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Request Strategies in Kuwaiti Arabic and British English: A Contrastive Study

A Thesis submitted in partial fulfilment of the requirements for the degree of
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Dedication

I dedicate my thesis to my beloved mom and dad.

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List of Abbreviations

BE	British English
CCSARP	Cross-Cultural Speech Act Realization Project
CP	Cooperative Principle
D	distance
DCT	Discourse Completion Test
DET	Discourse Evaluation Test
EFL	English as a Foreign Language
ELT	English Language Teaching
FGD	Focus Group Discussion
FTA	Face Threatening Act
H	Hearer
KA	Kuwaiti Arabic
L1	First Language
L2	Second Language
MP	Model Person
P	Power
R	Ranking of Imposition
S	Speaker
SPSS	Statistical Package for the Social Sciences
UAE	United Arab Emirates
UK	United Kingdom
US	United States of America
WDCT	Written Discourse Completion Test
S	Speaker
H	Hearer

List of Phonetic Symbols

	IPA	ENGLISH	ARABIC
CONSONANT			
	Glottal Stops Voiceless	ʔ	أ - الهمزة
	Velar Stops Voiceless	g	ق/ج
	Velar Stops Voiced	K	ك
	Dental Stops Voiceless	t	ط/ض
	Dental Stops Voiced	t	ت
	Glottal Fricative Voiceless	h	ه
	Pharyngeal Fricative Voiceless	ħ	ح
	Uvular Fricative Voiceless	x	خ
	Alveo-Palatal Fricative Voiceless	ʃ	ش
	Alveolar Fricative Voiceless	s ^ʕ	ص
	Alveolar Fricative Voiced	s	س
	Inter-Dental Fricative Voiceless	z ^ʕ	ظ
	Inter-Dental Fricative Voiced	θ	ث
	Labio-Dental Fricative Voiceless	f	ف
	Uvular Voiced	ɣ	غ
	Alveolar Voiced	z	ز
	Inter-Dental Voiced	ð	ذ
	Alveo-Palatal Affricative Voiceless Voiced	j	ج
	Bilabial Nasal	m	م
	Dental Nasal	n	ن
	Dental Lateral	l	ل
	Dental Trill	r	ر
	Bilabial Glides	W	و
	Palatal Glides	y	ي
VOWELS	Front Short Mid	I	
	Long Mid	í	
	Central Short low	a	
	Long Low	ā	
	Back Short Mid	u	

List of Tables

Table 1. DCT Situation with Brief Description.....	64
Table 2. Situation Variation in the DCT.....	66
Table 3. Situation 1: Request for notes.	74
Table 4. Situation 2: Request to opening the window.....	78
Table 5. Situation 3: Request for medicine.....	82
Table 6. Situation 4: Request to stop smoking.....	84
Table 7. Situation 5: Request for postponing the research paper submission.	87
Table 8. Situation 6: Request for repeating an explanation.	90
Table 9. Situation 7: Request for ordering food.	91
Table 10. Situation 8: Request for filling up a car with gas.	94
Table 11. Situation 9: Request for staying at home.	96
Table 12. Situation 10: Request for preparing food.....	98
Table 13. Situation 11: Request for borrowing a camera.....	101
Table 14. Situation 12: Request for turning down the volume of TV.	103

Abstract

This present study aimed to investigate the request strategies by Kuwaiti Arabic participants compared to British English dialects. This analysis was conducted in order to uncover the variations that occurred in the use of requests strategies by Kuwaiti Arabic and British English participants in different situations. A mixed method approach of a qualitative and quantitative analysis was used in this study with using the discourse completion test (DCT) and semi-structured interviews. Data was collected from a total of five hundred participants, two hundred and fifty from each group and sixty participants were chosen for the semi-structured interviews. The analysis of the data was based upon Brown and Levinson's (1987) social variables such as power, distance, and ranking. The data was analyzed following Blum-Kulka and Olshtain's (1984) Cross-Cultural Speech Act Realization Project (CCSARP). The outcome of the study revealed that Kuwaiti Arabic and British English participants used The conventional indirect level in the form of query preparatory in most situations. Furthermore, power as a social variable affected Kuwaiti Arabic and British English participants' flow of a request in conversations. Participants used direct request strategies when the power of the speaker was high. As for the semi-structured interviews, it revealed that there is a sociocultural norm between the Kuwaiti society and the British society, which affected their use of requests.

Keywords: Sociopragmatics, Speech Acts, Request strategies.

Table of Contents

Chapter I: Introduction

1. Introduction to the study.....	2
1.1 Objectives of the study.....	4
1.2 Significance of the study	5
1.3 Research Questions	5
1.4 Thesis Organization	6

Chapter II: Theoretical Background and Review of Literature

2.1 Theoretical background	9
2.1.1 Speech Act Theory	9
2.1.2 Direct and Indirect Speech Acts	11
2.1.3 Classification of Speech Acts.....	12
2.1.4 Requesting Speech Acts.....	14
2.1.5 Cross Cultural Speech Act Realization Project (CCSARP)	17
2.1.6 Taxonomy of Request Strategies.....	18
2.1.7 Request Strategies	21
2.1.8 Politeness theory	25
2.1.8.1 Lakoff: Politeness Principle.....	25
2.1.8.2 Leech: Politeness Principle.....	27
2.1.8.3 Brown and Levinson: Politeness Principle.....	32
2.1.8.4 Strategies of FTA.....	34
2.1.8.5 Criticism on Brown and Levinson: Politeness Principle.....	36
2.2 Review of Literature.....	37
3.1 Request strategies: Arabs	38
3.2 Request strategies: Worldwide.....	51

3.3 General Summery of request studies.....	58
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Chapter III: Methodology

3. Methodology	61
3.1 Data collection	61
3.1.1 Discourse completion test (DCT)	62
3.1.2 Categorization of Requests in the DCT.....	63
3.1.3 Situational Parameters Measured in the study.....	64
3.1.4 Situational Variation	66
3.2 Subjects of proposed study.....	67
3.2.1 Kuwaiti Arabic (KA) participants.....	67
3.2.2. British English (BE) participants.....	67
3.3 Semi-structured interviews.....	68
3.4 Data Analysis procedures.....	68
3.4.1 Level of Directness	69

Chapter IV: Results and Discussion

4. Results and discussion	73
4.1 Request situations (DCT Questionnaire)	74
4.2 Semi-structured interviews.....	105
4.3 Discussion.....	117
6.1 Discourse completion test (DCT)	117
6.2 Semi structured interviews	120
6.2.1 Socio-cultural values in the use of request strategies.....	120

Chapter V: Conclusion

7. Introduction	126
7.1 Conclusion	126

7.2 Suggestion for further research.....	129
7.2 Limitations	130
References.....	131
Appendences	i

CHAPTER I

INTRODUCTION

CHAPTER I

1. Introduction

Language is usually indicated as a communication system, which generates arbitrary signals. Yet, when people think about language, they consider language as just grammar and words. However, every language comprises of more than what people think; it consists of functional performances that are also known as speech acts. Searle (1969) defines speech acts as “the basic or minimal units of linguistic communication in various forms with the intent of communicating specific meanings to accomplish their goals” (p. 16). These speech acts are performances like apologizing, requesting, complaining, refusing, etc. Therefore, these performances vary from one language to another and not only from one culture to another.

Requests are one of the most significant speech acts that are used in speakers’ everyday conversations (Umar, 2004; Félix-Brasdefer, 2005; Pinto and Raschio, 2007; Alaoui, 2011; Aubed, 2012). Using requests has been one of the most significant aspects in human communication. Therefore, researchers have analyzed speech acts of requests from an interlanguage pragmatic perspective and a mono-linguistic perspective. According to Fraser (1978), speech act of request must be researched effectively:

Requests are very frequent in language use (far more frequent, for example, than apologizing or promising); requests are very important to

the second language learner; they have been researched in more detail than any other type of speech act; they permit a wide variety of strategies for their performance; and, finally, they carry with them a wide range of subtle implications involving politeness, deference, and mitigation. (p. 6)

Speech act of requests is associated with speakers' politeness strategy.

Speakers may use polite behavior in order to minimize the speaker's face threat. Depending on numerous social-pragmatic variables, speakers change their request strategies from using direct speech acts to indirect speech acts.

Brown and Levinson (1987) argue that there is a possibility that speakers from different languages and cultures can have the same level of realization of the speech act strategies. Wolfson (1989) indicates that the performance of requests may differ in strategies and structures.

In different cultures, speakers may use different request strategies. In any language, the use of requests may reflect cultural values and social norms, which may affect the appropriateness of speech acts. During social interactions, using the appropriate request behavior is essential in sustaining and establishing relationships. Therefore, this is where culture plays a fundamental role in regulating appropriateness as to the use of requests in social interactions (Spencer-Oatey, 2000). However, sociocultural context may also affect the speaker's linguistic choices. When using requests in a conversation, politeness is considered a closely related strategy due to the fact that a speaker desires to

obtain a positive evaluation of themselves according to their sociocultural context (Brown & Levinson, 1987). Speakers belonging to different cultures use different kinds of politeness depending on gender, age, religion, demographic area, and social class. This study sheds light on the request strategies in Kuwaiti Arabic (KA) and British English (BE) in a number of different situations.

1.1 Objectives of the study

The purpose of this study is to conduct a pragmatic investigation so as to explore the differences and similarities between KA's and BE's in making requests in different situations. Researching about the whole request interaction between KA's and BE's in making requests is the main purpose of this study. The major objective of this research is shedding light on the rules of pragmatics that manage different language use in the two cultures and languages under study. This research explores the linguistic theory of politeness by Brown and Levinson (1987) in different new settings. It aims to investigate the cross-cultural differences and similarities in the realization of request strategy. It also aims to examine the linguistic factors that may affect the use of requests by different speakers. Therefore, this study assists in comprehending how KA and BE use requests, and thus to what extent prior findings from other former studies are of value to this study.

1.2 Significance of the study

The present study intends to contribute to the scholarship of studies concerning speech act of requests in two different languages and dialects. To the best of the researcher's knowledge, no recent studies investigated the use of request speech act in KA in contrasts with another language. Moreover, request speech act in the Gulf region as a whole has not received due attention from specialists up till now. Therefore, this proposed study fill the gap in the literature and the findings will give deep comprehension and understanding of the speech act of requests. This study also provides knowledge about the Kuwaiti culture and British culture and how these different cultures react to different situations. Furthermore, a contrastive study of requests in Kuwaiti Arabic and British English sheds more light on some issues that have not received enough attention in cross-cultural communication.

1.3 Research Questions

The study attempts to answer the following questions:

1. What are the different request strategies used by KA speakers and BE speakers?
2. What are the similarities and differences between KA speakers and BE speakers in their choice of request strategy?
3. To what extent do social variables of power, distance, and ranking

differences affect KA and BE request strategies?

1.5 Thesis Organization

This thesis is divided into seven chapters as follows : Introduction, Theoretical background, literature review, methodology, findings, data analysis and discussion, and conclusion. Chapter one consists of a brief background of the study, focusing on the objective as well as the significance of the study, in addition to the research questions that will be answered in end. Chapter two gives an overview of the theoretical framework dealing with the major concepts such as speech act theory, requesting speech acts, taxonomy of requests, and politeness theory. Chapter three represents the literature review that surveys the previous studies dealing with request strategies.

Chapter four is the methodology section, which discusses the instruments that will be utilized in this study. These include discourse completion test (DCT) and semi-structured interviews. The DCT will be discussed including the founder, definition, the importance of this instrument, as well as the adoption of the questionnaire conducted by the researcher. The second data collection is the semi-structured interviews, which will back up the reliability and validity of the study. Furthermore, the outline of the participants of the study, the data collection, and procedures of the data

analysis procedures will be included.

Following that, chapter five includes the practical part of the study which discusses in detail the procedures of the data analysis and results with each situation (1-12) in twelve tables and In addition to the semi structured interview Chapter six will examine the results and discussion of both groups according to the order of each situation. Finally, chapter seven will provide an outline of the study, highlighting the limitations of the thesis as well as recommendations for further research.

CHAPTER II
THEORITICAL BACKGROUND
AND
LITERATURE REVIEW

CHAPTER II

2.1 Theoretical background

Nowadays, speech acts of requests have received a considerable amount of attention. Requests speech acts are regarded as the most significant FTA speech acts, which motivated researchers to study this field extensively and in detail. This chapter explores whether requests differ in different languages and cultures. This cannot be understood without analyzing the reasons behind these causes. Numerous causes may influence specific request choices in different contexts. In order to pave the way for the coming chapters, this chapter focuses on the theoretical background: speech act theory, requesting speech acts, taxonomy of requests, and politeness theory. It discusses in detail the definitions, functions, structures, approaches and classifications of request speech act. furthermore, most of the request studies are usually contrastive studies or comparative studies. These studies aimed to investigate the different strategies performed by speakers. Chapter three also explores different previous studies in the Arab world and studies from worldwide looking at different cultures and nationalities.

2.1.1 Speech Act theory

The speech act theory is a reliable socio-pragmatic concept that many researchers have been using ever since it was discovered. This theory was first

introduced by the British Philosopher John Austin (1962), which divided the speech act theory into three elements: locutionary, illocutionary, and perlocutionary acts. Austin (1962) states that, the locutionary act is when the speaker utters something; the speech act is correlated by the signals of the speaker, which causes the speech act effort on the listener. The locutionary act makes sense when saying something in a language, when the speaker follows the pronunciation and grammar rules. The illocutionary act is when a speaker performs an act with producing a statement or request or promise, etc. The perlocutionary act is performed when the speaker effects the hearer when uttering a sentence, however, during the act it can be said or performed. Austin (1962) further explains the relation between the three acts:

[W]e perform a *locutionary act*, which is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to ‘meaning’ in the traditional sense. Second, we said that we also perform *illocutionary acts* such as informing, ordering, warning, undertaking (...) i.e. utterances, which have a certain (conventional) force. Thirdly, we may also perform *perlocutionary acts*: what we bring about or achieve *by* saying something, such as convincing, persuading, deterring. (p. 108)

This theory was further developed by one of Austin’s students from

Oxford University, John Searle in 1969. Searle (1969) defines speech acts as “the basic or minimal units of linguistic communication in various forms with the intent of communicating specific meanings to accomplish their goals” (p. 16). Speech act theory pays considerable attention towards politeness that is reflected in “face-threatening acts (FTA)” such as: apologies, complaint, requests, and thanking (Blum-kulka, 1989). When a request is performed, it may be either performed directly or indirectly.

2.1.2 Direct and indirect speech acts

Searle (1979) defines direct and indirect speech acts as cases when the speaker utters something and means what he says, in this case only one illocutionary force can be concluded. In direct speech acts, interrogative sentences with orders in questions are used. On the other hand, indirect speech acts are considered vague in nature, and the speakers’ utterance and the meaning of the sentence are different. This does not clearly show the speakers’ intention, which may affect the speakers’ language selected and interpretation in communication. According to Searle (1969), when using indirect speech act, speakers use alternate utterances while communicating that differ from their intention. Due to indirectness, form and function will not be produced. Interrogatives are one of the indirect speech acts that are used by speakers through uttering of a question.

Searle (1969) defines speech acts as “the basic or minimal units of linguistic communication in various forms with the intent of communicating specific meanings to accomplish their goals” (p. 16). Austin (1962) supports Searle’s argument on speech acts that states that language can be generated through actions and it can be used a tool for communication. According to Austin (1962), all utterances can be developed into a speech act. Furthermore, the study of speech act reveals that utterances may not convey the same meaning as literal meaning. (Austin, 1962). Therefore, it can be said that when a speaker uses a speech act, it can affect the force of their utterances, in addition to their level of politeness used in their sentences.

2.1.3 Classification of Speech Acts

Searle (1975) states that speech acts such as illocutionary acts are classified into five different types of functions: declaratives, representatives, expressives, directives, and commissives.

1. **Declarations** are speech acts that can change the world via their choice of utterance (Searle, 1975). In other words, the speech the speaker utters has an effect on the situation. A specific position or role must be held by the speaker in order to perform a declarative act. Trosborg (1995) states that declaratives mainly focus on the world and words, which has a huge effect on decisions. This speech act relies on immediate changes that effect institutional state of

affairs. For example:

- a. “You are fired.” (p.14)

2. **Representatives** are speech acts that show what the speakers considers to be correct or not. Leech (1983) states that representatives are also called assertive, which means that speakers while uttering will carry true or false values. In order for the assertive to be true, the speaker’s utterance must fit the world’s context to be true. For example,

- a. “It was a warm sunny day” (p. 128).

3. **Expressive** are speech acts that show how the speaker expresses himself and how he feels. According to Trosborg (1995) expressive speech acts express the speaker’s psychological state such as expressing joy, pleasure, pain, likes, dislikes, etc. This type of speech act does not affect decisions in the world. It is caused depending on what the speaker or the hearer does. For example,

- “a. I’m sorry” (p.14).

- “b. Congratulations” (p.14).

4. **Directives** are speech acts that are used when the speaker wants someone to perform something. The speakers put effort on the hearer to get the hearer to perform the goal they want. Directives are like orders, requests, commands, and suggestions. (Mey, 2001) For example,

a. "Give me a cup of coffee" (p.121).

b. "Could you give me a book, please?" (p.121).

5. Comissives are speech acts that are involved with commitment in some future actions. Speakers tend to commit themselves to actions like promises, refusals, threats, and pledges. When speakers use commissives, they are acting like directives where the world is changed through the words they use.

Furthermore, speakers use commissives like obligations, for example, (Mey, 2001).

a. "I will be back" (p.121).

b. "I promise to wash the dishes" (p.121).

2.1.4 Requesting speech act

Searle first proposed speech act of request in 1975. He states that requests are a part of directive speech acts that get the hearer to perform an act. He defines requests as "an attempt to get the hearer to do an act which the speaker wants the hearer to do, and which it is not obvious that the hearer will do in the normal course of events or of the hearer's own accord" (p. 66). Ellis (2012) also defines requests as "attempts on the part of the speaker to get the hearer to perform or to stop performing some kind of action in the interests of the speaker" (p.172). According to Brown and Levinson (1978), the difference of

speech act of requests from other speech acts, it reveals the notion of face and it can uncover the development of cultural scripts. Byon (2004) describes requests as a “directive that embodies an effort on the part of the speaker to get the hearer to do something, generally for a speaker’s goal” (p. 1674).

A request strategy is considered an illocutionary act like when an individual speaks to the hearer that whether he/she requires the hearer to act a certain performance that will assist the speaker (Trosborg, 1995). There are three outcomes when it comes to request speech act, which was first proposed by Zhang in 1995. The first request outcome is when the speaker utters their request and requires the hearer to accomplish a certain act. Secondly, the hearer performs the anticipated act. The third outcome is uncertain that the hearer might perform the anticipated act. Trosborg (1995) investigated the benefits of the speaker and the hearer gain when a conversation is made. Requests of speech act are classified into four different categories: direct requests, unconventionally indirect requests, conventionally indirect requests (hearer-based), and conventionally indirect requests (speaker-based).

Searle (1979) proposed four conditions that must be met in order to perform a successful request: the first condition is the preparatory condition which focuses on the hearer (H) is able to perform the act. Secondly, sincerity condition which occurs when the speaker (S) wishes the hearer (H) to perform the act. Thirdly, the propositional content condition is when the speaker (S)

predicates a future act of the hearer (H). Finally, the essential condition counts the attempt by the speaker (S) to get the Hearer (H) to perform the act.

Mostly, requests can be analyzed by looking at the core head acts and supportive moves. Blum-Kulka (1989) first introduced head acts which are an essential unit that is followed by supportive moves. Supportive moves are minor elements that appear after or before a head act. This element does not change the request's meaning, however, supportive moves may threaten the hearer with softening or increasing the pressure. Furthermore, in requests utterance, head acts play a vital role. Recently, many researchers offered similar request speeches, for instance, 'supportive discourse moves' where requests involve a main request act called 'head act' (Márquez-Reiter, 2000).

A head act helps explain the requester how to express their sole intention and the minor element may occur before or after the head act in order to intensify or soften the request act force. Supportive moves can be used internally or externally. External moves do not change the meanings of the utterance and occur before or after a request head act. Internal supportive moves appear inside the request head acts (Færch and Kasper, 1989). Head acts of requests are classified according to directness or indirectness levels. Requests consist of three main strategies: conventionalized routines, indirect hints, and explicit impositions (Mirzaei, 2019).

2.1.5 Cross Cultural Speech Act Realization Project (CCSARP)

Cross Cultural Speech Act Realization Project is a speech act project first conducted by Blum-Kulka and Olshtain (1984). This project aimed to explore whether cultural diversity has an impact on the different speakers' speech act performance. This project mainly focuses on two speech acts: requests and apologies in different languages and varieties. The project's goal is to investigate the similarities and differences between native and non-native speakers in two different languages. It assumed that regardless of the cultural diversity, the speech act of the speakers is impacted. Furthermore, social limitation is one of the causes of the differences in speech acts. The project holds that "diversity in the realization of speech acts in context may stem from at least three different types of variability: intra-cultural situational variability, cross-cultural variability, individual variability" (Blum-Kulka and Olshtain, 1984, p. 197).

Nine points scale of directness were classified in the CCSARP of requests. Blum-kulka and Olshtain (1984) classified the CCSARP as: (1) mood derivable: the speaker's utterance signals its illocutionary force in accordance with the grammatical mood of the verb, e.g., 'Clean up the mess' (p. 202). (2) Performatives: the illocutionary force of the speaker's utterance is explicitly named, e.g., 'I am asking you to clean the mess up' (p. 202). (3) Hedged performatives: the speaker modifies the illocutionary force meaning by using

hedging expressions, e.g., ‘I would like to ask you to take your exam a week earlier than scheduled’ (p. 202). (4) Obligation statements: the speaker states the obligation to the hearer where they are obliged to carry out the act, e.g. ‘You have to move the books’ (p. 202). (5) Want statements: the speaker states a request to a hearer, which desires the hearer to carry on the act, e.g. ‘I really want you to stop annoying me’ (p. 202). (6) Suggestory formulas: the speaker suggests a suggestion to the hearer to carry on the act, e.g. ‘How about cooking dinner tonight?’ (p. 202). (7) Query preparatory: the speaker uses in their utterances preparatory conditions like asking for their ability or willingness to perform the act, e.g. ‘Could you clean the room?’ (p. 202). (8) Strong hints: the speaker uses partial utterances to refer to elements that the speaker wants the hearer to perform the act, e.g. ‘You have left the room in a right mess’ (p. 202). (9) Mild hints “are utterances that make no reference to the request proper nor to any of its elements and are interpretable as a request when considered in context, e.g. “I am a nun, uttered by a woman in response to a persistent hassler who bothers her” (p. 202).

2.1.6 Taxonomy of Request Strategies

The speech act theory of requests is divided into two strategies: direct requests and indirect requests. Therefore, speech acts are classified into four different categories and divided into eight sub-categories.

1. Direct Requests:

In direct requests, the speaker expects agreement from the hearer and others. When using direct requests, it will sound that the speaker has an upper authority over the hearer. The strategy of performatives and imperative strategy is applied in the direct requests when in necessity and obligation. For example, “get me the book.” This example shows the request made by the speaker in a direct way in its place than saying it in a different way. Direct request consists of three different strategies: imperative, performative and obligation (Fahrurrozi, 2015).

2. Unconventionally Direct Request

Trosborg (1995) states that the phrase “unconventionally indirect request” is not a request formed as an utterance (p.192). When utilizing an unconventionally indirect request, the speaker indirectly indicates an inconsistency between what they said and their true purposes since the request is not clearly identified. This means that the hearer is expected to pay more attention to the specific situation. In contrast, in the conventionally indirect request the request is in question form starting with question verbs such as: could, would, will, can, etc.

3. Indirect Requests:

When a person is making a request indirectly in an imbedded way, it is

seen to be tactful. When using indirect request, it shows respect; for example, “This place is quite cold,” which shows that the speaker indirectly asks the hearer to turn the air conditioner down. Furthermore, there are four types of indirect requests: unconventionally direct requests, conventionally indirect requests (speaker-based), conventionally indirect requests (hearer-based) and direct requests.

4. Conventionally Indirect Requests (Hearer-Oriented Condition)

Conventionally indirect requests are considered a hearer-oriented condition, where the hearer controls the request. According to Trosborg (1995), the hearer-oriented condition is considered a type of request that is more polite than speaker-based condition. This strategy shows that the requester reveals that they do not take obedience for granted. However, this strategy can be applied with questioning the hearer’s willingness and in the suggestory formulae. An example of conventionally indirect request is: “Could you clean the room soon?” as the requester asks the hearer’s “willingness” to clean up the room. Therefore, the hearer has the right to choose to respond to the request or not. (p. 197).

5. Conventionally Indirect Requests (Speaker-Based Condition)

Another level of request is the conventionally indirect request, which is considered as a speaker-based condition. This type of requests formulates the

speaker's order to make the hearer accomplish the required act. For the request to become more direct, the speaker places their demand interest above the hearer's. Therefore, the speaker intends to request the statement as politely as possible. When the hearer responds in a non-cooperative way, the request acts as a disagreement between the requester and hearer. Furthermore, this kind of act makes it more difficult for the hearer to refuse the request. The indirect request is a type of request that is applied with a strategy of the requester's desires; for example, "I want you to fix my laptop" which shows that the speaker is more direct and "wishes" is the main point in their interaction (Fahrurrozi, 2015).

2.1.7 Request strategies

According to Trosborg (1995) there are eight different strategies of request:

1. Hints

One of the strategies of request is hints, in which the speaker does not directly mention the request in their utterance (Fahrurrozi, 2015). For example, the speaker implies the hearer what they want by describing an undesired affair. Through interpreting a hint by a speaker, he/she can indicate what they want by giving background knowledge; for example, "It is hot here" (p. 30). The example illustrates that the speaker complains that

the weather is hot and expects the hearer to respond and set the thermostat.

Furthermore, this sentence shows that meaning is delivered to the hearer

indirectly that they did not directly tell the hearer to set the thermostat.

(Trosborg, 1995)

2. Imperatives

A grammatical form that shows that the utterance is an order. This kind of strategy is known as imperative. In this strategy, the speaker orders the hearer to do what they want and has power over the hearer. For example, “Get a pen” shows that the speaker utters their request in a very direct way and the speaker expects the hearer to obey the request (Trosborg, 1995, p. 205)

3. Performatives

In the performative request strategy, it conveys statements in a very authoritative and direct way. It includes giving request like asking, requesting, demanding, commanding, etc. for example, “I order you to submit the homework”, shows that the speaker directly asks the hearer to perform what he/she asks as soon as possible. Furthermore, in this strategy it is less polite and is just like an obligation. Therefore, for this request strategy to sound softer, the speaker can hedge the illocutionary force of the speaker’s utterance. For example, “I would like to ask you to submit the homework” which reflects more

politeness through the use of “would” (Fahrurrozi, 2015, p. 33)

4. Questioning Hearer`s Ability/Willingness

In this request strategy, the speaker expects the hearer to understand that the question is a request. In this request, the hearer has the freedom to answer the request or not. For example, in “Can you pass the hot sauce, please?” the speaker supposes that the hearer is able to reach the hot sauce. In such a situation, the speaker expects the hearer to fulfill the desired act. The excessive use of such words as like, kind, mind, etc. is commonly employed in this request strategy. When making a request, the speaker uses permission to ask the hearer’s eagerness to fulfill the request. Furthermore, instead of revealing the hearer as an agent of the action, the speaker switches the hearer’s consideration. Additionally, in this strategy of requests the speaker using the expressions of appreciation like hope, etc. for example, “I’d be grateful if you would send me the schedule,” where the speaker utters that she/he will be grateful if the hearer obeys his/her request.

5. Suggestory Formula

In the Suggestory Formula, the speaker constructs his/her request in a shy manner and tries to play down his/her own concern as a recipient of the action in the utterance. Furthermore, the speaker does not feel indebted to question as in the hearer-based condition, thus the speaker inquires the

conditions and tests the hearer whether they are able to accomplish the specified proposition. For example, “How about lending me some money?” shows that the speaker tries to give a suggestion but indirectly gives a request (Fahrurrozi, 2015).

6. Statement of Speaker’s Wishes and Desires

The speaker in this strategy has the control of his desires. The speaker usually requests in a polite manner so that the hearer may not feel forced to fulfill the act. For example, “I would like you to do the laundry today” in which the speaker makes the request sound polite by adding her/his desire as would.

7. Statements of Speaker’s Need and Demand

In this strategy, the requester tends to use high degree of obligation, which will look impolite. Thus, this will cause the hearer to feel that he/she is forced to fulfill the request. Furthermore, in this strategy, the speaker and hearer must end up coming up with a conflict if the request is not fulfilled. “I need a pen” is an example of this strategy. In order to fix this strategy, the speaker can add such expressions of politeness as “please.”

8. Statements of Obligations and Necessities

In this strategy, the speaker expects the hearer to comply to their request

and uses his/her authority. The hearer is obliged to fulfill the request and a non-compliance of the request is measured as an inappropriate behavior.

This strategy mostly uses auxiliary verbs of obligation such as have to, must, ought, should, etc. For example, in “You should sleep now” the speaker asks the hearer to sleep straightaway and obliges the hearer to fulfill the request.

2.1.8 Politeness theory

The politeness theory has been one of the most significant theories in the field of linguistics for decades. The explanation of linguistic behavior is when people use language to express their interests and concerns with others. In linguistic politeness, speakers employ numerous linguistic expressions. The concept of face was the starting point of linguistic interaction behavior from Goffman in 1967 that was then combined into Brown and Levinson’s politeness theory (1987). After Goffman’s work that described politeness in a general theory of behavior, many researchers tackled the politeness theory in different ways (e.g., Lakoff 1973, Leech 1983, Brown and Levinson 1987).

2.1.8.1 Lakoff: Politeness Principle

Rabin Lakoff’s (1973) contribution has offered an important understanding of politeness. She established rules, which illustrated syntactic and lexical strategies that can be utilized to convey politeness behavior (Lakoff 1973). Lakoff between the 1973 and 1977, She was one of the first scholars that

investigated the politeness strategy in a pragmatic perspective. Her definition of politeness is “saying the socially correct thing” (p. 53). She debated that “the pillars of our linguistic as well as non-linguistic interactions with each other are to make yourself clear and be polite” (Lakoff, 1973, p. 86). Lakoff (1975, p. 64) gives another definition of politeness as “a form of behavior that has been developed in societies in order to reduce friction in personal interaction”. She further states that politeness is a notion “developed by societies in order to reduce friction in personal communication” (Lakoff, 1975, p. 64).

Lakoff (1973) established in her study that politeness consists of three rules: The first rule is ‘don’t impose’, this rule is once the speaker creates a sense of distance between the speaker and hearer. Lakoff (1977) states that the first rule will result in “ensuring that status distinctions are adhered to, that no informality develops, that the relationship remains purely formal” (p.79). Lakoff’s second rule is ‘Give options’, known as the rule of hesitancy. In this rule, the hearer has the option to hesitantly express their speech, which the speaker provides. According to Lakoff (1973, p. 80) “the speaker knows what he wants, knows he has the right to expect it from the addressee, and the addressee knows it”. Furthermore, this kind of rule is often used as a true politeness sign. The linguistic realization of the second rule is the use of particles like please, well, in a way, etc.

Finally, Lakoff’s third rule of the study of politeness is ‘Make A feel

good—be friendly’. Also famously known as the equality rule, this rule states that the speaker is not superior to the hearer, however, the speaker and the hearer are equal to make the hearer feel comfortable. Furthermore, the use of first names or nicknames is a sense of solidarity that gives an impression of informal to the speaker and the hearer. Therefore, giving compliments can be achieved as a linguistic manifestation of Lakoff’s third rule. Lakoff (1990), states that “the American culture is a culture that the appearance of openness and niceness is to be sought” (p. 39).

However, her work was not considered in detail, thus it made other researchers and people think about the impact of the politeness principle in the linguistic behavior of language. Furthermore, Lakoff’s (1990) study of politeness lacks sufficient experimental evidence in her politeness strategy research of cross-cultural studies and in the pragmatic competence. After Lakoff’s arguments on the politeness theory, the well-known linguist Geoffrey Leech began to establish a new approach to the theory.

2.1.8.2 Leech: Politeness Principle

Leech (1983) later proposed a contribution to the politeness theory by relying on Grice’s (1975) maxims of conversation. He had a significant concern with the contribution of linguistic politeness phenomena. Leech (1983) considers politeness as a major factor in the field of pragmatics, which focuses

on social interactions. He relies on Grice's (1975) concept of maxims framework as a detailed description of the model of the politeness principle. He defines the politeness principle as "minimizing the expression of impolite beliefs as the beliefs are unpleasant" (p.131). He also viewed politeness as a "strategic conflict avoidance that can be measured in terms of the degree of effort put into the avoidance of a conflict situation" (Leech 1983, p.19). He combined Grice's cooperative principle (CP) with the politeness principle in exploring to attempt the violation of cooperative principle in different conversations (Bidabadi and Shahrokhi, 2013).

According to Grice (1975), in order to enable the CP, the speaker must participate in a conversation so that the hearer can be cooperative. It is clear that the function of controlling what we utter is assumed as the illocutionary act of the CP. Furthermore, Leech (1983) came up with a pragmatic framework that consists of two components: the first is the textual rhetoric and the second is the interpersonal rhetoric, in which each of these components consists of a set of principles. The interpersonal rhetoric component is embedded with politeness principle and is subdivided into two other subdivisions; Grice's CP and Leech's Irony Principle. Leech (1983) defines Irony Principle as "a secondary principle, which allows a speaker to be impolite while seeming to be polite" (p.123).

Leech's (1983) theory classifies the politeness principle into the absolute politeness and relative politeness. To define the meaning of absolute politeness,

it involves “minimizing the impoliteness of inherently impolite illocution and maximizing the politeness of polite illocution” (p. 82). Furthermore, absolute politeness includes connection between the types of politeness that have a negative and positive politeness, where some speech acts like orders are basically impolite while offers are considered polite. Relative politeness is defined, as “a particular culture or language community and speech situation is influential on its variation” (Leech, 1983, p.83). During the application of the politeness principle, the relativity between different language speakers (Bidabadi and Shahrokhi, 2013).

Furthermore, Leech (1983) later developed six maxims for the politeness principle: the tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim:

The tact maxim is determined by a set of pragmatic scales, which is anticipated by the generosity degree (Leech, 1983). This maxim is usually used for impositives like requesting, advising, ordering, inviting, etc. and commissives like offering, vowing, promising. Under this maxim, the illocutionary acts are performed by the speaker (commissives) or by the hearer (impositives). According to Leech (1983) “the action may be evaluated in terms of its cost or benefit to S or H using a cost-benefit scale” (p.133). By using Leech’s scale, it is beneficial to the hearer that the action is more polite than the one that is at cost to the hearer (Bidabadi and Shahrokhi, 2013).

The second maxim of the politeness principle is the generosity maxim. It goes along together with the tact maxim, which looks at impositives and commissives. According to the hypothesis, the tact maxim seems to receive a higher importance than the generosity maxim in impositives. The third maxim is approbation, which entails people to prevent to talk about anything unpleasant when it comes to a subject about the hearer (Leech, 1983).

The maxim of modesty works closely with the maxim of approbation, which involve dispraise due to impolite behavior of dispraising others. Furthermore, in any situation, the modesty maxim is effective when people avoid being boring and dishonest which results in self-denigration (Leech, 1983). The maxim of approbation comes along with the modesty maxim that is concerned with expressives and assertives. The maxim of Agreement concerns assertives and gets the speaker to maximize arguing with other people. The last maxim is the sympathy maxim; which is best employed in congratulations and condolences. Furthermore, this maxim makes the speaker attempt to minimize hatred and to increase kindness with others (Leech, 1983).

Leech (1983) received both criticism and praise towards his politeness principle. Jucker (1988) claims that, as far as the methodology is concerned, Leech's politeness theory is rather problematic. Furthermore, the number of maxims in Leech's (1983) theory is infinite and arbitrary. Locher (2004) criticized Leech's (1983) politeness theory due to the fact that his equation

showed indirectness. Much opposition on the idea of direct utterances can be the best suitable form of politeness principle in a speech situation. The politeness principle seems to be too theoretical which can be related to real languages. Locher (2004) states, “The maxims can be used to explain a wide range of motivations for polite manifestation” (p.66). Brown and Levinson (1987) criticized Leech’s maxims, stating that “if we are permitted to invent a maxim for every regularity in language use, not only will we have an infinite number of maxims, but pragmatic theory will be too unconstrained to permit the recognition of any counter examples” (p. 4). Bousfield (2008) also criticized Leech’s theory,

How can we have a model which purports to ‘rescue’ Grice’s CP by giving you a reason why people do not abide by the CP maxims (in order to be polite) which then virtually fails to consider any reason why people do not abide by the maxims (i.e., in order to be ‘impolite’)? (Bousfield, 2008, p. 55).

Therefore, it is clear that Leech’s (1983) principle of politeness, which grew to Grice’s maxims was rejected (Qari, 2017). Therefore, Leech’s (1983) model of politeness has not been supported enough in empirical studies on different cultural studies and requires to be tested for further validation and reliability.

2.1.8.3 Brown and Levinson: Politeness Principle

Brown and Levinson's (1987) theory of politeness is considered one of the most influential theories in the field of linguistics. This theory was drawn from Goffman's (1967) notion of face. It deals with politeness "as a complex system for softening face threats" (p.1). Therefore, the concept of face is divided into two categories: positive face and negative face. Positive face is defined as "the positive and consistent image people have of themselves and their desires for approval". The negative face, on the other hand, is regarded as "the basic claim to territories, personal pressure and rights to non-distraction" (Brown and Levinson, 1987, p. 66).

Brown and Levinson (1987) argued in their politeness theory that every person has a face, which is a person's self-image. Therefore, when a person performs a linguistic or non-linguistic act, which might lead to a lose face to the other person (hearer), in order to minimize the risk of damage the speaker will use a politeness strategy. This face theory has three different notions: face, politeness strategy and face-threatening acts. The face theory consists of two forms of politeness: negative politeness and positive politeness. The negative politeness is "the formal politeness that the notion 'politeness' conjures up, but positive politeness is less obvious (p. 130). Thus, when a speaker utters a speech, it is potential a face-threatening act, it may be a positive face or negative face. This means that every person must employ politeness strategy to

avoid threatening acts. Imposition to avoid the face threatening behavior is to access social factors like social distance, social power, and the degree of obligation (Mansor, 2017).

According to Brown and Levinson (1987), the universality of the contextual and social variable of the face-threatening act is judged as well as the face. Therefore, they constructed a model, which they call Model Person (MP) which represents two properties: rationality and face. By rationality, Brown and Levinson (1987) mean “the availability of our MP of a precisely definable mode of reasoning from ends to the means that will achieve those ends” (p. 58). Face, on the other hand, means “something quite specific again: our MP is endowed with two particular wants roughly, the want to be unimpeded and the want to be approved of in certain respects” (Brown and Levinson, 1987, p. 58).

Moreover, Brown and Levinson (1987) retained that speakers save face when they are faced with a Face-Threatening Act (FTA). They define FTA as a “run contrary to the face wants of the addressee and/or the speaker” (p. 70). In addition, they classified four types of FTA acts, which threaten speaker’s positive face: apologies, confessions, and acceptance of compliments. Acts, which threaten speaker’s negative face: excuses, expressions of thanks, and acceptances of offers. Furthermore, acts, which threaten addressee’s positive face include criticism, ridicule, and disagreement. Acts which threaten addressee’s negative face contain orders, requests, and advice.

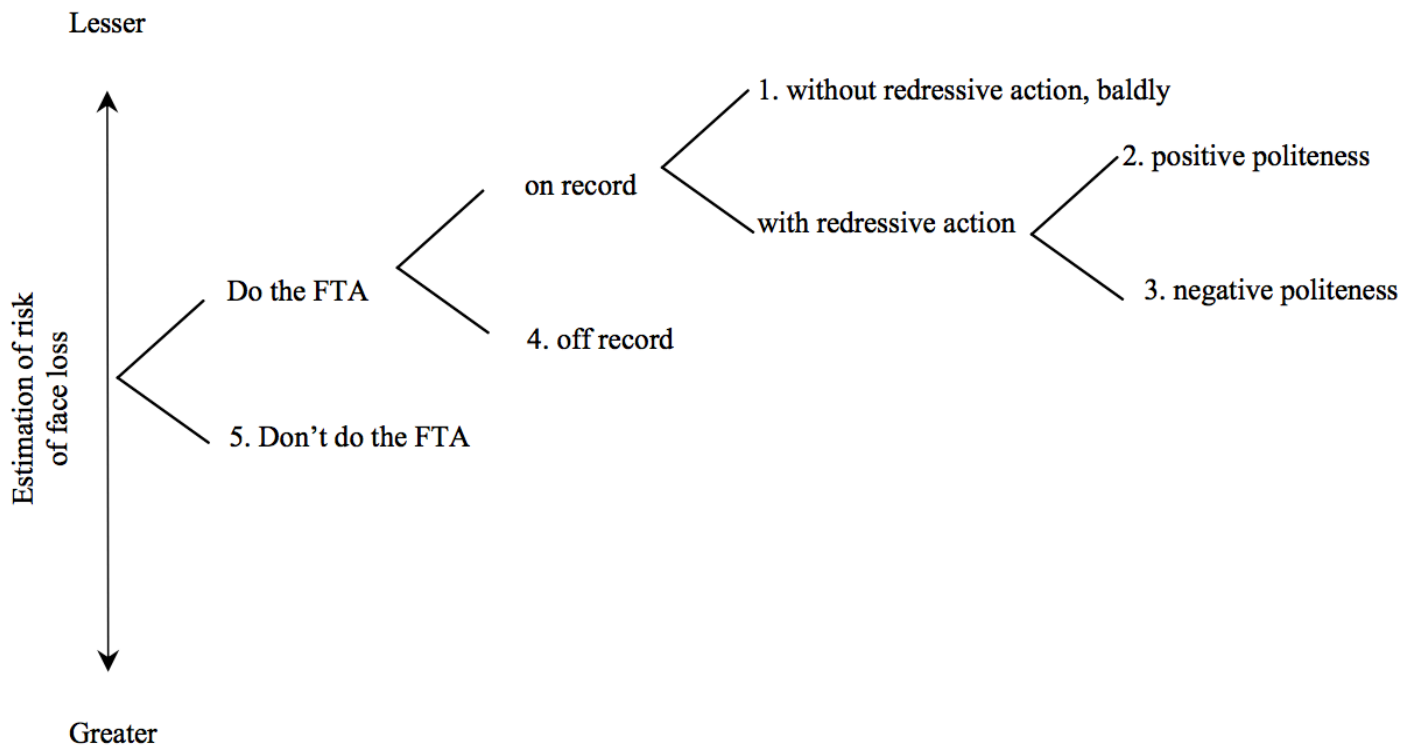
2.1.8.4 Strategies of the FTA

Brown and Levinson (1987) came up with a strategy to minimize a speaker's FTA. These suggested an outline of the ranging scale which ranges from 1 being the least polite, 5 the most polite. (1. Bald on record, 2. Off record 3. Positive politeness 4. Negative politeness. 5. Opting out). In the bald on record strategy, the speaker does not need to maintain face because both the speaker and the hearer know each other i.e., if a mother tells her child "go to bed," in this situation the face-threatening act does not get threatened. In the positive politeness strategy, the speaker attempts to reduce the threat of the positive face of the hearer. In order to fulfill this strategy, the speaker can attend the hearer's needs, i.e., hedging, and indirectness. In the negative politeness strategy, the speaker tries to reduce the threat of negative face. For example, the speaker becomes indirect in requesting something from the hearer which gives the hearer the right to refuse the request, e.g., "miss, sorry to disturb you, may you lend me some money?"

As for the off-record strategy, the face is not threatened directly. The speaker is more indirect and does not impose something on the hearer i.e., if the speaker wanted to borrow a book from the hearer and uttered indirectly, "I have an exam tomorrow, but I have lost my book," the hearer must interpret what the speaker says indirectly. However, if the speaker directly utters that "can I borrow your book?", this will be considered "on record" because the speaker is

unambiguously requesting. Finally, in the opting out strategy, the speaker abstains from performing any face-threatening act for any reason. Having fully

Circumstances determining
choice of strategy:



described each strategy, it is now time to present Brown and Levinson's (1987) schema on the FTA.

Fig. (1): Strategies for FTAs (Source: Brown and Levinson, 1987, pp. 69)

After classifying the strategies of the face-threatening act, Brown and Levinson (1987) claimed that, in order to choose which strategy to use, the speaker must calculate the seriousness of the FTA according to the three social factors which are: power, distance, and ranking. Therefore, the factor power means refers to how much power a person can have over another person. The

second factor, distance, is considered as the well knowing between the speaker and the hearer. Finally, the third factor ranking refers to how commanding an act is measured by a given culture. In order for the person to show the face-threatening degree, he has to use Brown and Levinson's (1987) formula:

$$W_x = D(S, H) + P(H, S) + R_x$$

Where W_x is the numerical value that measures the weightiness of the FTA x , $D(S, H)$ is the value that measures the social distance between S and H , $P(H, S)$ is a measure of the power that H has over S , and R_x is a value that measures the degree to which the FTA x is rated an imposition in that culture (p. 76).

2.1.8.5 Criticism on Brown and Levinson (1987)

Brown and Levinson (1987) put significant effort in the field of linguistics; however, many researchers and linguists have criticized their politeness principle. Meyerhoff (2006) for example states that Brown and Levinson's contribution by stating that the politeness principle is "the most widely known and extensively used approach to the study of politeness" (p. 84). She adds that the theory is an influential principle that every linguist who intends to investigate the study of politeness must refer to. In addition, Chinese and Japanese researchers working in the area of linguistic politeness criticized Brown and Levinson's (1987) positive face and negative face. They criticized

the negative face most, claiming that it concerned the individual face, while in Japanese and Chinese culture, they are mainly concerned with the group's face rather than the individual face (Farahat, 2009).

According to Felix-Brasdefer (2008), the term politeness strategy should be classified as a pragmatic strategy since it describes, "The expressions used during the negotiation of face in social interaction" (p.30). Furthermore, critics have found that the strategies in Brown and Levinson's (1987) contribution do not fit in some cultures, especially in group dominant cultures; for example cultures like the Polish (Wierzbicka 1985, Ogiermann 2009), Japanese (Matsumoto 1988, Ide 2002), and Chinese (Gu 1990, Kong 1998) communities. Although Brown and Levinson's theory has been satirized by many linguists, it remains a useful framework for speech act. It can further concern the understanding and comparing the study on the politeness phenomena (Ogiermann, 2009).

2.2 LITERATURE REVIEW

Nowadays, speech acts of requests have received a considerable amount of attention. Requests speech acts are regarded as the most significant FTA speech acts, which motivate researchers to study this field extensively and in detail. Therefore, most of the request studies are usually contrastive studies or comparative studies. These studies aim to investigate the different strategies performed by speakers. This section of chapter three explores different previous

studies in the Arab world and studies from worldwide in different cultures and nationalities.

2.2.1 Request strategies: Arabs

2.2.1.1 Gomaa's (2003) Study

Gomaa (2003) conducted a cross-cultural study looking at the differences and similarities on request strategies between American English and Assiuti Egyptian Arabic speakers. He examined fifty-five American English participants and fifty-five speakers of Assiuti Egyptian Arabic. The aim of the study was to investigate Brown and Levinson's (1987) universality of politeness theory and indirectness of requests. The method used in this study was the DCT to trigger the social variables of requests and interviews. The results of the study found that participants utilized a variety of request strategies. The participants used similar request responses according to their cultural differences. Gomaa (2003) also claims that the results are in symphony with Brown and Levinson's (1987) study. Furthermore, there is a high predicted correlation between FTA and requests choices to the three social variables which include Brown and Levinson's (1987) politeness theory.

2.2.1.2 Umar's (2004) study

Umar (2004) examined request strategies by two different groups: twenty advanced Arab learners of English and twenty native speakers. The data collection instrument was the DCT, which was used to evaluate the request

strategies of both groups. Therefore, the researcher found that similar strategies were utilized in both groups when requesting to people in a high position. It was found that both groups utilized conventionally indirect strategies used the most when making a request. Furthermore, the Arab participants group used more direct request strategies towards people in lower positions than the native speakers of English participants. The most significant difference found between the two groups was that the native speakers of English utilized more semantic and syntactic modifiers. The study further shows that although the Arab learners of English group were advanced level, they still seem to refer to their cultural background when requesting. The researcher concludes that, Arab learners of English must bear in mind the pragmatic differences between the two languages, because Arabic requests in situations are not usually suitable in English.

2.2.1.3 Al-Marrani and Sazalie's (2010) Study

A gender difference request strategy study by Al-Marrani and Sazalie (2019) was conducted on Yemeni Arabic students. The aim of this study was to investigate the use of requests depending on the gender differences in accordance with social variables like power, distance and ranking of imposition. The participants selected for this study 168 males and 168 females were students in Sana'a University. The instrument used was the DCT originally adapted from Blum-Kulka (1982). Al-Marrani and Sazalie's (2019) used

CCSARP Blum-Kulka et al.'s (1989) data analysis coding scheme. The results of this study show that male Yemeni Arabic students chose to use direct strategies frequently with or without softener. The researchers found that same gender interactions tend to use higher levels of directness. On the other hand, when different genders (male-female) interact, they prefer to use higher level of indirectness. Al-Marrani and Sazalie (2019) believe that male Yemeni Arabic students preferred using these strategies "because they consider it as an efficient way of expressing polite requests, particularly with juniors or acquaintances"(p.77). They also emphasize that the reason behind their use of different request strategies depending on gender differences is attributed to religious and cultural values.

2.2.1.4 Sattar's (2009) Study

Sattar (2009) conducted a study on speech act of requests by Iraqi postgraduates, looking at two pragmatic competences: perception and production ability. The instrument used was DCT in eight situations, multiple-choice questionnaire, a rating scale and discourse evaluation test (DET). The participants were fifty native Iraqi Arabic native speakers. The results show that perception level reveals that the contextual factors were influencing the participants making the requests. On the production level, participants were able to request in English.

2.2.1.5 Tawalbeh and Al-Oqaily's (2012) Study

Tawalbeh and Al-Oqaily (2012) conducted a cross-cultural study on

politeness and indirectness in American English and Saudi Arabic using Requests. The aim of this study was to investigate the different use of requests between Saudi Arabic participants and American English participants. Furthermore, Tawalbeh and Al-Oqaily (2012) also aimed to examine whether social factors like power, distance and rate of imposition influence the participant use of request strategies or not. The participants selected for this study were thirty Saudi and American undergraduate students. The data used in the study was the DCT originally constructed by Blum-Kulka (1984). As for the DCT, Tawalbeh and Al-Oqaily (2012) adapted their questionnaire from Reiter (2000). Regarding the data analysis, they used Blum-Kulka, House, & Kasper, (1989) coding scheme with using Statistical Package for the Social Sciences (SPSS).

The results of Tawalbeh and Al-Oqaily's (2012) study show that American English speakers used conventional indirectness strategy the most. Saudi Arabic speakers, on the other hand, used directness in different requests strategies according to their social variables like power and distance. Tawalbeh and Al-Oqaily (2012) discovered that both groups revealed a negative connection with in-directness and social distance when there is less power and higher distance relationship "The less familiar the informants were, the more likely it was for them to request indirectly" (p.94). Moreover, they stress that directness should not be considered impolite but should rather be seen as a way

of how different cultures express themselves and communicate.

2.2.1.6 Al-Ageel's (2016) study

Al-Ageel (2016) conducted a study on looking at the use of requests in Arabic by Saudi Arabian women. She aimed at examining the speech act of request with using the politeness model of Brown and Levinson. For collecting data, the researcher used the role-play method because of its “effectiveness in controlling the social variables in addition to being more comprehensive in eliciting oral production data” (Al-Ageel, 2016, p.57). The main focus was on the social variable of female gender and age. The results showed that both female groups were using direct requests which, according to the researcher, is a form of positive politeness. Furthermore, the social variables of power, distance and degree showed a significant impact. The factor of social distance showed the most influential impact on the social variable. Furthermore, there was a difference between two age groups in their behavior of request in certain situations.

2.2.1.7 Alzebaree and Yavuz's (2017) Study

Another study by Alzebaree and Yavuz (2017) examined request strategies in looking at the speech act of requests between Kurdish EFL undergraduate students and native speakers of English (US, the UK, Canada, and Ireland). The researchers aimed at identifying the similarities and differences between the two groups in their use of request strategies. Secondly,

they wanted to identify the two groups performance in their linguistic and pragmatic forms in request strategies. Thirdly, they aimed at looking at the affinities and dissimilarities between the Kurdish EFL learners gender differences in their use of request strategies. Also, the researcher considered investigating the differences between Private and State University students in their use of requests. The method employed in the study was DCT while for the data analysis, Blum-kulka and Olshtain's (1984) CCSARP was used.

The results of Alzeebaree and Yavuz's (2017) study show that there is a difference between Kurdish EFL undergraduate students and native speakers of English. Kurdish EFL groups used more direct requests while the other groups used "direct, conventionally indirect (hearer-based), conventionally indirect (speaker- based) and indirect strategies of request. However, both groups used conventionally indirect (hearer-based) strategies the most (Alzeebaree and Yavuz's, 2017). As for their pragmatic performance, the researchers realized that the students were able to identify speech acts of request in a structural and functional way and they were generally appropriate. According to gender differences in the Kurdish EFL group, male participants used direct strategies requests, although female participants used indirect strategies. This finding indicated that female participants are more polite in their requests than male participants. The final finding the researcher discovered is that there was a significant difference between studying at state and private universities. Private

university students indicated more competence than state universities.

2.2.1.8 Qari (2017)'s Study

Another investigation was conducted by Qari (2017) on the use of requests and apologies by Hijazi Saudi EFL learners and British English university students. Qari (2017) contributed literature to the field of linguistic politeness by investigating requests and apologies by two different groups: Native Arabic Saudi speakers, Saudi English (EFL) learners, and British native speakers. The researcher used the DCT to collect data of the participants. Furthermore, Qari (2017) utilized Brown and Levinson's (1978) politeness strategy when analyzing the data. For analyzing the request and apology strategy the researcher used the CCSARP request and apology coding systems.

Qari's (2017) results found a significant difference between the groups when it comes to their strategy use. It was found that EFL Saudi speakers and British native speakers used indirect requests while Saudi females and males used direct strategies in their requests. She noticed that the reason why Saudi participants use direct strategies like modifiers such as prayers is because they tend to express the polite forms with using semantic softeners. On the other hand, British native speakers tend to use syntactic and linguistic devices to express their politeness forms. The research showed that the EFL group have no knowledge of these English request forms since the participants never used them in their answers. Qari (2017) concludes that British native speakers and

EFL Saudi speakers reacted to higher rates of situations in power, distance, and ranking than the Saudi native speakers as they usually utilized more indirect request strategies than Saudis in most request situations.

2.2.1.9 Yassin and Razak's (2018) Study

Yassin and Razak (2018) conducted a contrastive study by looking at the request strategies used by Yemeni EFL learners and Malaysian ESL secondary students. The aim of this research was to identify the types of request strategies in each group. Furthermore, the researchers aimed to explore the influence of social power and distance on the students' choice in making requests. The method of data used by the researcher was the DCT and for analyzing the data collection, CCSARP and Scollon's (1995) politeness system was used. The results of this study showed that Yemeni EFL students and Malaysian ESL students used query preparatory which is a non-conventionally indirect request strategy, even when both groups had no power or social distance existing between speakers. They tried to request in the most polite way possible. As for the influence of social power and distance, the researchers noticed that both groups do not pay attention to these factors because they tended to use the same strategy with anyone.

Yemeni EFL students and Malaysian ESL students used semi-formulaic expressions in order to make their requests indirect in different types to show their respect like using "may", "would", "can", "could", etc. (Yassin and Razak

, 2018, p. 38). In addition, there is not sufficient socio-pragmatic competence by any of the two groups because they were using common request strategies learnt in schools, which did make students' social distance and social power sensitive. Yassin and Razak (2018) concluded that although the groups belong to different cultural backgrounds, they both used identical strategies, which is considered a positive indicator for students' learning environment.

2.2.1.10 Megaiab, Wijana, and Munandar's (2019) Study

Megaiab et al., (2019) conducted a study focusing at request strategies used by Libyan students and the students' instructors. The purpose guiding the research was to uncover the request strategy most frequently used by both groups and the reasons behind the use of these strategies. Furthermore, the researchers examined the factors that influenced their use of request strategies. The method the researcher used is qualitative research through using an mp3 recorder. In analyzing the data, the researcher used CCSARP. The findings of the study revealed that power and distance represent one of the factors that influenced their use of requests. Another finding shows that socio-cultural variables is another factor, which showed that Libyan students used the indirect request strategy and they use many Islamic injunctions. The finding also identified the use of query preparatory that is considered a conventionally indirect request to illustrate politeness and in order to avoid obligation of requests. Megaiab et al., (2019) finally emphasized the cultural implications that

affect the use of request strategies by Libyan students who were influenced by their mother tongue when making requests in English.

2.2.1.11 Hammani's (2019) Study

Hammani (2019) explored the speech acts of request strategies between Moroccan Arabic and American English with special emphasis on the level of directness used. The aim of the research was to identify the types of request strategies and to detect the level of directness. The DCT was used as data collection instrument. The results of the study showed that both groups used direct request and conventionally indirect request strategies in a completely different way. Hammani (2019) realized Moroccan native speakers utilized the direct requests redundantly, while American English speakers were speaker-oriented. Therefore, there is a strong correlation between the socio-pragmatic variable of social power, social distance and degree with the level of request directness of Moroccan native speakers than the native speakers of English. Hammani (2019) concludes the study with recommending enhancing the implication of the teaching of requests to Moroccan native speakers.

2.2.1.12 Alakrash and Bustan's (2020) Study

Alakrash and Bustan (2020) investigated Arab EFL and Malaysian ESL students by looking at their politeness strategy in making requests. The main objective of the study was to uncover the similarities and differences in the

employment of requests by the two groups. The method used was qualitative research via using interviews as a data collection method. The researchers used Blum-Kulka et al., (1989) as an adaption of the analyses of data. The findings of the study show that Malaysian ESL students utilized more indirect request strategies like hints, query preparatory and hedged performative. Arab students, on the other hand, utilized direct request strategies like wanting statement and hints. Alakrash and Bustan (2020) concluded that the differences in the use of request strategies depend on cross-cultural communication differences and cultural backgrounds.

2.2.1.13 Rashed's (2020) Study

Rashed (2020) conducted a pragmatic analytical study on Iraqi EFL students in their use of speech act of requests. The researcher aimed to identify the types of requests performed by Iraqi EFL students through examining the pragmatic functions of requests. The methodology used was classroom observation with audio and videotape recording. The period of the observation was four weeks and a total of twenty-eight speakers were observed. The analysis framework of this study employed Blum-Kulka's (1982) theory. The findings of the research revealed that Iraqi EFL students used all types of requests in different pragmatic functions. Iraqi EFL students used direct requests like locution derivable and imperative and indirect requests like query preparatory. As for the requests in a pragmatic function, Iraqi EFL students

performed requests for clarification, want, and need. Rashed (2020) concluded that her study is a comprehensive research that gives an insight in performing requests, understanding the use of language and it reveals the pragmatic functions in requests for EFL students.

2.2.1.14 Tag-Eldin's (2016) Study

This study explored the realization of speech acts of requests between Sudanese university students. The aim of the study was to identify Sudanese students' use of requests in English and Sudanese Arabic. It also traces the universality of levels of directness of speech acts as well as the social factors that may affect their response. The subjects of this study were two hundred male and female Sudanese university students, all speaking the same Khartoum dialect, which is Sudanese Colloquial Arabic. Tag-Eldin (2020) emphasizes that the participants have studied English for seven years. The method of data collection used was the DCT, both in English and Sudanese Arabic.

Furthermore, the two DCT's were adapted from Blum Kulka et al. (1989) and Blum-kulka et al., (1989) coding scheme CCSARP. The results of the Sudanese students revealed different responses in Arabic and in English. The English DCT results revealed that participants used less direct and more indirect requests. However, in the Arabic DCT, participants chose to use direct strategies more than indirect ones. Overall data collection showed that participants used direct requests more than the conventionally indirect ones and

hints. Tag-Eldin (2020) also revealed that social variables affected the participants' choice of request strategies. According to Tag-Eldin, the reason behind this finding "it supports the claim that speech acts realization is culture specific. Speech acts production follows different pragmatic and linguistic constructions across languages and cultures" (p.75). Finally, this study clearly validates other findings of other pragmatic cross-cultural studies.

2.2.1.15 Almathkuri's (2021) Study

A Saudi Arabic study on speech acts of requests by Almathkuri (2021) investigated the influence of social variables like power and distance. The objective of this study was to examine the strategies used by Saudi Arabic speakers focusing on power or social distance. The participants were thirty-four native Saudi Arabian students in Taif University. As for the data collection, the researcher used the DCT instrument introduced by Blum-Kulka (1982). Furthermore, Blum-Kulka et al., (1989) was used to analyze the data collection. The results revealed that the least used request strategy was nonconventional indirect strategy. Yet, direct strategy was the most used strategy employed by native Saudi Arabian speakers. As for the social variables, power did not affect the use of Saudi Arabic speakers' choice of request. However, distance social variables affected their use of speech acts of requests. Almathkuri (2021) believes that this study "supports the idea that directness in the Saudi society is not considered impoliteness since the participants used it in situations with no

social distance so they are making their intentions of the required act clear and straightforward rather than being impolite” (p.105).

2.2.2 Request strategies: worldwide

2.2.2.1 Jalilifar’s (2009) Study

Jalilifar (2009) conducted a cross-sectional study on Iranian EFL learners and Australian native speakers of English by looking into requests strategies. The two groups were ninety-six Persian students and ten Australian native speakers of English. Therefore, the procedure of the data collection used was the DCT. The researcher created each request situation so as to control the speaker’s linguistic choices by focusing on the two social factors relative to social distance and power. Therefore, this research results revealed that there were differences and similarities in the different groups. It was found that the Iranian group performances of requests were similar to the Australian native speakers in focusing on the social factor of social distance. Jalilifar (2009) realized that when considering the factor of social distance, Iranian EFL learners lacked features in the socio-pragmatic knowledge.

2.2.2.2 Zarepour and Saidloo’s (2016) Study

Zarepour and Saidloo (2016) conducted a study analyzing Iranian EFL learners’ emails to their professors in using request strategies. The aim of this study was to explore level of directness, kind of mitigators and the opening and

closing strategies and supportive moves used by the students when using requests in their emails. The method used in this study was the DCT, the students were required to use request in their emails in four different situations. For the data analysis, the researchers used Blum-Kulka et al., (1989) CCSARP coding scheme. The analysis showed that Iranian EFL learners used conventionally direct strategies including hedged performatives the most. An interesting result showed that non-conventionally direct strategies were not used at all. The results also revealed that Iranian EFL learners used more direct strategies in their emails. Zarepour and Saidloo (2016) point out that the participants' use of direct strategies does not mean that they are impolite. The reason behind their use of direct strategies is their lack of socio-pragmatic knowledge. Furthermore, Iranian EFL learners used mitigating elements and pre-request supportive moves so as to soften the force of requests.

2.2.2.3 Hashemian and Farhang-Ju's (2017) Study

Hashemian and Farhang-Ju (2017) investigated the request strategies between thirty-eight Iranian EFL learners and twenty-four intermediate Spanish learners in English through looking at cross-cultural-cultural variations. The researchers used the DCT to examine the request strategies. The study results found that there was no significant difference between the two different groups. Both groups mostly used query preparatory strategy. However, the Iranian EFL participants used direct request strategies more than the intermediate English

learners. Furthermore, the researchers indicated that in the chi-square, the first language did not affect the participants' choice of strategies of requests.

Hashemian and Farhang-Ju (2017) came to the conclusion that the EFL group utilized negative politeness in their requests.

2.2.2.4 Mirzaei's (2019) Study

A study conducted by Mirzaei (2019) discussed how the different social factors like power and social distance affect Persians while using requests.

Mirzaei (2019) aimed in the research at identifying whether self-esteem affects the social factors during making requests. The method employed is the mixed method approach; where Mirzaei (2019) used role-plays, recall interviews, and a self-esteem questionnaire from Rosenberg (1965). The findings of the study revealed that Persian speakers used words that showed a higher power status, even when the speaker was having a conversation with an intimate person.

Furthermore, he noticed variation low versus high self-esteem during the process of conversation. Finally, the interviews revealed to the researcher that Persian speakers make strategic politeness choices.

2.2.2.5 Herget and Pérez's (2019) Study

Another analysis was conducted on speech act of requests by Herget and Pérez (2019) on German students and Spanish students. This research intended to investigate the difference use of requests made by the different speaking

groups. It also aimed to examine how the students use request strategies inside and outside the work context. The methodology used was two instruments; the DCT and Rating Assessment Test. The findings of the study showed that both groups employ conventionally indirect way. Herget and Pérez (2019) also noticed that the speakers used a limited number of strategies, which was to improve the illocutionary force of the nuclear act. Therefore, they concluded that this study provides a significant development in intercultural communicative competence.

2.2.2.6 Nugroho and Rekha's (2020) Study

Nugroho and Rekha (2020) conducted a study examining the use of request strategies by Indonesian English for Specific Purposes lecturers. Their objective in this study was to identify their choice of request strategies in accordance with the situational variables of social distance, power, and imposition. Another objective in the study was to discover the reason behind choosing these request strategies. The methodology used was two instruments; DCT and semi-structured interviews. The data analysis used request strategies classification CCSARP from Blum-Kulka and Olshtain (1984). The findings showed that Indonesian English for Specific Purposes lecturers used conventionally indirect strategies in all situations, which clearly show that the social variables such as social distance, power, and imposition were not affected. In the semi-structured interviews, participants used direct request

strategies. The conclusion also showed that the main reason for the participants' choice in their request was culture of the first language and physical attraction.

2.2.2.7 Karagoz and İsisag's (2019) Study

Turkish researchers Karagoz and İsisag (2019) conducted a study on the use of speech act of requests by Turkish ELT students. The main aim of the study was to identify the pragmatic competence of Turkish ELT students. The researchers wanted to investigate what type of request strategies was used in terms of Blum-Kulka et al., (1989) CCSARP framework in looking at directness. Furthermore, investigating gender difference in request strategies was another aim of the study. In this study, a mixed methodology was used; qualitative and quantitative. For the qualitative method, the researchers used the DCT. As for the quantitative method, rating scales were used on Turkish ELT students. The researchers analyzed the results using Blum-Kulka et al.'s (1989) framework. The results revealed that Turkish ELT students mostly used conventional indirect request strategies like “strong hint and mild hint” (Karagoz and İsisag, 2019, p. 97). Regarding the gender differences in their pragmatic competence, female ELT students ended up having a higher score than male students. Karagoz and İsisag (2019) conclude that Turkish ELT students were aware of the pragmatic competence and utilized their requests in an appropriate way.

2.2.2.8 Hussain, Khan, and Malghani's (2020) study

Hussain, et al., (2020) investigated the use of request strategies between male and female Urdu/Punjabi EFL native speakers who are also learning English as a second language. The main objective of their research was to explore the gender differences in their use of requests. The data collected was the DCT and the analysis of the data was according to the directness and indirectness of the requests. The results clearly revealed a difference between using requests by different genders. Female participants were using more direct requests than male participants, which is considered more polite. Hussain, et al., (2020) believe the reason behind their use of direct requests is “they live in a male dominated society, they have developed a tendency to react against this male dominance and they began to use direct request strategies” (p. 12).

2.2.2.9 Prihatin and Aflahatun’s (2020) Study

Moreover, Prihatin and Aflahatun (2020) investigated request strategies used by EFL students majoring in industrial engineering at intermediate level in University of Pancasakti Tegal. The main aim of the research was to explore the types of request strategies used by the speakers. The method of collecting data was DCT and the task was based on three social factors: social power, social distance, and rank of imposition. The analysis of the data collection was according to Blum-Kulka and Olshtain’s (1984) classifications of request strategy. The findings of study revealed that most of the industrial engineering students’ (57%) used conventional indirect strategies. Another finding is that

cultural background influenced the way they communicate with each other.

Prihatin and Aflahatun (2020) came to the conclusion that the reason behind industrial engineering students' use of indirect strategies was to keep the communication to minimize FTA.

2.2.2.10 Ninomiya and Shadayeva's (2020) Study

A cross-cultural study conducted by Ninomiya and Shadayeva (2020) examined the request strategies in Kazakh and Japanese. The objective of their research was to explore whether Kazakhs and Japanese speakers used direct and indirect request strategies as well as whether the two different speaking groups showed different discourse-level patterns. The method used in this study was context-enriched role-play. The findings revealed that the Japanese participants used more indirect request strategies (hearer-oriented conditions) when the social distance was near than the Kazakh participants. Furthermore, the use of negative politeness strategy was detected from the Japanese participants more than the Kazakhs. Another interesting finding was that both groups used direct request strategies to someone higher in status.

2.2.2.11 Nugroho and Rekha's (2020) Study

Nugroho and Rekha (2020) explored Indonesian EFL learners' use of request strategies in English. The aim of their study was to realize how EFL learners use requests and explore the reasons behind the use of these request

strategies. They also aimed at investigating the most and least request strategies utilized. The participants used in this study were forty EFL learners at University of Surakarta. Nugroho and Rekha (2020) used three types of data collections: DCT, role-plays, and Focus Group Discussion (FGD). The research results were that the Indonesian EFL learners used conventionally indirect request the most. The reason of their use of conventionally indirect request is due to the social distance between the participants and cultural factors, which was revealed by FGD.

2.2.3 General Summery of Request Studies

The previous section summarized the main ideas of the importance of requests strategies in different contexts. The main focus of those studies was to detect the use of direct and indirect requests demonstrated in each specific culture. Therefore, in order to investigate request strategies, the researchers found there were different tools used, DCT, role-plays, FGD and semi-structured interviews. In most of the studies above, the findings revealed that most of the participants used conventionally indirect requests. As for the data analysis, the researchers stuck to Blum-Kulka & Olshtain's (1984) classification of request strategies. Indirect request strategies were also mostly used in studies like Zarepour & Saidloo's (2016), Tag-Eldin's (2020), and Almathkuri's (2021). The researchers claim the reason behind their use of direct request strategies is that using them has to do with their cultural backgrounds.

Therefore, after exploring different studies, this clearly helps realize the different patterns of speech acts of requests from the Arab region and internationally. These studies also help in showing the similarities and difference in this study. Furthermore, studies whether they were from the Arab region or internationally, showed that each language or social group behave differently. Thus, it is crucial to investigate the use of speech acts of requests in different languages and dialects.

CHAPTER IV

RESULTS AND DISCUSSION

CHAPTER IV

4. Results

This chapter demonstrates the results of the data of two hundred and fifty native speakers of KA and two hundred and fifty native speakers of BE in using request strategies. Request strategies were generated in twelve different situations that show different and similar politeness strategies. The analysis of the data was based upon Brown and Levinson's (1987) social variables such as power, distance, and ranking. In addition, the data was analyzed following Blum-Kulka and Olshtain's (1984) CCSARP in order to form an accurate coding scheme. The strategy types were categorized into a nine-point scale, which was based on three levels: the direct/explicit level, the conventional indirect level, and the nonconventional indirect level.

In the first part of the analysis, tables were created for each situation (1-12) to collect the results of the participants. The second step was to create frequencies of the participant's responses per situation. Therefore, the total numbers of each strategy, percentage, and cumulative percentage were considered according to each situation. In the third step, semi-structured interviews were transcribed and then analyzed following the participant's responses in the questionnaire. The researcher analyzed a total of sixty interviews qualitatively. Furthermore, This chapter discusses the DCT questionnaire and semi-structured interview results. The results reveal the different types of request

strategies used by KA participants and BE participants. In addition, after revealing the types of request strategies used, the researcher uncovers the reasons behind their choices. Further explanation of how the participants' use of request strategies reflects the social variables such as power, distance, and ranking.

4.1 Request situations (DCT Questionnaire)

The twelve situations were based on Brown and Levinson's (1987) social factors: social distance (SD), social power (P), and the degree of imposition (R). Each situation focused on different social factors to reveal the effect on the participants' responses. Also, exploring whether Brown and Levinson's social factors affects KA participants, and BE participants request strategies according to their language, culture, ... etc.

4.1.1 Situation 1

Table (3): Request for Notes

Types	Request strategy	KA		BE	
		No.	%	No	%
The direct/explicit level	Mood Derivable	6	2.4%	6	2.4%
	Performative	-	-	-	-
	Hedged Performative	26	10.4%	30	12%
	Obligation Statement	-	-	-	-
	Want Statement	-	-	28	11.2%

The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	218	87.2 %	18	74.4 %
The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	-	-	-	-

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

Table (3) presents the frequency and percentage of types of request strategies towards KA participants and BE participants in situation one. In this situation, the participant was not able to attend a lecture at their university. They should ask one of their colleagues to lend her/him notes to copy the missed lesson. The social variable in this situation is low, which comes under the hierarchal politeness system. In this system, the relationship between the interlocutors is equal, in which no one has power (-power) over the other and there is no social distance (-SD). (87.2%) of KA participants and (74.4%) of BE participants used query preparatory. The results in situation one reveal that KA and BE participants utilized query preparatory most frequently.

The following examples reveal the uses of query preparatory by each group. When using query preparatory, the participants tried to act as politely as possible even if there was no power or social distance between the speaker and the hearer.

Query preparatory

(BE: S 1)

1. Can I borrow your notes, please?
2. Can you lend me your notes, please?

(KA: S.1)

1. لوسمحت، ممكن تعطيني دفترك بنقل الي طافني؟
a. Excuse me, could you give me your notes, I want to copy what I missed.
b. law smaht mumkn t?dini dafterek bnqil ili tæfni?
2. فلان ما عليك امر عادي اخذ دفترك؟
a. Sir, not to be ordering you but can I take your notes?
b. flān mā ?lik amer ?di axith daftirik ?

Table (3) shows that participants used a direct level of request strategies, which is a hedged performance. KA participants used (10.4%) hedged performances and BE participants used (12%). This shows that participants used this type of request strategy because it depends on the participant's relationship with the hearer. Some speakers use hedged performance to show positive politeness.

Hedged performance

(BE: S 1)

1. May I ask if I can borrow your notes?
2. I would like to ask if I could borrow your notes?

(KA: S.1)

1. عادي اطلب منج اخذ منج دفترج؟

a. Can I ask to borrow your notebook?

b. ʔdi atlib mnitʃ axið mnij daftarij?

2. بس بغيت اسأل عادي تعطيني دفترك؟

a. I was wondering if I can borrow your notes?

b. bas bagit əsʔlik ʔdi tʔtini daftrik?

Table (3) also shows that only (2.4%) of KA participants and BE participants use mood derivable. This might be because there is no social distance and power between the speaker and the hearer.

Mood derivable

(BE: S 1)

1. Give me your notes.

2. Let me copy your notes

(KA: S.1)

1. عطيني دفترج.

a. Give me your notes.

b. ʔtini daftirj ?

2. دزلي الي كتبتة اليوم.

a. Send me what you wrote down today.

b. Dzli ili ktbta ʔlywm

Want statement:

(BE: S 1)

1. I would like you to give me your notes?

2. I want your notes, I missed yesterday's class.

(KA: S.1)

1. ابي دفترك

a. I want your notebook.

b. abi daftk?

2. ابيع تعطيني دفتر ج

a. I want you to give me your notebook

b. əbiətʃ tatini dafteretʃ

4.1.2 Situation 2

Table (4): Request to Opening the Window

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	-	-	-	-
	Performative	4	1.6%	17	6.8%
	Hedged Performative	-	-	9	3.6%
	Obligation Statement	-	-	24	9.6%
	Want Statement	5	2%	15	6%
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	198	79.2%	167	66.8%
The nonconventional indirect level	Strong hints	15	6%	9	3.6%
	Mild hints	28	11.2%	9	3.6%

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In table (4), the speaker in this situation was visiting one of their friends at home, the window is closed, and it is very hot. The speaker was required to ask their friend to open the window. The social variable in this situation is similar to situation one where the power and social distance between the speaker and hearer are equal. Table (4) shows that mood derivable was used by KA participants (1.6%) and BE participants (6.8%). Also, it shows that the strategy want statement was used by KA participants (2%) and BE participants (4.8%). However, in this situation, BE participants used this strategy more than KA participants.

Mood derivable:

(BE: S 2)

1. Open that window.

(KA: S.2)

1. بطل الدريشه

a. open the window.

b. batil aldrija

Want statement

(BE: S 2)

1. I really want you to open the window, it is boiling here.

(KA: S.2)

1. ابيك تبطل الدريشه

a. I want you to open the window.

b. abik tbatil öldriðfa.

Furthermore, four direct request strategies were used by BE participants, which were not used by KA participants. BE participants used performative (3.6%), hedged performative (9.6%), obligation statement (6%), and want statement (4.8%).

Performative:

(BE: S 2)

1. I am asking you to open the window, please.

Hedged performative:

(BE: S 2)

1. May I ask you to open the window, please?

Obligation statement:

(BE: S 2)

1. Go and open that window.

As for the indirect level of request strategies, table (4) shows that KA and BE participants used indirect requests. KA participants used suggestive formulae (11.2%), query preparatory (68%), strong hints (6%), mild hints (11.2%). As for BE participants, they used suggestive formulae (14.4%), query preparatory (66.8%), strong hints (3.6%), mild hints (3.6%). In this situation, it shows that query preparatory strategy has been used the most by KA participants and BE participants.

Query preparatory:

(BE: S 2)

1. Can you open the window, please?
2. I am baking hun, can you open that window, please?

(KA: S.2)

1. ممكن تبطل الدريشه؟
 - a. could you open the window?
 - b. mmkin tbatil aldrifa?
2. عادي تبطل الدريشه؟
 - a. Can you open the window?
 - b. ?di tbatilin aldrifa?

Strong hints:

(BE: S 2)

1. Can I crack open the window?

(KA: S.2)

1. عادي ابطل الدريشه؟
 - a. Can I open the window?
 - b. ædi æbatil ældrifa?

Mild hints:

(BE: S 2)

1. It's boiling here.
2. It's a bit suffocating here.

(KA: S.2)

1. وايد حر.

a. it's so hot.

b. wayd har.

2. احس قمته.

a. It's congested here.

b. ahis gamta

4.1.3 Situation 3

Table (5): Request for Medicine

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	-	-	-	-
	Performative	-	-	-	-
	Hedged Performative	3	1.2%	50	20%
	Obligation Statement	-	-	-	-
	Want Statement	25	10%	74	29.6%
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	222	88.8%	126	50.4%
The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	-	-	-	-

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In situation 3, there is a social distance (+SD) between the speaker and the hearer, whereas the power is equal, which shows the degree of imposition is

high. Therefore, hedged performative was used by KA participants (1.2%) and BE (20%). Furthermore, (10%) of KA participants used the want statement strategy and (29.6%) of BE participants also used the want statement. It clearly shows that BE participants used these strategies more than KA participants.

Hedged performative:

(BE: S.3)

1. May I ask for my prescription, please?

(KA: S.3)

1. ما عليك امر ممكن هالوصفه؟

a. Not to order you around but can I have this prescription?

b. Ma ʔlyk amir mmkin hal wasfa?

Want statement:

(BE: S.3)

1. I want this medicine, please.

(KA: S.3)

1. ابي هالوصفه

a. I want this prescription.

b. abi hal wasfa

As for the indirect request strategies, query preparatory strategy was used the most by KA participants (80.4%) and BE participants (40%). The use of query preparatory shows the use of politeness strategies. Furthermore,

nonconventional direct level like mild hints was also used by KA participants (4.4%) and BE participants (10.4%).

Query preparatory:

(BE: S.3)

1. Can I have this medicine, please?

(KA: S.3)

1. ممكن تعطيني هالوصفه؟

a. Could I have this prescription?

b. mmkin t?tini hal wasfa?

Mild hints:

(BE: S.3)

1. My mother is not feeling well.

(KA: S.3)

1. انا وايد تعبانا

a. I am very tired.

b. ana wayid ta?ban.

4.1.4 Situation 4

Table (6): Request to Stop Smoking

Types	Request strategy	KA		BE	
		No.	%	No.	%
	Mood Derivable	3	1.2%	24	9.6%
	Performative	-	-	19	7.6%

The direct/explicit level	Hedged Performative	-	-	8	3.2%
	Obligation Statement	-	-	-	-
	Want Statement	-	-	-	-
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	188	75.2%	153	61.2%
The nonconventional indirect level	Strong hints	44	17.6%	30	12%
	Mild hints	15	6%	16	6.4%

**Note:* Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

The participants in this situation were required to ask someone to stop smoking. This situation social variable is similar to situation three, the power between the speaker and the hearer is equal but the social distance is high as well as the degree of imposition. This social variable will affect the participants' choice of request strategies. Table (6) shows that KA participants and BE participants used mood derivable strategy. (1.2 %) of KA participants and (9.6%) of BE participants employed one of the direct levels of requests. It seems that in this situation, mood derivable was used more by BE participants. They used performative (7.6%) and hedged performative strategy, it was used by (3.2%) of BE participants.

Mood derivable:

(BE: S.4)

1. Stop smoking

(KA: S.4)

1. مايصير ادخن اهني

a. You must not smoke here.

b. ma ysir tidaxin ihni.

Hedged performative:

(BE: S.4)

1. May I ask you not to smoke here?

Performative:

(BE: S.4)

1. I am asking you to stop smoking, it is bothering everyone.

As for the indirect level of request strategies, KA participants and BE participants used all types of request strategies. KA participants used query preparatory (61.2%), strong hints (17.6%), and mild hints (6%). Also, BE participants used query preparatory (75.2%), strong hints (12%), and mild hints (6.4%).

Query preparatory:

(BE: S.4)

1. Could you please stop smoking here.

(KA: S.4)

1. لوسمحت ممكن ما ادخن اهني

a. Excuse me, could you not smoke here?

b. law samaht mumkin ma tidaxin ihni?

Strong hints:

(BE: S.4)

1. You are not allowed to smoke here.

(KA: S.4)

1. لوسمحت ترا ممنوع

a. excuse me, it's not allowed.

b. lw samaht tara mamnw?

Mild hints:

(BE: S.4)

1. It's very stuffy in here and I feel I am suffocating.

(KA: S.4)

1. اختنقنا

a. I'm suffocating.

b. Ikhtnagna

4.1.5 Situation 5**Table (7): Request for Postponing the Research Paper Submission**

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	-	-	-	-
	Performative	-	-	32	12.8%
	Hedged Performative	-	-	80	32%
	Obligation Statement	-	-	-	-
	Want Statement	-	-	-	-

The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	196	78.4%	135	54%
The nonconventional indirect level	Strong hints	31	12.4%	3%	1.2%
	Mild hints	23	9.2%	-	-

* *Note:* Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In this situation, the participants were asked to ask their teacher to postpone the deadline. The social variable between the speaker and hearer is low in degree of imposition (-D). As for the power (+P) between the speaker and the hearer, the hearer's power is higher than the speaker's since the speaker is requesting their teacher who is in a higher position than the speaker. Furthermore, there is no social distance between the interlocutors (+SD). Therefore, table (7) shows that not all participants used direct strategies. BE participants used two direct levels of requests: performative (12.8%) and hedged performative (32%). In this situation, a high number of BE participants used direct requests.

Performatives:

(BE: S.5)

1. Can I ask if I can present my work later Sir?

Hedged performative:

(BE: S.5)

1. May I ask if it is possible to extend or postpone the date, as I am not able to complete the paper?

Table (7) shows that participants used an indirect level of request strategies. KA participants used query preparatory (78.4%), strong hints (12.4%), and mild hints (9.2%) whereas BE participants used query preparatory (42%), and strong hints (1.2%).

Query preparatory:

(BE: S.5)

1. Could I please hand in my papers at a later date?

(KA: S.5)

1. اذا ما عليك امر، ممن تعطيني وقت زياده؟

a. if I'm not be obliging, could you give me more time?

b. itha ma ?lyk amir, mumkin t?tina wakt ziyada?

Strong hints:

(BE: S.5)

1. I have not finished the research paper yet

(KA: S.5)

1. أستاذ البحث وايد طويل

a. Sir, the research paper is very long.

b. Estath albahθ wayid tawil.

Mild hints:

(KA: S.5)

1. احتاج وقت زياده

a. I need more time

b. ahtadj wakt ziyada.

4.1.6 Situation 6

Table (8): Request for Repeating an Explanation

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	-	-	-	-
	Performative	-	-	-	-
	Hedged Performative-	-	-	-	-
	Obligation Statement	-	-	-	-
	Want Statement	-	-	-	-
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	190	76%	210	84%
The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	60	24%	40	16%

**Note:* Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In this situation, the participants were asked to ask the teacher to repeat what he/she has said. Therefore, the social variable between the speaker and hearer is the same as in situation five. The power (+P) of the hearer (teacher) is higher than the speaker (student). There is the social distance between the interlocutors (+SD) and the degree of imposition is also low. KA participants used query preparatory (76%), mild hints (24%). Also, BE participants used query preparatory (84%), and mild hints (16%). In this situation, the highest use

of request strategies by both groups was query preparatory. This clearly shows that the higher the power (+), the higher use of indirect request strategies.

Query preparatory:

(BE: S.6)

1. Pardon me for the interruption, but can you please repeat that?

(KA: S.6)

1. ممكن تعيد اخر نقطه؟

a. could you repeat that last point?

b. mumkin t?id əxer nigta

Mild hints:

(BE: S.6)

1. Sir, I didn't understand anything.

(KA: S.6)

1. مافهمت

a. I didn't understand

b. Ma fhmt

4.1.7 Situation 7

Table (9): Request for ordering food.

Types	Request strategy	KA		BE	
		No.	%	No.	%
	Mood Derivable	-	-	20	8%
	Performative	-	-	-	-
The direct/explicit level	Hedged Performative	-	-	-	-

	Obligation Statement	-	-	-	-
	Want Statement	-	-	21	8.4%
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	184	73.6%	179	71.6%
The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	66	26.8%	30	12%

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

Table (9) shows the participants' response to asking the waiter to bring their order in a restaurant. The social variable in this situation, the speaker's power, is higher than the hearer's. Furthermore, there is a social distance between the interlocutors, and the degree of imposition is low. KA participants used query Preparatory (73.6%), and mild hints (26.8%). BE participants used mood derivable, want statements (8.4%), and query Preparatory (71.6%), and mild hints (12%).

The results clearly shows that only BE participants used direct level of request strategies. Although the speaker's power is higher than the hearer, (18%) of BE participants used direct request strategies, mood derivable (8%), and want statement (8.4%).

Mood derivable:

(BE: S.7)

1. My order, please.

(KA: S.7)

1. ييب الاكل

a. bring the food

b. yib ələkil

Want statement:

(BE: S.7)

1. Excuse me I want my order.

Table (9) also indicates the participants' use of indirect level of requests. KA participants used query preparatory (73.6%) and mild hints (26.8%). Also, BE participants used query preparatory (71.6%) and mild hints (12%). Most participants used an indirect level of request although the power of the speaker is higher.

Query Preparatory:

(BE: S.7)

1. Can I have my order, please?

(KA: S.7)

1. ممكن احد ايبب الاكل؟

a. Can anyone bring the food?

b. Mmkin ahad iyib alakil?

Mild hints:

(BE: S.7)

Is it going to take a long time?

(KA: S.7)

متنا يوع.1

a. we're starving

b. Mitna yw?

4.1.8 Situation 8

Table 10: Request for Filling up a Car with Gas

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	60	24%	25	10%
	Performative	-	-	-	-
	Hedged Performative	-	-	15	6%
	Obligation Statement	-	-	-	-
	Want Statement	34	13.6%	10	4%
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	156	62.4%	200	80%
The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	-	-	-	-

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

Table (10) shows the results of participants to request the attendant to fill their car. In this situation, table (10) shows that participants used a direct level of requests. KA participants used mood derivable (24%), and want statement (13.6%). Also, BE participants used mood derivable (10%), hedged performative (6%), and want statement (4%).

Mood derivable:

(BE: S.8)

1. Fill my car.

(KA: S.8)

1. فَوِّل فل خصوصي

a. full the car full petrol.

b. fwl Full khwsysi.

Hedged performative:

(BE: S.8)

1. Hello, May I ask you to fill my car with 5kd, please.

Want statement:

(BE: S.8)

1. I want to fill my car.

(KA: S.8)

1. ابي فل خصوصي.

a. I want to fill my car full with petrol.

b. abi fwl khswsi

However, although the social power of the hearer is higher than the speaker, KA participants and BE participants used an indirect level of request strategies. (62.4%) of KA participants and (80%) of participants used the Query Preparatory strategy.

Query Preparatory:

(BE: S.8)

1. Could you fill the tank, please?

(KA: S.8)

ممکن تعبې سياره بازين؟ 1.

a. could you fill my car with petrol?

b. mmkin t?bi syara banzin?

4.1.9 Situation 9

Table 11: Request for staying at home.

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	111	44.4%	90	36%
	Performative	-	-	30	12%
	Hedged Performative	-	-	-	-
	Obligation Statement	62	24.8%	45	18%
	Want Statement	77	30.8%	55	22%
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	-	-	30	12%
The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	-	-	-	-

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In this situation, the participants were required to ask their children to stay home and keep quiet and not to quarrel. The speaker had power over the hearer with no social distance and a low degree of imposition. Therefore, a high

number of direct levels of requests were used by KA participants and BE participants. KA participants and BE participants used several direct requests like mood derivable, obligation statement, and want statements.

Mood derivable:

(BE: S.9)

Behave and do not quarrel.

(KA: S.9)

1. صيروا عجال. 1.

a. behave.

b. serw ʔdjal

Performative:

(BE: S.9)

1. We are leaving now, I am asking you to behave and please do not quarrel.

Obligation statement:

(BE: S.9)

1. You'll both be staying home and no quarrels when we're gone. Stay inside and do not open the door to anyone and keep quiet.

(KA: S.9)

1. قعدوا بالبيت مابيكم تهاوشون. 1.

a. Stay at home, and I do not want you to quarrel.

b. Gʔdw bilbyt mabikm t'hawfwn.

Want statement:

(BE: S.9)

1. We'll only be gone for a few hours, I want you to behave.

(KA: S.9)

1. ابیکم تصیرون عجال .

a. I want you to behave.

b. əbikm tsirwn ʔjal .

Table (11) also shows the participants' use of indirect request strategies.

Only (12%) of BE participants used query preparatory. The reason why participants did not use indirect request strategies redundantly might be the social power of the speaker (mother or father) is higher than the hearer (child).

Query Preparatory:

(BE: S.9)

1. Darling, can you stay home and be responsible, please?

4.1.10 Situation 10

Table (12): Request for Preparing Food

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	60	24%	83	33.2%
	Performative	-	-	15	6%
	Hedged Performative	-	-	-	-
	Obligation Statement	40	16%	20	8%
	Want Statement	42	16.8%	82	32.8%

The conventional indirect level	Suggestion Formulae	9	3.6%		
	Query Preparatory	99	39.6%	50	20%
The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	-	-	-	-

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In this situation, the participant's partner was sick and was asked to ask their daughter to prepare the food. The social variable was the same as in situation nine. In this situation, the results of the table show that most of the participants used direct request strategies. KA participants used mood derivable, performatives, obligation statements, and want statements. However, BE participants used direct level more than KA participants. BE participants used mood derivable, performative, hedged performative, obligation statements, and want statements.

Mood derivable:

(BE: S.10)

1. Prepare dinner today

(KA: S.10)

1. اليوم الغدا عليج.

a. Today you're preparing lunch.

b. əlywm əlyada ʔlytʃ.

Performative:

(BE: S.10)

1. My sweet daughter can I ask you to make us dinner today?

Obligation statement:

(BE: S.10)

1. Go make food for your dad he's sick

(KA: S.10)

1. قومي طبخي الغدا

a. Get up and prepare lunch.

b. gwmay tbxi alɣada.

Want statement:

(BE: S.10)

1. I want you to prepare lunch for today.

(KA: S.10)

1. امج تعبانہ ابيج انتي تسوين الاكل

a. Your mum is feeling unwell, I want you to prepare food.

b. wmitf tɔbana abij inti tswin alakil

As for the indirect request strategies, it shows that KA participants used more requests indirectly than BE participants. KA participants used suggestive formulae (29.6%) and query preparatory (35.2%). As for BE participants, they used only query preparatory (12%). These results reveal that social power between the interlocutors affect the participants' use of requests.

Suggestive formulae:

(KA: S.10)

1. شرايچ تسوين الغدا بايدج الحلوه

a. How about you prepare lunch with your lovely hands.

b. efrayik tswin alyada bydij alhilwa

Query preparatory:

(BE: S.10)

1. Darling I'm not feeling well- can you prepare lunch?

(KA: S.10)

1. الله يرضى عليج عادي تسويلنا غدا؟

a. God bless you, can you prepare lunch?

b. Allah jrza ?lij ?adi tswin alyada?

4.1.11 Situation 11

Table (13): Request for Borrowing a Camera

Types	Request strategy	KA		BE	
		No.	%	No.	%
The direct/explicit level	Mood Derivable	-	-	-	-
	Performative	-	-	-	-
	Hedged Performative	-	-	98	39.2%
	Obligation Statement	-	-	-	-
	Want Statement	-	-	-	-
The conventional indirect level	Suggestion Formulae	2	0.8%	-	-
	Query Preparatory	248	99.2%	152	60.8%

The nonconventional indirect level	Strong hints	-	-	-	-
	Mild hints	-	-	-	-

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In this situation, participants were about to go on a trip and were asked to ask their uncle to lend them his camera. The hearer's social power is higher than the speaker and there is no social distance with a low degree of imposition between the interlocutors. The most request strategy used in this situation was the query preparatory by both groups. KA participants used suggestion formulae (0.8%) and query preparatory (99.2%) while BE participants used hedged performatives (39.2%) and query preparatory (60.8%). This situation shows that KA participants avoided using direct request strategies to avoid face-threatening acts between the speaker and the hearer.

Query preparatory:

(BE: S.11)

1. Uncle Jim, can I borrow your camera, please?

(KA: S.11)

1. عادي تعطيني كامرتك؟

a. Can you give me your camera?

b. ?adi t?tini camrtik?

Suggestion Formulae:

(KA: S.11)

1. عمي شرايك تعطيني كامرتك؟

a. Uncle, how about you give me your camera?

b. ?mi jrayik t?tini camirtk?

Hedged Performative:

(BE: S.11)

Uncle, may I ask if I can borrow your camera?

4.1.12 Situation 12

Table (14): Request for turning down the volume of TV.

Types	Request strategy	KA		BE	
		No	%	No	%
The direct/explicit level	Mood Derivable	-	-	15	6%
	Performative	-	-	-	-
	Hedged Performative	-	-	31	12.4%
	Obligation Statement	-	-	-	-
	Want Statement	-	-	10	4%
The conventional indirect level	Suggestion Formulae	-	-	-	-
	Query Preparatory	20 3	81.2 %	15 6	62.4 %
The nonconventional indirect level	Strong hints	31	12.4%	30	12%
	Mild hints	16	6.4%	8	3.2%

*Note: Total No. KA = 250, BE = 250.

*Percentages are calculated by dividing the number of participants in each group responding to the situation by the total number of participants in that group.

In this situation, the participant was asked to ask their father to turn down the volume of the television. The social power (father) was higher than the participant as shown in table (14) that only BE participants used direct level of requests like mood derivable (6%), hedged performative (12.4%), and want statement (4%).

Mood derivable:

(BE: S.12)

Dad, turns the volume down - I'm studying!

Hedged performative:

(BE: S.12)

1. Dad, May I ask you to turn down the volume, please.

Want statement:

(BE: S.12)

1. Dad, I want you to turn down the volume.

Table (14) shows that most participants used an indirect level of requests. KA participants used query preparatory (40%), strong hints (12.4%), and mild hints (6.4%), while BE participants employed query preparatory (50.4%), strong hints (12%), and mild hints (3.2%).

Query preparatory:

(BE: S.12)

1. Could you please turn down the volume? Thank you.

(KA: S.12)

1. بابا الله يخليك ممكن توطي على الصوت؟

a. Father, God bless you, could you lower the volume?

b. baba allah yxlik mmkin twati alswt?

Strong hints:

(BE: S.12)

1. The TV volume is too loud

(KA: S.12)

1. بابا وايد از عاج.

a. Dad, it's very loud.

b. baba wayid izaj

Mild hints:

(BE: S.12)

1. I'm studying, dad

(KA: S.12)

1. ماقدر ادرس بصوت عالي.

a. I cannot study in this noise.

b. Magdr adrs bswt ?ali

4.2 Semi-structured interviews

In this part, a qualitative analysis with extensive understanding of participants' use of requests was employed, which might be missed in the quantitative analysis. The semi-structured interview questions are “basically open-ended questions to let participants dialogue freely and also to provide their

insights into their decision-making rationales” (Schauer, 2009, p. 77). In her study, Schauer (2009) proposed the technique of semi-structured interviews in order to “obtain a better understanding of participants’ perceptions of linguistic/pragmatic features” (p. 78). In this study, the interviews consisted of seven questions to BE participants and KA participants. The researcher interviewed 30 participants of each group.

4.2.1 in what situations is it more difficult to make requests and why?

After interviewing the participants, the researcher realized different views when interviewing KA participants and BE participants. When making requests, BE participants experienced difficulty when the participant (speaker) did not know the hearer in certain situations.

4.2.1.1 For example,

“I feel like if I do not know the person, it will be difficult like for example, the situation in the questionnaire where the man is smoking while queuing in a store it may lead to an aggressive response”. (participants responses)

Most KA participants responded that they usually find difficulty in making requests to their father and to strangers in public. For example, participants felt that asking their father to turn down the volume in one of the situations would be a difficult request. The researcher further asked them why they would feel so?

4.2.1.2 One participant responded with

a. الطالب من ابوي او احد اكبر مني لان احس شوي صعب وعيب اذا قتلته مثلاً قصر على

التليفزيون. انا المفروض اطلع من الغرفة

b. ʔtalab min ʔbwy ʔw wāhid akbar mni lʔna ʃwy sʔb ʔyb iða giltla mθlan
gsʔr ʔla ʔtlfzywn. Ānā mfrwd ātlaʔ min ʔlyrfa

c. The request from my father or someone older than me is rather embarrassing because I feel it is difficult to request something like turn the TV down as I am supposed to leave the room instead.

4.2.1.3 Another participant replied

a. الطلب من شخص غريب، لان ماعرفه وماادري شنو ردة فعله راح تكون مثلاً على موقف الي
يدخن بالجمعية

b. A request from a stranger seems difficult as I don't know the person and I do not know how their reaction will be. For example, if someone is smoking in the supermarket.

c. ʔltaalab min ʃakhs ʔriib. lʔna madri ʃino rdat fʔla rah tkwn mθlan ala mwgf
ila ydxn ʔlgmiya

4.2.2 Are there any forms of request that you like to use in certain situations? If yes, what are they?

During the interview, BE participants expressed that the closer the person to the participant, the more direct they will act. When BE participants were making requests they used certain types such as

“May I,” or “Is it possible to ...,” being more polite than ‘Can I.’”

However, some participants claimed that no matter how they know the hearer in the situation, they claim that using “Please, May I, thank you, Can you, Would

you, etc. because I always value being polite and using manners regardless of the situation.” (participants responses)

KA participants responded that they do not have typical request expressions because it depends on the situation. This shows that participants take into consideration the relationship between the speaker and the hearer. When the participants consider the relationship, it seems that they are trying to avoid face threat. Most of the participants used indirect requests to participants when forming requests.

4.2.2.1 One participant responded

a. اي طبعا قبل لا اطلب اي طلب لازم احسب حساب الشخص الي جدامي لان اذا رفيجتي راح تكون " .
 .إجابتي غير .مثلاً الغريب راح اقول يعطيك العافيه او اي كلمه عشان ابين الاحترام

b. Yes of course, before I request anything, I have to take into consideration the relationship with the person I am addressing; if it was my friend, my request would be direct but if it was a stranger, I would use phrases like “bless you,” or any expression which shows respect.

c. Py tabʔan la ʔablb laz m ahsib ḥsāb ʔfxs lʔna rfijty rāḥ tkwn yjabti yyr. mθlan ʔlyrib rah agwl yʔtik ʔlʔafya aw ay klma ʔʃan abyn ʔḥtram.

4.2.2.2 Another participant responded

a. احب اطلب اطلب بطريقه حلوه يعني باستخدام كلمة ممكن ،اذا ممكن ، اذا تقدر، ماعليك امر .واو " .
 " .إذا رفيجتي عادي اطلبها بطريقه عافيه لان ادري ماراح تردني

b. I will request in a nice way, using expressions like ‘could you, if possible, if you don’t mind’. In contrast, if she is my friend, I will ask her randomly because I know she will not reject my request.

c. ?hib ?tlib ?talab btrega hlwa y?ni bistxdam iθ mmkn, iθ tgdr, ma ?lyk amr, iθ rfijty ādiya l?na adri marah trdni.

4.2.3 Which request strategy do you tend to use if the request makes you feel embarrassed or has the potential to make the hearer feel a certain level of face threat?

BE participants responded that they try to use polite terms in order to reduce the level of face threat with hearers.

4.2.3.1 One of the participants replied as follows

a. “I would probably start the request with “Do you mind....” to make the request more polite and approach more at ease.”

4.2.3.2 Another participant answered

a. I would usually say something like “I’m sorry to ask” or “ with all due respect could you...” “ no offence but would you mind ..”

As for the KA participants, they responded during the interview that they will try to start using hints. Other participants would use polite expressions in order for the speaker reduce the level of face threat.

4.2.3.3 For example,

a. قبل لا اطلب الطلب احاول اني الطف الوضع بيني وبين الشخص اللي بطلب منه واحاول اضحك" .
معاه عشان اخذ راحتني بالطلب ..وقبل لا اطلب اقول اني منخرجه اطلب هالطلب لكن محتاجه
".انك...واقول طلبني

b. Before I request something, I will try to have a nice atmosphere between me and the person. I will start joking around with them so that I will be able to request anything without feeling embarrassed. I will start by saying “I am embarrassed to ask but I need ... from you.”

c. gbl la atlb ?ltalab ?hawl ini ?latif ?lwaz'a byni w byn ?fxs ili btlib mina wa ahlw az'hak m?a ?fan ?xth rahti bltalib. Gbl la ?tlib agwl eni mnhrja atlb htlib lākn mhtaja agwl tlabi.

4.2.3.4 Another participant replied by stating

a. "لازم بكثر ماقدر اتكلم بادب واحترام و احاول اقله بطريقه ثانيه مثل الله يجزاك خير اخوي"

b. As much as I can, I have to speak in a polite manner and try to ask her in any other way like ‘May God reward you, brother, ...’

c. Lāzm bkθr magdr ?tkalam b?db w lhtram w ?hawl ?gwla btrega θanya mθl allah yjzak xyr ?xwy .

4.2.4 Are there any ways of request you have used which reflect your native socio-cultural rules?

BE participants believed that being polite was the main reflection of their cultural rules. Participants responded with always saying “Please” and “Thank you and expecting a polite response in return”. Furthermore, another participant responded, “I will tend to use a polite/formal, and somewhat ‘apologetic’

approach as it reflects the British way of doing things.” One of the participants responded as follows, ‘Yes in less formal context with friends I’ll use more colloquial terms like ‘I beg you, help me with’ which may seem nonsensical to people unfamiliar with colloquial terms of language used in inner cities of the U.K.’

As for the KA participants, they believed their cultural rules depend on the person they are requesting. KA participants believe that when communicating with an older person or a family member, being as respectful as possible using indirect request strategies with using certain phrases, like طال الله /alla yxlik yʔtik alʔfia/، عسى عمرك طويل، /ʔsa ʔmrik twil/، عمرك /tal ʔmrk/، يخليك يعطيك العافيه and many more to show their politeness.

4.2.4.1 One participant responded

ماكو طريقه معينه بس الطريقه الطالب

تكون ”على حسب الشخص الي جدامي واذا الشخص كبير بالسن او ابوي او عمي يكون الرد غير لازم ..ابين الاحترام مثلا اقله يبا الله يخليك ممكن تقصر على التلفزيون جدي“.

b. There is no certain way, but the way of request depends on the person being addressed. If it is an elderly person, my father, or my uncle; my request will be different as I will show respect, for example, I will tell them, ‘Dad, God bless you, Could you turn the TV down?’

c. Makw tariga mʔna bs tareqa ʔtalab tkwn ʔla ʔasab alʔxs ili jdami w iθa alʔxs kbír blsin ʔw ʔboy ʔw ʔmi ykwn ʔrad ʔir lazmi ʔbayn ʔhtram mθlan agwla yba allah yʔlik mmkn tgsʔr ʔla tlfzywn jði.

4.2.4.1 Another participant responded

a. لا احس ان طريقة الطلب تعكس تربية الشخص أكثر من كونها عادات وتقاليد بس هم هالعادات “تؤثر على طريقة اسلوب الشخص

b. No, I feel like the way of request does not show culture but it rather shows how a person have been raised more than customs and tradition. However, it does affect their actions in some way.

c. la ?hs ?n tarega altalab t?kis trbya alfxs akθr min kwnha ?adat w tagalid bs hm hl?adat tw?θr ?la tariga ?slwb alfxs.

4.2.5 Which types of request strategies do you think express more politeness?

BE participants answered differently by using direct and indirect request strategies. For example, one participant replied with “I think phrasing the request as a question is more polite (e.g. would you mind ?” Instead of demanding “e.g., I need you to do”. Another responded “I always show respect and deep appreciation. For example, I would start by saying: I hope it’s not too much trouble, but would it be possible for you to help me”. Participants replied that if they knew the hearer they would use more direct request strategies like “Open body language, clear and simple words”. KA participants mostly used indirect request strategies,

4.2.5.1 For example

a. انه قبل لا يطلب الطلب يستخدم كلمات لطيفه (ممکن - لو سمحت - بعد اذنك - اذا مافيه كلافه) “والاسلوب يكون راقى ما يكون بطريقة الأمر

b. Before I ask for any request, I will use polite words like “could, excuse me...etc.” This style will make the request more polite as it will not seem as an obligation.

c. ina gbl la ytlib altalab ystxdim klmāt Latifa, mmkn, lw smaht, bʔd iðnk, iða ma fiha klafa. ʔslwb ykwn rāgi ma ykwn btariga ʔmir.

Furthermore, taking into consideration the tone and the choice of words is another important aspect with KA participants during making requests.

4.2.5.2 One participant responded

a. نبرة الصوت ما تكون عالية واختيار كلمات مناسبة مثل لو سمحت لازم يطلب بأدب يقول كلمات “معينة مثل لو سمحت/يعطيك العافية/ قواك الله/ اذا ممكن ووايد غيرها

b. The tone of the speaker’s voice must not be loud and they must choose suitable words like “excuse me, may God give you strength, Could you, etc.”

c. nbra alswt ma tkwn ʔalya axtyar klmāt mnāsiba mθl lw smaht lazmi ytlib bʔdab ygwl klmāt mʔyna mθl lw smaht, yʔtik alʔfia, gawak allah, iða mmkn wayid yiryha.

4.2.6 Which types of speech patterns in requests do you think would probably mitigate the impact of face threat to the hearer?

Most BE participants agreed on using polite expressions to avoid face threat to the hearer. For instance, one of the participants stated that, “I think phrasing the request in a friendly tone and undemanding matter, whilst acknowledging how it could make them feel uncomfortable is the best way to deal with a situation like this”.

4.2.6.1 For example

“I know it’s a pain, but could you please ...”. Another interviewee noted “using non aggressive language reflecting politeness when making requests” and “being polite and speaking in a low tone of voice”. Thus, it can be concluded that the way to avoid face threat to the hearer is using indirect request strategies along with using politeness.

KA participants believed in employing certain words that are used in the Kuwaiti dialect to show politeness and avoid face threat to the hearer.

4.2.6.2 Participants stated that they used words like

a. اذا في مجال اذا مافي كلافه اذا ممكن بعد اذنك, “بعد اذنك ابي اطلب منك طلب وانشالله تقدر عليه”.
 “وكلك ذوق انت اسعي فيها وانشالله تقدر علي الموضوع

b. If there is a chance, if possible, excuse me, “I want to ask for something and I am hoping you are able to fulfil my request.” “I hope you can understand my situation.”

c. iða fi mjal, iða mafi kalafa, iða mmkn, bʔad iðnk. bʔad iðnk abi atlib mnk
 talab w infalla tgdir ʔlih, kilk ðwg, inta ʔsʔa fiha, infalla tgdir ʔla almwzʔwʔ.

4.2.6.3 A participant elaborated

a. عشان الشخص ماينخرج الشخص احنا كله نقول هالكلمات عشان نبين الاحترام ا تستحي او “
 تنخرج بالعكس اقدر اساعدك اخدمك باللي تبنيه - اخذ راحتك واعتبرني اخوك - لا تنخرج مني انا حسبة
 ”صديق لك تكلم على راحتك ..هالاسلوب يعني

b. In order for a person to not feel embarrassed, we always say these words to show respect, ‘don’t feel embarrassed, I will help you whatever you need, take your time, I am like your brother...etc.

c. ʔʃan alʃxs ma ynħrj alʃxs ihna kila ngwl hl klmāt ʔʃan nbyn ihtram nsthi aw tnħrj blʔks agdr asaʔdk axdmk billi tabih, ixð rahtik w iʔtbirni wxwk la tnħrj mni ana ħsbat sadig lik tklm ʔla rahtik. Hlislwb yʔni

Another participant believed that with praising the hearer, the speaker will avoid face threat from the hearer.

4.2.6.4 For example

a. يعطيك العافيه، الله يطول بعمرك، قوال الله

b. “May God give you strength” and “May God give you a long life.”

c. yʔtik alʔafya, allah ytawl bʔmrik, gawk allah.

According to the participant, they think that by using such expressions, they can avoid FTA.

4.2.7 What kind of situations might be problematic for you? Why?

This was the final interview question in which participants responded with different situations that they found difficult.

4.2.7.1 BE participants explained that when requesting strangers

“Sometimes when you are addressing a stranger because I find it most difficult to make a request in situations where I am asking a stranger for favours or to go out of their way.”.

4.2.7.2 Another responded stating

a. “When you feel awkward asking a stranger to do something because you are unsure how cooperative the person will be, like the man smoking while queuing in a store.”

KA participants responded that situations they found problematic were with their family members who are older than them like father, uncle, or aunt.

4.2.7.3 For instance

a. “موقف اسأل الابو يقصر الصوت لان من ادب الي تربيت فيه انا اطلع صعب حيل قوله يقصر “

Some also found difficulty in situations with strangers because they were afraid of the face threat from the hearer.

b. The situation I ask my father to turn down the volume because I was raised that I should not ask my father as it is difficult for me.

c. mwgif ?s?al alawbw ygsir ?la alswt l?na min aladab ili trbiit fih ana atla? hil gwla ygasir.

4.2.7.4 A respondent stated

a. موقف الطالب الي بياخذ من زميله بالجامعه لان مو كل طالب يرضى وموقف مثل الي بالجمعيه “
لان الزقاير ممنوع بالأماكن المسكره مفروض يدري ولمن ارواح اقوله راح يكون شوي فشله ومادري
”شنو بتكون رده فعله

b. The situation the student wants to take stuff from his colleague in university because not every student will allow it. The situation in a supermarket because smoking is illegal in closed areas, therefore, they are supposed to know when I ask them it will be embarrassing and I do not know their response.

c. Mwgif altalib ili byaxið mn zmila bljām?a l?na mw kl talib yrz'a w mwgif mθl ili bljm?ya l?na zgayir mmnw? b?amakin msakara mfrwz^s ydri w lmn yrwh agwla hah ykwn fway fajla madri fnw btkwn rdat f?la.

4.3 Discussion

4.3.1 Discourse completion test (DCT)

The results of the DCT reveal that the speakers were cautious in their request strategies due to social factors between the speaker and the hearer. The examples of each situation show that each group used request strategies differently. However, it is clear that most participants used the conventional indirect level of query preparatory. Hence, these results contribute to the studies conducted by Qari (2017), Yassin and Razak (2018), Megaiab et al., (2019), Hammani (2019), Yazdanfar and Bonyadi (2016), Hesam and Naeini (2017), Herget and Pérez (2019) and Nugroho and Rekha (2020). In situations one and two, there were no social distance differences between the speaker and the hearer, with equal social power. However, KA participants and BE participants' requests showed politeness too. Politeness markers such as “Excuse me,” and “sorry” were utilized by both KA and BE to express politeness. In this situation, although most participants used query preparatory request strategy, BE participants tended to use different direct levels of requests like Hedged Performative (12%), Want Statement (11.2%), and Mood Derivable (2.4%)

Based on the analysis, the social factor of social distance did not affect KA participants in using requests. On the other hand, BE participants were

aware of the social distance and tended to use the direct level of requests such as mood derivable, performative, hedged performative, obligation statement, and want statement. Only (10%) of KA participants in situation one and (3.6%) of KA participants in situation two use direct levels of requests.

In situations three and four, KA participants and BE participants mostly used query preparatory request strategy. Although most participants used indirect request strategies, BE participants tended to use a direct level of requests, whereas only (12%) of KA participants used a direct level of requests. The reason for this might be that KA participants avoid the face-threatening act due to the social distance between the speaker and hearer. Also, BE participants in situation four did not take into account the social factors when the hearer is undertaking an action which is illegal.

The result of situations three and four show that KA participants did not use a direct level of requests while BE participants employed direct levels of requests such as performative and hedged performative. The reason behind their use of these kinds of request strategies is the avoidance of face-threatening acts and the social variable of power of the hearer is higher than the speaker. The use of indirect levels is meant to avoid the face-threatening act between the hearer and the speaker.

In situation five and six, the social variable of the hearer was higher than the speaker. All KA participants in situation five and six used indirect request strategies like query preparatory, strong hints and mild hints. A high number of

BE participants used indirect request strategies as well. However, in situation five, BE participants used direct request strategies like performatives and hedged performatives. In situation six both KA and BE only used indirect request strategies.

In situations seven and eight, the social variable of the speaker's power is higher than the hearer. Also, there is a social distance between the interlocutors and the degree of imposition is low. KA and BE participants used query preparatory most frequently. KA participants tended to use a direct level of request strategies in situation seven while in situation eight, they did not use a direct level of requests. BE participants used both direct and indirect levels of requests. This may be due to the social variable of the power of the hearer, social distance, and degree of imposition.

Moreover, in situations nine and ten, the power of the speaker is higher than the hearer and there is not social distance with a low degree of imposition. In situation nine, the most frequent request strategy was the mood derivable strategy. In situation ten, the most frequent request strategy was query preparatory strategy for KA participants and mood derivable strategy for BE participants. These situations showed that KA and BE participants used direct and indirect levels of request.

The findings of situations eleven and twelve revealed that KA and BE participants employed query preparatory most frequently as a request strategy. KA participants only used indirect request strategies, it might be because of

cultural differences since this type of request is not common in KA culture. This situation shows that the hearer has a higher power over the speaker. There is no social distance between the interlocutors with a low degree of imposition as a social variable. It shows that a large number of participants used indirect request strategies to reduce the face-threatening act between the speaker and the hearer. The participants in this situation tried to make their requests polite as much as possible.

4.3.1 Semi-structured interviews

4.3.1.1 Socio-cultural values in the use of request strategies

After analysing the interviews of KA and BE participants, the researcher came to the conclusion that both group participants realized the socio-cultural values like power, distance, and ranking when making requests. Generally speaking, the researcher noticed that KA and BE participants in the interviews preferred using direct request strategies when the power of the speaker is higher than the hearer. For instance, when the researcher asked the participants “Are there any forms of request that you like to use in certain situations?” Most of the participants preferred using indirect request strategies to avoid the face-threatening act.

4.3.1.1.1 One BE participant elaborated

“I am not sure I have a form of request, however, I always aim to be extremely polite and courteous in whatever situation I am in; like using 'May I' being more polite than 'Can I'.....also 'Is it possible to' being more polite.”

This clearly shows that the participants are aware of the high degree of face threat, and the social factors. In the situation where the participant asks their children to stay quiet at home when the parents are away, (S5), most KA and BE participants preferred using more direct request strategies, because there is no potential of the face-threatening act and no embarrassment to the hearer or the speaker. The KA and BE participants explained that using direct requests are usually to the addressees they are familiar with like close friends and younger addressees.

4.3.1.1.2 BE participant said that

“When I am not familiar with the person I am asking, I tend to use indirect requests like “could you,” “can I” or give them indirect hints like the situation when asking a stranger to stop smoking. But if I know the person, I will directly request to the hearer. I will not be shy or hesitant at all because I know they will not reject my request.”

4.3.1.1.3 KA participants also said that

a. "الطلب مفروض يكون بطريقة مؤدبه سواء صديقي او غريب لان هذا الشي اي متربين عليه اذا " صديقي او شخص يعز علي الطلب راح يكون بطريقه مباشره وماراح احس بحراج بس اذا شخص " غريب او شخص اكبر مني بالعمر الطلب ببيكون شوي صعي خاصة اذا الطلب تكون طريقة امر

b. The request must be in a polite manner whether it is to a friend or a stranger because it is how we are raised. If I will request something from my friend, it will be in a direct way as I will not feel embarrassed. However, if it was a

stranger or someone older, I will request it differently because it will be difficult as I do not want the request to look like an order.

c. altalab mfroz^s ykwn btriga m?daba swa? sadigi aw yrib l?na haða al?ay mtrbin ?lih iða sadigi aw fxs y?z ?la altalab rah ykwn btrega mba?ra mara? a?is b?raj bs iða fxs yrib aw fxs akbar mni bl?mr altalab bkwn fway sa?ab xasatan iða altalab tkon triga ?mr.

The researcher observed that BE participants tended to use more direct request strategies than KA participants. Nevertheless, there was a slight differences of opinions between KA and BE participants. This might be due to the cultural differences between them. For instance, in situation 12, the participants were asked to ask their father to turn down the volume of the tv. The KA participants replied that when the social factor is high, they tend to use indirect request strategies more than the BE participants. Nevertheless, they found it difficult to ask this kind of request because it is known as “rude” to ask their father this kind of request. On the other hand, BE participants during the interview did not find this as a problem when making such requests and did not even take it into consideration.

4.3.1.1.4 One participant responded with

a. الطلب من ابوي او احد اكبر مني لان احس شوي صعب وعيب اذا قلته مثلاً قصر على التلفزيون.
انا المفروض اطلع من الغرفة

b. A request from my father or someone older than me because I feel it is a bit difficult and rude since you ask them to lower down the volume while I am supposed rather to leave the room.

c. altalab mn wbwy aw ahad akbr mni l?na ahis jway sa?b w ?ayb iða giltla mθlan gsir ?la tlfzywn ana mfrwz^f atla? mn alyrfa

Moreover, the participants showed there were differences in their use of requests that reflect their native socio-cultural rules. BE participants believed more in using indirect request strategies.

4.3.1.1.5 Such as

Always saying “Please” and “Thank you” - expecting a polite response in return. “The most used is “could I” or “could you” and always ending with “please”.

KA participants also used indirect request strategies that reflect their socio-cultural rules but are somehow different. KA participants added phrases that reflect the Kuwaiti culture by using religious softeners to enhance politeness between the speaker and the hearer.

4.3.1.1.6 For instance

a. " ... طال عمرک، الله یخلیک، الله یعطیک العافیة، حیاک الله، قواک الله، مساک الله بالخير "

b. May God give you a long life, may God protect you, may God give you wellness, may God bless you, may God strengthen you and may God bless your night.”

c. tal ?mrk, allah yxlik, allah y?tik al?afya, hyak allah, gawk allah, mask allah bxir.

Further views from participants indicate that during the interview, KA and BE participants took into consideration the face value of the addressee. The participants explained that some requests might be offensive to the hearer; therefore, they tried to provide requests with a lower tone in order to decrease the degree of embarrassment or using certain words to maintain face-threatening acts between the speaker and the hearer.

CHAPTER V

CONCLUSION

CHAPTER V

5. Introduction

This chapter outlines the similarities and differences between KA speakers and BE speakers in their realization of request strategies. The theory of politeness by Brown and Levinson (1987) was used in the study employing CCSARP Blum-Kulka and Olshtain's (1984) coding scheme. There were two primary data used in this study, the DCT and semi-structured interviews. The instruments were given to two raters to ensure the reliability of the questionnaire and interview questions. This chapter summarizes the main findings and conclude the obtained outcomes from request strategies between KA participants and BE participants; answer the research questions along with the limitations of the study. At the end of this chapter, recommendations and suggestions for further research were included to emphasize the importance of the study.

5.1 Conclusion

The focus of this study was to investigate the differences and similarities in the realization of requests between KA and BE. This study proposes some useful pedagogical results that show the use of requests in different contexts and languages. There was a slight difference between KA and BE participants as BE participants used more direct request strategies than KA participants. Directness used by BE participants in some situations might be due to cultural differences. Therefore, in the BE culture, it is not considered impolite to use direct request

but rather a way of showing closeness. Furthermore, KA and BE participants only used direct request strategies when the social power (P+) of the participant was high. However, KA participants used conventionally indirect strategies (query preparatory) more than direct strategies. For example, ‘Can you?’, ‘Could you?’ and in KA /mumkin?/. This study finding supports Blum-kulka’s conclusion on conventionally indirect strategies as a universal phenomenon. Overall, it was revealed that both groups prefer to use conventionally indirect strategies in the form of query preparatory. Trosborg (1995) states that many ‘politeness linguistic studies’ believe that query preparatory strategy is considered the universal method of making requests because query preparatory is appropriate for different situations, statuses, distances, and relations. When using query preparatory, it makes the speech act a request rather than an obligation to the hearer.

Moving to the social variables; power, social distance and degree of imposition were manipulated by the participants in their choices of request strategies. Therefore, this study showed that KA and BE participants utilized the three levels of directness when using requests in KA and BE. The use of the three request strategies emphasizes that the use of social variables is a universal pragmatic phenomenon. The DCT results show that KA participants take into account the social variables and are much more sensitive than BE participants in social distance, degree of imposition, and relative power. KA participants

comprehended mostly indirect strategies in socially varied request situations, which is in harmony with Brown and Levinson's (1987) theory. The researcher comprehended from these results that KA participants are more aware of the FTA. Additionally, results revealed that power affected KA and BE participants' flow of a request in conversations. In situations where the speaker's power was high, KA and BE participants utilized direct requests. This contradicts the generalization that KA participants choose to use direct requests only if the hearer has no power over the speaker (S9).

As for the semi-structured interviews, the cause of their awareness of the social variables is the culture the participants are raised in. The study revealed that there is a sociocultural norm between Kuwaiti society and British society. Kuwaiti's Islamic culture adhered to the use of request strategies showing politeness and respect as participants strongly followed these norms in their society, e.g. (S12). Furthermore, it was also revealed that KA and BE participants' articulation of direct requests was usually directed towards the interlocutor's friends and younger hearers. This clearly shows that the social variables such as social distance, degree of imposition, and relative power, have an impact on KA participants more than BE participants when making requests. Another reason behind their different use of requests is that KA participants try to avoid FTA more than BE participants when making requests in different situations.

The results of this study revealed that there was not a noticeable difference between KA and BE participants in their use of request strategies. It seems that each group recognizes politeness differently, this might be due to the culture differences between the two languages.

5.2 Suggestions for Further Research

Conducting this research may be an inspiration for other researchers to become encouraged to give more emphasis on exploring request strategies in different ways. The focus of the study was on KA speakers and BE speakers; further research can examine other social factors such as age, social status variation, and different levels of language proficiency and gender, which might find more in-depth results. Therefore, this study might pave the way for other researchers to conduct studies on request strategies to compare the similarities and differences between different cultures. Future research can investigate the employment of different types of primary data collection other than the DCT using, for example, role play, semi-ethnographic methods, oral tests and naturally occurring data. Moreover, using and comparing other speech acts can be studied in detail in KA and BE.

5.3 Limitations

This study, like any other research, is not free of limitations that will lead to further investigations in the future in the field of linguistics. One of these limitations is comparing the gender differences between KA participants and BE participants. Due to the circumstances happening in the world (Covid-19), this study only focused on linguistic expressions and strategies, which could not contribute to other significant features in forming the styles of communication system like observing body language and facial expressions. Moreover, this study stands for KA participants and BE participants in general. The exact dialect or other spoken varieties were not included in the analysis of this study.

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Appendices

Appendix A

Kuwaiti Arabic Discourse Completion Test Version

نرجو منك المشاركة في هذي المواقف التمثيلية المختلفة. سوف يتم وصف الموقف وبعد ذلك راح نقولي شلون بتبرد. بالمواقف المختلفة راح نقدر تعلق وممكن نتكلم عن الموقف إذا تبي. خذ راحتك في التعبير. لازم تحط فيبلاك ان هذا مو امتحان وما في اجابه صح وغلط.

نبي منح تشاركين في هذي المواقف التمثيلية المختلفة. راح يتم وصف الموقف وبعدين راح نقوليني شلون بترددين. بالمواقف المختلفة راح نقدرين تعلقين وممكن تتكلمين عن الموقف اذا تبين. اخذي راحتك في التعبير. لازم تحطين فيبلاج ان هذا مو امتحان وما في اجابه صح وغلط.

الموقف الأول:

ما قدرت تحضر محاضرة من المحاضرات في الكلية، وتبي تطلب من رفيك دفتر محاضراته عشان تنقل الي طافك من المحاضرة. شنو بتقول له؟
ما قدرتي تحضرين محاضرة من المحاضرات في الكلية، وتبين تطلبين من رفيك دفتر محاضراتها عشان تنقلين الي طافك من المحاضرة. شنو بتقولين لها؟

الموقف الثاني:

كنت قاعد في بيت رفيك وكانت الدريشه مقفوله والجو كان وايد حار، فتبي تطلب منه أنه يفتح الدريشه. شنو بتقوله؟
كنتي قاعده في بيت رفيك وكانت الدريشه مقفوله والجو كان وايد حار، فتبين تطلبين منها أنه تفتح الدريشه. شنو بتقولين لها؟

الموقف الثالث:

رحت تشتري دوا من الصيدلية وتعطي الصيدلاني الوصفه وتطلب منه يعطيك الوصفه. شنو بتقول له؟
رحتي تشتري دوا من الصيدليه وتعطين الصيدلاني الوصفه وتطلبين منه يعطيج الوصفه. شنو بتقولين له؟

الموقف الرابع:

كنت واقف بالطابور في الجمعية عشان تدفع الي تبي بتشتري. وكان في واحد من الي واقفين معاك يدخن زقاير والمكان كان قمته وما في منفذ حق الهواء. شنو بتقوله؟
كنتي واقف بالطابور في الجمعية عشان تدفعين الي تبين بتشتريه. وكان في واحد من الي واقفين معاك يدخن زقاير والمكان كان قمته وما في منفذ حق الهواء. شنو بتقولين لها؟

الموقف الخامس:

انت طالب وتحتاج من المدرس انه يعطيك وقت زيادة على مدة تسليم البحث لأنك ماخلصته.. شنو بتقوله؟
انتني طالبة وتحتاجين من المدرسه انه تعطيج وقت زيادة على مدة تسليم البحث لأنج ماخلصتني. شنو بتقولين لها؟

الموقف السادس:

انت طالب قاعد في المحاضره ومافهيت شرح المدرس وكنت تبي يعيد الي شرحه مره ثانيه. شنو بتقوله؟
انتني طالبيه قاعد في المحاضره ومافهيتي شرح المدرسه وكنتي تبين تعيد الي شرحته مره ثانيه. شنو بتقولين لها؟

الموقف السابع:

رحت تاكل في مطعم وكنت تبي تطلب من الويتر ايبيلك الاكل. شنو بتقول له؟
رحتي تاكلين في مطعم وكنتي تبين تطلبين من الويتر ايبيلج الاكل. شنو بتقولين له؟

الموقف الثامن:

رحت محطة البانزين عشان تعبي بانزين وتطلب من العامل يعني سيارتك بانزين. شنو بتقوله؟
رحتي محطة البانزين عشان تعبين بانزين وتطلبين من العامل يعني سيارتج بانزين. شنو بتقولين له؟

الموقف التاسع:

كنت رايح وانت ومرك الزاوه وماتبي تاخذ اعيالك معاك، وتطلب منهم يقعدون بالبيت ويكونون هاديين ومايتهاوشون مع بعض. شنو بتقولهم؟
كنتي رايحه وانتي وريج الزاوه وماتبين تاخذين اعيالج معاج، وتطلبين منهم يقعدون بالبيت ويكونون هاديين ومايتهاوشون مع بعض. شنو بتقولين لهم؟

الموقف العاشر:

في يوم مرتك كانت مريضه وتبي تطلب من بنتك تسوي الغدا اليوم. شنو بتقولها؟
في يوم كنتي مريضه وتبين تطلبين من بنتج تسوي الغدا. شنو بتقولين لها؟

الموقف الحادي عشر:

بتسافر مع ريك وتبي تاخذ معاك كامره، وعملك عنده كاميرا يديه فترجله وتطلب منه الكامره. شنو بتقول له؟
بتسافرين مع رفيكاتبج وتبين تاخذين معاج كامره، وعتج عندها كاميرا يديه فترحين لها وتطلبين منها الكاميرا. شنو بتقولين لها؟

الموقف الثاني عشر:

ابوك يطالع تليفزيون، وكان صوت التلفزيون وايد عالي ومو قادر تدرس، فتطلب من ابوك يقصر على التلفزيون شويه عشان تقدر تدرس. شنو بتقوله؟
ابوج يطالع تليفزيون، وكان صوت التلفزيون وايد عالي ومو قادره تدرسين، فنتطلبين من ابوج يقصر على التلفزيون شويه عشان تقدرين تدرسين. شنو بتقولين له؟

Appendix B

British English Discourse Completion Test Version

Imagine yourself in each of the following 12 situations. Fill in the blanks, responding as naturally as you would be in these situations. Please read each situation to the end before writing your answer.

Situation 1: You are not able to attend a lecture at your university. So, you ask one of your colleagues to lend you his notes to copy the missed lessons.

Situation 2: You are visiting one of your friends at home, the window of the room in which you are sitting is closed, and it is very hot in there. So, you ask your friend to open the window.

Situation 3: You are in a pharmacy to buy medicine; you give the pharmacist the prescription and ask him to give you the medicine.

Situation 4: You are standing in a line to pay for the goods you are buying at a big supermarket. One of the customers is smoking, and the place is suffocating. So, you ask him to stop smoking.

Situation 5: You are supposed to present a research paper after one week. You are not able to do that. You go to your teacher and ask him to postpone the due date of your presentation.

Situation 6: During one of the lectures, you cannot follow your teacher. So, you ask him to repeat what s/he has said

Situation 7: You are in a restaurant. You ask the waiter to bring your order

Situation 8: You are at a gas station. You ask the attendant to fill your car

Situation 9: You and your wife are going to make a family visit. You prefer not to take your two children with you. So, you ask them to stay home and keep quiet and not to quarrel.

Situation 10: Your wife is sick. So, you ask your daughter to prepare the food.

Situation 11: You are about to go on a trip. You have no camera. You know that your uncle has a camera. So, you ask him to lend you his camera.

Situation 12: Your father is watching TV. There is too much noise. You are unable to study your lessons, so you ask your father to turn down the volume.

Appendix C Kuwaiti Arabic Interview's Questions

١. في أي المواقف يكون من الصعب تقديم الطلبات ولماذا؟
٢. هل هناك أي أشكال للطلب ترغب في استخدامها في مواقف معينة؟ إذا نعم، ما هم؟
٣. ما هي استراتيجية الطلب التي تميل إلى استخدامها إذا كان الطلب يشعرك بالحرج أو لديه القدرة على جعل المستمع يشعر بمستوى معين من تهديد الوجه؟
٤. هل هناك أي طرق طلب استخدمتها وتعكس القواعد الاجتماعية والثقافية المحلية الخاصة بك؟
٥. ما أنواع استراتيجيات الطلب التي تعتقد أنها تعبر عن مزيد من الأدب؟
٦. ما أنواع أنماط الكلام في الطلبات التي تعتقد أنها قد تخفف من تأثير تهديد الوجه على المستمع؟
٧. ما نوع المواقف التي قد تكون إشكالية؟ لماذا؟

Appendix D British English Interview's Questions

1. In what situations is it more difficult to make requests and why?
2. Are there any forms of request that you like to use in certain situations? If yes, what are they?
3. Which request strategy do you tend to use if the request makes you feel embarrassed or is likely to make the hearer feel a certain level of face threat?
4. Are there any ways of request you have used which reflect your native socio-cultural rules?
5. Which types of request strategies do you think express more politeness?
6. Which types of speech patterns in requests do you think would probably lessen the impact of face threat to the hearer?
7. What kind of situations might be problematic? Why?

ملخص الرسالة

تهدف هذه الدراسة إلى التحقق من استراتيجيات الطلب بين المشاركين باللهجة العربية الكويتية واللهجة الإنجليزية البريطانية. تم إجراء هذا التحليل من أجل الكشف عن الاختلافات التي حدثت في تكوين استراتيجيات الطلبات تجاه المشاركين باللهجة العربية الكويتية واللهجة الإنجليزية البريطانية في المواقف المختلفة. تم استخدام مزيج من المنهجين النوعي والكمي في هذه الدراسة من خلال استخدام أسلوب في ضوء إكمال الخطاب (DCT) والمقابلات شبه المنظمة. تم جمع البيانات من إجمالي خمسمائة مشارك، مائتان وخمسون مشارك في كل مجموعة، وتم اختيار ستين مشاركًا للمقابلات شبه المنظمة. استند تحليل البيانات إلى المتغيرات الاجتماعية لبراون وليفينسون (١٩٨٧) مثل قوة العلاقة بين الأطراف والمسافة الاجتماعية بين الأطراف والترتيب. تم تحليل البيانات في أعقاب مشروع التحقق من حدث الكلام عبر الثقافات (CCSARP) الخاص بلوم كولكا وأولشتين (١٩٨٤). وكشفت نتائج الدراسة أن المشاركين باللهجة العربية الكويتية واللهجة الإنجليزية البريطانية استخدموا (المستوى التقليدي غير المباشر) في شكل استعلام تحضير في معظم المواقف. علاوة على ذلك، أثرت قوة العلاقة كمتغير اجتماعي على استخدام طلبات المشاركين باللهجة العربية الكويتية واللهجة الإنجليزية البريطانية في المحادثات. استخدم المشاركون استراتيجيات الطلب المباشر عندما كانت قوة المتحدث عالية. أما المقابلات شبه المنظمة فقد كشفت عن وجود قاعدة اجتماعية ثقافية بين المجتمع الكويتي والمجتمع البريطاني أثرت في استخدامهم هذه الطلبات.

الكلمات المفتاحية: التداولية الاجتماعية، نظرية أفعال اللغة والكلام ، استراتيجيات الطلب



استراتيجيات الطلب في اللهجتين العربية الكويتية والإنجليزية البريطانية: دراسة تقابلية

بحث تكميلي مقدم لقسم اللغة الإنجليزية وآدابها لنيل درجة الماجستير في الدراسات التطبيقية في اللغة

الإنجليزية

إعداد

ياسمين المجيب

٢٠١٨٠٠٢٨

إشراف

د. ياسر أحمد جمعة

أستاذ اللغويات المشارك

قسم اللغة الإنجليزية وآدابها

جامعة البحرين

مملكة البحرين

٢٠٢٢ مارس