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Investigating The Use of Speech Act of Requesting among poeple within Tiaret :
A Case Study

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Dedication

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ الصَّلَاةُ وَالسَّلَامُ عَلَيَّ أَهْرَافِ الْمُرْسَلِينَ أَمَا بَعْدُ

I would like to dedicate this work to the one I love at the point of ink and in every white space between the line and the line, to the one who gave me tenderness, and never held back.

By praying to the one who took care of me and continues to look after me with affection for you, my mother.... in gratitude for the kindness.

To someone I saw among the people as a man and among men as hero and among the heroes as an example, sir, I will try to do you right ,because if I gave you all eternity, I would not be able to fulfill your love, my father... in gratitude and appreciation for all what you have done for me, for making me a strong independent women that I 'am today I love you always and forever .

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To my loved ones and special mention to all my friends that I have known for the past five years , thank for the beautiful memories you gave me I will appreciate every last bit of them ,To the one who supported me despite the distance and was present whenever I needed him ,your support meant a lot.

Dedication

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ الصَّلَاةُ وَالسَّلَامُ عَلَى أَهْلِ بَيْتِ الْمُرْتَضِينَ أَمَا بَعْدُ

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents ,whose words of encouragement and push for tenacity ring in my ears. My sisters "Sara" who have never left my side. and my precious brothers "Abd El-Kader, Ibrahim ,Khaled" whom supported me throughout this journey .

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Abstract

This research is pragmatic study which focuses on the analysis of speech act of request, however, there has not been a lot of work done on speech acts by Tiaret community. This study will contribute to the viewpoints by questioning speech acts of requesting among people of Tiaret speech community. Moreover, the research results will explain the role of language variation in Tiaret speech community. To do so, the study used a mixed method that relies on quantitative and qualitative data. The data were obtained through observation, recording and note taking. The findings reveal that people of Tiaret regions (Tiaret, Souger, Tekhmert, Frenda) use direct speech act of requests. However, the formulation of this directness differs from region to region, due to the richness of their language and culture variation.

Key words: Tiaret Speech Community, Speech acts, Request, Pragmatics

Lists of Abbreviations

Descriptions of The Code:

UIR : Unconventionally Indirect Request

HB: Conventionally Indirect Request (Speaker-Based)

CIR: Conventionally Indirect Request (Hearer-Based)

DR : Direct Request

ND: Needs and Demands

ON : Obligations and Necessities

P :Per formatives

SF :Suggestory Formulae

AW : Ability of Willingness

H : Hints

WD : Wishes and Desires

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General Introduction

General Introduction

Every day people have communication in their life and in communicating they produce words. the words they utter are known as forms of language. According to Taylor and Taylor, a language is system of signs used to convey messages by uttering language ,either spoken or written ,people deliver their thoughts from one person to another.Hence, language becomes an important thing in daily lives ,as a medium of transferring and receiving meaning.

To understand language and culture differences of the same speech community ,many studies conducted on speech acts .However, studies on speech acts among people of Tiaret community are scarce. Because of Tiaret linguistic ambiance language and culture variation, interrogating speech act of requests is probably the most language behavior that defines appropriateness use of language .Being part of Tiaret ethnic group , the researchers find that it is important to examine the matter.

As an objective , this study will contribute to the viewpoints by investigating speech acts of requesting among people of Tiaret speech community .Additionally, the finding of the research will explain the role of language variation in Tiaret speech area .

In the light of all what has been stated we will basically attempt to provide The following questions that shall be used as a blueprint to guide the aims and purposes of this research :

- 1.what type of speech acts of request are commonly used by people of Tiaret speech community ?
- 2.Are there differences in the use of speech acts of requests according to each region?

We hypothesized that because language in Tiaret speech community is remarkably varied, different kinds of speech acts of requests are used. This procedure is done by collecting and evaluating participants, a fine group of individuals . The study employed a quantitative and qualitative method that relied on participant's Observation , Discourse completion task(DCT) and Interview.

The research is divided into three chapters :chapter one provides a brief overview on the theories underlying speech acts of request .Chapter two explains in details the methodology used in this research , and chapter three is dedicated to the obtained data , its interpretation in the light of what we have collected .

CHAPTER ONE

LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

1.1 Introduction

This chapter is dissected into two parts: The first part unfolds some theories on pragmatics especially speech act of request. This area of study is concerned with the ways in which words can be used not only to present information but also to carry out actions. In linguistics a speech act is an utterance defined in terms of speaker's intention and the effect it has on a listener. Additionally, the second part is a collected classification of Searle's speech act. On the flip side we engage with both strategies and types of request. Requests normally involve reference to the requester, the addressee, and or/ the act to be performed. The requester possesses the power to manipulate requests by selecting from variety of perspectives which in the results will be analyzed and sorted according to the categories of request perspectives.

1.2 Pragmatics

Language is used in daily life to interrelate with each other. It requires to be understood by people since it can reveal people's contemplations and intentions. When someone says, "I'm Hot" his/her words can be paraphrased countlessly. The hearer can interpret it as a sign that the speaker is merely feverish or ill. However, it also can be elucidated that the speaker wants someone to open the door or the window for him/her. Hence, the hearer also needs context or conditional setting to illuminate a speaker's purpose.

To understand people's intention, we cannot only turn on the structure of language but we should deal with the background. Yule (1996:3) writes that pragmatics is a study of contextual meaning which involves the interpretation of what people mean in a particular backdrop and how the context affects what is said. It requires a debate of how speakers organize what they want to say in accordance with who they are talking to, where, when and under what circumstances. This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. Since this approach explores 'what is unsaid is recognized as a part of what is communicated', we might say that it is the investigation of an invisible meaning. This perspective raises the question of what determines between the said and the unsaid.

Enumerated, Griffiths (2006:1) expresses that pragmatics is concerned with the “toolkit” for meaning: knowledge ciphered in the vocabulary of the language and in its patterns for building more detailed meaning in significant communication. In other words, pragmatics is about the intercommunication of semantic knowledge associated to the world, as well as contexts of use. Meanwhile, according to Leech (1983:10), “pragmatics can be fixed as the study of how pronouncements have meaning in situations i.e., the study of how utterances have meanings in situations”.

Pertaining to the definition and concepts of pragmatics as cited above, pragmatics studies the meaning of expressions in relation to the context of language which assumes how speakers can mobilize the best comment to deliver their motive of the speaker's expressions.

1.3 Speech Acts

In order to know how the certain functions' of the said words, instead of asking what the speaker trying to say we should *ask* what is the speaker trying to *do* ?! And that is the core of 'the speech act theory'. Therefore, speech act theory attempts to explain how speakers use language to accomplish intended actions and how listeners determine the intended meaning from what is said. The theory was first established by John Langston Austin's (1962) “*How to do things with words*” and later further developed by John R. Searle's (1969) *Speech Acts*. Austin and Searle argue that most utterances are created not to ‘describe’, but to perform action. That is, the speech act theory is not concerned with ‘what a sentence means’, but it is concerned with “what kind of act we perform when we utter a sentence”. In other words, Austin and Searle view that language is not simply used for informing or referring to the truth or falseness of a particular statements, but rather it is used to do things (to give orders, to make requests, to give warnings or to give advice, and so on).

1.3.1 Austin's Theory of speech acts “force behind words”

J. L. Austin was born in March 26th 1911, in Lancaster England; he was one of the leading philosophers of the 20 country. He first comes to philosophy by studying “Aristotle”, who deeply influenced his own philosophical method. Austin considered language as sort of action rather than a medium to convey and express information. He comes up with this theory to better understand the human language.

Austin via Cutting (2002: 18) “argues that the action must be accomplished completely and the persons must have the right intentions”, for example, “I sentence you to five months in jail”. In this sentence, the performance will be infelicitous if the speaker is not a specific person in a special context (in this case, a judge in a law court).

Besides the fact that utterances are used to perform actions, Austin (1962) explains that speakers are simultaneously involved in three speech acts when uttering a sentence. What happens when we say something? As already said, Austin (1962:101-102) states that in uttering words, three acts are performed at the same time as follows: *locutionary act*, *illocutionary act*, *perlocutionary act*.

1.3.2.1 Types of speech acts

a) *Locutionary Act*

An utterance that produces literal meaning.

Form	Examples
Declarative:	You are kind.”
Closed –interrogative :	Are you kind ?”
Open-interrogative:	Who is kind ?”
Imperative :	Be kind .
Exclamative :	How kind you are !”

Table 1.1 different grammatical forms of the locutionary utterance .

b) *Illocutionary act*

Communicative intention, what is meant by the speaker. It is the implicit meaning that refers to the speaker's intentions (request, offer, complain, promise, and so on).

c) *Perlocutionary act*

The effect the utterance of the speaker upon the hearer, effect upon feelings, actions, thoughts, and so on, who may feel amused, persuaded, warned, as a consequence.

This can be demonstrated on a simple example :

Would you close the door, please ?

The surface form ,and also the locutionary act of this utterance is a question with a clear content (close the door), the illocutionary act conveys a request from the part of the speaker and the perlocutionary act expresses the speaker's desires that the hearer should go and close the door .

1.3.1.2J . L .Searle's Theory of Speech Act “What is a speech act”

John .R. Searle was born in 1932in Denver , Colorado . he was one of the most magnificent student of Austin . In his article “ what is a speech act ?”,Searle1975views that language is a matter of performing illocutionary acts and the classification of the speech act .

Searle's work on speech acts, he is influenced by J L Austin and H.P. Grice . He adopted “Austin's theory on speech acts and approved of Grice's “ theory of meaning, which is based on the idea that in the making of meaningful utterance , the speaker means something if and only if he intends to produce a certain effect on the hearer by getting the hearer to recognize his intention to produce that effect (speech acts mind, and social reality).

Therefore, Searle begins his examinations by focusing on what Austin called “Illocutionary Acts”.

1.3.1.3Classifications of speech acts Illocutionary Acts

Searle(1969) suggests that the illocutionary of speech acts consists of five general classifications :Representatives (Assertive) ,Directives, Commissive, Expressive, and Declarations.

a. Representative/Assertivethe speaker expresses belief about the truth of a proposition.*For example :*

**no one makes better coffee at home than me .*

**It's a sunny day .*

**I am a good person .*

b. Directive the speaker intends to get the listener to do something.*For example:*

**check whose calling my name !*

**give me that bottle of water.*

**would you mind moving your bag ?*

c. Commissive the speaker commit the interlocutor a to certain action.*For example :*

**I'll be right there .*

**we will move to Algiers next week .*

**we'll tell the police department.*

d. Declaration utterances used to change the state of the world in an immediate way.

For example:

**you are fired!*

**I swear !*

**I beg of you .*

e. Expressive express the attitudes of the speaker about a state of affairs. *For example:*

:

**thank you once again.*

**I apologize !*

**I like you.*

General categories of speech acts	Sub-categories of speech act
Representatives (Assertive)	Stating ,claiming, describing ,telling, insisting.
Directives	Ordering ,requesting ,warning, advising.
Commissives	Vowing ,offering, threatening, promising, pledges.
Expressive	Congratulating, excusing ,thanking, apologizing.
Declaration	Baptizing, appointing, declaring war, resining.

Table 1.2. Searle' classification of speech acts

1.4 Felicity Conditions

Felicity conditions are the conditions which must be contented for a speech act to be suitably preformed.

For a speech act to work, there must be a generally accepted procedure for successfully carrying out the speech act. Also, the circumstances must be applicable for the use of speech act and the person who uses the speech act must be the appropriate person to use it in the particular context .

For example:

In a wedding ceremony a priest might say “I now declare you husband and wife”, and in a launching of ship the person who has been invited to launch the ship might say ‘hereby name this ship the titanic’.

According to Searle(1971), the felicity conditions of an utterance are constitutive rules, because they are not just something that can go right (or wrong) or be abused but something which make up and define the act itself .That is, they are rules that need to be followed for the utterance to work .

Searle classifies felicity conditions into :

- preparatory conditions :which concern real-world mandatory to each illocutionary act. Example : the force of making a promise .In which the speaker presupposes his or her own capability of performing the promised action (the distinction between promising and threatening).
- propositional content conditions: that specify restrictions on the content of the complement sentence . Example: the condition in a commissive act that the commitment to an action must concern a future state of affairs is a propositional content condition .
- Sincerity conditions: state the requisite beliefs ,feelings, and intentions of the speaker ,as appropriate to each kind of action. Example: I will be running for presidential elections this year and am going to win it!
- Essential condition :where the speaker has made a commitment to its audience and is committing to do what is promises to do .

Using felicity conditions in your speech will help you to be more comprehensible by your audience .These can greatly increase the effect your speech has on people and also eradicate misunderstandings in acts of speech.

1.4.1 Speech Acts Structure

1.4.1.1 Direct & Indirect Speech act

An utterance is seen as a direct speech act when its form corresponds with its function like the following examples Yule (1996:55):

The form	The function	Examples
Declarative	To make a statement	Fluffy needs to be taken on a walk.
Interrogative	To ask a question	Would you mind taking fluffy on a walk?
Imperative	To make order or a command	Take fluffy for a walk.

Table 1.3 the function and form of a direct speech act utterance .

Direct speech acts illustrate explicitly the intended meaning that the speaker has behind making that utterance.

In indirect speech act ,yet the form does not correspondent with the function of the utterance. Notice the following examples that show no correspondence between the form and the function :

a) You are standing in front on the TV.

b) You left the door open.

Notice that both (a) and (b) have declarative structures , as a direct speech act , which are used to make a statement .However , their functions are requests .Instead of using interrogative like “can you move away “? Or imperative like “ close the door “ , the speaker use declarative to make their requests more politely.

1.5 Politeness

In relation to the topic of pragmatic competence, this section further elaborates on politeness theory and terminology in dealing with threatening behaviors to provide contexts for the speaking act in question, in particular. is required. expect a response. Therefore, s/he will most likely want it to go as smoothly as possible, with minimal conflicts and imposition on the listener.

1.5.1 Brown and Levinson's Politeness Theory

Brown and Levinson's (1989) politeness theory discusses the essence and the outcome of politeness in communication, as well as a catalogue of politeness approaches. In this framework, Brown and Levinson present the concept of *face*, which transmits that a person wants to nourish their self-image, i.e. positive face and negative face, throughout communication. They considered a few speech acts, such as requests, to be fundamentally discourteous and therefore face threatening, which was what led them to categorize them *face-threatening-acts* (FTA). The first is described as the positive and coherent self-image of a person and their ambition for confirmation or recognition of this self-image. Whereas positive face demonstrates a desire for connection, negative face involves needs of sovereignty and proficiency (Chen 2017). Negative face is the want to be uncontrolled by others, the need for freedom for action and enforcement.

In relation to the perception of face, there is thus "positive politeness" and "negative politeness", which are used to maintain needs of positive and negative face, respectively. Politeness is engaged by the requester to show consideration to the recipient's feelings and is normally settled verbally (Elmianvari & Khierabadi 2013).

Politeness theory deduces that every person has a 'face' with general face wants and needs. Above-mentioned, there are numerous patterns of face that are threatened reliant on the speech act (Brown and Levinson's 1987). In addition, the mixture of three variables: power, distance, rank, regulates the weight of a face-threatening act (Chen 2017). The first variable refers to the anticipated power relation between the speaker and the hearer, where a participant maybe is a superior social level, or of the same social level. The second variable regards the social distance, e.g. if the hearer also is a close friend or a distant classmate. Lastly, the third variable concerns the level of vulnerability and the cultural ranking of the topic. It refers to the level sensitivity of the subject within the specific culture, for example asking about a women's age in some cultures might be a sensitive issue, while in others it might be inferior.

1.6 Speech Act of Request

Request is one of the acts of speech recognized as an illocutionary speech act. Therefore, a request is a polite way for asking something. In accordance with Brown and Levinson (1978), the request is an action that threatens the face the speaker and the faces of listeners are

risky. There are several theories about request strategies, such as positive politeness and negative politeness strategies by Yule (1996). Also there are “On record and Off record” strategies by Brown and Levinson (1987).

However, this research uses another speech act strategies developed by Trosborg (1995). Trosborg’s strategies include four conditions that most commonly arise in real life, namely Indirect request, Indirect (hearer –Oriented condition) Indirect (speaker –Oriented condition) .Direct request. There are several strategies, such as Hints, Questioning /statements of ability/willingness, Permissions, Suggestory formulae, Statements of speaker’s wishes and desires, Statements of speaker’s needs and demands, Statements of obligation, per formative, Imperative, and so on.

to give a clearer explanation Haverkate via Trosborg (1995:188) defines impositive speech acts in the following way:

Impositive speech acts are described as speech acts performed by the speaker to influence the intentional behaviour of the hearer in order to get the latter to perform, primarily for the benefit of the speaker, the action directly specified

or indirectly suggested by the proposition.

1.6.1 The Types of Requests

Request can vary into various types. Some philosophers have their own types of request. Sometimes, they name the same kind of request alternatively. The first is presented by Zhang (1995:280) who divides request into direct request and indirect request.

1.6.1.1 Direct Request(DR)

When the speaker expects compliance from others, direct request can be applied. The speaker tends to have a higher position than the hearer. Therefore, their request can sound authoritative to the hearer. The type of direct request is applied by the strategy of statement of obligation and necessity, the strategy of per formatives and the strategy of imperatives, for example, “Get me the car!” In the sentence, the speaker says his/her request in a clear and direct instead of saying it unclearly so that the request can be conveyed successfully.

Therefore, direct request is frequently recognized as being aggressive and demanding and it is often anticipated by the use of personal pronouns such as “I..” or “You ...” pursued by verbs that extract the speaker’s wish or desire such as “like”, “want”, and other verbs of action like “give”, “take” and “make.” For example, “I want my phone,” In this example, the speaker states that he/she asks the hearer to get his/her phone.

1.6.1.2. Indirect Request

A person who makes indirect requests is considered strategic and polite. Indirect expressions show respect, courtesy, such as, "This place is very dry." When saying so, the speaker implicitly wants the listener to turn on the air conditioner. In this study, the researcher wants to diagnose the types of requests. The second theory commonly used by many researchers is proposed by Trosborg (1995:192). She recommends that there are four types of requests based on directed volume: They are "unconventional indirect requests, conventionally indirect request (hearer based), conventionally indirect request (speaker based), and direct request".

b.1. Unconventionally Indirect Requests(UCV)

When engaging an unconventionally indirect request, the speaker indirectly entails a distinction between what he/she said as well as their true objectives because the request itself is not explicitly uttered. The type of unconventionally indirect request by definition can only be applied by using indications, for example, «This place is so cold.» By telling the situation, the speaker wants to indirectly tell the hearer to turn off the air conditioner since the weather is cold.

b.2. Conventionally Indirect Requests (Hearer-Based Condition)(SB)

Requests that are oriented to the listener simply indicate that the listener is in a position of control to decide whether or not to comply with the request. Therefore, "listener-oriented" requests are generally more polite than requests made on "speaker-based" conditions. However, by employing this strategy, the listener has the option of politely declining by stating that the condition in question, or another condition, is not met.

In other words, the desired act may well be within the ability of the listener, but he/she is unwilling to perform it. Conventionally, indirect demand can be applied with the strategy of challenging the ability and willingness of the listener and the suggestive formula strategy, for

example, "Could you tidy up the kitchen soon?" In this example, the speaker asks the listener for the willingness to clean the kitchen.

b.3. Conventionally Indirect Request (Speaker-Based Condition)(HB)

Requests, that are speaker based indicate that the speakers sets their own desires in order for the listener to do the desired act .placing the interests of the speaker above those of the listener ,the request becomes direct in its demand , the speaker's statement of his or her intention may be expressed politely , as a wish or more bluntly as a request . on behalf of the requester , the listener who responds in a non-cooperative manner is bound to act in disagreement with the wishes and desires of the speaker , this makes it hard for the listener to refuse. the indirect request type is applied with the strategy of stating the wishes and desires of the speaker and the strategy of stating the needs and requests of the speaker , for instance "I want you to fix my TV ? In this type of request , the speaker desire is at the center of the interaction, so the request seems more direct.

1.6.2The Strategies of Requests

Trosborg (1995:192) argues that there are eight strategies of request. They will be presented as follows:

1) Hints(HI)

In this strategy, the speaker hides his request and does not mention the request directly in the utterances. For example, by saying "The kitchen is a total mess", the speaker implicitly asks the listener to clean the kitchen immediately.

2) Questioning Hearer's Ability/Willingness(AB)

When the speaker uses this strategy, the listener must understand that the question the speaker is asking is a request. It involves a transition from a question of the possibility or willingness to use non-revolutionary force. Therefore, it is up to the listener to comply with the request, such as "Can you get this jar for me?" In the example, the speaker believes that the listener has the ability to reach the jar, but they ask anyway. By doing so, the speaker expects the listener to comply with the desired action. Penetration such as, kindness, mind, and object can extend the preconditions , for example, "would you like to make a contribution to our charity

?, by adding "likes" to the question, the speaker expects more from the listener to fulfill the request.

3) permissions

Trosborg (1995) “states that permission requests can also be used to request the willingness of listeners to respond to requests “. This question requires a change in emphasis that is directly disrespectful to the speaker as the subject or object of the operation ; rather that the listener as the agent of action .In addition , requests can be included in expressions of gratitude ; desire, and so on , on behalf of the applicant.

4) Suggestory Formulae (SF)

When using a suggestive phrase, the requester does not feel compelled to question a particular listener-based condition, rather they are testing the listener's cooperation in general by asking if any conditions exist. likely to prevent the listener from performing the action specified by the proposition. By presenting a request using the Suggestory formula, the speaker makes his request more tentative and minimizes his own interest as the beneficiary of the action, for example, "How about lending me some of your makeup?" In this example, the speaker makes a suggestion to the listener. However, it contains a query. In this case, the speaker wants the listener to lend her makeup that is not mentioned directly.

5) Statement of Speaker`s Wishes and Desires(WI)

In this strategy, the desire of the applicants is the control. It is usually expressed in a polite manner so that the listener does not feel pressured to perform the desired act, for example, "I would like more tea." In this example, the speaker puts their desire as the focus and adds “would” to make the request sound polite. In other words, the speaker says their request in a polite manner. Another example is "I would like you to clean up today." This request is applied by indicating the speaker's wish. The speaker says he would like the listener to clean up.

6) Statements of Speaker`s Needs and Demands(NE)

Speakers using this strategy tend to look impolite because of the high degree of imposition of the request. As a result, listeners feel forced by their duties. Therefore, the possibility of a conflict between the speaker and the listener is very high if the request is not met, such as «I

need a book». In this example, the speaker clearly states his needs and requirements by saying that he/she needs a book. However, this request strategy can be made more polite by adding «Please» or other mitigation, e.g. «I want the manuscript ready by noon, please.» In this example, the speaker states his/her claim. However, by adding «Please», he/she makes his/her request more polite.

7) Statements of Obligations and Necessities(OB)

By employing this strategy, the speaker either exercises his authority or he refers to an external authority to the speaker. In this case, compliance is expected and non-compliance is considered inappropriate behavior. Using this strategy employing auxiliary verbs such as, to, have to and must marks the utterance as a request. Structures that should involve moral obligation. Duty, may imply an obligation from a source outside the speaker. Must often expresses an obligation imposed by the speaker, for example, "You should eat now". In this sentence, the speaker imposes his authority on the listener since he occupies a higher position than the listener. In saying this, the speaker asks the listener to eat immediately.

8) Per formatives

The inclusion of a per formative verb that conveys willing intent, for example, ask, request, order, and so on. clearly marks the utterance as a request. Requestive statements are very direct and often authoritative, for example, "I command you to submit the assignment." By saying this, the speaker directly asks the listener to turn in the assignment as soon as possible. Their duties are very polite compared to the expressions of necessity and obligation. However, if the requestor wishes to soften this form, it is possible to be protected from the illusionary power of the word. The result is a preserved per formative, for example, "I want you to bring me a drink." This request is direct, but adding «Would» looks softer and more polite.

Austin explains it briefly, it is the doing or part of a per formative action. In contract with a founder, it does not describe or report anything; is not right or wrong. But when I say "I'm sorry" or "I promise", I'm not claiming anything right or wrong. I am performing an action.

9) Imperatives

An imperative is a grammatical form that directly indicates that an utterance is an order. It is very authoritative in its unmodified form. Since the listener has power over the speaker , the

speaker must do what he wants, for example, "Buy a car!" This sentence is direct because the speaker says his request in a very direct way. It also comes with authority. Therefore, the listener is expected by the speaker to comply.

Orders can be softened by adding tags or markers, for example, "Hand me the charger , please." Here the speaker clearly states his will. But he adds "Please" to soften it. Therefore, this request sounds less authoritative. It is often referred to as the Hedged per formative .

10)Elliptical phrase

Elliptical phrase is a another type on imperative ,but it uses a type of Elliptical phrase .

1.7 Conclusion

As a conclusion, this chapter gave a clear idea about the speech act theory in requesting as to review the role of language variations. It explained Austin's and Searle's speech act theory so that it can be understood ,the role of the speech act by a given community . In addition , we deal with related topics to the field of pragmatics in general and speech act of requesting in specific. Consequently, we give a brief definition about the Illocutionary act and its functions, types of request , and requestStrategies.

In the subsequent chapter , the focus will be on research methodology as we provide the aims and methodology of the present study .

CHAPETR TWO

Research

methodology

CHAPETR TWO:Research methodology

2.1. Introduction

Chapter two will lay out the methodology behind this study .Initially, we will shed light on research methods by presenting types of research: instruments ,forms, contexts, and sources of the data,techniques of data collecting, procedures of data analysis that enables us to acquire reliable data. Second, we will address the tool of examination in this research work, Discourse completion task (DCT). Where we demonstrate how we governed it in a way that is opportune not only for us as investigators but also for the candidates that were invited to complete it. Third , anextensive extent of information concerning interviews and how will they be implemented will be provided .In the following segment , we provide the aims and methodology of the present study .The DCT incorporates both quantitative and qualitative method .

2.2The Aim of Study

the aim investigation aims at measuring the speech act of Tiaret and how they formulate a request according to dialect variation regarding the regions (Tiaret, ,Souger, Frenda ,Tekhmert) .and the language they use to shape a quest .That a speech act is governed by a set of rules that must be taken into consideration if the speaker is using such a linguistic phenomenon .In this study ,we looked at the type of request that is used by community of Tiaret ;the dialect differences and the different words and phrases they use “Direct or Indirect request “.we aimed at focusing on the context of people of Tiaret and how they manipulates the language in order to satisfy their needs .

2.3Methodology of The Research

It is important to understand the difference between qualitative and quantitative research, especially if you're new to the field. There's a common misconception that one is “better” than the other, however qualitative and quantitative research serve vastly different purposes.

2.3.1 Qualitative Method

Qualitative research is often used for exploring. It helps researchers gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research.

Strauss and Corbin (1990) define a qualitative method as any research process that does not involve any statistical or other quantitative means when producing results. Chamber (1994) argues that qualitative research tends to use more contextual strategies and elicits more interpretive data and objects. It also fosters a substantial additional commitment to respect local knowledge and to facilitate local ownership and control over data generation and analysis.

The key benefit of using qualitative methods is to force the researcher to delve into the complexity of the problem, rather than extract it. Therefore, informative and more substantial results are required. As a result of these consistent results, the researcher will be able to answer a question that involves sociocultural variables that are difficult to quantify. However, qualitative methodologies suffer from failures. Heyink and Tymstra (1993) say that the use of qualitative research leads to entry into the periphery of science, where they have to work with "soft" data, which makes it difficult to avoid vagueness in describing their findings.

2.3.1.1 Qualitative Data Collection Methods

Qualitative data collection methods vary, and usually rely on unstructured or semi-structured techniques. Common methods include:

- *Focus groups.
- *Individual interviews.
- *Observation or immersion. For example: an ethnography.
- *Diary studies.
- *Literature reviews.
- *Open-ended surveys and questionnaires.

Using qualitative research methods, the sample size is typically small, and respondents are selected to fulfill a given quota. Qualitative data collection methods.

2.3.2 Quantitative Method

Quantitative research is used to quantify the problem by way of generating numerical data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables, and generalize results from a larger sample population. Quantitative research uses measurable data to formulate facts and uncover patterns in research.

(Leedy & Ormrod 2001; Williams, 2011:14) describe the research methodology as the holistic steps a researcher employ in embarking on a research work. Therefore, a quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how. Expatiating on this definition, Aliaga, and Gunderson (2002), describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics.

2.3.1.1 Quantitative Data Collection Method

Quantitative data collection methods are much more structured; they include:

- *Surveys. For example: online surveys, paper surveys, questionnaires, mobile surveys, and kiosk surveys.

- *Interviews. For example: face-to-face.

- *interviews, telephone interviews, remote interviews.

- *Longitudinal studies.

- *Website interceptors.

- *Online polls.

- *Systematic observations.

- *Experiments.

2.3.3 Qualitative vs. Quantitative Investigation

In terms of the actual data, here are some of the key differences:

*Qualitative data is not countable. It's chunks of text, photos, videos, and so on.

*Quantitative data can be counted as it's numerical.

*Qualitative data is usually unstructured, which means it's not ordered or grouped logically. You can turn qualitative data into structured quantitative data through analysis methods .

*Most of the time qualitative data will be collected from a smaller sample size than quantitative data because, generally, you're not looking for statistical significance with qualitative research.

*Qualitative data is quite rich, and can directional insights about people's thoughts, feelings, emotions, and so on.

*Quantitative data can help to give you more confidence about a trend, and allow you to derive numerical facts.

Qualitative research	Quantitative Research
The aim is a complete, detailed description.	The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.
Researcher may only know roughly in advance what he/she is looking for	Researcher knows clearly in advance what he/she is looking for.
The design emerges as the study unfolds	All aspects of the study are carefully designed before data is collected
Researcher is the data gathering instrument.	Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Subjective – individuals interpretation of events is important ,e.g., uses participant observation, in-depth interviews	Objective: seeks precise measurement & analysis of target concepts, e.g., uses surveys, questionnaire
Qualitative data is more 'rich', time consuming, and less able to be generalized	Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail

Table 2.1 Features of Qualitative VS Quantitative research.

2.4 Research instruments

2.4.1 Discourse completion task

The Discourse Completion Task is probably data collection tool commonly used in cross-intellectual pragmatics, a ground of research that assimilate different speech acts over languages, and inspect the learner's pragmatic capacity and evolution. What makes DCT particularly prized for these districts of research is that research pointing to establish culture-specific patterns or specific cross-linguistic pragmatic features in speech performance requires an enormoustotal of data, and DCT is all that is available. Data collection tool that creates a sufficiently large aggregate of comparable, comprehensively various speech performance data. Because DCT can be translated into any language and distributed to large groups of data within a low phase of time (Aston 1995:62; Barron 2003:85).

Although DCT answers are not exactly the same as regular data, the executive services make DCT a valuable and valid data collection method (Johnston, Kasper and Ross 1998:157; Bellmyer and Varghese 2000:521; Kasper 2000:325; Barron 2003:85). Especially for great range projects (Sasaki 1998:479). The DCT can be designed to induce different affairs of any speech act in a variety of conditions. Thereupon, abducting a chains of semantic implementations that can turn a speech act possible (Beebe and Cammings 1996:80 Johnston, Kasper and Ross 1998:158, Kasper 2000:325, Barron 2003:84)..

This is notably useful “when investigating languages which have not yet been outlined pragmatically and for speech acts which have not been prescribed in languages which are better informed “(Bardovi- Harlig 1999:239). Thereby, one of the major virtues of DCT based research is that it has generated a vast amount of cross-linguistic figures and provided intuitions into the pragmatic of countless languages diversities.

2.4.2 Observation

Observation is one of the very important methods for comprehensive data collection in qualitative research, especially when data that aggregates both oral and visual data becomes important to the research. A researcher clearly needs an audiovisual recorder to have such an exhaustive collection of recordings. By using the observation strategy, Researchers can obtain first-hand information about objects and happening events such as proms and festivals. The possibility of falsifying facts and records is minimized. Fine art artists, industrial artists, and

graphic designers use sketching as they observe nature to gather data in design-based research.

With this instrument the researcher may become a:

Participant observer or non-participant observer.

2.4.2.1 Participant observer

In this type of observation, the researcher lives as a member of the subjects of the study, while observing and keeping notes on the characteristics of the subject under investigation, so that he can directly experience the phenomenon under study. He hides his real identity as a researcher, even though he is seen by the people who are the subject of the research. With this approach, the researcher gains first-hand experience with informants. This is the type of surveillance that deals with undercover investigation, where information can be sensitive and informants may be uncomfortable divulging.

2.4.2.2 Non-participant observer

In this approach, the researcher does not live as a member of the subjects of the study. The researcher follows his or her research subjects, to their understanding as a researcher, but does not actively participate in the situation under study. This approach is sometimes criticized on the grounds that the very fact that they are observed can cause people to behave indifferently, thereby invalidating the data obtained.

2.5.3 Interviews

Interviews are mainly conducted in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their responses. (Creswell,2012).The researcher usually copies and enters the data into a computer file, to analyze it after the interview. Interviews are especially useful for uncovering the story behind participants' experiences and pursuing insights on a topic. Interviews can be useful to follow up each respondent after the questionnaire, for example, to further investigate their responses.(McNamara,1999). Particularly in qualitative research, interviews are used to keep track of the meanings of major themes in their subject's world. (McNamara, 2009).Normally , open-ended questions are asked throughout interviews with the intention of evoking unbiased answers, while closed-ended questions may compel participants to respond in a particular

way. An open-ended question gives participants more alternatives to answer. For instance, an open-ended question might be " what makes you who you are ?".A closed question provides a current answer. For example, "Do you play guitar? where the answers are limited to yes and no(Creswell,2012).

2.5.3.1Must know before the interview

Interviewer must be :

- *knowledgeable – familiar with the subject.
- * structured - outline the interview procedure.
- *clear – provide simple, easy and short questions spoken in a clear and understandable way.
- *kind, tolerant, sensitive and patient when receiving provocation and unorthodox opinions.
- *To direct and control the course of the meeting in order not to go beyond the subject.
- *critical – testing the validity of the information provided by the interviewee.
- *remembering – storing information provided by the interviewee.
- *Interpreting-offering interpretation of what the interviewee says (Kvalve,1996).

2.5.3.2Different types of interviews

- * One-on-one: the most time-consuming, costly approach, but most common in educational research. Completed by one participant and suitable for interview participants who do not hesitate to speak.
- * Focus Group: Typically in groups of four to six.
- * Phone: It can be easy and fast, but usually only a small number of questions can be asked.
- * Email: Easy to fill out and allows you to think well through questions and answers. Ethical issues may need to be addressed. For example, whether the researcher received written permission from individuals prior to the interview and privacy responses.
- *Open-Ended Questions on Questionnaires (Creswell,2012). Creswell recommends using only open-ended questions during interviews ,since they are primarily qualitative.

2.5.3.3 Participants

The 50 informants who will take a part in the investigation are individuals who were selected randomly from different regions in Tiaret community . Age were taken into consideration as a key factor ,targeted students of the age of 19to 27and over .also all of the candidates who have taken part in this interrogation have similar language backgrounds since most of them have been born and raised in Tiaret.

Out of 50 survey participants, 25 are male and 25 female, all of them will be required to complete the DCT. Meanwhile, only four, two male and female rickshaw drivers are invited to participate in an interview. informally with the researcher. Below we will provide information on the samples that will be interviewed for the purposes of the request, names have been exchanged with numbers.

Sample one is 40years old male who was born and raised in souger ,Tiaret .he was born in a mixed environment ,which make him a polyphonic speaker and he provided us with an example in a coffee shop :”S’il vous plait !khoya medli press (قهوة)”.

Sample two 35years old female who was born and raised in tekhmert ,Tiaret.she claims that she uses her dialect 30% of her time ,simply for the reason that it increases her attitude work level .It makes look under developed .

Sample three 25years old male who was born in Tiaret ,Central .he was raised in a multi-cultural environment ,due to the foundry and the establishment of his father ,he travels a lot .

Sample four 20 years old female born and raised in Frenda,Tiaret. She claims that she uses her dialect 90% to request freely without any insecurities from her background .

These participants are selected for various reasons, the first is accessibility, in case of data loss we can be contacted at any time. Second, they all live in a unified dialect environment. This will help to minimize the observer paradox. Third, both sexes are considered to avoid any differences or contradictions.

2.6 Conclusion

This chapter is set up to demonstrate the methodology used in this research. The process behind collecting data and methods selected to analyze participant's responses was explained in details .Then, we dealt with both quantitative and qualitative approaches to investigate the use of speech act of requests by Tiaret speech community . This chapter involves three instruments to collect data;The discourse completion task(DCT),Observation, and Interviewing ,the (DCT) aimed at collecting quantitative data in speech community of Tiaret.This method was employed with random sampling. The interview occurred with 20selected informants in order to investigate some socio-cultural differences that reflect the types of dialect in Tiaret .

CHAPTER THREE DATA ANALYSIS AND FINDINGS

CHAPTER THREE: DATA ANALYSIS AND FINDINGS

3.1 Introduction

The chapter aims to bridge the gap between the speculative and factual part of the study ;it pays attention to the appropriate procedures and visionary terms that should be mentioned to describe the methodology used in conducting this research .This chapter focuses on the different stages that this research has endured to investigate the speech act of asking by Tiaret community,in which the tools that have been used in this examination “Observation, Discourse completion task (DCT),and Interview “help define the characteristics of this study including a description of the participants,” how they are selected , how data is collected, what questions are asked ,how they are analyzed and how The obtained data is interpreted”.

3.2 Data Analysis and Interpretation of the Finding

This part is supposed to report parts of the overall results of the current investigation, it provides the analysis of the participants who are “the students of the University of Ibn Khaldoun Tiaret, the citizens and those who were observed”. The data that has been collected throughout this part allows the researcher to confirm all the hypotheses already coordinated in the general introduction.

3.2.1 The Analyze of The Discourse Completion Task

A) Section one: Gender & Age

Personal Information (N: number of the participants ,%: percentage)

Gender	N	%
Males	50	50
Females	50	50

Table 3.1 Distribution of the sample

As table one shows, the sample is divided equally among the selected samples: 50% female participants and 50% male participants in this research in order to diversify the statistics.

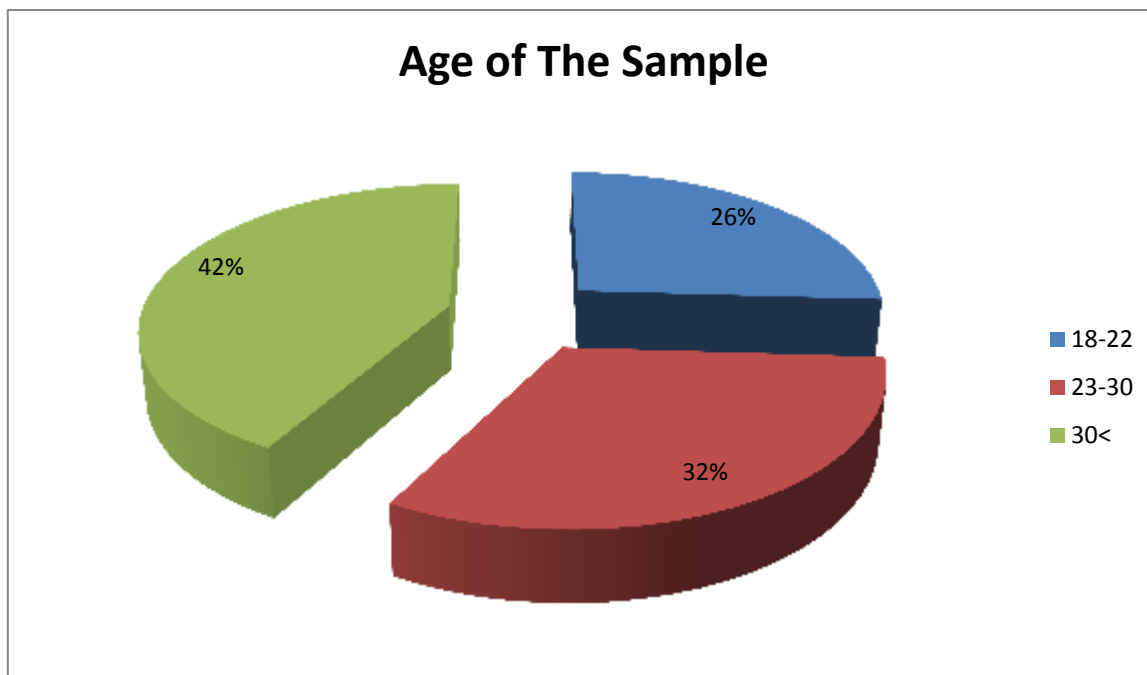


Figure 3.1:Age of sample

As shown in Figure two, the age of the sample is divided into three parts. We have noticed that the most visible age group in this investigation belong to over (31<) At a rate of 42 percent of the total pertain to the community the remaining percentage is divided between the two age groups (18-22) and (23-30) As this percentage (26) percent belongs to Ibn Khaldoun University students, and (32) percent is topped by the age group of employees in the education sector. In addition, it seems that Tiarrians speakers have a considerable contribution in the variation of request by males and females. Age is as well viewed as significant reason in categorizing request features.

Furthermore, age and gender play an important role in language variability and change. As shown in the results of the previous analysis; Younger TRT speakers are more adaptable to different types of vernaculars than their older counterparts. This shows how speakers of different ages perform differently in the same dialect even if they live together in the same family or community of practice, however, the age factor very decisive in their linguistic behavior.

B)Section Two :The differences in the of speech act of request according to each region.

B.1 what are The most supreme regions in Tiaret speech community ?

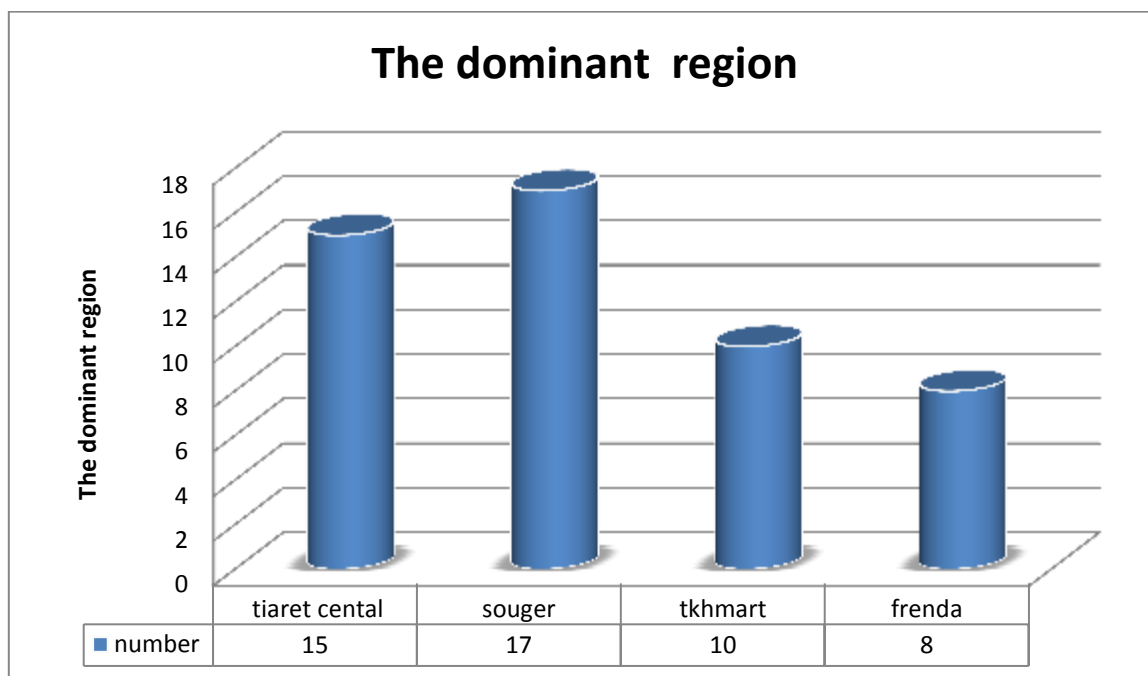


Table 3.2The most dominant regions/Figure3.2 Dominant regions

Both the figure and table above demonstrates(02) indicates that “souger” region received the largest number of samples(17)which indicates that it is the most dominant region in opposition to the other sample is “Tiaret”(15), and the rest of the samples are divided between” tekhmert”(10) and “frenda”(08).This could be due to the fact that the dialect system is on a direct nature.because along with the major cultural background and the generic profound distinctive attachment we can deduce that the effect of one dialectupon the citizens is mainly an overall process that remains as an exposure Tiaret speech monologue.

Each local speaker modifies his speech according to the current context of this particular conversation or speech he is holding. There is a distinction in how individuals speak in relaxed discussion in a commonplace environment and in other progressively formal settings. We generally have a diverse range of voices and we modify our speech according to the indication of our addressee. Subsequently, most of the time, the slight changes we make are made on the motivation behind making our recipient feel tranquil. In different cases, in a subliminal way, we modify our way of searching in order to express a common personality or a group solidarity. From time to time,

B.2 In what way the regional dialect has an effect on Population ?

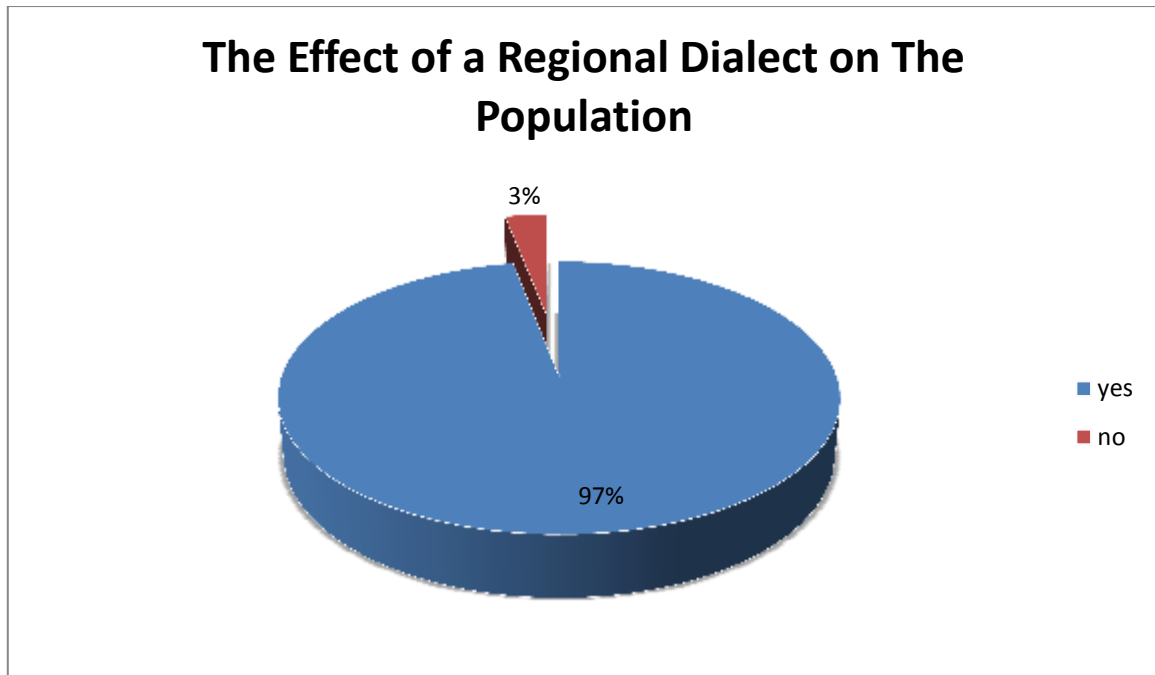


Figure 3.3 the effect of regional dialect on the population

All dialects vary and vary according to geographical location and social environment. The way we speak is influenced by a number of components, such as the beginnings of our older ancestors, our social and educational background, our workplace and our friends. Individuals from different places change their speech patterns in unexpected ways, but even in the same speech community, speakers may use the dialect differently, indicating their age, sexual orientation, ethnicity, and other different factors.. As we have observed above 90% of the participants said yes because it is accessible to everyone to notice that we as rhetoricians speak in the same way using the same phrases mainly because of following reasons :

1. The way we speak .(اللهجة وطريقة الكلام)
2. Cultural and tradition .(الثقافة و التقاليد)
3. The similarity of the words .(تشابه الكلمات)

The participants whom adopted the negative side in using their own dialect in formulating a request:

Respondents who opt for the negative 3% answer, claim that the language and dialect they use do not determine the region in which they live in. consequently ,this sample shows that the minority accepted the fact that both our idiom and speech cannot resemble our territory. the negative attitudes toward a dialect can probably occur either intentionally or unintentionally. For instance, the dialect speakers do not feel proud of the background they have and preferring to use another idiom which is not theirs .

C)Section Three:The Most distributed words in Tiaret Ethnic Group.

C.1 what are the most used words in Tiaret regional vernacular ?

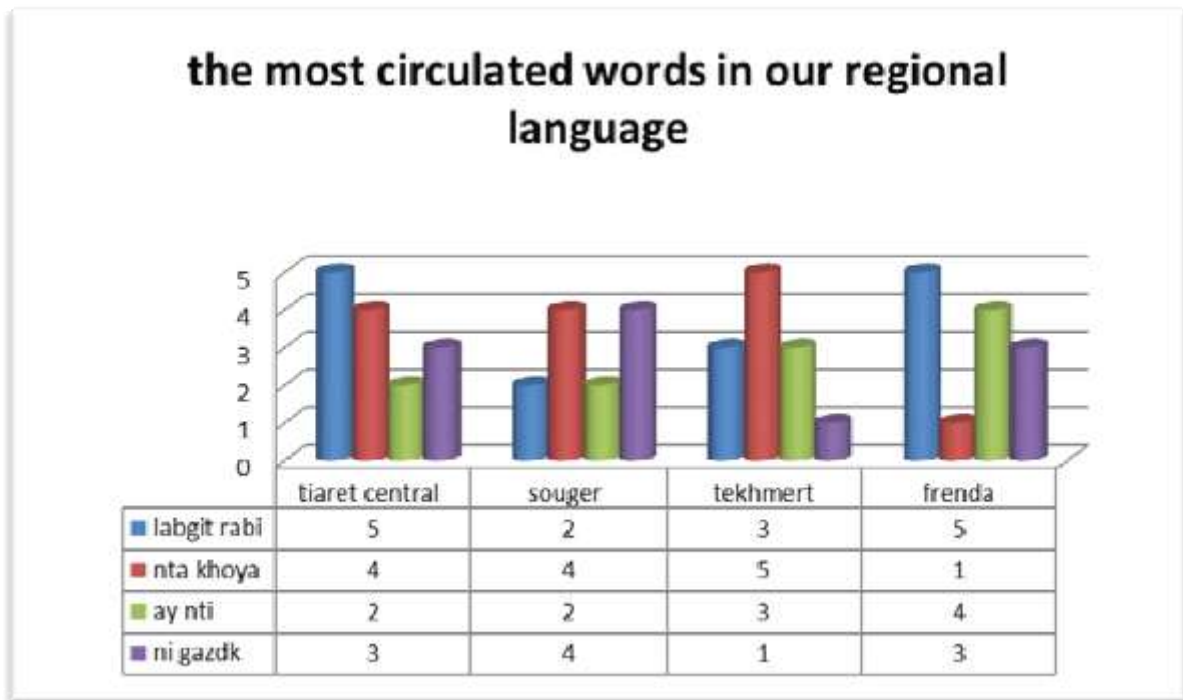


figure 3.4 the most rotated words in Tiaret regional patois.

C.2 Situational analysis :There are a lot of interesting events that take place in our daily life . These events are around us, which we see or do, or experience regularly. At some point in time .Here we have some situations that happen everyday occurrence with any person .In which we try to highlight the ones who are concerned with the request .

A)With Family :

Asking you father to land you some money:

Dad ,can you give me some money I really want that new phone ,please daddy!!

أبي هل يمكنك ان تعطيني قليل من المال أريد شراء الهاتف الجديد أرجوك .

بابا نتا حبيبي ,باباتي حنوني لا بغيت ربي عطيني باه نشري تليفون نخيتك .

Asking youMather to let You go with your friends:

Mom let me go with my friends they called me a lot and I cannot say no , please !I swear when I come back I'll do the dishes .

أمي أرجوكي دعيني أذهب كل أصدقائي هناك , أعدكي عندما أعود سأقوم بالأعمال المنزلية .

ماما حبيبيتي , ميمتي خليني نروح والله ما نطول ك نجي أي حاجة نديرها لك ,نرفدك الدار على عمود .

Asking your brothers to borrow you their stuff :

Younes please give me your car-keys. I have a date .

يونس لقد أخذت مفاتيح السيارة لدي موعد سأعيدها غدا .

سسسسس اااa

We now notice that the request with the family is more softer, as you find yourself not obliged to provide justifications, so you have a sufficient authority to take your decision and demands without family complications and prior embarrassment.

B)With friends :

Yaaww!!guys we used to go outside and have fun what happened to us man !

What's up ,Ali said today is our day so chill !!

مرحبا يا رفاق هيا نذهب لنحظى ببعض المرح .

جماعة كيدايرة الحالة كاش جديد مشي علي قال علي اليوم الخرجة ؟هيا نطيحو عليه اليوم تهلاو .

As for the request with friends, it is absolutely spontaneous, where you find yourself unfettered and you have absolute freedom to take what you want without any discomfort .

C)With Strangers :

In the coffee shop addressing the servant :excuse me ,you have forgotten to bring me the sugar bring it now.

لقد نسيت السكر هل بإمكانك إحضاره ؟

راك نسيت تحظلي السكر معليش تجييلي سكرية تع سكر معاك ؟

I just asked for a cake a long-side my coffee. Can you please fetch it for me !

لقد قمت للتو بطلب الكعك لكنه يبدو أنك نسيت ,هل بإمكانك أن تحضره أرجوك .

خزيا العزيز غير درك دومونديت الكعك ,بالاك نسيت الله يحسن العون ,معليش صحيت .

We see that with friends the sample uses the direct request by taking somehow the way to order something into making it a more of an action to be done. We also notice that the males use the type of non-polite talk as a shape of an order .Meanwhile ,the females are more polite when it comes to ask for a quest.

And with the synchronization of time, we rose to new observations that contributed to highlighting differences in the practice of linguistic demand situations in the rhetorical society of the state of Tiaret. Whether it is with relatives, strangers, or the general public.

Community people	Another remark
Family(father , mother , brother , sister) (العائلة)	بابا , باباتي , ماماتي , ميمتي , لبغيتي ربي , عطيني , نتا خويا , المعلم , نتي خيتي , 34يد ايها , نديها
Friends (الأصدقاء)	هيا نروحو , les hommes , أو جماعة , لحباب ,
Strangers (الغرباء)	ختي , خالتي , سي محمد , خف روك , لز غاد
Old people (كبار السن) Random people	شاف , حضارات , عمي , الحاجة , الحاج , خف روك

Table 3.5 other remark concerning situational analysis

3.3 Results obtained from the interview

Analysis of empirical data must be done in detail and carefully to achieve our goals, speech act remains a volatile phenomenon and must be analyzed at an individual level. As mentioned earlier, the purpose of the interview is to qualitatively analyze the social factors that may affect the formation of language in the Tialet community. Participants were therefore selected based on age, gender and language background.

In terms of interview duration, the minimum duration was 10 to 15 minutes, with the longest interview being more than 15 minutes. Most of the interviewees were relaxed and began to share their thoughts, especially when we asked about language patterns that apply to as speakers.

We have chosen the following categories in particular, to see the overall changes and deviations among generations and how this variations can help the language attitude vary.

3.4 Interview analysis

3.4.1 Question one :Distribution of the Sample

Sample one : 40years old male

This participant has an overall positive attitude toward using his own dialect and the language that he first learned ,he say it can help him to make others understand exactly where he is from and to identify the culture and the traditions of his region .

"لازم كل واحد يكون فخور بنفسه و فخور بطينته."

Sample two :35years old female

This informant holds the negative attitudes towards the use of her own dialect that belong to her region .she does not like how the dialect is presented because it makes her look under developed ,thus due to the nature of her work which annoyed her a lot .she said :

For example :our dialect uses a lot the(Λ) vowel هات ,بطني , أيببت , قرفية , مقرف , آيتي (Mehdia)

In Tiaret : مغرف , حوجي , تيرادي , كيتي , bole

ضربني , عطيني , مدلي

That's why she adopt the dialect of Tiaret central as a reference to her vocabulary .

Sample three :25years old male

This candidate thinks that the dialect that he use to request something or to make phrases that expresses his needs ,it's a part of his identity and it motivates him to use his own words and to expand the way he utter.it was observed that the most of the informant were aware of their regional language to create a chain in order to expand their culture and tradition and to no let their heritage dies

Sample four :19year old female

This informant hold a positive attitude toward using her own dialect that belong to her region to request something and she add that it is so important for the people to use their dialect , because it is part of their personality and she provided us with an example indicating that you cannot extract your basic environment.

البنادم مهما بنا و علا يرجع يرجع لطينته .

Sample five :16 years old male (young generation)

This participant hold a negative point of view toward using his own dialect,he said that the time changes and we change with it every day of every minute every second .Every day we come up with a new ideas in order to enrich our dialect ,because we are obligated to keep pace with the current development and to always stay in the forefront.

3.5 Discussion of the Main Results

In the light of the interpretation of our data,one can formulate few assumptions on the speech community of Tiaret.This research was also supported by quantitative analysis in which the researcher used numbers and percentages to count the occurrences of the types and request strategies of request.

Results from the interview indicted that the majority of the samples believed that the regional dialect is so important in formulating a request.

As can be seen form the DCT, the type of the request formulated the most is direct speech act which is used by the samples with percentage exceeding 90%; this belongs to the category of males.In contrast,females prefer touse indirect requests. However, the formulation of request is used differently. For example, due to the long distance between these two regions Tekhmeret and Frenda have a different formulation of request. We also noticed that the most dominant region (Souger, Tiaret central) have the same dialect. This explains the richness of Tiaret language and culture variation.

3.6 Limitations of The research

The experimental results reported here should be considered due to some limitations. Our study has some internal limitations, for which our findings need to be interpreted carefully, first of all, the present study only distributed DCT to 50 participants and interviewed 4 random samples, future researchers will be looking for our additional interviewees to expand their findings Also difficult to find interviewees as some declined due to increasing workload.

Future researcher may also look at collecting data from different categories to determine how prepared informants are to deliver a speech.

3.7 Conclusion

This chapter is devoted to a description of the empirical phase and to answer the research questions; we analyzed the data collected by presenting the results and the interpretation quantitatively and qualitatively. First, we present the research framework and recall its guiding question, describe the details of the selected population and the sample. Data collection procedures and results are discussed. Through this chapter it is revealed that the speaking act of asking by the community of Tiaret. This survey ends with some recommendations, limitations and suggestions for further research.

General

Conclusion

General Conclusion

Human beings and language cannot be separated from each other in society. Created as social beings, people need a language to communicate and to build a relationship with each other in social interaction. In this interaction, language becomes the primary means of communication. By using language, they reveal their ideas, express their happiness and sadness, make a joke with others, give information, command someone to do something, influence someone and so on .

The present study consists of two parts .the theoretical section review studied the theory of J. L. Austin in his famous book "How to do things with words "(1962). Followed by his student J. Searle who developed his theory by classifying the theme "speech act" into four main aspects. "Illocutionary act which is the main act of this dissertation in which we see that it has a lot of subtitle the one that we are concerned with is" The Request ". And it is types strategies , this research opts for a mixed method that combines both quantitative and qualitative approaches for gathering data and information about the speech community of tiaret. Thus , a structured Discourse Complication Task is distributed to the sample consisting of (50) fifty students and the employees of Ibn khaldoun university and an interview directed to(4) participants (random people) in the society of tiaret in the same research setting .

The finding of this research shows that the most of the participants prefer to use their own dialect and language they learn first when open their eyes to formulate a request they faced some challenges include the view of others to them when they use their own dialect in the daily life , but they stick in their option of using their own dialect in order to spread linguistic richness as well as culture and traditions we also notice that the type of request most used by participants more than 70% uses the direct request while the others shows that using the regional dialect to formulate a request is not necessary because they are far from their hometown, and also because of the nature of their work to show their background or the region they are born in, they believe that it makes them underdeveloped.

It is supposed that our hypotheses are confirmed to such an extent .Finally , this study recommends assessing that every region is important in performing a request .

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الإستبيان

قام بهذا الإستبيان طلبة ماستر 2 لسانيات في قسم اللغة الإنجليزية في جامعة ابن خلدون تيارت , يهدف هذا الإستبيان إلى مساعدتنا على الفهم الأفضل لتغير اللهجة في المجتمع الخطابي لولاية تيارت وكيفية صياغة الطلب لكل مدينة حسب لهجة وتغير الكلمات .

نرجو من حضرتكم أن تجيبوا على الأسئلة التالية عن طريق وضع علامة أ كس (X) في الدائرة المناسبة أو عن طريق إستعمال تعبيراتكم في المساحة المتوفرة .

الجزء الأول : معلومات شخصي

الجنس :	<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى	
السن :	<input type="checkbox"/> 18-22	<input type="checkbox"/> 23_30	<input type="checkbox"/> ≥31

الجزء الثاني الإختلاف الإقليمي في المجتمع الخطابي لولاية تيارت:

■ من أي منطقة أنت:

<input type="checkbox"/> تيارت	<input type="checkbox"/> سوقر
--------------------------------	-------------------------------

<input type="checkbox"/> تخمرت	<input type="checkbox"/> فرندة
--------------------------------	--------------------------------

■ هل تعتقد أنه من الممكن التعرف على أصلك أو مكان عيشك من طريقة كلامك أو اللغة المستخدمة ؟

<input type="checkbox"/> نعم	<input type="checkbox"/> لا
------------------------------	-----------------------------

لماذا ؟

.....

.....

.....

القسم الثاني

هنا ترى مجموعة من المواقف التي ممكن أن تحدث مع أي شخص في الحياة اليومية أو معك شخصيا ربما لا تلاحظها .
أرجو منكم الإجابة بصدق وتستطيعون الإجابة بلغة العامية وتيقنوا أن أجوبتكم ستكون في الحفظ .

مع أفراد العائلة :

مع الوالد (الاب) :

تريد الخروج وتريد طلب المال من والدك كيف تصيغ له ذلك

باغي الدراهم باش تشري حاجة كيفاه تقول لباياك

.....
.....

أمك: الوالدة

تريدين الذهاب لمنزل اصدقائك وأمك ترفض كيف تقنعها .

تحوسي تروحي عند صحاباتكوماك قالت لا كيفاه تحاولي تقنعها

.....
.....

أخوك \ أختك :

تريد أن تستعير ملابس أو شيء ما

تحوس تسلف كيفاه دمونديها

.....
.....

مع الغرباء:

لنفترض أنك في مقهى زطلبت السكر والنادل نسي السكر كيف تطلب منه إحضار السكر

دخلت للقهوة والسارفار نسي السكر كيفاه دمونديه

.....
.....
في الشارع :

نقول أن هناك شخص أمامك يمشي على مهل وأنت تريد أن تمر لديك عمل أو أنك مسرع/ نتنا راك تمشي واحد يمشي غير بالشوية ونتنا عندك صوالح وغاصب كيفاه تقوله بعدلي من الطريق :

.....
.....

الجزء الثالث :

مصطلحات تستخدمها من أجل صياغة طلب :

كلمات تخدم بيها باه دموندي حاجة راك حابها :

مع أفراد العائلة : (الأب/ الأم/ الأخ/ الأخت)

.....
.....

مع الأصدقاء:

.....
.....

في الشارع :

.....
.....

مع الغرباء (كبار السن , رجال الأمن):

.....
.....

الملخص:

يهدف هذا العمل الحالي إلى التحقيق في كيفية صياغة الطلب حسب لهجة كل منطقة حسب المجتمع الخطابى لولاية تيارت . ومعرفة نوع الطلب الذي تتم صياغته , حاولنا في هذه الأطروحة تسليط الضوء على دراسة التنوع اللغوي الثري الكبير في المجتمع الخطابى الخاص بسكان ولاية تيارت , حيث تمت مناقشة عالمية القيود اللغوية و دراسة المناطق المسيطرة على اللهجة في ولاية تيارت . بعدها تطرقنا إلى كيفية صياغة الطلب من أجل معرفة تأثيره على قواعد نظرية فعل الكلام . حيث تناولنا دوافع ومواقف السكان من إستخدام كل لهجته الخاصة بمنطقة عيشه وذلك من أجل أن تنتشر لهجته وينشر عاداته وتقاليده في كل منطقة وحسب ماشهدنا أنهم أقررو أن كل شخص من واجبه أن يفتخر بأصله , على غرار أقلية من العينات الذين يشعرون بإنعدام الامان عند إستعمال لهجتهم

Summary :

This present work aims to investigate the formulation of the request , according to the rhetorical community of the state of tiaret. knowing the types of request made. In this dissertation , we tried to shed light on the study of the linguistic diversity ,in the rhetorical society of the inhabitants of tiaret community, where the universality of language restrictions was discussed and the areas controlling the most spoken dialect were studied , then we moved on how they formulate the request in order to know its effect on the rules of speech act theory . where we dealt with the motives and attitudes of the population towards using the dialect specific to its region , this is in order to spread their culture and traditions , they admitted that they are proud of what they are and that they are proud to spread their culture . contrary to a minority of the samples who feel insecure when using their accent.

Sommaire :

Ce présent travail vise à enquêter sur la formulation de la demande, selon la communauté rhétorique de l'état de tiaret. connaître les types de demandes effectuées. Dans cette thèse, nous avons essayé d'éclairer l'étude de la diversité linguistique, dans la société rhétorique des habitants de la communauté de tiaret, où l'universalité des restrictions linguistiques a été discutée et les zones contrôlant le dialecte le plus parlé ont été étudiées, puis nous nous

sommes déplacés sur la façon dont ils formulent la demande afin de connaître son effet sur les règles de la théorie des actes de langage. où nous avons traité des motivations et des attitudes de la population envers l'utilisation du dialecte propre à sa région, c'est dans le but de diffuser leur culture et leurs traditions, ils ont admis qu'ils sont fiers de ce qu'ils sont et qu'ils sont fiers de diffuser leur culture . contrairement à une minorité des échantillons qui ne se sentent pas en sécurité lorsqu'ils utilisent leur accent.