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Analysing EFL Learners' Pragmatic Failure in Requesting their Teachers: The Case Study of Third Year High School Students of Tiaret

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in Linguistics

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Dedication

*I would like to dedicate this dissertation to my loving
parents for their endless love and support during every
single step*

*I also dedicate this work to my dear sister Imene and her
husband for being always by my side*

*My thanks must also go to my uncle Bachir who gave me
help in every time I needed him*

Without forgetting those who believe in me

Wissam T

Dedication

With true love and deep respect I dedicate this work

To my parents Aek and Fatima for their constant support

and endless love

To me, forever and always, may Allah guide me all the

way to success and to the right direction

Kheira. 3

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Abstract

This research is a “pragmatic study” which focuses on the analysis of speech act of requesting used by EFL learners. The present study is drawn upon two main purposes. First, it investigates the types of pragmatic failure and the common strategies of requesting. Second, to explore the main barriers that EFL learners encounter while requesting their teachers and find possible solutions that can help in reducing such pragmatic failure (and overcome the obstacles that student confront) in order to gain sufficient implicit knowledge and a successful communication. This research is descriptive qualitative research which attempts to analyse and interpret the data, it is also supported by quantitative analysis, by which the researchers use statistical analysis to examine and count the different request strategies and the types of pragmatic failure applied by EFL learners. In this respect, the study takes 40 EFL learners as a sample, particularly, students from different high schools from Tiaret. The investigation is carried out based on data obtained from discourse completion test and structured interview. The findings reveal that there are some barriers that contribute to the pragmatic failure between the EFL learners and their teachers in doing the act of requesting, some of the barriers identified are: stress, fear, and shyness, lack of grammar rules, poor sentences structures and spelling mistakes. In conclusion, the research inferred that the second language learners fail in non verbal communication meanwhile they succeed verbally.

Key Words: Pragmatics, pragmatic failure, speech acts, requests, communication barriers, EFL learners, high school students.

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List of Abbreviations and Acronyms

DCT	Discourse Completion Test
EFL	English as a Foreign Language
L1	First Language
L2	Second Language
NNS	None-Native Speaker
NS	Native Speaker
PF	Pragmatic Failure
PLF	Pragma-linguistic Failure
SAT	Speech Act Theory
SI	Structured Interview

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General Introduction

General Introduction

Learning a language is not just learning a collection of rules and applying them in meaningful utterances or sentences, we need to understand how language is used within the cultural context of its speakers. A successful communication is a desirable result of every person, who is in participation in the discourse, in order to create favorable conditions for interaction, both interlocutors, should be aware of how communication act emerges.

Pragmatic is the study of the use of language in communication particularly the relationship among sentences and the context of situations in which they are used. Pragmatic includes the study of; how the interpretation and use of utterances depends on knowledge of the real world; how speakers use and understand speech acts; how the structure of sentences is influenced by the relationship between the speaker and the hearer this tell us that pragmatic stresses on the relationship among utterances and the context and the speaker's intention, when the pragmatic force of a language is misunderstood the communication fail, which is called the pragmatic failure. This pragmatic failure may cause misunderstanding and thus sets barriers to successful cross-cultural communication.

EFL learners are used to select the language materials in the target language to communicate in their own thinking, and they found many difficulties in requesting their teachers and expressing their intention. So many pragmatic failures occur.

Researches investigating the pragmatic failure between students and their teachers are scarce, however. Particularly, there are very limited studies investigating EFL learners' pragmatic failure in performing the act of requesting to their teachers.

Contributing to the field of study, taking 3rd year high schools learners as a case study, this study aims at analyzing the EFL learners' pragmatic failure in requesting their teachers. In order to examine the raised issue, the following research questions have been put forward:

1. What is the most dominant type of pragmatic failure used among EFL learners in requesting their teachers?
2. What are the causes of the pragmatic failure made by EFL learners?

It is hypothesized that EFL learners fail to perform their requesting acts, due to the psychological factors, and the linguistic barriers.

General Introduction

Our investigation adopts both qualitative and quantitative approaches. This includes Discourse Test Completion and a structured interview, composed of 40 EFL learners of 3rd year high schools in Tiaret city.

For the research structure, the research is divided into three chapters. Chapter one is devoted for the theoretical part of the related research such as definition of key concepts and approaches. Chapter two provides an overview about the research method and research tools used in the study. The final chapter is the practical one that presents the findings of the research.

Chapter One

Theoretical

Framework

1.1. Introduction

This chapter is devoted for the discussion of some concepts and definitions related to communication and pragmatics; it comprises the key-areas such as pragmatic failure, politeness, speech acts, barriers to effective communication, and some possible solutions to overcome pragmatic failure.

1.2. Communication

Communication can be defined as the process of sharing ideas, facts, opinions, information and understanding. It is the transfer or transmission of some information and understanding from one person to another or from one place to another. This suggests that there must be a common understanding of the message between the source and the receiver concerning the message being communicated. Based on Trudgill, P. (2000) language is the basic level of communication between one human being and another. It is the means by which we pass on our ideas, feelings, knowledge and requests in order to create and build relationships among others. The process of communication is described as follow:

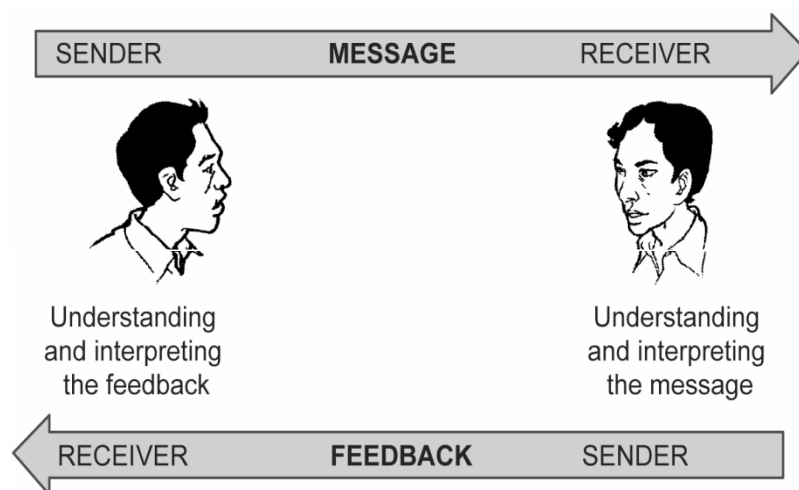


Figure 1.2: The communication process. Trudgill, P. (2000) *Sociolinguistics* (4th ed.). London: Penguin.

The figure above shows that the sender sends a message with a certain intention in mind and the receiver of the message tries to understand and interpret the message sent. He /she then give feedback to the original sender, who in turn interprets the feedback.

This process, repeated continuously, constituted communication. However, the lack of feedback can sometimes create problems as it can lead to uncertainty and confusion.

1.2.1. Problems We Face While Communicating

Achieving a successful communication in any social interaction requires a set of skills and competences but There are several factors that can affect reaching a successful communication and cause certain breakdowns in it, Organization of the Ministry of Agriculture in India classifies some possible problem areas that may turn out to be barriers or factors to effective communication, those factors run as follow in table below:

Human/ personal factors	Semantic factors	Technical factors
Personal emotions	Word interpretations	Space or geographical distance
Biases	Gesture decoding	Mechanical failures
Perceptual variations	Language translations	Physical obstructions
Competences	Cue meanings	Technological malfunctions
Sensual abilities		Concrete obstacles
Mental faculties		Time lags

Table1.1.2: the classification of factors to effective communication.

1.2.3. Goal-oriented Communication

Any communication should be free from barriers so as to be effective, Communication should be constant, habitual and automatic to make it clear. Benoit (1990) states that goal-oriented interactions are end states that people want to accomplish. The meaning of communication is the response the hearer gets that is the key factor in the success of any relationship; the relationships between the teacher and the student play a significant role in education. So, communication is seen as a tool for learners to reach their aims of practicing and developing their linguistic competence.

1.3. Pragmatics

Pragmatics is a branch of linguistics and semiotics that studies how people use language to avoid ambiguity and express intent. However, it includes the interpretation of acts that are thought to be performed in order to achieve a specific goal. Belief, intention, and act must all be fundamental concepts in pragmatics. According to Stalnaker (1972:383) pragmatics is “The study of linguistic acts and the contexts in which they are performed”. In other words, pragmatic research explores the ability of language users to match utterances to appropriate contexts. Whereas, Crystal (2008:379) cites that,

Pragmatics studies the factors that govern our choice of language social interaction and the effect of our choices on others. Pragmatic factors always affect our selection of sounds, grammatical constructions and vocabularies in producing the meaning we intend to communicate.

This definition demonstrates that pragmatics is the study of meaning of words that people use in specific social situations, that is; the use of words in contexts. However, Levinson (1983:24) regards this term as “The study of the ability of language users to pair sentences with the context in which they would be appropriate”. In short, there are two important features that distinguish pragmatics from any other linguistic discipline. First, pay special attention to users. Second, place a lot of emphasis on the context in which these users interact.

1.3.1. Pragmatics and Communication

When people from different social and cultural religious background for various needs start to communicate, some hidden forms of communication take place, related to pragmatic in particular. Therefore, it is important to talk about pragmatics when we talk about human interactions.

1.4. Pragmatic Failure

Pragmatic failure occurs when the speaker fails to convey his intent. Among the first researchers who tackled this term is Thomas, she defines the term as “The inability to understand what is meant by what is said” Thomas (1983:91). This definition

indicates that communication fails when the speaker is misunderstood by the hearer, which results a breakdown in communication. Whereas, He Ziran (1988) believes that pragmatic failure is the inability to gain the desired communicative effects in communication.

1.4.1. Types of Pragmatic Failure

Thomas (183) discusses two types of pragmatic failure: pragma-linguistic failure and socio-pragmalinguistic failure based on Leech’s (1983) distinction between pragma-linguistic and socio-pragmalinguistic as the figure shows below.

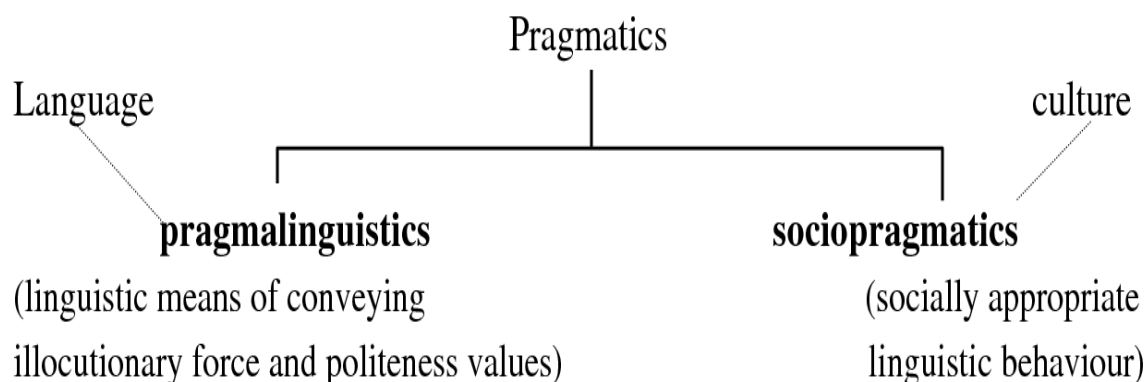


Figure 1.3.1: Pragmatic Transfer Continuum: Language-culture (based on Leech and Thomas 1983, as cited in Bou Franch 1998:12).

1.4.1.1. Pragma-linguistic Failure

Thomas (1989:99) affirms that pragma-linguistic failure is “The pragmatic force napped by speakers into a given utterance is systematically different from the force most frequently assigned to by native speakers of the target language”. So that, pragma-linguistic failure occurs when speech act strategies are transferred from the first language and applied in the second language, resulting in inappropriate effects in the target language.

1.4.1.2. Socio-Pragmalinguistic Failure

Socio-pragmalinguistic failure is the inability to choose what to say in certain situations and social factors. Riley (1989) regards it as the application of one culture’s

social rules in communicative situation when another culture's social rules should be applied. In another words, this kind of pragmatic failure stems from different cultural norms and pragmatic principles that govern linguistic behavior in different cultures. Since speakers of different cultures have different understandings of the appropriateness of verbal communication.

1.4.2. The Causes of Pragmatic Failure

There are several causes that lead to the occurrence of pragmatic failure,

1.4.2.1. Pragmatic Transfer

Muir (2011: 258) cites in his study that

if a NNS (none-native speaker) cannot produce or understand the language as a NS (native speaker) does, inappropriately employing one expression when another is preferred, or transferring certain speech act strategy from L1 to L2, he/she may find himself misunderstood or even awkward when communicating with a NS in the target language. So it is obvious that pragmatic transfer can be counted as the main cause of various pragmatic failures in the writing of young EFL learners.

Pragmatic transfer can be positive or negative. Positive when it helps second language learners in their communication in the target language. And negative when it leads to misunderstandings and pragmatic failure, Nouichi (2015: 97).

1.4.2.2. Linguistic Proficiency

Yue , Ding, Feng (2020 :40) and Muir (2011 : 258/ 259) state that according to Thomas pragmatic competence is the ability to use language effectively in order to achieve a specific purpose and to understand the language in context. Pragmatic failure exists also because of the limited linguistic knowledge of the target language Hautauruk, Puspita (2020:64). Obviously linguistic proficiency plays an unignorable role in affecting language learners' language competence and their written and oral communication with native readers and hearers.

1.4.2.3. Cultural Differences

Cultural differences are one of the causes of the subjects' pragmatic failure. People often communicate according to their native cultural traditions and values. For instance, Chinese people often choose to reject praising because they consider that as behavior of cockiness, this attitude or act creates confusion among American and British people they see it as strange phenomenon based on Yue, Ding, Feng (2020:40) study.

Background of different culture is the main reason for the improper interaction between speakers and listeners. Being aware of the cultures of other countries is benefit for English learning and pragmatic competence improvement.

1.4.2.4. Teaching Materials

Qiao (2014: 406) states in his work that there are some problems in English classroom teaching. According to him teachers lay more emphasis on grammatical and text explanation, and ignored pragmatic knowledge where students have few chances to interact with the teacher or with themselves. Students should be encouraged and communication contexts should be also provided. Luo (2016: 259) Teachers should help to organize small group activities and assign tasks to students to let them participate in different speech acts and communicative behaviors.

1.5. Speech act theory

Austin (1962) is the first who pioneered the notion of speech acts. He claims that speakers use specific sentences in order to carry out what is about to happen. To state differently, speech act theory attempts to explain how speakers use language to reach intended actions and how hearers interpret meaning from what is said. Accordingly, Searle (1965:119) states that, "Speech acts are characteristically performed in the utterance of sounds or the making or marks ... the sounds or marks one makes in the performance of a speech act are characteristically said to have meaning, and a second related difference is that one is characteristically said to mean something by those sounds or marks."

This means that, in a speech situation speakers make certain utterances in an attempt to communicate to hearers by getting them to respond. Whereas, McCarthy (2002:09) suggests

“ When we say that a particular bit of speech or writing is a request or an instruction or an exemplification, we are concentrating on what that piece of language is doing, or how the listener / reader is supposed to react : for this reason , such entities are often called speech acts”.

That is to say, words may be used to both communicate messages and perform actions such as requesting, apologizing, inviting, advising, greeting, etc ..., these actions are called speech acts.

Language is full of hidden meanings, when a speaker states anything s/he does not simply utter the utterance, but he means something. Three speech acts can be performed at the same time; locutionary act, illocutionary act and perlocutionary act.

- Locutionary act is the act of making well-performed and meaningful linguistic expression, where the speaker has no intention to speak. For example, in saying “I am happy!” the locutionary act performed is the utterance of this sentence.
- Illocutionary act is the execution of an act in saying something, the illocutionary force is the intention of the speaker, and it is a true speech act. So, the speaker can utter to offer, command, promise, greet, thank, etc. (Yule, 1996 & Prince, 2003). For example, in saying “I am so sorry about last night”, the illocutionary act is the act of performing an apology.

Perlocutionary act is the speech acts that have an impact on the speaker’s or listener’s feelings, thoughts or actions, they attempt to change minds. According to the previous example, this example could have two distinct perlocutions; the speaker succeeds in convincing the listener to accept his apology or he may fails.

1.5.1 The Classification of Speech Act

Searle (1985:14) classifies illocutionary acts into five categories: declaratives, representatives, expressives, directives, and commissives.

1.5.1.1 Declarations

Declarations are kinds of speech acts in which the speaker has an authority to change the situation in a particular context just by saying something. For example, “you are fired!” In this example, the speaker (the boss) tells the hearer that s/he is fired.

1.5.1.2 Representatives

Representatives are kinds of speech acts in which the speaker states a proposition to be true by using verbs such as; to think, to believe, and to affirm, etc. For example, “I think she is right”, the speaker give his own opinion about the person.

1.5.1.3 Expressives

Expressives are kinds of speech acts in which the speaker expresses his/her feelings or attitudes towards a situation, these speech acts includes thanking, apologizing, and congratulating, etc. For example, “I like your dress very much”. By telling so, the speaker expresses his/her gratitude to the hearer’s dress.

1.5.1.4 Commissives

Commissives are the acts in which the speaker use to commit to future actions, these acts shows the intention of the speaker which will be made to happen. For example, “I promise I will be there in five minutes”. The speaker gives promise to come in five minutes.

1.5.1.5 Directives

Directives are illocutionary acts by which the speaker is attempting to persuade someone else to take action: requests, command, advice, order, etc. For example, “Can you lend me your book?” This shows that the speaker requests a book from someone else. In short, people have the ability to say anything to accomplish an action through the use of speech acts; these are certain goals beyond words or phrases.

1.5.1 Speech Act as Request

Speech act theory (SAT) begins with the belief that “speaking a language is performing speech acts, such as making statements, giving commands, asking questions, making promises, and so on” (Searle 1969: 16). He describes Speech acts as the “basic or minimal units of linguistic communication; A speech act refers to an act uttered and performed by a speaker (Searle et al., 1980).

The speech act of requesting has been widely examined both in inter-language and cross-cultural pragmatics; Requests are those illocutionary acts belonging to Searle's category of directives. Trosborg (1995: 237) defines request as a directive speech act in which the “speaker asks the hearer to perform an action which is for the exclusive benefit of the speaker.” Requests are expressed by different linguistic structures (declaratives, interrogatives or imperatives), and for a variety of purposes or aims.

Brown and Levinson (1987) maintain that requests are face-threatening acts since they threaten the addressee's negative face; hence, request threatens the negative face since it implies that the hearer's freedom will be constrained in some respects. Request acts are performed by the speaker in order to engage the hearer in some future course of action that coincides with the speaker's goal; Trosborg's (1995) words, “an illocutionary act whereby a speaker (requester) conveys to hearer (requestee) that he/she wants the requestee to perform an act which is for benefit of speaker”. The speaker has no authority over the hearer to ask for the required act and the hearer is under no obligation to perform the requested act.

Requests are verbal exchanges in which one person asks another to do something. According to Searle (1969:66) requests are classified as “directives” and are considered as “an attempt to get hearer to do an act which speaker wants hearer to do, and which is not obvious that hearer will do in the normal course of events or hearer's own accord.” To state differently, the action usually helps the speaker rather than the listener. Requests vary in weight, which means they might be big or small, necessitating the adoption of different requestive strategies.

There are three major levels of directness of request strategies these levels categorize or divided into sub-levels of request strategy types that form a scale of indirectness, the table below show the levels and their strategy types provided with illustrations:

Request Strategies (presented at levels of increasing directness)	
Level 1: Direct strategies (impositives)	
Str. 1 Mood derivable	Please, lend me a pen.
Str. 2 Performatives	I'm asking you to lend me a pen.
Str. 3 Hedged performatives	I would like to ask you to lend me a pen.
Str. 4 Obligation statements	You should lend me a pen.
Str. 5 Want statements	I want you to lend me a pen.
Level 2: Conventionally indirect strategies	
Str. 6 Suggestory formulae	How about lend me a pen?
Str. 7 Query preparatory	Can you lend me a pen?
Level 3: Non-conventionally indirect strategies (Hints)	
Str. 8 Strong hint	My pen just quit. I need a pen.
Str. 9 Mild hint	Can you guess what I want?

Table 1.5.1: Request strategies of Blum-Kulka et al.'s (1989) CCSARP

1.6. Brown and Levinson's Politeness Theory

Brown and Levinson (1987) propose the face theory, which is the most influential theory on politeness; it has a significant impact on speech acts. According to them face theory contains three basic notions; face, face threatening act and politeness strategies. They suggest that the concept of face is "The public self-image that every member wants to claim for himself" Brown and Levinson (1987:61). In other words, face is the self-image that one's have strives to preserve and protect it in any kind of social contact. This self-image includes two desires. One is referred to as negative face; it is the speaker's desire to be free from imposition and constraints. The other one is the speaker's desire to be accepted and treated as a part of the group, it referred to as positive face. Besides, every utterance has the potential to be a face threatening act, whether it is directed at the negative or positive face. On the other hand, most speech acts. Such as, requests, offers, disagreement, inherently threaten either the listener's or

the speaker's face-wants, and that politeness is involved in rectifying those face threatening acts.

In short, politeness is a general characteristic of a speaker's social behavior toward the addressee's various requests in different concerns.

1.7. How to Overcome the Pragmatic Failure

Some scholars and researchers suggest some ways in order to overcome the problem of pragmatic failure that is much known among learners of second language, which is a serious obstacle that prevents them from acquiring new languages and being competent. Some of the ways or strategies to overcome pragmatic failure run as follow:

1.7.1. Develop Students' linguistic Competence

(Luo & Gao: 2011: 284) state that linguistic competence is the basis to master a foreign language. Without it, it is impossible to use the language correctly. Language learners should begin with the linguistic knowledge to improve his linguistic competence. When second language learners' linguistic knowledge increases, their linguistic competence increases too, this reduces the occurrence of the pragmatic failure.

1.7.2. Improve communicative competence

“Second language learners begin to study and use foreign language after they have mastered their native linguistic competence. Therefore, there must be the influence from L1. In order to overcome the interference from L1, learners have to have the communicative competence of L2. In this way, they would know what to say, how to say on one occasion to make the language they use agree to the linguistic habit and national customs of the target language. The language that learners use would be accurate and appropriate if they had the communicative competence.” (Luo & Gao: 2011: 285).

1.7.3. Improve the cultural quality

There are different cultures in different nations. Being aware of the cultures of other countries is benefit for English learning and pragmatic competence improvement (Yue & Ding & Feng: 2020:41). Language itself cannot be really learned or fully understood without enough knowledge of the culture in which it is deeply embedded, as result language and culture must be studied together, improving our cultural quality may make our language fluent and vivid.

1.7.4. Renovating Teaching Ideologies and Methods

Since teachers play an important role in students' language learning they should do some changes such as diversifying their teaching methods in addition to the previous or traditional ones as lecturing, efforts need to be made to shape a "learner-oriented" teaching atmosphere, updating teachers' mindset, Lu (2019 : 43). Based on Idri's research (2014: 229-236) Teachers are invited to be merely guides and facilitators in the classroom; they should not be the dominant agent of the classroom discussions. This will provide students with many opportunities for students to practice English in different communicative contexts. That is, their teaching methodology in speaking should be based on learner-centeredness and communicative language teaching approaches.

1.8. Conclusion

English language is considered the most spoken language in the world it is a universal means of communication. However; EFL learners should have certain degree of communicative competence, when the breakdowns happen in a communication process they can sometimes lead to many social problems and misunderstandings. Pragmatic failure may occur when people are not sufficiently competent Thomas (1983) and has no ability to comprehend and produce language appropriately in communicative situations which prevent the learners to make clear statement to practice their speech acts such as requesting their teachers.

Chapter two

Research

Methodology

2.1.Introduction

The present research uses both qualitative and quantitative research designed to analyse EFL learners' performing speech act of requesting at the level of high schools located at Tiaret. Moreover, there are some hypotheses to be tested and research questions to be answered in this research. In addition, data are collected using discourse completion task as well as structured interviews for more reliable data. This chapter discusses the study's aims, method selection procedures, data collection devices, and the sample used for the study.

2.2. The Aim of the Study

This research aim to investigate and highlight the pragmatic failure done by EFL students in high schools in performing speech acts of requesting. The goal of this analysis is to show the variety of ways in which the application of request strategies are made by EFL learners in requesting their teachers inside classrooms in particular situational context. The objective behind this research is to find possible solutions that can help to reduce such pragmatic failure and overcome the obstacles that face students when they request their teachers in class in order to gain proper understanding and accurate successful communication.

2.3. Methodology of the Research

This study was conducted using a mixed-method approach and a case study methodology to examine the quality of interactions and the coordination when doing the act of requesting by EFL learners in relation to the English language teacher at a specific high school located in Tiaret.

2.3.1 The Mixed-Method Approach

Mixed-methods according to Tashakkori and Creswell (2007:4) are "research in which the investigator collects and analyses data integrates the findings and draws inferences using both qualitative and quantitative approaches and methods in a single study". A mixed-method approach is one that includes both qualitative and quantitative approaches.

2.3.1.1 The Qualitative Approach

Qualitative research according to Frankel and Wallen (2009:422) is used to investigate the quality of relationships, activities, circumstances, or materials. In other

words, qualitative approach is an investigation of a topic by testing a theory made up of variables, expressed with mathematical models, numbers, and evaluated with statistical tools, it helps researchers in identifying the underlying causes, viewpoints, and motivations. It provides data for the research and helps to develop hypotheses for quantitative approach.

2.3.1.2 . The Quantitative Approach

Quantitative research methods are research methods that use numbers and everything quantifiable to investigate phenomena and their interactions in a systematic way. It is used to answer questions about relationships between observable variables with the goal of explaining, predicting, and controlling phenomena. Leedy (1993). It can be used to identify patterns and overages, form hypotheses, test causal links, and generalize findings to wider populations.

2.3.2. Case Study Strategy

The current study uses case study approach. According to Yin (1989:22-2) the term refers to an event, an entity, a person, or even, a unit of analysis. It is an empirical investigation that uses numerous sources of evidence to analyze a current occurrence in its real-life setting. Case studies according to Anderson (1993:152-160) are concerned with why and how things happen, allowing researchers to investigate contextual realities and the variations between what was planned and what actually happen.

2.4. Sampling

The subjects of this research are 40 participants; they are 3rd year students taken from different high schools in Tiaret city; these EFL learners are randomly chosen to do the study. Since this study uses two different tools, 30 students participate in the investigation answer the completion test (DCT) while other 10 students accept to do the interview, all the participants are asked first to choose to do the DCT or the interview, the majority choose to answer the test, the researchers of this study manage to convince the other 10 participants to do the interview they have been asked to imagine themselves in 6 settings and answer accordingly like they do in their classrooms.

2.5. Data Collection Methods

The data collection instruments used in the current study was a discourse completion task/test provided to third year high school students after a brief overview of the DCT and the study in general, the total number of respondents was 30. The second instrument was a structured interview in order to obtain reliable and accurate results, it was conducted with 10 participants lasting 1-3 minutes. The advantages of the structured interviews for this research was that the interviewees put themselves in some situations and answer directly according to them and they did not take any time to think about it. So, their answers were spontaneously. The total number of participants in the present study is 40.

2.5.1.1 Discourse Completion Test

DCT was devised and created by Blum-Kulka (1982) to study speech acts. Since then DCT has grown in importance as a method for gathering data in the study of speech acts. In intercultural pragmatics DCT is one of the most common data gathering tools, it is defined by Kasper and Dahl (1991-221) as:

Discourse completion tasks are written questionnaires including a number of brief situational description followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context.

In short, a DCT is a questionnaire that can be given orally or in writing which describes different situations that are intended to elicit the required speech act. The prompt frequently contains not just foreground and background information about the current situation, but also gives information about the social distance between the interlocutors, which distinguishes this method apart from others.

The DCT in this study takes the form of written questionnaires that is used to collect relevant data in order to assess the participants' performance in the request situations, it is utilized as a research instrument in this study to collect data in order to answer the research objectives.

2.5.1.2 Structured Interview

The interview is a common data collection approach that involves verbal communication between the researcher and the participants. In terms of types of interviews; structured interviews allow the interviewer to ask the same questions to each respondent in the same way. A well-structured set of questions is used, similar to that of questionnaire and they have been designed ahead of time and may be phased in such a way that limits the responses produced which facilitate to compare responses between participants in a uniform context. These interviews are relatively quick to conduct allowing for a large number of interviews to be conducted in a short amount of time.

2.5.2 Research Instruments' Procedures and Description

2.5.2.1 Discourse Completion Test

The discourse completion test that is distributed among students consists of three parts which are to examine the participants' pragmatic failure by giving them sets of situations and they answer accordingly ; the first part of the test is designed in the form of multiple choices this section gathers personal data of the respondents to facilitate collect information based on their answers, according to their gender, age, level and their interactions inside classrooms with their teachers of L2. Both the second and the third parts are sets of situations in which they put/imagine themselves in those situations and act accordingly (their responses in each). The situations selected to do the analysis upon are nine situations:

1. When the teacher asks you and you do not understand the question, how do you respond?

This question is to test students' interest in learning languages and their interactions with the teacher.

2. Your teacher distributed the exam papers and you were not satisfied with your mark, you want to negotiate. What would you say?

This question is designed to identify communication problems in classrooms and if students are aware of their perception of politeness.

3. You were absent and you need the previous lecture you missed to take notes for the exam, you ask your teacher to give it to you. What would say?

The third question is about testing the relationship and the social distance between the participants (learners) and their teachers.

4. Ask your teacher to borrow you a dictionary.
5. Make a question in which you ask your teacher to give you more time to finish your activity inside classroom or an exam. (Choose only one situation).
6. You have a project to do and you have to give it to your teacher by next week, you will not be able to do it, you go to your teacher to ask him/her for more time to make it. What would you say?
7. Your teacher is explaining a lesson and you hear words for the first time, you need to ask him/ her to tell you what those words refer to, what would you say?
8. In the classroom, your seat is near the window, a cold wind blows into your face and bothers you, and you want to ask your teacher to close that window. What would say?

The situations from the fourth one to the eighth are about applying an appropriate level of directness when requesting their teachers in classrooms, the speech act of requesting is performed differently in each sequence.

9. You had an exam and your teacher accused you of cheating and pulled your paper, how would you react?

The last situation is multiple choices question to test their reactions based on the choices provided.

2.5.2.2 Structured Interview

Interviews were conducted with a total of 10 participants. All of them were third year high school students, four females and six males. The interviews were face-to-face, lasted 1-3 minutes in classroom and the school yard. The questions during the structured interview were well-structured that prompt participants to answer directly and spontaneously. Questions were designed before and similar to those of DCT to examine if there is a match between the direct answers of the interviews and the written one in the DCT, they were situations occur in the classroom with their teacher to analyse the extent to which the students interact with him/her, and examine their ability to communicate their intent, and to test if they have sufficient communicative ability to express themselves. For instance, your teacher is explaining a lesson and you hear

words for the first time, you need to ask him/her to tell you what those words refer to, what would you say? This situation demonstrates the student's ability to ask his/her question to gain more information and whether he/she can do that correctly or not. And many other questions were raised during the interviews.

2.6. Conclusion

This chapter examines the research methodology part and the methods being used to do the research. The researchers of this study choose structured interviews and DCT as the instruments to conduct this study using different settings; the nine context situations have been used to be as much familiar as to what the participants are likely to experience in their classrooms.

Chapter Three

Data Analysis

3.1.Introduction

The present chapter deals with the speech act of requesting. It analyses the data gathered from the discourse completion test and structured interviews and describe the findings. The researchers use statistical analysis to examine and discuss the results. It is divided into two parts: one for DCT responses analysis and the other one for SI analysis.

The analysis of the DCT attempts to show the structures used in the EFL students' responses. Moreover, SI analysis attempts to discuss the conversation that occurs in the classroom. The focus of this investigation is on the respondents' responses formula and its suitability to the situation. The interpretation and discussion of the results were provided in order to answer the research questions, and the main reasons leading to the pragmatic failure that prevent students from requesting their teachers.

3.2. Data Analysis

The results of data collection process have been analysed and interpreted as the following:

3.2.1. Discourse Completion Test Analysis

Thirty DCTs of high schools students were analysed in the present study. The data obtained is reported using frequencies and percentages.

Tool	Number of Participants	Number of distribution of DCT	Number of collection	Validity of Research
DCT	30	30	30	100%

3.2.1.1. Table of Validity DCT

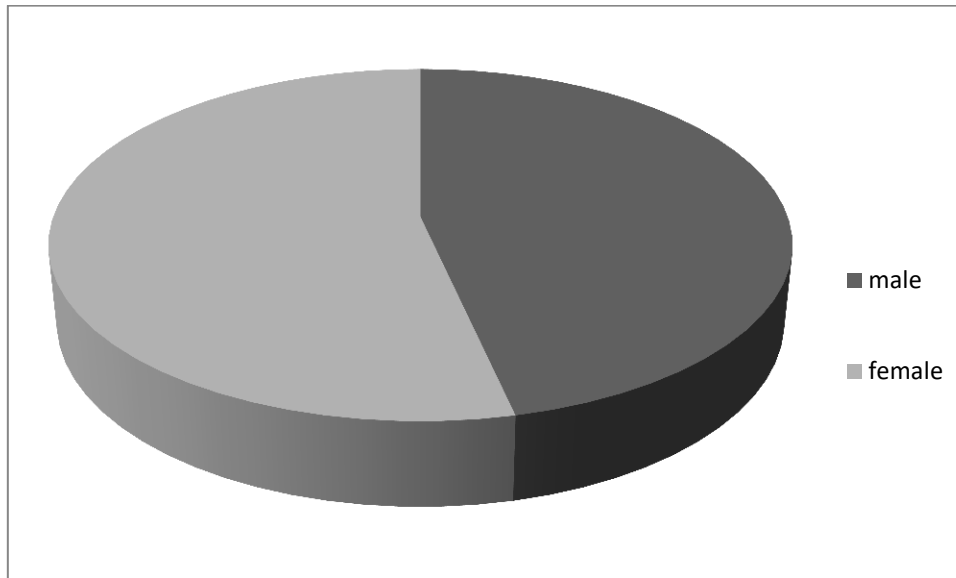
3.2.1.2. Section One: Background Information

The following tables and pie charts summarize all the demographic data of the respondents' background information, students' gender, students' age, students' assessment of their English level, the attitude of students toward speaking English, etc.

- **Students' gender**

Gender	Frequency	Percentage
Female	16	53.5%
Male	14	46.5%
Total	30	100%

Table3.1: students' gender



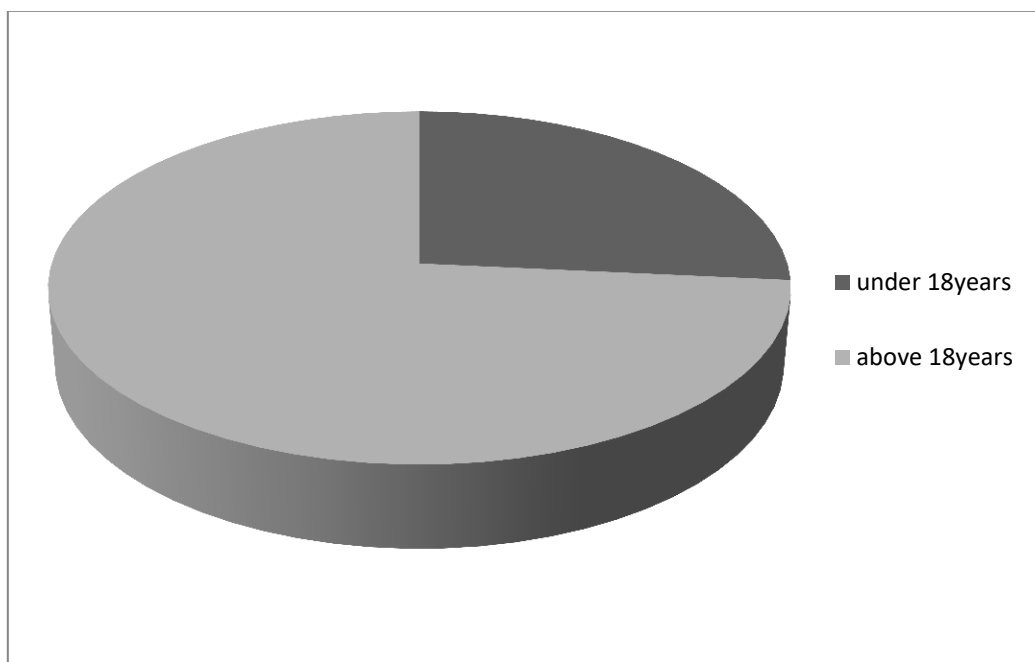
Pie Chart 3.1: students' gender

The results show that 53.5% of the respondents were females whilst the remaining 46.5% were males. So, the majority of the participants are females.

- **Students' age**

Age	Frequency	Percentage
Under 18years	8	26.5%
Above 18years	22	73.5%
Total	30	100%

Table 3.2: students' age



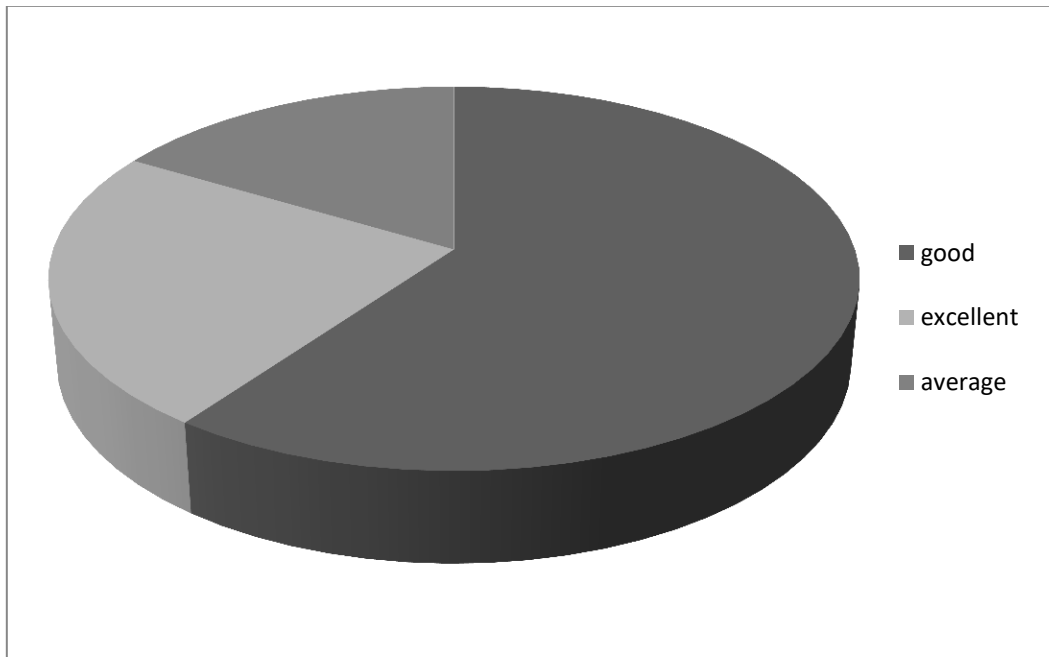
Pie Chart 3.2: students' age

The results displayed above show that the most respondents are above 18years with a percentage of 73.5%, while the minority are under 18years with a percentage of 26.5%.

- **Students' assessment of their English level**

Options	Frequency	Percentage
Average	5	16.5%
Good	18	60%
Excellent	7	23.5%
Total	30	100%

Table 3.3: Students' assessment of their English level



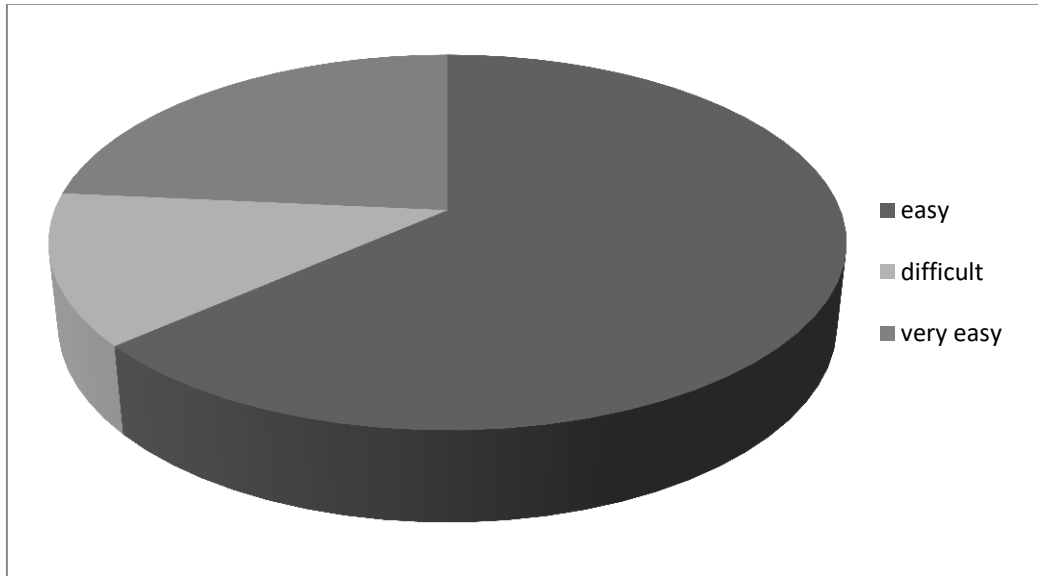
Pie Chart 3.3: Students' assessment of their English level

The results illustrate that 60% of the respondents claim that their level in English is good, while 23.5% show that they are excellent. The least percentage 16.5% of students shows that they are average in English which indicates that most of respondents are good enough in English language.

- **Students' Attitude towards Speaking English**

Options	Frequency	Percentage
Easy	19	63.5%
Very easy	7	23.5%
Difficult	4	13%
Total	30	100%

Table 3.4: Students' Attitude towards Speaking English



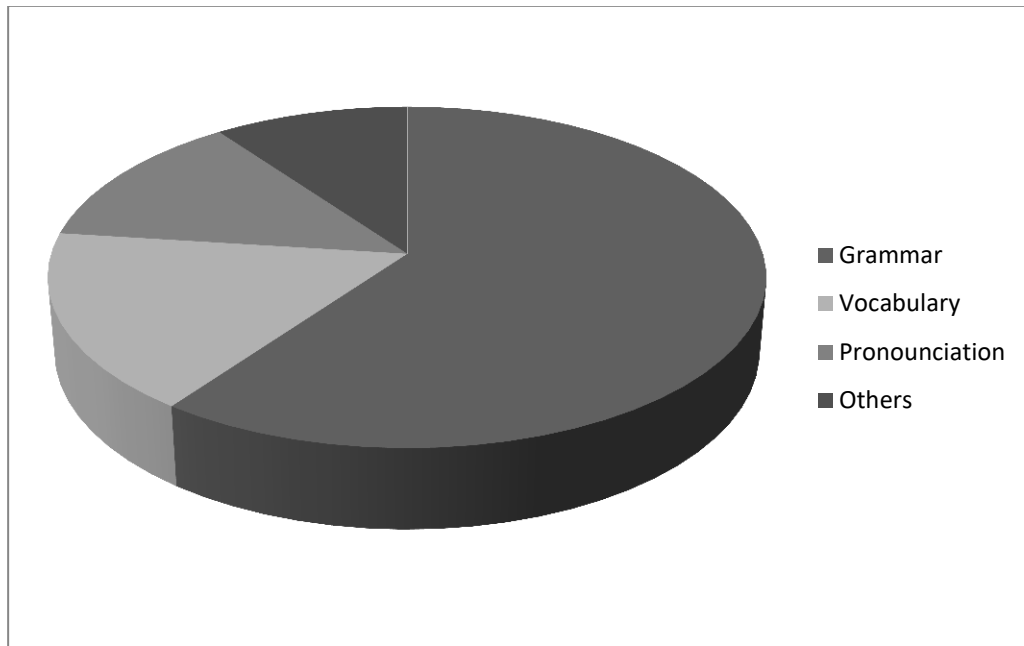
Pie Chart 3.4: Students' Attitude towards Speaking English

These results represent the evaluation of the respondents towards speaking English, 63.5% of respondents found speaking English as easy. Others of 23.5% found that is so easy to speak this language. However, 13% of respondents found it as difficult. So, for the majority of the participants English language is an easy language to speak with.

- **Students' previous knowledge about the language**

Options	Frequency	percentage
Grammar	18	60%
Vocabulary	5	17%
Pronunciation	4	13%
Others	3	10%
Total	30	100%

Table 3.5: Students' previous knowledge about the language



Pie Chart 3.5: Students' previous knowledge about the language

It is seen that 60% of respondents previous knowledge they gained through English studies in middle schools was mostly focused on the grammatical element of the target language. 17% state that vocabulary was the primary concerns of their teacher. While 13% of the participants indicated that the teacher's focus was on pronunciation. For 10% of respondents there are other things that the teacher was focusing on. This suggests that the teaching method was based primarily on grammar rules.

- **The Extent of Interaction between the Student and their Classmates and Teacher**
- ❖ Do you interact with your teacher and classmates inside the classroom?

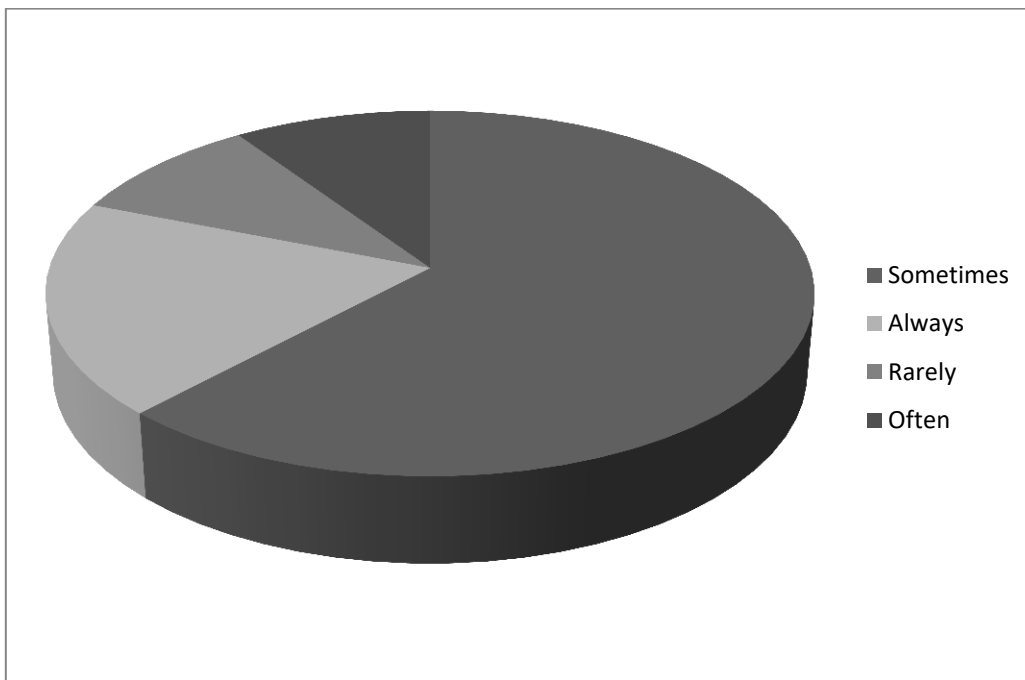
Options	Frequency	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

Table 3.6: Students' interaction inside the classroom

❖ If yes, how often you interact in your opinion?

Options	Frequency	Percentage
Sometimes	13	62
Always	4	19
Rarely	2	9.5
Often	2	9.5
Total	21	100%

Table 3.7: Students’ opinions about the interaction inside the classroom



Pie Chart 3.7: Students’ opinions about the interaction inside the classroom

As can be seen above, 70% of the participants claim that there is interaction in the classroom. While a rather small group of 30% illustrates that there is no interaction inside the classroom at all. According to the 70% of respondents who say yes, the majority believed that sometimes there is an interaction with a percentage of 62% of the participants. However, 19% of the respondents add that there are always interactions. While 19% of them indicate that there is little and almost no interaction with others in the classroom.

3.2.1.3. Section Two: Request Production

In this part the researchers analyse both the quantitative and qualitative aspects of participants' performance of requesting act. First, they examine and count the number of requests that were made in a way that was appropriate for the situation. It was necessary to perform a specific speech act. Second, they consider the type of linguistic formulation used by the participants to express the speech act of requesting, the table below shows the request strategies used by the participants in the DCT' situations.

Strategies of Request	Situations								Total	%
	1	2	3	4	5	6	7	8		
Direct Expressions	7	7	6	2	11	9	11	3	56	23.5%
Conventionally Indirect	12	14	23	27	19	18	18	25	156	66.5%
Nonconventionally indirect	11	7	-	1	-	3	1	-	23	10%

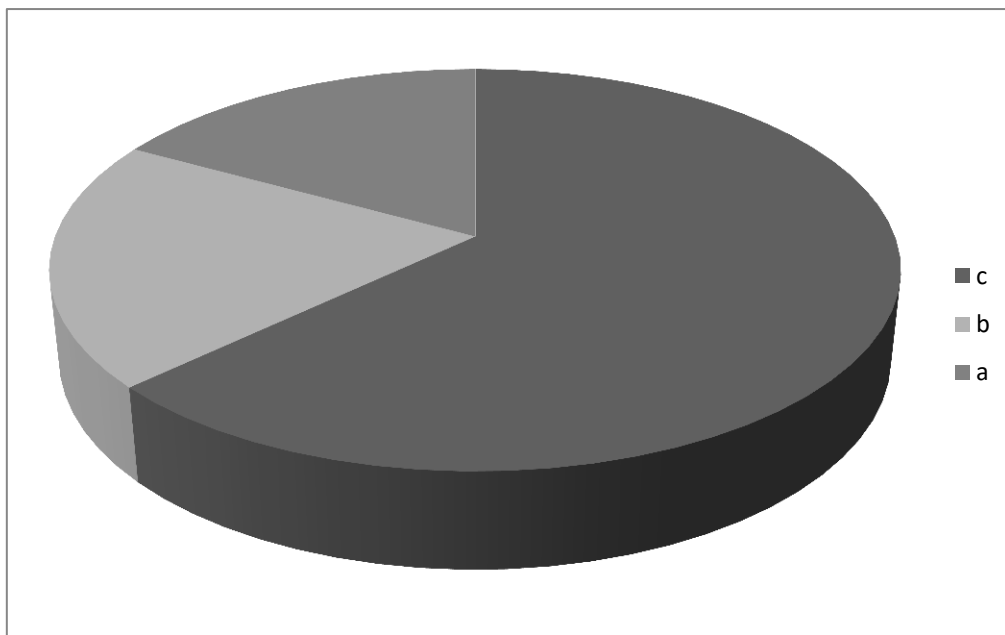
Table 3.8: The request strategies employed by high schools students

Based on the table above, the most prominent strategy used is conventionally-indirect request. It appears 156 times out of 235 times with a percentage of 66.5%, the respondents use modal verbs like can, could, and may in the form of a question. The second used strategy is direct expressions request, they occur 56 times with a percentage of 23.5%, the respondents makes request with direct request they wants to state their intention explicitly using performative verbs and imperative phrases. The last rank is for nonconventionally indirect request, they occur 23 times out of 235 data with a percentage of 10% out of 100%, the respondents try to convey to the teacher what they wants without expressing the request directly in their utterances, they are unusually indirect requests. The findings show that all the strategies of request are used by the respondents in the DCT' situations. However, conventionally indirect was the most used strategy.

- Students’ Reaction to the Teacher’s Actions
- ❖ You had an exam and your teacher accused you of cheating and pulled your paper, how would you react?
 - a. You apology and begs the teacher to continue the exam.
 - b. Take a stand and object to the teacher's decision.
 - c. You explain to him/her that it is just a misunderstanding.

Options	Frequency	Percentage
a	5	17%
b	6	20%
c	19	63%
Total	30	100%

Table 3.9: Students’ Reaction to the Teacher’s Actions



Pie Chart 3.8: Students’ Reaction to the Teacher’s Actions

It can be seen that 63% from the participants believe that they have to explain to the teacher the misunderstanding and clarify the situation. However, 20% of them claim that the teacher has no right to do that and take a stand on it. While 17% of the respondents state that they have to apology and beg the teacher to continue the exam.

Furthermore, some answers on the DCT have been noticed that have caught the attention of researchers.

In Situation 2: Your teacher distributed the exam papers and you were not satisfied with your mark, you want to negotiate. What would you say?

The answers were as follows:

"Nothing", "No"

"Would you adict for me the mark, sir?"

In the first answer the participants answered by "no" and accept the mark as it is, and they do not want to discuss the teacher about. So, they do not want to express their intent.

In the second one, the participant has added the word "adict" to his/her answer which does not have meaning and the researchers do not understand what the participant was suggesting.

In Situation 3: You were absent and you need the previous lecture you missed to take notes to the exam, you ask your teacher to give it to you. What would you say?

The answer was:

"I will ask my classmates"

This response suggests that there is no relationship between the teacher and the student, perhaps it is the student's fear, anxiety, stress and lack of confidence that create the barrier.

In Situation 8: In the classroom, your seat is near the window, a cold wind blows into your face and bothers you, and you want to ask your teacher to close that window. What would you say?

"I will close it by myself."

This suggests that the participant did not ask for permission from the teacher and he/she act on his own, and did not respect the teacher, this may create disturbing and a space between the teacher and the student this separation could be because of the teacher, he/she may be the kind that does not give the student the opportunity to speak.

3.2.1.4 Section Three: Analysing EFL Learners' Pragmatic Performance according to PF types

Even though EFL learners may understand the second language and the teachers' utterances specifically, they tend to produce what is more likely to their mother tongue than the target language. The meaning is conveyed through; syntax, a basic vocabulary of words, and linguistic expressions. Moreover, they fail to absorb what they learn and subsequently revert to their mother culture's standards, what they produce will only be understood when it is word by word translated into English by their mother tongue.

The participants' wrong answers on the DCT' situations were selected and analysed according to the types of PF. The results were as follow:

➤ **The Respondents' Socio-pragmalinguistic Failures:**

In Situation 1: "I don't understand."

In Situation 2: "I believe it's not my mark."

"Sir Can you give just one point."

"Can you give me more if you want, I need that."

The respondents translated their utterances from their mother tongue into the target language and they responded in the same way they usually use in such situations, also they failed to choose appropriate technique to minimize the degree of the face-threatening act. This is an indicator of the students' PLF incompetence which affects the socio-pragmalinguistic use.

➤ **The Respondents' Pragma-linguistic Failures:**

In Situation 1: "May you please repet for me question."

In Situation 2: "I wasn't that good in the exam and I would be better if you gives me another chance."

In Situation 3: "I really into you module so I need to take notes to keep my interest high."

In Situation 4: "Would you like to give me the dictionary please?"

"May you borrow me a dictionary, Sir?"

In Situation 5: "I would to borrow me ur dixonary."

“Sir, I need more time please to finish this activity, may you give it to me

“Please, give me 5 minutes more.”

In Situation 6: “Sir, I won’t able to give the project next week, may you give me more time so I can make it?”

In Situation 7: “What does it mean this word.”

“Sir, there’s many new words I think, can you explain to me.”

“I am not understand this word please repeat it sear.”

In Situation 8: “May you please close that window please, sir?”

“Can you close the window? its freezing.”

The respondents have selected the linguistic forms in the target language in order to communicate in their own thinking set. In addition, their responses do not match to English language structures (rules), linguistic forms, and they failed to produce even clear full-meaning, but only gave inconsistent words making the utterance difficult to accept, which leads to a PLF that most of respondents were suffering from.

3.2.2. Structured Interview

The qualitative data is collected from interviews participants’ responses that were recorded on the researchers’ phones. As mentioned earlier the questions that been asked are six situations taken from the DCT already cited in the second chapter to examine the responses gotten from the participants and to analyse whether third year high school students answer differently verbally and non-verbally.

Tool	Number of interviewee	Valid number	Validity of Research
Interview	10	10	100%

3.1.2.1: Table of Validity of interview

3.2.2.2. The Analysis of the Interview

The structured interview shows how they usually form their requests and how they address their teachers in class; settings were given to high school students to see

their level of directness through their responses to analyse their pragmatic failure in requesting their teachers inside the classroom:

In situation 01 “When the teacher asks you and you do not understand the question, how do you respond?” some participants answer as cited in follow:

- Participant 01 stated: “repeat the question”.

This student neglects that the teacher is high value person and he /she should speak politely respectfully in addressing their teacher such as starting with sir, miss, misses or simply teacher also uses the requester marker for instance, please. Other participants answer as same as this one does which shows the absence of formality in doing their requests. This is a sign of lack of communication skills, the strategy type and level of directness display in the participant’s response are the direct type, and he/she employs imperatives strategy.

- Participant 02 answered: “please teacher can you repeat the question?”

As shown in this example this participant reveals pragmatic competency in doing the request, he/she uses conventionally indirect type and uses preparatory question strategy which includes modal verb (can), requester marker (please) and the punctuation mark (?) Interrogating or requesting their teachers.

- Other participants’ responses:

“Sir, please repeat I did not get it.”

“Make that simple please.”

In Situation 02 “Your teacher distributed the exam papers and you were not satisfied with your mark, you want to negotiate. What would you say?”

- the respondents’ selected answers are:

“Sir, can you correct my paper?”

“Sir there is a mistake about my mark would you fix the mistake please?”

These are few answers of the interviewees, their responses were similar to each other's they all use speech act of request to address their teachers also the politeness side were obvious.

- Other participant, "Sir you are mistaken I want you to correct my paper."

In this response in particular it is not suitable to speak to a teacher in such manner although the student intent is to request the teacher to correct the mistake in a want statement neglecting the fact that his/her teacher is high value should be addressed as sir or teacher or whatever is considered as showing respect and being polite. Students should pay more attention in the ongoing discourse to avoid the conflict in the communication process.

In situation 03 "You were absent and you need the previous lecture you missed to take notes for the exam, you ask your teacher to give it to you. What would say?"

This situation is designed to see if the students can actually create sort of bridge to start a conversation between them and their teachers inside classrooms by asking them for the handouts of previous lecture/s.

- some respondents answers were like this,

"Please give the handout to take notes for my exam."

"Sir, I was absent last time can you give me the handouts of the previous lecture to revise for the exam?"

"Sir, I was absent can you give me information about last time lecture,"

"Would you give a copy of the previous lesson?"

To illustrate, apparently the interviewees answer similarly using different utterances to express their requests the level of directness in their responses is conventionally indirect the dominant strategy type is preparatory questions using modal verbs as (can/would).

In situation 04 "You have a project to do and you have to give it to your teacher by next week, you will not be able to do it, you go to your teacher to ask him/her for more time to make it. What would you say?"

The respondents are not familiar with such situation they were assuming that teachers will not accept so no need to ask them from the first place and try to finish the project on time otherwise give a medical justification instead. The analysis was a bit deficient; however they insisted on their responses the researchers of the study got to take them as they are as interviewers.

- On the other side other participant answered as follow:

“Could you give us more time to do the project? The time is not enough”

He/ she uses the conventionally indirect level the preparatory question strategy type, this participant seems to be active inside classroom and usually speak in place other classmates this is shown in the use of pronoun (us) or is just a habit in talking to the teacher which is considered as social pragmatic failure because this response can mislead the teacher to think as if it is a group demand and act accordingly also this is a sign of lack of proficiency in language use.

Situation 05 designed as “Your teacher is explaining a lesson and you hear words for the first time, you need to ask him/ her to tell you what those words refer to, what would you say?”

All the interviewees were familiar with this situation as to happen every time in the classroom with their teacher of L2.

- some responses are:

“Sir, can you give the meaning of this word?”

“Can you explain that word to me?”

“Can you give a synonym of this word?”

“Could you simplify this word to me?”

The respondents use different utterances to express their concern to the teacher the statements serve the same request though and they all are conventionally indirect level of directness which seems to be common use among EFL learners.

Situation 06 stated “In the classroom, your seat is near the window, a cold wind blows into your face and bothers you, and you want to ask your teacher to close that window. What would say?”

This was the last situation been asked to high school students, their responses were unlike for example “can you close the window sir?” the respondents who answer like this request the teacher himself/herself to close the window for them. While others ask the teacher if he/ she allows them to close it such in “can I close the window?” other interviewees answer differently to the above they usually do not ask their teachers such question they simply go to close it, in their opinion they do not want to disturb the teacher for simple thing, this may create sort of unaccepted deed that the teacher may see it as a impolite disrespectful behavior which make the relationships between the teachers and their students even worse and insecure.

3.3. Discussion of the main Findings

This study has shown that EFL students as the respondents of this study performed pragmatic failure in requesting their teachers, they should improve their ability in English language especially in speaking, because when it comes to using a foreign language, it is not only about being able to use such language but it also requires the ability to understand how to use it in interacting with others. Seven (07) participants in interview were confident and understand what they would say in each situation and how they form their requests addressing their teachers, meanwhile the other three (03) participants did not understand that they should imagine themselves in the given situations and answer accordingly, they were telling the researcher of this study what they would say if their teachers ask them those kind of questions instead. What was obvious and observable is that the majority of interviewees were confident in responding ; However, the analysis of their answers based on interview tool were lack of formality, the degree of the directness in requesting is conventionally indirect level where the interviewees used fewer number of different request strategies such as preparatory questions which means Utterances containing reference to preparatory conditions (e.g. ability, willingness) as conventionalized in any specific language, for instance: could you explain more to me? And permissions as another used type of strategy in requesting, for instance: Can I close the window?

3.4. Comparison between the Results from Testing and Interviewing

The comparison is made between testing and interviewing to see if the students are aware of requesting teachers in a correct manner whether in spoken or written

forms, the common thing is that students normally face problems in speaking and do well in writing, but the surprising thing in this study that the participants who answer the discourse completion test struggle with the way they should write their requests and how the correct form suppose to be as to say is something they are not familiar with, the hesitation and lack of confidence were both obvious on them. While the participants who do the interview answer directly on the questions/ situations been asked to them with no hesitation as it is something they do very frequently in their daily interactions inside classrooms. Requests made in the DCT took longer time than the ones in the interview.

3.5. Conclusion

Based on the findings of the types of request, it is shown that conventionally indirect request is dominant in both DCT and interview used by second language (L2) learners and the nonconventional indirect strategy was applied by the minority of the participants. The subjects of the research were 40 high school students; 30 of them answer the discourse completion test and the other 10 did the interview. All of the respondents utilize the discourse markers (please) to reserve politeness; they use (sir) as an opening to ask the questions it is the highest frequently used expression to attract the teachers' attention.

The interviewees find it easy to speak; they express their feelings and beliefs based on specific personal experience in the class with their teachers in requesting them about things like they occur in the given situations. The difficulty that high school students have faced while trying to answer the DCT' situations is mainly attributed to their lack of language proficiency because of the differences between the systems of the two languages which leads to a pragma-linguistic failure.

Limitations

Limitation of the Study

The number of the participants and the limitation of the time can be considered as limitations to this study. Making a good construction of the outline took the most of the time provided to do the research, addressing our sample was not as easy because the students took too long to answer the discourse completion test which was not normal what make the researchers minimize the sample in order to finish on the provided time and not exceed it.

General Conclusion

General Conclusion

The main purpose of learning a language is communication with different people from different places around the world, in order to have effective communication process the speaker tend to convey a message addressing the hearer. According to Austin's theory (1962) it explains how this speaker uses language to accomplish intended actions and how the hearer determines the intended meaning from what is said; this theory is concerned with the kind of act we perform when we utter a sentence such as requests; they are illocutionary acts which have been the most frequently researched in second language studies.

This study aims at shedding light on pragmatic failure committed by EFL high schools' learners when performing the speech act of requesting their teacher inside the classroom.

This research started with general introduction which introduces the topic and give presentation about it. It deals with the research questions, aim of study and hypotheses. The researchers divide this work to three chapters. The first chapter was designed to the theoretical framework which presented the theories based on this research such as speech act theory and the concept of pragmatic failure. The second chapter attempted to define or state the research methodology followed to do the research, this study analysed using mixed method approach the qualitative and the quantitative methods, the tools selected in the investigations are the discourse completion test and unstructured (in depth) interview the sample of the study consists of 40 subjects from different high schools in Tiaret 30 of the students answered the DCT and the other 10 did the interview. The last chapter which is chapter number three was devoted to the analysis of the data collected from both the interview and the DCT where the researchers analyse the findings from the collected data to meet the objectives of this study.

This research showed that EFL learners somehow struggled in doing requests this can be considered as an obstacle to effective communication, it is not a complete failure however students should pay more attention in doing their request because the minority of students were impolite in addressing their teachers inside classrooms however the majority form direct strategy type of request where they used modals and appropriate language to do their requests. The results revealed that high school students can succeed in verbal communication in requesting their teachers than the non verbal communication where they fail in using written language when they tended to do their speech act of request and fail pragmatically in cross cultural communication process. Consequently, poor productive writings are results of no planned writing and no organization of ideas also the psychological side such fear and anxiety can lead to failure in communication and misunderstanding between the addresser and addressee.

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Appendices

Appendices

Appendix A

Discourse completion Test

We would be very grateful if you take time to share your experience to complete this DCT. Your answers will be a grateful help in doing our research; first, you will be given number of situations in which you have to select one choice.

General information

1. Gender :

Male

Female

2. Age :

Under 18 years

Above 18 years

3. How would you assess your present level at English?

Average

Good

Excellent

Others

4. How do you find speaking in English?

➤ Easy

➤ Very easy

➤ Difficult

➤ Very difficult

Appendices

5. Did your previous teacher of English in Middle school focus on :

- Grammar
- Vocabulary
- Pronunciation
- Others

6. Do you interact with your teacher and classmates inside classroom?

- Yes
- No

7. If Yes say how often you interact in your opinion:

- Always
- Sometimes
- Often
- Rarely

If No, say why?

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

Instructions: In the following situations; put yourself in every one of them and write down what you think would be said in the space provided. Make sure you read the whole situation carefully before you respond.

1. When the teacher asks you and you do not understand the question, how do you respond?

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

2. Your teacher distributed the exam papers and you were not satisfied with your mark, you want to negotiate. What would you say?

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

3. You were absent and you need the previous lecture you missed to take notes for the exam, you ask your teacher to give it to you. What would say?

Appendices

.....
.....

4. Ask your teacher to borrow you a dictionary.

.....
.....

5. Make a question in which you ask your teacher to give you more time to finish your activity inside classroom or an exam. (Choose only one situation).

.....
.....

6. You have a project to do and you have to give it to your teacher by next week, you will not be able to do it, you go to your teacher to ask him/her for more time to make it. What would you say?

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

7. Your teacher is explaining a lesson and you hear words for the first time, you need to ask him/ her to tell you what those words refer to, what would you say?

.....
.....

8. In the classroom, your seat is near the window, a cold wind blows into your face and bothers you, and you want to ask your teacher to close that window. What would say?

.....
.....

9. You had an exam and your teacher accused you of cheating and pulled your paper, how would you react?

- You apology and begs the teacher to continue the exam
- Take a stand and object to the teacher's decision
- You explain to him/ her that it is just a misunderstanding

THANKS FOR YOUR KIND COOPERATIONS

Appendices

Appendix B

Structured Interview

1. When the teacher asks you and you do not understand the question, how do you respond?
2. Your teacher distributed the exam papers and you were not satisfied with your mark, you want to negotiate. What would you say?
3. You were absent and you need the previous lecture you missed to take notes for the exam, you ask your teacher to give it to you. What would say?
4. You have a project to do and you have to give it to your teacher by next week, you will not be able to do it, you go to your teacher to ask him/her for more time to make it. What would you say?
5. Your teacher is explaining a lesson and you hear words for the first time, you need to ask him/ her to tell you what those words refer to, what would you say?
6. In the classroom, your seat is near the window, a cold wind blows into your face and bothers you, and you want to ask your teacher to close that window. What would say?

ملخص

تهدف هذه الدراسة الواقعية الى كشف وفحص العوامل التي تؤدي الى الفشل البرغماتي وأي نوع ينتهجه متعلمو اللغة الانجليزية كلغة اجنبية بكثرة عند تنفيذ استراتيجيات الطلب للتواصل مع المعلمين من خلال دراسة مدى اتباعهم لقواعد التخاطب. ثم تحليل هذا العجز لعينة من تلاميذ المرحلة الثالثة ثانوي وفقا لاستراتيجيات الطلب التالية : التعبيرات المباشرة, غيرا لمباشرة تقليديا, غير المباشرة الغير تقليدية. وتسعى هذه الدراسة لإيجاد الحلول الممكنة التي يمكن ان تساعد في الحد من مثل هذا الفشل البرغماتي.

الكلمات المفتاحية : البراغماتية , الفشل البراغماتي, افعال الكلام, الطلبات, حواجز الاتصال , متعلمي اللغة الانجليزية كلغة اجنبية.

Summary

This pragmatic study aims of investigating the factors that lead to the pragmatic failure and the type that is most frequently committed by EFL learners when performing request strategies during their communication with their teachers by studying the extent to which they follow the rules of communication. This deficit was analysed for a sample of 3rd year high school students according to the following strategies of request: direct expressions, conventionally indirect, nonconventionally indirect, and seeks to find possible solutions that can help to reduce such pragmatic failure.

Key Words: Pragmatics, pragmatic failure, speech acts, requests, communication barriers, EFL learners.

Résumé

Cette étude pragmatique vise à découvrir et à examiner les facteurs qui conduisent à l'échec pragmatique et quel type est le plus fréquemment commis par les apprenants d'anglais langue étrangère lors de l'exécution de stratégies de demande pour communiquer avec les enseignants en étudiant dans quelle mesure ils suivent les règles de communication. Ce déficit a été analysé pour un échantillon d'élèves de 3^{ème} année lycée selon les stratégies de sollicitation suivantes : expressions directes, conventionnellement indirectes, non conventionnellement indirectes. Et cherche à trouver des solutions possibles qui peuvent aider à réduire un tel échec pragmatique.

Mots Clés : pragmatique, échec pragmatique, actes de langue, demandes, barrières de communication, les apprenants d'anglais langue étrangère.