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Investigating the Types and the Strategies of Speech Act of Request in EFL Classes.

Case Study: Master 1 Students of Ibn Khaldoun University

A Dissertation Submitted to the Department of foreign Languages in Partial Fulfilment for the Requirements of the Master Degree in Linguistics

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Dedication

First of all, thanks to « ALLAH » who gave me the

capacity to complete this work and reach this level.

All my love to my Family,

To all my intimate friends, and all my classmates

Miloudi Oussama

Dedication

This modest research paper is dedicated to my beloved parents who have   deeply encouraged me to fulfill this work.

Special dedication also goes to my lovely sister Dhaouia and my Three brothers Zine El Abidin, Kacem and Abdou El Rahim

To all my intimate friends, and all my classmates who helped me in this path

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List of Abbreviations and Acronyms

B&L: Brown and Levinson

EFL: English as a Foreign Language

etc. End of thinking capacity

FTAs: Face Threatening Acts

PP: the Politeness Principle.

S: speaker. H: hearer.

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Abstract

The purpose of this study is to provide light on the usage of request strategies. In this regard, the current study takes a closer look on the usages and strategies of request by Master one EFL classes at Ibn Khaldoun University of Tiaret. The focus of this study is on the request ways that students' speakers use to communicate their respect and desire for something, as well as to avoid threatening acts when discussing specific topics; thus. The findings of this research revealed that request is an indelible feature of EFL students, to show respect and preserve their faces, EFL students used request practices in classrooms.

Keywords: politeness, request, speech act, pragmatics.

General Introduction

General Introduction

Since the creation of the world humans always needed a language in order to communicate and form relationships with one another, express their feelings, describe their thoughts and to share their happiness and sadness, and exchange information and make jokes, and the most important thing is to make commands.

In this connection language has fulfilled the needs. It is all embodied in a language. Language than has types one of its types is Inter-language that investigate speech act of requesting (Type used by second- and foreign-language learners who are in the process of learning a target language and how they understand and perform speech acts, as well as how they acquire second language speech act knowledge). A request, in particular, is an illocutionary act where the addresser requests the addressee to execute an action for the speaker's advantage. The act has many forms verbal, nonverbal, ask for an object an action, or some kind of service. A request is considered more polite. It is perceived as requesting someone to do something rather than commanding.

1- Research aims

This research attempts to

1. To describe the use of politeness in EFL classes by Master 1 students of Ibn Khaldoun University.
2. To explain the request strategies applied by Master 1 EFL classes at Ibn Khaldoun University.

2- Research Questions

The purpose of this research is to investigate How Master 1 EFL students at Ibn Khaldoun University implement speech act of request, and distinguish factors that affect the use of these strategies. It intends to answer these questions:

1. What types / strategies of speech act of request are used by Master 1 EFL students?

2. How often students use politeness in their classrooms?

3- Hypotheses

1. The types and strategies of speech act of request that used by master one EFL students is direct.

2. Students use politeness in their classrooms most of the time.

4- Significance of the Study

The underlying idea behind our study is to show that the unawareness of pragmatic knowledge may prevent learners to reach a good command of the target language. The mastery of the linguistic aspects of the target language is insufficient for learners to be able to use that language in different contexts and for the realization of different speech acts, namely: requesting. In order to make learners communicatively competent there should be a special focus on developing their competence of requesting. Findings from different research have come to the conclusion that learners' pragmatic competence in requesting is incomplete despite having a high level of grammatical competence. This is particularly important in the contexts where English is a medium of instruction only, where learners' exposure to the target language is limited to the classroom. In foreign language settings there are lack of chances to face situations where genuine communication is involved. Therefore, there is a need for further research that pays attention to developing FL learners' requesting competence. The introduction of pragmatics as a new branch of linguistics has favoured a focus on interactional and contextual factors of the target language.

The need of developing EFL learners' pragmatic competence of requesting has been demonstrated by many studies conducted in the field of cross-cultural pragmatics. This indicates that pragmatic aspects differ from one culture to another and creates miscommunication and real difficulties in cross cultural encounters. In our study, we would

like to highlight the importance of developing learners' pragmatic awareness of the speech act of requesting in order to be able to use the TL appropriately and be able to express it effectively in different situations.

5- Research Methodology

This research uses both quantitative and qualitative methods of collecting data. Besides eighty one questionnaires distributed on Master one English Foreign Language classes of Ibn Khaldoun University of Tiaret, and the sample was chosen randomly to collect as many data as possible.

Research Design

This research includes both qualitative and quantitative types , quantitative to describe the data collected and the qualitative was represented in this research as diagrams and persentages in the third chapter. The selected sample was The Master one students EFL classes of Ibn Khaldoun university of Tiaret, however a questionnaire was given to eighty one students which was selected randomly from Master one level which means both specialties linguistics and didactics . The main idea is to collect as much sample as possible to get enough data about our topic and to notice the use of politeness and request among master one students.

Research Structure

This dissertation is divided into 3 chapters, the first one is devoted to literature review and in this context we tackled pragmatics defined by leech and Yule then we presented speech act theory then we move on to deixis and cooperative principles. In the second chapter we dealt with request skills in social context with some definition of concepts such as request

politeness. The last chapter is the practical part of the research we dealt with methodology and

we analysed the data gathered from the samples.

Chapter one

Literature Review

Chapter one: Literature Review

This chapter deals with some concepts that are related to our topic such as; pragmatics speech act and deixis and cooperative principles.

1. **Pragmatics**

Pragmatics is a branch of linguistics Developed in the late 1970s it claims that what is communicated is much more than what is said. The meaning of the words or phrases produced by the speakers in conversation has a larger meaning than the actual sense of the words or phrases themselves. Yule (1996:3) states that pragmatics has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.

Pragmatics is very tightly linked to the context or setting in which something is uttered, hence it is critical for speakers to concentrate on the context. . Leech (1983:13-4), pointed that the pragmatics is a study of meaning and the way to relate that speech with any provided situations, along with an aspect to make a speech in a situation and further it paves a path to determine a core principle that whether it deals with semantic or the pragmatic phenomenon.

The more important aspects of pragmatics have indicated that it is the study of meaning that is related towards speech making situation. Within pragmatics, the five vital aspects that are mainly focused have been mentioned below:

a) Addressees or addressers (hearer and speaker).

b) An utterance in context, Leech agreed to say the involvement of relevant utterance in social and physical setting, however, he did emphasizes more on the background knowledge that is related to the context.

c) Leech defines the goals of an utterance as well as the meaning of intention towards uttering it.

d) The utterance is a form of activity or an act, within pragmatics, the verbal utterance can also be performed like acts to parch needs of a particular situation.

e) The utterance that is in a form of enclosed verbal acts does tends to identify for sentence or token tagging that in their real sense are not the sentences, but similarly can be the piece of language that classify as short and long single sentence. Yule (1996) argues that pragmatics should also consider aspects of context such as who people are talking to, when, where, and under what circumstances that will determine the way they say and what they want to say.

Yule (1996:3) states that there are four areas which pragmatics is concerned with:

Pragmatics is the study of speaker meaning.

Pragmatics is the study of contextual meaning.

Pragmatics is the study of how to get more communicated than it is said.

Pragmatics is the study of the expression of relative distance.

In its broadest sense, we should be able to absorb the meaning of the utterances through pragmatics by being aware that the words or phrases carry hidden meaning than that of the actual meaning of what is uttered.

2. What is The Speech Act Theory

Speech act is a subset of pragmatics and sort of verbal and nonverbal communication. Yule (1996) states that speech acts are a study of how the speakers and hearers use language. Bach (1979) explains that an action in verbal communication has message in itself. As a result, communication involves not just language but also actions. When a speaker says something, there are certain goals that go beyond the words or phrases. Austin (in Tsui, 1994: 4) explains that speech acts are acts that refer to the action performed by produced utterances.

in accordance with this, Yule (1996: 47) states that speech acts is action which is performed via utterances. Stating the same idea, Birner (2013) also says that uttering something means doing something. The speaker can express physical action through speech acts by using only words and phrases. The transmitted statements are more important to the acts taken.

A speech act is a linguistic term for an utterance that is defined by the speaker's intention and effect it has on the listener.

It is in essence the behavior that the speaker wishes to elicit from his or her audience. Requests, threats, pledges, apologies, greetings, and a variety of other pronouncement are examples of speech acts. Speech acts as one might expect, are a key part of communication.

3. The Definition of Speech Act Theory

How to do things with words is a work by john Langshaw Austin , based on a series of lectures given at Harvard university in 1955 .It was published in England in 1962 (posthumous edition).The notion of speech acts , which will give rise to contemporary pragmatic linguistics and philosophy of ordinary language , was born from this work.

Pragmatics has a subfield called speech act theory. This field of study is concerned with the various ways in which words can be utilized to convey information as well as to carry out actions. Linguistics, philosophy, psychology, legal and literary ideas, and even artificial intelligence development utilize it.

Speech act is an utterance that has a communication purpose , we use speech acts in our daily life by greeting , apologizing , requesting , complaining and so on .

- **Greeting**: Hey Ossama. How are things going
- **Request**: Could you pass me the phone please

- **complaint**: I have been waiting two weeks for the phone , and i have been told that it would be fixed in a week

- **Invitation**: would you like to join us this Friday

- **Compliment**: Hey i really like your shoes

- **Refusal**: i would love to see that movie with you but this Saturday just is not going to work

One of the issues of intercultural communication is the need to raise awareness about the importance of comprehending cross cultural speech acts.

3.1.Types of Speech Acts

There are three actions associated to speech acts , according to Austin (1962) in his speech acts theory , the first act is the locutionary act , which is the fundamental act of producing meaningful language. The act is closely linked to the listener, if the listener is unable to comprehend what the speaker is saying; the speaker has failed to perform a locutionary act. When an Indonesian for example in America asks an American in bahasa ' apa kabar pak in English, this utterance will not produce what is known as a meaningful linguistic expression. On the other hand, if the speaker asked, "How are you sir " the American would understand , and it would be considered a elocutionary act .

One must have a certain intention when speaking a sentence or a word .People make well-formed utterances for a variety of reasons, including the urge to communicate with other or deliver information, illocutionary act is the name for the second dimension. An illocutionary act is achieved through a communicative intention speech. A speaker can use an illocutionary act to make a promise, an offer, an explanation, and so on, according to Austin's definition of illocutionary force.

The term "perlocutionary act" refers to the process of creating the efforts of a meaningful, interactional statement. The effect of successfully creating a speech with the purpose of getting someone to drink coffee is known as the perlocutionary effect.

-Searle classify speech acts into three types of actions:

3.1.1 Locutionary Speech Act

(the act of saying something) is the act of saying anything without any other intention or goal other than to persuade the other person. Illocutionary Speech Act (the act of doing something) is a speech act which aims to perform something not only serves to inform. if you don't give importance to who is speaking and who is the hearer, when and where the speech act happens, and so on, it is difficult to identify the illocutionary speech act

3.1.2 Perlocutionary Speech Acts

Refer to the individual being addressed and can be defined using verbs, such as encouraging the listener, learning something, convincing,

Deceiving, lying, irritating, annoying, frightening, alluring, captivating, entertaining, inspiring , influences, and confuses.

3.2. Classifications of Speech Acts

Searle and Levinson (1983:240) classified speech acts into five categories which are representative, directives, commissives, expressive, declarations

a) **Representative**

Are speech acts that states whether the speaker believes something to be true or not. Factual statement, claims, conclusions, and descriptions are all examples of the speaker describing the world as he or she sees it .

The earth is flat for example.

- No one ever said anything about peanuts in Chomsky's writings.

-The weather was pleasant and sunny .

when the speaker employs a representation, the speaker moulds words to much the context (of belief).

b) Declarations

Declarations are a type of speech act in which utterances influence the world. In order to properly perform a declaration, the speaker must have a specific institutional function in a given setting.

For example: El imam said: i am now declaring you to be a husband and wife

- The teacher said: you are out.

The speaker alters the world with his or her words when making a pronouncement.

c) Expressive

Speech act that expresses how the speaker feels are known as expressive, they can be assertion of pleasure, pain, likes, dislikes, joy, or sorrow, and they can express psychological states .They can be triggered by something the speaker or the listener does, but they always revolve around the speaker's experience.

Example

   a. Please accept my apologies

   b. Many congrats

   c. Oh yes,that's fantastic

When the speaker uses an expressive, he or she fits words into the world (of feeling).

d) Directives

Directives are spoken acts that are used to persuade someone else to do something. They express the speaker's desires Commands, orders, requests, and proposals.

For example

a.   Give me a cup of coffee

b.   Could you please lend me some money

c.   Do not get your hands on that

When the speaker uses a command, he or she is attempting to make the world suit the words via the hearer.

e) Commissives

Commissives are speech acts in which the speaker expresses a willingness to take a specific action in the future. They convey the speaker's intent. Promises, threats, refusals, and commitments are all on the table .They can be delivered by one speaker or by a group of speakers.

For example

A- I will be back

B- The next time, i am going to get it right.

C- We are not going to do that.

The speaker promises to make the world fits words through the speaker when utilizing a commissive.

The following table clarifies more the types of the speech acts and the purpose behind using each one of them in daily life:

Table 1 Types of Speech Act

Representatives	assertions, statements, claims, hypotheses, descriptions, suggestions
Commissive	promises, oaths, pledges, threats, vows
Directives	Commands, requests, challenges, invitations, orders, summons, entreaties, dares
Declarations	Blessings, firings, baptism, arrests marrying, sentencing's, declaring a mistrial
Expressive	Apologies, congratulations, condolences, thanks giving
Vindictive	Rankings, assessments, appraising, condoning

4. The Importance of Speech Act Theory

The importance of language in our daily lives cannot be overstated. It assists us in verbally transferring information, exchanging ideas, and expressing our thoughts. The act of making statements, commanding, and inquiring are all parts of speech acts, according to Searle (1976, 16), and speech acts are the fundamentals of language. Speech actions are more than just linguistic constructs; they go hand in hand with context investigation, which is necessary to decode an entire utterance and its meaning (Searle, 1976)

5. Speech Act and Cultures

Speech acts are the actions taken by a writer or a speaker when they utter a specific norm of words and the importance of language in our daily lives cannot be overstated. It assists us in verbally transferring information, exchanging ideas, and expressing our thoughts. The act

of making statements, commanding, and inquiring are all parts of speech acts, according to Searle (1976, P16), speech acts are the fundamentals of language. Speech actions are more than just linguistic constructs; they go hand in hand with context investigation, which is necessary to decode an entire utterance and its meaning are focused on meaning (the speaker's intention). Successful intercultural communication hinges on the recognition of the meaning of a specific speech act in a given cultural context. Although speech actions are thought to be universal, research demonstrate that they can emerge differently in different languages and cultures .This cross-cultural language difference is indicative of wider socio-cultural distinctions that underpin language use globally, and it is undoubtedly at this level that much inter-cultural misunderstanding begins.

The differences between cultures are very important while performing a speech act, the speech acts are realized in different ways in different cultures and these variances can lead to communication problems ranging from the amusing to the serious. Importantly, the requirement to check the form, function, and restricting variables of speech acts as a prerequisite for dealing with them in the classroom is a frequent theme in this volume.

6. Speech Acts and The Second Language

In a situation involving a second language when it comes to the speech act, there are a few factors to consider. If utterances are spoken in the mother tongue, it is simple for speakers or listeners to figure out what they imply. Idiomatic terms and cultural conventions do not serve as hurdles in determining the intended meaning. When it comes to foreign languages, those elements could make it difficult for someone to properly comprehend what is being said. Speech acts are difficult to do in a second language because learners may not be familiar with the second language idiomatic expressions or cultural norms, or they may transfer their first language's rules and conventions to the second language, assuming that they are universal.

Because language learners' natural tendency is to rely on what they know to be suitable in their first language, it's critical that they know exactly what they are doing in that language in order to detect what is transferable to other languages .Something that works in English may lose its meaning when translated into another language.

7. Cooperative Principle

Cooperative principle is believed to play a regulative role in English speaking communication and any real or apparent violation of the maxims of cooperative principle will lead to what it called conversational implicative.

The cooperative principle is one of the widely known pragmatic principles which are used to interpret the literal sense and grammatical force of utterances.
(Grice 1975) states cooperative principle as follows: Make your conversational contributed such as is required, at the stage at which it occurs, by the accepted purpose or direction of talk exchange in which you are engaged.

In conversation analysis, the cooperative principle is the assumption that participants in a conversation normally attempt to be informative, truthful, relevant, and clear. The concept was introduced by philosopher H. Paul Grice in his 1975 article "Logic and Conversation" in which he argued that "talk exchanges" were not merely a "succession of disconnected remarks," and would not be rational if they were. Grice suggested instead that meaningful dialogue is characterized by cooperation. "Each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction." When we communicate we assume, without realizing it, that we, and the people we are talking to, will cooperate to achieve mutual conversational ends. This conversational cooperation even works when we are not being cooperative socially.

7.1.Types of the Conversational Maxims

According to Grice there are for conversational maxims

7.1.1. **Maxim of Quantity (quantity of information)**

  ➢ It is about going straight to the point, make your contribution as information as is required No less informative No more.

7.1.2. **Maxim of Quality**

  ➢ be honest

  ➢ Make your contribution truthful

  ➢ do not say what you believe to be false

  ➢ do not say that for which you lack adequate evidence

7.1.3. **Maxim of Manner**

  ➢ Be brief

  ➢ Be clear in what you say and direct

  ➢ Avoid ambiguity

  ➢ Be orderly

  ➢ Avoid obscurity of expression

7.1.4. **Maxim of Relation**

  ➢ Be relevant (adapted from grice , 1975 , 41)

7.2.**Flouting Maxim**

7.2.1   Quantity:

The speakers who flout the maxim of quantity seem to give too little or too much information.

  ➢ **Example**

  ➢ Well, how do I look?

  ➢ Your shoes are nice.

7.2.2 Quality

Speakers may flout the maxim by exaggerating expression

- ➢ **Example:** I could eat a house.

7.2.3 Relation

By flouting the maxim of relation the hearer would expect what the utterance did not say

- ➢ **Example**
- ➢ So what do you think of Oussama.
- ➢ His flatmate's a wonderful cook.

7.2.4 Manner

Those who flouting maxim of manner, appearing to obscure are often trine to exclude a third party

- ➢ **Example**
- ➢ Where are you off to?
- ➢ I was thinking to go out to get some of that funny white stuff for somebody.
- ➢ Okay but do not be long – dinner's nearly ready.

8. Deixis

Yule & Stalnaker, (1996) states that deixis is pointing at something through language. Deixis is a pragmatic concept which means 'pointing' via language. It has a relation with the structure of a language and the context in which the language is used.

Deixis cannot be ignored in terms of language use, because its interpretation depends on the context and the speaker intention. Deixis cannot be neglected when it comes to language use because its meaning is determined by the speaker's intention and the context.

There are some common words that can't be interpreted at all without their context, particularly the context of situation.

There are some terms are unable to be interpreted without their context, specially the context of situation, such as; this or that, yesterday or tomorrow, here or there. Moreover pronouns such as; it, him, them, you, she, me, are unable to comprehend if we don't get who is speaking, about 'whom', and 'when', 'where'.

Deixis can be divided in 'deictic' use and 'non-deictic' use. The first one refers to gestural and symbolic use. It can only be explained by direct observation, moment by moment, of some physical aspect of the speech event. For example; take this and this but not this to the fridge. the deictic terms can only be explained when supported by a physical sign, such as a choosing gesture or eye contact.

In contrast the symbolic use of deictic expressions, involves knowing the basic spatiotemporal parameter of the speech event. It requires having an idea about the basic spatio-temporal of the speech event as an example ; this city is so big. we do not expect the utterance to be accompanied by any physical indication of the referent. We don't anticipate any tangible indicator of the referent to accompany the speech. The position of the speaker is known, and can be understood without any difficulties (Huang, 2007, p. 134).

The 'non-deictic use' is a term that can be understood without the need of the context, since it isn't related to something specific. For example, "I do that and this. This and that have relation with context.(Al-Tekreeti, 2016, p. 12)

8.1. Types of Deixis

Deixis are classified into three types; Person deixis, place deixis, and time deixis, then another two types were added by Levinson; discourse and social deixis (Ibid, p. 13).

8.1.1. Person Deixis

Refers to the participants role of referent. It is concerned with the types of persons who are active in speaking. It includes: the speaker, the addressee and referents which are other participants, neither speaker or addressee.

Person deixis is demonstrated by: pronouns, possessive affixes of nouns and agreement affixes of verbs.

It has three kinds

➤ first person deixis (I, we) it indicates the speaker or group of speakers.

➤ Second person deixis (you) it points to the addressee or a group of addressees.

➤ third person deixis (he, she, it and they) indicate other participants in the context of situation, neither speaker or addressee.

8.1.2. Place (Spatial) Deixis

Are words and sentences used to point to a location, such as, 'here', 'there', 'near that' are called spatial deixis (Yule, 2010, p. 130).

Place deixis is a term used to show the location which is pertinent to the location of a participant in the speech event.

The location of people and things is being marked. It can be demonstrated in 'this', 'those', 'there', 'here', 'that' and 'those.

8.1.3. Place deixis has three forms

➤ Adverbs of place such as here and there.

➤ Demonstratives which refer to a person or thing, such as: 'this', 'that', 'these' and 'those'.

➤ the motion verbs are other different structure of deixis, such as come and go.

8.1.4. Time (Temporal Deixis)

Huang, 2007 states that time deixis "is concerned with the ending of temporal points and spans relative to the time at which an utterance is produced in a speech event"

It is related to the time of speaking. Renkema (1993) stated that time deixis is a reference to time relative to a temporal reference point and it is typically the moment of speaking. Time

expressions are represented by adjectives of time, such as today, after , last night and the verb tenses.

Ones can distinguish between 'calendrical' and 'non-calendrical' time units. Calendrical utilize related to a fixed length sequence of a naturally given time unit, such as: November, Monday, this night. Whereas non-calendrical utilize refers to the time of measurement in connection to some fixed points of interest such as, later, midnight. (Huang, 2007, p. 144).

The calendrical units are non-deictic, however, they can be deictic by using demonstratives as modifiers. For example, this evening means the evening that includes the time of speaking, and 'this year indicates the year of the calendrical year which includes the time of speaking. On contrary, Non-calendrical units are deictic (Al-Tekreeti, 2012, p. 17)

8.1.5. Discourse (Text) Deixis

Are words and sentences that shows the relationship between an utterance and the prior discourse. It's a kind of remark on the text or conversation by the speaker. Some words such as but, therefore, in conclusion, actually help to build a discourse and to scope actual utterance in a chronological order (Ello, 2018).

Discourse deixis is used for terms which indicate background (anaphora), words that are already has been mentioned. For example; the student study hard for his exams. Or postcedent expressions; for example; when he arrived home ossama start studying. Levinson (1983) stated that "the distinction should be made between discourse deixis and anaphoric expression". deixis has similarities with anaphora and cataphora in the ability to operate as a text cohesion mechanism.

8.1.6. Social Deixis

As Huang, 2007 stated that social deixis "concerned with the codification of the social status of the speaker, the addressee, or a third person or entity referred to, as well as the social relationships holding between them"

Social deixis can hold information about social status, kinship relationships, age, sex, occupation, and other groups.

Social deixis demonstrates how various social ranks and communication participants use language to express connections throughout society. It refers to the amount of interpersonal interaction rather than information. For example; my lord forgives me.

The word lord refers to high position of the addressee than the speaker.

Social deixis can be expressed by:

Title of the addressee (Sir, Mrs, Miss, Mr.)

➢ Kinship terms (tante, my tante).

➢ First name (Mohamed ali).

➢ Combination (Mohamed ali klay).

➢ Titles borrowed from names of occupations (teacher).

➢ Ranks in certain social/ professional groups (soldier).

➢ Combination of titles and names (Professor Sir Mekboul) (Dondeigo, 2018).

There are two types of social deixis; first one called relational social deixis it can be performed between the addresser and referent, which is used by the addresser to show respect to the referent. addresser and addressee, which is used by the speaker to show deference towards the addressee, speaker and bystander which is used by the addresser to indicate respect to a bystander, including participant in the role of public and non-participant over hearers.

The second type is called Absolute social deixis; is deictic reference usualy expressed in certain forms of address which will include no comparison of the ranking of the speaker and addressee, For instance; your highness, Mr. President.

9. Conclusion:

To conclude, in this chapter the researchers defined the two concepts pragmatics based on Yule and Leech theories, and speech act based on Austin's perspective. Then we went deep by detailing the two concepts to scoop of pragmatics (Deixis) and cooperative principles.

Chapter two:

Requesting Skills

This chapter deals with some concepts that are related to our topic such as; request and its types and politeness.

1. Request

Requests are typically made to begin contact. The request is a command, and it is regarded as a defamatory conduct (FTA). A request, according to Trosborg (1995, P 2), is an impositive act performed by the speaker in order to influence the hearer's intentional behaviour for the speaker's gain exclusively, at the expense of the hearer. Non-impositive acts, on the other hand, benefit the listener.

In terms of development research in second language pragmatics, requesting is the most widely investigated speech act. This could be due to requests being made more frequently in everyday interactions when speaking. Request is the most prevalent speech act across all languages, and it has a profound impact on the cultural standards of different languages (Trosborg, 1995). As a result, a good performance of this speech act may result in pleasant feelings, whilst a failure to do it may result in negative sensations. The speaker must employ strategies to reduce or eliminate offending (Achiba, 2003). Trosberg classified the tactics used to perform request speech acts based on previous research. He categorizes the strategies into three groups

Direct

Conventionally indirect

Indirect

Table 2: Taxonomy of request realization strategies (Trosborg, 1995: 205)

Categories	Request strategies	Examples
Direct request	Obligation	You must/have to lend me your car
	Performative	I would like to ask you to lend me your car
	Imperative	Lend me your car (, please)
Conventionaly indirect (Hearer-based)	Ability	Can/could you lend me your car?
	Willingness	Would you lend me your car?
	Permission	May I borrow your car?
	Suggestory formula	How about lending me your car?
Conventionally indirect (speaker-based)	Wishes	I would like to borrow your car
	Desires/needs	I want/need to borrow your car
Indirect request	Hints	I have to be at the airport in half an hour

Requests are important and common in ordinary speech acts, especially among new language learners.

A request is frequently the starting point for communication. The illocutionary act of requests has been studied the most in second language studies when compared to other types of speech actions. Requests are made in a variety of ways (for example, declaratives, interrogatives, and imperatives) and for a variety of reasons. A request is an act that puts one's face in jeopardy. To reduce or eliminate offending, a speaker must employ specific tactics (Achiba, 2003).

Representatives, directives, commissives, expressives, and declarations, according to Searle, are the most often researched of the five speech act categories (representatives, directives, commissive, expressive, and declarations), 'Ask', 'order', 'command', 'request', 'beg', 'plead', 'pray', and 'entreat', as well as 'invite', 'permit', and 'advise', are among the verbs employed in this category, according to him.

Face is greatly influenced by the concept of indirectness and politeness in the execution of spoken activities such as requests. For several reasons, such as to decrease and mitigate the threat, avoid the risk of losing face, or smooth the conversational contact, the speaker's indirectness is favoured. Higher levels of indirectness have been found to correlate with higher levels of politeness. Requests, according to Brown and Levinson (1987), are face-threatening activities because they threaten the addressee's negative face. According to Trosborg, the requester has authority and control over the requestee, endangering the requestee's negative face (the wish to be free). Furthermore, a request is an affirmative action taken by the speaker to influence the intended outcome.

The hearer's actions are solely for the profit of the former and at the expense of the latter. A proposal, on the other hand, is a recommendation.

Trosborg (1995) defines usefulness for interlocutors, the speaker and the listener.

1.1.Types of Strategies

The approach type and directness of a request may differ. The CCSARP (Cross-Cultural Speech Act Realisation Project), the most well-known empirical research of cross-cultural pragmatics, established three levels of directness for requests (cf. Blum-Kulka, House & Kasper 1989). The first level is referred to as 'direct.' This includes forms that use merely syntactic ways to express requestive force, such as grammatical mood or an explicit performative verb. 'Conventionally indirect' is the second level. This includes indirect formulas that are used as a manner of requesting in the language. The final level is referred to be "non-traditionally indirect" (i.e. hints). A hint is an indirect request form that is not standard in the language, requiring the listener to engage in extra inferencing effort in order to deduce the speaker's requestive meaning.

1.1.1. Direct Request

Direct request can be used when the speaker expects others to comply. The speaker is usually in a better position than the listener. As a result, the request may appear authoritative to the listener. The strategy of expression of obligation and necessity, the strategy of Performatives, and the strategy of imperatives all use this style of direct request, for example, "Get me the automobile!" In the sentence, the speaker expresses his or her desire in a plain and direct manner rather than in a cryptic manner, allowing the request to be successfully conveyed.

1.1.2. Indirect Request

In an unspoken sense, the person is expressing a request to others. A person who makes a request in a diplomatic and considerate manner is considered as diplomatic and tactful. He or she is also regarded as more important than someone who makes an overt request. "This place

is rather hot," for example, demonstrates indirectness, kindness, and good breeding. By stating so, the speaker is implying that the listener should switch on the air conditioner.

2. Requesting Taxonomy by Trosborg (1995)

Trosborg (1995:192) setted some variety of request techniques as the following :

2.1. Hints

In this type, the speaker intentionally hide his request and does not make it clear in the speech. As described by Fahrurrozi (2015), the speaker's request may hint to the listener what he wishes, without explicitly state it. When interpreting, the listener should have knowledge about others, and their environment. Hint is categorized to mild and solid.

2.2. Questioning Ability/Willingness

The speaker ask question and the listener is supposed to answer it. It entails a shift in focus from the respondent's competence or willingness to the requester. It goes back to the listener if or if not the request is made. Intensification, such as likes, compassion, thoughts and objects, can be regarded a prerequisite for ability.

2.3. Permissions

Listeners' willingness to reply to requests can likewise be requested through permission requests. According to Trosborg (1995). This inquiry necessitates a shift in focus that is directly insulting to the person speaking as the operation's subject or object, Instead of the listener as an active participant. Requests can also contain statements of thanks, wishes, and other sentiments on behalf of the applicant.

2.4.Suggestory Formulae

In this type, the participant should not be forced to inquiry certain condition based on the listener. However, to provide a clue on the request proof, by using a provocative technique to make a need, the speaker is more careful in his request and avoids his own participation as interference's beneficiary.

2.5.Statement of Speaker`s Wishes

The speaker wishes is to control this technique, It is usually delivered in a polite manner, so that the listener does not feel obligated to do the action, for example; I want you to write today. The request made the speaker remember his desire.

2.6.Statements of Speaker`s Need and Demand

Speakers who employ this strategy tend to be more direct because request is highly taxed. The listener has to make a request. This request can be polite by adding "please".

2.7. Statements of Obligations

In this technique the speaker has authority, it uses auxiliary verbs such as, have, should, and must, mark statements as requests.

2.8.Performatives

This type employs Performatives verbs that shows the intention of the speaker such as such as demanding, asking, ordering, requesting, ordering, etc., particularly express the statement as a Performative request. Performatives remarks with the aim of inquiry are often direct and authoritative. The suggestion was not as considerate as the confession of responsibility and necessity. However, if the person needs to soften the request's language, he or she may do so.

2.9.Imperative

Speech act includes imperative which straightforward suggest that speech is a demand in its most basic and authoritative form. Since the speaker has power over the listeners, they have to do what the speaker wants.

Table 3: Requesting Taxonomy by Trosborg (1995)

Situation	
Indirect Request	
Hints	Mild
	Strong
Indirect (Hearer-Oriented Condition)	
Ability /Willingness	
Permission	
Suggestory Formulae	
Indirect (Speaker-Oriented Condition)	
Wishes	
Desires/needs	
Direct Request	
Obligation	
Performatives	
	Hedged
Imperatives	Unhedged
Elliptical Phrases	

3. Politeness

The term politeness refers to taking into account the sentiments and intentions of others who are listening. In other words politeness can be represented in actions both vocally and nonverbally (Leech, 1983, p. 140). This means politeness can be exhibited in utilizing suitable body language, Dressing appropriately (Ashizuka, Mima, Sawamoto, Aso, Oishi, Sugihara, & Fukuyama, 2015, p. 1).

 In addition Lakoff (1975, p. 64) "defines politeness as a notion "developed by societies in order to reduce friction in personal communication".

Furthermore Leech (1983, p. 19) "views politeness as simply "strategic conflict avoidance "that "can be measured in terms of the degree of effort put into the avoidance of a conflict situation".

Politeness presupposes that we all have a face, and that we all have desires and requirements for our faces. Furthermore in face threat we have numerous face-threatening. Face threats are sometimes directed at the listener, while others they are directed at the speaker. When evaluating a face-threatening behaviour, sociological factors are taken into consideration.

Politeness theory says that the intention to choose a certain politeness technique is influenced by the social context wherein the speech act happens. That is, to who are you speaking, how do you know that person, and what is the topic?

There are several types of faces in Politeness theory: positive face and negative face

The urge for one's intentions and desires to be recognized in a social situation is shown by a positive face. This is the practice of maintaining a positive and constant self-perception. The need for self - determination, independence from pressure, and the ability to make one's

personal judgments is reflected in the negative face. This hypothesis is based on the idea that most speech acts are fundamentally threatening either to the person speaking or the listener's face, As a result, politeness is an important factor of being non-offensive, Communication that is non-threatening to the face and entails the redressing of both positive and negative facial expressions.

Researchers have found three primary ways for completing speech actions based on these assumptions: positive politeness, negative politeness, and off-record politeness.

3.1.Positive politeness:

The speaker's purpose in positive politeness is to meet the hearer's pleasant face needs; as a result, the hearer's pleasant dominator is enhanced. Positive politeness techniques emphasize the speakers and hearer's friendship and collaboration; the speaker's desires are comparable to those of the listener in some way. There are a variety of approaches to achieving this connection and claiming mutual understanding. First, the speaker can detect and respond to the demands, likes, necessities, or commodities of the listener. Second, the speaker might overstate his or her profits in, agreement of, or compassion for the listener. Third, the speaker can demonstrate an intensified interest to the hearer. In-group indicators, such as workplace environment or religious membership, can also be used by the speaker to establish that the speaker and the listener are members of the same social group. These might include ways of address, use of slang, in-group language, jargon or dialect. And as an example might be: "what's up, dude, "Bro, I'd like to discuss with you…" The speaker may use acceptable themes and repetition to elicit approval from the listener. However, on the other hand, the speaker can also use a symbolic approval, a white lie, or hedging a viewpoint to prevent conflict with the listener. Furthermore, the speaker can assume awareness of the hearer's desires and attitudes, suppose that the hearer's principles are similar to the speaker's principles, presume that the speaker-hearer connection is common, and that the hearer is

knowledgeable about the issue. In addition, Laughter and kidding are also a way to create a feeling of comfort between the speaker and the listener. Besides establishing mutual understanding, the speaker can apply a number of techniques to show that the speaker and the listener are partners. Presenting or committing, being hopeful, engaging both the speaker and the listener in a desired action, providing or requesting for explanations, and presuming or claiming exchange are some of these techniques. Lastly, in order to build positive politeness, the speaker might try to satisfy the listener's desires. This may be achieved through the exchange of presents, which can include both tangible and non-material items, and also compassion, comprehension, and collaboration.

As an example of positive politeness include compliment such as, "I truly appreciate how you handled this". And might include statement such as , "I believe the other component is a little more powerful". In many situations, the speaker includes their point of view into his or her recommendations to the listener; in this manner, the speaker emphasizes closeness and connection with the listener and the topic.

3.2.Negative politeness

Negative politeness tackle the demands of the hearer for self – determination from interference in determining his or her own choices, it is also called Negative face redress. Negative politeness may be approached in two ways. The first is to be straightforward while being customarily indirect. The second one is to avoid creating assumptions or presumptions. Inquiries and hedges are examples of these methods. Third one, negative politeness can also be used without attempting to force the listener. This can be achieved by being gloomy (I'm sure this isn't something you like doing.) reducing the pressure (I only require a minor item.) or deferring (You're far more knowledgeable than I am on this subject.) The speaker might also express a wish to avoid interfering with the listener. This might be done by employing apologetic tactics such as confessing the encroachment. (It's a big fish I know.) Expressing

unwillingness (I am not sure to ask this.) citing massive reasons for the need to inquire, or pleading for mercy. Impersonalizing the speaker and the listener is another way to avoid impinging on the listener. The use of passive and contextual voices is one of these tactics (This is how it's usually done.) substituting indefinites for "I" and "you" ("people want to ..."). "I" and "you" should be pluralized (we don't know) and refraining from using the words "I" and "you" together. As a result, negative politeness remarks might include "This is how some individuals would handle the problem," or "I do not really know much about this, but it appears that this method is appropriate". In these cases, the speaker realizes and addresses the hearer's freedom to make his or her own judgments, thereby meeting the hearer's negative face demands.

3.3. Off-record politeness:

Off record politeness is a technique that depends on inference. This method is indirect, as it includes violating conversational maxims in order to infer a certain course of action. Here the speaker depends on the listener's skills to comprehend and explicate the speaker's intended meaning. Off-the-record politeness may be achieved in a variety of approaches, each with its own set of methods. First, the speaker can invite conversational maxims, by using strategies such as; drop clues, presume, play down, exaggeration, use paradoxes, be sarcastic, use figures. Second, the speaker might purposefully be obscure or unclear also extrapolate, and being indirect by employing ellipsis. As examples:

A) "What do you think about these T-shirts?"

B) "I think you have a lot a very nice clothes in your closet, especially t-shirts."

A) "Do you think we should leave at 7 or 7:30?"

B) "I think we should be on time."

In all of these circumstances., Speaker B is making a proposal to speaker A. however speaker B's intended meaning might be understood by the reader but speaker A should be able to comprehend the implications that Speaker B is presenting. of course, the danger of off record politeness is that the meanings are so obscure that they are misunderstood.

3.4.Face threating act (FTA)

Erving Goffman presented the concept of face threating in 1967, He linked face as a mask for the changes that occurs depending on audience and the social interaction. The concept of face is changeable according to cultures and social circumstances. Every person has self-image, which he or she wants to save when he or she interact with others.

According to Goffman, 2006; Face "can be lost, maintained, or enhanced and must constantly be attended to in interactions". Brown and Levinson (1978) defined negative face as our desire to do something without pressure or restrictions, and positive face as our wants to strengthen relation with others and adored. They refer to the concepts of face threating to acts such as rejection or disdain. Which threat a person's positive face, and acts such as requests for action, which restrict a person's autonomy and defy his or her negative face. FTAs lead to misunderstanding and breaking down communication.

4. Conclusion:

This chapter is dedicated the the request skills, in this chapter the researchers started with defining some concepts according to scholars like trosborg these concepts are as follow; request (direct, indirect), Then we moved to Politeness with its types (positive, negative, off record politeness, face threating act).

Chapter 03

Fieldwork

1. Research Methodology

To conduct any scientific research, the researches should choose appropriate approach to investigate their research. In this context, the researchers used qualitative and quantitative approach to undertake their research. Qualitative research used to describe non statistical data. It is used to comprehend ideas, thoughts, and experiences. This form of research allows the reader to gain in-depth knowledge about issues that might not be well-known. In other hand, Quantitative data is concerned with numbers and measurable data.

In this research both qualitative and quantitative approaches were used. The researchers distributed a Questionnaire to a sample consisting of 81 EFL Master one students at Ibn Khaldoun University of Tiaret. The qualitative approach was used to identify the student's standpoint about these strategies, and support. Whereas the quantitative approach was used to come up with a precise and clear numerical description of the strategies used by Master one EFL students at Ibn Khaldoun University.

2. The Sample

In any research, the researchers choose a sample that he / she wants to investigate, which is relevant to the topic to his research. In addition the target population must be selected appropriately in order to get reliable results. In our research and in order to get precise and accurate data about the speech act of request that Master one EFL students use in their classrooms, we selected 81 master one EFL students at Ibn Khaldoun University to be our representative sample. In addition two factors were not taken into consideration gander of the participant and age.

Methods of data collection	Participants	Number
Questionnaire	Master one EFL students At Ibn Khaldoun University of Tiaret.	**81**

Table 4 The Sample of the Study

3. Technique of Collecting Data

The technique was used in this research is by giving direct and indirect questions to the students in a form of questioner, yes or no questions with a small explanation following his yes and no answer to make it easy to the student to answer without mentioning his name only his age and gender to make it comfortable, one of the earliest questioners was Dean Milles questioner of 1753, by Saul Mclead , updated 2018 . A questioner is a research instrument used for collect data; it consists of a set of questions that are used to gather data from respondents. It aims to collect reliable data, with simple language and familiar which help the target population to understand the questioner. This technique has advantages such as:

- ➢ Practical.
- ➢ Fast results.
- ➢ Validity and reliability.
- ➢ Facility.
- ➢ Cheap.
- ➢ Easy analysis.

In other hand this tool has disadvantages which may create an obstacle for the researcher, such as:

➢ Unanswered questions.

➢ Unreliable answers.

➢ Misunderstanding.

➢ Incomplete answers.

➢ Not turning back questioner.

4. **The technique of collecting data also includes**

➢ The questions in the questionnaire were written with an easy language in order to be understood by all students.

➢ Make direct and indirect questions according to the context to find different answers that help the researcher in solving the research phenomena.

➢ Make sure all the questions provided in the questioner lead to the answers about the research phenomena.

➢ Confirm that the sample is an EFL student.

➢ Confirm that the simple is a master one student.

➢ Make sure that the researchers clarify to the sample questions that not have understood.

➢ Distributed the questioner to many students as possible to collect as many data as possible.

5. **Data Instruments**

 According to Sugiyono (2012), research instrument is a tool used to measure observed natural or social phenoena . This research is using a questioner as an instrument for collecting the data .that means the tool used in the research to collect the data

The instruments in this research were devided into two parts, the primary instrument and the secondary instrument as well, since this research is a qualitative research the primary instrument would be the researcher himself. Bodgan and Biklen (1982:27) *"argue that the key*

instrument in qualitative research is the researcher him/herself." The secondary instrument in this research was a questionnaire which was used to collect data from Master one student of English of the University of Ibn Khaldoun Tiaret.

6. **Data Analysis**

After the data were collected through after the questionnaire has been completed, they are analysed to the issues posed in the first chapter. The aim of the study was to collect and analyse the data. This aim is seen as a goal to be done. The data were analysed to determine the strategies of speech acts of request.
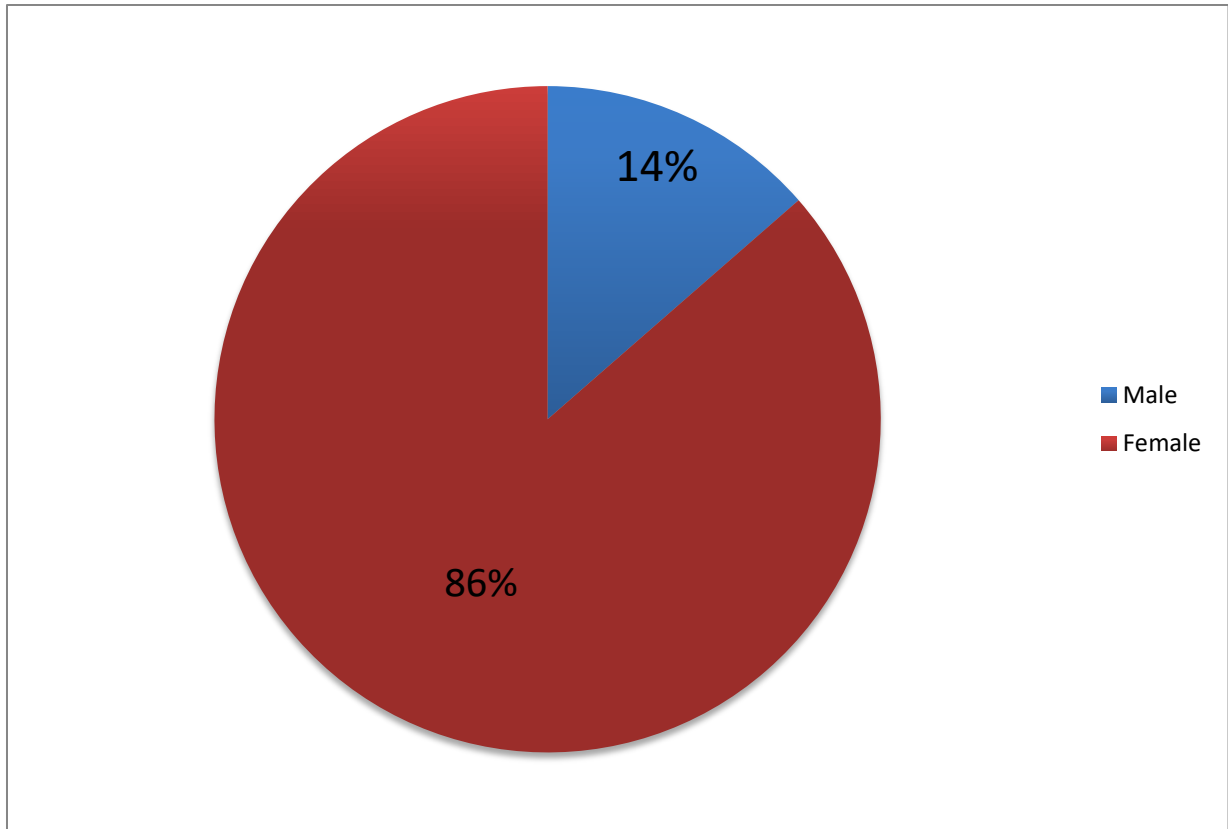
The researcher employed a questionnaire in the study because it allows them to get a good understanding of how to make a request in a real circumstance. . Five EFL classrooms at Ibn Khaldoun University were used in this research.

The data gathered would be entered into a classification system shown on a table. The table was used to classify the types of request and the strategies of making request.

Question 1 What is your gender?

Table 5 Results of the first question (Genre)

Gender	answers
Male	11
Female	70

Figure 1 Representation of the results of question 1(Gender)

Comment

In the questionnaire 81 students were questioned and as results the researchers have found that 11 of the participants' were males specifically (14%). Whereas 70 were females specifically (86%), which means that females were more active and present than males.

Question 2 What is your Age?

Table 6 Results of the second question (Age)

Age	Male	Female
Above 25	2	2
25	1	1
Under 25	8	67

	under 25	above 25
■ males	8	3
■ Females	67	3
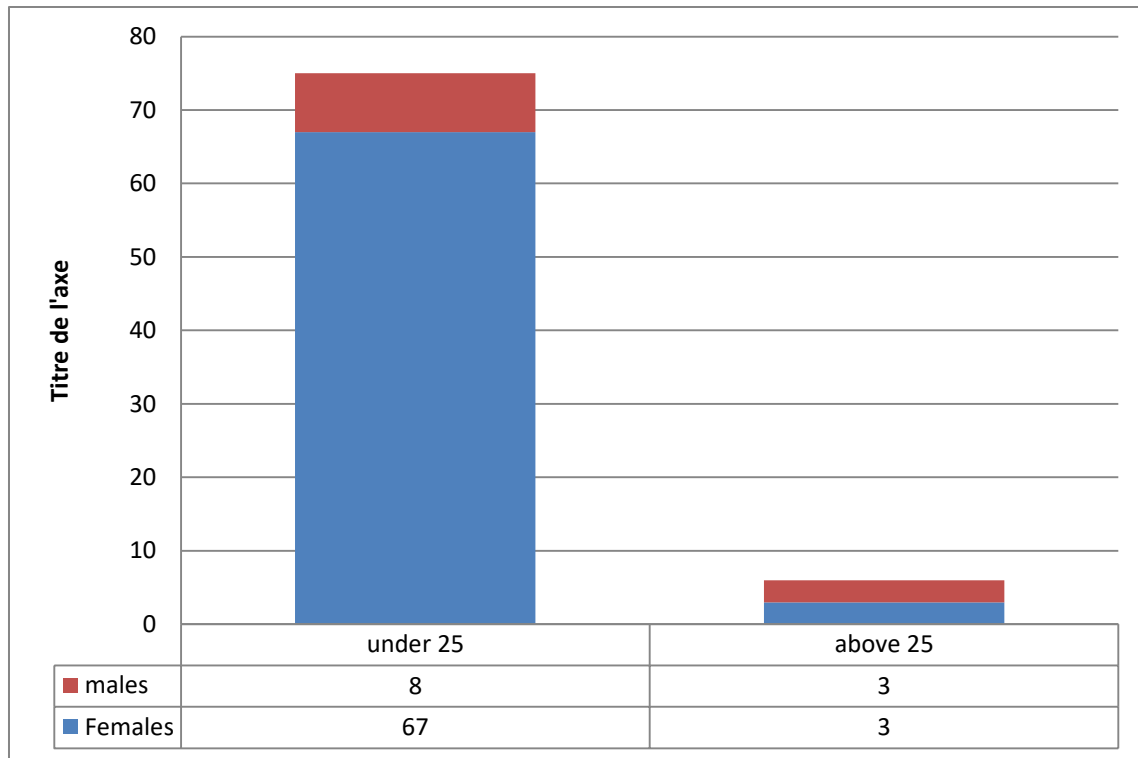
Figure 2 Representation of the results of question 1(Gender)

Comment

The researchers observed that the majority of the participants were under 25, rated with 93%, in contrast the minority were above 25 specifically 7%. It shows the most of master one EFL students are young.

Question 3 When you want to ask for something do you think that asking for what you want.

Table 7 The results of the third question

	Male	Female
directly	5	61
politely	6	9

Comment

For the results of this question, the researchers noticed that 87 percent of the females prefer to ask for what they want directly, they justified their answer by saying "to get right to the point .Whereas 13 percent prefer to ask politely, and they explained their answer as follow; because answering politely will help us to get what we want.

In contrast, 64 percent of males would rather to ask politely, they justified their answered as follow; it is rude, and 36 percent tend to ask directly, because they think they would have better results as they justified.

Question 4 Do you actually use politeness "could you please, would you please" when you make a request in your mother language in daily life.

Table 8 : the results of the fourth question

	Male	Female
Yes	8	56
No	3	14

Comment

This table display that the majority (80%) of females use politeness in their daily life to perform act of request. Whereas the minority (20%) does not use politeness in their daily life because they think it is not necessary. Contradictory 73% of males use politeness to make a request and they exemplified as is it okey ? . while 27% does not use politeness to make a request in their daily life.

Question 5 When you want to ask for something from a stranger you usually say:

Table 9 the results of the fifth question

could you please give me a pen	65	80%
i would like an extra pen	12	15%
give me your pen	4	5%

Comment

This table shows the majority (80%) of students prefer to be more polite in asking stranger, while others (15%) tend to be less polite. Whereas a few (5%) would like to ask directly.

Question 6 when asking something from a close friend you usually ask it:

Table 10 The results of the sixth question

Politely	40	49%
Impolitely	41	51%

Comment

According to the data that was found, it seems that the results are almost equal between the students who prefer to ask their close friends politly and those who ask impolitely. Statistically; 51% of participants ask impolitely and 49% ask politely

Question 7 Do students interact with each other :

Table 11 The results of the seventh question

politely	28	36%
impolitely	50	64%

Comment

These data shows 36 percent, positively interact with each other, while 64 percent negatively interact with each other.

Question 8 How do teachers and students interact with each other:

Teacher to students:

Table 12 The results of the eighth question

politely	52	64 %
Directly	29	36%

Comment

Depending on the table findings, it has been found that 64 percent of teachers interact with their students politely, and 36 percent directly.

Students to teachers

Table 13 The results of the eighth question

politely	76	94%
Directly	5	6%

Comment

As it was expected from the participants, the majority of students (94%) interact with their teachers positively (politely), while the minority (6%) thinks that interacting with teachers directly would be better.

Teachers to teachers

Table 14 The results of the eighth question

politely	67	83%
Directly	14	17%

Comment

The data provided in this table confirm that 83 percent of teachers interact politely with each other, and 17 percent choose to be direct.

Question 9 Why do you think we should or should not use politeness to Interact?

Comment

For answering this question, the researchers conclude that some students they should use politeness to show respect to the otherness and to be respected. While others said using

politeness facilitate communication and reflect ones' personalities. In opposite to that others said it is not necessary to inter act politely.

Question 10 If someone asked to do something directly, would you do it?

Table 15 The results of the fifteenth question

politely	51	64%
directly	29	36%

Comment

As an answer for this question, 64 percent of participants tend to be asked politely to do what the requester want them to do, and 36 percent that refers to minority to be asked directly.

Question 11 Do you believe that mastering the skill of requesting (politeness) is the key to a successful communication?
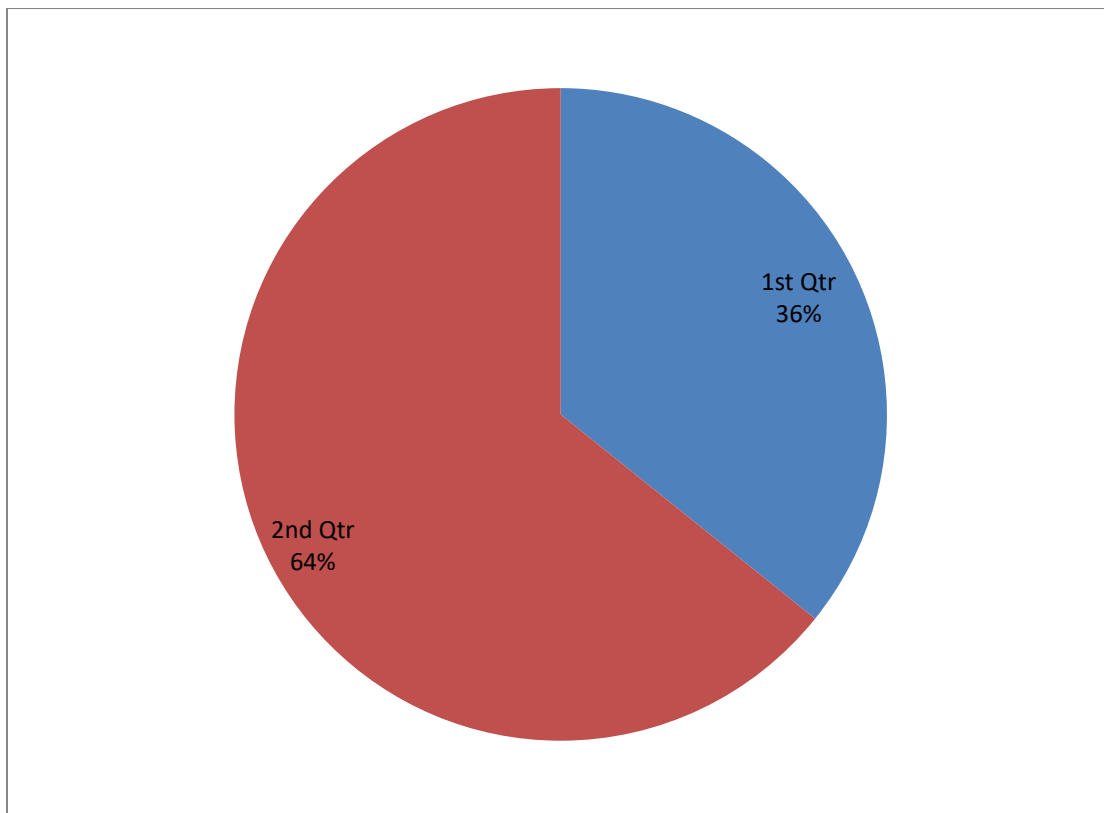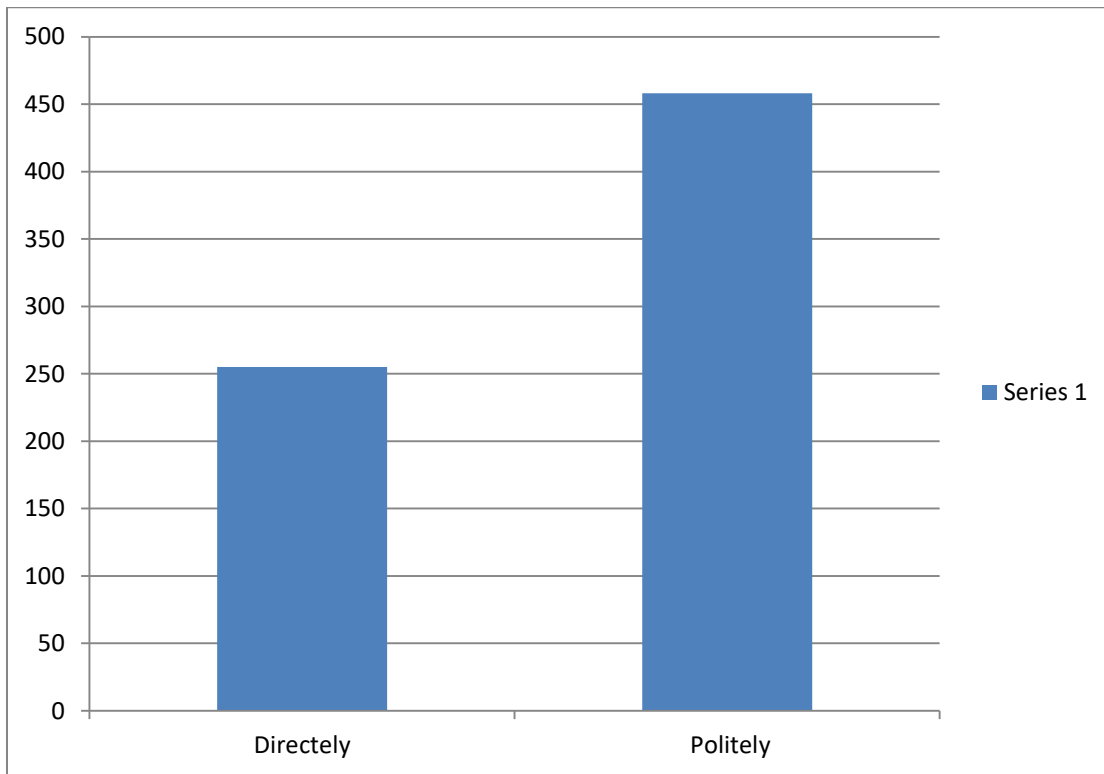
Comment

Most of the answers for this question believed that mastering the skill of requesting is a key to successful communication, while the minority thinks that it is not necessary.

Discussion

Discussion of the findings

In the light of what has been covered in this research, one should tell that the findings of the questioner seems to be essential, it shows more about politeness strategies in Master one EFL classes at Ibn Khaldoun University.

According to the data that was analysed, the researchers noticed that approximately there are similarities and differences between males and females in the usages of request. In this context, regardless of students' age they both prefer to be more polite and indirect to perform speech act of request.

As it was expected students use both direct and indirect request. However; siding for the indirectness. Due to this factor that plays a major role, as when students have power over them, they tend to be more polite to perform speech act of request, and when they are with someone who is in higher status they prefer to be more polite.

The findings also show that females generally use in their answers long sentences to justify while males tend to answer briefly. In addition females were more interested in answering the questioner. However males most of the time neglect answering. This can be noticed by the number of the participants of both genders.

Data trustworthiness

This research will also need to conduct a validity test. *According to Moleong (2011: 324), the criteria to check the data trustworthiness includes credibility, dependability, conformability and Transferability.* Credibility, dependability, and conformability were primarily used in this study to assess data trustworthiness. To reflect the credibility of the data the researcher provides extensive and detailed information about the data, allowing the data to be regarded reliable. To investigate dependability, the researcher would go over the data again and again, looking at the data collecting and analysis procedure and connecting the research questions to the data collection results. The researcher verified for conformability by seeing if the data findings and interpretations were actually based on the data.

Conclusion

In this chapter, the data obtained from questionnaire were presented, described, analysed and interpreted, in order to have an answer to our research question. The results obtained in the third chapter shows that politeness does exist among Master one students of Ibn Khaldoun University.

General Conclusion

This research studied the use of politeness and the requesting skills among master one student at Ibn Khaldoun University. We choose questionnaire as a tool to facilitate the data collection and to gather as much answers as possible. The goal of this research is to describe the strategies of politeness used by master one student and explain the request strategies applied by master one student.

To reach our aim, we have started our chapter by defining some related concepts to the main topic, such as pragmatics, speech acts, cooperative principle and deixis supported by most known authors points view like Yule, Austin and leech. Following the first chapter in the second one we discussed the requesting skills as main title, including the definition of request and its types (direct and indirect request), also we tackled politeness with its categories; positive, negative off-record politeness and face threating. The last chapter was practical, we used quantitative method to collect data, the findings of the questionnaire were presented in graphs and tables, and the answers were collected followed by discussion and comment to analyses.

The results show that master one EFL students use both direct and indirect, request. However, with the influence of being polite in their social context.as it was expected we can say that the majority of students find it very important to act politely while performing the request, while the minority of them believes that it is not necessary to be indirect.

You have to state in words that the findings have confirmed the research hypotheses.

Limitation of the study

This research, like any other, has its limitations. Our research was justified by the fact that it took place in the second semester at ramadan, when most of students were absent. Students were divided into groups with varying timings, and the respondents' answers might be careless due to lack of interest. Due to lack of time, we did not cover request viewpoints, which is an important part of the speech act of request.

Furthermore, numerous criteria such as age and gender were not taken into account in this study.

Recommendations

In view of the aforementioned limitation, the following suggestions are made:

- Other variables should be explored, such as the requestee's age and gender, because in Arabic society, particularly in Algerian culture, elders are held in high regard due to cultural and religious norms.
- Other speech acts can be examined like, inviting, promising, refusing,…etc.
- When analysing the use of the speech act of request, other criteria such as age, gender, and educational level should be taken into account.

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Appendix:

Appendix

Appendix:

Dear Students

We invite you to be a part of this research and contribute in collecting Data regarding our topic "A pragmatic Analysis of the types of Speech Act of Requesting in Master 1 EFL Classes"

                                    Please, try to answer all the questions.

Thank you In advance

Your colleagues Second year master (Linguistics)

Academic Year: 2021-2022

Gender: Male ☐   Female☐

Specialty: Didactics ☐   Linguistics ☐

Age**:**   Under 25 ☐   25 ☐   more than 25 ☐

1-   When you want to ask for something do you think that asking for what you want directly is better   Yes ☐   no ☐ / Or politely Yes ☐   no ☐

➢ Why:

…………………………………………………………………………………………
………………………………………………………………

2- Do you actually use politeness "could you please, would you please" when you make a request in your mother language in daily life.

…………………………………………………………………………………
…………………………………………………………………………………………

3- When you want to ask for something from a stranger you usually say :

➢ could you please give me a pen   ☐
➢ i would like an extra pen   ☐
➢ give me your pen   ☐

4- when you want to ask for something from a close friend you usually ask it

➢ Politely   ☐

- Impolitely ☐

5- Does students interact with each other :
- Politely☐
- directly☐

6- How do teachers and students interact with each other:
- Teacher to students: Politely☐

   Directly☐

- Students to teachers: Politely☐

   Directly☐

- Teachers to teachers: Politely☐

   Directly ☐

7- Why do you think we should or should not use politeness to interact?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………….

8- If someone asked to do something directly, would you do it?
- Why:
   …………………………………………………………………………………………
   …………………………………………………………………………………

9- Do you believe that mastering the skill of requesting (politeness) is the key to a successful communication?

…………………………………………………………………………………………………
……………………………………

Thank you for your contribution and help.

Summary:

The purpose of this study is to provide light on the usage of politeness strategies. In this regard, the current study takes a closer look on the usages and strategies of politeness by Master one EFL classes at Ibn Khaldoun University of Tiaret. The focus of this study is on the politeness ways that students' speakers use to communicate their respect and desire for something, as well as to avoid threatening acts when discussing specific topics; thus. The findings of this research revealed that politeness is an indelible feature of EFL students, to show respect and preserve their faces.

Key terms: politeness, request, speech act, pragmatics.

ملخص:

الغرض من هذه الدراسة هو إلقاء الضوء على استخدام استراتيجيات آداب الكلام. وفي هذا الصدد ، تلقي الدراسة الحالية نظرة فاحصة على طرق استخدام استراتيجيات آداب الكلام من قبل طلبة سنة اولى ماستر جامعة ابن خلدون. تركز هذه الدراسة على طرق آداب الكلام التي يستخدمها المتحدثون من الطلاب للتعبير عن احترامهم ورغبتهم في شيء ما ، وكذلك لتجنب الكلام غير المهذب عند مناقشة مواضيع محددة ؛ هكذا. كشفت نتائج هذا البحث أن آداب الكلام هو سمة يتحلى بها طلاب اللغة الإنجليزية كلغة ثانية ، ولإظهار الاحترام.

كلمات مفتاحية : آداب الكلام ، الطلب ، الكلام ، البراغماتية.

Résumé:

Le but de cette étude est d'apporter un éclairage sur l'utilisation des stratégies de politesse. A cet égard, la présente étude s'intéresse de plus près aux usages et stratégies de politesse des classes de Master 1 EFL de l'Université Ibn Khaldoun de Tiaret. Cette étude se concentre sur les moyens de politesse que les locuteurs des étudiants utilisent pour communiquer leur respect et leur désir de quelque chose, ainsi que pour éviter les actes menaçants lors de discussions sur des sujets spécifiques ; Donc. Les résultats de cette recherche ont révélé que la politesse est une caractéristique indélébile des étudiants EFL. Pour montrer du respect et préserver leur visage, les étudiants EFL ont utilisé des pratiques de politesse dans les salles de classe

Mot clé: politesse , demande , acte de parole , pragmatique .