups, and with the help of the recorded interview (Wilson, 2008).

2.2.2. Activity two: Videos as a spring board creativity

This activity is used for students' creativity by encouraging interpretation, provoking thought, and asking for language use and specifically about requests.

In this activity, the students watch a video excerpt in the computer, and the teacher makes sure that they understand it. The video is about people handling a casual conversation. The teacher now asks the students to watch the video again, but they have to imagine how the scene would be different if, for example, instead of summer, the scene is in winter or spring? They have also to focus on the forms of requests used by the participants. But before that, the teacher has to divide the learners into groups, talking about everything from what the character might wear to how they might speak, and how they might behave. They also talk about how the requests forms would be if the characters were the opposite sex, if they were of different social status, or they were in different settings. When the learners end the discussion, they have to write down what they have arrived to as results. The teacher then may ask them to role-play the new characters with their new conversations (Harmer, 2001).

2.2.3. Activity three: Listening to requests in the work place

In this activity, learners explicitly practice making inferences about people and context. They watch an interaction between a subordinate and her supervisor in the work place. This dialogue is exploited as input to practice the speech act of requesting. The learners, first, have to look at the following picture, and discuss the questions in part I in pairs.



Figure 3.5: Picture of people in the working Place (as qtd Tatsuki and Houck, 2010, p.75)

After discussion of the questions, the teacher elicits the students' suggested answers. He plays the video in the computer, and asks the learners to answer the questions in part II focusing more on the requests.

The learners have to listen and check their answers. When they finish, the teacher plays the video again, and ask them to answer the questions in part III in order to raise their awareness of how the participants approach the request situation and what language forms they choose to construct with.

Part I: look at the picture and answer the following questions

1. *Who are those people?*
2. *Where are they?*
3. *What do you think they are talking about?*

Part II: Understanding what happened

1. *Why does Naomi need to change her roster?*
2. *Why does this cause a problem for Benda?*

Part III: Reflecting on how to approach the boss

1. *How does Naomi greet Brenda when she goes into her office?*
2. *What they talk about before Naomi makes her request?*
3. *Why do you think they do this* (as cited in Tatsuki & Houck, 2010, p.75-76)

2-2-4-Activity four: Identifying stages of requests interaction in the work place:

In this activity, the learners are guided toward an understanding of how a request speech event is structured. In this dialogue, Naomi makes her requests in a number of stages. The learners have to listen to the dialogue, and look at the table below:

<i>Greeting</i>	Hi Brenda...have I got a minute	In Australia workers often call each other by their first name, even the boss. This practice may vary in other English-speaking countries
<i>Pre-request/support move</i>	You look like you're got a bit of fun morning ahead...I've got a bit of that (i.e., paper work) to do muself after lunch <i>I was wondering if I could</i> talk you about the latest roster you've just put up	Naomi tries to establish report with Brenda by finding some ground Naomi prepares Brenda for what is to come The phrase " <i>I was wondering if I could</i> " makes the sentence less direct and urgent
<i>The request</i>	<i>I was really hoping I could have</i> the weekend free	The past and the continuous forms have been used to make the request less direct in " <i>I was hoping</i> ". The word " <i>really</i> " is added to make the request stronger
<i>Reason</i>	I just had a call from my mum last night and she and my dad are flying down to Mebourn next weekend	Naomi gives reason but not a lot of details as it's a personal matter
<i>Offer/support move</i>	<i>I just thought maybe I could</i> swap the following weekend with Carla. I'm happy to do two on a raw	Naomi offers possible solution to the problem. This shows her willingness to take responsibility for her actions and to make it easier for Brenda
<i>Closing</i>	That'll be great. Thanks Brenda	Thanks

Table 3.2: The different interaction stages of requests in the work place (as qtd in Tatsuki & Houck, 2010, p. 80-81)

After the students finish listen to the passage and discussing the table above, the teacher discuss, in details, the information in the table with his learners, talking about the linguistic forms of requests and the socio-cultural norms that determines Naomi's linguistic choice. The teacher, then, gives the following dialogue which is held between Brenda (supervisor) and Naomi's college. The learners have to read the dialogue carefully, to discuss the different stages of the requests, and to fill in the new table exactly like the previous table, determining greeting, pre-request/support move, the request, the reason, offer/support move, and the closing of the dialogue. The dialogue is as follows:

Sue: Hellow Brenda...could I have a quick word with you please

Brenda: yes sure...come in.

Sue: Now Brenda, I know we're pretty busy at the moment, but I haven't taken any of my leave yet this year.

Brenda: Mmm.

Sue: So, I was wondering if I could take three weeks of my leave now... well starting next weeks when you do the next the new roster.

Brenda: Oh dear...that's no good is it? ...do you think you could wait for a couple of weeks...then we'll have Jenny back?

Sue: Mmm...Ok...well another two weeks is all right I guess if I know there's some light at the end of the tunnel!

Brenda: Ok then sue...if you fill out your leave forms today I'll sign them so you can get them in.

Sue: Good...thanks Brenda...I'll get them to you by the end of the day (as qtd in Tatsuki & Houck, 2010, p. 80-81)

The teacher, now, asks his learners to memorize the different stages of making requests in both dialogues, and try to imitate their movements and the way of speech in forms of role-plays.

2.2.5. Activity five: listening to requests in phone calls

In this activity, students are expected to learn how to hold phone conversations using correct and appropriate forms of requests and other functions of the language. The learners are told to listen and view to two phone conversations in the computer. The film contains the following events: Mrs Galloway has three daughters, Lyn (19), Eryn (17), and Kate (13), and they are all out at the cinema. Mrs Galloway has received two phone calls from his daughters' friends. The students have, first, to listen carefully to the conversations, and write down the scripts of the dialogue. This what the students hear:

The phone call N[#]1:

Mrs Galloway: Hallow

Adem: Is Lyne there?

Mrs Galloway: No, she's out at the moments. Who's that?

Adem: This's Adem. Do you know when she'll be back?

Mrs Galloway: About ten I think. Can I give her a message?

Adem; No...er yes. Can you tell her Adem rang?

Mrs Galloway: Sure, Adem.

Adem: Thanks...bye.

The phone call N[#]2:

Mrs Galloway: Hallow

Ruth: can I speak to Eryn?

Mrs Galloway: Is that Ruth?

Ruth: Yes, hallow Mrs Galloway. Is Eryn there?

Mrs Galloway: No Ruth, sorry. She's at the cinema with her sisters.

Ruth: Oh, well could you ask her to bring my copy of Romeo and Juliet to college tomorrow?

Mrs Galloway: Your copy?

Ruth: Yes, she borrowed it.

Mrs Galloway: So you want her to take it tomorrow to college?

Ruth: Yes...That's it. Thanks a lot Mrs Galloway (as qtd in Harmer, 2001, p. 235- 236).

When learners finish writing the scripts of the dialogues, the teacher play the film again to check whether they are correct. The teacher, then, discusses with his students the differences and the similarities between the two conversations, and pick out the frequent linguistic forms of requests used in the phone calls.

2.2.6. Activity six: Using requests to maintain good relationships

By this activity, the students can raise their awareness of the cultural factors that contribute to effective and ineffective communication; they will be aware of strategies of communication which help them maintain good relationships with people. The focus of this activity is introducing, and requesting. The students are told about the topic they are going to discuss. The teacher, by using the computer, exposes a video which is about a group of people from different countries attending a conference. At the opening reception, the American professor notices the Chinese professor is standing alone and looks lonely. The teachers tells the students to concentrate more on the way of how the American professor introduces himself to the Chinese one and write down the interview happened between them. The teacher, then discusses with them the different aspects of formal language used in the interview, and what would be the reaction of the Chinese professor if the American professor uses an informal language (Corbett, 2010).

The teacher now moves to another aspect of the language which is requesting for permission to leave to somewhere. The teacher exposes again in the computer another video which shows the way people make formal requests. He then discusses with his learners the different linguistic forms of requests, and why people use formal and informal forms and with whom. The task of the learners is to role-play situations trying to imitate the why of requesting they have just watched in the video. The teacher has to distribute the following role cards to them (ibid):

The formality of requesting:

Speaker one: you represent a group of Middle Eastern students who have travelled to Britain to learn English. You are meeting the teacher for the first time. Explain to the teacher that students will have to leave class half-way through in order to pray

Speaker two: you teach English in a college in Britain. You are in charge of a new group of students from the Middle East. You are meeting the group representative from the first time

Figure 3.6: Cards of Role-Play Activity (as qtd in Corbett, 2010, p. 35)

2.3. The role of the teacher in computer-based activities

Many teachers are not aware of the way of teaching listening and viewing activities. They think that learners should only listen to or view without any other tasks. However, the teacher plays great role in the listening and viewing activities; he has, first to choose a passage which is intrinsically interesting and motivational. It is preferable that the teacher pick out a list of topics to their classes to make choices. He, then, tries to find listening materials that match his students' needs and levels such as videos, magazines, native speakers' interviews, films, etc (Wilson, 2008).

The teacher needs to make sure that the students understand the content knowledge, and it would better that this knowledge handles cultural issues. The teacher, also, has to verify the types of speech acts in the listening passage. It is preferred to choose fixed speech acts like airport announcements, which include formal instructions, narratives which tend to be dynamic. The teacher may focus on the requests as a speech act in such situation because it is the most frequent and used one. The more the speech act is predictable and familiar, the more it will be easily understood. It is also important to choose texts with simple lexical items and grammar according to the students' level. Too formal English have to be avoided because it sometimes carries technical words which may not be familiar to the students (ibid).

The teacher has to use different types of listening activities which are pre-listening, while listening, and post-listening activities. The teacher has first to activate his learners' schemata by using pre-listening activities, such as brainstorming technique in which he

tries to gather, from the students as much information as he can about the topic discussed.

Schemata usually refer to:

structures for representing knowledge in memory, and they assumed to exist for the most things we would want to represent in memory, including general concepts situation, events, sequences of events, actions, sequences of actions, etc.[...]. Schemata guide the interpretation of text setting up expectations for people, places or events (as qtd in Buck, 2001, p. 20).

Therefore activating the background knowledge of the learners greatly helps them in listening comprehension and the interpretation of the passage (ibid). The teacher has to guide his learners in while-listening activities like to ask questions to the learners to answer, provide tasks to fulfill, and help them to understand the unfamiliar vocabulary. The teacher may also focus on the functional language in post- listening activities like the speech acts of apologizing, offering requesting, greetings, etc. it is necessary that the teacher emphasizes both the linguistic forms and the social appropriateness of the speech acts and their relationships to the context (ibid).

2.4. The role of the learner in computer-based activities:

The learners have to do many skills in order to comprehend the listening passages. The learners have first to decode the input that they listen to; they have to use background knowledge to turn the speech into words, phrases, and sentences. The students have also to construct the meaning of the messages depending on the context, the linguistic knowledge, and the socio-cultural knowledge. These types of knowledge help students to make correct and appropriate interpretations and inferences (Field, 2008). Language is accompanied by non-verbal information such as gestures, facial expression and eye contact; the students should be able to relate this non-verbal information to the understanding of the text because they extremely contribute to the language messages. The learners should be aware of the linguistic choices that speakers make and which are associated with the socio-cultural appropriacy (Buck, 2001). The skills (concerning the communicative approach) that the students need to know in order to be able to comprehend listening passages are summarized as follows:

1-Grammatical knowledge: understanding short utterances on a literal semantic level. This includes phonology, stress, intonation, spoken vocabulary, and spoken syntax.

2- Discourse knowledge: understanding longer utterances or interactive discourse between two or more speakers. This includes knowledge of discourse features, such as cohesion, foregrounding, rhetorical schemata and story grammars, and knowledge of the structure of unplanned discourse.

3- *Pragmatic knowledge*: understanding the function or the illocutionary force of an utterance or longer text, and interpreting the intended meaning in terms of that. This includes understanding whether utterances are intended to convey ideas, manipulate, learn or are for creative expression, as well as understanding indirect speech acts and pragmatic implications.

4- *Social-linguistic knowledge*: understanding the language of particular socio-cultural settings, and interpreting utterances in terms of the context of situation. This includes knowledge of appropriate linguistic forms and conventions characteristic of particular socio-linguistic groups, and the implications of their use, or non-use, such as slang and idiomatic expressions, dialects, cultural differences, figures of speech, level of formality and registers (as qtd in Buck, 2001, p. 104)

Conclusion

we shed light on the Computer-Based activities as being new and enhancing techniques for foreign language students to learn speech act of requesting. We first gave an overview about the computer-based activities, including the advantages, listening comprehension, and the use of video through computers. We, then, spoke about the teaching of speech act of requesting through the computer-based activities, mentioning its positive effects, and some activities designed to teach speech act of requesting through the use of computers, including listening and viewing activities. Students need to be equipped with technology because it is motivated and enables them to be near from the target language culture. Acquiring acceptable requests is crucial for students because it helps them in their future carriers. It is believed that the use of listening and watching videos of native speakers of English through multimedia computers will better enable students to acquire grammatically correct and socially appropriate requests.

Chapter four

Data collection, analysis, and interpretation

Introduction

1. Administration of questionnaires

2.1. Students' questionnaire

2.2. Teachers' questionnaire

3. Description of questionnaires

3.1. Students' questionnaire

3.2. Teachers' questionnaire

4. Analysis of questionnaires

4.1. Analysis of students' questionnaire

4.2. Analysis of students' questionnaire

Conclusion

Chapter four

Data collection, analysis, and interpretation

Introduction

The following chapter tackles the analysis and the interpretation of the students' questionnaire and the teachers' questionnaire. We wanted by this chapter to test our hypothesis, and which is about the effectiveness of Computer-Based activities in teaching speech act of requesting. The data obtained would help us to confirm or disconfirm this hypothesis. At this chapter, we provide an overview about the administration of the students and teachers' questionnaire, the description of the students and teachers' questionnaires, the analysis of the students' questionnaire and teachers' questionnaire, and then we discuss the results obtained from in the conclusion.

1. Administration of questionnaires

We administer two questionnaires; one is for the EF students of third year LMD students, and the other one is for their teachers of oral expression course. We aimed by these questionnaires to know about the attitudes of learners and teachers towards the use Computer-Based activities to teach speech act of requesting.

2.1. Students' questionnaire

The questionnaire was administered to the third year LMD students of English at Mohamed Kheither University of Biskra. The exact number of third year students is three hundred and eighty seven. We chose only one hundred students to be our sample, and we administered the questionnaire to them randomly. Firstly, we chose to administer the questionnaire when the students are studied all together in the course of linguistic before the attendance of the teacher's module. When we calculate the number, we found that only seventy one students answered the questionnaire. In order to get one hundred students, we distributed the rest to the third year students studying in different groups and at different periods of times. The students spent average time to answer the questionnaire ranging from 15 to 20 minutes. We calculated again the number of the students who answered the questionnaire, and we find that their number was one hundred. There are other students who answered the questionnaires in their homes and gave back them later. While the

administration of questionnaires, there are students who found some ambiguities in the questions and they asked us for clarification.

2.2. Teachers' questionnaire

We administered another questionnaire to five teachers of oral expression course who teach third year LMD students. The entire number of teachers of oral expression course was originally seven. The administration informed us that one teacher has designated this year, and another teacher refused to answer the questionnaire; that is why we got only five teachers. We faced many problems while administering the questionnaire; we spent three weeks to collect the intended number of teachers; sometimes teachers were absent, and sometimes were not found easily. Only one teacher answered the questionnaire directly, and the rest spent long time to give back the questionnaire ranging from four days to two weeks.

3. Description of questionnaires

In our research, we have two questionnaires; one is for the third EF learners, and the other one is for their teachers of oral expression course. The questionnaires were designed to identify some positive effects of teaching speech act of requesting through the use of Computer-Based activities.

3.1. Students' questionnaire

The students' questionnaire was composed of thirty one questions divided into three sections: the first section sought to know some personal information about third year LMD students, containing their age, sex, educational streaming, and their attitudes towards studying English. Section two handled the oral expression course and the students' opinion on the speaking skill, the activities used, and the use of computers in the classroom. The third section was about pragmatic competence; it tested the students' knowledge on communicative and pragmatic competence. We wanted, also, to examine their knowledge in forming appropriate requests. The type of the questionnaire was closed-ended (yes/no questions or multiple choice questions). Only four open-ended questions were included in order to not make the task of answering hard for the students.

3.2. Teachers' questionnaire

The teachers' questionnaire consisted of thirty one questions divided into three sections, namely: 'Personal information', 'Teachers' Attitudes towards Oral Expression Course', and 'Pragmatic Competence'. The first section was designed to know some background information, and which would help us in our research. The second section dealt with how teachers view oral expression course, including the activities used, the input, their opinion on authentic materials, and their role in teaching the target culture. The third section involved questions focus on the consideration of the teachers about their students' level in pragmatic competence. It also tackled the teachers' opinion on the effectiveness of Computer-Based activities in raising the students' request awareness. The questionnaire was a mixed of closed-ended and open ended questions, but the majority of the questions were of closed-ended type.

4. Analysis of questionnaires

4.1. Analysis of students' questionnaire

Section one: Personal Information

1. Sex:

	N	%
a. Male	23	23%
b. Female	77	77%
Total	100	100%

Table 4.1: Students' Gender

We asked this question to know about the students' gender. It is noticeable from the table above that girls (77%) overpopulate boys (23%). This would show that girls are more interested to study English than boys.

2. Age:

Age	N	%
20	2	2%
21	46	46%
22	28	28%
23	11	11%
24	6	6%
25	4	4%
26	1	1%
27	2	2%
Total	100	100%

Table 4.2: Students' Age

The results show diversity in students' ages ranging from twenty to twenty seven. There are only two students who are under the age of twenty years old which means that they start their primary education early. The age of twenty one represents the majority of our sample (46%); this category may demonstrate that they get their baccalaureate degree without repeating years. (28%) of the learners are twenty years old which may indicate that they didn't get their baccalaureate degree from the first time. The rest are those between twenty three and twenty seven years old, and which are believed to be the older students who may repeat years. This fact indicates that many youth like to study English. It also shows that the use of computers in the classroom will be motivating for the student since they are youth.

3. Your educational streaming was?

	N	%
a. Literal	44	44%
b. Scientific	55	55%
c. Technical	1	1%
Total	100	100%

Table 4.3: Students' Educational Stream

We asked this question to know about the students' educational background. From (table-3), it is clear that (55%) of them came from scientific streams. This could be

interpreted that they are very motivated to study English more than the literary (44%) and the technical (1%) streams. This may be also interpreted that the English level of scientific stream' students are better than those of literary and technical streams.

4. Studying English was?

	N	%
a. Personal	77	77%
b. Imposed	23	23%
Total	100	100%

Table 4.4: Students' Background on English

Seventy seven students, making up (77%), opted to study English by their personal choice, while twenty three students were imposed to study English. Therefore, most students have a desire to study English language, while the rest of students (23%) have no desire to study it, and that is probably due to their baccalaureate average which doesn't allow them to make their wanted choice or because of the imposition of their parents.

-if personal, please give reasons?

The majority of students (77%) have chosen English because they like it. Others say that that English is easier than French. Also, many of them confessed that they chose English because they want to visit foreign countries like England, and they want to communicate with English people.

5. Do you like English?

	N	%
a. Yes	84	84%
b. No	5	5%
c. Little	11	11%
Total	100	100%

Table 4.5: Students' Feeling towards English

The majority of the students claimed that they like English (84%), while few of them claimed the contrary. Only (11%) of them said that they like English little. These facts shows that English has a top position among the world languages. Perhaps most students admire English because they like its pronunciation, and it is pleasures for them to speak it.

The groups of students who claim that they do not like English or they like it little study English may be under pressure.

-If yes, say why?

Most of the students who confessed that they like English argue that English is the international language; it is the language of communication, science, commerce and technology. In addition, they greatly argue that they like its pronunciation and they feel happy and enjoyable when speaking it.

6. How do you consider your level in English?

Level	N	%
a. Very good	7	7%
b. Good	54	54%
c. Average	33	33%
d. Poor	6	6%
Total	100	100%

Table 4.6: Students' Consideration of their Level in English

The popularity of the students (54%) felt satisfied about their level in English, and they view themselves as being good students of English. Only (7%) of the sample said that they are very good students of English; they may be evaluate themselves according to the good averages they got on the exam or because of their good pronunciation in English. Then come those who asserted that they are not good and not bad English students and who represents (33%) of the whole sample. Few are those who are not satisfied about their level in English, and they consider that they are poor (6%). This category, perhaps, are not interested to study English or they receive poor teaching in their previous learning years.

Section two: Speaking Skill and Using of Computer-Based Activities in the Oral Expression Course

7. How much do you enjoy oral expression course?

	N	%
a. Very much	24	24%
b. Much	35	35%
c. Little	32	32%
d. Not at all	9	9%
Total	100	100%

Table 4.7: Student' Appreciation of Oral Expression Course

We asked this question to know about the students attitudes towards oral expression course. Only (24%) of them confessed that they enjoy it very much, while (35%) confessed that they enjoy oral expression course much. Many of the students stated that they enjoy the course little, and who represents (32%) of the sample. Only few of the students viewed that they do not enjoy it at all, making up (9%). This diversity in opinions may indicate that some of the students are intrinsically motivated so that they enjoy the course very much or much, whereas others are unmotivated because they do not like the activities used, they feel boring, or they give no importance to the session.

8- How often do you participate in oral expression course?

	N	%
a. Frequently	10	10%
b. Sometimes	25	25%
c. Rarely	35	35%
d. Never	30	30%
Total	100	100%

Table 4.8: Students' Frequency of Participation in Oral Expression Course

There is variability in the students' frequency of precipitation in oral expression. (10%) of the students opted for 'frequently', and (25%) of them opted for 'sometimes'. The majority of the students confessed that they rarely intervene in oral expression course

(35%), and (30%) of them stated that they never participation in the classroom. This can be a sign of the lack of motivating activities.

9. If your answer is 'Rarely' or 'Never', is it because of?

	N	%
a. You are not interested	20	20%
b. Your level doesn't allow you to speak	3	3%
c. You feel boring	30	3%
d. The activities used	40	40%

Table 4.9: Students' Justification of Participation in Oral Expression Course

From the table above, it is shown that students never or rarely intervene in the oral expression course because of many reasons. (20%) of them stated that they are not interested, and (3%) declared that their level doesn't allow them to speak. Most of the learners justify their answers by saying that they feel boring (30), or the activities used are not of interest, making up (40%). Again, students do not feel motivated or interested to speak English because of the type of the activities used. Integrating computers in the classroom may stimulate the students to participate.

N.B. The percentages are less than 100 % because the students justify their answers in the question (9) are those who state before that they rarely or never participate in oral expression course. The students sometimes choose more than one answer.

10. Do you find difficulties in speaking English?

	N	%
a. Yes	62	62%
b. No	38	38%
Total	100	100%

Table 4.10: Students' Evaluation in Speaking English

By this question, we wanted to know whether the students find difficulties in speaking English. (62%) of them assumed that they find difficulties on speaking English, and (38%) of them states that they do not. This may indicate many possibilities like they may have a

lack on vocabulary, or they feel embarrassed to speak English. Also, topics discussed in the classroom may be difficult for learners to deal with or to speak about it.

11. If your answer is yes, is it because of?

	N	%
a. The lack of vocabulary register	36	36%
b. The lack of self-confidence	30	30%
c. The lack of motivation	14	14%
d. The nature of the activities used	20	20%
e. Others	00	00%
Total	100	100%

Table 4.11: Students' Justification of Speaking

From the table (11), it is clearly seen that the majority of the students have two main problems which prevent them from speaking English: the lack of vocabulary register and the lack of self-confidence, making up (36%) and (30%). Others stated that they are not motivated enough to speak English, representing (14%). The rest are of twenty students, making up (20%) declared that because of the activities used, they are not interested to speak. Teachers need to put into consideration that students have different personalities and learning styles, thus the activities used should fit their needs and their differences. The activities also should motivate the students to achieve better engagement.

12. In terms of method preference, do you like?

	N	%
a. the classical method	46	46%
b. The computer-assisted teaching	54	54%
Total	100	100%

Table-4-12-Students' Method Preference

The table (11) shows that (46%) of the learners prefer teaching with the classical method, while (54%) of them prefer teaching with the computers. These results can be interpreted that the students prefer the computer-assisted teaching because it motivates them to learn English more; it creates comfortable atmosphere for them to study English with more interest and enjoyment.

13. Does your oral expression' teacher use computers in the classroom?

	N	%
a. Always	1	1%
b. Sometimes	30	30%
c. Rarely	24	24%
d. Never	45	45%
Total	100	100%

Table 4.13: Students' Evaluation of Teacher's Use of Computers

From table (13), only one students stated that his teacher use computer in the classroom (1%), while (30%) of the sample opted for 'sometimes', and (24%) opted for 'rarely'. The majority of the students, who represent (45%), confessed that their teachers of oral expression never use computer in their classes. It is clear from the scores above that using computer technology still not spread in the university classes; only few teachers may use them while the rest still teaching with the classical methods.

14. Does your oral expression' teacher use listening activities?

	N	%
a. Often	4	4%
b. Sometimes	35	35%
c. Rarely	43	43%
d. Never	18	18%
Total	100	100%

Table 4.14: Students' Evaluation of Teacher's Use of Listening Activities

By this question, we wanted to know the students evaluation of using listening activities in oral expression courses. We obtained from the table above a variety of responses; some of the students, making up (4%), confirmed that their teachers often use listening activities, while (35%) confirmed that their teachers sometimes use listening activities. The rest of the students are divided into two groups, including (43%) opted for 'rarely' and (18%) opted for 'never' responses. These results may indicate that most teachers ignore the importance of listening skill, and they focus more on speaking skill. The results can be also related to the previous question in which students confessed that there is a lack of using computers in the classroom, and, therefore, a lack of using listening activities.

15. What types of listening activities does he use?

	N	%
a. Listening to songs	52	52%
b. Listening to TV programs	11	11%
c. Listening to native speakers conversations	20	20%
d. Others	6	6%

Table-4-15-Students' Evaluation of Listening Activities

In the table above, it is clear that most of the students who stated that their teachers use listening activities asserted that they listen to songs, making up (52%), while (11%) of them declared that they listen to TV programs. The rest of the students are those who affirmed that they listen to native speakers' conversation and other subjects like listening to stories, regularly making up (20%), and (6%). Teachers focus on listening to songs more than to listening to native speakers' conversations although the latter is more beneficial because it help them to focus more on the aspects of the language.

N.B. The rates are less than (100%) because the results are of those who declared that their teachers use listening activities, and sometimes they choose more than one answer.

16. Does your oral expression teacher use video-tapes?

	N	%
a. Often	1	1%
b. Sometimes	17	17%
c. Rarely	23	23%
d. Never	59	59%
Total	100	100%

Table 4.16: Students' Evaluation of Teacher's Use of Video-Tapes

As it is shown in table (16), only one student declared that his teacher use video-tapes frequently, and (17%) of the sample declared that video-tapes are sometimes used. The majority of the students, making up (59%), declared that their teachers never use video-tapes, and the rest of them affirmed that videos are rarely involved in their classes. It is clear that teachers, in general, do not adopt video-tapes in their teaching, and which is

believed to be good technique to teach the culture and the social behaviors of the target language countries. These results also show the lack of using computer technology to expose video-tapes in the classroom.

17. How often does your oral expression' teacher deal with listening or viewing activities?

	N	%
a. Listening/viewing only	20	20%
b. Listening/viewing, and discussing	44	44%
c. Listening/ viewing, discussing, and then performing plays	21	21%

Table 4.17: Students' Evaluation of Listening/Viewing Activities

The results, as shown in the table above, are described as follows: (20%) confirmed that they listen or view only without any other activities, while the majority of them, making up (44%) confirmed that they listen or view and then discuss topics. The rest of the students, (21%), stated that they do the previous activities and they perform plays. These facts can be interpreted that not all teachers accompany their listening or viewing activities with other activities. This can be a sign that teachers appreciate communicative language teaching, and that is why they try to apply some of its principles.

N.B. The table above does not show the real rate of the whole sample because the rest of the students who have not answer this question are students who claimed before that their teachers never use listening or viewing activities in the classroom.

18. While listening/viewing video-tapes, does your oral expression' teacher expose you to native speakers' culture?

	N	%
a. Often	4	4%
b. Sometimes	18	18%
c. Rarely	56	56%
d. Never	13	13%
Total	100	100%

Table 4.18: Students' Evaluation of Exposing Native Speakers' Culture

We believe that listening/viewing video-tapes can serve as a good strategy to learn the culture of the target communities. We aimed by this question to know whether teachers apply this strategy while teaching culture. The table above reveals that the majority of the students, (56%), stated that their teachers rarely expose to them the target culture when using videos, while (13%) of them stated that this never occur. The rest are of those who opted for 'often' and 'sometimes' options, regularly making up (4%) and (18%) opted for 'rarely', and (13%) opted for 'never'. This fact shows that teachers do not much use the computers in the classroom as a tool to use videos that tackle cultural issues.

Section three: Pragmatic Competence

19. As far as pragmatic competence is concerned, what does the term 'communicative competence' mean?

	N	%
a. Knowledge of linguistic rules	28	28%
b. Knowledge of socio-cultural norms	14	14%
c. The ability to use the linguistic Knowledge appropriately in different social situations	58	58%
Total	100	100%

Table 4.19: Students' Definition of Communicative Competence

From table (19), it is clear that the great majority of the students know about the term 'communicative competence'. The rest of them are of two different views; (28%) defined it as being knowledge of linguistic rules, and (14%) defined it as being knowledge of socio-cultural norms. It is probably that the last category misses attention or they are not interested to know about communicative competence. Communicative competence is important for students to know because it is the goal of teaching foreign language.

20. As far as pragmatic competence is concerned, what does the term 'pragmatic competence' mean?

	N	%
a. The ability to form speech acts	22	22%
b. The ability to convey and interpret the speech act appropriately according to the communicative situation	35	35%
c. The ability to perform and receive politeness functions	5	5%
d. All of them	38	38%
Total	100	100%

Table 4.20: Students' Definition of Pragmatic Competence

We asked this question to know how many students are aware of pragmatics competence which is a part of communicative competence. The table above shows that the students views pragmatic competence in different manners in which (22%) of them defined it as being the ability to form speech act while (35%) of them choose to define pragmatics as the ability to convey and interpret the speech act appropriately according to the communicative situation. The minor percentage which decided to define it as the ability to perform and receive politeness functions represents only (5%) while the major percentage, making up (38%), chose the three suggested definitions (all of them). We can say that the students relatively know about pragmatic competence.

21. In your opinion, a request is?

	N	%
a. A type of speech acts	20	20%
b. A speech act of which perform an act of demanding or asking for something	28	28%
c. A speech act of which perform an act of getting the hearer to do something	13	13%
c. All of them	39	39%
Total	100	100%

Table 4.21: Students' Opinion on Requests

This question is intended for evaluating the students' background on requests as being one type of speech acts. The table (22) indicates that the majority of the students know about requests, representing (39%), and who opted for the last answer (all of them). (20%) of them believe that a request is a type speech act, (28%) defined it as a speech act of which perform an act of demanding or asking for something, and (13%) defined it as A speech act of which perform an act of getting the hearer to do something. It is good that most of the students know about requests because they are important for them especially if they intend to visit the target countries; knowing about their culture helps them to communicate effectively with native speakers. Therefore, teachers had better to focus on such types of speech acts to ensure raising the students' pragmatic awareness and competence.

22. With whom do you use the following forms of request 'open the door'?

	N	%
a. With your brothers and sisters	77	77%
b. With your friends	75	75%
c. Your mother	13	13%

Table 4.22: Students' Choice of Using a form of Request

The results show that (77%) of the students use the informal requests with their brothers and sisters, (75%) of them claimed that they use them with their friends, and the rest opted for 'their mother', making up (13%). The majority of the students consider that informal requests are used with certain people and not with all.

N.B. The results are more than (100%) because many students opted for more than one answer

23. Can you use the above form of request with your father, teacher, or neighbor?

	N	%
a. Yes	21	21%
b. No	79	79%
Total	100	100%

Table 4.23: Students' Agreement on Using a Certain Form of a Request

We wanted by this question to examine whether students know about the informal styles of requests. The majority of the students declared that informal requests cannot be used with father, teacher, or neighbor, representing (79%) of the sample, while few who claimed the contrary. This indicates that most students are aware of the rules of requests.

24- If your answer is no, is it because?

	N	%
a. They are old then you	13	13%
b. Your cultural traditions	14	14%
c. You should be polite with them	53	53%
d. All of these	17	17%

Table 4.24: Students' Justification of Using Forms of Requests

In the table above, the majority of the students claimed that they should not use the informal request with their fathers, teachers, or neighbors because they should be polite with them, representing 53%. The others show different views; (13%) claimed that they shouldn't use the informal requests because fathers, teachers, or neighbors are older than them, making up (13%), while (14%) of them confessed that it is because of their cultural traditions they cannot use informal requests. The rest of the students opted for 'all of these' which includes all the previous reasons. This can be interpreted that the students have different social attitudes.

N.B. The rates of in the table above are less than (100%) because the question was answered by the students who claimed that they cannot use the informal requests, and there are students who chosen more than one answer.

25-If you would like to request your teacher, would you say, for example?

	N	%
a. Repeat the explanation for me	5	5%
b. Please sir, would you repeat the explanation for me because I didn't get the point	95	95%
Total	100	100%

We wanted by this question to examine the students knowledge on the formal and informal forms of requests. (95%) of the students affirmed that they use the formal requests with their teachers (Please sir, would you repeat the explanation for me because I didn't get the point), representing the majority, and only (5%) who claimed that they use the informal requests with their teachers (Repeat the explanation for me). It is important for students to know that choosing the linguistic forms of requests is determined by the socio-cultural norms of any speech community.

-Whatever your answer, say why

Most students justify their answers that they should use the formal requests because they should be polite with them, and they also confirmed that their teachers are older than them so they have to show the respect to them.

26. How often does your oral expression' teacher ask you to perform plays in the classroom?

	N	%
a. Very often	20	20%
b. Often	39	39%
c. Sometimes	33	33%
d. Rarely	7	7%
e. Never	1	1%
Total	100	100%

Table 4.26: Students' Opinion on the Frequency of Using Plays

There is diversity in responses from our sample about the frequency of performing plays in the classroom. The majority of them opted for 'often' and 'sometimes', representing (39%) and (33%). Few of the students claimed that their teachers rarely ask them to perform plays, making up (7%), and only one student stated that they never perform plays in the classroom. Role-plays activities are good techniques where students can practice using requesting and other types of speech acts, and consequently raising the students' pragmatic awareness

27. Do you find difficulties in forming requesting while preparing the scripts (dialogue) of your plays?

	N	%
a. Yes	59	59%
b. No	41	41%
Total	100	100%

Table 4.27: Students' attitudes towards the difficulties of forming requesting

As shown above, the majority of the students encounter challenges when trying to prepare requests for the plays' scripts, representing (59%), while the rest of them state that they have no problems, making up (41%). This can be interpreted that requests are not always easy especially when coming to decide which linguistic form is more appropriately than the other and when. This also reflects the learners' lack of training to use this type of speech acts.

28. If your answer is yes, the difficulty is in?

	N	%
a. Forming grammatically correct requests	18	18%
b. Deciding which form is most socially and culturally appropriate	41	41%

Table 4.28: Students' Difficulties in Forming Requests

The results show that students face grammatical problem when forming requests, representing (18%), while the rest of them, representing the majority (41%) face the problem of deciding which form is most appropriate, The students' reason to choose the second option may indicate that the real problem in forming requests lies on the socio-cultural norms that lead to the choice of the linguistic forms.

N.B. The rate of the students, in the table (28), are less than (100%) because there is only (59%) who claimed that they find difficulties in forming requests (as shown in table 27), and they provided responses to the question (28).

29. Do you think that listening to and viewing native speakers brings you closer to the ability to form grammatically correct and socially appropriate requests?

	N	%
a. Yes	95	95%
b. No	5	5%
Total	100	100%

Table 4.29: Students' Opinion on the Effect of Listening/Viewing Activities on Acquiring Acceptable Requests

As shown in table, the majority of the students, making up (95%) agree that listening to and viewing native speakers brings them closer to the ability to form grammatically correct and socially appropriate requests, while only (5%) stated the contrary. This can be interpreted that students believe in the idea that in order to learn a foreign language, they have to be exposed to its real everyday use.

30. Do you think that exposing the culture of native speakers through using Computer-Based activities would better help you to acquire their culture?

	N	%
a. Yes	88	88%
b. No	12	12%
Total	100	100%

Table 4.30: Students' Opinion on the Effect of Exposing Culture of Native Speakers through Computer-Based Activities

From a quick look at the table above, we can notice that choosing the option 'yes' is dominant, representing (88%) of the whole sample, and in which the students agreed that exposing the culture of native speakers through using computer-based activities would better help them acquire their culture. Only few students opted for the answer 'no' (12%). It is believed that including computers in the classroom would better motivate students to learn English as they serve as a good teaching aid to facilitate the teaching of the culture of target language speakers; Computers help in exposing the real use of requests so that

learners can better achieve good results in forming grammatically correct and socially appropriate requests.

31. As far as the topic is concerned, what would you suggest?

Most of the students suggested that it is better to integrate computers in the classroom to break the routine. They also call for the use of listening and viewing activities in the classroom, and using videos of native speakers.

4.2. Analysis of teachers' questionnaire

Section one: Personal Information

1. Your personal degree is?

Degree	N	%
a. BA(License)	1	20%
b. PG	0	00%
c. MA	4	80%
d. Doctorate	0	00%
Total	5	100%

Table 4.a.1: Teachers' Qualification

As shown in the table above, the majority of teachers have the degree of Megistar, making up (100%). This means that most teachers have good experience in teaching English, and this will help them to deal with listening and viewing activities; they can explain, to the students, the language used by native speakers.

2. Have you ever been in an English speaking country?

	N	%
a. Yes	2	40%
b. No	3	60%
Total	5	100%

Table 4.a.2: Teachers' Visiting English Speaking Countries

We asked this question to know about teachers' background. Two teachers, making up (40%), claimed that they have visited an English speaking country, while three teachers claimed the contrary, making up (60%). In comparison with teachers who never have been

in an English speaking country, it is clearly that those teachers who visit an English speaking country met with some cultural behaviors of English people, and thus acquiring more cultural awareness.

-If yes where?

Teachers who affirmed that they have been in an English speaking country stated that they visit Great Britain including England, Scotland, and Wales, and which mean that they recognized the cultural differences between those countries. They can help their students to be familiar with some cultural features of those countries since they were directly equipped to them. Consequently, the students' communicative competence will be improved.

3. How many years have you taught oral expression module?

Years	N	%
a. Less than five years	0	00%
b. Five to ten years	5	100%
c. More than ten years	0	00%
d. Others	0	00%
Total	5	100%

Table 4.a.3: Teachers' Teaching Period of Oral Expression Module

The whole sample, representing (100%) of the teachers, confessed that they have been teaching oral expression module from five to ten years. This can be interpreted that they gain good experience in teaching oral expression courses, and thus adapting more effective teaching methods to improve the students' communicative competence.

4. Have you already taught third year level?

	N	%
a. Yes	5	100%
b. No	0	00%
Total	5	100%

Table 4.a.4: Teachers' Experience on Teaching Third Year Level

It clear from table (4) that all teachers, representing (100%), have already taught third year level. It means that they gain further insights about how to deal with students of third

year, and try each time to look for new methods that can improve teaching and motivate the students to learn more.

Section two: Teachers' Attitudes towards Oral Expression Course?

5. As far as third year is concerned, what do you think should the over goal of oral expression course?

	N	%
a. To allow students to practice the oral English	1	20%
b. To develop students' grammatical competence	2	40%
c. To develop students' communicative competence	5	100%

Table 4.a.5: Teachers' Opinion on the Goal of Oral Expression Course

By this question, we wanted to know the opinion of teachers about the over goal of oral expression course; the majority of the teachers, making up (100%), viewed that the goal of oral expression course should be to raise the students' communicative competence. There are teachers who opted for all choices, including allowing the students to practice the oral English, developing the students' grammatical competence, and developing their communicative competence. They believe that since English is used for communication, the goal of teaching should be to engage the students in real communication where they can use the language effectively in different social contexts.

N.B. The rates are more than 100% because there are teachers who choose more than one answer.

6. What approach or method do you think is the most appropriate to attain this goal?

	N	%
a. The audio-lingual method	1	20%
b. The communicative language teaching	4	80%
c. Others	0	00%
Total	5	100%

Table 4.a.6: Teachers' Opinion on the Most Appropriate Method

The table above shows that the majority of the teachers (80%) viewed that in order to attain the goal of oral expression course, they prefer to conduct the communicative language teaching. Only one teacher (20%) opted for the audio-lingual method. This can

be interpreted that all teachers agree that communicative language teaching is considered to be the best method that serve in raising the students' communicative competence.

-Please, justify your answer?

Most teachers, who opted for communicative language teaching as being good method, justify their answers by stating that this method enables the students to practice the language they have learned in real communicative contexts where they can negotiate meaning and express their feelings and ideas.

7. Do you provide your students with opportunities to make their own learning?

	N	%
a. Yes	5	100%
b. No	0	00%
Total	5	100%

Table 4.a.7: Teachers' Attitudes towards Providing Opportunities for Learners

As shown above, all teachers (100%) ensured that they provide opportunities for their students to make their own learning. This may let us predict that most teachers of oral expression apply somehow the communicative approach in their classes because the approach emphasizes that learners are active participants in the teaching/learning process.

8. If yes, how usually do you do that?

	N	%
a. Giving chance for all students to talk	5	100%
b. Dividing them to groups to discuss topics	5	100%
c. Giving them tasks to fulfill	3	60%
d. Asking them to present orally	4	80%

Table 4.a.8: Teachers' Way of Providing Opportunities for Learners

It is clear that teachers adopt many ways to provide their students with opportunities for their learners to make their own learning. Five teachers, representing the whole sample (100%), stated that they give a chance for all students to participate, and divide them to groups to discuss topics. (60%) of the teachers declared that they give their students tasks to fulfill, and four teachers (80%) confessed that they ask their students to present orally. These results indicate that they believe on the idea that learners are no more passive

students; they are active participants where they can achieve different tasks and discuss their ideas and opinions, and, therefore, the sign of the effectiveness of communicative language teaching.

N.B. The rates are more than 100% because there are teachers who choose more than one answer.

9. What are the activities do you usually use?

	N	%
a. Information-gab activities	0	0%
b. Role-play	4	80%
c. Discussion	5	100%
d. Others	5	100%

Table 4.a.9: Teachers' Adaptation of Activities

A quick glimpse at the table above let us notice that there is diversity in answers. The vast majority of teachers asserted that they use role-play and discussion activities, making up (100%). No teacher opted for information-gab activities. Also, all teachers (100%) affirmed that they use other activities besides role-play and discussion such as problem-solving, story-telling, oral presentations, and describing pictures. These results can be a sign that teachers admire communicative language teaching because it supports the use of all these activities.

N.B. The rates are more than 100% because there are teachers who choose more than one answer.

10. What kind of input do you usually use?

	N	%
a. Authentic materials	1	20%
b. Teachers' talk	4	80%
c. Students' talk	4	80%
d. All of these	0	00%

Table 4.a.10: Teachers' Adopt of Input

As shown in the table above, there are various results. Only one teacher confirmed that he use authentic materials (20%), while (80%) of the teachers claimed that they use their

talk as an input, and the rest of them, representing (80%), stated that they use student' talk. This fact indicates that teachers do not much use authentic materials although they are considered to be effective means in exposing the target culture. They are also used to raise the students' communicative competence.

N.B. The rates are more than 100% because there are teachers who choose more than one answer.

11. What role do you attribute to authentic materials?

	N	%
a. Very important	3	60%
b. Important	2	40%
c. Not important	0	00%
Total	5	100%

Table 4.a.11: Teachers' Evaluation of Authentic Materials

We wanted by this question to know how teachers consider the importance of authentic materials. The vast majority of teachers ensured that authentic materials are very important (60%), while two teachers asserted that it is important, representing (40%). Despite the fact that teachers believe that authentic materials are very important in language teaching, they rarely use them. Teachers should take into account that authentic materials facilitate the teaching of the cultural and the pragmatic features of the target language.

12. While teaching oral expression module, do you usually focus on developing?

	N	%
a. The students' grammatical competence	3	60%
b. The students' communicative competence	1	20%
c. The students' pragmatic competence	1	20%
d. All of these	0	00%
Total	5	100%

Table 4.a.12: Teachers' Concentration on Competence

The table above shows that the majority of teachers, making up (60%), declared that they focus on developing the grammatical competence, one teacher stated that he focused on developing his students' communicative competence, and one teacher asserted that he

focused in improving his students' pragmatic competence. These results can be interpreted that teachers do not focus on raising the students' communicative competence although they confirmed before that the goal of oral expression course is to develop the students' communicative competence.

Section three: Pragmatic Competence

13. A student who is concerned to be pragmatically competent is the one able to?

	N	%
a. Perform different kinds of speech act	1	20%
b. Convey and interpret direct and indirect speech acts	2	40%
c. Use grammatically correct and socially appropriate speech acts	2	40%
d. Interpret non literary meaning	0	00%
e. To use the politeness functions	0	00%
f. All of these	3	60%

Table 4.a.13: Teachers' Opinion on the Students' Pragmatic Competence

The table (13) shows diversity in results; only one teacher consider that a student who is able to perform different kinds of speech act is pragmatically competent (20%), while two teachers (40%) viewed pragmatic competence as being able to convey and interpret direct and indirect speech acts. Two teachers, making up (40%) looked at pragmatics competence as being the ability to use grammatically correct and socially appropriate speech acts, and three teachers, making the majority (60%), opted for 'all of these' which means that they regarded many definitions for students' pragmatics competence. It is important for learners to be pragmatically competent because it enables them to communicate effectively with native speakers; it enables them to produce and interpret different kinds of speech acts that fit the socio-cultural norms of the target language.

N.B. The rates are more than (100%) because there are teachers who choose more than one answer.

14. Do you think that teaching grammatical rules independently from its socio-cultural features would be sufficient for students to be pragmatically competent?

	N	%
a. Yes	0	00%
b. No	5	5%
Total	5	100%

Table 4.a.14: Teachers' View on the Grammatical Rules and its Socio-Cultural Features

The table above indicates that the vast majority of teachers agreed that teaching grammatical rules independently from its socio-cultural features would not be sufficient for students to be pragmatically competent (100%). It is good for teachers to focus on developing the students' pragmatic competence by associating the teaching of grammar rules with their socio-cultural features that determines them.

15. As far as third year is concerned, how do you evaluate their level in pragmatic competence?

	N	%
a. Good	0	00%
b. Acceptable	1	20%
c. Poor	4	80%
Total	5	100%

Table 2.a.15: Teachers' Evaluation on Students' Level in Pragmatic Competence

From a quick look at the table above, we can notice that the majority of teachers confessed that their students are poor in pragmatic competence, representing (80%), while one teacher declared that the level of his students' pragmatic competence is acceptable (20%). These facts show that teachers probably do not focus on teaching pragmatic competence, or they do not use appropriate methods that facilitate the learning of pragmatics.

16. In case your answer is poor, do you think the reason is on?

	N	%
a. The student himself	0	00%
b. The method used	3	60%
c. The nature of activities	4	80%
d. Others	0	00%

Table 2.a.16: Teachers' Justification of the Students' Level in Pragmatic Competence

The table (16) indicates that (60%) of the teachers justify their students' pragmatic competence poor level by opting for 'the method used', and the rest, making up the majority (80%) declared that the nature of activities used caused the poverty of the students' pragmatic competence. The students are expected to be equipped with rich input of authentic materials and activities that serve to raise their pragmatic competence.

N.B. The rates are more than (100%) because there are teachers who choose more than one answer.

17. Do you agree that pragmatics can be taught?

	N	%
a. Strongly agree	2	40%
b. Agree	3	60%
c. Strongly disagree	0	00%
d. disagree	0	00%
Total	5	100%

Table 4.a.17: Teachers' Agreement on the Teachability of Pragmatics

We asked this question to know about the teachers' opinion on the teachability of pragmatics. (40%) of the teachers strongly agreed that pragmatic can be taught, and (60%) of them opted for 'agree'. Since teachers agree that pragmatics can be taught, it is necessary to look for new activities that contribute to the understanding of pragmatics.

18. Do you think that that using authentic materials in the classroom would raise student' pragmatic competence?

	N	%
a. Yes	5	100%
b. No	0	00%
Total	5	100%

Table 4.a.18: Teachers' Attitudes towards Authentic Materials and the Students' Pragmatic Competence

The table above shows that the vast majority of the teachers agreed that the use of authentic materials would raise' the students' pragmatic competence, representing (100%). Authentic materials would also facilitate for teachers the delivery of cultural lessons. They also enable the students to be exposed directly to the pragmatic features of the target language.

Section four: About Computer-Based Activities and Speech Act of Requesting

19. How often do you use computer as a teaching aid in the classroom?

	N	%
a. Very often	0	00%
b. Often	0	00%
c. Sometimes	1	20%
d. Rarely	3	60%
e. Never	1	20%
Total	5	100%

Table 4.a.19: Teachers' Frequency of Using Computers in the Classroom

If we look at the table above, we notice that most teachers revealed that they rarely use computers in the classroom, and one teacher asserted that he sometimes uses them, and who makes up (20%). Another teacher, who makes up (20%), declared that he never uses computers in the classroom. The use of technology in the classroom becomes necessary since it is a good way to expose materials related to native speakers; it allows students to view all the linguistic and the pragmatic features of the target language.

20. What activities do you usually use?

	N	%
a. Listening activities	2	40%
b. Viewing activities	0	00%
c. Speaking activities	3	60%
d. All of these	0	00%
Total	5	100%

Table 4.a.20: Teachers' Use of Activities

By this question, we wanted to know about the types of activities of that teachers usually use in oral expression course. The table above reveals that two teachers use listening activities (40%), and the rest of teachers, making up the majority (60%) asserted that they use speaking activities. It is clear from the results that teachers ignore viewing activities although they believed to be the most appropriate activities that raise the students' communicative and pragmatic competence. The use of viewing activities through computers would enhance the students to know more about the culture of native speakers, and thus the students would behave accordingly.

21. What listening activities do you usually use?

	N	%
a. Listening to songs	2	40%
b. Listening to TV programs	1	20%
c. Listening to native speakers conversations	1	20%
d. Others	2	40%

Table 4.a.21: Teachers' Adopt of Listening Activities

We wanted by this question to know about listening activities that teachers usually use in the class. Tow teachers confirmed that they let their students listen to songs (40%), and one teacher affirmed that he makes his students listen to TV programs. Only one teacher opted for 'listening to native speakers' conversations' (20%). The rest of teachers confessed that they use other listening activities like listening to stories. This is a sign that teachers do not focus on listening to native speakers conversations.

N.B. The results in the table are more than (100%) because the teachers who asserted they use listening activities opted for more that on answer in the question (22).

22. How often do you use video-tapes?

	N	%
a. Very often	0	00%
b. Often	0	00%
c. Sometimes	0	00%
d. Rarely	1	20%
e. Never	4	80%
Total	5	100%

Table 4.a.22: Teachers Frequency of Using Video-Tapes

The table above reveals that most teachers never use video-tapes in oral expression course, representing (80%), while only one teacher confessed that he rarely use them (20%). It is good if teachers adopt video-tapes and adapt them for learners so that they are directly exposed to native speakers' conversations. Video-tapes enables students to view different aspects of the language either the linguistic or the cultural ones.

23. What role do you attribute to teaching culture in the classroom?

	N	%
a. Very important	2	40%
b. Important	3	60%
c. Not important	0	00%
Total	5	100%

Table 4.a.23: Teachers' Opinion on the Role of Teaching Culture in the Classroom

The table above reveals that two teachers ensured that teaching culture in the classroom is very important (40%), and (60%) of them opted for 'important'. Teaching culture is very important because culture reflects the language use; it is the cultural norms which determine the appropriate linguistic forms of the language. Thus, it is important that teachers should teach culture to the students.

24. What is the role of authentic materials?

	N	%
a. Engaging the students in real-life like environment	3	60%
b. Developing the students communicative competence	3	60%
c. Developing the students pragmatic competence	3	60%

Table 4.a.24: Teachers' Opinion of the Role of Authentic Materials

The table (24) shows equivalent rates in each choice, making up (60%). Teachers asserted that the role of authentic materials is to engage the students in real-life like environment, to develop their communicative competence, and to develop their pragmatic competence. The adaptation of authentic materials according to the students needs would help them to communicate effectively in different social situations.

N.B. The rates are more than (100%) because there are teachers who choose more than one answer.

25. Do you think that requests, as being one feature of English culture, are important for learners to be acquired?

	N	%
a. Very much	3	60%
b. Much	2	40%
c. Little	0	00%
d. Not at all	0	00%
Total	5	100%

Table 4.a.25: Teachers' View on the Importance of Requests

If we take a quick glimpse at the table above, we can notice that the vast majority of teachers agreed that requests are very important for students to be acquired, and which represents (60%), and (40%) opted for 'much'. Requests are crucial features of target culture and their acquisition would enable the students to maintain relationships with native speakers, and that is why teachers should pay attention to them.

-Please justify?

The teachers who asserted that requests are essential for learners justify their answers by saying that requests are related to cultural behaviors of politeness and respect. Thus, learners need to learn them in order to use them in communication.

26. How do you evaluate your students' level in forming correct and appropriate requests?

	N	%
a. Very good	0	00%
b. Good	0	00%
c. Acceptable	1	20%
d. Poor	4	80%
Total	5	100%

Table 4.a.26: Teachers' Evaluation of their Students' Level in Forming Requests

The results show that most of the teachers considered that their students' level in forming correct and appropriate requests is poor, representing (80%) of the whole sample. Only one teacher is satisfied about his students' level in forming requests (20%). This may indicate the lack of activities that would develop the learners' use of requests.

27. If your answer is acceptable or poor, is it because of?

	N	%
a. Their little knowledge on requests	0	00%
b. Their little knowledge on the grammatical forms of requests	2	40%
c. Their little knowledge on the socio-cultural norms that determines the appropriate forms of requests	3	60%
Total	5	100%

Table 4.a.27: Teachers' Justification of their Students' Level on Forming Requests

The majority of teachers, who asserted that their learners suffer from forming correct and appropriate requests, affirmed that it is because of the student's little knowledge on the socio-cultural norms that determines the appropriate forms of requests (60%). (40%) of the teachers justify their answers by saying that it is because of the students' little knowledge on

the grammatical forms of requests, their students are poor. Teachers should take into account such problems and tries to find out some remedies. It is believed that the use of authentic materials would better encourage the students to perform more acceptable requests.

28. What are the main oral activities you prefer to use for practicing speech act of requesting?

	N	%
a. Role-plays	4	80%
b. Interviews	2	40%
c. Dialogues	4	80%
d. Others	1	20%

Table 4.a.28: Teachers' Preference of Oral activities and the Practice of Requests

By this question, we wanted to know about the teachers' preference of oral activities that they believe to be good for practicing requests. Most of the teachers prefer to use role-plays to practice requests (80%), while (40%) of them prefer to use interviews. Four teachers opted for 'dialogues' (80%), and one teacher, making (20%), asserted that he use oral presentations to practice requests. Through role-plays, learners can imitate all the linguistic and the cultural aspects of requests that they grasp when viewing native speakers conversations.

29. Do you think that listening to or viewing to native speakers' conversation would help students to acquire culture?

	N	%
a. Yes	5	100%
b. No	0	0%
Total	5	100%

Table 4.a.29: Teachers' Opinion on the Role of Native Speakers' Conversations

The whole sample of the teachers, who represents (100%), accepted the idea that listening to or viewing native speakers' conversations can help the students to acquire their culture. When the students listen or view native speakers' conversations, they can

recognize how the socio-cultural norms can greatly influence the choice of one linguistic form rather than other.

-If your answer is yes, please explain how?

The teachers explain that if learners listen to or view native speakers' conversations, they can be engaged in an authentic use of language and culture, and in real life situations. They can view and know about all the cultural aspects of native speakers, and what the academic materials cannot present.

30. Do you agree that using computers to expose native speakers' culture to the students would help them to acquire acceptable requests?

	N	%
a. Strongly agree	4	80%
b. Agree	1	20%
c. Strongly disagree	0	00%
d. disagree	0	00%
Total	5	100%

Table 4.a.30: Teachers' View on the Role of Computers and the Development of Requests

From a quick look at the table above, we can see that the vast majority of the teachers, who makes up (80%), strongly agree that the use of computers to expose native speakers' culture to the students would help them to acquire acceptable requests, and only one teacher opted for 'agree' (20%). The adopt of computers in the classroom can greatly aid the teachers in teaching the target culture, as it can help the students to be motivated to learn more about the target culture. Hence, the students will be directly exposed to the real use of requests; they can view all the linguistic and the socio-cultural features that surround the use of requests, and which means more acceptable use of requests by the students.

31. As far as the topic is concerned, what would you suggest?

The teachers suggest the use of internet sources like chat rooms to improve the students' communicative competence. Other teachers suggest that universities should be provided with projection rooms so that computers can easily be used. They also insist that developing the students' communicative and pragmatic competence should be the over goal of teaching foreign languages, and they view that the best way to achieve this goal is to

expose EF learners to direct and real contexts where native speakers use the language. Other teacher recommends the integration of computers in the entire university.

Conclusion

This chapter was carried out to test our hypothesis which assumed that the use of Computer-Based activities would help in teaching speech act of requests, and thus the students will be able to form correct and appropriate requests.

The results obtained from the analysis of the students' questionnaire revealed the following: the learners' answers, in section one, ensured that they have positive attitudes towards English because most of them like it, and they were satisfied about their level in English. This would show that most of the students are motivated to study English.

The second section' results demonstrated that although most of the students like English, not all of them enjoy the oral expression course, as they find difficulties in speaking English indicating that the reasons were the lack of self-confidence, the lack of vocabulary register, the lack of motivation, and the nature of activities used. The students asserted that their teachers rarely use computers in the classroom. This latter indicated that the listening and viewing activities although they are believed to be good for students because they enable them to speak English fluently and interestedly.

The last section of the questionnaire analysis affirmed that the learners have simple information about requests; they ignored the socio-cultural features that determine the most appropriate forms of requests. Generally, learners have positive attitudes towards the use of Computer-Based activities to develop their use of requests.

The results obtained from the teachers' questionnaires clarify the following: the first section showed that teachers gain acceptable experience in teaching the third year students, and which would allow them to look for new methods to improve their students' oral proficiency.

The second section dealt with teachers' attitude towards oral expression course. After the analysis, it was clear that teachers admired communicative language teaching, and they believed that the over goal of oral expression course should be to develop the students' communicative competence. The results, also, showed that teachers do not feel very satisfied about the student' pragmatic competence, and they thought that the reason is due

to the methods and the activities used in the classroom. In addition, they approved that the use authentic materials in the classroom would raise the students' pragmatic awareness.

The analysis of section three provided us with the idea that the level of the students in performing acceptable requests is poor, and the teachers viewed that the reason dwelled in their little knowledge of the socio-cultural norms that leads to the appropriate forms of requests. Thus, teaching culture is important. Teachers also agreed that listening to and viewing native speakers' conversations, through the use of computers, would help the students to acquire acceptable requests.

General Conclusion

The current research carried out a short study about the effectiveness of the use of computers in the classroom, and aimed at investigating whether Computer-based activities can facilitate the teaching of speech act of requesting. In order to test our hypothesis, we used questionnaire as a data gathering tool. We administered two questionnaires: one for third year LMD students of English, and the other one for their teachers of oral expression course. We randomly chose one hundred students to represent our sample. All teachers of oral expression course who teach third year students were expected to answer the questionnaire, but only five teachers answered.

The first chapter revealed the importance of communicative language teaching in the field of teaching foreign languages; it is the method that seeks to develop the students' communicative competence; it enables them to be active participants where they can put the language they have learned into practice; it also enables them to be able communicate effectively in various social contexts because the activities are designed to engage the students in real-life contexts where the real use of language appears.

The second chapter confirmed the importance of requests as being one type of speech acts. Pragmatics is concerned with the study of such speech act. People, when using the language, carry intentions known as illocutionary forces, and they only can be recognized through the cultural shared background knowledge between the participants. Since requests are one type of the illocutionary forces, it is necessary for the students to be aware of the socio-cultural norms that help in the production and the interpretation of them.

In the third chapter, we concluded that the use of technology becomes necessary in the field of teaching foreign language. It serves as a motivating factor that enhances the students to learn more. Computers, specifically, help the students to be met with the native speakers' culture by listening to or viewing their conversations. Requests as being one feature of the target culture are crucial for learners because they enable them to be polite when dealing with real communicative situations. Requests can be better acquired if the learners are equipped with computers where the real use of requests accrues.

Through the analysis of both of the students' and the teachers' questionnaire, it was clear that both students and teachers have positive attitudes towards the use of Computer-Based activities to teach speech act of requesting. Through computers, the students can listen to

and view various cultural behaviors of native speakers. Thus, these activities present real engagement in how they use requests, including all the linguistic and the socio-cultural aspects that surround them. The use of authentic materials like videos through computers can greatly raise the students' pragmatic abilities, and their use of requests; they can be involved in authentic language where they native speakers are communicating. In addition, teachers agreed that role-plays activities help the students to practice requests. It was also clear that communicative language teaching is regarded to be the best method to develop the students' communicative and pragmatic competence; the activities in communicative language teaching are designed to serve the students needs, and feelings, as it is designed to enable them to communicate effectively in the target language, and to be able to produce and interpret the different intentions and meanings like native speakers.

As a final point, the present dissertation has shed light on the significance of using computer based activities in teaching speech act of requesting to EF learners, as it aimed at improving the teaching/learning level in the university.

General Recommendations

According to the findings of the current research, we reach that the teaching of pragmatics needs to the use of authentic materials and the use of computers to expose those authentic materials. From this perspective, the following recommendations can be formulated:

- The main concern of oral expression course should be to develop the students' communicative and pragmatic competence;
- Communicative language teaching, if used adequately by teachers, can serve to develop the students communicative and pragmatic competence;
- The students should be provided with opportunities to make their own learning. Therefore, they can put their acquired knowledge into practice, and the teachers should only play the role of facilitators and guiders;
- Teaching the grammatical aspects of the target language should be associated with the teaching of their socio-cultural norms. In other words, the learners should be able to use the grammatical rules appropriately in different social situations.
- Teaching pragmatics is required because students should be able to produce and comprehend different types of speech acts.
- Providing students with authentic input enables teachers to raise the students' pragmatic awareness; authentic input can help in teaching the target culture of native speakers, and thus raising the students' ability in using speech acts effectively;
- The integration of the technology in oral expression course would raise the students' motivation;
- To teach speech act of requesting, it is useful to use listening and viewing activities through computers. Listening to and viewing native speakers' conversations can help the

students to see the real use of requests; they can see all the cultural behaviors associated with the use of requests. Thus, they can perform more correct and appropriate requests.

- It is good if the students are asked to intensively perform role-plays after listening and viewing activities; the students can imitate all the linguistic and non-linguistic features used by native speakers to produce requests. Hence, the students can use requests adequately exactly like native speakers do, and they can communicate effectively when falling in real contexts where requests are used.

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Appendices

Appendix I: The Students' Questionnaire

Dear students,

You are politely requested to answer this questionnaire which aims to collect your views, attitudes, learning experiences, and recommendations towards the use of computers technology as a didactic support to teach the target language culture, and more specifically speech act of requesting. We will be very grateful for your precious help and contribution, and which will hopefully enrich our MA research with available data. Our research is entitled as follows:

“An attempt to identify some positive effects of teaching speech act of requesting through computer-based activities”

Please, put a tick (√) in the corresponding box, and make full statements when necessary.

Section one: Personal Information

1. Sex:

a. Male

b. Female

2. Age:.....

3. Your educational streaming was?

a. Literary

b. Scientific

4. Studying English was?

a. Personal

b. Imposed

- If personal, please give reasons?

.....
.....
.....

5. Do you like English?

- a. Yes b. No c. Little

-If yes, why?

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.....
.....

6. How do you consider your level in English?

- a. Very good
b. Good
c. Average
d. poor

Section two: Speaking Skill and Using of Computer-Based Activities in the Oral Expression Course

7. How much do you enjoy oral expression course?

- a. Very much b. Much c. Little d. Not at all

-Whatever your answer, justify?

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.....
.....

8. How do you often do you participate in oral expression course?

- a. Frequently
b. Sometimes
c. Rarely
d. Never

9. If your answer is never is it because? (You can tick more than one)

- a. You are not interested
- b. Your level doesn't allow you speak
- c. You feel boring
- d. The activities used

10. Do you find difficulties in speaking English in the classroom?

- Yes b. No

11. If yes, is it because of? (You can tick more than one)

- a. The lack of vocabulary register
- b. The lack of self-confidence
- c. The lack of motivation
- d. The nature of activities used
- e. Others: specify?

.....
.....

12. In terms of method preference, do you like?

- a. The classical method (drills)
- b. The computer-assisted teaching

13. Does your oral expression' teacher use computer in the classroom?

- a. Always b. Sometimes c. Rarely d. Never

14. Does your oral expression' teacher use listening activities

- a. Often b. Sometimes c. Rarely d. Never

15. What type of listening activities does he use? (You can tick more than one)

- a. Listening to songs
- b. Listening to TV programs

- c. Listening to native speakers conversation
- d. Others: specify?

16. Does your oral expression' teacher use video-tapes?

- a. Often
- b. Sometimes
- c. Rarely
- d. Never

17. How often does your teachers oral expression' teacher deals with listening or watching activities (listening to or watching native speakers)?

- a. Listening/watching only
- b. Listening/Watching , and then discussing
- c. Listening/Watching, discussing, and then performing plays
- d. Others:specify?.....
.....
.....

18. While Listening/Watching video-tapes, does your oral expression' teacher expose you to native speakers culture?

- b. Often
- b. Sometimes
- c. Rarely
- d. Never

Section three: Pragmatic Competence

19. As far as pragmatics is concerned, what does the term 'communicative competence' mean?

- a. Knowledge of linguistic rules (grammar rules)
- b. Knowledge of socio-cultural norms (culture)
- c. The ability to use the linguistic knowledge appropriately in different social situations (communicate effectively with native speakers without break down of communication)

20. As far as pragmatics is concerned, what does the term 'pragmatic competence' mean?

- a. The ability to form speech acts
- b. The ability to convey and interpret the speech act appropriately according to different communicative situations
- c. The ability to perform and receive politeness functions

d. All of them

21. In your opinion, a request is?

- a. A type of speech acts
- b. A speech act which perform an act of demanding or asking for some thing
- c. A speech act which perform an act of getting the hearer to do something
- d. All of them

22. With whom do you use the following forms of requests "open the door"?

- a. With your brothers and sisters
- b. With your friends
- c. Your mother
- d. Others: specify?.....

23. Can use the above form of requests with your father, teachers and neighbors?

- a. Yes
- b. No

24. If your answer is no, is it because?

- a. They are old then you
- b. Your cultural traditions
- c. You should be polite with them
- d. All of these

25. If you would like to request your teacher, would you say, for example?

- a. Repeat for me the explanation
- b. Please sir, would you repeat the explanation for me because I didn't get the point?

-Whatever your answer, say why?

.....
.....

26. How often does your oral expression' teacher ask you to perform plays in the classroom?

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- a. Very often b. often c. Sometimes d. Rarely e. Never

27. Do you find difficulties in forming requests while preparing the scripts (dialogues) of your plays?

- a. Yes b. No

28. If your answer is yes, the difficulty is in?

- a. Forming grammatically correct requests
b. Deciding which form is most socially and culturally appropriate
c. Both of them

29. Do you think that listening to and watching native speakers conversations brings you closer to the ability to form grammatically correct and socially appropriate requests?

- a. Yes b. No

30. Do you think that exposing the culture of native speakers through using computer-based activities would better help you to acquire their culture?

- a. Yes b. No

31. As far as the topic is concerned, what would you suggest?

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Thanks for your cooperation

Appendix II: Teachers' questionnaire

Dear teacher,

You are politely requested to fill in this questionnaire which aims to collect your views, attitudes, teaching experiences, and recommendations towards the use of computers technology as a teaching aid to teach the culture of native speakers of English, and more specifically speech act of requesting. We will be very thankful for your precious help and contribution, and which will hopefully enrich our MA research with available data. Our research is entitled as follows:

“An attempt to identify some positive effects of teaching speech act of requesting through computer-based activities”

Please, put a tick (√) in the corresponding box, and make full statements when necessary.

Section one: Personal Information

1. Your personal degree is?

- a. BA (License)
- b. PG student
- c. MA
- d. Doctorate

2. Have you ever been in an English speaking country?

- a. Yes No

-If yes where?

.....

3. How many years have you taught oral expression module?

- a. Less than five years
b. Five to ten years
c. More than ten years
d. Others: please specify

4. Have you already taught third year level?

- a. Yes b. No

Section two: Teachers' Attitudes towards Oral Expression Course

5. As far as third year level is concerned, what do you think should be the over goal of oral expression course? (You can tick more than one)

- a. To allow students practice the oral language
b. To develop students' grammatical competence
c. To develop students' communicative competence

6. What approach or method do you think is the most appropriate to attain this goal?

- a. The audio lingual method
b. The communicative language teaching
c. Others: Specify.....

-Please, justify your answer?

.....
.....
.....

7. Do you provide your students with opportunities to make their own learning?

a. Yes

b. No

8. If yes, how usually do you do that? (You can choose more than one)

a. Give chance for all students to talk

b. dividing them to groups to discuss topic

c. giving them tasks to fulfill

d. asking them to present orally

9. What are the activities do you usually use? (You can t more tick than one)

a. Information gab activities

b. Role play

c. Discussion

d. Others: please specify

.....

10. What kind of input do you usually use?

a. Authentic materials

b. Teacher' talk

c. Students' talk

d. All of these

11. What role do you attribute to authentic materials?

a. Very important

b. Important

c. Not important

12. While teaching oral expression module, do you usually focus on developing?

a. The students' grammatical competence

b. The students 'communicative competence

c. The students' pragmatic competence

Section three: Pragmatic Competence

13. A student who is concerned being pragmatically competent is the one able to?

- a. Perform different kinds of speech act
- b. convey and interpret direct and indirect speech acts
- c. use grammatically correct and socially appropriate speech acts
- d. interpret non literary meaning
- e. To use the politeness functions
- f. All of these

14. Do you think that teaching grammatical rules independent from its socio cultural features would be sufficient for students to be pragmatically competent?

- a. Yes
- b. No

15. As far as the third year students are concerned, how do you evaluate their level in pragmatic competence?

- a. Good
- b. Acceptable
- c. poor

16-In case the answer is poor, do you think the reason is on?

- a. The student himself
- b. The method used
- c. The nature of activities
- d. Others: please justify?

.....

17. Do you agree that pragmatics can be taught?

- a. Strongly agree
- b. Agree
- c. Strongly disagree
- d. Disagree

18. Do you thing that using authentic materials in the classroom would raise students' pragmatic competence?

- a. Yes
- b. No

Section four: Computer-Based Activities and Speech Act of Requesting

19. How often do you use computer as a teaching aid in the classroom?

- a. Very often b. often c. sometimes d. rarely e. never

20. What activities do you usually use?

- a. Listening activities
b. Watching activities
c. Speaking activities
d. All of these

21. What listening activities do you usually use? (You can tick more than one)

- a. Listening to songs
b. Listening to TV programs
c. Listening to native speakers' conversations
d. Others: please specify.....

22. How often do you use video tapes?

- a. Very often b. often c. sometimes d. rarely e. never

23. What role do you attribute to teaching culture in the classroom?

- a. Very important
a. Important
b. Not important

24. What is the role of authentic materials?

- a. Engaging students in real life like environment
b. developing their communicative competence

c. Developing their pragmatic competence

d. All of these

25. Do you think that requests, as being one feature of English culture, are important for students to be acquired?

- a. Very much b. much c. little d. not at all

-Please, justify?

.....
.....
.....

26. How do you evaluate your students' level in forming correct and appropriate requests?

- a. Very good b. Good c. Acceptable d. Poor

27. If your answer is poor, is it because?

- a. Their little knowledge on requests
b. Their little knowledge on the grammatical forms of requests
c. Their little knowledge on the socio cultural norms that determines the appropriate

forms of requests

28. What are the main oral activities you prefer to use for practicing speech act of requesting?

- a. role-plays
b. interviews
c. dialogues
d. others: please specify?

.....

29. Do you think that listening to or viewing the native speakers' conversations would help students acquire culture?

a. Yes

b. No

If your answer is yes, please explain how?

.....
.....

30. Do you agree that using computer to expose native speakers' culture to the students would help them acquire acceptable requests?

a. Strongly agree

b. Agree

c. Strongly disagree

d. Disagree

31. As far as the topic is concerned, what would you suggest?

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Thanks a lot for your cooperation