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Authentic Videos in a Context of Explicitness in Teaching English Requests

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The work presented in the thesis is my own.

Abstract

Requests are sometimes known as one of the most face-threatening acts since they are subject to various culturally specific social factors. An extensive body of literature has shown that despite the broad universality of the existence of mitigating devices in performing polite requests, they are sometimes manifested pragmalinguistically differently across languages and cultures (Blum-Kulka & Olshtain, 1984; Tawalbeh & Al-Oqaily, 2012). Therefore, it is necessary to raise foreign language students' metapragmatic awareness through explicit instruction with the assistance of a tool that brings culture and language into play, such as 'authentic videos'. Since videos are considered one of the richest sources that can be used to help learners experience and observe pragmatics at work (Usó-Juan & Martínez-Flor, 2008), this study investigated the efficacy of showing authentic videos of English requests in a context of explicit instruction on three main areas of student ability. First, it examined the videos' effects on the ability of students to *recognise pragmalinguistically appropriate English requests*. Second, it considered the videos' effects on the ability of students to *pragmalinguistically perform appropriate oral English requests*. Third, it evaluated the videos' effects on the students' *self-evaluation of their requesting ability, awareness of pragmalinguistic variations, and videos*.

Fifty-six matched female Saudi undergraduates were split into two groups: 29 in the experimental group (EG) (video group) and 27 in the control group (CG) (no video group). Both groups received explicit instruction. However, whereas the EG was exposed to 'authentic video clips' of English requests, the CG performed role-playing exercises. Authentic video effectiveness was tested for three main areas. First, the students' ability to *recognise* appropriate English requests was tested using multiple discourse completion tasks (MDCT): pre-tests, post-tests and delayed post-tests. Second, the students' ability to perform pragmalinguistically appropriate *oral* English requests was rated according to appropriateness using oral discourse completion tasks (ODCT): pre-test vs. post-test. Students' self-evaluation was tested using a Likert questionnaire with a few open-ended questions. There were some mixed results.

Student *recognition* results revealed that both groups significantly outperformed themselves in the post-test and delayed post-test when compared to their pre-test. However, no significant difference was found between the two groups in either test. Nevertheless, the EG marginally outperformed the CG in their *oral requests* ($p = .053$). In addition, while the EG significantly improved in its ability to make pragmalinguistically appropriate oral requests ($p = .012$), the CG did not ($p = .102$). As for the students' self-evaluation reported in the questionnaire responses, for the most part, neither group's responses revealed any significance. In addition, both groups significantly outperformed themselves in the recalled strategies and examples, with no identifiably significant differences when compared. Nonetheless, the EG seemed to significantly outperform itself in its ability to think of how a native English speaker would respond during the process of making a selection of the most appropriate requests in the MDCT, and before recording their ODCT, thus revealing that the EG had become more culturally sensitive. Although the results were inconclusive, the ODCT results and the EG's heightened awareness in some areas point to the effectiveness of the use of videos to teach requesting in the context of explicit instruction. Further investigation is recommended over a longer period of time and on different speech acts to test the effectiveness of this new visualinguism approach.

Dedication

I dedicate this work to my beloved family:

To my two idols: my mother and father.

To my source of wisdom; she who possesses the sweetest soul—my mother,
who has inspired me with her constant prayers and presence.

To my father, who has long possessed the ability to foresee my future; he, with
his unwavering support, has directed me towards the right path.

To my siblings, who have been supportive and encouraging; who above all have
had great faith in me, whose views of me have forever uplifted me and kept me
believing in myself, especially in moments of doubt.

I am blessed to have your presence in my life.

God Bless You.

Acknowledgement

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worthwhile. I was finally able to see the pieces of my topic come together and become a reality.

Last, but not least, I would like to thank the two members of the committee, Dr Bojana Petric and Dr Helen Woodfield, for reading my thesis and accepting to be my examiners.

Abbreviations

>	Higher Status Than
<	Lower Status Than
AF	Affective Filter
C	Control Group
CC	Communicative Competence
CG	Control Group = Non-video Group
CI	Comprehensible Input
CR	Consciousness-Raising
DCT	Discourse Completion Tasks
DN	Digital Natives
EG	Experimental Group = Video Group
EL2	English as a Second Language
FL	Foreign Language
H	Hearer
ICC	Intraclass Correlation Coefficient
ILP	Interlanguage Pragmatics
IMSIU.....	Al-Imam Mohammad ibn Saud Islamic University
L1	First Language
L2	Second Language
LS	Language Socialisation
MDCT	Multiple Discourse Completion Tasks
NES	Native English Speaker
NNES	Non-native English speaker
ODCT	Oral Discourse Completion Tasks
P	Pre-test
PO	Post-test
S	Student / Speaker
S / H	Speaker / Hearer
SCT	Sociocultural Theory
SL	Second Language
TL	Target Language

V	Video Group
WDCT	Written Discourse Completion Tasks
ZPD	Zone of Proximal Developme

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1 CHAPTER 1. INTRODUCTION

1.1 Introductory Remarks

Growing up at a very young age in the United States of America (USA) successfully equipped me with linguistic competence. My appreciation for having acquired English language skills at a very young age grew after returning to Saudi Arabia at a time when contact with English was not only very minimal, but effectively limited to one Saudi television channel that aired some English programmes. A week after starting college, a young lady, who is now a lecturer in the English department, sat next to me. She asked me how I learned my English and I explained to her that I had lived in the USA for a while. Immediately recognising her nearly native level of English, I asked her how she had picked up English in return. To my surprise, she shared with me that she had learned it from TV, by watching shows like *Sesame Street* and *The Electric Company*. I had never realised that TV/videos could have such a powerful impact on learning a foreign language.

After graduating and starting to teach, I noticed over and over again that students with high levels of English language ability had, for the most part, learned it and perfected it from watching videos—and this even applied to those who had never stepped a foot outside of Saudi Arabia. Students' growing linguistic abilities in English became even more evident after the explosion of the internet and the advent of YouTube. Even when collecting the multiple discourse completion task (MDCT) distractors for this study, I emailed two students whom I thought gave very appropriate English request answers, asking where they had learned their English. The two students attributed their success in English to videos such as talk shows, movies and television series.

My own fondness for videos grew over time after noticing their positive effects on those who consumed them regularly. Nevertheless, although students (myself included) have passively linguistically benefited greatly from watching videos, we remained a little behind pragmalinguistically. Even after growing up in

the USA and maintaining my English level through video exposure, the way I expressed myself in English was ‘interesting’, as described by one college administrator. “You have an interesting way of expressing yourself in English”, she said in one of her emails. The word ‘interesting’ kept ringing in my head for days and days. In this instance, ‘interesting’ seemed to most likely have a negative connotation, yet I could not understand how my emails were ‘interesting’, even after going over them many times, and even asking some friends to check the grammar and vocabulary. Little did I know then that a language is so much more than grammar and vocabulary. Language is culture, values and beliefs that are expressed pragmalinguistically. These pragmalinguistic clues are scarce in a foreign language setting and in language textbooks, but they can be found, seen and heard in authentic videos—videos that are created by its native speakers, for its native speakers. However, in order to detect these pragmalinguistic structures, attention needs to be drawn to them explicitly. Passive video viewing does little when it comes to pragmalinguistic development (Martínez-Flor & Soler, 2007; Soler, 2005).

The linguistic success of students in a foreign language setting and a lack of focus on pragmalinguistics in textbooks (Campillo, 2008; Delen & Tavil, 2010) led me to question why such a powerful tool, i.e. authentic videos, is not being utilised in a foreign language setting. Why, if so many students are addicted to it and have reported their preference for it (Yuan, 2012; Sherman, 2003; Ezzedine, 2011), is it still considered a leisure activity (Cummins, 1989)? I wholeheartedly believe that videos, if utilised properly, can improve students’ metapragmatic awareness and production on many levels. To test the efficacy of videos, I decided to combine them with one of the most face-threatening speech acts (FTA): ‘requests’. I wanted to find out whether watching videos would really make a difference on student’s ability to recognise appropriate pragmalinguistic English requests and on their performance of appropriate oral English requests. In contrast to linguistics, pragmatics and pragmalinguistics develop at a later stage (even in our first language), and I wanted to find out how effective videos are in teaching English requests. Our pragmalinguistic repertoire gradually grows with us through our rich daily exposure to the L1. We become aware of the linguistic politeness rules of ‘requesting’, and learning this makes us polite communicators in our culture. Nonetheless, this does not necessarily make us pragmalinguistically competent in other languages. An

extensive body of literature has found that despite the broad universality of the existence of mitigating devices in performing polite requests, these mitigating devices are actually manifested pragmalinguistically differently from one language to another (Blum-Kulka & Olshtain, 1984; Tawalbeh & Al-Oqaily, 2012; El-Shazly, 1993; Al-Ali & Alawneh, 2010). Similar to L1 and pragmatics learning in children, foreign language learners also learn pragmalinguistics at a later stage in their development—after linguistics. It has been reported in the literature that learners are successfully capable of learning grammar and literacy in both second language/foreign language (SL/FL) contexts, but may be unsuccessful in learning pragmatic discourse and sociolinguistic ability (Rueda, 2006). Ultimately, this leads SL/FL learners, to “(commit pragmatic failures), even when they have an excellent grammatical and lexical command of the target language” (Blum-Kulka & Olshtain, 1984: 196). In fact, Kasper (1997), Kasper and Rose (1999), Castillo (2009) and Jianda (2007) have pointed out that second language (L2) advanced proficiency does not always positively correlate with L2 pragmalinguistic proficiency. Woodfield’s (2012) study on eight English as a second language (ESL) graduate students from four different first languages studying at a British university proved that they “do not approximate native speaker levels of request modification in the range and frequency of internal modifiers and range of external modification devices after eight months of sojourn in the target language community” (pp. 41-42).

Bardovi-Harlig and Hartford (1993) also pointed out that pragmatic failure is common in not only low-level language learners but also advanced learners who possess a good command of grammatical and lexical elements. This pragmatic failure is attributed to what is known as the ‘negative transfer’ of the L1’s pragmatics to the L2 (Thomas, 2014). Transferring L1 pragmatics is said to lead to pragmatic failure, which causes English as a foreign language (EFL) students to be perceived as rude, or ignorant, at times (see, e.g. Kasper, 1997; Castillo, 2009). One reason explaining why L2 learners lag in pragmatic competence is that L2 textbooks and methodologies are either not pragmatics focused (Delen & Tavil, 2010), or they have not fully recognised the importance of pragmatics teachings in classrooms (Rose, 2005). Crandall and Basturkmen (2004) noted that a grammatical error when performing an impositive FTA may be seen as a language problem by native speakers (NS), but an error of pragmatic appropriacy may characterise the non-

native speaker (NNS) as rude and offensive. Therefore, there is a need to draw students' attention to the appropriate use of L2 speech acts in order to become better communicators. This has led many researchers to investigate the efficacy of teaching L2 learners the L2 pragmatics.

A number of theorists and researchers, such as Kasper (1997), Eslami-Rasekh (2005), Bou Franch (1998), Martínez-Flor and Soler (2007), Jianda (2007), Castillo (2009) and Ifantidou (2013) have fully recognised the importance of explicit classroom teachings of pragmatics. Their results emphasise the need to include explicit instruction on L2 pragmatics in classrooms. The aim is not to lead to total convergence in the L2 learners' pragmatics, but rather to lead to an optimal one (Kasper, 1997). An optimal convergence that would allow for the L2 learners to maintain their L1 pragmatics and identity while at the same time be able to communicate more successfully via L2 pragmatic comprehension and production. However, Soler and Martínez-Flor (2008) stated that "learners in a FL setting do not have the same exposure and opportunities for practice as learners who are immersed in the second language community. For this reason, ... there is a need to examine those conditions that influence how pragmatics is learned, taught ..." (p. 14). Because FL settings are lacking in FL pragmatics, Pusey (2012), Bou Franch (1998), Eslami-Rasekh (2005), Farahian, Rezaee and Gholami (2012), Jianda (2007), Martínez-Flor and Soler (2007), Castillo (2009) and Dufon (2004), among others, have been promoting the use of authentic videos to teach speech acts.

Videos teach both NS and NNS how to use language and perform actions using language. Videos are even more valuable since they are a rich source for language input, particularly in an FL setting where students rarely, or even never, have an opportunity to listen to the target language (TL). Learners can subconsciously pick up on the many different factors: social distance, age, power, imposition, etc., that impact their pragmalinguistic formula, particularly their use of speech acts—in this case, the speech act of 'requesting'. Rose (1993), Grant and Starks (2001) and Washburn (2001) (cited in Soler, 2005) argued that in an EFL setting, it is very hard to experience or see pragmalinguistics and sociopragmatics. Therefore, in this situation, they posit that authentic audiovisuals help provide a variety of contexts that can be used to redress that problem. Therefore, because

videos are considered a rich source that can help learners experience and observe pragmatics at work (Usó-Juan & Martínez-Flor, 2008), this study aims at investigating the efficacy of the provision of authentic videos in a context of explicit instruction compared to its absence.

This chapter begins by explaining the purpose of the study, followed by its theoretical and pedagogical significance. Finally, a brief explanation of the problem that necessitated this investigation is provided.

1.2 Purpose of the Study

This study aims at exploring the efficacy of the provision of videos in a context of explicit instruction of English request strategies. Consequently, the study will investigate:

1. The effectiveness of videos on participants' ability to *recognise* appropriate English requests.
2. The effectiveness of videos on participants' ability to *orally perform pragmalinguistically* appropriate English requests.
3. The influence of videos on students' self-evaluation across a number of areas (requesting in Arabic vs. English, videos as a tool, etc.).

1.3 Significance of the Study

The findings of this study will contribute both theoretically and pedagogically to improve current understanding of the benefits of videos in teaching English requests, particularly in a foreign language context. It has been noted throughout the literature that interventional studies have studied teaching requests explicitly through video presentation and self-study transcripts (Soler, 2005); and through input-based (compared to output-based) instruction of downgrades (Ahmadi, Samar & Yazdanimoghaddam, 2011). Other scholars have used authentic videos to teach requests to compare three teaching approaches: explicit, implicit and control (Soler, 2005). In fact, Rose (2005) stated that “Most studies comparing the effectiveness of different teaching approaches select two types of pedagogical intervention, and in all

cases the intervention could be construed as explicit versus implicit” (p. 393). Indeed, Martínez-Flor (2004), Soler (2005) and Martínez-Flor and Soler (2007) have also pointed out that explicit and implicit instruction with the provision of videos (instructional videos in the case of Martínez-Flor and authentic videos in the case of Soler) significantly benefited their participants, as opposed to passively watching videos with no form of instruction.

Clearly, teaching requests explicitly has been established by the majority of studies presented in the literature, and that the inclusion of videos in that explicit instruction also enhances students’ L2 pragmatic success. Nevertheless, in order to better identify the effectiveness of videos, it is worth comparing explicit instruction alone to explicit instruction that is accompanied by authentic videos. This is especially so, since what is written about promoting videos “seems anecdotal or takes the form of generalized observation” (MacWilliam, 1986: 131). The fundamental need for videos is even greater for adults. Burt (1999) wrote a digest promoting the use of videos for adult English learners. Weyers (1999) pointed out that most of the research produced on the benefits and effectiveness of videos is focused on linguistics and listening comprehension. This led him to investigate the effects of videos on oral communicative competence.

Similarly, this study also plans to add to the literature evidence supporting the effect of videos on the appropriateness of oral request performance, recognition of appropriate requests, and the impact of videos on students’ self-evaluation of their requesting ability. This will perhaps theoretically help to understand the necessity of the inclusion of videos in teaching English request. It will also establish a connection between teaching the speech act of requesting and authentic videos. It will closely identify which skill/s in particular videos affect: request recognition, and/or production, and/or metapragmatic awareness. In doing so, the results will answer the question of whether to include authentic videos in teaching English requests and which skill/s to work on. The results will also help pinpoint where videos made a difference and when explicit teaching was sufficient.

Another theoretical significance is the fact that this study is conducted with L1 Arabic speakers. A number of studies have investigated teaching English pragmatics

as an L2 to students whose first languages are Japanese, Cantonese, German, Hebrew and Spanish (Rose, 2005). However, to the best of my knowledge, there has yet to be an instructional interventional study teaching ‘requests’ to L1 Arabic speakers. As Rose stated, “Future research needs to expand the range of first language and target languages” (p. 389). In response, this study aims to expand the literature on the teachability of requests to a new group of L1 speakers.

If successful, the results relating to a third theoretical significance, also pedagogical, can lead to the creation of an ‘authentic request corpus’ to which authentic contributions of requests from different languages and cultures can be uploaded for further research and pedagogy. The pedagogical significance of this study concerns instructors, course/material designers and finally learners. Instructors will be guided to understand the effectiveness of videos in learning to request appropriately in English. It will help uncover which areas videos have an impact: recognition, oral production and/or better self-perception of requesting ability. Thus, this will lead to promoting videos and recognising their utility when teaching requesting and other speech acts. This is especially significant because it has been noted that second/foreign language teaching dedicates classroom time and instruction to grammar, vocabulary, reading, etc., but rarely, if ever, to L2 pragmatics (Rose, 2005; Delen & Tavil, 2010). Delen and Tavil evaluated L2 course books and found that they lacked information on the strategies used to perform certain speech acts, such as requests, refusals and complaints. Krisnawati (2011) also pointed out that although today there are some textbooks that include communicative activities in which certain speech acts are presented, teachers still need to “explore and enhance the materials presented in the textbooks.” (p. 113). Woodfield (2012) also recognised that research in Interlanguage Pragmatics (ILP) could help contribute to the development of materials with authentic discourse. Therefore, this study’s results may encourage course/material designers to incorporate authentic video clips that can enhance the cultural and pragmalinguistic learning of requests, thereby improving access for instructors.

A few researchers have recognised the challenge of finding and preparing video clips (Massi & Merino, 1996; Lutcavage, 1992). Course/material designing can even start with a big project in which contributions from different instructors,

learners and researchers can be gathered into a corpus for ‘requesting’, or even sorted into different speech acts thematically. Idavoy (2012) recommended language departments develop digital cabinets for thematically organised clips to have them ready for use. Thus, this study’s results will contribute to the creation of, or the addition to, an already started corpus such as Tatsuki’s (2004) internet poll for most favourite movies intended to form a film corpus for researching.

With regard to the study’s significance to learners, seeing requests being performed by a language’s native speakers, since the actors aim to represent real life, might raise their awareness of the diversity of requesting formulae across many languages and make them more sensitive to mitigating requests appropriately in not only English, but also Arabic. In doing so, it could lead to their pragmalinguistic abilities catching up to their linguistics. Previous research has pointed out that regardless of a person’s L2, their pragmalinguistic competence will typically be at a lower level than their L2 linguistic competence (e.g. Kasper & Rose, 1999; Jianda, 2007; Pinyo, 2010). It may also help them appreciate the pedagogical benefits of videos and the pragmalinguistic knowledge if offers such the requesting formulae and much more. Consequently, this will inspire students to view videos as a pragmalinguistic learning tool and not just a linguistics one, thus leading them to autonomously seek out more pragmalinguistic knowledge from authentic videos.

1.4 Statement of the Problem

Politeness is a universal concept in social interaction (Brown & Levinson, 1987). Brown and Levinson’s politeness theory addresses ‘face’ and face-threatening acts. Face is tied to being embarrassed or humiliated (Brown & Levinson, 1987). “Thus face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction” (Brown & Levinson, 1987: 61). They assumed that “the mutual knowledge of members’ public self-image or face, and the social necessity to orient oneself to it in interaction, are universal” (p. 62), even if face looks different across cultures (Brown & Levinson, 1987). They argued that “interactional systematics are based largely on universal principles. But the application of the principles differs systematically across cultures, and within cultures across subcultures, categories and groups”

(Brown & Levinson, 1987: 283). Nevertheless, Locher and Watts (2005) viewed politeness theory as a theory of facework dealing with mitigating face-threatening acts, rather than a theory of politeness. Furthermore, they observed that the theory does not account for situations such as aggression, abuse or rude behaviour, where face-threat mitigation is not a priority. In other words, Locher and Watts considered politeness theory to be limited to making distinctions between polite and impolite behaviour.

This is supported by the recent work that has been done on pragmatics in the East, i.e. China, Japan and the Middle East, as compared to Western pragmatics, i.e. Euro-American pragmatics. Some of these studies have proved that there are “some key cultural concepts that underlie the doing of speech acts in those languages” (Chen, 2010: 168). For instance, a ‘relationship’ is considered a defining yardstick and a determiner in the way some speech acts are performed in East Asian languages, such as Japanese, Chinese and Korean (Chen, 2010). Typically, cross-cultural studies compare the data gathered from Eastern contexts with Western ones, usually English, and claim that the language is similar to or different from the Western language, thereby taking a *different* or *similar position*. Researchers who have applied the politeness theory to Japanese found it inadequate and that it did not account for Japanese politeness (Chen, 2010). Mao (1994) (in Chen) also challenged Brown and Levinson’s politeness theory and argued that Chinese face is different from Western face. Mao claims that Chinese face tries to “secure public acknowledgement of one’s prestige or reputation” (Mao, 1994: 460) (in Chen, 2010: 175).

Nevertheless, a few efforts have recently defended the similar position. Chen (2005) (in Chen, 2010) argued that the differences identified in the pragmatics of East and West are only superficial and that the underlying motivations are actually similar if the researcher’s analysis goes deeper. This is also argued in two studies on Saudi participants by Tawalbeh and Al-Oqaily (2012) and Al-Ammar (2000) (an unpublished master’s thesis cited in Umar, 2004). While Al-Ammar reported on the similarities of the Saudi students’ Arabic and English requests, Tawalbeh and Al-Oqaily reported cross-cultural differences. Nevertheless, the differences and similarities reported might not necessarily dispute the politeness theory. To

conclude, it can be said that the East-West debate on the different or similar position is a matter of difference in researchers' data interpretations (Chen, 2010).

Irrespective of this ongoing debate, I believe knowing the politeness rules of the West (English), does not undermine the politeness rules of the East (Saudi) in this case. Locher and Watts (2005) thought that Brown and Levinson's framework could still be used, and their proposed strategies can be considered as possible realisations of what they call *relational work*. Furthermore, the participants in this study are not taught that there is only one correct way to be polite, i.e. the Western style, but rather that politeness rules are affected by the sociopragmatics of the culture, which can be a little or a lot different from what they have been taught at home. Thus, they are expected to gain some awareness of the sociopragmatics and pragmalinguistics of the English requests and develop an optimal pragmatic convergence, and not a total one. Therefore, they may still follow their own politeness rules. They are not expected to change their Arabic requesting style to follow the English one. It merely serves as exposure to diverse ways of being sociopragmatically/pragmalinguistically polite and trying to somewhat converge with the TL-appropriate way of requesting to ensure better communication and fewer communication breakdowns.

That is why there were two separate sections in the questionnaire on requesting in Arabic and requesting in English and how the learners might normally transfer the requesting strategies from or to their interlanguage due to the effect of both languages/cultures. Once again, similar to speaking the English language, learners are recommended to also speak the pragmatics of the English language as a means of accommodating the speakers of the English language and initiating better communication. Since this study is about learning to recognize the most appropriate English request and perform an appropriate request — and not about documenting the differences between the ways Arabic requests are different from or similar to English — we can say that Brown and Levinson's politeness theory applies here.

Both positive politeness and negative politeness exist. Positive politeness is a strategy used to establish a positive relationship between the speaker and hearer/s. It is used to:

imply common ground or sharing of wants to a limited extent even between strangers who perceive themselves, for the purpose of the interaction, as somehow similar. ... positive-politeness techniques are usable ... as a kind of social accelerator, where S, is using them, indicates that he wants to ‘come closer’ to H. (Brown & Levinson, 1987: 103).

Some of techniques used to establish positive politeness are use of in-group identity markers, such as certain address forms; use of in-group language or dialect; use of jargon or slang; repetition; and seeking agreement, to name a few. Negative politeness, on the other hand, addresses the hearer’s negative face, i.e. “his want to have his freedom of action unhindered and his attention unimpeded” (Brown & Levinson, 1987: 129). Negative politeness works to minimise any possible imposition on the hearer. It is also realised by using certain linguistic techniques, such as directness (direct or indirect), questions or hedges, minimising the imposition, giving deference and apologising, among other strategies. It is worth mentioning, however, that although positive and negative politeness are universal concepts, they are often culturally specific. The politeness of performing speech acts, face-saving acts (FSA), and FTA are affected by sociopragmatics. This is because the perception of what constitutes being polite or not is to a large degree culturally specific. Consequently, negative politeness and positive politeness are concepts that are linguistically realised relatively differently from one culture to another.

We follow certain strategies when performing universal speech acts according to our cultural norms (Yuan, 2012; Al-Marrani & Sazalie, 2010a&b). Therefore, when speaking a TL, people can sometimes fall into the trap of making a negative pragmatic transfer from their L1 pragmatics. A negative pragmatic transfer can either be the result of a negative pragmalinguistic or sociopragmatic transfer. A *negative pragmalinguistic transfer* is when L1 speech act strategies are transferred to the L2 in a way that affects the politeness value of the linguistic formula. A *negative sociopragmatic transfer* is transferring the perception of, for instance, a social value or social factor, such as a degree of imposition (as mentioned earlier), or the degree of closeness/distance, etc. An example that showcases the differences in positive and negative politeness is from Tawalbeh and Al-Oqaily’s (2012) study comparing Saudi requests to American ones. The Saudi learners preferred positive

politeness with close friends by using direct requests when making low-imposition requests, to express affiliation and closeness. As for negative politeness, Alaoui (2011) reported, in her comparison of Moroccan Arabic to English, that speakers in both languages were socially motivated and needed to play down the cost of the requests to avoid threatening the hearer's face. However, the pragmalinguistic strategies used were different; while Arabic speakers used lexical downgraders, English speakers used syntactic downgraders.

Therefore, since these strategies might be transferred from our L1 to the L2, i.e. into our interlanguage, we may unintentionally fail to appropriately pragmalinguistically express ourselves despite our proficiency in the L2 (Bardovi-Harlig & Hartford, 1993). One reason for this is that L2 course books and classrooms do not often address strategies for appropriately performing speech acts — in this case ‘requests’ (Campillo, 2008). Since requests are sometimes considered one of the most face-threatening speech acts, according to Brown and Levinson’s politeness theory, it is worth teaching them explicitly by using the best methods of instruction. Unfortunately, as with other pragmatic aspects, L2 textbooks have failed to include lessons that bring enough pragmatic awareness to L2 students.

This has led to graduating L2-proficient speakers with relatively low pragmatic competence. To demonstrate this, Woodfield (2012, 2015) and Woodfield and Economidou-Kogetsidis’s (2010), carried out a number of studies investigating the ability of ESL postgraduates to perform requests and compared it to the ability of British English native speakers. Woodfield and Economidou-Kogetsidis’s (2010) investigation of the written discourse completion tasks (WDCT) of requests for an assignment extension performed by 89 mixed L1 learners and compared to 87 British speakers revealed significant differences in the learners’ internal and external modifiers, as well as in their perspectives. In addition, Woodfield (2012) investigated requests performed in the open role-playing of eight graduate students at a British university over a period of eight months. The results revealed “some convergence to and divergence from native speaker patterns of request modification over time” (p. 9). Woodfield suggested that “advanced learners may benefit from pedagogical intervention and development” (2010: 110). She also recommended designing and developing “more pragmatics-focused material” (p. 109), since

“textbooks often lack a sufficient emphasis on the pragmatic aspect of language (Bardovi-Harlig *et al.*, 1991; Bardovi-Harlig, 1992, 1996)” (p. 109).

This is particularly true in an FL setting where there is a scarcity of sufficient authentic materials (Pusey, 2012; Bou Franch, 1998; Eslami-Rasekh, 2005; Farahian, Rezaee & Gholami, 2012; Jianda, 2007; Martínez-Flor & Soler, 2007; Castillo, 2009; Dufon, 2004; Rose, 2005; Delen & Tavil, 2010). In addition, L2 pragmatics is difficult to learn and takes years of exposure—non-native teachers might not even be totally pragmatically competent in the L2 (Pinyo, 2010). This is because “pragmatic functions and relevant contextual factors are often not salient to learners and so not likely to be noticed even after prolonged exposure” (Rose, 2005: 386). Consequently, many L2 proficient students will graduate with poor L2 pragmatic competence. Umar (2004) realised in his study on advanced Arab learners of English that they still needed to be sensitised to issues of cultural differences and appropriateness with regard to requests. Tawalbeh and Al-Oqaily (2012) also found some cross-cultural differences in the directness and politeness of requests between Saudi Arabic speakers and American English speakers.

Hence, there is a need for the explicit instruction of request strategies. Nonetheless, because students are isolated from the L2 in a foreign language context, viewing authentic videos might be a close approximation to L2 reality (Idavoy, 2012; Skevington, 2000; Weyers, 1999). In fact, Massi and Merino (1996) suggested that films provide glimpses into realistic and authentic life. Nevertheless, finding the right authentic video clips that portray a certain speech act in action is very demanding on the L2 teacher and causes a strain in a teacher’s teaching schedule. Therefore, it is worth investigating whether the provision of videos would really lead to any significant difference in students’ recognition and performance of appropriate requests; as well as perception/attitudes toward, ‘requesting’, when compared to the use of explicit instruction alone.

2 CHAPTER 2. LITERATURE REVIEW

2.1 Introductory Remarks

The essence of successful communication is our ability to be polite. Politeness is dependent on understanding not only language, but also the social and cultural values of communities (Youssef, 2012). Brown and Levinson's (1987) Politeness Theory stresses that politeness is universal and exists in all languages and cultures. How politeness is expressed is sometimes culturally specific. According to White (1993), learning to be polite is inextricably linked to acquiring a first language. Bates (1976) (in Clark, 2008) investigated the spontaneous requests of Italian children and identified how their politeness develops in stages, from direct questions and use of the imperative to producing positive requests by age seven. It takes much exposure to a language in its culture and enough practice to become polite requesters/communicators. Naturally, interlocutors will transfer their polite native conventions to the target language (TL); however, since these might not always fit the politeness conventions of the TL, this transference might create unexpected problems (White, 1993). The TL politeness rules need to be learned again and built up with regular exposure to and internalisation of the language and the pragmatics of the TL culture.

Because FL settings are lacking in FL pragmatics, Pusey (2012), Eslami-Rasekh (2005), Jianda (2007), Martínez-Flor and Soler (2007), Castillo (2009) and many others have promoted the use of authentic videos to teach speech acts. Learners can subconsciously pick up on the many different factors that impact their pragmalinguistic formula, particularly their use of speech acts—in this case the speech act of ‘requesting’. From videos, students can pick up on the social factors of age, social distance, social power, imposition, etc. Rose (1993), Grant and Starks (2001) and Washburn (2001) (mentioned in Soler, 2005) pointed out that because pragmalinguistics and sociopragmatics are invisible and difficult to experience in an EFL context, “authentic audiovisual input provides ample opportunities to address all aspects of language use in a variety of contexts” (Soler, 2005: 419). In addition, Soler and Martínez-Flor (2008) stated that “learners in a FL setting do not have the

same exposure and opportunities for practice as learners who are immersed in the second language community. For this reason ... there is a need to examine those conditions that influence how pragmatics is learned, taught ..." (p. 14). Therefore, because videos are considered one of the richest sources that can help learners experience and observe pragmatics at work (Usó-Juan & Martínez-Flor, 2008), this study aims at investigating the efficacy of the provision of authentic videos in the context of explicit instruction, as compared to its absence.

This chapter begins with some brief definitions of communicative competence, pragmatics and requests. This is followed by a review of the literature in an attempt to visualise where this study can possibly fill in the gaps present in this field. To help understand the reasoning behind using videos and why it has been advocated by many researchers, some theoretical underpinnings connected to sociocultural theory (SCT) and language socialisation theory (LS) will be presented. Finally, the chapter will conclude with some practical reasons for using videos to teach requesting.

2.2 Theoretical Background

2.2.1 Definitions

2.2.1.1 Videos

Videos, or audiovisuals, are defined in the Oxford dictionary and by Merriam-Webster as recordings of moving visual images, motion pictures or television programmes. Taylor (2009) defines videos as moving images that could be accompanied by sound. Videos, according to Taylor, come in different forms. They can be live action, e.g. such as on Snapchat or Instagram, or staged and scripted, as in movies, or improvised and spontaneous (also seen by Snapchatters and vloggers). Other forms are factual, as in documentaries, or fictional, such as in movies or TV series. This study promotes mainly using authentic videos, i.e. videos that depict real life, as in movies, reality TV shows, talk shows, etc. It also promotes using real-life videos broadcasted by users themselves, such as vloggers, Snapchatters and Instagrammers, or through other future applications or websites. In

this study, video clips from TV series were used to teach the speech act of requesting.

2.2.1.2 Communicative Competence

Communicative competence (CC) is a term that was coined by Dell Hymes in 1966 to refer to knowledge of language codes as well as “what to say and to whom, and how to say it appropriately in any given situation” (Saville-Troike, 1996: 363). It is said that communicative competence encompasses the knowledge and expectations of sociolinguistic aspects such as “how one may talk to persons of different statuses and roles, … how to request … in short everything involving the use of language and other communicative dimensions in particular social settings” (Saville-Troike, 1996: 363). Hymes (1972) pointed out that competent language users are usually able to make judgements relative to and interdependent with sociocultural features. In other words, speakers acquire the ability to speak both appropriately and grammatically. In Hyme’s view, “competency for use is part of the same developmental matrix as competence for grammar” (p. 279). Hymes stressed that competence acquisition is normally fed by “social experience, needs, and motives, and issues in action that is itself a renewed source of motives, needs, experience” (p. 278). It has been reported that CC is influenced by the philosophy of language, and pragmatics, which includes speech acts.

2.2.1.3 Pragmatics – Pragmalinguistics – Sociopragmatics – Interlanguage Pragmatics

Requests are considered a speech act in studies of pragmatics. Crystal (1997) defined *pragmatics* as:

The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication. (cited in Pusey, 2012, slide 4)

To become pragmatically competent, one needs to be both sociopragmatically and pragmalinguistically competent. *Sociopragmatics* is a term coined by Leech (1983) and is defined as “a theory of the ways in which the non-linguistic environment affects language use” (Marmaridou, 2011: 78). Dascal and Francozo (1989) (in Marmaridou, 2011) saw sociopragmatics as the external pragmatic factors that reveal the perception and production of linguistic signs in a certain situation. Sociopragmatic knowledge is one that includes knowledge of the relationships between social factors, i.e. power, social distance and imposition, and the communicative action (Brown & Levinson, 1987 [in Kasper & Roever, 2005]); knowledge of social taboos and conventional practices (Thomas, 1983 [in Kasper & Roever, 2005]; as well as the social conditions and consequences of what you do, when and to whom (Fraser, Rintell, & Walters, 1981 [in Kasper & Roever, 2005]). Sociopragmatics and pragmalinguistics are often thought of as two end points of the pragmatic continuum, where sociopragmatics is the “sociological interface of pragmatics” (Leech, 1983: 10) and pragmalinguistics is the “linguistic end of pragmatics” (Leech, 1983: 11).

Therefore, *pragmalinguistics* refers to the linguistic resources used in “conveying communicative acts and relational or interpersonal meanings. Such resources include pragmatic strategies like directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts” (Kasper, 1997: 1). These communicative acts found in pragmalinguistics can be realised in a number of aspects: paralinguistically, verbally or non-verbally (Riley, 1979 [in Marmaridou, 2011]). This supports the inclusion of authentic videos in helping grasp a fuller understanding and more complete acquisition of the speech act of requesting in this study since authentic videos show both verbal and non-verbal cues.

Therefore, to be sociopragmatically competent in a language, it is important to understand and use the appropriate language according to social conventions and the context. In other words, our ability to “vary-speech act strategies according to the situational or social variables present in the act of communication” (Harlow, 1990: 328) indicates that we are sociopragmatically competent. Furthermore, being

pragmalinguistically competent means that one can linguistically perform or encode the pragmatic force. Some L1 pragmatic aspects can be transferred to the TL, sometimes successfully and sometimes not. Although politeness transfer at the “pragmalinguistic or the sociopragmatic level is largely a matter of perspectivisation” (Marmaridou, 2011: 89), sometimes you can guess whether it is pragmalinguistic or sociopragmatic, or even both.

It said that “pragmalinguistic failure results from the speaker’s mapping of pragmatic force to an utterance in a way that is systematically different from a native speaker’s” (Marmaridou, 2011: 86) and sociopragmatic failure is the result of failing to perform the required speech act in a certain context (Xiaole, 2009).

Pragmalinguistic failure might be due to a lack of knowledge of the mitigating devices, directness or length of expression used in a certain language/culture to construct an appropriate speech act. As for sociopragmatic failure, it normally stems from cross-cultural differences in perceptions of what is considered appropriate linguistic behaviour and miscalculation of the social factors, such as degree of imposition, power and distance, which might be caused by a lack of understanding of a certain culture’s social values (Thomas, 1983; Xiaole, 2009). Indeed, Blum-Kulka and Olshtain (1984) stressed that the “degree of imposition is a difficult variable to control cross-culturally” (p. 210), since a particular request could be considered more of an imposition in one culture than in another, such as requesting a loan. In any case, raising learners’ metapragmatic awareness of both pragmalinguistics and sociopragmatics is necessary to develop their communicative competence.

In her article, Kasper called for the development of pragmatic competence by exposing students to optimal learning opportunities to develop their *metapragmatic* consciousness. Thomas (in Castillo, 2009) defined metapragmatics as “the ability to analyse language in a conscious manner” (p. 2); in this case, that means to analyse the pragmatics of a language. By doing so, one would be improving the EFL learner’s interlanguage pragmatics. *Interlanguage pragmatics* is the L2 learner’s pragmatic competence, one that is affected by the L1 as well as any other language they have learned. Developing learners’ metapragmatic awareness helps them acquire better

pragmatic competence, including sociopragmatic and pragmalinguistic awareness. This study indeed aimed at developing learners' metapragmatic awareness with a greater focus on improving and testing their requesting ability pragmalinguistically. There were several reasons for focusing on pragmalinguistic skills with sociopragmatic awareness. Marmaridou (2011), referencing Brown (2001), put it best when explaining that testing sociopragmatic knowledge, especially in MDCT, was found to be unreliable. That is because it is extremely difficult to create distractors that are considered unacceptable by the TL community without them being very obviously wrong. "By contrast, it is possible to test L2 pragmalinguistic knowledge practically and reliably, even though creating items for pragmalinguistic instruments is not easy" (Marmaridou, 2011: 94). In addition, correcting a pragmalinguistic failure, or identifying it, is much easier and can be achieved straightforwardly as it is language-specific; by contrast, a sociopragmatic failure is complex as it is culture-specific (Thomas, 1983). Furthermore, although Xiaole (2009) pointed out that "foreign language teachers can help learners prevent cross-cultural misunderstandings by presenting them with L2 sociopragmatic knowledge" (p. 2570), this may not always be possible since NNES instructors may not necessarily be sociopragmatically competent in the TL, as in my case in this study. In Mirzaei, Roohani, and Esmaeili (2012), Yates (2010) addressed this when arguing that aspects of pragmalinguistics/sociopragmatic cannot be taught unless instructors are almost consciously knowledgeable of how these communicative acts are realised in different language use contexts.

This often makes instruction of the salient sociopragmatic elements unavailable in EFL classrooms, making it difficult for learners to recognise the gaps between their interlanguage productions and the TL native speakers' (Xiaole, 2009). Nevertheless, by addressing the L1 sociopragmatics and their effect on pragmalinguistics, learners may be able to become more metapragmatically aware. In this study, sociopragmatic elements were addressed throughout the intervention in several ways.

First and foremost, learners were introduced to the universality of the social factors of power, distance and imposition. Kasper and Rose (2001) mentioned that

learners receive a considerable amount of TL pragmatic knowledge since some of this knowledge is universal and some is successfully transferred from their L1.

Marmaridou (2011) addressed the fact that “L2 learners’ sensitivity to social factors such as interlocutors’ relative status, or degree of imposition, etc., possibly indicates the availability of sociopragmatic universals” (p. 89). Therefore, I can say that the form of instruction and session distribution was based on universal sociopragmatic features. For instance, there were four sessions, each discussing a different combination of sociopragmatic factors: S=H/CLOSE (low-high imposition), S=H/DISTANT (low-high imposition), S<H/CLOSE (low-high imposition) and S<H/DISTANT (low-high imposition), as seen in Table 11. During the sessions, there were discussions on the effects of these universal combinations on the request formula concerning directness and length. Learners were told that depending on the context and social factor combination, in any language/culture (be it the L1 or TL), speakers normally employ certain universal or cultural mitigating strategies to ensure politeness. Knowledge of some universal strategies were exchanged, e.g. the higher imposition the longer and less direct the request formula. Also, many mitigating devices were noted to exist in both Arabic and English, such as ‘please’, ‘just’, ‘little’, ‘a few’, etc. The learners were told that these are universal variables/strategies/devices that result in positive sociopragmatic/pragmalinguistic transfer, which can “facilitate the learner’s task in acquiring sociopragmatic knowledge in L2” (Marmaridou, 2011: 93). Furthermore, positively transferred sociopragmatic/pragmalinguistic expressions of any speech act are normally difficult to identify since they have “been associated with the possibility of pragmatic universals (as in Grice, 1975; Leech, 1983; Brown & Levinson, 1987) that are assumed to function cross-culturally” (Marmaridou, 2011: 89). On the contrary, negative transfer can easily be detected.

Arabic sociopragmatic differences were discussed more than English sociopragmatics due to my incomplete knowledge of the English sociopragmatics. An example of the Arabic sociopragmatics was how religion and prayer play a part in Arabic pragmalinguistics. Some of these pragmalinguistic expressions were shared, e.g. the religious prayers attached to everyday requests in Arabic, such as ‘*May Allah be pleased with you, pass me the tissues please*’. This was a

straightforward sociopragmatic aspect of the Arabic language, or Saudi culture, even, since religion is deeply engrained in it.

Another sociopragmatic example, but taken from English, is related to some of the MDCT scenarios or distractors. Upon collecting the distractors, I came across a few request scenarios that caused the NESs to pause and comment that they normally would not ask their professors to do that, such as suggest the instructor change the types of questions or novel. This might be considered a negative sociopragmatic transfer as the degree of power and imposition might be different from one culture to another. Learners were introduced to the value of politeness and how it depends on both social parameters and linguistic material.

Our perceptions of these social factors vary in degree and the politeness expressions depend upon “the learners’ assessment of social roles, settings, etc., which may be based on their own culture (Marmaridou, 2011: 88). This degree variance was discussed for almost every MDCT scenario as the imposition ratings were below each scenario so that the learners could see that imposition is both individually and culturally relative, as in the following examples:

4. You are in class and couldn’t catch up with the instructor while writing your notes. You ask a close friend if you can borrow her notes to complete yours. You request her by saying? *

- o 25% low - 71% mid - 4% high

17. You are at the beginning of the school year. Your novel close professor suggests a novel that is boring to you and your friends. You wish for a different one. So you request that she changes it to a suggestion you have in mind. You request her by saying? *

- o 32% low - 36% mid - 32% high

The learners who rated the degree of imposition for these scenarios did not reach a consensus. We can see that in the first example, 71% opted for mid imposition as a neutral answer. In the second example, there was almost an equal three-way split between the choices. In addition, NESs who gave the NES key answer had a different impression of what could be considered sociopragmatically appropriate to

ask for and the degree of imposition. For the second example, i.e. number 17 in the S<H/CLOSE, a number of NESs commented on the request in the scenario by saying that we normally do not ask our professors to change the novel or book. This was a good example where discussion of sociopragmatics took place. Learners were instructed of the fact that the degree of imposition in a culture could be identified from the length and directness of the distractors. The three distractors were shorter and more direct, as in the following: “Can you change the novel to another one that is more enjoyable?”, “Please teacher, this novel is boring. We want a more interesting novel”, and “Teacher, why don’t we change the novel by voting on another one. That would be better, wouldn’t it?” The NES key answer was much longer and included numerous mitigating devices: “Hi, about the novel we’re reading, some of us have been (*thinking) that we’re really not engaging with it — because it doesn’t really interest us... and we’re wondering if we could perhaps change it? We’ve been talking and, *To Kill a Mockingbird*, which most of us have read, seems to be a popular choice.” Nevertheless, it is not always easy to recognise whether a non-pragmatic expression is due to a sociopragmatic negative transfer or a pragmalinguistic one.

A third sociopragmatic example was also related to the MDCT distractors. Equipped with the concept of positive/negative sociopragmatic transfer and its effect on the pragmalinguistics of the TL, the learners gradually started to identify which distractors featured strategies transferred from Arabic to English to mitigate the requests. Learners started to recognise more easily the sociopragmatic origins of the distractors and exclude them based on the ones they thought were negatively transferred; they were also able to pick the most appropriate one for the English sociopragmatic based on the pragmalinguistic elements in the key answer. Nonetheless, assigning a pragmatic failure/transfer to the sociopragmatic level or pragmalinguistic one is not always clear as the boundary between the two is often fuzzy (Marmaridou, 2011). For some cases, it was easy to say that the pragmalinguistic elements were an L1 sociopragmatic transfer, as in the following examples. The inclusion of a prayer with the request could be considered a sociopragmatic transfer, as in: “Please teacher, make this course as easy as you can. *God bless you :(* ”. EFL participants might also be considered overly polite when addressing a friend (Xiaole, 2009), particularly when the request might be of low

imposition, as in “*My friend*, if you are going to make a copy for you, make it two. I need one, do you have enough time?”

In other examples, the EFL speakers were perhaps too direct in requesting school favours, as in making an extra copy of a pamphlet (“Make it two.”), or purchasing a required book (“Get me one also.”) The use of direct requests can be explained here as a form of solidarity. One explanation for this could be that the student might normally mitigate a request such as that with an inclusion of a fixed prayer, e.g. *May Allah grant you good health, make it two.* When transferring the request into English, she probably just dropped the mitigating device, i.e. the prayer ‘May Allah grant you good health’ and was left with ‘Make it two’. Another explanation is that since this is an academic setting, learners probably do favours for each other all the time, such as make copies for their friends while making their own, or buy books for one another and pay each other back later. In a way, it represents their unspoken solidarity through these actions, where it is very obvious that the hypothetical student in the statement makes copies for her friend/s and it is also expected that she will either be paid for this upfront or repaid when she gives her friend/s the copies. Sattar and Lah (2011) mentioned that “Arab society is inseparable from social obligations” (p. 78). They reported that Arab friends feel pleased to fulfil a friend’s obligations by offering to help and doing “everything he/she can to comfort a friend. Therefore, making a direct request in the Lift situation requesting for a lift, will never be perceived as an impolite behaviour” (p. 78). This is also supported by Tawalbeh and Al-Oqaily’s (2012) study comparing Saudi Arabic requests with American English, where they found that their Saudi participants preferred direct requests to show affiliation and closeness in intimate situations.

Consequently, deciding on whether a pragmatic transfer/failure is pragmalinguistic or sociopragmatic is not possible since “the relation between sociopragmatic competence and pragmalinguistic competence is a complex and interwoven one” (Chang, 2011: 796). Mirzaei, Roohani and Esmaeili (2012) also agree on the difficulty of drawing a clear boundary between pragmalinguistics and sociopragmatics. They suggested that pragmalinguistic forms and strategies be addressed in relation to the sociopragmatic values and norms of language speakers.

The focus was mainly on identifying pragmalinguistic transfers/failures through references to Arabic sociopragmatics, and English whenever possible.

As for the MDCT/ODCT tests, they were mainly devised to test learners' pragmalinguistic recognition/production. It is worth mentioning, however, that constructing a testing tool that would assess pragmalinguistic knowledge that excludes sociopragmatic knowledge, or the reverse, is difficult (Marmaridou, 2011). In addition, the lack of sharp boundaries between pragmalinguistics and sociopragmatics (Marmaridou, 2011) makes testing only one or the other challenging. Learners, possibly through classroom intervention, definitely picked up on sociopragmatics and perhaps made some of their selections in the MDCT based on their sociopragmatic background. This is considered an advantage as it shows that learners can utilize different pools of knowledge. Nevertheless, the focus of these two measurement tools, MDCT and ODCT, was mainly on the learners' pragmalinguistic knowledge. Perhaps future research could include questions that identify the sociopragmatic aspect in their selection, by asking why the learner made a certain selection, for example.

Finally, there were several items in the questionnaire that one might say that students (perhaps sociopragmatically as well as pragmalinguistically) thought of when responding. Items such as: "1. I started to consciously pay attention to the differences between the request forms of Arabic and English? **بدأت أتأمل وأتعن الفروق بين صيغ الطلب في اللغة العربية والإنجليزية**" and/or "3. I use some of the request forms I learned in English when requesting in Arabic either orally or written. **استخدم بعض صيغ الطلب التي تعلمتها باللغة الإنجليزية عند الطلب باللغة العربية شفهياً أو كتابياً**". The responses to these questions and others signal learners' metapragmatic awareness of sociopragmatics and/or pragmalinguistics. Two responses from the CG learners in the feedback stood out most with regards to being metapragmatically aware (either sociopragmatically or pragmalinguistically, or even both): "Moreover, aware that the Arabic form of request is different than the English and the cultural differences how effect the way we request"; and "Moreover, putting in mind whom I'm asking and what I'm asking for." Diagnosing the source of their metapragmatic awareness in these cases, although very interesting and necessary, is beyond the scope of this research. In conclusion, raising learners' sociopragmatic awareness aimed to help

with the production and comprehension of pragmalinguistic resources, as encouraged by Bou-Franch and Garces-Conejos (2003) (in Marmaridou, 2011). More precisely, the study aimed at improving learners' pragmalinguistic ability to recognise and perform appropriate English requests, as well as raise their metapragmatic awareness of requesting in their L1 and L2, i.e. Arabic and English.

2.2.1.4 Requests

Yule (1996) defined speech acts as “actions performed via utterances” (p. 47). The speech act that is being examined in this interventional study is ‘requests’, which is considered a directive speech act. Directives are speech acts speakers use to “get someone else to do something” (Yule, 1996: 54). Requests are also defined by Trosborg (as cited in Usó-Juan & Martínez-Flor, 2008) as a speech act in which the speaker asks the hearer to perform an action that benefits the speaker exclusively.

Requests can be realised using three main strategies: direct requests, conventional indirect requests and unconventional indirect requests (Usó-Juan & Martínez-Flor, 2008). An example of a direct request would be ‘Give me a pen’. An example of a conventional indirect request would be ‘I forgot my pen’. Finally, an example of an unconventional indirect request would be ‘You have a lot of pens’. These examples of requests can stand by themselves and are referred to as the ‘core or head act of requests’. Since requests are among the most face-threatening acts, they have been studied extensively in order to understand how to soften them by using culturally appropriate mitigating devices. Many cross-cultural studies have studied how the speech act of requesting is normally mitigated in a certain language/culture; some of these have documented such approaches into categorical taxonomies in order to help teach the speech act to non-native speaker learners.

Blum-Kulka and Olshtain (1984) embarked on a large-scale project in which the speech act of requesting was compared across eight languages, four of which were different Englishes — Australian English, American English, British English and Canadian English — along with Danish, German, Hebrew and Russian. The aim of this project was to determine the degree of universality of the rules that govern language pragmatically from one culture to another, or from one language to

another. In addition, it attempted to determine the possibility of specifying particular pragmatic rules in a given language that can ultimately be acquired by second language learners to achieve successful communication in the TL. Therefore, using a discourse completion test (DCT) eliciting eight items of requests, the researchers studied the “speech act realization patterns in a variety of situations within different cultures, in cross-culturally comparable ways, across similar situations, … involving different types of individuals” (Blum-Kulka & Olshtain, 1984: 197). Furthermore, they studied 400 SL speakers’ patterns of use of the speech act and later compared their use of the speech act in their native language and their TL. Thus, the data was collected from 200 native speakers and 200 non-native speakers.

In their analysis of requests in these languages, Blum-Kulka and Olshtain divided them according to three major levels of directness, i.e. direct, conventional indirect and unconventional indirect requests, into nine sub-levels they call ‘strategy types’ that form an indirectness scale. These categories are as follows: mood derivable, explicit performatives, hedged performatives, locution derivable, scope stating, language-specific suggestory formula, reference to preparatory conditions, strong hints and mild hints. The researchers claimed that these categories manifested in all the languages studied. However, Blum-Kulka and Olshtain (1984) also stressed that:

These subclassifications represent a repertoire of pragmalinguistic options; languages might differ in the range of options included in the repertoire, in the degree to which these options are realized and in the manner in which they combine to realize the speech act in actual use. (p. 210)

Indeed, Aubed’s (2012) study, in which he compared five different patterns of direct polite English and Arabic requests, found that Arabic is richer than English in using polite markers for seeking permission. For instance, the English polite marker ‘please’ can be articulated in Arabic as ‘رجاء’, ‘أرجو’, ‘معذرة’ or ‘لطفا’. For that reason, he suggested that a translator could adopt a communicative translation to convey the illocutionary force of the request message.

The directness of requests is socially motivated to soften the act of requesting. This can be achieved by manipulating the degree of imposition using a variety of

word choices, either as internal or external modifications. “Internal modifications are achieved through devices within the same ‘Head act’, while the external modifications are localized not within the ‘Head act’ but within its immediate context” (Blum-Kulka & Olshtain, 1984: 201). Because it is necessary to soften the impact that requests may have on the hearer by using mitigating (or softening) strategies, a functional typology of these devices can be helpful, especially in teaching how to perform a request.

Soler, Martínez-Flor and Jordà (2005) worked on a functional typology outlining these optional verbal means that help in modifying the requests internally and externally from a sociopragmatic approach. They state that their typology is based on previous research that adopted cross-cultural and ILP perspectives. Other very similar, even duplicate, typologies are used by Usó-Juan and Martínez-Flor (2008) for internal/external modifiers and by Schauer (2007) for external modifiers. However, these proposed typologies are not the only ones available in the English language. They are not fixed phrases that can only be used in one way. They merely provide a guideline with some examples to assist learners when pragmalinguistically formulating an appropriate request. These mitigating devices can generate numerous different requests.

According to Soler, Martínez-Flor and Jordà (2005), there are two main types of mitigating devices: *internal* and *external*. Internal mitigating devices are categorised into four subcategories: openers, ‘*would you mind*’; softeners, ‘*possibly*’; intensifiers, ‘*You really must*’; and fillers, ‘*erm, OK?* or *hello*’. External mitigating devices can also be divided into five categories: preparators, ‘*May I ask you for a favour?*’; grounders, ‘*Call my family, I’d like them to have dinner with me tonight*’; disarms, ‘*if it’s not too much trouble*’; expanders, ‘*Can you take him to the airport in the morning? ... can you pick him up at 8.30?*’; and promises of reward, ‘*I would promise to send you the money*’ (Soler, Martínez-Flor, & Jordà, 2005; Usó-Juan & Martínez-Flor, 2008). Native speakers often use these mitigating devices effortlessly without putting any real thought into it. However, SL/FL speakers are often unaware of FL mitigating devices and instead transfer their L1 devices to the TL. Sometimes this happens to work and is considered a positive L1 transfer; at other times, this simply sounds odd and is perceived as a negative L1

transfer. There are also times when the SL/FL speaker makes a request without using any mitigating devices. It might be that it does not occur to them to use a device while making their request, or they may even feel that their L1 mitigating devices do not suit the TL. Even advanced SL/FL speakers sometimes fall short in that area (Bardovi-Harlig & Hartford, 1993). This is supported by many cross-cultural studies on requesting that have found differences in the ways in which ‘requests’ are performed in different languages. Therefore, Soler et al. (2005) proposed that this typology, outlined in Table 43 in the Methodology Appendix, be taught in the “foreign language classroom with the aim to foster learners’ pragmatic competence as far as requestive behaviour is concerned” (p. 1).

2.3 Cross-Cultural Studies on ‘Requesting’

Cross-cultural, comparative studies have found interesting differences in the ways in which languages of different cultures perform the speech act of requesting. These studies have found that despite the broad universality of the existence of politeness, and the use of mitigating devices in performing polite requests, such mitigating devices are actually manifested pragmalinguistically differently from one language to another. Blum-Kulka and Olshtain (1984) compared requesting across a number of cultures to identify some universal features. Among the languages that were studied were Australian English, American English, British English, Canadian French, Danish, German, Hebrew and Russian. Other researchers compared requests in two different languages (Sato, 2008; Lee, 2004; Woodfield, 2010, 2012, 2015; Walters, 1979; Pinyo, 2010; to name a few).

‘Requesting’ performed by speakers from many different first languages has been studied extensively, particularly in comparison to English since it is the TL in most countries. In particular, several studies have investigated Arabic requesting and compared it to English requesting (Tawalbeh & Al-Oqaily, 2012; El-Shazly, 1993; Al-Ali & Alawneh, 2010). Umar (2004) and El-Shazly (1993) investigated Arabic learners’ performance of requests in English. Using DCTs, Umar compared the requests of 20 Arab graduate students and 20 British. Umar took five participants from each of the following countries: Sudan, Saudi Arabia, Egypt and Bahrain. These Arab students were enrolled in three British universities. He found similarities

in the request strategies used by the students when addressing their peers or people with a higher status. Both groups relied on conventionally indirect strategies. He also found differences when the students addressed lower status people. Arabic students used more direct strategies when compared to the British sample.

Similar findings were found in Aribi (2012) with regard to English requests performed by 67 female Tunisian EFL postgraduates. These students responded to six situations of DCT. By analysing the level of directness of their requesting strategies, Aribi found that these learners tended to use conventionally indirect requests with their friends when the degree of imposition was high. The higher the social status of the requestee, the more indirect strategies were used as a sign of respect and deference. However, more direct request strategies were used when addressing lower status requestees, similar to Umar's results. Both Umar and Aribi attribute this difference to sociocultural factors. This is very understandable since 'face' is culture-specific, as pointed out by Ohashi (2008) (mentioned in Chen, 2010), and naturally influences politeness. Chen even discussed the universality of pragmatics in his East-West pragmatic debate. He referred to a number of researchers who argue that Brown and Levinson's politeness theory does not account for data on Eastern pragmatics, stating that "there should be some universal principle that can explain these differences or, at least, can help us capture and measure them" (Chen, 2010: 182).

Likewise, as a Middle Eastern culture, Arabic culture differs from that of the West. Arabic culture's tradition, religion, language, etc., all naturally influence its linguistic communication. Let us take religion as an example. The context here is Saudi Arabia and its religion, i.e. Islam, which is considered a leading factor in language use across a number fields, such as sociolinguistics and sociopragmatics. Religious values and other cultural aspects greatly impact people's linguistic choices and expressions. Edwards (2013), in his chapter on language and religion, discussed the work of missionaries and how the spread of religion generally has linguistic accompaniments. He stated that "religion and language have often been seen to march together" (p. 104). The same can be said about any religion and its language, in this case, Arabic and Islam.

In the Saudi culture, people normally include a short prayer, along with other mitigating devices, for the person being requested, such as “May God sustain your health” and “May God be pleased with you”. As mentioned earlier, Aubed (2012) noted that the five Arabic request markers that he compared to English can be expressed with more word variety in Arabic than in English. Aubed revealed that “the Arabic realizations of the polite requests have reflected a high degree of translatability in expressing the illocutionary force of the requests under investigation” (p. 921). This translatability could lead to more positive pragmatic transfer. Therefore, recognising the transferrable request realisations could lead to higher pragmatic competence by bridging the gap between the TL and L1 pragmatics. However, this might not be the case with every pragmalinguistic expression since some do not have an equivalent in the TL. Umar (2004) stressed that “speech acts are governed by a systematic set of community-specific rules” (p. 56), some of which can be transferred successfully into the TL, as seen in Aubed’s analysis, and some of which simply cannot. Therefore, researchers cautioned learners and urged them to become aware of the pragmatic differences between their L1 and TL.

In her essay, Al-Aamri (2014) addressed the importance of teaching speech acts to help develop EFL Omani learners’ communication skills. She recognised that university graduates are sometimes perceived as rude due to their lack of communication skills in the TL. Therefore, she proposed teaching speech acts by prescribing a pedagogical approach to successfully teach ‘requests’ and ‘refusals’. She stressed the importance of using authentic materials, such as videos, since the Omani EFL context lacks exposure to authentic TL speech act performances.

Two additional studies conducted in Gulf countries on Saudi students were carried out by Tawalbeh and Al-Oqaily (2012) and Al-Ammar (2000). The approaches taken in both studies were similar and complementary. Tawalbeh and Al-Oqaily looked at 30 male and female Saudi and American undergraduates, whereas Al-Ammar focused on 45 female Saudi undergraduates. Both studies used DCT to collect their data and found that student requests vary according to the social variables of power and distance. Nevertheless, Al-Ammar found that a commonality in students’ Arabic requests in comparison to their English requests revealed the

universality of performing requests. On the other hand, Tawalbeh and Al-Oqaily found a cross-cultural difference in the level of directness between the Saudi and American students. American students used direct requests when making low-imposition requests of their friends. The Saudi students also preferred directness, but when expressing affiliation and closeness in intimate situations. It is interesting to see Al-Ammar reporting on Arabic-English request commonalities while Tawalbeh and Al-Oqaily reported on their cross-cultural differences. Perhaps this falls under Chen's observation of pragmatic studies on East vs. West in which he also mentioned Middle Eastern studies. In reviewing some studies on pragmatics where Eastern pragmatics were compared to Western pragmatics, Chen (2010) recognised that "the results of such comparisons are scalar in nature: researchers have situated themselves at different points on the similarity vs. difference continuum" (p. 169).

This difference in the results observed between Al-Ammar, who found a universality in speech act behaviour, and Tawalbeh and Al-Oqaily, who recognised sociopragmatic and sociocultural differences, could be explained by the following. As believed by many, politeness is an important concept (Brown & Levinson, 1987) and many cultures express it both similarly and differently. Some mitigating request strategies are naturally shared between cultures, such as Arabic and English in Al-Ammar's case. It could be that Al-Ammar's focus was on the similar mitigating strategies and therefore neglected the differences, while Tawalbeh and Al-Oqaily's results focused on reporting the differences. Moreover, Al-Ammar compared the English and Arabic requests made by the same students, which perhaps makes identifying commonalities obvious; nevertheless, observing differences would be difficult since there were no NES responses to which they could be compared. Perhaps if the participants' responses had been compared to those of NESs, some differences might have been recognised and reported. The differences found in Umar and Tawalbeh and Al-Oqaily, among others, in performing requests have led to the promotion of teaching L2 request strategies explicitly in classrooms to prevent L2 students from experiencing communication breakdowns.

Studies on Arabic speakers making requests in English seem to span from North Africa all the way to the Middle East, yielding similar findings and concluding by providing similar pedagogical suggestions. One such example is

Sattar, Lah and Suleiman's (2009) study on the perception and production of 10 Iraqi Arabic postgraduates. The results revealed that there was an overall tendency in their perception to perform conventional indirect requests to ensure successful communication. Participants' production showed deviations in the 'request head act strategies' and 'request supportive move strategies'. The researchers concluded that participants' choices in mitigating request strategies did not always adhere to the TL norms. Therefore, they recommended that learners be taught, either implicitly or explicitly, sociopragmatics and its role in pragmalinguistics, which this study is attempting.

The majority of studies have compared L1 requests to TL requests; however, two interesting studies have compared the outcomes, i.e. English requests, made by speakers of two different L1s. Sattar and Lah (2011) and Youssef (2012), went one step further and compared the English requests of two different cultures whose first languages were not English. Both studies proved that real-life exposure to the TL on a daily basis, such as English as an SL in Malaysia, could positively affect the appropriate production of requesting in English. Sattar and Lah (2011) compared the English request performances of Iraqis living in Malaysia to those of Malaysians. Data was collected from 40 Iraqi and Malaysian postgraduates who answered six situations of MDCT with an additional open-ended option where they wrote their own requests for each of the six situations. Similarities in their request performances were found between the two groups of participants, indicating the role of culture in their English requests. Nevertheless, Malaysians seemed to use more conventionally indirect requests to maintain good relationships and save face, which is a feature of the Malay society that values indirectness in speech (Maros, 2006, cited in Sattar and Lah, 2011).

Moreover, because English is an SL in Malaysia, the participants displayed great variation in their use of conventionally indirect strategies. Although the Iraqis also showed great variation in both their direct and indirect strategies, they tended to use more direct strategies influenced by their cultural background. This could be attributed to the fact that the Iraqi students had only studied English in Iraqi public schools prior to attending this Malaysian university. They had also never travelled to any English-speaking countries before going to Malaysia. Although Malay is a very

different culture from the Western English one, the fact that English is an SL there naturally influenced their requesting style. In fact, Sattar and Lah (2011) acknowledged that by stating that “Malaysians show great variation in the use of conventionally indirect strategies in terms of query preparatory strategy. This is due to their mastery of English in an ESL environment” (p. 78). Once again, this proves the necessity of incorporating natural spoken English in the EFL learners’ education, at least in classrooms, as in the case of an ESL setting. Videos could provide the source of this authentic spoken English.

Another study that involved English requests made by Arab postgraduates, from Libya, compared to Malaysian ones was by Youssef (2012). Unfortunately, Youssef did not mention anything about the number of participants or quantity of data gathered; he did mention, however, that the data was from natural conversations, role-plays and online websites. Youssef found a list of similarities and differences in the ways that both groups performed requests. He hoped that these findings would yield new insight into the challenges one faces when engaging in cross-linguistic/cultural communication.

These studies showcase the impact of sociopragmatics on pragmalinguistics. In fact, one cannot help but wonder if the similarities found in the English requests made by the Iraqi and Libyan participants, when compared to those of the Malaysians, were due to being exposed to Malaysian sociopragmatics. It would be interesting to compare the English requests made by these Iraqi (Sattar & Lah, 2011) and Libyan (Youssef, 2012) participants to each other, and possibly to the English requests made by Iraqi and Libyan postgraduates in their native countries, to see whether (and to what extent) their stay in Malaysia had affected their English requesting ability. Considering this body of research reporting on the differences/similarities in requesting in different cultures/languages, and recognising the impact of exposure to authentic TL, this study aims at testing the efficacy of the inclusion of authentic videos to teach requesting. It aims at testing participants’ metapragmatic awareness after receiving knowledge of Arabic and English sociopragmatics/pragmalinguistics from authentic videos in a context of explicit instruction.

2.4 Pedagogical Approaches to Teaching ‘Requests’

Research on requests, just like other topics in pragmatics, falls under the following two categories: cross-cultural pragmatics, as reviewed in the previous section, and interlanguage pragmatics (Roever, 2010). After reviewing the literature on ‘requesting’, it was very clear that interlanguage pragmatic studies answered three basic questions that have been summarised by Rose (2005): 1) whether the targeted pragmatic feature is teachable; 2) whether instruction in the targeted feature is more effective compared to no instruction; and finally 3) whether one approach is more effective than another. Indeed, the same is true for the studies that investigated the speech act of ‘requesting’. Most of the studies mentioned here have found ‘requesting’ to be teachable in either an FL or SL setting. In fact, many researchers found that teaching ‘requesting’ has proven to be possible, despite the apparent limitations of a few studies. Furthermore, some of these studies (which will soon be examined) compared two or three approaches to evaluate their efficacy.

2.4.1 *Studies Comparing Two Approaches to Teaching Requests*

The following studies have compared two approaches to teaching the speech act of ‘requesting’. They were mostly conducted in an EFL setting, with the exception of the following: Halenko and Jones (2011) considered Chinese students studying in the UK; and Li (2012) found that an input-based practice was effective in developing accuracy in L2 Chinese requests. The abovementioned studies, along with the following that were done in an FL setting, have confirmed that instruction and raising learner metapragmatic awareness, regardless of the type of approach, benefits learners in one way or another, e.g. improvement in requesting ability.

The assessment procedures used in the many interventional studies on teaching ‘requests’ were similar, to a certain extent. They mostly compared the request performance or awareness found in the pre- and post-results of one group or two groups from different first language backgrounds over a period of time. Jordà (2003) investigated the effects of instruction on the use of English request realisations on one group of 160 female Spanish learners. Jordà pointed out that through awareness raising, explanation and production activities, the EFL learners’ quality of requests

register showed noticeable improvement seen in their use of more conventionally indirect strategies.

Among the studies that have contributed to the research on pragmatic pedagogical intervention are the following three which were conducted on Iranian students. Ahmadi, Samar and Yazdanimoghaddam (2011) compared input-based tasks and output-based tasks. Eslami-Rasekh, Eslami-Rasekh and Fatahi (2004) studied the effects of explicit metapragmatic instruction on English requesting awareness. Finally, Roodsari, Taghvae and Azadsarv (2014) compared the effects of input-based and task-based language teaching on learning English requests. It was reported that students in all three studies had benefited from receiving instruction. For example, in Ahmadi et al., based on the data collected from three measures: the written production, perception questionnaire and recognition MDCT, both groups, i.e. the task-based and output-based, significantly outperformed themselves in the immediate post-tests. Likewise, with regard to the recognition and comprehension in Eslami-Rasekh et al.'s study, they posit that "explicit metapragmatic instruction in these patterns and strategies makes significant contributions to the learners' speech act comprehension processes" (Eslami-Rasekh et al., 2004: 8). The abovementioned studies are part of the growing literature demonstrating the positive effects of instruction on 'requesting production', regardless of the type of instructional approach.

The scope of research on recognition and learner perception/self-evaluation is rather smaller than testing production. Only two studies, to my knowledge, have tested students' perceptions after being given instruction on 'requests' using questionnaires: explicit instruction in the case of Ahmad et al. (2011) and implicit in Fukuya and Zhang (2002). Ahmad et al. constructed a 22-item questionnaire that was translated into Persian. It had items related to the nature of language, such as the importance of linguistic skills for appropriate interactions, the importance of politeness, etc. The participants in both of their groups showed a positive perception. They claim that "the gap in learners' perceptions before and after the treatment in the present study can show teachers the necessity for raising learners' awareness of cross cultural differences and non-linguistic factors in the process of L2 acquisition" (p. 23).

As for Fukuya and Zhang, their EG showed no significance in their boost of confidence based on the answers they gave to the questionnaires. It is worth mentioning, however, that the internal validity or reliability of Fukuya and Zhang's study was called into question due to certain of their methodological choices. They used a small sample of 20 participants split into two groups: EG and CG. Also, only the EG was given the post-treatment confidence questionnaire, thereby making it difficult to make some conclusive comparisons to the CG. The members of their CG, who received no instruction using recasts, did not get the opportunity to voice their opinions. Therefore, it is difficult to determine whether the intervention did in fact make a difference in their perceptions. A few researchers did, however, take student learning preferences into consideration by incorporating the use of videos into their language classrooms.

2.4.2 *Studies Using Videos to Teach Pragmatics*

Interest in the role of videos in L2 learning/teaching has intensified in the last decade. A substantial body of literature on its educational value has opened up the eyes of a few researchers, who began conducting a needs and preference analysis of L2 learners (Drifalk, 2008; Hrubý, 2010; Iwasaki, 2008; Resaie & Barani, 2011). Shaw (2009) investigated the impact of film on the comprehension of literary elements and writing abilities. Other researchers investigated the impact of videos on L2 communicative competence/speaking and listening (Weyers, 1999; Hui-Ying, 2008; and Oddone, 2011). Interestingly, Moradkhan and Jalayer (2010) investigated the effects of authentic audiotaped materials compared to videotaped ones on EFL learners' pragmatic competence. Instruction on speech act development in interlanguage pragmatics (IL) using videos has also been studied by other researchers. Teaching 'English requesting' was studied by Fukuya and Clark (2001), Soler (2005) and Martínez-Flor (2008); 'English suggestions' were studied by Martínez-Flor and Soler (2007) and 'requests' by Martínez-Flor (2012); Narzieva (2005) (in Dufon, 2008) worked with Russian 'requests' and 'apologies'; and Bardovi-Harlig and Griffin (2005) examined four English speech acts: requests, apologies, suggestions and refusals.

Iwasaki (2008) and Rezaie and Barani (2011) contributed two quantitative large-scale studies, the former on students and the latter on teachers, to determine their views concerning the implementation of audiovisuals in L2 classrooms. Iwasaki administered questionnaires to 290 first-year students at Hannan University in Japan to explore students' perspectives on the most effective classroom activities to teach English, as well as find out how they are exposed to English outside the classroom. The results significantly revealed that students' preferences were for music first and movies second. In addition, the students confirmed that they were primarily exposed to English through music and movies. This supports the notion of edutainment (entertaining education). Iwasaki stresses that edutainment not only appeals to learner wants, but also to their linguistic and cognitive abilities. Rezaie and Barani, interestingly, administered their questionnaires to 427 Iranian teachers from different universities and schools around Iran. The objective of their study was to determine teacher perspectives regarding the implementation of audiovisual devices, i.e. videos, as a teaching tool. Their results indicated that the majority of those teachers positively agreed with the importance of videos. They believed their use could have pedagogical benefits that lead to an increase in the learners' self-confidence and motivation. In addition, the teachers believed that such audiovisual devices were appropriate substitutes for traditional teaching methods. Unfortunately, the researchers failed to mention what subjects those teachers taught. Based on the article, it can only be assumed that they taught EFL and that the researchers carried out some experimental studies using videos to teach English, most of which included some form of teacher intervention.

Passive viewing has been discouraged by a number of researchers. Neuman (1995) mentioned that casual viewing, or 'mindlessness', fails to activate cognitive processing and learning. Lonergan (in Stempleski, 1992) stressed that teachers have a responsibility to change the essentially passive viewing habits of students to create a climate conducive to learning. In addition, Tomalin (1992) pointed out that although teachers are challenged by the passivity of the television medium, they must overcome it by incorporating active viewing tasks that "encourage children to interact with the video right from the start" (p. 51). Stoller (1992) concurred when referring to videos and stated that their "productivity depends in great measure on how ably they are used" (p. 27). Therefore, researchers must investigate videos in

their most dynamic state in L2 classrooms. Despite the difficulties and challenges associated with classroom research, a number of researchers were inspired by the literature on videos and began investigating students' instructional preferences in addition to the effectiveness of using videos in classrooms.

To promote the use of videos, Moradkhan and Jalayer (2010) explored the differences between authentic audiotaped material and authentic videotaped material in teaching speech acts and role relations. Their comparison was based on the effects of these two materials on the pragmatic competence of 54 intermediate female Iranian students. Students were divided equally into two EGs: 27 exposed to the audiotaped instruction group (ATG) and 27 to the videotaped instruction group (VTG). The results pointed to a significant difference between the two groups. The VTG outperformed the ATG in terms of pragmatic competence; however, the VTG's success could be attributed to the fact that every single video was played a number of times, whereas the audiotapes were played only once for the ATG. Clearly, Moradkhan and Jalayer failed to recognise that repeated viewings might have played a major part in the success of the VTG. For example, Hui-Ying's (2008) found that repeat viewings improved students' listening comprehension and speaking production.

Hui-Ying (2008) conducted a qualitative study over a 16-week period in order to explore the effects of using situation comedy videos in the classroom on students' listening, speaking, motivation and learner autonomy. Hui-Ying employed a purposive sampling approach by selecting a teacher and 24 of his/her students who were at a low-intermediate English level. Hui-Ying's participating teacher implemented a very interesting, yet demanding and well-thought-out classroom methodology. The first five episodes of season ten of *Friends* were presented over a period of 16 weeks. The students were given the chance to watch the videos a number of times, followed by engaging in activities such as preparing for a play and acting out the characters in English. Data was collected using a triangulation method composed of classroom observation, teacher and student interviews and administering open-ended questionnaires. The findings revealed that the students' speaking—and all that is related to it, i.e. pronunciation, intonation, fluency and facial expressions—improved. Hui-Ying, along with the teacher and students,

attributed this progress to the frequent exposure to the videos. Hui-Ying stated that “there was a strong correlation between their listening and speaking performances” (p. 141). Although the learners reported that they were motivated by the video and tasks, they did not want to be fully autonomous. A number of students commented on the importance of and need for teacher mediation.

Another study that featured very little teacher mediation was carried out by Weyers (1999) and Bardovi-Harlig and Griffin (2005). Weyers explored the effects of videos on students’ communication in L2, and their speaking/listening, confidence and pragmatic competence. He conducted a very thorough and well-planned and executed study on teaching Spanish using 13 episodes of a Mexican telenovela. Two groups were compared: CG and EG. The CG followed the established curriculum set by the school. However, the EG followed the experimental treatment designed by Weyers himself. The students watched two episodes per week and followed specific pedagogical steps. They received advance organisers, such as a brief synopsis of the telenovela in English, a list of the basic vocabulary for the first five episodes and a list of ten comprehension questions in Spanish to answer in English while viewing the videos. Data was collected from both groups from two sources: a listening comprehension test and an oral production test. The results indicated that there was a significant difference in the two groups’ listening comprehension in favour of the EG. As for the oral production, the EG performed significantly better in their confidence in speech and breadth of response. However, there was no significant variation between the two groups with regard to the style/flow of their responses, the effectiveness of their message or their communicative techniques. another study involving little teacher instruction was carried out by Bardovi-Harlig and Griffin (2005) who examined pragmatic awareness activities in an ESL classroom before receiving formal instruction. Forty-three learners from 18 different language backgrounds attended three days of consecutive meetings, lasting 50 minutes each. On the first day, they watched 20 videotaped scenarios featuring two students engaging in a typical school interaction. They had to identify infelicitous request/apologies and work in pairs to correct them. The second day, learners worked on their role-plays. The third day, learners acted out their role-plays while being videotaped. An additional fourth day was added so students could view everyone else’s role-plays and informally discuss the results.

The results indicated that learners developed a degree of pragmatic awareness. However, Bardovi-Harlig and Griffin stressed that instruction building on this awareness would likely help learners improve their L2 pragmatic productive abilities.

Although some of the above studies incorporated awareness-raising tasks and activities to help heighten language learning, others incorporated videos with some form of explicit instruction or even implicit instruction mediated by the teacher, as seen in the following studies. Martínez-Flor and Soler (2007) used instructional videos in the teaching of 81 Spanish learners to compare explicit instruction vs. implicit instruction vs. a control group that received no instruction in teaching ‘suggestions’ in English. Similarly, Soler (2005) exposed 130 students to a TV series, *Stargate*, taking a self-study approach to test its impact on the ability to appropriately request by also comparing three groups: explicit, implicit and control. Martínez-Flor (2008) also investigated an inductive-deductive teaching approach using film excerpts to develop 38 Spanish EFL learners’ use of request modifiers in the classroom. Furthermore, Fukuya and Clark (2001) compared input enhancement and explicit instruction on mitigating devices on 34 ESL students who were split into three groups: an audiovisual group vs. a focus on form group that watched videos with explicit instruction and a control group. Finally, Narzieva (2005) compared context-enriched classrooms, which included the use of videos, to context-reduced classrooms in teaching Russian ‘requests’ and ‘apologies’.

Soler (2005) and Martínez-Flor and Soler (2007) conducted very similar studies with regard to their approaches and findings. They both used three types of interventions that used videos: explicit instruction, implicit instruction and no instruction (as the CG). Soler used authentic videos of requests from the TV show *Stargate*, whereas Martínez-Flor and Soler used videotaped situations on suggesting for their study. The results of both studies revealed that the explicit and implicit groups outperformed the CG. When comparing the explicit group with the implicit group, the explicit group improved slightly more, but without a significant difference.

Nevertheless, although Fukuya and Clark also used videos on three groups (explicit, implicit and control), their findings were inconclusive in terms of whether one of the treatments was more effective than the others when producing six different request formulations. The authors claimed that this was largely due to the post-test only design, small sample size and the brevity of the 48-minute treatment period. As for Martínez-Flor (2008), the results were positive. She claimed that the learners outperformed themselves significantly in their post-test role-plays in three areas: 1) their use of more request modifiers; 2) their use of a higher number of both internal and external modifiers; and finally 3) demonstrating a wider variety in their performance of requesting using different subtypes of internal and external modifiers. It is worth mentioning that the pre-test and post-test situations were the same. One can only wonder if the initial exposure to the situations in the pre-test somehow prepared the students for their post-test. In addition, a question can be raised with regard to Martínez-Flor's use of the film excerpts. It seems that there were two intervening variables: the film excerpts and the inductive-deductive approach. It could be that the film played a greater role in the students' improvement, or perhaps the inductive-deductive approach did, or perhaps even both had an impact.

Martínez-Flor (2012) conducted another inductive-deductive study to teach requests using videos to examine the long-term instructional effects of request mitigators. This time, Martínez-Flor used DCT to collect data from 22 Spanish students. The results indicated that the students were successful in employing a greater number of appropriate request modifiers and in using all the different subtypes of internal and external request modifiers, both immediately and four months after the intervention. She attributed this success to a number of factors, such as: 1) the authentic videos used; 2) the pragmatic-oriented input activities, such as awareness-raising tasks; 3) the focus on sociopragmatics as well as pragmatics in teaching; 4) the combination of inductive-deductive methods; and finally 5) the length of the intervention, i.e. three two-hour sessions. Recognising the limitations of her study, Martínez-Flor made suggestions for future research, three of which this study implements. First, she suggested eliciting oral and spontaneous request production, claiming that the written DCT might have affected the students' ability to write more external/internal modifiers. Also, she advised recruiting a larger

sample than 22. This study includes 56 students. Furthermore, she stated that focusing on one gender would probably yield different results, so the participants in this study are only female. Moreover, she thought that her results could not be generalised since they were only qualitative. Therefore, she encouraged the collection of complementary qualitative and quantitative data to give more generalisable results.

The final study that examined teaching requests/apologies using videos in the classroom was Narzieva's (2005). Narzieva compared two approaches: context-enriched vs. context-reduced. The context-enriched teaching used a combination of videos, role-plays with explanations of 'request' realisation and authentic photos. The context-reduced teaching included role-plays with simple line drawings, linguistic forms, semantic formulae/strategies and verbal explanations of 'apologies'. The results revealed that learning was more effective in the context-enriched classroom.

Narzieva reported that Alex, one of the students interviewed, was very appreciative of the non-verbal cues found in the videos, which he thought were important in communication. Nevertheless, the success of the context-enriched approach could also be attributed to the type of speech act being taught. One might argue that one type of speech act is perhaps easier to perform or is maybe more pervasive in a learner's daily life, which may have therefore led the context-enriched learners to outperform the context-reduced ones.

Dufon (2008) credited the effectiveness of context-enriched approaches to the LS factors showcased in videos. Thus, this study aims at investigating the effectiveness of videos in a context of explicit instruction. Before I delve into my investigation, let us take a moment to try to understand why videos can be considered a powerful language tool in an FL context. Why is it that the researchers above incorporated videos in their studies to teach different speech acts? What is so special about videos? Why do so many researchers believe that videos can be a better alternative, if not the best, to bring authentic language into FL classrooms? The essence of videos will be closely inspected both pragmatically and practically in the following subsections.

2.4.3 A Summary of the Evidence on the Effects of Videos

It is worth getting a clearer picture of the effectiveness of videos in L2 teaching and in which areas they have proven effective thus far. Therefore, a summary of their impact will be listed here. Different research studies from different parts of the word have revealed learners' preferences for videos as a useful source for learning English: learners from Japan in Iwasaki (2008), China in Wu (2009) and Yuan (2012), and the United Arab Emirates in Canning-Wilson (2000). Teachers also seem to agree on the importance of videos and their pedagogical benefits in increasing learners' motivation and self-confidence (Resaie & Barani, 2011). Thus, studies like the above have proven that learners prefer watching videos as a language learning tool, which has led other researchers, including me, to conduct research involving videos.

Through pedagogical investigation, videos proved to be effective across a number of areas. They improved learners' literary writing skills, proving that videos can be a supplementary material to written literature (Shaw, 2009). Writing skills also seemed to have improved in Mekheimer's (2011) learners after they were exposed to Shakespearean drama films and CNN clips (which were also supplementary material). Mekheimer also reported that the EG significantly surpassed the CG in reading comprehension and listening and speaking skills. Learners' pragmatic competence is said to have improved after receiving authentic videotaped instruction in Moradkhan and Jalayer (2010), and after watching 13 episodes of a Mexican telenovela in Weyers (1999). Weyers' learners also showed an improvement in their listening comprehension ability as well as a significant improvement in their confidence of speech and breadth of responses. Furthermore, learners' speaking prosody, pronunciation and fluency, along with facial expression, improved after watching five episodes of the situation comedy *Friends*, along with some engaging activities (Hui-Ying, 2008). Pragmatic awareness of requests and apologies also developed in Bardovi-Harlig and Griffin (2005) after their learners watched 20 videotaped scenarios of school interaction.

Active video viewing proved to be more effective than passive viewing in developing learners' awareness and written production of requests in the self-study

awareness-raising tasks approach taken by Soler (2005), and in the pragmatic awareness of suggestions in Martínez-Flor and Soler (2007). By comparing three approaches of explicit instruction, implicit instruction and passive viewing, the results revealed that explicit and implicit instruction with the inclusion of videos proved to be significantly better than passive viewing. Also, Martínez-Flor (2008) demonstrated her learners' improvement in their use of more request modifiers, thereby demonstrating a wider variety of both internal and external modifiers in the inductive-deductive teaching approach using film excerpts. In another study where authentic videos were used by Martínez-Flor (2012), the inductive-deductive was again applied to test the long-term instructional effect on learners' ability to perform appropriate request modifiers with different subtypes of internal and external modifiers, which proved to be successful. Videos also proved more effective in teaching Russian requests than apologies in Narzieva's (2005) context-enriched instruction when compared to the context-reduced instruction that did not include videos.

We have seen that the inclusion of videos has helped improve learners' skills across many areas: writing, speaking, reading comprehension, listening, pragmatic competence, pragmatic awareness (in requests and suggestions) and ability to modify requests. Research has also proven that passive video viewing is not effective. Considering these approaches and findings, and considering the importance of being pragmatically competent in the English language when it is taught in a foreign language setting, it was decided to test the effectiveness of utilising authentic videos. Since passive viewing has been studied and its ineffectiveness has been established, conducting an additional study testing the effectiveness of the active viewing of videos, but this time compared to regular forms of instruction, was determined worthwhile. This study is similar to Soler's (2005) in that it uses authentic videos to raise pragmatic awareness of requests and request production. However, its research design is different in the sense that this research is teacher- and learner-mediated with instruction/discussion and many engaging activities, rather than being a self-study. Also, while Soler tested students' written production of requests, this one rated their oral production for appropriateness. None of the reviewed studies in the literature have investigated learners' self-evaluation of their ability to request after being exposed to videos and

explicit instruction, nor have they been questioned for their perception regarding their pragmatic awareness of English/Arabic requests after the intervention.

Therefore, it is worth understanding the effectiveness of videos from different angles: pragmatic awareness through recognition of the most appropriate request, the appropriateness of their oral production of requests and finally their viewpoint on their requesting abilities and pragmatic awareness generally, and their perception of videos as a teaching tool specifically.

2.5 Why Use Videos to Teach Speech Acts?

It has been proven that it is fundamental to raise FL students' metapragmatic awareness through explicit instruction. As reviewed in the previous sections, studies have demonstrated the success of explicit instruction of pragmatics/speech acts on FL learners' pragmalinguistic competence. By doing so, instructors sensitise FL learners to pragmalinguistic issues: cultural variations, appropriateness, social factors affecting our pragmalinguistic messages, etc. Nonetheless, according to Kasper (1997), L2 settings allow more room for L2 learners to reflect on their communicative encounters through the trial and error of different pragmatic options. In fact, some studies pointed that negative pragmatic transfer is reduced in students with their length of residence in the target community rather than 'proficiency' (Blum-Kulka & Olshtain, 1984). This exposure to the TL community is an opportunity that is unfortunately missed by FL learners.

FL learners' lack of pragmatics knowledge is even exacerbated by TL textbooks that lack explicit pragmatics information (Meier, 1997, in Usó-Juan, 2007; Crandall & Basturkmen, 2004). These textbooks fail to include factors pertaining to contextual and interlocutor information, such as status, age, relationship, etc. (Usó-Juan, 2007). Meier criticised textbooks for their presentation of certain speech acts as a list of phrases along a directness/politeness continuum. Usó-Juan stated that "in a FL setting learners' opportunities to be in contact with authentic situations in the target language are limited or absent and, therefore, the chance to develop their pragmatic competence depends on the quantity and quality of the pragmatic input presented to them in the classroom" (2007: 224).

Therefore, due to the scarcity and limitations of textbooks teaching speech acts, in this case ‘requesting’, researchers have promoted the importance of using authentic materials, in particular films/videos, to make up for this failure. Soler and Martínez-Flor (2008) stressed that contrary to classroom interaction and textbook conversations, “the use of audiovisual input has been reported as being useful to address knowledge of a pragmatic system and knowledge of its appropriate use in FL contexts” (p. 9). Note that the terms ‘audiovisual’ and ‘videos’ are used interchangeably in this study. Pragmatically speaking, with regard to the speech act of ‘requesting’, Usó-Juan and Martínez-Flor stated that:

Examples from film scenes can be used as a rich source of pragmatic input that shows learners a variety of request mitigating devices in different contextualized situations Moreover, the potential of using film excerpts is that it allows learners to observe aspects of the characters’ non-verbal behaviour that play an important role in the successful completion of the request (for example, tone of the voice, body language, attitudinal behaviour, facial expressions, and so on). Needless to say, samples from authentic situations in English should be presented to learners when possible. With a careful and appropriate choice of this material, this practice can awaken learners’ interest in the activities that follow. (2008: 6-7)

2.5.1 Authenticity in Videos

2.5.1.1 Sociocultural Theory and Language Socialisation Theory

Because ‘requests’ are closely tied to culture, there is a fundamental need to incorporate culture into the teaching. Language in general is dominated and driven by culture, according to Vygotsky’s sociocultural theory (SCT). Vygotsky argued that learning—including learning a language—is a social process achieved through social interaction. However, as Soler and Martínez-Flor (2008) mentioned, although SCT and language socialisation theory (LS) support integrating culture and language pragmatic developmental research especially in SL or immersion contexts, this integration might pose a problem in an FL setting. Therefore, to overcome this, incorporating authentic videos in the context of explicit instruction and related tasks might be the best alternative for this equation.

Authentic videos can showcase language being socialised. In fact, in Fernández-Guerra's 2008 article on requests in TV series and 2013 article on refusals promoted using TV series as an authentic input. In both articles, she advocated using TV series as an alternative in an FL setting, stating that they can be considered "as an authentic and realistic representation of actual language use to incorporate in the FL classroom" (2008: 123) and that "TV series do resemble quite well natural and genuine discourse, and can thus provide learners with exposure to authentic, real-life input" (2013: 18). The learning process, according to SCT, goes through four main stages: **mediation, internalisation, imitation and the zone of proximal development**. These stages can be achieved, in my opinion, via using videos as a learning tool in the FL setting.

SCT claims that L2 learners go through three learning stages: object regulation, other-regulation, and self-regulation. SCT states that even advanced L2 communicators who make infelicitous utterances might need to shift their object of learning or make use of a new one to assist their learning process. They "may require assistance from another person or from objects such as a thesaurus, dictionary, or genre-specific text" (Lantolf & Thorne, 2007: 200). The object in this case is the language in authentic videos. Videos perfectly encompass the major components of SCT. In fact, Van Compernolle (2014), in his book *Sociocultural Theory and L2 Instructional Pragmatics*, encouraged adapting videos to teach pragmatics. He argued that "films are particularly good resources for finding authentic language examples" (p. 199). I also believe that the authentic language in videos can be considered a mediation tool. They allow for language internalisation. They demonstrate language that learners can imitate, and with the help of explicit instruction and consciousness-raising tasks, learners can see themselves develop within the zone of proximal development (ZPD) and hopefully reach their desired level.

Vygotsky pointed out that human consciousness is unique because it is capable of voluntarily taking control of a lower-level neurobiological base by using higher-level cultural tools such as language, literacy, logic, etc. (as cited in Lantolf & Thorne, 2007). Lantolf and Thorne explained that these higher-level cultural tools act as a buffer between a person and their environment. They also mediate the

relationship between a person and the social-material world. Once a person selects the appropriate tool, in the case of this study this would be language and requests, one cannot simply use it any way they like (Lantolf & Thorne, 2007). Instead, its use needs to follow certain patterns, i.e. the mitigating devices necessary to make appropriate requests in the English language, which are somewhat culturally different when making the same requests in Arabic.

One form of mediation is regulation. It is said that children regulate their speech according to adults and other members of a community and “eventually utilize this language to regulate their own behaviour” (Lantolf & Thorne, 2007: 199), a process known as self-regulation. Indeed, Hymes (1972) previously pointed out that the CC matrix created in childhood is in constant development “throughout life with respect both to sentence structure and their uses” (p. 287). The same could be true for learning a TL via videos, as learners can regulate their request forms according to the request performances of the English native speakers seen in the videos. This is mainly if their attention is drawn to the requests formulae to stimulate their metapragmatic awareness instead of having learners passively watch the clips. Passive viewing generally leads to little or no improvement, as seen in Soler (2005) and Martínez-Flor and Soler (2007) whose control groups’ performances of ‘requests’, in Soler, and ‘suggestions’, in Martínez-Flor and Soler, showed no significant improvement. Therefore, mediation is a necessary task for the instructor in which they can plan the stimuli to raise the learner’s consciousness.

Schmidt (1993) also discussed consciousness-raising (CR), which refers to raising a learner’s consciousness of the pragmalinguistic functions and sociopragmatic constraints of certain linguistic forms. Schmidt noted that to learn the pragmatics of an SL, attention must be directed to “linguistic forms, functional meanings, and the relevant contextual features” (p. 233). This can be made much easier by selecting the right input and following Smith’s (1996) input-enhancement theory. Input selected should be comprehensible (Krashen, 1985). Krashen posits that humans acquire language by “understanding input that contains structures at our next ‘stage’ – structures that are a bit beyond our current level of competence” (p. 2). This is made possible by selecting video clips that are slightly above the students’ linguistic and mental level. Dialect/accent, speed of talk, topic, etc. should

be carefully considered in the final selection of the clips. Massi and Merino (1996) pointed out that comprehension may be hindered due to dialectal varieties in some films, e.g. cockney. So, to avoid raising a student's mental block, i.e. the affective filter (AF), which might be caused by high anxiety, low self-esteem and low/no motivation, the clips must be carefully chosen.

One reason for making sure to bring real authentic language into the classroom is that, as Vygotsky pointed out, in order to regulate our mental activity—in this case, the ability to perform a request—there needs to be an “internalisation of culturally constructed mediating artifacts, including, above all, language” (as cited in Lantolf & Thorne, 2007: 202). Therefore, for adult learners who have limited time to learn the pragmalinguistics of the TL, consciousness-raising using a linguistically/culturally rich tool that lowers their Alpha waves to an inducing state, such as videos, is necessary. This internalisation can be improved through planned consciousness-raising tasks using English request taxonomy, MDCT examples and oral discourse completion tasks (ODCT). This follows Smith's (1996) idea to deliberately nurture students' metalinguistic awareness in formal education. He posited that this would be possible by means of analytic activities, which he argued that teachers/linguists should develop, thus creating rules and principles to help students formally express and observe regularities of the language system (Smith, 1996), similar to the English request taxonomies developed by Soler, Jordà and Martínez-Flor (2005) and Usó-Juan and Martínez-Flor (2008) to teach students (Table 42 in the Methodology Appendix [Appendix 12]).

Once the language input is mediated, learners enter the second stage of their learning process, known as *internalisation*. Lantolf and Thorne (2007) explained Winegar's 1987 definition of internalisation as “a negotiated process that reorganizes the relationship of the individual to her or his social environment and generally carries it into future performance” (p. 203). Seeing ‘requests’ being performed within a certain context by a language’s native speakers and then later carrying this information and applying it to a learner’s daily ‘requests’ in class and around campus allows for this process of relationship organisation of the self and social environment to take place. The videos and the discussions that are carried out afterwards allow students to see themselves in similar situations and stimulates them

to reflect on similar situations they have encountered. For instance, this may inspire them to think about how they have requested in Arabic in the past and how they might request now and in the future after having watched the request being performed in a different cultural context, i.e. the culture of the TL. This regulation leads learners to then want to *imitate* what they have witnessed.

According to Vygotsky (in Lantolf and Thorne, 2007), imitation is not a mindless mimicking activity but rather one that “involves goal directed cognitive activity that can result in transformations of the original model” (p. 203). The EG students in this study are provided with an English request taxonomy and real life scenarios performed by actors in original TV scripted series; they can utilise these in their imitation process after watching the videos and reflecting on them.

This follows Speidel and Nelson’s interpretation of imitation (in Lantolf & Thorne, 2007). Speidel and Nelson point out that the process of imitation is complex and that learners do not just copy what another person says. Instead, it is a mechanism that involves motor and neurological processing. In their view, imitation requires intentional and self-selective behaviour. Imitation can be immediate or delayed. In this study, it was both. Students are expected to imitate requests in their classroom ODCT, in their daily lives on and off campus and finally in their ODCT post-tests. In doing so, the students then hopefully start to notice their levels change after the intervention, following the ZPD theory proposed by Vygotsky.

ZPD is defined as the distance between the student’s start level and the anticipated end level, which is driven by adult guidance or capable peers that work through problem solving tasks together. In this study, students are tested for their request recognition and production ability in pre-tests. Later in the four sessions, students see how their recognition ability is progressing during the MDCT classroom tasks by seeing whether they made the correct choices when providing their answers to the question of what is the most appropriate request. This process of selecting the most appropriate request is mediated by the instructor and their peers. Their ODCT production of requests is also discussed and the mitigating devices used by their classmates are reflected on. Later, after the intervention, the students are able to see where their level is according to their MDCT and ODCT post-scores, and

also by considering their reflective questionnaire responses. Thus, this entire process of learning to request is socially and culturally driven for both groups because they experience similar exposures to language and culture, i.e. via the MDCT distractors and the key answers, as well as the taxonomy. Socialisation through language is also implemented either through role-play, as in the CG, or videos, as in the EG. In other words, language socialisation theory plays a role in this intervention.

Dufon (2008), in her chapter “Language Socialisation Theory and the Acquisition of Pragmatics in the Foreign Language Classroom”, mentioned that LS theory is useful in ILP studies since it focuses on language use in social interaction or pragmatic points of linguistic behaviour. LS was developed by Ochs and Schieffelin (1984, 1986a, 1986b, as mentioned in Dufon). It was initially concerned with first language and culture acquisition studies within the field of anthropology. Therefore, it is an interactionist theory. LS theory considers social interaction fundamental for language acquisition. In fact, LS theory has now expanded to include second language acquisition as well. Referencing Ochs and Schieffelin, Dufon wrote that LS theory views the relationship between language and socialisation in two ways: *socialisation to use language* and *socialisation through the use of language*.

Socialisation to use language occurs when learners are taught what to say in certain contexts. Dufon stated: “In the foreign language classroom, teachers often socialize their students to use language by informing them of how a particular speech act could be realized appropriately in a given context” (p. 27). In the case of this study, social interaction is a primary component of the two groups. With the use of the same three tools: English request taxonomy, MDCT and ODCT, participants are socialised to use language. They are informed of the mitigating strategies needed in a particular context according to the three social factors: distance, power and degree of imposition.

Socialisation through the use of language is when learners experience acquiring knowledge of a culture, e.g. TL culture, including “their status and role and their associated rights and obligations as they learn the language” (Dufon, 2008: 27). In this sense, learners are socialised more to the TL culture, and its values,

beliefs and attitudes and how they influence the TL discourse, linguistic forms and their functions. For example, in the case of requests, students are informed of how their request formulae are very much tied to religion and culture. For example, in the Saudi Arabian culture, it is common to include a short prayer for the person being asked to mitigate the request. It is also common to use terms of endearment between women as they refer to both friends and strangers as ‘love’ or ‘honey’. Using the MDCT distractors, learners can compare and contrast the request formulae of the distractors, written by other female Saudi students, and the key answers, written by native English speakers (NES). In their ODCT, they are asked to share examples of Arabic requests and compare them to English requests. For the CG, this socialisation through the use of language is also created through role-play. As for the EG, they experience it through exposure to video clips/transcripts of requests performed by NES, followed by a discussion of the different non-linguistic aspects of performing requests, such as values, beliefs, etc., found in the TL culture as compared to Arabic. This solves the problem highlighted by Dufon, which is that SL learners often find themselves outside the TL culture without access to TL native speakers and being only socialised by the values/roles/statuses of the society they are in and the instructor’s.

Dufon argued: “One cannot avoid socializing students” (p. 36). Therefore, to ensure that students are socialised to not only their own language/culture but also the TL culture, video inclusion can be one of the best approaches to use so that they can see the TL being socialised. Dufon recommended teachers use creative methods and materials, like videos, to enhance the socialisation experience by giving learners genuine opportunities in which they can engage.

Dufon also stressed the importance of body language in the LS process, stating: “Incorporating this dimension through video clips and photographs into the teaching of pragmatics in the foreign language classroom can enhance the learners’ ability to communicate appropriately on both the receptive and productive levels” (p. 39). She mentioned Alex, Narzieva’s (2005) interviewed participant, who expressed appreciation of the non-verbal clues in the communication presented in the videos. To understand the power of videos, the following sections present a description of their inherit features.

2.5.1.2 Can Videos Be Considered Authentic?

Despite Widdowson's (1998) scepticism of the 'authenticity' of the use of authentic materials in classrooms, many researchers who have done studies on pragmatic development believe differently. Widdowson claimed that it is impossible to authenticate the classroom since the purpose of the presumably 'authentic' material loses its authenticity when it is used in an unintended audience of language learners. Even Idavoy (2012), who wrote an article promoting authentic audiovisuals in the FL classroom, agreed that a teacher cannot replicate the true immersion experience of living abroad or create an interaction that is 100% authentic in class. Nevertheless, Idavoy still believes that "the teacher should attempt to bring the 'real' into the 'contrived' to balance out their students' experiences" (p. 13). Indeed, despite these claims against the authenticity of videos, I wholeheartedly believe that videos are today's richest authentic source offering a combination of entertainment, knowledge, and linguistic and cultural information in an FL setting.

Skevington (2000) noted that learners can experience the real TL by bringing in videos with their world representation to the classroom, even if they are scripted and acted out. Weyers (1999), in fact, pointed out that this unstructured and ungraded video input actually surpasses the capabilities of an instructor. Also, even though the videos are scripted and delivered by professional actors, they approximate real life situations. He added that videos provide genuine language samples similar to the ones in the TL culture, and that telenovelas, i.e. Latin American television soap operas, "are episodic in nature, logically leading student viewers through the many transitions in the story line" (p. 340). Many other researchers believe in the authenticity of videos and view their authenticity from different angles.

Massi and Merino (1996) stated that films offer glimpses of life that are realistic and authentic. In fact, the authenticity of videos can be seen in the 58% of the participants in Chen's (1998) study who reported having difficulty following the characters, claiming they talked too fast. Furthermore, videos can be authenticated and mediated in a way that the students can understand and to which they can relate.

Authentication, according to Widdowson, may be achieved by localising the language, by creating contextual conditions that make the language a reality for certain communities of learners and not just a plain reference to “real English” (Widdowson, 1998: 715). Thus, passive viewing is not enough—raising consciousness of the pragmalinguistics through realistic activities is a necessary condition for learning. The construction and selection of appropriate activities is also supported by Fernández-Guerra (2008) who argued that a TV series is “an authentic and realistic representation of actual language use to incorporate in the FL classroom, provided that teachers design appropriate activities to exploit this material” (p. 123).

In this study, this was compensated for by using authenticated MDCT that were culturally specific to the students, and the distractors were taken from other Saudi students at the same college. Also, all the scenarios used in the classroom and tests, i.e. the MDCT and the ODCT, were all created based on other students’ suggestions of what requests they often encounter in their daily lives. In other words, the activities were carefully crafted to make “language and language learning a reality for learners” (Widdowson, 1998: 715). After all, as Widdowson concluded “The appropriate language for learning is language that can be appropriated for learning” (p. 715).

Seferoglu (2008, in Ezzedine, 2011) emphasised that activities generated using film create an authentic atmosphere for learners through exposure to NES and colloquial language. Many researchers, teachers and practitioners (Durán-Cerda, 2010; Kearney & Schuck, 2006; Martínez-Flor, 2008, among others) strongly believe that videos offer a plethora of linguistic/culture/pragmatic content for a number of reasons, and highly recommend using them, especially in FL settings. Martínez-Flor (2008) stated that “the use of video, films and TV has been considered an alternative way of bringing authentic pragmatic input into the foreign language context” (p. 246). Unfortunately, according to Cummins (1989), for years films were only used as an extra activity in the classroom without necessarily intending to improve a particular skill. Even recently, Hrubý (2010) pointed out that videos are not used frequently in classrooms. Consequently, Fernández Guerra and Martínez-Flor (2003) encouraged using “scenes from films as an authentic and motivating

type of material which provides instances of real use of language and presents different requests in contextualised situations” (p. 17).

2.5.2 *Pragmatics in Videos*

2.5.2.1 Intercultural Knowledge (Perceptions – Beliefs – Values)

Different languages, sometimes even the same language spoken in different regions, are expressed differently. This can create misunderstandings, “even with two native-English speaking countries” (Jandt, 2001, in Yuan, 2012: 82). This is because linguistic/pragmalinguistic expressions are often culturally specific; our perceptions and beliefs are culturally determined, and consequently they affect how we communicate with others (Yuan, 2012).

Blum-Kulka and Olshtain (1984) noted that pragmatic failure is traceable to cross-linguistic differences in speech act realisation rules. Widdowson (in Blum-Kulka & Olshtain) pointed out that L2 learners also transfer ‘rules of use’, i.e. rules related to appropriacy, just like they transfer ‘rules of usage’, i.e. rules related to grammatical accuracy. This underuse or overuse of mitigating devices may result in violating social norms (Woodfield, 2010). One study that depicted this difference in the use of request mitigating devices was Umar’s (2004) investigation of request strategies used by advanced Arab learners of English as a foreign language, five of whom were Saudis. He concluded that there is a need to sensitise students to issues of cultural difference. He suggested that “Arab learners of English should always be made aware of the pragmatic differences between Arabic and English and that an appropriate Arabic request scheme in a given situation might not be appropriate in English in the same situation” (p. 42).

Another study that was also conducted on Saudi learners was carried out by Tawalbeh and Al-Oqaily (2012). In their cross-cultural comparison of the indirectness and politeness of American English and Saudi Arabic requests, they found that there were pragmalinguistic differences between the two in their level of directness. For example, requests by American students were direct when making

simple requests of friends, while Saudi students preferred direct requests communicating “affiliation, closeness and group-connectedness rather than impoliteness” (p. 85). This cultural diversity expressed pragmalinguistically differently is sometimes known to impede comprehension or communication. However, continuous exposure with teacher/expert mediated assistance could raise cultural, sociolinguistic, pragmatic and linguistic awareness (Tschirner, 2001; Soler, 2005; Moradkhan & Jalayer, 2010). One way to do that is through the use of authentic videos, since rich cultural manifestations are present therein (Ezzedine, 2011; Idavoy, 2012).

Martínez-Flor (2008) stated that films may be considered a vehicle to transport learners to different cultures and make them successful communicators. As Ezzedine, in her promotion of ‘visual literacy’ noted, videos can expose students to various cultures in a familiar and clear way. This high-cognitive-level stimulator, i.e. video, allows students to interpret, evaluate and think critically, thus developing their cultural awareness (Ortuno, 1994). Progosh (1996) agreed with many other researches that videos are effective with cross-cultural awareness and sensitivity.

Nevertheless, this exposure need not be passive, because passive exposure to videos will not normally lead to any significant improvement, as demonstrated in the control groups of the studies done by Martínez-Flor and Soler (2007) and Soler (2005). Seferoğlu (2008) stressed the need for activities generated by film to heighten authenticity. By doing so, cultural competence can be developed. Guilherm (2004) defined intercultural competence (IC) as knowledge of and ability in another language and its culture which allows the interlocutor to effectively communicate with the speaker of that language/culture. Idavoy (2012) explained that this can be achieved through exposure to authentic videos in which the learners can see both culture and language working together, or see culture and its pragmatics being manifested through language. Ezzedine, in her dissertation on the effects of using visual aids on SL speaking, stated:

In modern education, culture is perceived as an essential entity in a language classroom since it highly interferes in learning contexts. Thus, it is important to integrate cultural illustration in a language classroom if our

aim is to create an authentic atmosphere and a real life learning setting. Visual literacy is able to fulfil this function because of the rich cultural manifestation present in it. (2011:13)

She goes on to add that “learning a second language cannot be isolated from culture and adopting visual literacy is a suitable and efficient way to achieve this purpose” (p. 16). Even decades before, Law (1980, in Lutcavage, 1992) proposed that videos present the integration of linguistic, cultural and social contexts best via active communication. In addition, Rose (cited in Martínez-Flor, 2008), also believed that videos were an ideal medium for introducing certain pragmatic aspects that, according to Williams (cited in Martínez-Flor, 2008), lead to an increase in the learner’s awareness of other cultures.

Skevington (2000) stated that “through movies the whole world of the TL can be brought into the classroom and used to enhance language learning and also understanding of the culture(s) of a foreign language” (p. 141). Indeed, Skevington (2000) believed that movies are a great source for cross-cultural comparison.

Learners can even start to think of the mores of their own culture. To allow for this comparison, in this study, the MDCT distractors were collected from female Saudi undergrads from the same college, similar to the participants in this study. That way, the participants can relate to the distractors and see themselves performing the request following those formulae; consequently, they can reflect on the formulae and compare them to the TL key answers and the formulae found in the video clips. Allowing for this pragmalinguistic exposure and reflection makes it possible for SL/FL learners to avoid violating the norms of TL politeness rules. This is necessary to prevent miscommunication that might lead to reinforcing “racism, discrimination and hatred between nations” (Umar, 2004: 56).

2.5.2.2 Paralinguistics

Paralinguistics are aspects of a language that do not necessarily relate to the main language systems such as phonology, syntax or grammar. Paralinguistic features can take two forms: vocal (prosody) and body (“Paralinguistic Language Features”, n.d.). Vocal features would be tone, stress, pitch, pace, rhythm, pattern

and intonation. Body paralinguistic cues are numerous, and include macro and micro expressions, as well as proximity, posture, etc. Examples of facial expressions include frowning, smiling, raising eyebrows, teeth clenching, lip biting, etc. Examples of body gestures would include crossing arms, shoulder shrugging, head scratching and the proximity of the interlocutors. These cues, and so many more, can all be realised in a clip lasting only a few seconds. The amount of words or still images needed to convey a similar message using these paralinguistic features could be several pages long. While some of these features are universal, some are culture specific, just like pragmatics. That is why it is necessary to see the message conveyed alongside the features to see how they all work together to make communicating and delivering the message far more effective. This is supported by Narzieva (2005), who referred to the role of body language in teaching pragmatics in an FL setting. Lutcavage (1992) and Chen (1998) also praised video for the many paralinguistic cues it offers, including verbal and non-verbal communication, posture, gesture, proxemics, facial expressions, eye contact denoting emotions, and so much more.

2.5.2.3 Sociopragmatic Features (Power, Distance, Imposition)

In considering the potential applications of employing videos as authentic samples for FL learners, Martínez-Flor (2008) referenced Nikula (1996) and Brown and Levinson (1987). Nikula pointed out that sociopragmatic factors are paramount when making language fit appropriately into different social situations; these include factors such as the interlocutors' relationships and contextual constraints. Brown and Levinson's (1987) sociopragmatic parameters—power, social distance and rank of imposition—can all be viewed in one clip. As mentioned earlier, elements in videos such as character relationships and proxemics, formality, setting, discourse used and paralinguistics all come together to showcase the sociopragmatics of the TL culture.

2.5.2.4 Linguistic & Pragmalinguistic Features

Campillo (2008) examined mitigating devices in English language teaching (ELT) material course books. Similar to the findings of many other studies on this topic, Campillo found that textbooks lack pragmatic information. She cautioned that

since textbook input has a “limited amount and range of mitigation devices to soften the impact of the request (for example, there are no occurrences of hedges, disarms, promises or cajolers), these pragmatic items may not be salient enough for FL learners” (p. 219). In the transcripts she surveyed, she noticed that the focus was only on a small number of mitigators: please, and some other combinations. She also warned against using recorded material. She stated that “although the transcripts examined tend to reflect real situations for the learner, we agree with Boxer and Pickering (1995) on the fact that data should be taken from spontaneous speech in order to show the real use of language” (p. 219).

This spontaneous speech may be found in videos, since it has been proven that they are loaded with pragmalinguistic formulae. Grant and Starks (2001), Soler (2005), Fernández-Guerra (2008) and Martínez-Flor (2008) have all conducted studies that signalled the pragmalinguistic formulae that exist in authentic videos and found them to be no different than those that exist in real daily discourse. Grant and Starks’ study on ‘closings’ found in TV soap operas concluded that, in comparison to textbooks, TV closings were real and replicated natural conversation. Soler (2005) also used the TV series *Stargate* to teach requests. Soler, in the pedagogical implications of her study, recommended exposing learners to audiovisual input with awareness-raising tasks. In addition, Fernández-Guerra (2008), in her investigation of the authenticity of ‘requests’ in TV series, found that indeed “there is a quite similar percentage of modifiers in TV series” (p. 119) and that the “overall results indicate that request head acts and their peripheral modification devices in the episodes analysed correspond fairly closely to the ones taking place in naturally occurring discourse” (p. 123).

The TV drama *Felicity*, which was widely used for this study, was among the series that Fernández-Guerra analysed. She concluded that it can be used as an authentic source of actual language use. Furthermore, Martínez-Flor (2008) analysed request modification devices in a number of films in order to examine whether these devices do actually occur in films, and, if so, which types. Through her analysis, she found that instances of all types of request modification devices, both external and internal, are indeed found in films. Moreover, different sociopragmatic variables,

e.g. participant relationships and degrees of politeness, were also present in films. She concluded that:

The use of films is a good source of material for exposing learners to authentic samples of appropriate pragmatic input in a variety of contexts, as well as preparing them for communication in different cultural settings. The benefits of bringing audiovisual material into the foreign language context can therefore contribute to improve learners' pragmatic and intercultural competence, which in turn may also affect the development of their overall communicative competence in the target language and culture. (p. 276)

It is clear that many researchers share similar views on using videos to teach pragmalinguistics. Washburn (2001) commented on how sitcoms offer appropriate pragmatic models presented by different characters of different statuses and genders, and in different settings (work, home and public places). Kasper (2001) and Kasper and Roever (2005) promoted the use of rich and contextually appropriate input which they regarded as necessary for the development of learners' pragmatic competence. Tschorner (2001) noted that digital videos allow students to examine the pragmatic and sociocultural features of the TL. He recommended selecting scenes demonstrating a particular speech act and grouping them together by cutting and pasting them in one clip. That way, learners can view the speech act multiple times, thereby allowing them to identify its common features. Massi and Merino (1996) argued that films offer room for the exploitation of grammatical and functional language aspects, e.g. proposing or arguing. Seeing and internalising these functions and formulae makes imitating them easier for students.

2.5.2.5 Authentic Request Formulae for Imitation

Generally, research on request modification devices confirms that textbook conversations do not serve as reliable sources of pragmatic input (Usó-Juan, 2007). Furthermore, typically the instructors in FL classrooms are not fully competent in the pragmalinguistics of the TL. Pinyo's (2010) study investigating Thai English teachers' ability to make, accept and decline requests found that they were moderately able. The results revealed that the teachers lacked linguistic and pragmatic knowledge, which was also influenced by their L1. It is likely that the

same could be said for most FL teachers. This means that there is rarely authentic pragmalinguistic knowledge readily available in an FL classroom for students to imitate. Pinyo suggested an extensive/intensive pragmatic knowledge training programme for the teachers. Because language in films is “made by native speakers, for native speakers to hear, and so consists of authentic language” (Baddock, 1996: 20), they are the closest that learners will ever get to witnessing native speaker interaction (Rose, 1997). Based on her unsatisfying attempt to acquire Chinese literacy with the help of a Chinese tutor while a college student, Bell (1995, in Dufon, 2008) concluded that there is a connection between language teaching/learning/identity and the cultural values of both the teacher and the student. From her experience, she suggested that there is a need to explore one’s assumptions and a need to recognise that much of what we would think is an inherent part of literacy is actually culturally imposed (cited by Dufon, 2008). Thus, Bell concluded that language and literacy learning are culturally embedded and that learning cannot be separated from literacy, nor can language be separated from culture.

If the teacher and student are from the same culture, as is the case in most FL classrooms, their identities and cultural values will naturally be similar, if not the same. Therefore, their language socialisation is then limited to one culture, and there will be few opportunities for observation and imitation to take place, both of which are essential pedagogical tools in language socialisation. Recognising this limitation, Idavoy (2012) hoped that teachers would see the “value in bringing the real world into the classroom as much as possible and convey to students a sense of immediacy of the cultural and sensory that textbooks … could never do” (p. 13). That way, students can explore notions and premises they might encounter later in their lives (Ezzedine, 2011). This makes videos the perfect pragmalinguistic input that students can imitate, which is a necessary condition from the perspective of SCT, to help develop cultural and linguistic awareness and production. This leads us to acknowledging the practical side of videos, particularly digital videos.

2.5.3 *Practical Reasons to Use Videos*

2.5.3.1 Digital Videos Are Regularly Consumed by Many Students

Prensky (2001) reported that students spend over 20,000 hours watching TV before attending college, compared to 5000 hours of book reading. Skevington (2000) suggested that most students are used to watching and enjoying TV all their lives. Today, students are consequently exposed to authentic digital videos (ADV) on a daily basis using their smart devices: PCs, laptops, iPads, iPods, smart phones, etc. This continuous exposure has led students' brains to develop physically, psychologically and cognitively differently from previous generations (Prensky, 2001). Prensky emphasised that neurobiological studies have proven that stimulation of various kinds gradually change brain structures and how people think. Now that digital technology has conquered our lives and changed the brains of this generation, Prensky proclaimed them 'digital natives' (DN). Prensky stressed that these DN need to be taught and dealt with in a matter that suits their digital brains. He points out that spoken language needs be taught through the exposure of DVDs to ensure attention span maintenance. Idavoy (2012) also agreed that teachers should speak a language that is universally understood by media-savvy learners.

Durán-Cerda (2010) emphasised that institutions and educators must face the challenge of incorporating what students already know and applying it to the instruction of language and literature. In the past, Massi and Merino (1996) argued that the use of films in FL classrooms had been downplayed. One possible reason for the underuse was the shortage of video materials and the prohibitive costs of acquiring those that were available, as complained by some teachers (Cummins, 1989). However, more readily available video equipment and audiovisual resources means that the use of films is becoming more common in educational institutions.

Because students are bombarded with visual images by the media as a result of the ubiquity of TV sets and computers, researchers have long urged the use of film in the classroom as a means of making the curriculum more interesting and entertaining, stating: "Good films can serve as a valuable pedagogical aid, both for classroom use and self-study. The ultimate goal is to arouse sensitivity in the learner

and to provide a stimulus to stretch his/her imagination and creativity” (Massi & Merino, 1996: 20). Tschirner (2001), in examining the role of digital video in language acquisition, believed that language acquisition was viable in FL classrooms using “multimedia applications, particularly digital video” (p. 305) only when “it goes hand in hand with curricular and methodological innovation” (p. 306). That is also the case in this study that includes digital videos in the context of explicit instruction with authenticated tasks. Digital videos, with their convenient features, made locating, making and editing them so much more possible and easier for this study.

2.5.3.2 Digital Video: Practicality of Use

Back in 1989, Cummins thought that the advent of videocassette recorders had made working with and presenting videos to students easier, i.e. because of the possibility of pausing, slowing down, rewinding them, and so forth. Even years before digital videos became popular, Progosh (1996) said that videos had become a prominent medium and were omnipresent in our daily lives. Progosh expressed his understanding of researchers’ wariness of including videos for assessment in language classrooms. Nevertheless, Progosh was optimistic and stressed that “video is here to stay as a mode of presentation in the classroom, and the future promises even more use of video in areas such as satellite television, multi-media, and interactive video on computer networks such as the World Wide Web” (p. 35).

Indeed, since the millennium and the wider availability of the internet, Wi-Fi, smart phones/devices, MP3/MP4, etc., using videos has become instantaneously possible. Wu (2009) also addressed this wider availability and noted that the development of networks and media have allowed for more information to be obtained. Fortunately, authentic videos can now easily be accessed anywhere on modern, high-tech smart phones by using 3G/4G wireless technology. Iwasaki (2008) reassured teachers that “the use of audiovisual material in the classroom requires minimal equipment usage” (p. 15). For example, teachers can use their own portable media players, such as iPods and iPads, that can be connected to the school’s TV or the classroom projector using special cords. Prensky (2001) mentioned that students use their phones to watch video clips. Therefore, even if a

classroom has no internet connection or PCs, it is still possible to incorporate authentic videos using these tiny, personal devices. This permits constant exposure to authentic clips that present real language consisting of dialogue and narratives spoken by TL native speakers (Hrúby, 2010; Oddone, 2011; Baghban, 2011).

Digital videos are a wonderful tool to use in classrooms for several reasons, particularly because they save time and effort. They can easily be stored thematically. You can virtually store them online in cloud accounts, like Google, Dropbox, OneDrive, YouTube, etc. They can be shared by different instructors/students by using any of the above platforms, along with many more. Collaborative updating of videos by teachers and students is even possible and can be used to ensure student engagement. You can even track the students who watched and/or commented on the videos. Since so much content can be found online via YouTube and other online video platforms, the process of searching for clips, e.g. clips of requests from shows, is now possible. Downloading the videos is also possible using certain software. Editing clips according to your purpose by using video editing software is also simple and can be self-taught. You can dub over the videos and/or add subtitles. You can hide the subtitles and make them visible with a click of a button. All this can be achieved from the comfort of one's home and often very cheaply, or even free of charge. Later, when the videos are used in the classroom, pausing, rewinding, fast-forwarding and stopping them is now so much easier because of digital video technology.

Rose (2001, in Martínez-Flor, 2008) also recognised the potential for repeated viewings to uncover the multiple layers of pragmatic particulars in a single scene. Tschorner (2001) pointed out that digital videos can be manipulated and are immanently controllable. Tschorner wrote: "Within split seconds, discrete words, phrases, and sentences may be isolated and repeated as often as needed. Utterances may be combined with visual information and simultaneously read and listened to" (p. 307). Videos can also have multiple uses in the classroom. They can be used for listening tasks/tests, for assessment, for vocabulary, pragmatics, etc. They can also be reused at various levels (Idavoy, 2012). Since they have been reported to be fun and engaging, and language learners have reported their preference for videos in a

number of studies, instructors can use them as a self-study tool along with some guided activities.

2.5.3.3 Student Preferences

Videos are said to meet the needs of students and suit their educational preferences. Learners across many cultures for whom English was an FL expressed great interest in videos. Canning-Wilson (2000), who worked at the Center of Excellence for Research and Training, Higher Colleges of Technology in Abu Dhabi, United Arab Emirates, reported on a large-scale survey she conducted. Her survey results revealed that students like learning language through videos. This is also confirmed by Wu's (2009) large scale survey which revealed that 81.82% of students liked watching English films during their free time. Wu attributed this to the fact that watching films provides comprehensible input that is helpful in a student's incidental learning of English vocabulary.

In another study carried out in China, Yuan's (2012) examination of Chinese pragmatics and perceptions of English learning found that films/videos came in first place in response to the question 'What kinds of tasks do you think are necessary to improve students' communicative abilities in English language teaching and learning?' Similar to Wu's findings, Yuan also reported that 82% of the participants expressed a preference for watching English films and videos.

Furthermore, Sherman (2003) dedicated an entire monograph to promoting the use of authentic videos in the language classroom. She stated: "The most obvious reason for using video drama is that language students want it" (p. 2). It seems that they not only want videos, but that some reported becoming more self-confident and less inhibited as a result of the use of authentic videos (as reported by Terrell in Weyers, 1999). The list of reasons explaining why videos might possibly be preferred by students is lengthy. Ezzedine (2011) argued that modern education should include visual materials that appeal to students' senses and meets students' expectations. She also suggested that videos allow for short breaks from listening to the teacher speak. Idavoy (2012), along with others, believed that this universal appeal of videos is what makes them instantly engaging.

2.5.3.4 Motivating, Fun, Interesting and Engaging

Because videos are loaded with numerous engaging features, such as context, characters, body language, wardrobe, culture, language, history, storyline, etc., they are very entertaining and motivating to students. Skevington (2000) observed that teachers using videos immediately gain the interest and attention of most students. This is even before the teacher has begun the pedagogical tasks. By doing so, the teacher is said to have accomplished what Skevington calls the most effective tool in learning—enhancing student motivation.

Many researchers agree on the motivating nature of videos, such as Lutcavage (1992), Progosh (1996), Massi and Merino (1996), Smith (1996) and Martínez-Flor (2008), to name a few. More importantly, Idavoy (2012) believes that videos lower students' AF and are engaging and motivating. Idavoy raises an important point when noting that the video context allows for a free-flowing discussion to take place; one that is not necessarily centred around the students' personal lives, but rather one that is based on the experiences of the whole class. He states that videos "potentially lead students to communicate what they are emotionally, albeit superficially, invested in learning at the moment" (p. 5), especially students who are reluctant to participate. Nevertheless, other students might be interested in sharing the stories of their lives that relate to the given topic. Therefore, a short clip, as short as 30 seconds, can easily generate something like 30 minutes of written/spoken meaningful communication (Idovay, 2012). This fun and interesting AF lowering aspect found in videos, as recognised by many, is said to elevate student concentration (Maňák & Švec in Hrubý, 2010; Tschirner, 2001), thereby allowing for greater TL comprehension (Oddone, 2011).

2.5.3.5 Assists Comprehension and Lowers the Affective Filter

Comprehensible input (CI) and a low anxiety context are considered two fundamental components that aid in second language acquisition (Krashen, 1985). Acquisition, according to Krashen, is a subconscious process for developing language via language. This language input, however, must be comprehensible. The input generated from videos has been proven to serve the students best because it is

replete with extra-linguistic information that assists in CI (Oddone, 2011).

The visual elements present in videos, such as the setting, context, physical interaction between interlocutors, proxemics, the verbal (dialogue and paralinguistics) and non-verbal communication all bring life to the discourse and assist comprehension, especially for learners in an FL classroom (Chen, 1998; Hrubý, 2010). Taylor (2009) expressed the advantages of videos in an interesting way when stating that:

images accompanying the audio provide a ‘scaffolding’ or support for the learners, increasing the comprehensibility of the language input through contextual information, visual clues, interaction features ... captioned text/subtitles, nonverbal cues and repetitions ... paralinguistic features employed by other speakers, i.e. facial expressions and body language or gestures ... (para. 3)

Therefore, exposure to the extra-linguistic information backed up by context, pictures and videos can stimulate students' previously acquired linguistic competence and intensify CI (Krashen, 1985). In addition, Krashen argued that although students might differ in many ways, such as their linguistic aptitude, cognitive style, their field dependence, etc.; they acquire some functions the same way: “The visual system, for example, is structured similarly and develops similarly in everyone” (1985: p. 3). Videos are also said to be suitable for different types of learners, according to Fleming’s VARK model: visual, auditory, reading/writing learners and kinaesthetic (cited in Hrubý, 2010). Hence, the impact of video is the similar on all students, despite their surface differences such as preference for certain strategies, sources of CI, etc.

Because videos are inherently context-rich, they are widely encouraged for L2 classroom use. According to cognitive theories (as cited in Kitajima & Lyman-Hager, 1998), videos facilitate the use of intersecting yet independent pools of cognitive processing procedures: analogue/spatial activities vs. linguistic activities, auditory vs. visual perceptual activities, etc. This helps students process different pools of attentional resources simultaneously, leading to better comprehension.

Furthermore, with the use of videos and the selection of certain tasks that go along with them, e.g. role-play, discussions and presentations, Gardner's multiple intelligences (MI) model can be fulfilled: linguistic, logical-mathematical, spatial-visual, bodily/kinaesthetic, etc. CI is even heightened by the selection of videos that are familiar to students, as such videos can lessen language learning anxiety and lower the AF. A student's AF might rise due to, as mentioned earlier, high anxiety, low self-esteem or low motivation. These AFs prevent the linguistic input from reaching the language-acquisition device (Krashen, 1986).

Krashen emphasised that this filter is lowest when the students are so involved in the message and content of the input that they temporarily 'forget' that they are being exposed to the TL. This is known as the 'forgetting phenomenon' (Krashen, 1985). Students experience the 'forgetting phenomenon' when they are so involved in the message that they temporarily forget that the message is being viewed in another language. However, this only occurs when the input is interesting and comprehensible, as in the case with videos. Hui-Ying (2008), Taylor (2009), Iwasaki (2008) and Oddone (2011) have asserted that the consumption of video material may contribute to minimising the AF since students are also interested in and familiar with such materials. Consequently, this rich source allows students to subconsciously and consciously develop TL awareness and subsequently acquire its pragmalinguistics, especially with teacher mediation. Rose (1997, in Soler, 2005) posited that instructors can include pragmatic judgement tasks that are based on audiovisual discourse analysis and prepare learners for communication in new cultural settings.

Finally, based on the abovementioned literature promoting the use of videos as an instructional tool in an FL setting, I would like to propose a new approach, a fundamental one, to the teaching/learning of a TL, whether it be pragmatics or language in general. I would like to call this approach *visualinguism*.

2.6 Visualinguism

English language teaching books are generally created by NS, such as Oxford's *New Headway* books, and Longman's *Cutting Edge*, and prescribe what to

teach based on an NS perspective. However, language is not stagnant, but rather dynamic. It has sounds, melody, character, and above all, it has life. Similarly, videos are dynamic and present an image of life; for this reason, they are generally described as art imitating life. They are moving pictures of what and how life is around us. They have characters, colours, music, emotions, body language, relationships, and in fact, spoken language—which is only considered one element of communication. In a way, language comes alive in that setting through characters, movement, body language, etc. Unfortunately, despite these strong qualities offered by videos, they remain rarely utilised in classrooms.

It is understandable that in the past we relied only on textbooks because there were scarce video resources; it was difficult to access videos and there was no internet. However, today, videos are easily accessible and almost free of cost. These days, real authentic language can be transported via video on screens in a split second through the news, talks shows, movies, TV series, etc. In fact, videos are added to online news articles for documentation, clarification or entertainment; so why not also add them to language/linguistic classrooms? These videos, in movies and series, are an imitation of language as it is used in real life. Actors act out what NS would normally say in their daily lives. Videos can be a rich linguistic alternative to textbooks, or used to accompany them; they represent added value to the language/linguistic classroom. Dare I say that the need for instructional textbooks is not all that necessary in some language classrooms?

I believe that replacing textbooks with videos, particularly in language classrooms, can create better TL learning outcomes. Doing so does not undermine books or reading, because instructors can always include subtitles/transcripts, handouts and activities. The logic and aim behind promoting the use of videos is the fact that videos showcase language as it is with all its linguistic features: prosody, pronunciation, grammar, vocabulary, pragmatics, culture and much more. If we were to rely only on books, then we would have to include phonetic transcription, stress asterisks, explanation of scenarios, etc. This is rarely, if ever, done in textbooks.

Let us take, for example, a clip from a series. Videos can be utilised in so many ways in various classes, whether it be grammar, vocabulary, reading, listening,

writing, linguistics classes, etc. In a vocabulary lesson, students can watch a video clip and try to guess some meanings of words from the context they see and hear. Meaning can be made even clearer with the video subtitles turned on so that the students can see the words they are hearing in complete sentences, thus giving further hints to the vocabulary meaning. Therefore, this method of using videos as a tool is in a way a reversal of how books are used, where students look up words in the dictionary to find their phonetic transcription and meaning. For a grammar lesson, Canning-Wilson, in her talk at TESOL Arabia (2004), reported using Mr Bean videos for silent viewing to teach different verb tenses. For example, she had her students watch a silent video clip of Mr Bean performing certain actions, such as going about his daily routine: wake up, get out of bed, take a shower, brush his teeth, etc. While watching the video, Canning-Wilson asked her students to report on what Mr Bean was doing in the video clip using a particular tense, i.e. by using the verbs he is performing. For example, in one exercise they can report the story using verbs in the present tense and in another they can try the past tense, etc. These videos can be used in lessons ranging from basic to advanced English. Students can also be asked to find different speech acts in the video and discuss how they are being performed. They can also compare these speech acts to the ones found in their native language. This is similar to the instructional method intended for the EG members of this study. These tasks are only a few of the numerous ways in which videos can be employed in classrooms.

Videos should be used in the same way as textbooks by incorporating them into the curriculum; in fact, some syllabuses need to be centred on them. Videos should be an integral part of every language classroom and not an option. One clip has the potential to fulfilling many language lessons by covering grammar, vocabulary, pronunciation, intonation, pragmatics, phonology and semantics, etc. In one of the phonology classes I taught at IMSIU, I brought in different sound clips from various videos in a variety of languages to introduce the topic of phonology. I played the clips to the students and had them guess the languages. Later, we discussed why they thought which language was which. They recognised, and were able to explain, that the sounds of the languages and how the sounds were grouped together were what allowed them to identify each language, thereby accomplishing the objective. They immediately grasped the concept of phonology and that it refers

to the sound system of a language. Although I did not show the video, but only had the students listen to the clips to avoid them guessing the languages by seeing the people who were speaking, the main source of information was the videos. In another class, “Introduction to Linguistics”, in order to explain dementia, I brought in a video clip of someone with dementia. Moreover, to witness a baby’s first words, a clip was presented. Videos made these lessons real, interactive, engaging and probably memorable. The same is applicable for any language lessons using videos. Videos can be utilised to their fullest potential.

Videos are a rich language/linguistic tool and this is acknowledged by many instructors, judging from the papers presented at the 2013 International Association of Teachers of English as a Foreign Language conference (IATEFL), where over nine instructors demonstrated how they used videos in their language classrooms. Examples of people from around the world who have started this process of collecting films to teach English, and are communicating online to educate others on the value of films in the teaching of English, are Martin Bradley in Austria, and Loay Al-Shareef in Saudi Arabia. Bradley (2013-2016) is an English NS who works in higher education and describes himself as a film enthusiast. He wrote two books for teachers of English as a FL: *Teaching with Films 1* (2013) and *Teaching with Films 2* (2016). The two books include more than 300 film scenes from 187 different movies. The films are listed alphabetically by title and include key information, such as the year, writer, director, genre, etc. The scenes include different tasks for the different language skills, such as listening, speaking, writing, etc. As for Al-Shareef (2012-2017), he is a NNS of English who taught himself English from films and thus coined the term ‘fallimha’. The etymology of fallimha comes from the English word ‘film’, converted to the verb form in Arabic, making ‘fallimha’. Al-Shareef shares his own English learning experiences online via social media, and aims at improving others’ English language by using authentic videos and accompanying handouts listing some of the phrases and words in the film clip. Al-Shareef’s handouts are found on his Fallimha site (www.fallimha.com), and the Fallimha team delivers online lessons to over 300 000 subscribers on a variety of social media platforms. The lessons delivered by Al-Shareef are a combination of authentic videos and instructional videos acted out by him and his team. The lessons are

teacher-centred, with Al-Shareef doing the instructing and the viewers mainly commenting in writing on the sites.

We also saw in the literature that videos have been promoted by many researchers. However, it is high time that the use of videos is recognised as an independent approach and included in every language/linguistic curriculum under an approach I like to call ‘visualingualism’.

Visualingualism basically refers to creating an atmosphere of TL in classrooms by using authentic videos. Since you cannot take students in a FL setting to the land of the TL, why not bring a piece of the TL to the classroom by using videos? Through visualingualism, instructors can utilise videos in any shape or form to enrich their students’ linguistic repertoire. There is no single correct methodology to apply when using these authentic videos. Videos can be used for basic language skills classes, i.e. speaking, writing, listening and reading, and also for advanced language levels: literature classes, linguistics, essay writing, public speaking, etc. Videos can be muted and students can guess what they see, or blurt out some grammatical sentences. These are just a few examples of how videos can be employed.

Visualingualism, however, needs to include three main elements. Since it revolves around watching an authentic video clip, there should be careful choice of certain video clips that serve the language purpose. The video selection can be made by the instructor or by the students. There should be accompanying tasks, whether oral or written, to optimise the language learning experience. A discussion platform revolving around the linguistic elements in the video, or around the objective of the video, is recommended either in the classroom or an online forum.

2.7 Concluding Remarks

Most studies reviewed here proved that explicit instruction and awareness-raising tasks and strategies benefited students significantly. These studies, and many others, have supported the explicitness in the instruction of speech acts and the use

of authentic materials, particularly videos. However, no study to date has compared the presence of authentic videos in the context of explicit instruction to their absence in the teaching of speech acts, in this case ‘English requests’. The next chapter reports on the methodology used to answer the research questions.

3 CHAPTER 3. METHODOLOGY

3.1 Introductory Remarks

This chapter reports in detail the study methodology, starting with the research questions it hopes to answer, followed by the research design, the research context, participants and selection procedure, study length, data measurement tools used and the classroom intervention procedure, ending with a summary of the data collection and analysis. As mentioned earlier, the study aimed at exploring the effects of authentic videos on students' ability to recognise and orally produce appropriate English requests. In addition, it intended to explore the intervention effect on students' perceptions/attitudes towards requesting, and on using videos in particular.

3.2 Research Questions

The study aims at answering the following questions:

1. Does using authentic videos have a significant effect on Saudi females' recognition of pragmalinguistically appropriate English requests in the context of explicit instruction?
 - 1.1 Is there a significant difference in the students' ability to recognise the most pragmalinguistically appropriate English requests before and after the study (pre- vs. post- vs. delayed test) in **both groups separately**?
 - 1.2 Is there any significant difference in the students' ability to recognise the most pragmalinguistically appropriate English requests between the **control group** and the **experimental group** in their MDCT immediate post-tests?
 - 1.3 Is there any significant difference in the students' ability to recognise the most pragmalinguistically appropriate English requests between the

- control group** and the **experimental group** in their MDCT delayed post-tests (two weeks after the study)?
2. Does using authentic videos have a significant effect on Saudi females' oral production of pragmalinguistically appropriate English requests in the context of explicit instruction?
 - 2.1 Is there a significant difference in the students' ability to orally request pragmalinguistically appropriate English requests before and after the study (pre- vs. post-test) in **both groups separately**?
 - 2.2 Is there a significant difference between the **experimental group's** and the **control group's** ability to orally request pragmalinguistically appropriate English requests?
 3. Is there a significant difference between the two groups' metapragmatic awareness towards the speech act of 'requesting' across a number of areas (oral and written requests, requests in Arabic and English, requests in videos and participation in the study)?
 - 3.1. Is there a significant difference between the two groups' perceptions and attitudes toward the speech act of 'requesting' in any of the following areas: written/spoken form, in English vs. Arabic, the perception of video as a teaching tool and teaching 'requesting'?
 - 3.2. Is there a significant difference either before or after in the two groups' ability to recall mitigating devices/strategies when requesting either before or after the study?
 - 3.3. Is there a significant difference in the two groups' ability to list request examples they have used before and after the study?

3.3 Research Design

This study employed an experimental design through a classroom intervention investigating the efficacy of authentic videos. Table 1 shows the two groups receiving the same intervention with one difference—the EG was presented with authentic video clips of requests and the CG was given role-plays instead.

EG	CG
	MDCT Pre-Test
	ODCT Pre-Test
Authentic Video Clips	Role-Play
	Explicit Instruction
	Work with Request Taxonomy
	Practice on MDCT Classroom Examples
	Practice Recording ODCT Request Examples
	MDCT Post-Test
	ODCT Post-Test
	MDCT Delayed Post-Test
	Self-Evaluation Questionnaire

Table 1: Research Design

3.4 Research Context

The study was conducted at the College of Languages and Translation at Al-Imam Muhammad ibn Saud Islamic University (IMSIU) over a period of almost four months, starting on the 1st of September 2014 and lasting until 15th of December 2014. The study began by recruiting students, followed by a two-week midterm holiday. The two-week break was spent dividing participants into two matching groups. This was followed by the actual classroom intervention that ran for two consecutive weeks from 19–29 October 2014. Afterwards, the participants took the post-tests: the MDCT and ODCT the week after the intervention, and the MDCT delayed post-tests were taken two weeks after the post-test. Finally, on the 14th and

15th of December, the online questionnaire forms were sent to students via WhatsApp.

3.5 Participants

It is important to mention that all the participants in this study were females, which made controlling the variables easier. It has been noted that gender makes a difference in performing requests (Macaulay, 2001; Richardson & Simpson, 1982; Holtgraves & Yang, 1992; Sato, 1997; Al-Marrani & Sazalie, 2010a, 2010b). Al-Marrani and Sazalie (2010a) compared the request strategies of male-male to male-female in Yemeni Arab interactions. In another study, Al-Marrani & Sazalie (2010b) compared female-female Yemeni requests to female-male. The results of both studies revealed that the requestee's gender influenced the directness of the request. They found that in some cases, e.g. in a deference politeness system, female-female interactions employed more indirect strategies. Hence, this context will hopefully help limit any intervening gender related variables.

3.5.1 Number of Participants and Groups (EG vs. CG)

The study was conducted on 56 female undergraduates divided almost evenly into two groups: the experimental group (EG) and the control group (CG). They were upper-intermediate English level students. The EG received explicit instruction on the speech act of ‘requesting’ and its strategies, which was highlighted using video clips of scenes demonstrating ‘requesting phrases’ from TV series. They also received transcripts of the videos (Appendix 11). By contrast, while the CG received the same explicit instructions on the speech act of ‘requesting’, they were not exposed to the videos. The CG was given role-play activities instead.

3.5.2 Participant Selection Procedure

To ensure that the two groups matched, learner selection and distribution was based on the MDCT pre-test (Appendix 5) and the demographic questionnaire (adapted from the background questionnaire found in Martínez-Flor, 2004)

(Appendix 3). To narrow down the selection, the focus was placed on students in the upper-intermediate levels, i.e. levels 5–8 in the English department at IMSIU.

According to Bardovi-Harlig (1999), “although grammatical competence may not be a sufficient condition for pragmatic development, it may be a necessary condition” (p. 677); hence the selection of upper-intermediate level students. Codina (2008, in Martínez-Flor, 2012) pointed out that a treatment that was successful for intermediate English level students might not be for those with lower linguistic abilities. Therefore, Martínez-Flor argued that proficiency should be taken into consideration during participant selection.

A total of 91 students filled out the questionnaires. Only those who scored below the median (which was 9 out of 16 in the MDCT) were selected, since working with all 91 would have been very problematic. First, it would have been difficult to conduct the classroom intervention on 45 students in each group. There would have been little time for classroom participation and the labs being used to conduct the intervention could not have accommodated this number of students. Thus, the number of participants was limited to 62. Six of the 62 students declined before starting because they could not stay after campus hours. Those were given 4-one-hour sessions during academic hours in appreciation of participation interest. The remaining 29 students, i.e. those above the median, were given the same classroom intervention at different times but were not included in this study. The final number of students who participated in this study were 56.

3.6 Length of Study

The classroom interventional data collection took place over a period of almost five months. It included the following: recruiting the participants, administering MDCT pre-tests and the demographic questionnaire, working on dividing the students into two matching groups, students recording their ODCT pre-test, conducting the classroom intervention, administering the post-tests (MDCT & ODCT) and the MDCT delayed post-test and feedback questionnaire. Table 2 lists the weekly schedule.

Week #	Data Collection Procedure and Task
Week #1	Researcher visited classes to recruit students. Whoever was interested took the MDCT in the classroom and was asked to fill out the demographic questionnaire at home.
Week #2	
Week #3	
Week #4	This period was a mid-term break for the students. The time was used to go through the MDCT pre-test scores and demographic questionnaires to work on distributing the students into two homogenous groups.
Week #5	
Week #6	
Week #7	Students recorded the ODCT in the lab.
Week #8	Classroom intervention for the two groups (two sessions every week, each session lasted 2 hours).
Week #9	
Week #10	MDCT post-test & ODCT post-test.
Week #11	Break
Week #13	MDCT delayed post-test.
Week #17	Delayed after treatment questionnaire

Table 2: Table of Data Collection Procedure and Tasks

3.7 Measurement Instruments

The measurement tools used to collect the data for this study were: 1) multiple-choice discourse completion tasks (MDCT) (pre-test – post-test – delayed post-test); 2) oral discourse completion tasks (ODCT); and 3) after intervention questionnaires. MDCT and ODCT are two out of six discourse completion tasks (DCT). DCT are commonly used as research instruments in pragmatics (Roever, 2010). A DCT is defined as a short description of a situation between two interlocutors followed by an empty slot for the participants to fill in with their response. The setting, social distance between the interlocutors and their relative status to one another is specified (Blum-Kulka & Olshtain, 1984). Sweeney and Hua (2016) discussed the strengths of using DCT and the reasons for their widespread use. DCT provide convenience and swiftness. It is possible to capture specific data by designing a well-planned and designed DCT in which the social factor variables are controlled. Since DCT are elicited utterances and participants are fully informed of that, ethical guidelines for research are easily satisfied.

In an MDCT, participants select from a number of choices the most appropriate response, whereas an ODCT requires the participants to say aloud what they would say in a given situation. Brown (2001), in his comparison of the six types

of DCT (written DCT [WDCT], MDCT, ODCT, discourse role-play task, discourse self-assessment task and role-play self-assessment), found that the MDCT and ODCT were fairly low in reliability. However, Farhady (1980), Tanaka and Kawade (1982), Shimazu (1989), Roever (2005) and Jianda (2007) all found in their studies that MDCT are reliable to a certain degree. ODCT also have the advantage of encouraging oral production (Brown, 2001).

This study utilises two kinds of DCT: MDCT and ODCT. These were chosen for two reasons. First, there is a need for both “production-type and comprehension-type interlanguage pragmatics testing” (Yamashita, 2008: 201). Yamashita stressed that there are only a limited number of tests that target students’ pragmatic comprehension; hence the need for MDCT. Also, according to Van Compernolle (2014), “appropriateness judgement tasks could be adapted for the classroom” (p. 198). As for the selection of ODCT, Yuan (2001, in Sweeney and Hua, 2016) found that ODCT are closer to natural data than WDCT. It was reported that WDCT responses were longer than naturally occurring responses. Other studies found that WDCT and ODCT produced comparable results in some previous studies (Gass & Houck, 1999). Therefore, it is worth employing ODCT since the responses produced are closer to natural speech and because using either one or the other will suffice.

MDCT were selected as one of the tools for measurement because it was thought that they can give students a chance to experience what a native English speaker (NES) might say since “pragmatics is the study from the point of view of the users, especially the choices they make” (Yamashita, 2008: 202). Moreover, the native speaker group is considered the baseline of native speaker performance, to which learners are then contrasted (Roever, 2010). Hence, IMSIU students could compare the level of appropriateness of the different responses; i.e. the distractors that are gathered from Saudi students and the key answers provided by the NES.

Some of the steps used in Jianda’s (2007) method of constructing the MDCT were adapted. These steps will be explained in detail in section 3.7.1. Despite the complexity and difficulty of designing and constructing the multiple choice items (Jianda, 2007; Martínez-Flor, 2004), it was necessary to construct the MDCT from scratch. According to Bardovi-Harlig (1999, as cited in Martínez-Flor, 2004), a

pragmatic measurement tool should be tailored to fit a particular study instead of employing previous ones created for other interlanguage pragmatic studies. This is supported by Sweeney and Hua (2016), who stated that “extra care should be taken in designing the questions and contextual information to maximise authenticity and validity” (p. 217).

3.7.1 *Multiple Discourse Completion Tasks (MDCT)*

3.7.1.1 Requests Elicited from Students

I made certain that the measurement tools, i.e. the MDCT and ODCT, were based on elicited authentic examples of ‘requests’ that the Saudi students experienced on a daily basis in an academic setting. In order to achieve this, I visited different classes at IMSIU and asked learners to write down at least three examples of the types of requests they encounter on a daily basis, regardless of setting. Total freedom of language choice when providing the request examples was given to the learners, i.e. they were free to write their responses in Arabic or English. This was intended to prevent their brainstorming process from being limited by language and to help in generating as many examples of requests as possible. A total of 162 requests were provided by the Saudi students. I then began categorising the requests according to the requestee, i.e. a family member, someone in an academic setting (either a classmate or a professor), or finally a stranger at the mall or in a restaurant. The categorisation showed 32 ‘family requests’, 127 ‘university requests’ and 3 ‘stranger requests’. Since the majority of the requests were ‘university requests’, I thought it was best to limit the request forms for this study to an academic setting.

The following are some examples of the types of requests provided by the students. They are grouped according to whether the requests were made of friends or of professors:

- **Requests of friends:**
 - Ask a friend to be a little quieter in the library.
 - Ask a friend to help read/pronounce a difficult word.
 - Ask to borrow a friend’s notes.

- **Requests of professors:**
 - Ask the professor for a make-up exam.
 - Ask the professor to postpone a presentation and present at another time.
 - Ask the professor to change the type of questions on an exam from, for example, essay questions to true or false.

3.7.1.2 Request Scenario Formulation

I then created scenarios for the 127 academic requests based on the three main social factors in pragmatics: social distance, power and degree of imposition. Roever (2010) noted that:

Researchers frequently have to make choices as to which context variables they will focus on in their study because even if the three context variables identified by Brown and Levinson were only varied dichotomously, this would lead to eight possible variable combinations (p. 244).

Nevertheless, the choice was made to include all these context variables, i.e. the eight possible combinations. Nevertheless, since requesting is normally an FTA, the social variable combinations for this study and the situation item distribution for the MDCT pre-tests and post-tests revolve around the ‘request imposition’.

Naturally, a speaker follows rules of cultural politeness to avoid risking his/her face or the face of the hearer. In addition, the weight of a ‘request’ lies primarily in its degree of imposition, i.e. whether what is being requested requires the hearer to perform a little or a lot. Hence, the scenarios were created to fit three main categories based on the degree of imposition, i.e. low imposition, mid imposition or high imposition. Within these categorical divisions, the scenarios were also sorted into four main categories centred around the other two social factors of power and social distance. Power is seen in the equality of the relationship between the speaker and the hearer and the subordinate/superior relationship between the speaker and the hearer. Social distance is evaluated on the degree of closeness between the speaker and hearer, i.e. close or distant.

Roever (2010) mentioned that “keeping variables constant limits the range of conclusions that can be drawn from the study” (p. 245). Nevertheless, “different

combinations of context variables and their effect also need to be explored, possibly nested within the other independent variable” (p. 248). Hence, the combinations of the scenarios (situations) were as follows:

1. Student speaking (S) to a hearer (H) who is a close classmate (S=H/close), with either a low or high degree of imposition.
2. Student speaking (S) to a hearer (H) who is a distant classmate (S=H/distant), with either a low or high degree of imposition.
3. Student speaking (S) to a hearer (H) who is a close professor (S<H/close), with either a low or high degree of imposition.
4. Student speaking (S) to a hearer (H) who is a distant professor (S<H/distant), with either a low or high degree of imposition.

Some example scenarios demonstrating the combinations of requests according to the three social factors are found in Table 42 in the Methodology Appendix (Appendix 12). It is worth noting that the scenarios were assigned a degree of imposition, i.e. low-mid-high, according to my own perceptions. Since there are no clear cut boundaries between the degrees of request imposition, ultimately deciding the degree of imposition is a subjective matter affected by an individual’s cultural background and perceptions. Roever (2010) pointed out that “researchers should ask a pilot study sample of participants from both speech communities to rate power and distance” (p. 250), and in fact I consulted with two students at IMSIU regarding some scenarios and asked for their input to evaluate the requests’ degrees of imposition and received mixed answers. Consequently, judging from the two students’ mixed answers, I decided to conduct a ‘degree of imposition rating’ questionnaire for the IMSIU students to help reach a consensus in that regard.

3.7.1.3 ‘Request Imposition Degree’ Rated by the Saudi Students

As mentioned above, the demarcations between what constitutes a low-mid-high imposition are fuzzy. What one might consider as a low imposition request might perhaps be considered a high imposition one by someone else. Such differences in imposition degree perception naturally affect a person’s perception of what is considered an appropriate request formula. Ultimately, this perception

affects the way one formulates their requests, i.e. the mitigating devices used, directness of the request, the length of the request, choice of words, titles used, etc. In addition, in this case, i.e. in the MDCT, it will affect the students' selection of the most appropriate request. Therefore, it is essential to make an equal selection of the four different combinations of scenarios, i.e. making sure to select the same number of scenarios with a low degree of imposition and others with a high degree of imposition for the MDCT, instead of having 60% of the MDCT composed of low imposition scenarios or vice versa. Hence the need for getting students' agreement, at least a 50% of student agreement, on the degree of imposition for each single scenario.

Rating Choice of (Low-Mid-High) Imposition

Upon discovering the differences in the answers the students provided with regard to the degree of imposition, I felt it was necessary to get a fuller view and greater agreement from a larger number of participants. Therefore, four online questionnaires on 'request imposition degree' were created using GoogleDocs. The questionnaires had every single scenario written out with three choices of varying degrees of imposition to select from, i.e. low-mid-high (see Appendix 4 for a sample). Each of the four questionnaires contained the social factor combinations, excluding the degree of imposition, as seen earlier in section 3.7.1.2. The questionnaire combinations were as follows:

- Questionnaire 1: S=H/CLOSE
- Questionnaire 2: S=H/DISTANT
- Questionnaire 3: S<H/CLOSE
- Questionnaire 4: S<H/DISTANT

The following is an example from Questionnaire 1 (S=H/CLOSE):

You are in class and couldn't catch up with the instructor while writing your notes. You ask a close friend if you can borrow her notes to complete yours. You request her by saying?

- low
- mid
- high

To collect as many responses to these four questionnaires as possible, I went into classes and gave a brief explanation of the questionnaires and their objective. The link to the questionnaire was either sent to the student's e-mail or their WhatsApp number to give them quick access to it. A portable internet router was brought into every classroom to ensure adequate internet access for those who volunteered to answer the questionnaire. Each questionnaire had a different number of responses, from between 18 and 24 responses. Table 3 shows the participants' scenario rating results.

Type of Questionnaire	Number of Respondents	Number of Scenarios with 50% Agreement on the Degree of Imposition
Questionnaire 1: S=H/CLOSE	24	11 (11 low – 0 high)
Questionnaire 2: S=H/DISTANT	28	15 (12 low – 3 high)
Questionnaire 3: S<H/CLOSE	22	9 (5 low – 4 high)
Questionnaire 4: S<H/DISTANT	18	11 (7 low – 4 high)
Total number of Scenarios with 50% Student Agreement		46 (35 low – 11 high)

Table 3: Number of Scenarios with 50% 'Imposition Degree' Agreement Based on Rating Questionnaire #1

After noticing that the students mainly resorted to choosing the 'mid-imposition' selection, I opted to choose the 50% agreement imposition as the selection to whatever tips the scale among the three choices of low-mid-high. The results show that there were not many scenarios with a 50% imposition degree agreement. The total number of scenarios with 50% agreement and above in all four questionnaires was 46 out of the 127, meaning that only 36.22% of the scenarios were reliable to use for the MDCT. In addition, most of the scenarios demonstrating agreement were of a low imposition, i.e. 35 of 46 were low imposition requests and only 11 were high. In fact, for questionnaire number 1, with the combination of S=H/CLOSE, not one of the 24 who responded to that questionnaire selected high for any of the scenarios. Instead, they chose mid rather than high.

This supports Presser and Schuman's (1980) work that found that typically 10-20% of questionnaire respondents usually select the neutral option whenever it exists, as compared to questionnaires that eliminate the neutral option. In the field of

pragmatics, Presser and Schuman (1980), Brown and Levinson (1987), Roever (2010) and many, have chosen to employ a dichotomous selection when involving social factors, i.e. +/- power, +/- distance and +/- imposition. Consequently, in this study, the ‘mid imposition’ option was eliminated and the questionnaire was restricted to the choices of ‘low’ and ‘high’ only. Another questionnaire for the rest of the 81 scenarios, with a dichotomous choice of low or high, was filled out another time to help reach a clearer picture regarding the scenarios’ request imposition being high or low. A sample summary of the questionnaire imposition rating results can be found in Appendix 4.

Rating Choice of (Low-High) Imposition

The results of the first ‘imposition degree rating’ showed very little agreement with regard to the ‘degree’ of the imposition. This was due to the inclusion of the ‘mid’ choice in the multiple-choice responses. Unsurprisingly, the students resorted to selecting the ‘mid’ imposition choice, reflecting a common behaviour frequently observed in the responses of people who fill out questionnaires.

Consequently, the decision was made to modify the choices available in the rating questionnaire to include only the two dichotomous choices, i.e. low and high. Since one of the aims of the study is to teach EFL students how to make appropriate requests of a low or high imposition nature, it is necessary to select an equal number of scenarios for the MDCT that illustrate low and high degrees of imposition according to the students’ perspectives of what constitutes low or high. This is particularly important since the first rating questionnaire demonstrated very few scenarios with a high degree of imposition.

As a result, the rest of the scenarios that had less than 50% student agreement were gathered in a second round of questionnaires distributed to five students, i.e. five responses were collected for each of the questionnaire combinations. The scenarios with 80% agreement were the ones chosen to be included for the MDCT, as seen in Table 4.

Type of Questionnaire	Number of Respondents	Number of Scenarios with 80% Agreement on the Degree of Imposition
Questionnaire 1: S=H/CLOSE	5	8 (4 low – 5 high)
Questionnaire 2: S=H/DISTANT	5	9 (6 low – 3 high)
Questionnaire 3: S<H/CLOSE	5	7 (6 low – 1 high)
Questionnaire 4: S<H/DISTANT	5	11 (3 low – 8 high)
Total Number of Scenarios with 80% Student Agreement		36 (19 low – 17 high)

Table 4: Number of Scenarios with 80% ‘Imposition Degree’ Agreement Based on Rating Questionnaire #2

By combining the results of the first and second rating questionnaires, a more representative percentage of low and high imposition request scenarios was gathered. Table 5 shows the number of low/high scenarios combined.

Type of Questionnaire	Number of Scenarios with 50% Agreement on the Degree of Imposition	Number of Scenarios with 80% Agreement on the Degree of Imposition
Questionnaire 1: S=H/CLOSE	11 (11 low – 0 high)	8 (4 low – 5 high)
Questionnaire 2: S=H/DISTANT	15 (12 low – 3 high)	9 (6 low – 3 high)
Questionnaire 3: S<H/CLOSE	9 (5 low – 4 high)	7 (6 low – 1 high)
Questionnaire 4: S<H/DISTANT	11 (7 low – 4 high)	11 (3 low – 8 high)
	46 (35 low – 11 high)	36 (19 low – 17 high)
Total of Number of Scenarios with a Low/High Degree of Imposition	82 scenarios (54 low – 28 high)	

Table 5: Number of Scenarios with Low/High ‘Imposition Degree’ Agreement After Combining the Results of Rating Questionnaires #1 and #2

As can be seen in Table 5, there were enough scenarios to be distributed between the MDCT pre-test and post-test. Fifty-four low imposition request scenarios and 28 high imposition request scenarios were selected to create the MDCT pre-test and post-test. For example, for the pre-test, there were two low and two high imposition request scenarios, i.e. for every combination there were four scenarios, as outlined in Table 6:

Combination of Power & Distance	Low Imposition Scenarios	High Imposition Scenarios
S=H/CLOSE	2	2
S=H/DISTANT	2	2
S<H/CLOSE	2	2
S<H/DISTANT	2	2
Total	8	8

Table 6: Number of Scenarios (Low-High) for the MDCT Pre-Test and Post-Test

The total number of scenarios for each MDCT was 16, i.e. 16 scenarios for the pre-test and 16 different ones for the post-test. Roever (2010) stressed that in order to avoid fatigue and inauthentic responses, a DCT should not have more than 20 items, and preferably no more than 12. Since this is a MDCT, 16 is perhaps a reasonable number to allow the students to read the situation and select from the options carefully. There were two items from each combination of social variables, as seen in Table 6 above. Roever (2010) stated that “each combination of context variables should be represented by at least two DCT items” (p. 245).

3.7.1.4 Creation of the Four Multiple Choices in the MDCT Tool

In choosing the MDCT answers from which the participants could select, a number of rigorous steps were followed to create pragmalinguistic authenticity. As Jianda (2007) stated:

Development of the test options is time-consuming and involves several stages. Unlike those on other types of multiple-choice question, the options on an MDCT are not always right or wrong, but rather need to be considered in terms of appropriateness. Investigation of the degree of appropriateness of the keys and distractors requires a considerable amount of time and effort (p. 410).

In Jianda’s study, the level of appropriateness was based on native speakers’ intuition and the distractors were taken from the Chinese students. Similarly, the MDCT distractors for this study were gathered from the IMSIU students and the key answers from NES. Interestingly, selecting and modifying the distractors was more challenging than selecting the NES key answers that served as the ‘correct responses’, as Kasper and Rose mentioned (as cited in Jianda, 2007).

Saudi Request Answers to the Scenarios (Distractor Choices)

To elicit authentic student request answers, all 127 scenarios were distributed to IMSIU students to complete according to how they would make a request in the context of the given scenario and the social factors combinations. By doing this, I avoided making up my own ‘request’ distractors that might have in turn affected students’ choices when filling out the MDCT pre-test and post-test. In addition, making up my own distractors might not have been an accurate representation of the Saudi students’ English requesting style. Each scenario had a minimum of three responses. Each scenario request response selected was modified with regard to grammar and spelling and sometimes word choice (Jianda, 2007). However, the pragmatics of the request response were not modified. After doing so, three responses were selected as the distractors for that item in the MDCT. The following is an example from (S<H/CLOSE):

You are trying to set a date of a midterm with your professor whom you know very well. She chooses a date but you want a different date. You request that she changes it to a more suitable date by saying?

- I think you should put the midterm on 1-3-2014. It would be good for us.
- I have a conflict with another midterm, can you choose another date?
- No teacher, I have a problem with this day.

Once the distractors were chosen, a key answer from the target language (TL) speakers, in this case English, was necessary to add as a fourth choice to the three distractors above.

Native English Speaker (NES) Answers to the Scenarios (Key Answers)

Because every language has its own way of formulating requests, it was best to gather the request formulae of female English-speaking undergraduate students since “the ultimate goal of the analysis is to compare the different levels of the independent variable, for example, NS vs. NNS” (Roever, 2010: 248). These NES students were mainly British students and a few Americans studying in the United

Kingdom. They were asked to give their ‘request’ responses to the same exact scenarios as the Saudi students. A minimum of three requests for each scenario were gathered and later the best request answer was selected based on the classification that was determined for pedagogic purposes by Soler, Martínez-Flor and Jordà (2005), Campillo (2008), Usó-Juan (2007) and Usó-Juan and Martínez-Flor (2008) (provided in the English Request Taxonomy in Appendix 12). Following the request mitigating request classification, a small number of mitigating devices were added to very few responses, e.g. the title ‘professor’ before a request formula or a greeting such as ‘hi’. Since I am not a native speaker of English, but in fact a native speaker of Arabic, I wanted to check the reliability of the ‘key answer’, i.e. the native English speaker response. Therefore, I went on another journey, this time with the MDCT which was complete with four options from which to select: three distractors and one key answer. This complete MDCT was given to English native speakers to select the most appropriate answer. The example given below is the same as the one in the previous section, but with choice number two as the ‘key answer’ added:

You are trying to set date of a midterm with your professor whom you know very well. She chooses a date but you want a different date. You request that she change it to a more suitable date by saying?

- I think you should put the midterm on 1-3-2014. It would be good for us.
- Professor X, I would find that date difficult. Would it be possible to suggest an alternative one please?
- I have a conflict with another midterm, can you choose another date?
- No teacher, I have a problem with this day.

3.7.1.5 Checking the Reliability of the MDCT

Jianda (2007) reported that “investigation of the degree of appropriateness of the keys and distractors requires a considerable amount of time and effort” (p. 410); since the options are not necessarily right or wrong, but rather fall on a spectrum of appropriateness. Jianda pointed out that reaching 90% appropriateness agreement is difficult. Therefore, it was decided to select the situations/scenarios with 4 out of 5 agreement, i.e. equal to 80% NES agreement.

80% Agreement of the Five Native English Speaker Respondents

To ensure that the key answer in the MDCT was the most appropriate request for the scenario, five native English speakers were selected to make their judgements (similar to Jianda's study). Since pragmatics is unlike grammar, i.e. there are no clear-cut rules as to what is right or wrong but perhaps what is most appropriate (Yamashita, 2008), the Saudi request responses were sometimes selected by the NES as the most appropriate choices. Table 7 illustrates the number of situations with 80% agreement:

Type of MDCT	Number of Scenarios with 80% Agreement on Key Answer
S=H/CLOSE	12
S=H/DISTANT	17
S<H/CLOSE	20
S<H/DISTANT	24
Total of Number of Scenarios with 80% Agreement on Key Answer	73 (57% of the 127 scenarios)

Table 7: Number of Scenarios with 80% Key Answer Agreement for the MDCT Pre-Test and Post-Test

Because there was a need to include enough scenarios that had a key answer agreement, 57% of the 127 scenarios was not enough since the selection of the items in the MDCT was based on the agreement of both: 1) the request degree imposition agreement, and 2) the NES key answer agreement. Hence, the need for more items to select from to include in the MDCT pre-test and post-test.

100% Agreement of the Three Native English Speaker Respondents

In the hopes of finding a good number of scenarios to include in the MDCT pre-test and post-test, the decision was made to modify the Saudi distractors for the rest of the 54 scenarios and replace some of those distractors with other, less-appropriate, formulae. Therefore, those 54 scenarios were checked again for their distractors. A distractor that was selected by two or more NES was eliminated and instead a different distractor was added from the other Saudi request responses previously collected. A new MDCT was created for the 54 scenarios and this time was given to three NES. Scenarios that received a 100% key answer agreement were

chosen as part of the group of MDCT items to select from later for the pre-test and post-test. Table 8 shows that 17 scenarios received 100% key answer agreement. This made for a total of 90 scenarios, i.e. 71% of the 127 total scenarios.

Type of MDCT	Number of Scenarios with 100% Agreement on Key Answer
S=H/CLOSE	4
S=H/DISTANT	3
S<H/CLOSE	5
S<H/DISTANT	5
Total of Number of Scenarios with 100% Agreement on Key Answer	17 (31% of the 54 scenarios)

Table 8: Number of Scenarios with 100% Key Answer Agreement for the MDCT Pre-Test and Post-Test

Only 32 items were used for the MDCT pre-test (Appendix 5) and post-test (Appendix 6) from the 127, leaving 95 items. From those 95, eight low imposition requests were used for the ODCT pre-test and post-test (Appendix 8). The other 87 items were used as MDCT and ODCT classroom examples with which to practise as well as Role-plays for the CG members (Appendix 10). That way, the participants could get a feel of what was most appropriate, compare and contrast the four options in the MDCT and analyse together in the classroom why some options were less appropriate than others. In addition, students were exposed to NES responses and compared them to the other three Saudi responses to see how they were different. They could consider what was missing or included in the NES responses and perhaps later apply these strategies in their ODCT. Furthermore, the degree of imposition rated by the students was included in every scenario, above the request choices. That way, students could guess or decide on the degree of imposition for each scenario and recognise that judging the degree as well as the appropriateness is culturally and sometimes individually based.

After testing the reliability of the key answers in the MDCT scenarios, a pre-test and a post-test was created, along with a delayed post-test that was a combination of some items from both the pre-test and the post-test (Appendix 7). As mentioned earlier, the MDCT was based on the agreement of both: 1) the request

degree imposition agreement, and 2) the NES key answer agreement. Based on that, 16 items of scenarios were grouped together for the MDCT pre-test and 16 different ones were used for the post-test. All 32 scenarios had similar NNS imposition degree ratings and NES key answer choice, with the exception of three items. Two items had NES key answer choice agreement but the NNS agreed that they were low imposition requests. These two items were changed from low to high because it was thought that answering them required too much effort on the part of the requestee and that there were not many high imposition choices from which to choose, other than those two. The third item was satisfied by NNS imposition degree rating alone as being high, but only 66.7% as the key answer by the NES. The reason behind this selection was the fact that no more items with a high imposition degree were agreed upon by the NES at a higher percentage than 66.7%. Therefore 90.6% of the 32 scenario items met the agreement standards listed above.

The 16-item MDCT test consisted of the following: 4 items S=H/CLOSE (2 low imposition – 2 high imposition), 4 items S=H/DISTANT (2 low imposition – 2 high imposition), 4 items S<H/CLOSE (2 low imposition – 2 high imposition), and finally, 4 items S<H/DISTANT (2 low imposition – 2 high imposition). The same applied to the post-test. The 32 request scenarios were almost similarly distributed between the pre-test and the post-test, according to the content of the item or the service being requested, i.e. according to “similar situations with a parallel degree of difficulty” (Martínez-Flor, 2004: 184). Roever (2010) also emphasised that “care must be taken to ensure that the other context variables and possibly other variables are controlled and kept equal for all situations” (p. 245). For example, for the S=H/CLOSE low imposition items in the pre-test and post-test, the following scenarios were divided accordingly (Table 9):

Low Imposition Pre-Test Items	Low Imposition Post-Test Items
<p>You are sitting next to your good friend in the classroom. Your bag is closer to her. So you request her to pass the bag to you. You request her by saying? *</p> <ul style="list-style-type: none"> ○ Give me my bag. ○ Could you pass me my bag please? ○ Excuse me, (friend name) can you pass me my bag? ○ Hi X, I am always a headache. My bag is next to you. I would really really appreciate it if you would pass it. 	<p>You are standing outside the classroom and you have a lot of things in your hands: your notes, laptop, book, etc.. So you ask your friend to help you by holding your notes till you put some things in your bag. You request her by saying? *</p> <ul style="list-style-type: none"> ○ Honey, can you put my notes and books in my bag? I have many things and I can't put them. ○ Please, can you help me. ○ Can you take some of my stuff here, I can't hold them all? ○ Could you hold these for a second while I put some things away?
<p>You are in class and the professor asks you to read a passage silently. You come across a new word you do not know how to read. So you request your friend to pronounce it for you by saying? *</p> <ul style="list-style-type: none"> ○ Can you help with this word. I can't pronounce it well? ○ How do you pronounce that? ○ Could you tell me how to pronounce this word. ○ Sorry to interrupt you. I know you are busy reading, but how do you pronounce this word? Too many new words in this passage! 	<p>You are standing with your friend and want to borrow a mirror to check your make-up. You request to borrow the mirror by saying? *</p> <ul style="list-style-type: none"> ○ Do you have a mirror cause I need it right now. ○ I'll check my make-up. Give me your mirror if you don't mind it now. ○ Please, you have a mirror? Give me, I want to check my make-up. ○ Can I use your mirror to check my make up?

Table 9: Examples of Low Imposition Request Scenarios for the S=H/CLOSE Pre-Test and Post-Test

3.7.2 *Delayed Multiple Discourse Completion Tasks (DMDCT)*

The delayed post-test took place two weeks after the intervention and also had 16 items—a random mixed combination of the items from the pre-test and post-test (Appendix 7). It intended to see how well the students had retained the explicit information they had received during the classroom intervention, and even whether they had progressed or regressed with time in their ability to recognise the most appropriate requests. As for the students' ability to produce an appropriate English request, they were required to make eight oral requests.

3.7.3 *Oral Discourse Completion Tasks (ODCT)*

The study aimed at investigating students' recognition and production of appropriate English requests. Therefore, participants were asked to record four requests orally as a pre-test and four as a post-test. That is a total of 8 scenarios chosen for the ODCT from the 95 scenarios not selected for the MDCT. Data for students' production of English requests were gathered from all students in both groups using a pre-test and a post-test. Each test had four situations depicted using the following combinations of social factors: 1) S=H/close relationship; 2) S=H/distant relationship; 3) S<H/close relationship; and 4) S<H/distant relationship. The original intention was to have a combination of both low- and high-imposition requests; however, the situations selected for the ODCT measurement tool were all of low imposition. The reason for this was because after gathering the students' perceptions of what constituted a low- vs. a high-imposition request, I was only able to find a good number of low-imposition request scenarios that could be evenly distributed between the pre- and post-tests, i.e. where the scenarios were very similar to ensure better test reliability. Each situation was read and then students were asked to record their request in the computer lab within a very short amount of time without using a pen or paper to prepare what they were going to utter (see Appendix 8 for the ODCT scenarios).

Almost all students recorded their request responses in the college labs a week before the study (pre-test) and a week after the study (post-test). However, exceptionally, there were a few students who had to record their requests using WhatsApp in a regular classroom when the labs were occupied. A total of 448 English oral requests were produced by the two groups combined. The CG, which consisted of 27 students, produced 108 recordings for the pre-test and 108 for the post-test. The EG, which consisted of 29 students, produced 116 recordings for the pre-test and 116 for the post-test. The students' request recordings were coded to ensure their anonymity. For example, the code1C-P(1) represented student 1 from the CG (the non-video group) for situation 1 in the ODCT pre-test. Also, 1V-PO(3) referred to student 1 from the EG (the video group) for situation 3 in the ODCT post-test. This was done for all 448 oral requests in preparation for the English language teachers' appropriateness rating.

Students' oral production was rated by five English language teachers, four NES and one non-native English speaker (NNES). I met with the raters to discuss three main points. The raters were first given a set of ethical guidelines, e.g. the importance of keeping the recordings in a safe place and never distributing them to anyone, etc. Second, they were given the same outline of English mitigating devices that was previously given to the students participating in the study to help highlight what to look for in the requests (Table 43, Appendix 12). And finally, a couple of recording samples were played for them and they were asked to rate the appropriateness of the English request response using Taguchi's six-point appropriateness scale (0-5): 0 being no performance and 5 being excellent. The scaling system was adapted from Taguchi (2006) in her study on analysing the appropriateness of English second language (EL2) requesting performed by Japanese college students (Table 10). It can be said that the rating scale is holistic in nature where it simultaneously focuses on both the sociopragmatics and pragmalinguistics of requests. The students' requests are rated according to whether they are situationally appropriate and linguistically grammatical. However, the scale does not include pointers on the request prosody such as intonation or stress. A more fine-tuned analysis, where the request formulae are separately rated according to pragmalinguistics, sociopragmatics and prosody, might have given a clearer picture. While, this type of investigation is beyond the scope of this research, it might be an interesting topic for future exploration.

Rating	Scale	Description/Clarification
5	Excellent	- Expressions are fully appropriate for the situation. - No or almost no grammatical and discourse errors.
4	Good	- Expressions are mostly appropriate. - Very few grammatical and discourse errors.
3	Fair	- Expressions are only somewhat appropriate. - Grammatical and discourse errors are noticeable, but they do not interfere with the appropriateness.
2	Poor	- Due to the interference from grammatical and discourse errors, appropriateness is difficult to determine.
1	Very Poor	- Expressions are very difficult or too little to understand. There is no evidence that the intended speech act (i.e. the request) is performed. Or the answer is not relevant to the scenario.
0	No performance	- No performance.

Table 10: Appropriateness Rating Scale for the Pragmatic Speaking Tasks (adapted from Taguchi, 2006: 520)

Very minor clarifications were added to the scale when giving it to the raters in this study. A rating questionnaire was created on the survey website www.freeonlinesurvey.com. To ensure inter-rater reliability, a sample of 25 oral request recordings were selected and given to each rater to judge the English request appropriateness independently. An intraclass correlation coefficient (ICC) test was chosen to measure inter-rater reliability for two reasons. The ICC measures rater judgement consistency and agreement. A high degree of reliability was found between rater responses. The average measure of the ICC was .864 with a 95% confidence interval, which indicates very good agreement and consistency among the raters. After the inter-rater reliability was checked, all 448 request recordings that were saved onto a CD/USB were mailed to the raters, along with a daily rating schedule covering a period of 24 days, to avoid rater fatigue. Ultimately, 24 rating questionnaires were created with the learners' ODCT codes. Each questionnaire consisted of a mixture of 18-20 recordings from the CG and EG that the raters were supposed to rate every day.

3.7.4 Delayed After Treatment Questionnaire

One and a half months after the end of the classroom intervention, the students received links to a questionnaire (Appendix 9) in English/Arabic on the efficacy of the explicit teaching of English requests with/without videos. The questionnaire links, one for the CG and the other for the CG, were sent to their WhatsApp numbers. The gap between the end of the intervention and receiving the questionnaire hopefully gave students enough time to reflect on the classroom intervention and identify any changes they experienced after participating. Following the same characteristics of the previous instruments, i.e. the MDCT and ODCT, the feedback questionnaire set out to investigate students' self-evaluation of how the intervention had affected their requesting style in both Arabic and English, along with so much more. There were 61 questions divided to two main parts:

- Part 1 - Likert scale (Never - Rarely - Often - Very Often - Always) and (Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree).
- Part 2 - Six open-ended questions.

The Likert scale part enquired about the following: 1) Requesting in *oral* and *written* forms before participating in the study; 2) Requesting *orally* in English since participating in the study; 3) Requesting in *written forms* in English since participating in the study; 4) Requesting forms found in *videos*; 5) Request forms in *Arabic compared to English*; and 6) *Feedback* on the interventional study.

There were five open-ended questions on what mitigating devices students used when requesting both orally and in writing in English, and those they wanted to remember to use, as well as examples of English requests they were asked to provide. The answers were analysed thematically as well as by a frequency count of the number of mitigating devices listed, and later the results were compared using a chi-squared test. The themes were based on the same taxonomy table that was handed out to the students during the classroom intervention (Table 43 in Appendix 12). The themes were as follows: *openers, softeners, intensifiers, fillers, preparators, grounders, disarms, expanders, promise of reward, degree of imposition, length of request, social distance, power and please*. Each mitigating device used was added under the different themes without repetition within the same theme, i.e. if two mitigating devices were mentioned from the same theme, only one was counted. For example, if a student mentioned the two mitigating devices ‘a second’ and ‘a little’, which are from the same theme ‘softeners’, then they were considered together as one count. Examples given by students without naming the theme of the mitigating device were also counted. The sixth open-ended question allowed the students to offer some feedback on their participation on the study. Questionnaire reliability was tested using Cronbach’s alpha test. The questionnaire had a very good reliability as indicated by its Cronbach’s alpha of 0.878.

3.8 Classroom Intervention Instruction and Materials

3.8.1 Orientation

Originally, the first session of the classroom intervention was going to cover recording the ODCT pre-test and delivering the orientation. However, since the intervention ran after university hours, it was decided that the ODCT pre-test would take place during university hours on the Monday free hour a week before (or during

the students' breaks) and the orientation would take place in the first session. Table 11 outlines the intervention schedule.

Sessions	Session Plan	
Session 1	S=H/CLOSE	Orientation – Sign consent form (LOW-HIGH request impositions)
Session 2	S=H/DISTANT	(LOW-HIGH request impositions)
Session 3	S<H/CLOSE	(LOW-HIGH request impositions)
Session 4	S<H/DISTANT	(LOW-HIGH request impositions)

Table 11: Classroom Intervention Session Plan

Students were introduced to the topic of 'requesting' in detail and cross-culturally in the orientation, which was delivered at the beginning of the first session. Both groups were also presented with a short, entertaining video clip from the TV series *The Cosby Show*, on requesting and using the word 'please'. After the orientation, students were given the consent form, it was read aloud to them, and everyone agreed to it and signed. The four combinations of social factors were taught and discussed in detail. These four combinations, as mentioned earlier, were: S=H/CLOSE, S=H/DISTANT, S<H/CLOSE, and S<H/DISTANT. The degree of imposition was discussed in detail and examples were given by me, as the instructor, and by students—all of which were discussed and compared.

3.8.2 ***Classroom Instruction***

Every session was conducted as similarly as possible for both groups. After greeting students and welcoming them to the session, I started by introducing the social factor combination of that session, e.g. "Session 1 will be about S=H/CLOSE with low and high degrees of imposition". I elicited responses from students regarding what an equal relationship means and what close means and had them give their own examples. Each session followed the following five steps: introduction, share cross-cultural request examples, discuss request mitigating devices, present the request video clips for the EG and perform role-plays for the CG and do classroom activities of MDCT and ODCT.

3.8.2.1 Introduction:

The lesson for that session was introduced and a brief revision of the previous session was conducted to freshen the students' memories and to create a schema for comparison for the upcoming lesson.

3.8.2.2 Cross-cultural Examples:

Students were asked to describe and discuss situations pertaining to the social factor combination being used and to explain what they would normally say to make such a request in their L1 Arabic. They were then asked to say how they would make a similar request in English if they were in that exact same situation. From the second session to the fourth, students were asked to share any changes in their requests that had occurred during those two weeks and share some request examples.

3.8.2.3 Introduce Requesting Mitigating Devices:

It has been noted in a number of studies that when requesting and mitigating requests in English, the language's native speakers follow certain common strategies/techniques. These techniques have been gathered and classified through empirical investigation carried out "in the fields of interlanguage (Trosborg op. cit.; Nikula, 1996; Achiba, 2003) and cross-cultural pragmatics (House & Kasper, 1981; Sifianou, 1999)" (as cited in Usó-Juan & Martínez-Flor, 2008: 3). Also, these mitigating devices have been supported by examples extracted from film excerpts (Martínez-Flor, 2007, in Usó-Juan and Martínez-Flor, 2008). This request mitigation classification has been worked out for pedagogic purposes (Soler, Martínez-Flor & Jordà ,2005; Campillo, 2008; Usó-Juan, 2007; Usó-Juan & Martínez-Flor, 2008).

Request mitigating classification can be divided into two main types: internal and external. Internal mitigating devices are those that appear within the request head act itself. External devices, on the other hand, appear in the immediate linguistic context surrounding the head act. Table 43 in the Methodology Appendix (Appendix 12) outlines the request taxonomy of the internal and external mitigating devices with some examples found in Soler, Jordà and Martínez-Flor (2005) and

Usó-Juan and Martínez-Flor (2008). Nevertheless, students were informed that despite the mitigators' classification, there were individual differences within the aforementioned schemes as this is an inherently fuzzy area of language (Usó-Juan & Martínez-Flor, 2008). Thus, it was necessary to generate different formulaic request phrases with students and mix and match them according to the social factor combinations.

3.8.2.4 Present Request Video Clips to the EG and Role-play with the CG:

The EG differed from the CG in this particular segment. A video clip demonstrating a situation in which someone was requesting something from another person was presented to the EG. The video clips were from authentic American TV series. Each session included clips of low and high imposition requests. Between four and six videos were presented every session (a DVD of the authentic videos with their transcripts [Appendix 11] is included with the thesis. The clips and their transcripts can also be found on YouTube by following this link: <https://www.youtube.com/channel/UC4YNuIxU1zdmlrJwO5ADy7A>. The link was created and sent to both groups after the data collection was over).

Most clips were from the 1998-2002 drama series *Felicity*, which revolves around the college experience of the eponymous student. Fernández-Guerra (2008), in her investigation of the authenticity of 'requests' in TV series, found that indeed "there is a quite similar percentage of modifiers in TV series" (p. 119) and that the "overall results indicate that request head acts and their peripheral modification devices in the episodes analysed correspond fairly closely to the ones taking place in naturally occurring discourse" (p. 123). *Felicity* was among the series Fernández-Guerra analysed. In fact, she stated that these series "can be considered as an authentic and realistic representation of actual language use to incorporate in the FL classroom" (p. 123).

Video clips from three other series were also used. A few clips were taken from the American television sitcom *The Cosby Show*, from an American drama television series *Boston Public* and from the legal and political

drama series *The Good Wife*. Tschirner (2001) stated that “students may examine pragmatic or sociocultural features of target language interactions by selecting scenes of a particular film dealing, e.g., with how to introduce someone, by cutting and pasting them together so that they can be viewed one after the other, and while doing so identifying common features” (p. 307). Tschirner also pointed out that digital videos are easy to control and work with. One can repeat the clip, focus on certain linguistic features and reflect on them within split seconds that eventually “contribute to a deeper understanding of linguistic and semiotic data and to the language learning process” (p. 307). Traore and Kyei-Blankson (2010) agreed and argued that videos are the best presentation because they spark interest and enable comprehension.

Each video clip was played two or three times for the EG. The first viewing was in order to understand the scenario. Students were asked to describe the people in the clip and their relationships, i.e. close/distant, and whether or not they were equal. The setting was also discussed, i.e. whether it was formal or informal. The second viewing was intended to identify the request being performed. Students were asked to take a closer look at what was being requested in the clip and to share their views with the class. Then, the degree of imposition of the requested item or service was discussed. Although their responses were based on the requesting rating questionnaire that had been administered earlier and the majority of the students agreed on the particular degree, there were a few who saw otherwise. Therefore, this served as an opportunity to discuss pragmatics and its grey areas. The clip was then played a third time, if necessary, to gain a fuller perspective. Sometimes the formula was discussed and compared to their L1, Arabic. The students were asked if they would say a similar thing in Arabic and what they would normally say in such situation. Transcripts of the video were also read by the students after the second time that the video was presented so that the students could see the request formula in its written form, just in case they were not able to catch it in the video (transcripts can be found in Appendix 11).

As for the CG, they were given a number of examples of situations that they could use to prepare to role-play with a partner. Van Compernolle (2014) suggested incorporating interaction scenarios to use the L2 and reflect on the target pragmatic

features. Performing these scenarios was also encouraged by Van Compernolle based on SCT, and in an attempt to generate interesting L2 pragmatic instruction. Role-play examples, around three or four scenarios, are found at the end of every MDCT/ODCT classroom example provided in Appendix 10. These scenarios were taken from among the 87 items gathered for the MDCT classroom examples. One example is as follows:

- You missed today's first class because you had a doctor's appointment. You have a close friend who attended. You want to call her after school so she can update you with any assignments or readings. You check to see if it is ok to call later today. So you request to call her by saying? *

At the end of every session, pairs of students acted out the scenarios. The scenario was read to them and then they were given a few minutes to prepare the conversation by writing it down and practising. They were then encouraged to role-play their conversations for their classmates. The rest of the class, along with me as the instructor, were asked to listen carefully and try to identify the request formula and report on the mitigating device/s used; i.e. with regard to the devices used and the length and directness of the request. A discussion, moderated by me, was held in an attempt to explain why the pair of students used a particular type of formula. A couple of different pairs were also asked to share their conversations, if time allowed, and they received feedback from their classmates and me.

3.8.2.5 MDCT Examples and ODCT Examples:

The classroom practice consisted of class discussions to answer some of the MDCT examples that were not used in the MDCT measurement tool (see Appendix 10 for the MDCT/ODCT classroom examples). Van Compernolle (2014) encouraged the use of pragmalinguistic appropriateness judgment tasks where students can select appropriate answers, and through classroom discussion, can try to justify their choices. By doing so, students can be guided to the concept of pragmatic appropriateness, rather than given “sets of rules where there is one correct answer” (p. 198). In addition, some of those examples were used as scenarios for the students to perform a request orally and have it recorded and played back to them to analyse and identify the mitigating devices that were used, or that could have been used.

3.9 Data Collection and Methods of Analysis

As demonstrated in the above sections, the data was gathered using the following instruments: 1) MDCT: pre-test – post-test – delayed post-test; 2) ODCT: pre-test – post-test; and 3) after intervention questionnaires. Martínez-Flor (2004) and Kasper and Rose (2002) have recommended employing a multi-method approach to collecting speech act data because each instrument has its own strengths and weaknesses.

The following technologies were used to assist in the gathering of the data in order to collect and compare the results more quickly: a class-marker online site (www.classmarker.com) was used for the MDCT pre-test, post-test and delayed post-test; a lab was used for the ODCT and www.freeonlinesurvey.com was used to collect NES ratings; and questionnaires were created using www.freeonlinesurvey.com, with the links sent to the students via WhatsApp.

As for the statistical tests, SPSS was used to analyse the test scores. To answer the questions related to the students' ability to recognise appropriate English requests (the MDCT), ANOVA, Wilcoxon and Mann-Whitney tests were used to compare the student pre-post-delayed results within each group, as well as to make comparisons across the two groups. As for the questions related to the students' ability to orally perform an appropriate English request (the ODCT), a paired sample *t*-test and an independent sample *t*-test were conducted. The questionnaire Likert scale was analysed by commuting variables, *t*-tests and chi-square tests to compare the *p* values of the two groups, as well as their frequency. The open-ended questions in the questionnaire were analysed both thematically and by using chi-square tests.

3.10 Concluding Remarks

After the data was collected and inputted into SPSS, the different tests (as mentioned above) were conducted depending on their normality distribution, leading to the results becoming visible. The results are reported in the following chapter.

4 CHAPTER 4. RESULTS

4.1 Introductory Remarks

The study data was collected from three sources: MDCT, for the students' recognition of appropriate requests; ODCT, for the students' ability to perform an appropriate request orally; and a Likert scale questionnaire with some open-ended questions to collect data concerning students' self-evaluation of their requesting ability and perception of the inclusion of videos with which to teach and learn requests.

4.2 Request Recognition (MDCT) Results

To answer the first question related to the students' ability to recognise appropriate English requests, a Wilcoxon test was used to compare their pre-post-delayed results within the separate groups as well as a Mann-Whitney test to make comparisons across the two groups: control vs. experimental. This was done because the data was not normally distributed as the 56 participants were selected from a larger group of over 90 participants. The students were divided into large groups: those who scored below the median (which was a score of 9 out of 16) and above the median (those who scored 10 and above). Thus, the data skewness leaned toward the right, i.e. nine, as shown in Figure 1 (see Tables 44 & 45 for the skewness, kurtosis and Shapiro-Wilk normality tests in the Results Appendix [Appendix 13]).

Consequently, the study was only conducted on participants who scored below the median; i.e. those who scored nine and below. This decision was made due to lab size restrictions, as the rooms could only accommodate around 40 students, with some of the computers not working. It would have also been difficult to engage in sufficient classroom interaction/participation and mediate classroom discussion had the groups been larger. As for the participants who scored above the median, they too were provided with the same classroom interventions, but they were not included in this study. Perhaps their results can be compared with the participants who scored below the median in a future paper.

Since the MDCT pre-test scores were not normally distributed, non-parametric tests were employed to compare the participant pre-post-delayed tests within/across the groups. To get a fuller picture of the two groups across three repeated measures, i.e. pre-post-delayed, a two-way ANOVA was used. This was followed by a Wilcoxon test to compare the scores within the groups, i.e. compare them against themselves before and after the study. Finally, a Mann-Whitney test was used to compare the groups against each other in the post-tests and delayed post-tests.

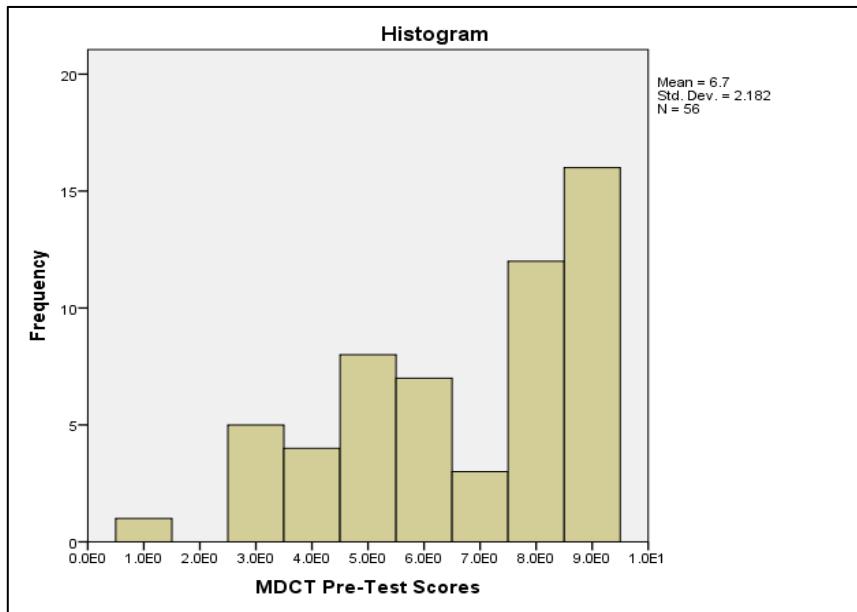


Figure 1: MDCT Histogram Data - Normality Testing – (Both Groups – Control & Experimental)

4.2.1 Two-way ANOVA Comparing CG and EG Over Three Repeated Measures

As mentioned in previous chapters, the study aimed at investigating whether the students' ability to recognise appropriate English requests would improve similarly/differently depending on the type of classroom intervention, i.e. explicit instruction vs. explicit instruction with the inclusion of authentic videos, over three time periods: pre-test, post-test and delayed post-test. In order to assess the effects of the classroom intervention, i.e. video inclusion vs. absence, a two-way between groups ANOVA was performed to compare the impact of using authentic videos compared to their absence on the students' ability to recognise appropriate English requests the week after the classroom intervention (post-test) and two weeks after

the post-test (delayed post-test). In the following two tables, the first (Table 12) shows the results within the group and the second (Table 13) shows the results comparing the two groups.

Tests of Within-Subjects Effects						
Measure: MEASURE_1						
Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Time	Sphericity Assumed	594.674	2	297.337	74.465	.000
	Greenhouse-Geisser	594.674	1.743	341.118	74.465	.000
	Huynh-Feldt	594.674	1.830	324.973	74.465	.000
	Lower-bound	594.674	1.000	594.674	74.465	.000
Time * Group	Sphericity Assumed	7.436	2	3.718	.931	.397
	Greenhouse-Geisser	7.436	1.743	4.266	.931	.386
	Huynh-Feldt	7.436	1.830	4.064	.931	.390
	Lower-bound	7.436	1.000	7.436	.931	.339
Error (Time)	Sphericity Assumed	431.242	108	3.993		
	Greenhouse-Geisser	431.242	94.139	4.581		
	Huynh-Feldt	431.242	98.816	4.364		
	Lower-bound	431.242	54.000	7.986		

Table 12: MDCT Scores – Appropriate English Request Recognition Ability by the Control/Experimental Group Over Three Time Periods (Pre-Post-Delayed)

We can see in Table 12 that there is a significant main effect of time for both groups $F(2, 108) = 74.465, p < 0.001$, such that the scores for both groups improved over time. However, there is no significant interaction of time and group $F(2, 108) = .931, p = 0.397$. This means that the groups changed in the same way over time. As far as the group effect, as seen in Table 13 below, there is no significant main effect of group $F(1, 54) = .501, p = 0.482$. This means that the experimental and control groups scored similarly on average across all time points. Figure 3 illustrates the two groups' progress over time.

Tests of Between-Subjects Effects						
	Measure: MEASURE_1					
	Transformed Variable: Average					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	14558.723	1	14558.723	1352.545	.000	.962
Group	5.390	1	5.390	.501	.482	.009
Error	581.253	54	10.764			

Table 13: MDCT Scores – Appropriate English Request Recognition Ability by the Control/Experimental Group Over Three Time Period (Pre-Post-Delayed)

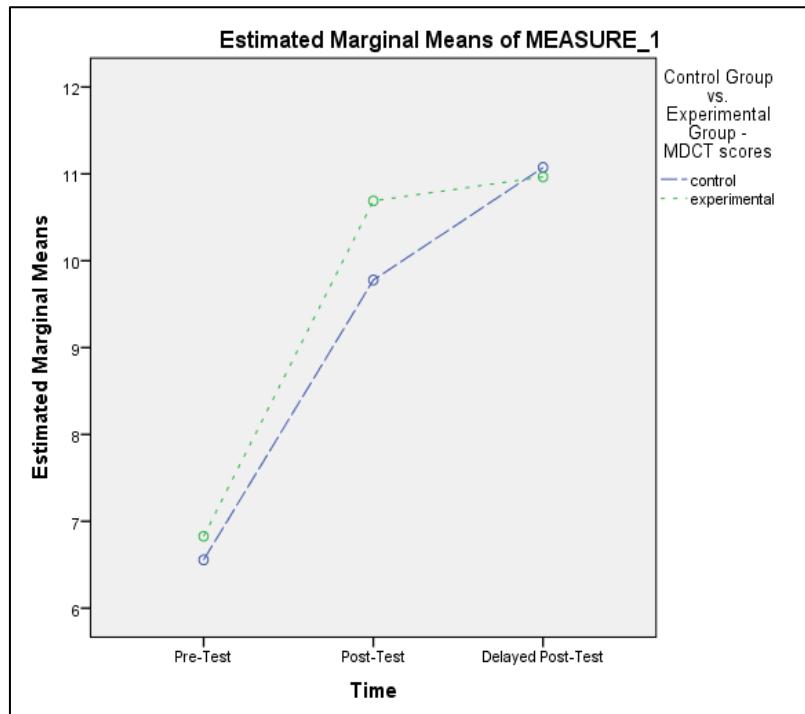


Figure 2: Appropriate English Request Recognition Ability (Found in MDCT) by the Control vs. Experimental Group Over Three Time Periods (Pre-Post-Delayed)

As mentioned above, since the MDCT pre-test data was not normally distributed, two types of tests (Wilcoxon and Mann-Whitney tests) were used. The Wilcoxon test was used to compare two tests at a time, e.g. pre- vs. post-test and post- vs. delayed post-test & pre- vs. delayed post-test. The Mann-Whitney test was used to compare the CG and EG tests against each other.

4.2.2 CG Request Recognition: Before and After

To answer the first question enquiring about the CG's ability to recognise appropriate English requests immediately after the study in the post-test, and two

weeks after in the delayed post-test, a Wilcoxon signed-rank test was performed. The test revealed a significant improvement in the CG's post-test scores when compared to their pre-test ($Z = -4.073, p < 0.001$) (Table 18 and Figure 4). This means that the explicit instruction alone did significantly improve the students' ability to recognise appropriate English requests.

Two weeks after the post-test, the CG took another test, i.e. the delayed post-test. Another Wilcoxon signed-rank test was also performed comparing the post-test to the delayed post-test ($Z = -2.774, p = .006$) (Table 14 and Figure 3). It revealed that the CG members significantly outperformed themselves since they had taken the post-test, thereby indicating that the students' recognition of appropriate English requests had continued to show a significant improvement after the explicit classroom instruction.

The delayed post-test was also compared with the pre-test to test whether the students had progressed or regressed in their recognition ability. The Wilcoxon signed-rank test compared the pre-test with the delayed post-test ($Z = -4.386, p < 0.001$) (Table 14 and Figure 4), showing that the CG had maintained a significant level of improvement since they had taken the pre-test before joining the classroom intervention. Thus, the explicit classroom instruction positively affected students' recognition of appropriate English requests even three weeks after finishing the classroom intervention.

Test Statistics^a			
	MDCT Post-Test Scores - MDCT Pre-Test Scores	MDCT Delayed Post-Test Scores - MDCT Post-Test Scores	MDCT Delayed Post-Test Scores - MDCT Pre-Test Scores
Z	-4.073 ^b	-2.774 ^b	-4.386 ^b
Asymp. Sig. (2-tailed)	.000	.006	.000
a. Wilcoxon signed-rank test			
b. Based on negative ranks			

Table 14: MDCT (Appropriate English Request Recognition Ability) of the Control Group. Pre-Post-Delayed Test Scores

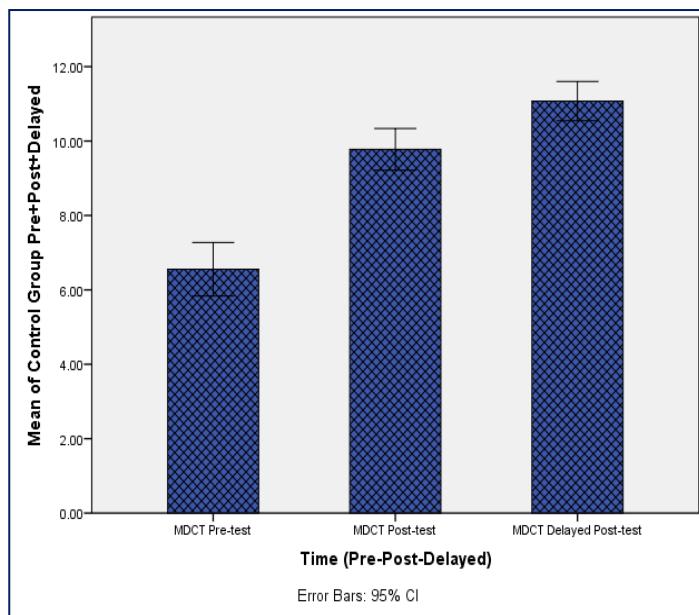


Figure 3: Control Group's Appropriate English Request Recognition Ability Demonstrated by the Comparison of their MDCT Pre-Test vs. Post-Test vs. Delayed Post-Test Means

4.2.3 EG Request Recognition: Before and After

The EG test scores were compared in the same manner as the CG test scores above. The Wilcoxon signed-rank test was also used. The results revealed that the EG's ability to recognise the appropriate English requests after the study had improved significantly in the post-test as compared to pre-tests taken before the study ($Z = -4.465, p < 0.001$) (Table 15 and Figure 5). Hence, explicit instruction along with the inclusion of authentic videos helped to significantly improve the students' ability to recognise appropriate English requests.

Similar to the CG, the EG also took the same delayed post-test two weeks after the post-test. The Wilcoxon signed-rank test revealed that the EG had improved, but not significantly, after two weeks ($Z = -.872, p = .383$) (Table 15 and Figure 4).

To test whether the EG had shown a statistical improvement in its delayed post-test compared to its pre-test, a Wilcoxon signed-rank test was also performed, revealing a maintained significance in ability ($Z = -4.544, p < 0.001$) (Table 15 and Figure 5). Thus, this proved that the combination of authentic videos and explicit

instruction had continued to positively affect the students' recognition of appropriate English requests even three weeks after completing the classroom intervention.

Test Statistics ^a			
	MDCT Post-Test Scores - MDCT Pre-Test Scores	MDCT Delayed Post-Test Scores - MDCT Post-Test Scores	MDCT Delayed Post-Test Scores - MDCT Pre-Test Scores
Z	-4.465 ^b	-.872 ^b	-4.544 ^b
Asymp. Sig. (2-tailed)	.000	.383	.000
a. Wilcoxon signed-ranks test			
b. Based on negative ranks			

Table 15: MDCT (Appropriate English Request Recognition Ability) of the Experimental Group. Pre-Post-Delayed Test Scores

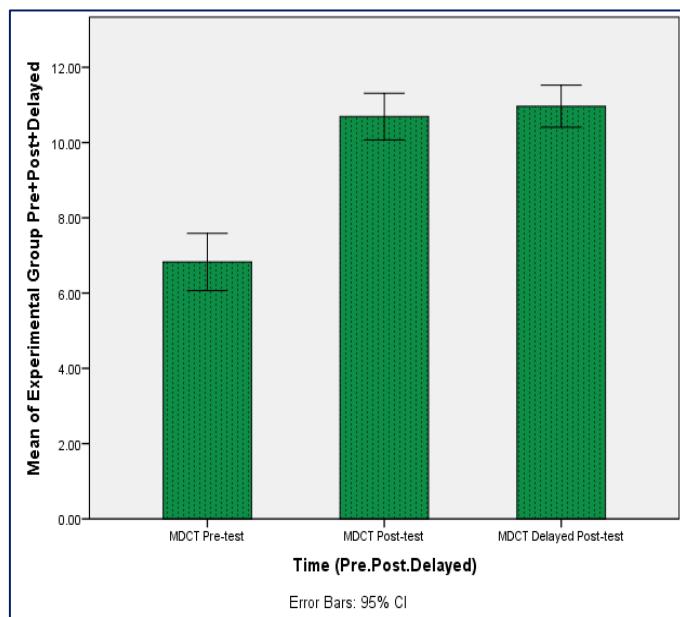


Figure 4: Experimental Group's Appropriate English Request Recognition Ability Demonstrated by Comparing their MDCT Pre-Test vs. Post-Test vs. Delayed Post-Test Means

4.2.4 CG vs. EG Request Recognition Ability Compared: Post-Tests and Delayed Post-Tests

The two groups, CG and EG, were compared across all tests to find out whether the inclusion of videos in the context of explicit instruction helped students recognise appropriate English requests better. The two groups were initially divided equally to ensure they matched, based on their MDCT pre-test scores and some

demographic information. Because the data was not initially normally distributed, a Mann-Whitney test was performed revealing no significance between the two groups' recognition ability prior to starting the study ($U = 357, p = .564$) (Table 17 and Figure 5). Both groups continued to improve similarly, showing no signs of significant difference in their post-tests or delayed post-tests ($U = 330, p = .313$ and $U = 352, p = .519$, respectively) (Table 17 and Figure 6). It is worthwhile to mention, that the EG showed a slight improvement over the CG in its post-test while the CG slightly improved over the EG in the delayed post-test, however neither significantly. It can be concluded that students' recognition of appropriate English requests improved with and without videos. The two tables below (Table 16 & 17) provide detailed information about the two groups.

Group Statistics					
	Control Group vs. Experimental Group - MDCT scores	N	Mean	Std. Deviation	Std. Error Mean
MDCT Pre-Test Scores	Control	27	6.56	2.172	.418
	Experimental	29	6.83	2.221	.412
MDCT Post-Test Scores	Control	27	9.78	2.736	.527
	Experimental	29	10.69	2.451	.455
MDCT Delayed Post-Test Scores	Control	27	11.07	2.999	.577
	Experimental	29	10.97	2.353	.437

Table 16: Comparison of the Mean Scores of the MDCT (Appropriate English Request Recognition Ability) of the Control and Experimental Groups' Pre-Post-Delayed Tests

Test Statistics^a			
	MDCT Pre-Test Scores	MDCT Post-Test Scores	MDCT Delayed Post-Test Scores
Mann-Whitney U	357.000	330.500	352.500
Wilcoxon W	735.000	708.500	787.500
Z	-.577	-1.009	-.645
Asymp. Sig. (2-tailed)	.564	.313	.519

a. Grouping variable: Control group vs. experimental group - MDCT scores

Table 17: Comparison of the Mean Scores of the MDCT (Appropriate English Request Recognition Ability) of the Control and Experimental Groups' Pre-Post-Delayed Tests

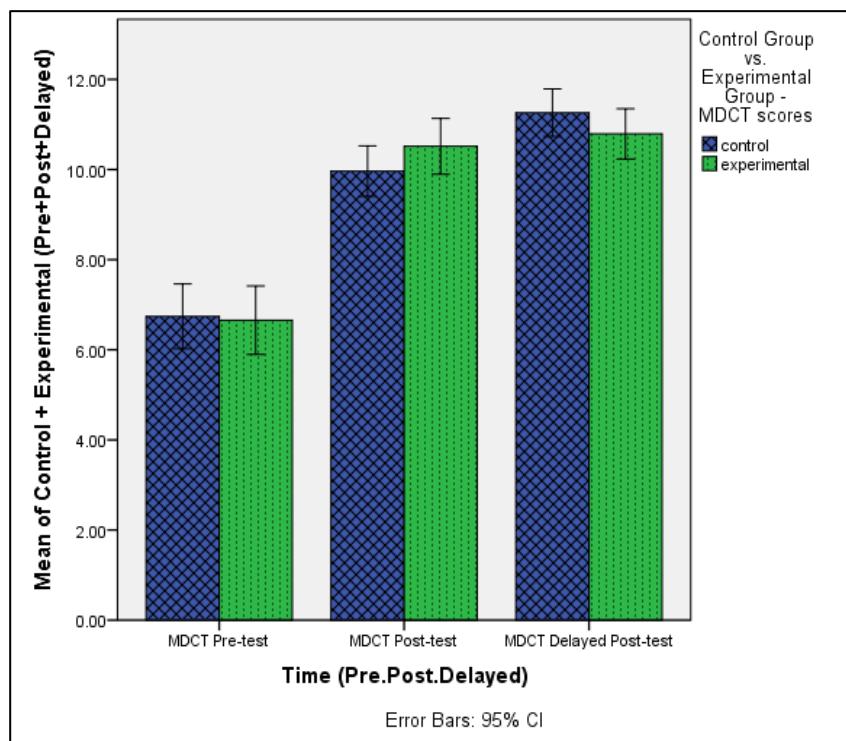


Figure 5: Bar Graph Comparing Control and Experimental Groups' Appropriate English Request Recognition Ability Demonstrated in their MDCT Pre-Test vs. Post-Test vs. Delayed Post-test Means

4.3 Oral Request Ability Results

Students' oral abilities to request in English were tested using ODCT. To answer research question two related to the students' ability to orally perform an appropriate English request, a paired sample *t*-test and an independent sample *t*-test were conducted for both the CG and the EG. Prior to conducting the analysis, the assumption of normally distributed difference scores was examined. The assumption was considered satisfied, as the skewness and kurtosis levels were estimated at -.388 and -.318, respectively, which fell under the maximum values allowed for the *t*-test (i.e. skew < |2.0| and kurtosis < |9.0|; Posten, 1984) (see Table 46 for skewness and kurtosis in the Results Appendix [Appendix 13]). Moreover, based on Shapiro-Wilk's test, both groups' *p* value was above .05: i.e. *p* = .285, which indicated that the data was approximately normally distributed (see Table 47 in the Results Appendix [Appendix 13]). Furthermore, considering the histograms took the approximate shape of a normal curve, that means that the data was approximately normally distributed (Figure 6).

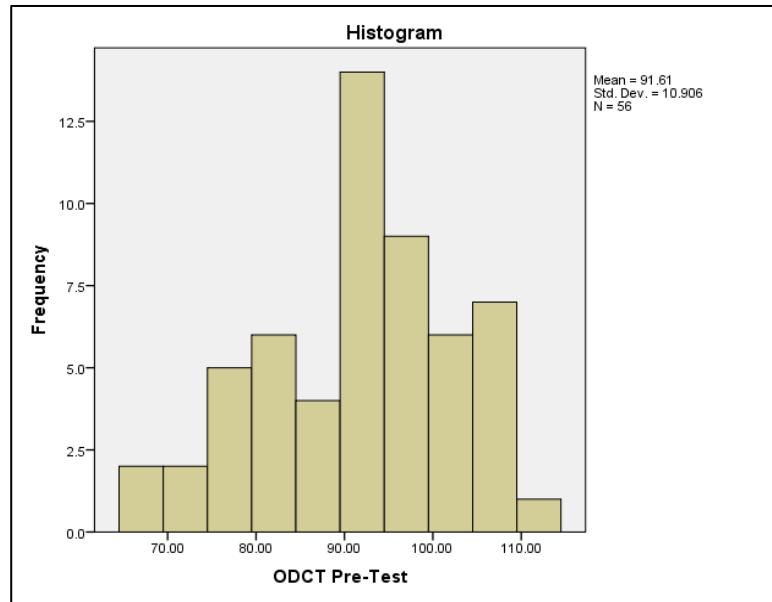


Figure 6: ODCT Pre-Test Histogram Data - Normality Testing – (Both Groups: Control & Experimental)

4.3.1 CG Oral Request Ability: Before and After

To check the improvement of the CG's oral ability to perform appropriate English requests after the study, a paired sample *t*-test was performed. The mean pre-test scores ($M = 89.85$, $SD = 10.72$) and the mean post-test scores ($M = 92.07$, $SD = 9.13$) were similar, thus, revealing no significance: $t (26) = -1.69$, $p = .102$ (Tables 18 & 19 and Figure 7). This means that the explicit instruction alone with no video exposure to 'request authentic videos' did not help significantly improve the students' oral ability to perform English requests.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ODCT Control Group Pre-Test	89.8519	27	10.72991	2.06497
	ODCT Control Group Post-Test	92.0741	27	9.13121	1.75730

Table 18: ODCT (Appropriate English Request Oral Ability) of the Control Group - Pre-Post-Test Scores

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
Pair	ODCT Control Group Pre-Test - ODCT Control Group Post-Test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
		-2.22222	6.81815	1.31215	-4.91939	.47495	-1.694	26	.102
*Sig. at $p < .05$ level									

Table 19: Control Group's Paired Sample T-test Comparing Students' Ability to Make Appropriate English Requests Orally (Pre-Test and Post-Test Means)

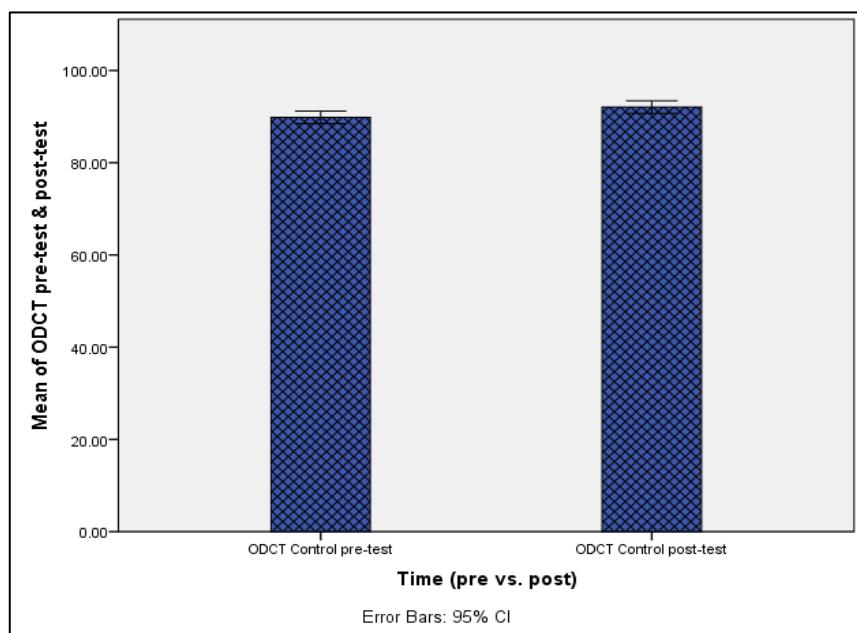


Figure 7: Control Group's Appropriate English Request Oral Ability Compared (ODCT Pre-Test vs. Post-Test Means Compared)

4.3.2 EG Oral Request Ability: Before and After

The EG's oral ability to perform appropriate English requests after the study was also tested using a paired sample t -test. The mean pre-test scores ($M = 93.24$, $SD = 10.99$) and mean post-test scores ($M = 97.06$, $SD = 9.73$) revealed a significant improvement in the students' oral request ability: $t(28) = -2.69$, $p = .012$ (Tables 20 & 21 and Figure 8). This means that exposure to authentic request videos with the inclusion of explicit instruction did in fact help significantly improve students' oral ability to perform English requests.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ODCT Experimental Group Pre-Test	93.2414	29	10.99888	2.04244
	ODCT Experimental Group Post-Test	97.0690	29	9.73187	1.80716

Table 20: ODCT (Appropriate English Request Oral Ability) of the Experimental Group - Pre-Post-Test Scores

Paired Samples Test												
		Paired Differences					t	Df	Sig. (2-tailed)			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
					Lower	Upper						
Pair 1	ODCT Experimental Group Pre-Test - ODCT Experimental Group Post-Test	-3.82759	7.66285	1.42295	-6.74238	-.91280	-2.690	28	.012			

*Sig. at $p < .05$ level

Table 21: Experimental Group's Paired Sample T-test Comparing Students' Ability to Make Appropriate English Requests Orally (Pre-Test and Post-Test Means)

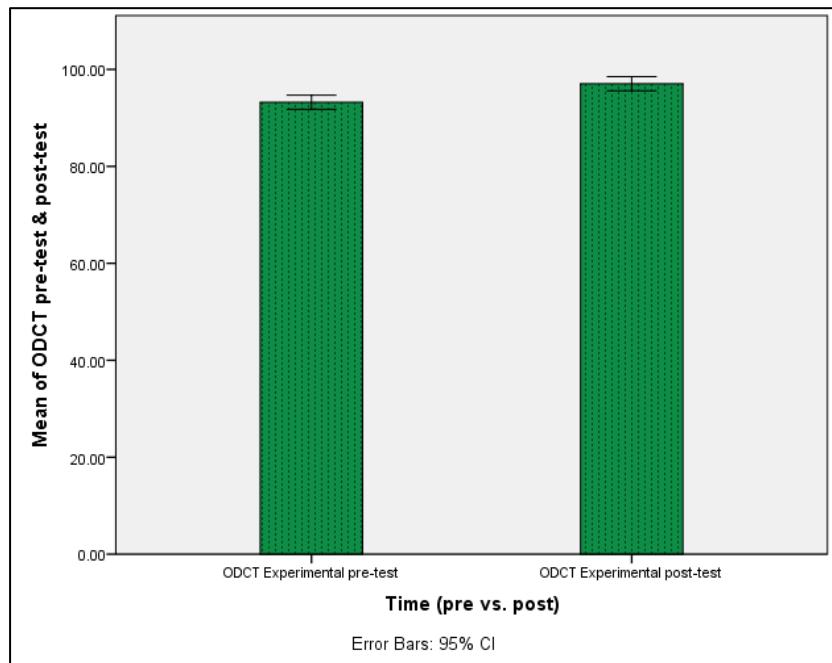


Figure 8: Experimental Group's Appropriate English Request Oral Ability Compared (ODCT Pre-Test vs. Post-Test Means Compared)

4.3.3 CG vs. EG Oral Request Ability Compared (Post-Tests)

To check whether authentic videos significantly impacted the EG's ability to appropriately orally request in comparison to that of the CG, an independent sample *t*-test was carried out. Nonetheless, the homogeneity of the two groups' ability to appropriately orally request in English was first tested. An independent sample *t*-test was performed on the CG ($M = 89.85$, $SD = 10.72$) and the EG ($M = 93.24$, $SD = 10.99$), resulting in $t (54) = -1.16$, $p = .249$ (see Tables 22 & 23 and Figure 9), and indicating that there was not a significant difference in the two groups' oral request ability prior to starting the study.

Another independent sample *t*-test was conducted after the classroom intervention to compare the English oral request ability of the CG ($M = 92.07$, $SD = 9.13$) and the EG ($M = 97.06$, $SD = 9.73$), resulting in $t (-1.97) = 54$, $p = .053$ (see Tables 22 & 23 and Figure 9), and indicating a marginal significance in favour of the EG (see Salkind, 2012, for more information on significance and marginal significance).

Group Statistics						
	Control Group vs. Experimental Group	N	Mean	Std. Deviation	Std. Error Mean	
ODCT Pre-Test	Control Group	27	89.8519	10.72991	2.06497	
	Experimental Group	29	93.2414	10.99888	2.04244	
ODCT Post- Test	Control Group	27	92.0741	9.13121	1.75730	
	Experimental Group	29	97.0690	9.73187	1.80716	

Table 22: Control Group vs. Experimental Groups' Ability to Make Appropriate English Requests Orally (ODCT Pre- and Post-Test Means Compared)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
ODCT Pre- Test	Equal variances assumed	.047	.830	-1.166	54	.249	-3.38953	2.90704	-9.21779	2.43874
	Equal variances not assumed			-1.167	53.876	.248	-3.38953	2.90442	-9.21285	2.43380
ODCT Post- Test	Equal variances assumed	.044	.835	-1.977	54	.053	-4.99489	2.52654	-10.06031	.07052
	Equal variances not assumed			-1.982	53.996	.053	-4.99489	2.52070	-10.04861	.05883
*Sig. at $p < .05$ level										

Table 23: Control Group vs. Experimental Groups' Ability to Make Appropriate English Requests Orally (ODCT Pre-Post-Test Means Compared)

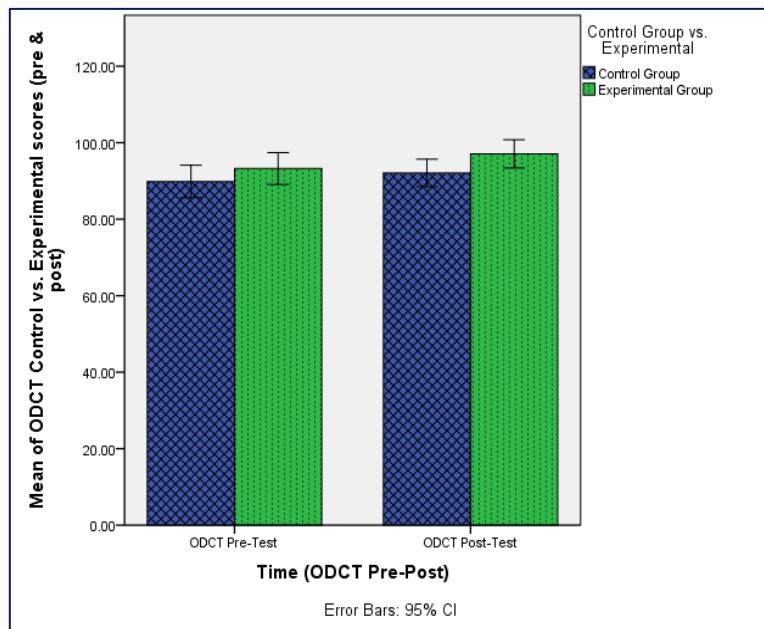


Figure 9: Bar Graph Comparing Control and Experimental Groups' Ability to Make Appropriate English Requests Orally as Demonstrated in their ODCT Pre-Test vs. Post-Test Means

4.4 Student Self-Evaluation of Requesting and Intervention

To gain a better understanding of the effects of the two different teaching approaches, i.e. explicit vs. explicit + videos, a questionnaire was sent to the participants a month and a half after the intervention was over. Its aim was to investigate the CG's and the EG's self-evaluation of their ability to appropriately request in English both orally and in writing before and after the study. In addition, it aimed at getting a closer look at the participants' attitudes towards using videos to teach the speech act of requesting, among other video-related questions. All 56 participants from both groups responded to all questions. Below is a detailed list of how the questionnaire was analysed:

1. Compare the CG's and the EG's **self-evaluation of the frequency** of requesting orally and in writing **before and after** the study, as well as their attitudes toward and perceptions of videos and Arabic and English requests and their feedback on participating in the study.
2. Compare the CG's and the EG's responses to their **ability to think of 'native English speaker' answers** before answering the MDCT or before recording their ODCT (comparison within groups and across groups).

3. Compare the **response frequencies** of the CG and the EG in the sub-items under the main sections: oral, written, video, Arabic vs. English and feedback.
4. Compare the CG's and EG's **reported strategies** that they started to use when requesting orally or in writing after participating in the study.
5. Compare the CG's and EG's **reported examples** they use/d when requesting orally or in writing.
6. Compare the CG's and EG's **written feedback** about participating in the study.
7. Compare the CG's and the EG's perceptions of their ability to request orally and in writing **before and after** the study (comparison within groups).

4.4.1 CG and EG Self-Evaluation of Requesting Frequency Before the Study

In answering the question “**Before** participating in this study, I requested *orally* when speaking in English, e.g. in classrooms”, it appears that there was a significant difference between the two groups’ self-evaluation of the frequency of their performance of oral requests in English before starting the study, $\chi^2_{(3)} = 8.686$, $p = 0.034$ (Table 24 below, and Table 50 in the Results Appendix 13 outlines the chi-square test details). This means that the EG members had a significantly lower view of their oral request ability before joining the study as compared to the CG. In other words, the CG members’ perceptions of their ability to orally request before joining the study were significantly higher than those of the EG members, i.e. $\chi^2_{(3)} = 8.686$, $p = 0.034$. A cross-tabulation (Table 48 in the Results Appendix [Appendix 13] outlines the response frequencies) shows that 4.32% of the CG thought that they orally requested in English ‘very often or often’, compared to 3.77% of the EG participants. This is also confirmed by their responses to ‘never and rarely’: 2.97% of the CG said they ‘never and rarely’ requested in English when speaking, whereas 4.64% of the EG thought they ‘never or rarely’ requested when speaking. This indicates that the EG members were less likely to perform an oral request prior to joining the study. Perhaps through the request video exposure the EG members

recognised the gap in their before and after abilities and felt that they were at a lower level compared to after gaining knowledge in that regard.

In the answer to the question “**Before** participating in this study, I requested when *writing* in English, e.g. in emails and messages”, there was no significant difference between the two groups’ self-evaluation of their frequency performance when writing requests in English before starting the study, $\chi^2_{(4)} = 2.674$, $p = 0.614$ (Table 24 below and Table 51 in the Results Appendix 13 outlines the chi-square test details). When it came to the CG, 4.86% reported that they wrote English requests ‘often, very often and always’. Similarly, 4.93% of the EG reported the same thing. Also, 2.43% of the CG and 3.19% of the EG said they ‘never and rarely’ wrote English requests before the study (Table 49 in the Results [Appendix 13] outlines the response frequencies). Hence, their self-evaluation of their English request writing frequency was similar. It appears that participants felt a little more confident writing requests than speaking them before the study. Two bar charts in Figures 10 and 11 illustrate the CG’s and the EG’s retrospective self-evaluations of their frequency of requesting orally and in writing before joining the study.

Question	Group	Chi-square Tests - Pearson Chi-square		
		Value	df	Asymptotic Significance (2-sided)
(Q5.1) - “ Before participating in this study, I requested ORALLY when SPEAKING in English, e.g. in classrooms.”	CG vs. EG	8.686 ^a	3	.034
(Q5.2) - “ Before participating in this study, I requested when WRITING in English, e.g. in emails and messages.”	CG vs. EG	2.674 ^a	4	.614

Table 24: Chi-Square Tests for Student Self-Evaluation of Oral and Written Request Frequency Performance Before the Study (Q5.1 & Q5.2)

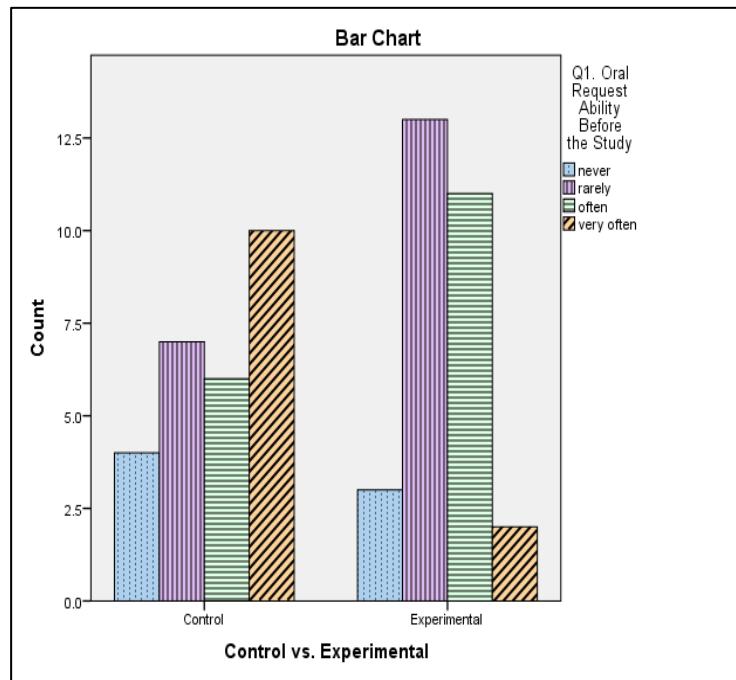


Figure 10: CG and EG Self-Evaluation of their Oral Request Frequency Performance Before the Study

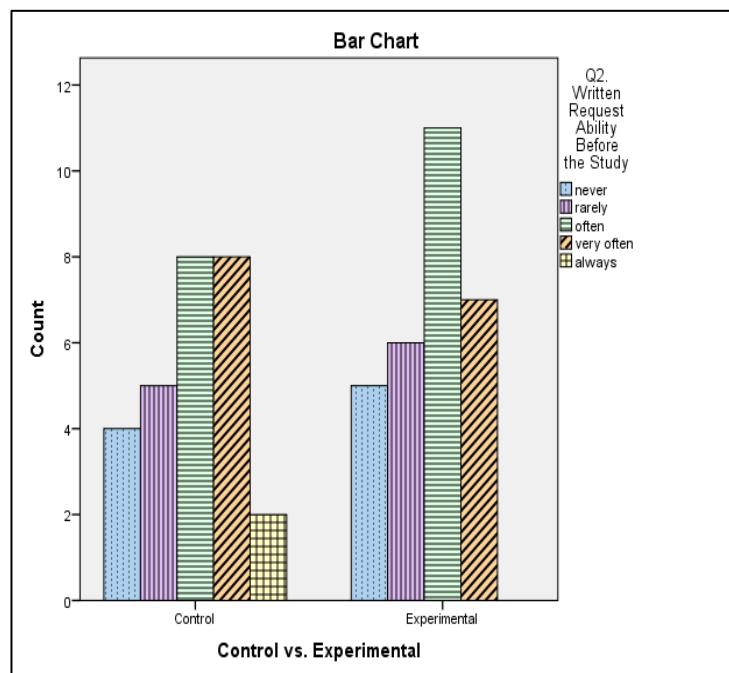


Figure 11: CG and EG Self-Evaluation of their Written Request Frequency Performance Before the Study

4.4.2 CG's and EG's Self-Evaluation of Requesting Frequency After the Study

The two groups' self-evaluations of their oral and written request frequency performances after the study were also compared. It appears that there was no significant difference when comparing them to each other. Their self-evaluation of their *oral* request frequencies 'after' the study was $\chi^2_{(2)} = 2.405, p = .300$ (see Table 25 and Figure 13). Moreover, their self-evaluation of their frequency of *writing* a request 'after' the study was $\chi^2_{(2)} = .623, p = .732$ (see Table 25 and Figure 14). Judging from their responses, it is evident that they both seemed to evaluate their improvements similarly when comparing them to their levels before joining the study. The response frequencies can be found in Table 52 and the chi-square test details can be found in Table 53 in the Results Appendix 13.

Question	Group	Chi-square Tests - Pearson Chi-square		
		Value	df	Asymptotic Significance (2-sided)
(Q6.18) - "After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms.	CG vs. EG	2.405 ^a	2	.300
(Q9.15) - "After participating in this study, I request when WRITING in English, e.g. in emails and messages.	CG vs. EG	.623 ^a	2	.732

Table 25: Chi-square Tests for Student Self-Evaluation of Oral and Written Request Frequency Performance After the Study (Q6-18 & Q5-19) (for CG & EG)

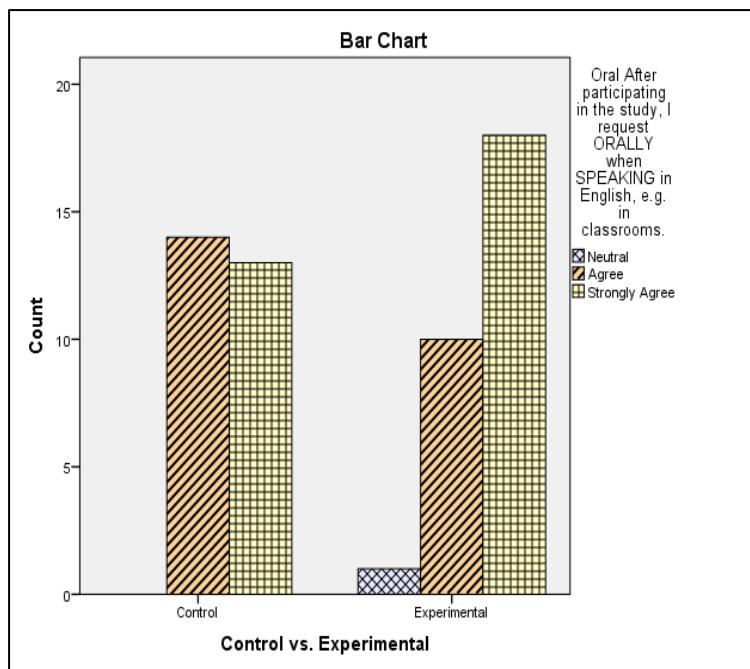


Figure 12: CG and EG Self-Evaluation of their Oral Request Frequency Performance After the Study

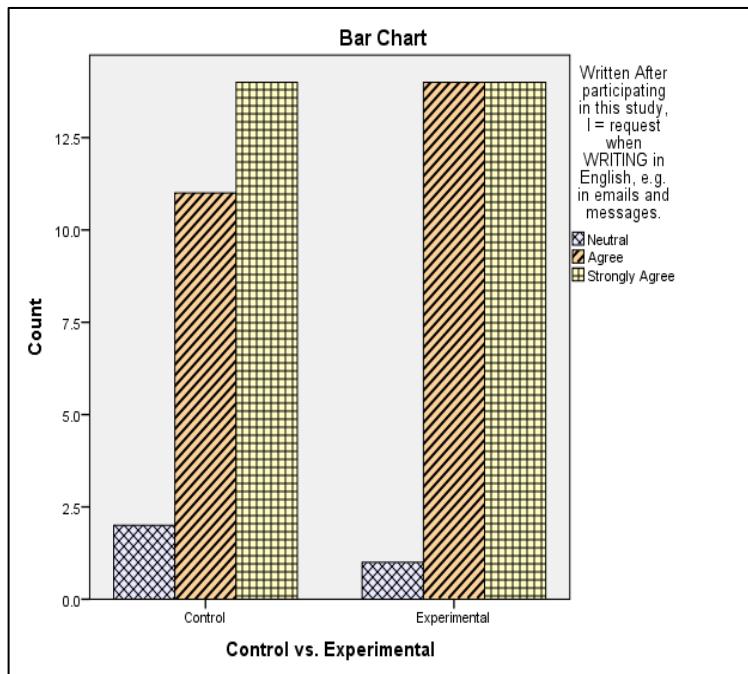


Figure 13: CG and EG Self-Evaluation of their Writing Request Frequency Performance After the Study

4.4.3 CG's and EG's Self-Evaluation of Their Requesting Ability and Perception of Videos

To answer the third research question enquiring about the impact of videos on the EG's self-evaluation in comparison to the CG's, the responses were first computed and later compared using an independent sample *t*-test. The results revealed no significant difference between the two groups in any of the areas (oral ability, writing ability, perception of videos, Arabic vs. English requests, or feedback [Table 26]). More statistical details can be found in Tables 54 and 55 in the Results Appendix (Appendix 13). The results were as follows:

- **Oral Part:** The CG ($M = 78.81, SD = 5.81$) and the EG ($M = 79.24, SD = 6.43$), resulting in $t (54) = -.260, p = .796$; indicating no significant difference in the two groups' self-evaluation of their oral ability to request after participating in the study.
- **Writing Part:** The CG ($M = 65.77, SD = 5.16$) and the EG ($M = 66.68, SD = 5.96$), resulting in $t (54) = -.609, p = .545$; indicating no significant difference in the two groups' self-evaluation of their writing ability to request after participating in the study.
- **Video Part:** The CG ($M = 24.81, SD = 2.93$) and the EG ($M = 25.89, SD = 2.59$), resulting in $t (54) = -1.463, p = .149$; indicating no significant difference in the two groups' self-evaluation of recognising requests in videos and utilising them as a tool.
- **Arabic vs. English Requests Part:** The CG ($M = 21.25, SD = 2.41$) and the EG ($M = 21.20, SD = 2.02$), resulting in $t (54) = .088, p = .930$; indicating no significant difference in the two groups' self-evaluation of recognising requests in Arabic and English and in transferring mitigating strategies from L1 to L2 and vice versa.
- **Feedback Part:** The CG ($M = 40.00, SD = 2.88$) and the EG ($M = 39.20, SD = 2.62$), resulting in $t (54) = 1.078, p = .286$; indicating no significant difference in the two groups' feedback on participating in the study and in becoming proactive individuals in learning and teaching appropriate requests.

Questionnaire Parts	Group	Mean	SD		f	Sig. (2-tailed)
1. ORAL	CG	78.8148	5.81138	.260	4	0.796
	EG	79.2414	6.43459			
2. WRITING	CG	65.7778	5.16894	.609	4	0.545
	EG	66.6897	5.96480			
3. VIDEO	CG	24.8148	2.93568	1.463	4	0.149
	EG	25.8966	2.59594			
4. ARABIC VS. ENGLISH	CG	21.2593	2.41139	.088	4	0.930
	EG	21.2069	2.02448			
5. FEEDBACK	CG	40.0000	2.88231	.078	4	0.286
	EG	39.2069	2.62378			

Table 26: Independent Sample T-test Comparing the CG & EG Responses in the Five Different Questionnaire Parts (Oral – Written – Videos – Arabic Requests vs. English – Study Feedback)

4.4.4 A Closer Look at the CG and EG Sub-Item Responses

As seen above, there was no significant difference between the CG and EG in any of their self-evaluations and attitudes (oral, writing, video, Arabic vs. English requests and feedback) found in the questionnaire (frequency counts can be seen in Tables 56, 57, 58, 59 and 60 in the Results Appendix [Appendix 13]). Nonetheless, it was worth investigating whether there was a difference in their responses in the items found under each part. One item from each of the main parts was selected based on the greatest mean difference between the two groups. The aim was to see if the two groups revealed any significant differences in their self-evaluation on a small scale. Table 27 illustrates the chi-square tests of some of those items:

Statement	Group	Chi-square Tests - Pearson Chi-square		
		Value	df	Asymptotic Significance (2-sided)
(Q6.4) – ORAL section – “I make oral requests of my professors in English during lectures.”	CG vs. EG	1.110 ^a	2	.574
(Q9.1) – WRITING section – “Since participating in the study, I feel more confident when writing requests, e.g. in emails and messages.”	CG vs. EG	.040 ^a	1	.842
(Q12.1) – VIDEO section – “I notice forms of request when watching English TV/videos.”	CG vs. EG	3.153 ^a	2	.207
(Q13.5) – ARABIC vs. ENGLISH section – “I reflect on my own request forms more often and try to improve them.”	CG vs. EG	1.240 ^a	2	.538
(Q14.5) – FEEDBACK section – “I share my experiences on how to request with my friends and family.”	CG vs. EG	.573 ^a	2	.751

Table 27: Chi-square Tests Comparing Control Group and Experimental Group Responses to Some Sub-items From Each Part of the Questionnaire: Oral, Written, Video, Arabic vs. English and Feedback.

We can see that none of the above questionnaire statements were significantly different in the students' responses when comparing the two groups (more statistical details can be found in Table 61 in the Results Appendix [Appendix 13]). For question/statement Q6.4 from the oral part, “I request my professors orally in English during lectures.”, the results were: $\chi^2_{(2)} = 1.110, p = .574$. For question Q9.1 from the writing part, “I feel more confident when writing requests after participating in the study, e.g. in emails and messages.”, the results were: $\chi^2_{(1)} = .040, p = .842$. For question Q12.1 from the video part, “I notice request forms when watching English TV/videos?”, the results were: $\chi^2_{(2)} = 3.153, p = .207$. For question Q13.5 from the Arabic vs. English part, “I reflect on my own request forms more often and try to improve it.”, the results were: $\chi^2_{(2)} = 1.240, p = .538$. And finally, for question Q14.5 from the feedback part, “I share my experience on how to request with friends or family.”, the results were: $\chi^2_{(2)} = .573, p = .751$. Hence, judging from the p values in the item examples here, no significant difference existed in any of the parts or in the single items in the questionnaire. This indicates that both groups responded similarly in their self-evaluations and that their attitudes

were shared with regard to requesting orally and in writing, to videos as a teaching tool for English requests, to Arabic vs. English requests, and finally to their feedback on the study as a whole.

4.4.5 CG and EG Consideration of NES Requests

To check whether the intervention, especially the inclusion of videos, made an impact on the students' thought processes, i.e. thinking about what a native English speaker would select or say in order to appropriately request, the two groups' responses to questions/statements Q14.8, Q14.9, Q14.10 and Q14.11 were compared. The items were as follows:

- “When answering the Multiple Discourse Completion Tasks for the pre-test/post-test, I thought of what Native English Speakers (NES) would normally say.”
- “When uttering my requests for the Oral Discourse Completion Tasks for the pre-test/post-test, I thought about what Native English Speakers (NES) would normally say.”

When comparing their responses to the selection process (their MDCT pre-tests compared to the post-tests), the EG significantly improved ($\chi^2_{(3)} = 15.250, p = .018$), whereas the CG did not ($\chi^2_{(3)} = 8.163, p = .226$). The EG also showed a significant development in thinking with regard to native English requests when recording the ODCT requests after the study, as compared to before ($\chi^2_{(3)} = 24.290, p < 0.001$), unlike the CG ($\chi^2_{(3)} = 18.486, p = .102$). Interestingly, despite the EG's significant improvement in trying to think of native English requests when answering the tasks, no significant difference was observed when comparing the two groups with each other in either tasks, i.e. in MDCT or ODCT. Their responses to when answering the MDCT for the pre-test was $\chi^2_{(3)} = 6.749, p = .663$, and for the post-test it was $\chi^2_{(3)} = 4.281, p = .369$. Their responses to when recording the ODCT for the pre-test was $\chi^2_{(3)} = 9.320, p = .675$ and for the post-test was $\chi^2_{(3)} = 4.647, p = .590$. Further statistical details are outlined in Table 28.

Task	Group	Chi-square Tests - Pearson Chi-square		
		Value	df	Asymptotic Significance (2-sided)
When answering the MDCT – pre- vs. post-test Q14.8, Q14.9	CG pre- vs. CG post-test	8.163 ^a	6	.226
	EG pre- vs. EG post-test	15.250 ^a	6	.018
When answering the MDCT – CG vs. EG Q14.8, Q14.9	CG pre- vs. EG pre-test	6.749 ^a	9	.663
	CG post- vs. EG post-test	4.281 ^a	4	.369
When answering the ODCT – pre- vs. post-test Q14.10 and Q14.11	CG pre- vs. CG post-test	18.486 ^a	12	.102
	EG pre- vs. EG post-test	24.290 ^a	6	.000
When answering the ODCT – CG vs. EG Q14.10 and Q14.11	CG pre- vs. EG pre-test	9.320 ^a	12	.675
	CG post- vs. EG post-test	4.647 ^a	6	.590

Table 28: Chi-square Tests Comparing Control Group and Experimental Group Responses to Thinking About Native English Speaker Answers Before Answering the MDCT & ODCT

4.4.6 *CG's and EG's Reported Strategies*

The questionnaire posed some open-ended questions asking students to recall the strategies they remembered to use when requesting (orally and in writing), and the strategies they had forgotten but wanted to remember to use in the future. The strategies they were asked about were those taught in class, e.g. openers, softeners, intensifiers, fillers, etc. A request taxonomy table was given to them during the first session, to which the instructor/researcher and students referred every session (Taxonomy Table 43 can be found in the Methodology Appendix [Appendix 12]). The number of strategies listed by each group were counted, calculated and compared using paired sample *t*-tests and independent sample *t*-tests. Table 29 maps out the results of the students' reported strategies when requesting after participating in the study, compared to the strategies they hoped to remember to use (see Table 62; more detailed statistics can be found in the Results Appendix [Appendix 13]).

		Paired Differences						t	df	Sig. (2-tailed)			
Strategies	Group	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference								
					Lower	Upper							
Oral Request Strategies Q7 & 8	CG	3.11111	1.50214	.28909	2.51689	3.70534	10.762	26	.000				
	EG	2.68966	1.89178	.35129	1.97006	3.40925	7.656	28	.000				
Written Request Strategies Q10 & 11	CG	3.11111	1.69464	.32613	2.44074	3.78149	9.539	26	.000				
	EG	2.51724	2.08088	.38641	1.72572	3.30876	6.514	28	.000				

Table 29: Paired Sample T-tests Comparing Control Group- and Experimental Group-listed Strategies That They Remembered to Use vs. Those They Wished to Remember to Use

It is evident that both groups significantly outperformed themselves in the number of strategies they remembered to use when requesting after the study compared to the ones they wanted to remember to use either orally or in writing. The results are as follows:

A) **Orally** – The CG mean of strategies ‘remembered’ was ($M = 3.44$, $SD = 1.39$) and the mean of strategies the CG ‘wanted to remember’ to use was ($M = .33$, $SD = .96$). Thus, these results disproved the null hypothesis: $t (26) = 10.76$, $p < 0.001$. The EG also significantly improved. The EG mean of strategies ‘remembered’ was ($M = 3.27$, $SD = 1.64$) and the mean of the strategies the EG ‘wanted to remember’ to use was ($M = .58$, $SD = 1.08$), which also disproved the null hypothesis: $t (28) = 7.65$, $p < 0.001$.

B) **In Writing** – The CG mean of strategies ‘remembered’ was ($M = 3.33$, $SD = 1.66$) and mean of strategies the CG ‘wanted to remember’ to use was ($M = .22$, $SD = .80$), which disproved the null hypothesis; $t (26) = 9.53$, $p < 0.001$. The same was true for the EG. The EG mean of strategies ‘remembered’ was ($M = 2.93$, $SD = 1.77$) and the mean of strategies the EG ‘wanted to remember’ to use was ($M = .41$, $SD = .77$). Thus, this underscored the effectiveness of the interventions (with or without videos), $t (28) < 6.51$, $p < 0.001$.

As for a comparison of the two groups’ strategy responses, the results proved the null hypothesis, revealing no significant difference between the two groups in their ability to recall English request mitigating devices/strategies. Table 30 maps

out the non-significant results, which were analysed using independent sample *t*-tests (see Table 63 for detailed statistics in the Results Appendix [Appendix 13]).

Groups CG vs. EG		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower
List of Strategies Remembered to Use when Requesting Orally	Equal variances assumed	.866	.356	.412	54	.682	.16858	.40925	-.65192	.98909
	Equal variances not assumed			.414	53.557	.680	.16858	.40684	-.64723	.98440
List of Strategies Remembered to Use when Requesting in Writing	Equal variances assumed	.000	.989	.874	54	.386	.40230	.46014	-.52022	1.32482
	Equal variances not assumed			.876	53.994	.385	.40230	.45910	-.51813	1.32273
List of Strategies Wished to Remember to Use when Requesting Orally	Equal variances assumed	1.862	.178	-.920	54	.362	-.2529	.2748	-.8039	.2982
	Equal variances not assumed			-.924	53.867	.360	-.2529	.2736	-.8015	.2957
List of Strategies Wished to Remember to Use when Requesting in Writing	Equal variances assumed	1.422	.238	-.907	54	.369	-.19157	.21127	-.61514	.23200
	Equal variances not assumed			-.906	53.477	.369	-.19157	.21147	-.61564	.23250

Table 30: Independent Sample T-tests Comparing Control Group- and Experimental Group-listed Strategies That They Remembered to Use and Those They Wished to Remember to Use

The non-significant results are interpreted as follows:

A) Strategies students remembered to use

- **Orally** – An independent sample *t*-test was performed, the CG ($M = 3.44$, $SD = 1.39$) and the EG ($M = 3.27$, $SD = 1.64$), resulting in $t(54) = .412$, $p = .682$; indicating no significant difference in the two groups' ability to recall strategies when orally requesting.
- **In Writing** – An independent sample *t*-test was performed, the CG ($M = 3.33$, $SD = 1.66$) and the EG ($M = 2.93$, $SD = 1.77$), resulting in $t(54) = .874$, $p = .386$; also indicating no significant difference in the list of strategies they remembered to use when requesting in writing.

B) Strategies students wished they had remembered to use

- **Orally** – An independent sample *t*-test was performed, the CG ($M = .33$, $SD = .96$) and the EG ($M = .58$, $SD = 1.08$), resulting in $t(54) = -.920$, $p = .362$; indicating no significant difference in either groups' list of strategies they wished to remember to use. This means that both groups were able to recall more strategies when orally performing a request compared to the minimal number of strategies they thought they still needed more practice in order to recall.
- **In Writing** – An independent sample *t*-test was performed, the CG ($M = .22$, $SD = .80$) and the EG ($M = .41$, $SD = .77$), resulting in $t(54) = -.907$, $p = .369$; also revealing similar non-significant results.

A summary of the frequency of the strategies reported by the two groups is briefly explained in the following. *Orally*, both groups seemed to remember to use almost the same strategies with similar counts. The CG reported a total of 93 times using a mixture of strategies. The EG reported 95. Interestingly, participants from both groups seemed to use the same strategies from the 17 that were listed thematically (see Table 64 in the Results Appendix [Appendix 13]). For example, the following strategies: openers (CG: 7, EG: 8), softeners (CG: 12, EG: 12), fillers (CG: 9, EG: 11), preparators (CG: 17, EG: 15), disarms (CG: 12, EG: 11), and please (CG: 16, EG: 19) had the most responses by students from both groups with almost equal numbers. As for the strategies they wanted to remember to use, the EG seemed to be more aware of the areas (strategies) in which they were lacking and wanted to work on. The CG reported 9 strategies they wanted to remember, while the EG reported almost double that number, which was 17. The CG mentioned one strategy once only. The EG was similar, but with 5 counts for preparators ,4 for disarms and 2 for promise of reward.

Student responses on ‘requesting in *writing*’ were also similar. The CG’s total was 90 counts for the strategies they remembered to use and the EG’s was 85. Similar to the ‘oral requests’, it appears that the participants in both groups seemed to remember the same strategies more often. For example, openers (CG: 10, EG: 9), softeners (CG: 12, EG: 8), preparators (CG: 13, EG: 13), disarms (CG: 13, EG: 10) and please (CG: 14, EG: 18). There was an evident difference in fillers (CG: 5, EG: 11) and promise of reward (CG: 6, EG: 2). As for the strategies they wanted to remember, similar to the ‘oral’ requests, the EG seemed to list twice as many as the CG (the CG: 6 strategies listed with one count each and the EG 12 with two counts sometimes for the same strategy). Some strategies were also reported by one group and not the other. The EG, for example listed openers, disarms and promise of reward, while the CG did not list any of those. The CG, however, listed please and the length of a request. More details about the counts of each group with regard to ‘writing’ a request can be found in Table 65 in the Results Appendix (Appendix 13).

When comparing the results of which strategies the students remembered to use ‘orally’ and ‘in writing’, it seems that they remembered to use similar strategies, with the most counts going to openers, softeners, fillers, preparators, disarms and

please. Both groups significantly outperformed themselves in remembering to use mitigating strategies, compared to the ones they wanted to remember to use. Orally, the CG reported 93 counts of the strategies and the EG reported 95. However, the number of counts of strategies they thought they wanted to remember to use was 9 for the CG and 17 for the EG. Thus, this indicates that they remembered to use the mitigating strategies at a greater rate.

4.4.7 CG's and EG's Reported Request Examples

The students were also asked to give *examples* of requests they were able to recall *before* and *after* the study. The examples were analysed based on the type of mitigating strategy/device that was employed. The mean numbers of mitigating devices for each group were then compared. The results indicated that both groups benefited significantly (Table 31) (details on the Paired Sample Group Statistics can be found in Table 66 in the Results Appendix [Appendix 13]).

Comparison of Request Examples Reportedly Used Before and After the Study	Paired Differences					t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Control Group Request Examples Performed <u>Before</u> the Study Compared to <u>After</u>	-2.66667	1.88108	.36201	-3.41080	-1.92254	-7.366	26	.000			
Experimental Group Request Examples Performed <u>Before</u> the Study Compared to <u>After</u>	-4.65517	4.63123	.86000	-6.41680	-2.89355	-5.413	28	.000			

Table 31: Paired Sample T-tests Comparing the Control Group and Experimental Group Request Examples (Q. 15)

The CG mean of the request examples reportedly used before the study was ($M = 1.18$, $SD = 1.11$) and after ($M = 3.85$, $SD = 1.79$), signalling significance $t(26) = -7.36$, $p < 0.001$. Also, the EG mean of the request examples reportedly used before the study was ($M = .72$, $SD = 1.33$) and after ($M = 5.37$, $SD = 4.39$), signalling significance $t(28) = -5.41$, $p < 0.001$. However, no significant difference was recognised when comparing the two groups' request examples that were reportedly used either before or after the study.

Groups Compared to Each Other		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Control Group vs. Experimental Group Request Examples Performed <u>Before</u>	Equal variances assumed	.028	.867	1.400	54	.167	.46105	.32928	-.19913	1.12122
	Equal variances not assumed			1.409	53.365	.165	.46105	.32713	-1.19498	1.11707
Control Group vs. Experimental Group Request Examples Performed <u>After</u>	Equal variances assumed	6.575	.013	-1.680	54	.099	-1.52746	.90926	-3.35042	.29551
	Equal variances not assumed			-1.724	37.592	.093	-1.52746	.88592	-3.32155	.26664

Table 32: Independent Sample T-tests Comparing Control Group and Experimental Group Request Examples (Q. 15)

The reported request examples used before were not significant when comparing the two groups, as seen in Table 32 (more statistical details can be found in Table 67 in the Results Appendix [Appendix 13]). The mean of the examples used before the study for the CG was ($M = 1.18$, $SD = 1.11$) and for the EG was ($M = 0.72$, $SD = 1.33$), revealing no significance $t(54) = 1.40$, $p = 0.167$. Similarly, the mean of the examples used after the study for the CG was ($M = 3.85$, $SD = 1.79$) and for the EG was ($M = 5.37.22$, $SD = 4.39$), also revealing no significance $t(54) = -1.68$, $p = 0.093$. This means that, based on their examples, both groups reported a similar number of request examples before the study and also after, thereby revealing their parallel progress.

A closer look at the frequency of the examples used before and after reveals both groups' significant improvement. Before the study, they listed a small number of request examples (CG: 32, EG: 21). Interestingly, both groups gave examples using similar strategies: fillers (CG: 3, EG: 6), preparators (CG: 14, EG: 9), please (CG: 5, EG: 3), directness (CG: 6, EG: 2), and some strategies they used once or twice. As for their examples after joining the study, there seems to be a significant difference in the number and type of strategies used. The CG used 32 counts of 7 strategies before and 104 counts of 14 strategies after the study. The EG used 21 counts of 5 types of strategies before the study and 156 counts of 16 types of strategies afterward. We can see that the EG were able to provide 20% more counts of request examples (see Table 68 in the Results Appendix [Appendix 13]).

4.4.8 CG and EG Participation Feedback

In the questionnaire, one question asked the students to express themselves openly and freely by providing feedback/making enquiries as follows: “Any comments about the study, method of instruction, the speech act of requesting, or anything else?” Their responses and comments were categorised into 13 themes: classroom examples – comments that supported the MDCT choice as classroom examples; English vs. Arabic requests – helps with the questionnaire part, should be taught, gratitude for participating, gave an example of a request, no comment, videos, the importance of requesting, being alert to the three social factors, improvement in requesting, useful course, enjoyed the course and finally comments on the method of teaching. Most comments fell under one definite category but there were a few that could be listed under two or three categories (the comments are organised in Table 69 in the Results Appendix [Appendix 13]). Below is a brief analysis of the results.

- **Classroom examples – comments that support the MDCT choice as classroom examples:** One student from each group commented on how useful it was to work with real examples in the MDCT and ODCT and that it was good practice for them during class. One CG student commented: “Providing some example from our life makes us aware of which the more appropriate way to request.” Similarly, one EG student commented that the examples were useful because they were taken from their daily lives.
- **English vs. Arabic requests – helps with the questionnaire part, should be taught:** Only one CG student commented that she had become more aware of the differences between English and Arabic requests both linguistically and culturally.
- **Gave an example of a request:** One student from the CG gave an example of a request, although they were only requested to comment or enquire. Students were asked to give examples of requests in a different section of the questionnaire, as seen above in section 4.4.7.
- **No comment:** A number of students from both groups had nothing to comment on, with a thank you included here and there.
- **Videos:** Three students from the EG commented on how useful and interesting it was to use videos as a teaching tool. It was also interesting to see a student from the CG comment that she would have liked more videos to watch to help her

learn how to request and see the differences between Arabic and English requests. During the orientation, the CG watched a brief video clip on using ‘please’ when making requests.

- **The importance of requesting:** Students from both groups also commented that it was necessary to learn the speech act of requesting for their social lives and as language learners.
- **Being alert to the three social factors:** Only one student from the CG mentioned that she kept the social factors in mind when requesting: “putting in mind whom I’m asking and what I’m asking for.”
- **Improvement in requesting:** Two students from the CG and one from the EG reported that they had noticed an improvement in their requesting skills.
- **Useful course:** A number of students from both groups reported that they had found the course useful. One CG student said: “I ask myself what about if I take this cours in the first four level it would be really helpe me more.” One EG student said “it was very easy and take advantage in everywhere from this study, thank you very mutch ” Another reported: “It was very useful and i hope it becomes asa part of our education.”
- **Enjoyed the course:** Students from both groups expressed that they had enjoyed the course very much and that it was “amazing”, as reported numerous times by a number of students. One student from the EG said “I felt after the sessions more willing to go to college. Maybe I felt exited at first but afterwards I really felt benefit in my character. My english is poor, but I want the supervisors in the college of Imam understand something. We need activities, we need more and more classes like this, we need to feel wanted, not just pressured by the 24 subject every semester.”
- **Comments on the teaching method:** Only students from the EG made positive comments about the teaching method. Some of the comments were: “The teacher methods were professional and we got the information easily .”, “It was a good to learn new things with the teacher.. She was excellent with teaching and how to understand the students.. I enjoy it” and “The way of studing the method of requesting is very insteresting”.

4.4.9 CG and EG Self-Evaluation of Requesting Ability: Before vs. After

To get a clearer idea of the students’ self-evaluation of their ability to request *orally* and in *writing* (before [in retrospect] compared to after the study), a chi-square test was run to compare each groups’ responses separately for the before

questions: “**Before** participating in this study, I requested *orally* when speaking in English, e.g. in classrooms.”; and “**Before** participating in this study, I requested when *writing* in English, e.g. in emails and messages.”; and the after questions: “**After** participating in the study, I request *orally* when *speaking* in English, e.g. in classrooms.”; and “**After** participating in this study, I request when writing in English, e.g. in emails and messages.” Both groups showed a significant improvement in their self-evaluation of their ability after the study compared to before. Both the CG’s and EG’s evaluations of their oral abilities improved significantly, as compared to their evaluations of themselves before the study. The CG was $\chi^2(4) = 30.667, p < .001$ and the EG was $\chi^2(4) = 47.667, p < .001$. Similarly, the two groups’ self-evaluations of their writing abilities after the study revealed significance, as compared to their evaluations before. The CG was $\chi^2(4) = 22.074, p < .001$ and the EG was $\chi^2(4) = 35.667, p < .001$ (see Table 33 and Figures 15–18). More specific chi-square test details can be found in Tables 72 and 73, and the frequency counts can be found in Tables 70 and 71 in the Results Appendix (Appendix 13).

Perception of Ability	Group	Chi-square Tests - Pearson Chi-square		
		Value	df	Asymptotic Significance (2-sided)
Oral Request Ability <u>Before</u> vs. <u>After</u>	CG	30.667 ^a	4	.000
	EG	47.667 ^a	4	.000
Written Request Ability <u>Before</u> vs. <u>After</u>	CG	22.074 ^a	4	.000
	EG	35.667 ^a	4	.000

Table 33: Chi-square Tests Comparing CG’s and EG’s Self-Evaluations of Their Oral and Written Request Frequency Performances Before vs. After (Comparison Within Groups)

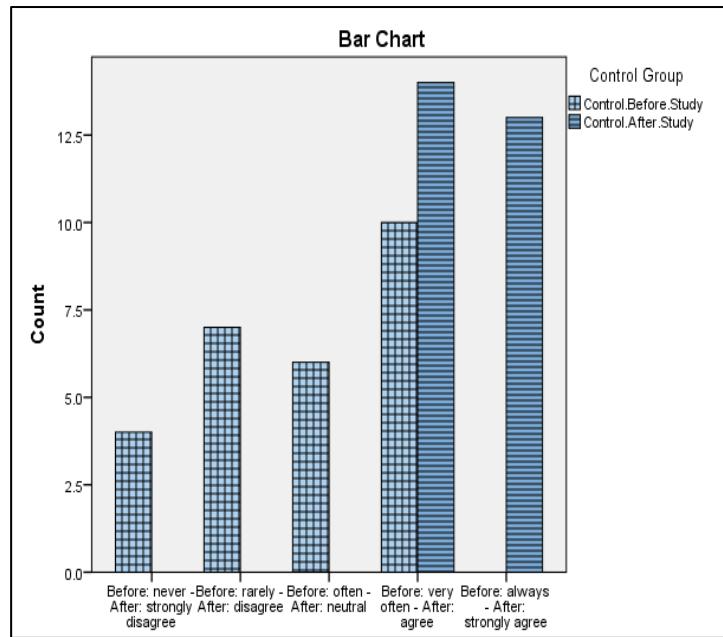


Figure 14: Q5.1 vs. Q6.18 - CG's Self-Evaluation of Oral Request Frequency Performance Before vs. After the Study

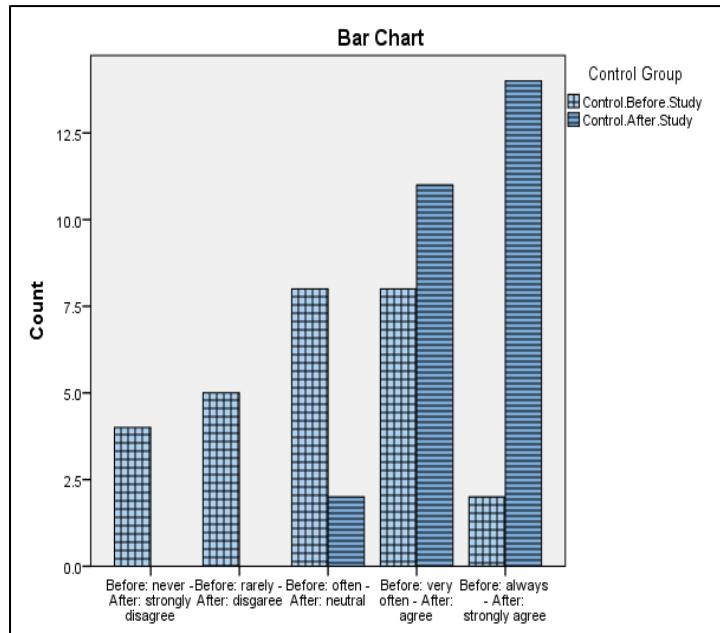


Figure 15: Q5.2 vs. Q9.15 - CG's Self-Evaluation of Written Request Frequency Performance Before vs. After the Study

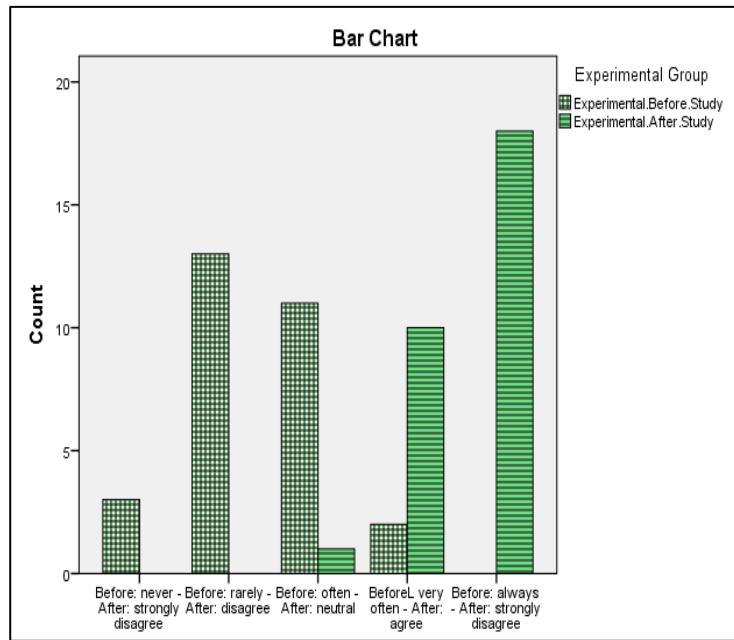


Figure 16: Q5.1 vs. Q6.18 - EG's Self-Evaluation of Oral Request Frequency Performance Before vs. After the Study

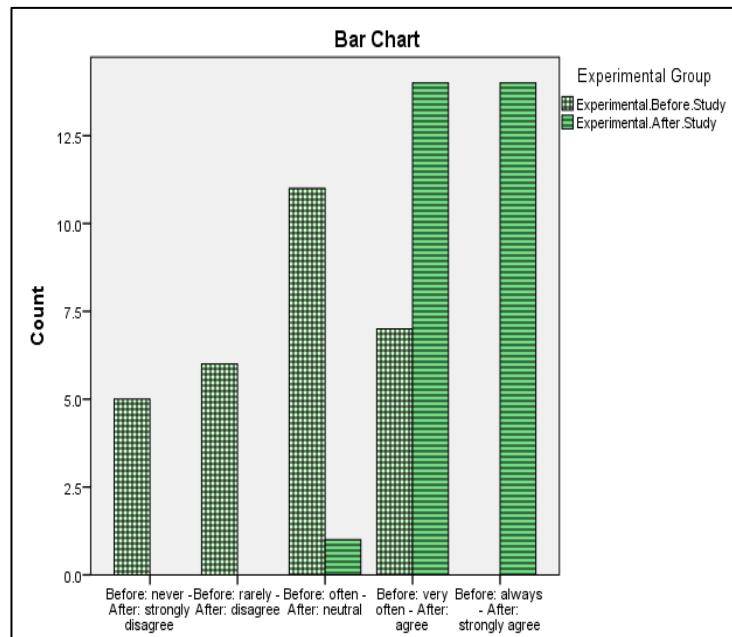


Figure 17: Q5.2 vs. Q9.15 - EG's Self-Evaluation of Written Request Frequency Performance Before vs. After the Study

4.5 Concluding Remarks

This chapter reported the results in numbers and figures. Results will be discussed in-depth and compared to each other, in the following chapter, and will also be discussed in light of the related literature.

5. CHAPTER 5. DISCUSSION

5.1 Introductory Remarks

In the previous chapter, the findings were listed in detail in numbers and figures as straightforward answers to the research questions. In this chapter, the findings will be discussed on a broader scale and we will see whether and how they are associated. This chapter presents a summary and discussion of the results as a whole and in comparison, an interpretation of the findings, and a comparison of the results of this study to the results presented in the previous literature.

5.2 Summary

This study began by asking three main questions investigating the effectiveness of authentic videos on different pragmalinguistic areas: recognition of the most appropriate English request, performance of appropriate English oral requests, and self-evaluation of requesting ability before and after the study. The results were reported in the previous chapter. This chapter, however, will summarise the findings and compare them to each other. The discussion will be presented according to the following: 1) where authentic videos made a difference/improvement; 2) where authentic videos made no difference between the two groups; and 3) where intervention yielded different results with/without videos. Before beginning, it is worth mentioning that the groups were matched based on their recognition (as observed in their MDCT pre-test scores) and oral production (as observed in their ODCT pre-test scores) scales.

5.2.1 Areas Signalling the Effectiveness of Authentic Videos

Judging from the students' ODCT scores and responses to the open-ended questions posed in the questionnaire, it appears that the EG's production ability improved more than the CG's. The EG members significantly outperformed themselves in their oral ability to perform appropriate requests, as demonstrated by their ODCT post-test scores, $t(28) = -2.69, p = .012$; while the CG showed an

improvement, but not a significant one, $t(26) = -1.69, p = .102$. Furthermore, there was a marginal significance, $t(-1.97) = 54, p = .053$, in the EG's ability to orally request ($M = 97.06, SD = 9.73$) compared to the CG's ability ($M = 92.07, SD = 9.13$).

This contrast is made even clearer in the groups' self-evaluations of their oral request abilities prior to joining the study. When comparing the CG and EG responses, the CG members evaluated their oral request ability significantly higher than the EG, i.e. $\chi^2_{(3)} = 8.686, p = 0.034$. This perhaps indicates that the members of the EG recognised the many possible varieties of request formulae produced by NES and became aware of the gap between their level prior to joining the study and the examples they saw on the videos. Thus, when comparing themselves to NES, they were able to recall their initial levels (as compared to their levels after watching the videos) and were able to remember the strategies that they wanted to use when requesting, both in their MDCT selection and in performing an oral request.

Additionally, the members of the EG also significantly recognised the differences in their abilities to think of the 'NES choice' when responding to the MDCT before the study in their pre-tests compared to after the study in their post-tests, $\chi^2_{(3)} = 15.250, p = 0.018$. This can be contrasted to the CG members who showed no significant improvement in their thought processes when recalling answering the pre-test and post-test, $\chi^2_{(3)} = 8.163, p = .226$. Moreover, the EG's awareness of the 'NES choice' seemed to apply to all tasks, i.e. the MDCT and ODCT. Both groups were asked to report if they thought about the NES performance when recording their ODCT pre-test: "When uttering my requests for the Oral Discourse Completion Tasks for the pre-test, I thought about what Native English Speakers (NES) would normally say.", and post-test: "When uttering my requests for the Oral Discourse Completion Tasks for the post-test, I thought about what Native English Speakers (NES) would normally say.". Comparing the responses to those two questionnaire items revealed that the EG's realisation had significantly developed: $\chi^2_{(3)} = 24.290, p < .001$, while the CG's had not: $\chi^2_{(3)} = 18.486, p = .102$. However, no significant difference was realised in comparing the CG and EG in their self-evaluations of their ability to think of the native English speaker performance when recording their ODCT either in the pre-test ($\chi^2_{(3)} = 9.320, p =$

.675) or post-test ($\chi^2_{(3)} = 4.647, p = .590$), or when making the selection of the most appropriate request in the MDCT pre-test ($\chi^2_{(3)} = 6.749, p = .663$) or post-test ($\chi^2_{(3)} = 4.281, p = .369$).

This is also confirmed by the students' responses to the open-ended questions which asked them to list strategies they wanted to remember to use orally and in writing, and to provide examples of requests. Although the responses were non-significant when compared, there was an identifiable improvement in one group over the other. In the question about reporting what strategies they wanted to remember when performing an oral request, the EG seemed to be more aware of the areas (strategies) in which they were lacking and wanted to work on. For the question asking them to list strategies for oral requests, the CG reported 9 strategies they wanted to remember, whereas the EG reported almost twice that: 17. The CG mentioned one strategy once only. The EG was similar, but with 5 counts for preparators, 4 for disarms and 2 for promise of reward. Similarly, for the strategies they wanted to remember when writing a request, the EG seemed to list twice the counts of the CG. The CG reported only 6 strategies, with one count for one strategy, while the EG reported 12 strategies with sometimes two counts from one strategy.

In addition, there were a number of strategies that were reported in one group and not the other, e.g. openers, disarms and promise of reward, which were only mentioned by the EG. Nevertheless, the CG mentioned please, and the length of a request. In both cases, i.e. the oral and written requests, the EG members were aware of the areas in which they needed to improve. Moreover, when asked to write down examples of requests they used to perform 'before' the study, the EG listed 21% fewer examples than the CG. The CG wrote 32 examples, while the EG wrote down 21. Again, this confirms the EG's lower self-evaluation of their request performance level before the study in comparison to after.

And finally, in their responses to the question asking them to write down examples of requests they had learned and were able to perform after joining the study, despite being non-significant, the members of the EG provided 20% more counts of examples than the CG (the CG gave 104 counts and the EG gave 156

counts). The EG seemed to have done marginally and significantly better in their oral and written production, respectively. This is confirmed by previous studies that indicated that written (WDCT) and oral (ODCT) tests produce comparable results (Gass & Houck, 1999). Nevertheless, the number of the types of strategies students used in the examples written by them were very similar (CG: 14 strategies; EG: 16 strategies) which leads us to examine the other areas in which both groups performed similarly.

5.2.2 Areas Revealing No Significant Difference Between the CG and the EG

As we have seen in the previous section, videos affected the students' oral production of appropriate English requests and their self-evaluation in a few areas of requesting. The study also questions whether the existence of authentic videos really makes a difference in students' ability to recognise appropriate English requests and self-evaluate request ability in the context of explicit instruction, or would exposing them to explicit instruction without necessarily bringing in videos be just as effective?

The results regarding the students' recognition ability showed no significant difference between the two groups whatsoever in any of the tests over time, i.e. the MDCT post-test and delayed post-test scores. They both continued to improve without outperforming each other. Their Mann-Whitney tests revealed the following: post-tests ($U = 330, p = .313$) and delayed post-tests ($U = 352, p = .519$). This is also confirmed in their self-evaluation and attitudes reported in the Likert scale part of the questionnaire on requesting orally and written forms , Arabic vs. English requests, videos and their feedback on the study. No significant difference was found in any of these parts. It seems that recognition and self-evaluation of requesting ability is generally equally positively influenced by explicit instruction, either with or without the use of videos.

Furthermore, when comparing the students' responses to the strategies they 'remembered to use' when orally requesting, the responses were similar and showed no significant difference ($t (54) = .412, p = .682$), i.e. both groups seemed to

remember to use almost exactly the same strategies. Moreover, their responses to the request strategies they ‘remembered to use’ when writing a request were also similar ($t(54) = .874, p = .386$). With regard to the strategies they remembered to use when making oral requests, the CG reported 93 counts and the EG 95. Similarly, the strategies they remembered to use in writing amounted to 90 counts for the CG and 85 counts for the EG. This non-significant difference was also found when comparing the number of strategies the two groups ‘wanted’ to remember to use. Again, no significant difference was found in the requests made either orally ($t(54) = -.920, p = .362$) or in writing ($t(54) = -.907, p = .369$).

However, both groups reported significant more strategies that they were able to perform when compared to the ones they wished they could remember to recall. Orally, the CG reported 93 counts of remembering to use mitigating strategies, compared to 9 that they ‘wanted’ to remember to use ($t(26) = 10.76, p < .001$). The EG remembered 95, compared to the 17 that they ‘wanted’ to recall ($t(28) = 7.65, p < .001$). When writing a request, the CG also reported remembering 90 counts of strategies, compared to 6 that they ‘wanted’ to remember ($t(26) = 9.53, p < .001$); the EG reported 85 counts compared to 12 ($t(28) = 6.51, p < .001$).

Hence, both groups seemed to do significantly better at remembering strategies when making either oral or written requests. This shared improvement was also revealed by comparing the examples of requests they reported using ‘before’ ($t(54) = 1.40, p = 0.167$) and ‘after’ ($t(54) = -1.68, p = 0.093$) the study. Their reported examples also indicated that both outperformed themselves significantly. The CG provided 104 request examples for ‘after joining the study’ compared to 32 ‘before joining the study’, i.e. $t(26) = -7.36, p < .001$. The EG gave 156 request examples ‘after joining the study’ compared to 21 ‘before joining the study’, i.e. $t(28) = -5.41, p < .001$. Hence, both groups gave similar low counts for ‘before the study’ when compared to the significant number of examples they provided after joining the study (CG: 32 counts of 7 strategy types, EG: 21 counts of 5 strategy types).

Interestingly, the examples they reported using ‘before’ were similar strategies: fillers (CG: 3, EG: 6), preparators (CG: 14, EG: 9), please (CG: 5, EG: 3), directness (CG: 6, EG: 2), and some strategies they used once or twice. We notice

that the strategies and examples they reported were significant when compared to the ‘before and after’. In the same way, both groups showed a significant increase in their ‘self-evaluation’ of their ability to request orally and in writing ‘before vs. after’ the study. When running a chi-square test to compare the perception of their oral ability ‘before and after’, the CG scored $\chi^2_{(4)} = 30.667$, $p < .001$, and the EG scored $\chi^2_{(4)} = 47.667$, $p < .001$. Likewise, their self-evaluation of their ability to write a request ‘before compared to after’ was $\chi^2_{(4)} = 22.074$, $p < .001$, for the CG, and $\chi^2_{(4)} = 35.667$, $p < .001$, for the EG.

Furthermore, this non-significant difference was also noticed when comparing the two groups’ perceptions of their oral and written request abilities ‘after the study’, $\chi^2_{(2)} = 2.405$, $p = .300$ and $\chi^2_{(2)} = .623$, $p = .732$, respectively. Judging from their responses, it is evident that both groups seemed to perceive their improvement very similarly after the study as compared to before joining the study. Thus, this signals a significant boost in their perception of their ability to request both orally and in writing, which was previously confirmed by the counts of mitigating strategies they remembered to use and the significant number of request examples they wrote for ‘after’ the study, as compared to ‘before’. Moreover, the limited number of request examples mentioned by both groups ‘before’ the study (CG: 32, EG: 21) was also confirmed by the non-significant difference in their self-evaluation of their ability to write requests ‘before’ joining the study. Both groups seemed to report similar ratings, $\chi^2_{(4)} = 2.674$, $p = 0.614$, thereby revealing no significant difference between the two groups. However, the same was not true for their views on their oral request abilities prior to joining the study, which is discussed in the following section.

5.2.3 *Findings Pointing in Different Directions (Supporting Videos or Explicit Instruction in General)*

As seen above in sections 5.2.1 and 5.2.2, certain definitive results are correlated. For example, in section 5.2.1, the results revealed the connection between oral production and written examples of requests ‘after’ joining the study. In section 5.2.2, for example, a link was identified between the students’ appropriate request recognition ability and their self-evaluation of their ability to request and their

attitudes toward Arabic vs. English requests, videos and study feedback. Nonetheless, delving deeper into the results of the different sections of all the measurement tools, i.e. MDCT, ODCT and the questionnaire, we can see evidence of some findings pointing in different directions in the following: 1) The students' self-evaluations of their ability to request in writing and orally prior to joining the study were different; 2) The students' oral request abilities as seen in the ODCT pre-tests were different from their self-evaluations of their oral request abilities prior to joining the study—the former showed no significant difference while the latter showed a significant difference in self-evaluations between the two groups; 3) The number of strategies they reported 'remembering to use', both orally and written, compared to the strategy count they 'wanted to remember to use'; 4) The EG and CG strategies they 'remembered using' or 'wanted to remember to use' when requesting orally were not significant when compared to the significant difference seen in the groups' reported self-evaluations of their oral ability to request prior to the study; 5) The list of strategies reported compared to the real examples showed mixed results; 6) The two groups' production abilities in the ODCT showed significance compared to their recognition abilities seen in their MDCT, which revealed no significant difference whatsoever; 7) The frequency count of the 'before' and 'after' examples provided by the groups were contrasted—the CG wrote 21% more examples in the 'before', and later the EG wrote 20% more examples for 'after' the study; 8) The CG MDCT delayed post-test showed significance in comparing the group's own scores to its post-tests ($Z = -2.774, p = .006$), whereas the EG's did not ($Z = -.872, p = .383$).

Although the students' recognition and oral request abilities, as demonstrated in their pre-tests, indicated similar levels with no significant difference, this was not the case for their self-evaluation of their oral and writing abilities prior to joining the study. When comparing the two groups' self-evaluations of their ability to request in writing before joining the study, they seemed to provide similar responses with no significant difference between them, i.e. $\chi^2_{(4)} = 2.674, p = 0.614$. However, this contradicted their self-evaluations of themselves with regard to being able to orally request prior to joining the study. When comparing the CG and EG responses, the CG's self-evaluation of their oral ability was significantly higher than the EG's, i.e. $\chi^2_{(3)} = 8.686, p = 0.034$. This could mean that the EG had a better eye for appropriate

English requests due to its exposure to the videos and was able to look back retrospectively and see that they were lacking in that area prior to joining the study. The EG members probably noticed the gap in their knowledge prior to joining the study and compared it to how English requests should really be performed, as they saw in the NES clips.

Furthermore, the CG's significantly different self-evaluation of its oral request ability seems to also contradict the group members' actual oral request abilities that were tested using the ODCT pre-test. The independent sample *t*-test that was performed on the two groups' ODCT indicated that there was no significant difference between the two groups at the beginning: the CG ($M = 89.85$, $SD = 10.72$) and the EG ($M = 93.24$, $SD = 10.99$), resulting in $t(54) = -1.16$, $p = .248$. However, when comparing the self-evaluations of their oral request abilities, there was a significant difference of $\chi^2(3) = 8.686$, $p = 0.034$, with the CG viewing themselves significantly better, as mentioned above. Again, one possible interpretation is that both groups' oral request ability started at the same level. Nevertheless, as mentioned earlier, perhaps the videos widened the EG members' pragmatic horizons, and that by comparing their level at the starting point to what they viewed in the videos, they began to perceive their level as being lower at the beginning of the study than it was at the end.

Comparatively, the number of strategies they reported remembering to use 'prior' to the study was also different when compared to the strategy count they 'wanted to remember to use'. When reporting on the strategies they 'remembered to use', the counts were very close. For the 'strategies participants remember to use when requesting orally', the CG reported 93 counts and the EG reported 95. For the 'strategies participants remember to use when requesting in writing', the CG reported 90 and the EG reported 85. We can see that the differences between the counts mentioned above ranged from 1% in the oral strategies to 3% in the written, unlike when comparing the counts for the strategies they mentioned wanting to remember to use. Orally, the CG wanted to remember 9, while the EG wanted to remember 17; that is a 31% difference.

Similarly, with regard to the strategies they wanted to remember to use when writing a request, the CG reported 6 and the EG 12, representing a difference of 33% between the two groups. This indicated that the EG felt it needed to recall more strategies when requesting orally or in writing. Moreover, although there was no significant difference between the number of strategies reported when requesting orally or in writing, the EG still reported a significantly lower self-evaluation of their oral request ability prior to joining the study. These differences, whether significant or not, continue to prove that the EG was more aware of what it takes to perform an appropriate request. The EG, in many cases, was conscious of what it needed to remember, similar to its awareness of the members' oral request abilities prior to joining the study. This is also demonstrated by comparing the request examples written.

The list of strategies reported as compared to the real examples also revealed mixed results. When reporting on the strategies that both groups remembered to use, either orally or in writing, similar counts were reported. A difference of 1–3% was found between the two groups. However, both the oral and written examples they provided showed that the EG provided 20% more examples than the CG. In fact, although the CG gave 21% more examples than the EG in the 'before' examples, the EG managed to list 20% more, not simply become equal to the CG, which indicates the EG's better performance.

This higher production level was emphasised by the EG's ODCT post-test scores, as mentioned in section 5.2.1 previously. Although the EG showed a better performance in its production ability, the CG did slightly better in the recognition. A difference was found when comparing the two groups' recognition abilities, which was not significant, to their production, i.e. ODCT, which revealed a marginal significance. Indeed, the two groups improved differently in their oral production of requests. While the EG significantly outperformed itself in its ODCT post-test, $t(28) = -2.69, p = .012$, the CG did not, $t(26) = -1.69, p = .102$. Moreover, a marginal significance existed in the two groups' ODCT post-tests, $t(-1.97) = 54, p = .053$. Nevertheless, although no significant difference occurred between the two groups' MDCT post-test recognition abilities, the CG improved significantly in its MDCT delayed post-tests when compared to its post-tests ($Z = -2.774, p = .006$), which was

not observed in the case of the EG. The EG showed an improvement in its delayed post-tests but not significantly compared to their recognition ability seen in their MDCT post-tests ($Z = -.872$, $p = .383$). Thus, we can see differences in the groups' performances across the three measurement tools.

5.3 Results Interpreted and Compared to Previous Research

In line with previous research (Ahmadi, Samar & Yazdanimoghaddam, 2011; Ifantidou, 2013; and Khodareza & Lotfi, 2012, to name a few) that promotes teaching the speech act of ‘requesting’ (or other speech acts) explicitly, the findings revealed that students in both groups performed similarly in their recognition ability and their self-evaluation of their requesting ability, as well as their attitudes towards requesting and videos. Nonetheless, the participants’ production abilities in their ODCT proved to show some marginal significance. A difference in improvement was also identified in the students’ written examples of requests. In this section, the findings will be discussed in comparison to previous studies and possible interpretations will be provided in an attempt to explain the non-significance/significance present in the results.

5.3.1 *Recognition Ability Observed in the MDCT*

The findings of this study revealed that students’ recognition of the most appropriate request form is indeed in line with most research conducted on teaching speech acts explicitly to test students’ recognition/awareness/ interpretation of the appropriateness of speech acts. In fact, even studies that compared two or three different approaches, such as Ahmadi et al. (2011), who compared input-based vs. output-based approaches, Martínez-Flor (2004), who compared explicit and implicit instruction to a control (no instruction) and Roodsari, Taghvaei and Azadsarv (2014), who compared input-based vs. task-based approaches, reported that explicitness leads to a significant improvement in students’ post-tests when compared to their pre-tests, regardless of which approach did better. This was also confirmed by studies that simply compared explicit instruction to no instruction, for example, in Jordà (2004), Ifantidou (2013), Khodareza and Lotfi (2013), Eslami-Rasekh, Eslami-Rasekh and Fatahi (2004) and Halenko and Jones (2011).

Hence, the above studies proved that explicit instruction and raising learners' metapragmatic awareness leads to a significant improvement in their recognition of the most appropriate speech act, in this case 'requests'. This explains why both groups in this study improved similarly, with no significant difference between them. Explicit instruction alone can suffice, regardless of the presence or absence of videos. Explicit instruction using the English request taxonomy and MDCT/ODCT classroom handouts could be considered valuable tools for students to reflect metapragmatically on appropriate requests. This interpretation is consistent with Bardovi-Harlig and Griffin's (2005) study on the four speech acts: requests, apologies, suggestions and refusals, in which they asked students to compare infelicitous scenarios. They stated that:

One activity that might help learners recognize infelicities is a controlled comparison task, where learners view the same scenario performed in different ways and have the opportunity to evaluate and discuss the possible alternatives (Takahashi, 2001, 2005a,b, this issue, in which learners compared transcripts of native and nonnative-speaker role plays). This can lead naturally to discussion on preferred content and form. (p. 412)

Similarly, the distractors and key answers in the MDCT classroom examples exposed students to different request formulae by native and non-native English speakers (i.e. female Saudi undergrads like them). In response to an open-ended question in the questionnaire, one student from each group reported how appreciative they were to have real life examples, whether in the MDCT classroom examples, their friends' ODCT play backs, or even the videos (the following are verbatim student comments):

- CG student: "I like that we have covered a lot of example in the session. We have practice how to form the request and how to figure out which one is correct or more acceptable. Providing some example from our life makes us aware of which the more appropriate way to request."
- EG student: كل الامثله/فيديوهات/نصوص التي كانت من الامثله المهمه و من " حياتنا اليوميه و التي يجب على كل متعلم للغه الانجليزيه معرفتها "[“All the examples, videos, contexts that were used in the classroom were important examples and from our daily lives, which should be known by learners of English.”]

Hence, it is evident that providing the MDCT examples to work on in the classroom helped the students see the varieties of appropriate/inappropriate request formulae and evaluate the request's appropriateness based on the explicit instruction and request taxonomy, regardless of the existence/absence of videos. In fact, the use of videos alone, i.e. passive viewing, whether instructional or authentic, with no direct explicit instruction in some studies (such as Bardovi-Harlig & Griffin, 2005); Fukuya & Clark, 2001; Martínez-Flor & Soler, 2007; and Soler, 2005) proved ineffective. Thus, this confirmed that 'explicitness' alone could be the active ingredient in the students' recognition development of appropriate requests in both the post-tests (the first week after the classroom intervention) and delayed post-tests (two weeks after the post-test).

Students in this study continued to improve in their delayed post-tests. This is consistent with Nguyen, Pham and Pham's (2012) study. In both the explicit and implicit groups, i.e. both treatment groups, their participants continued to show an improvement across three production measurements: DCT, role-plays and oral peer feedback—some of which was even significant, even though it was five weeks after the treatment. In contrast, most studies show their participants scoring slightly/significantly less on their delayed post-tests when compared to their post-tests, especially due to the factors of time and task type. For example, participants in Ahmadi et al. (2011) showed slight, non-significant decrease in improvement in their recognition delayed post-tests. A possible reason for this was that the delayed post-tests were held four weeks after the treatment. Similarly, Halenko and Jones' (2011) experimental group's performance significantly decreased in its overall ability to produce appropriate requests in the delayed post-test when compared to the post-tests. The group did only marginally better than it had in the pre-test. The delayed post-test was held six weeks after the initial instruction, whereas this study's participants went through the delayed post-tests five weeks after the initial instruction and only two weeks after the post-test.

Time and task type seemed to play a role in the increase/decrease of the delayed post-test scores. In Salazar (2003), learners were tested for production. Learners went back to using the same type of request strategies that were used before instruction. Contrary to that, students in this study were tested for recognition

as a delayed post-test, which could make maintaining a level of improvement more achievable. That is because in a recognition task, learners are only required to select from the choices that are already provided, which perhaps makes the task less challenging, unlike a production task especially an oral production task.

Interestingly, while the EG only improved slightly, the CG showed a significant improvement in the delayed post-tests compared to the post-tests. Among the interpretations for this include, as mentioned above, the fact that explicit instruction alone, regardless of the inclusion of videos, might have led to an improvement—possibly even a significant one. Another interpretation is the fact that the CG had more opportunities to practise performing requests through three tasks: MDCT classroom examples, ODCT and role-plays, whereas the EG had only the first two tasks, with more input being given through videos. This interpretation is supported by Roodsari, Taghvae and Azadsarv's (2014) study. Roodsari et al. (2014) showed their task-based group significantly performing better in the MDCT post-tests.

Also, a third reason for this could be related to the test-taking location; since the test was held in the basement, the lab's Wi-Fi connection was compromised. Because the CG started the intervention one day before the EG, its members also took the post-test one day before. They were located in the basement in one of the labs, which turned out to have a very poor Wi-Fi connection. After the CG had started the post-test, it was evident that the students were having trouble connecting and staying connected to the test site. Therefore, to save time and ensure that they took the test within the hour, I moved them to a different lab with a better internet connection. Moving them from one lab to another probably resulted in a disruption to their focus that perhaps caused them to score lower than the EG in the post-test than they would have otherwise. Although the difference in the two group's post-test scores was not significantly less, but the difference might have led to a bigger and more significant difference when later comparing their post-tests to their delayed post-tests, as illustrated in Figure 3 in Chapter 4. If they had scored closer to the EG in the post-test, the significant difference seen in their delayed post-test might not have existed. The graph (in Figure 3) shows that both the CG and EG had closer mean scores in their delayed post-tests when compared to their post-tests.

The data on recognition ability when comparing the two groups seems similar to the students' request self-evaluation/attitude results in the sense that both sets of data showed that both groups improved nearly equally. This can most likely be explained by the 'explicitness' factor. The data for the major component parts of the questionnaire revealed that learners' self-evaluations/attitudes had been affected very similarly and non-significantly, with some slight discrepancies when comparing certain single items.

5.3.2 *Self-evaluation of Requesting Ability in Questionnaire Responses*

As mentioned before, learners were asked to fill out a self-evaluation questionnaire a month and a half after the study intervention, which required them to report on their requesting ability before (in retrospect) and after the study. The findings from most of the Likert scale responses were comparable to those of the MDCT. They both pointed to the fact that the existence or absence of videos gave similar results as long as there was some form of explicit instruction. This is consistent with the 'explicitness' hypothesis, i.e. teaching students how to politely request 'explicitly' will suffice when it comes to recognition and ability for self-evaluation/attitudes toward requesting, teaching it, using videos, etc. This is supported by Ahmadi, Samar and Yazdanimoghaddam (2011) whose results when comparing two explicit approaches revealed that "neither the effects of instructional treatment nor the effects of time were significant between the groups on pragmatic measures" (p. 2). Their theoretical and applied results lend strong support to the results of this study collected from the MDCT and questionnaire. Bearing this in mind, it was interesting to see the non-significant results obtained regarding the students' self-evaluations/attitudes that added to the results of their recognition, as seen in their MDCT scores. These results were also consistent with many previous studies, such as Jordà (2004), Martínez-Flor and Soler (2007), Halenko and Jones (2011), Kondo (2008) and a few others that will be discussed in comparison to the findings of this study in this section.

The responses found in the major components of the Likert scale of the two groups were compared and revealed no significant difference whatsoever: requesting orally ($p = .796$) and in writing ($p = .545$), perception of requests in videos, ($p =$

.149), Arabic vs. English requests ($p = .930$), and the students' feedback on the study ($p = .286$). Thus, this indicated that 'explicitness' allowed both groups to respond similarly with no significant difference. This is in line with several studies. For example, learners in this study reported a boost in confidence after having learnt the strategies necessary to appropriately request. This finding reflects Martínez-Flor (2004) and Fukuya and Zhang's (2002) learners who reported an improved confidence. Likewise, students in this study exuded confidence in their responses to the 'confidence' questions, with the exception of one item that asked about being anxious when making requests after the study. The confidence results when making oral requests can be found in Table 34, and in writing in Table 35, and in the responses to the feedback in Table 36.

Questions – ORAL Part		Groups		5	4	3	2	1	Mean Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Q6. 1	I feel more confident when orally requesting after participating in the study.	CG	F	17	9	1	0	0	4.59
			%	62.96	33.33	3.7	0	0	
		EG	F	19	9	0	0	1	4.55
			%	65.52	31.03	0	0	3.45	
Q6. 2	I think I can orally request better in English after participating in the study.	CG	F	18	9	0	0	0	4.67
			%	66.67	33.33	0	0	0	
		EG	F	23	6	0	0	0	4.79
			%	79.31	20.69	0	0	0	
			%	48.28	34.48	17.24	0	0	
Q6. 11	I feel more confident when orally requesting my professor in English.	CG	F	16	10	1	0	0	4.56
			%	59.26	37.04	3.7	0	0	
		EG	F	20	8	1	0	0	4.66
			%	68.97	27.59	3.45	0	0	
Q6. 12	I feel more confident when orally requesting my friends in English.	CG	F	7	15	3	1	1	3.96
			%	25.93	55.56	11.11	3.7	3.7	
		EG	F	11	13	4	0	1	4.14
			%	37.93	44.83	13.79	0	3.45	
Q6. 13	I feel more confident when orally requesting in English outside university: at restaurants, hospitals, etc.	CG	F	14	11	1	1	0	4.41
			%	51.85	40.74	3.7	3.7	0	
		EG	F	17	8	3	1	0	4.41
			%	58.62	27.59	10.34	3.45	0	
		CG	F	13	14	0	0	0	4.48

Q6. 18	After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms.		%	48.15	51.85	0	0	0	
		EG	F	18	10	1	0	0	4.59
			%	62.07	34.48	3.45	0	0	

Table 34: Frequency of Oral Request Ability Perception Responses Indicating a Boost in Self-Confidence for Both the Control and Experimental Groups

Questions – WRITTEN Part		Groups		5	4	3	2	1	Mean Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Q9. 1	I feel more confident when writing requests after participating in the study, e.g. in emails and messages.	CG	F	17	10	0	0	0	4.63
			%	62.96	37.04	0	0	0	
		EG	F	19	10	0	0	0	4.66
			%	65.52	34.48	0	0	0	
Q9. 5	I think that I request better in my emails.	CG	F	16	11	0	0	0	4.59
			%	59.26	40.74	0	0	0	
		EG	F	18	11	0	0	0	4.62
			%	62.07	37.93	0	0	0	
Q9. 6	I request my professors in English in my emails.	CG	F	21	5	1	0	0	4.74
			%	77.78	18.52	3.7	0	0	
		EG	F	23	6	0	0	0	4.79
			%	79.31	20.69	0	0	0	
Q9. 10	My ability to request when ordering online is better.	CG	F	14	11	2	0	0	4.44
			%	51.85	40.74	7.41	0	0	
		EG	F	12	13	3	1	0	4.24
			%	41.38	44.83	10.34	3.45	0	
Q9. 14	I use the English requesting strategies I learned in the classroom when writing a request to anyone.	CG	F	18	9	0	0	0	4.67
			%	66.67	33.33	0	0	0	
		EG	F	15	13	1	0	0	4.48
			%	51.72	44.83	3.45	0	0	
Q9. 15	After participating in this study, I = request when WRITING in English, e.g. in emails and messages.	CG	F	14	11	2	0	0	4.44
			%	51.85	40.74	7.41	0	0	
		EG	F	14	14	1	0	0	4.45
			%	48.28	48.28	3.45	0	0	

Table 35: Frequency of Written Request Ability Perception Responses Indicating a Boost in Self-Confidence for Both the Control and Experimental Groups

Questions – FEEDBACK Part		Groups		5	4	3	2	1	Mean Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Q14.2	I have become self-conscious about requesting in English and Arabic.	CG	F	0	0	0	2	25	1.07
			%	0	0	0	7.41	92.59	
		EG	F	0	0	0	4	25	1.14
			%	0	0	0	13.79	86.21	
Q14.3		CG	F	4	11	4	4	4	3.26

	I have become anxious when requesting after participating in the study.		%	14.81	40.74	14.81	14.81	14.81	
EG		F	2	7	9	4	7		2.76
		%	6.9	24.14	31.0 3	13.79	24.14		

Table 36: Frequency of Responses on the Control Group and Experimental Group Attitudes Toward the Study

Students in both groups, for example, responded similarly to the statement “I feel more confident when orally requesting after participating in the study” (means: CG: 4.59, EG: 4.55). Also, to “I feel more confident when writing requests after participating in the study, e.g. in emails and messages.” (means: CG: 4.63, EG: 4.66). Furthermore, their self-evaluation revealed improved ability when requesting orally (means: CG: 4.67, EG: 4.79) and in writing (means: CG: 4.59, EG: 4.62). Even when asked if they “have become self-conscious about requesting in English and Arabic.”, both groups responded that they mostly ‘disagreed’ and ‘strongly disagreed’ (means: CG: 1.07, EG: 1.14). Nevertheless, when asked whether they “have become anxious when requesting after participating in the study.”, there were mixed results from the two groups (means: CG: 3.26, EG: 2.76). Even though they expressed confidence on so many items in different parts of the questionnaire, as seen in the tables above, they still expressed feelings of anxiety, with the EG being less anxious. Perhaps knowing more about the cross-cultural differences in requesting in different languages made them feel more confident, but also more cautious in order to save face and get it right.

Ahmadi, Samar and Yazdanimoghaddam’s (2011) students were exposed to two different approaches (both of which were explicit), and they stated that “the gap in learners’ perceptions before and after the treatment in the present study can show teachers the necessity for raising learners’ awareness of cross cultural differences and non-linguistic factors in the process of L2 acquisition” (p. 23). This pragmatic cross-cultural awareness seems to have developed significantly more in retrospect for the EG of this study when compared to the CG, in two areas: 1) their self-evaluation of their oral ability before the study compared to after; and 2) in their thought process when determining the native English speaker choice when selecting the most appropriate request form on their MDCT pre-tests vs. post-tests, and when preparing to record their ODCT. The EG had a significantly lower view of their oral

request ability before joining the study compared to the CG. In other words, the CG members' perception of their ability to orally request before joining the study was significantly higher than the EG's, i.e. $\chi^2_{(3)} = 8.686, p = 0.034$. Also, when comparing their responses to the question "When answering the multiple discourse completion tasks for the pre-test, I thought of what native English speakers (NES) would normally say", and "When answering the multiple discourse completion tasks for the post-test, I thought of what native English speakers (NES) would normally say.", the EG seemed to have developed a better recognition of NES requests, perhaps due to the extra authentic input they received through videos (EG: $\chi^2_{(3)} = 15.250, p = .018$ and CG $\chi^2_{(3)} = 8.163, p = .226$).

Similarly, the EG's perception of the significant gap in its realisation of the NES requests also existed when trying to record the requests in the ODCT pre-test and post-test, which were demonstrated in the responses to the two items: "When uttering my requests for the Oral Discourse Completion Tasks for the pre-test, I thought about what Native English Speakers (NES) would normally say.", and "When uttering my requests for the Oral Discourse Completion Tasks for the post-test, I thought about what Native English Speakers (NES) would normally say.". The EG's increase in awareness was significant, $\chi^2_{(3)} = 24.290, p < .001$, unlike the CG's, $\chi^2_{(3)} = 18.486, p = .102$. There are two possible interpretations of this. The first is that the EG had a better eye for what constituted an appropriate English request and was able to look back retrospectively and recognise that it was lacking in that area prior to participation in the study. The second is that through exposure to videos, the EG members have probably realised that there are many possible real life formulae that can be used to perform appropriate requests. Hence, they had become sensitised to requesting and the need to perform it appropriately to ensure saving face. It is reminiscent of Einstein's famous saying "The more I learn, the more I realise how much I don't know." In this case, the EG realised how much it did not know prior to joining the study, and/or realised the numerous request formulae that exist.

Nevertheless, there was no significant difference between the two groups in their recognition realisation of NES requests in either the pre-test or post-test: $\chi^2_{(3)} = 6.749, p = .663$ (for the pre-test) and $\chi^2_{(3)} = 4.281, p = .369$ (for the post-test). The

same is true when comparing the students' thinking of NES performance before recording the ODCT requests: the pre-test revealed $\chi^2_{(3)} = 9.320, p = .675$, and the post-test $\chi^2_{(3)} = 4.647, p = .590$.

Interestingly, unlike the EG, two CG students expressed that they were now aware of Arabic vs. English request formulae. The CG students said (verbatim comments):

- CG.S1: "I like that we have covered a lot of example in the session. We have practice how to form the request and how to figure out which one is correct or more acceptable. Providing some example from our life makes us aware of which the more appropriate way to request. Moreover, aware that the Arabic form of request is different than the English and the cultural differences how effect the way we request."
- CG.S2: "It is very important for our social life, and for requesting people. Moreover, putting in mind whom I'm asking and what I'm asking for."

These comments were supported by the CG's significant improvement in its delayed MDCT post-test ($p = .006$) when compared to the post-test, despite the fact that the responses to the items about thinking about NES while answering the MDCT in the pre-test and post-test were not significant ($p = .226$). The reverse seemed to be true for the EG. Its response to the question regarding NES request awareness revealed a significant improvement ($p = .018$), but no significant improvement was seen in the MDCT delayed post-test ($p = .383$). Perhaps more task-based activities led to improving the CG's recognition of appropriate requests in the long run, while more input using videos heightened the EG's awareness of NES appropriateness rules and the gap in the participants' levels before and after the study. Nevertheless, the frequency of the two groups' responses to the Arabic vs. English part in the questionnaire revealed very similar results with no significant difference, as seen in their means provided in Table 37.

Questions – Arabic vs. English Part		Groups		5	4	3	2	1	Mean
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Q13.1	I started to consciously pay attention to the differences between the request forms of Arabic and English?	CG	F	22	5	0	0	0	4.81
			%	81.48	18.52	0	0	0	
		EG	F	20	9	0	0	0	4.69
			%	68.97	31.03	0	0	0	

Q13.2	I notice the difference between request forms in Arabic and English?	CG	F	11	14	2	0	0	4.33
			%	40.74	51.85	7.41	0	0	
		EG	F	13	15	1	0	0	4.41
			%	44.83	51.72	3.45	0	0	
Q13.3	I use some of the request forms I learned in English when requesting in Arabic either orally or written.	CG	F	9	12	4	2	0	4.04
			%	33.33	44.44	14.81	7.41	0	
		EG	F	9	10	8	2	0	3.9
			%	31.03	34.48	27.59	6.9	0	
Q13.4	I use some of the request forms originally in Arabic when I request in English either orally or written.	CG	F	5	9	5	7	1	3.37
			%	18.52	33.33	18.52	25.93	3.7	
		EG	F	5	11	7	5	1	3.48
			%	17.24	37.93	24.14	17.24	3.45	
Q13.5	I reflect on my own request forms more often and try to improve them.	CG	F	20	6	1	0	0	4.7
			%	74.07	22.22	3.7	0	0	
		EG	F	21	8	0	0	0	4.72
			%	72.41	27.59	0	0	0	

Table 37: Frequency of the Perception of Arabic vs. English Requests: Responses for Both the Control and Experimental Groups

The table shows that students from both groups ended up consciously *paying attention* to (in Q13.1, means: CG: 4.81, EG: 4.69) and *noticing* (in Q13.2, means: CG: 4.33, EG: 4.41) the request strategy differences found in Arabic and English. They were also aware that they *transfer request strategies* from their L1, Arabic, to English (in Q13.3, means: CG: 4.04, EG: 3.9) and vice versa (in Q13.4, means: CG: 3.37, EG: 3.48). This is consistent with Kondo's (2008) study that confirmed that learners create their own interlanguage pragmatics that are influenced by their L1 and L2.

Furthermore, students reported *reflecting on their requests* (in Q13.5, means: CG: 4.7, EG: 4.72). This metapragmatic awareness that leads to pragmatic reflection is also consistent with Kondo's work. Kondo (2008) reported that through awareness raising, learners can be sensitised to "cultural differences and variables involved in language use" (p. 173). Indeed, his research, similar to this one, found that "through instruction learners become aware of pragmatic similarities and differences between their native language and the target language" (p. 172) and that "learners are able to make metapragmatic analyses and can become linguists and discoverers themselves by being actively involved in analyzing, thinking and reflecting on their own speech performance" (p. 173). This is possibly due to the fact that their pragmatic horizons have been widened and they have become more aware that they need to be alert in

order to save face. This requesting exposure in both groups improved their ability to request on and off campus, as reported in many of the items. Kondo's hope that learners would "be able to apply the pragmatic awareness acquired in class to other settings they may encounter" (p. 173) is manifested in the responses of the students here (Tables 38–41).

Questions – ORAL Part		Groups		5	4	3	2	1	Mean Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Q6. 5	I request my professors orally in English after lectures.	CG	F	11	13	3	0	0	4.3
			%	40.74	48.15	11.11	0	0	
		EG	F	11	14	4	0	0	4.24
			%	37.93	48.28	13.79	0	0	
Q6. 6	I request my friends orally in English.	CG	F	1	7	16	3	0	3.22
			%	3.7	25.93	59.26	11.11	0	
		EG	F	1	7	16	4	1	3.1
			%	3.45	24.14	55.17	13.79	3.45	
Q6. 10	I request in English outside university? (e.g. online, at the mall, restaurant, etc..)	CG	F	16	7	3	0	1	4.37
			%	59.26	25.93	11.11	0	3.7	
		EG	F	17	8	4	0	0	4.45
			%	58.62	27.59	13.79	0	0	

Table 38: Frequency of Oral Request Ability Perception Responses for Both the Control and Experimental Groups

Questions – WRITTEN Part		Groups		5	4	3	2	1	Mean Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Q9. 2	I request my friends when texting in English.	CG	F	1	15	10	0	1	3.56
			%	3.7	55.56	37.04	0	3.7	
		EG	F	5	14	8	2	0	3.76
			%	17.24	48.28	27.59	6.9	0	
Q9. 3	I request my online friends in English? (e.g. during chats, twitter, Facebook, etc.)	CG	F	7	11	8	1	0	3.89
			%	25.93	40.74	29.63	3.7	0	
		EG	F	10	10	8	1	0	4
			%	34.48	34.48	27.59	3.45	0	
Q9. 4	I started noticing request forms used by my online friends, (e.g. during chats, twitter, Facebook, etc..)	CG	F	15	10	2	0	0	4.48
			%	55.56	37.04	7.41	0	0	
		EG	F	18	9	2	0	0	4.55
			%	62.07	31.03	6.9	0	0	
Q9. 6	I request my professors in English in my emails.	CG	F	21	5	1	0	0	4.74
			%	77.78	18.52	3.7	0	0	
		EG	F	23	6	0	0	0	4.79

			%	79.31	20.69	0	0	0	
Q9. 9	I am able to notice the appropriateness/inappropriateness of my friends' written request forms in either of their texts or emails.	CG	F	13	12	2	0	0	4.41
			%	48.15	44.44	7.41	0	0	
		EG	F	12	15	2	0	0	4.34
			%	41.38	51.72	6.9	0	0	
Q9. 10	My ability to request when ordering online is better.	CG	F	14	11	2	0	0	4.44
			%	51.85	40.74	7.41	0	0	
		EG	F	12	13	3	1	0	4.24
			%	41.38	44.83	10.34	3.45	0	
Q9. 14	I use the English requesting strategies I learned in the classroom when writing a request to anyone.	CG	F	18	9	0	0	0	.67
			%	66.67	33.33	0	0	0	
		EG	F	15	13	1	0	0	.48
			%	51.72	44.83	3.45	0	0	
Q9. 15	After participating in this study, I = request when WRITING in English, e.g. in emails and messages.	CG	F	14	11	2	0	0	.44
			%	51.85	40.74	7.41	0	0	
		EG	F	14	14	1	0	0	.45
			%	48.28	48.28	3.45	0	0	

Table 39: Frequency of Written Request Ability Perception Responses for Both the Control and Experimental Groups

Questions – VIDEO Part		Groups		5	4	3	2	1	Mean Rounde d
				Strong ly Agree	Agree	Neutr al	Disagr ee	Strongly Disagree	
Q12 .1	I notice request forms when watching English TV/videos?	CG	F	17	8	2	0	0	4.56
			%	62.96	29.63	7.41	0	0	
		EG	F	16	13	0	0	0	4.55
			%	55.17	44.83	0	0	0	
Q12 .2	I think that using videos to teach requesting in classrooms can be beneficial to students.	CG	F	18	7	2	0	0	4.59
			%	66.67	25.93	7.41	0	0	
		EG	F	24	5	0	0	0	4.83
			%	82.76	17.24	0	0	0	
Q12 .3	I notice request forms when watching Arabic TV/videos?	CG	F	9	13	4	1	0	4.11
			%	33.33	48.15	14.8 1	3.7	0	
		EG	F	17	9	3	0	0	4.48
			%	58.62	31.03	10.3 4	0	0	
			F	3	3	14	7	0	3.07

Q12 .4	I write down the request forms I notice in English TV/videos in a notebook to revise later.	CG EG	%	11.11	11.11	51.8 5	25.93	0	
			F	6	2	14	6	1	
			%	20.69	6.9	48.2 8	20.69	3.45	3.21
Q12 .5	I rewind the request forms I notice in English TV/videos to hear them again or analyse them.	CG	F	7	10	7	3	0	3.78
			%	25.93	37.04	25.9 3	11.11	0	
		EG	F	8	13	6	2	0	3.93
			%	27.59	44.83	20.6 9	6.9	0	
Q12 .6	I think videos would be an important tool to teach English in classrooms since there is hardly any exposure to spoken English outside classroom.	CG	F	20	6	1	0	0	4.7
			%	74.07	22.22	3.7	0	0	
		EG	F	26	3	0	0	0	4.9
			%	89.66	10.34	0	0	0	

Table 40: Frequency Responses of the Perception of Videos and Request in Videos for Both the Control and Experimental Groups

Questions – FEEDBACK Part		Groups		5	4	3	2	1	Mean Round ed
			Strongl y Agree	Agree	Neutral	Disag ree	Strongly Disagree		
Q14 .4	I think it is worth teaching how to request in English.	CG	F	25	2	0	0	0	4.93
			%	92.59	7.41	0	0	0	
		EG	F	27	2	0	0	0	4.93
			%	93.1	6.9	0	0	0	
Q14 .5	I share my experience on how to request with friends or family.	CG	F	12	13	2	0	0	4.37
			%	44.44	48.15	7.41	0	0	
		EG	F	12	16	1	0	0	4.38
			%	41.38	55.17	3.45	0	0	
Q14 .6	I try teaching my friends or family members how to request in English and the difference between Arabic requests and English requests.	CG	F	13	10	4	0	0	4.33
			%	48.15	37.04	14.81	0	0	
		EG	F	9	11	9	0	0	4
			%	31.03	37.93	31.03	0	0	
Q14 .7	I try correcting my friends' or family's requests and draw their attention to the more appropriate ways on how to request in either English or Arabic.	CG	F	12	11	4	0	0	4.3
			%	44.44	40.74	14.81	0	0	
		EG	F	11	12	6	0	0	4.17
			%	37.93	41.38	20.69	0	0	

Table 41: Frequency of Responses on the Control Group and Experimental Group Attitudes Toward the Study

We can see in Tables 38, 39, 40 and 41 that both groups responded with very similar frequencies when expressing how they applied their pragmatic awareness, in this case, their awareness of using appropriate request strategies beyond the classroom. For example, for the statement concerning requesting orally, “I request in English outside university? (e.g. online, at the mall, restaurant, etc..)”, the means were CG: 4.37 and EG: 4.45. For written requests, “I request my online friends in English? (e.g. during chats, twitter, Facebook, etc.)”, the means were CG: 4.48 and EG: 4.55. Also, for one of the responses to requests in videos “I notice request forms when watching English TV/videos?”, the means were CG: 4.56 and EG: 4.55. Furthermore, their feedback on the item “I share my experiences on how to request with friends or family.”, the means were CG: 4.37 and EG: 4.38. Lastly, for the statement “I try teaching my friends or family members how to request in English and the difference between Arabic requests and English requests.”, the means were CG: 4.33 and EG: 4.

The entire intervention, with its input, discussions and tasks, provided an opportunity for practice and reflection for both groups. These results are comparable to those reported by Tan and Farashaiya (2012), who also used explicit instruction to compare two groups’ abilities to comprehend and produce requests. They reported that “practice via input-based instruction can boost the learners’ command of comprehending and producing target structures. This coincides with the information-processing theory claiming that input-oriented instruction can develop participants’ ability to comprehend and produce target features making use of the same underlying knowledge source” (p. 45). Indeed, the students’ responses to the open-ended questions providing feedback on the study support their replies on the Likert scale, i.e. confirming that the two groups responded similarly.

The majority of the students in both groups expressed their appreciation for participating in the study and advocated teaching requests and making it part of their college program. The comments provided support the effectiveness of the intervention (explicit instruction/videos), similar to the reflections of the two students interviewed by Halenko and Jones (2011). Those students felt that the “pragmatic input on requests was useful and worthwhile” (p. 247). They reported that instruction enriched their ability to communicate more effectively on campus

and heightened their awareness of the sociopragmatic aspects of requests. The researchers also pointed out that “a greater amount of input is needed over time to ensure the pragmatic awareness is retained” (p. 247). Indeed, the comments of each group in this study echoed Halenka and Jones’ students’ feedback. The CG shared the following opinions (verbatim comments):

- “the study was very useful it should be teaching as subject or as part in our english books”,
- “I think request subject to be taught in each university” and
- “It is very important for our social life , and for requesting people Moreover, putting in mind whom I'm I asking and what I'm asking for .”
- “This cours was very useful for me but I ask my self what about if I take this cours in the first four level it would be really helpe me more”.

The last student quoted above was regretful that she had not been given this opportunity in her first two years of college. She was suggesting that that might have helped her very much. The EG made more comments about the effectiveness of the course by sharing the following remarks (verbatim):

- “I think it's necessary to put it among the English language skills”
- “I hope to teach us at university how do we request in English.”
- “I hope to continue this studying because it is very useful.”
- “We should have a subject to teach us how to make a request”
- “I hope to see requesting courses in our university ..”
- “No, thank you so much for everything , I wish if it's possible to do more coursework  ”
- “ i hope it becomes as a part of our education .”

As a whole, students in both groups seemed to consistently view their requesting ability similarly, and similarly perceive their ability to recall the strategies they had begun to use after the study. They also provided similar written request examples. When comparing the strategies students recalled when requesting to those they wanted to remember when requesting, both groups significantly outperformed themselves: for the oral and written strategies, the CG ($p < .001$) and the EG ($p < .001$). However, because they were both explicitly instructed, no significant

difference was found when comparing them against each other in the strategies they ‘remembered’ using, either when orally requesting ($p = .682$) or when requesting in writing ($p = .386$). Nor was a significant difference found when reporting on the strategies they ‘wanted to remember to use’ when orally requesting ($p = .362$) or in writing ($p = .369$). This is of course consistent with the majority of the findings of the MDCT and self-evaluation part, which is also consistent with other research findings. For example, Jordà (2004) reported an increase in learners’ request variations, i.e. an increase in quality. However, unlike Jordà, learners in this study displayed an increase in quantity on top of quality, i.e. demonstrated an increase in the type and number of request formulations. Thus, these results point to the effectiveness of the instruction.

The following studies all confirm that explicit instruction leads to a significant improvement in a learner’s ability to write requests: Mohammed (2012), Ahmadi, Samar and Yazdanimoghaddam (2011), Tajeddin and Hosseinpur (2014), Jordà (2004), Tan and Farashaiya (2012), Dastjerdi and Rezvani (2010), Khodareza and Lotfi (2013), Khodareza and Lotfi (2012), Martínez-Flor (2004), Nguyen, Pham and Pham (2012), and Halenko and Jones (2011). One possible explanation for the non-significant similar improvement of the two groups in this study could be related to the type of eliciting questions employed. They were open-ended questions asking participants to simply write down strategies and examples of requests, without specifying a certain number of strategies or asking them to answer a specific DCT scenario. It was completely open. Perhaps administering a typical DCT, as normally used in ILP studies, and restricting all of the students to the same scenario might have rendered different results, possibly significant ones, similar to their ODCT results. Another possible explanation for the non-significant findings is the fact that the students were allowed to take as much time as they needed to write down the strategies and examples. Perhaps this enabled them to think without feeling a time pressure and come up with as many strategies/examples as they pleased. Martínez-Flor (2004) found statistically significant differences in learners’ performance of oral suggestions (phone messages) compared to written ones (emails). She reported that the written production task allowed learners to perform a higher number of suggestions compared to the oral task. Therefore, she posited that “the production task in which learners are engaged influences their use of suggestions” (p. 298).

Nevertheless, the EG, in this study, still made better progress in some areas of production than the CG. The EG was able to reflect and report on the strategies it still wanted to remember to use orally, by 31% more, and in writing by 33% more. Additionally, the EG provided 20% more request examples than the CG. Clearly, the EG seemed to do better at production tasks, sometimes significantly better, as revealed in the ODCT.

5.3.3 Oral Production Ability Observed in the ODCT

This study demonstrated that although exposure to authentic videos may not have significantly or consistently affected the majority of pragmatic competence areas (e.g. recognition and self-evaluation or written request examples, as mentioned above), it did affect other components, such as the oral production of appropriate requests, as will be discussed in this section.

The majority of studies on speech acts compared their learners' progress using a production test, mainly a WDCT but rarely an ODCT, such as Kondo (2008) and Li (2012). Most of these studies have found that explicit instruction, and sometimes implicit instruction as well, significantly helped their learners develop in their performance of certain speech acts, be they **suggestions** in Martínez-Flor (2004), **requests** in Jordà (2004), Tajeddin and Hosseinpur (2014a, 2014b), Ahmadi, Samar and Yazdanimoghaddam (2011), Soler (2005), Halenko and Jones (2011) and Dastjerdi and Rezvani (2010), **constructive criticisms** in Nguyen, Pham and Pham (2012), **requests and refusals** in Mohammed (2012) and Khodareza and Lotfi (2012), or **apologies** in Khodareza and Lotfi (2013).

It is worth remembering that the EG members continued to demonstrate better awareness of their requesting performance levels. A significant gap was noted in the EG's realisation of NES requests existing while recording their ODCT pre-test and post-test. In their answers to the questionnaire items "When uttering my requests for the Oral Discourse Completion Tasks for the pre-test, I thought about what Native English Speakers (NES) would normally say." and "When uttering my requests for the Oral Discourse Completion Tasks for the post-test, I thought about what Native English Speakers (NES) would normally say.", the following differences were

reported: the EG's realisation displayed significance $\chi^2(3) = 24.290, p < .001$, while the CG's did not $\chi^2(3) = 18.486, p = .102$.

This significant difference was also supported by the ODCT scores. While the EG showed a significant improvement in orally performing an appropriate request in the post-test; i.e. $t(28) = -2.69, p = .012$, the CG did not, $t(26) = -1.69, p = .102$. Certainly, the marginal significance revealed in the EG's post-test mean compared to the CG's, $t(-1.97) = 54, p = .053$, confirms the effectiveness of videos in developing learners' ability to appropriately request orally, especially when put on the spot. It seems that explicit instruction here did not help the CG as much as the EG. Thus, it can be said that the videos played a pivotal role in the improvement of the EG's oral production.

This is somewhat supported by Weyers (1999) who emphasised that exposure to video programming increased students' listening comprehension and increased the number of words they used in discourse, leading to their improved communicative competence, "specifically their confidence in generating output and the scope and breadth of their discourse" (p. 345). In fact, one cannot help but wonder if the intervention had been longer than eight hours spread across two weeks, would a higher significance have been detected? The brevity of the intervention and the videos clips (19 clips, played three times each) that were used might be considered one limitation that possibly prevented greater significance from occurring between the two groups. Mohammed (2012) mentioned in his conclusion that "we believe that a more thorough and long-term program would be needed to produce even more beneficial effects" (p. 40). This recommendation was supported by Ifantidou (2013), whose explicit instruction study "provided evidence for significant, positive effects of systematic, prolonged explicit instruction, effects of a global, dynamic context and effects of high-level L2 proficiency onto learners' ability for pragmatic inference" (p. 21).

5.4 Concluding Remarks

The 'explicitness' factor seems to have played a major role in the development of the two groups. The results of the two groups indicated that explicitly drawing the

students' attention to appropriate request strategies, either with or without videos, yielded similar successful results. Therefore, based on this study and those mentioned above, on the topic of teaching requests explicitly, it is proposed that students' recognition ability of what an appropriate request is, as well as their self-evaluation of their requesting ability and perceptions of requesting in different cultures, and opinions on video as a means to teach requests, can improve in the presence or absence of videos as long as the students are instructed 'explicitly'.

Nevertheless, the students' abilities to perform requests orally were significantly/marginally significantly better after watching authentic video clips of requests. In addition, the students' perceptions of an appropriate request were heightened with the use of videos. This increase in their awareness gap was particularly evident in their perceptions of their oral request abilities before the study, with the CG members viewing themselves at a significantly higher level than the EG. This applied to their thinking about NES requests while answering the MDCT pre-test vs. post-tests, and was demonstrated in the written examples of requests they reported using before the study, as compared to after. Therefore, despite the brevity of the course intervention, this study's results revealed glimpses into the effectiveness of videos.

6. CHAPTER 6. CONCLUSION

6.1 Introductory Remarks

This research utilised multiple tasks to answer the main questions related to the efficacy of authentic videos on students' ability to 1) recognise the most appropriate English request; 2) perform an appropriate request orally; and finally 3) gain a better perception of/attitude toward 'requesting' across a number of areas (requests in Arabic and English, requests in videos, etc.). The present chapter offers a summary of the study findings, its theoretical and pedagogical implications, as well as potential directions for future research and a list of its limitations.

6.2 Findings

With regard to the first research question—"Does using authentic videos have a significant effect on Saudi females' recognition of pragmalinguistically appropriate English requests in the context of explicit instruction?"—the results of the MDCT pre-tests, post-tests, and delayed post-tests indicated that both groups, i.e. the CG and the EG, benefited similarly regardless of whether authentic videos were used. Both groups continued to show an improvement in the post-test and delayed post-test, with the CG significantly outperforming itself in the delayed post-test compared to the post-test. No significant differences were observed in any of the tests between the two groups in their ability to recognise the most appropriate request. This confirms that explicit instruction suffices in enhancing student recognition of request mitigators and politeness strategies, as manifested in their selection of the most appropriate English requests found in the MDCTs.

With regard to the second research question—"Does using authentic videos have a significant effect on Saudi females' oral production of pragmalinguistically appropriate English requests in the context of explicit instruction?"—the results of the ODCT comparing the two groups indicated that the EG scores were marginally significantly higher, i.e. $p = 0.053$, than the CG. In addition, while the EG significantly outperformed itself in the ODCT post-tests, the CG improved with no

sign of significance. Thus, this confirmed that authentic videos significantly affect students' ability to perform pragmalinguistically appropriate oral requests.

Finally, with regard to the third question—“Is there a significant difference between the two groups' perceptions and attitudes toward the speech act of ‘requesting’ across a number of areas (oral and written requests, requests in Arabic and English, requests in videos and participation in the study)?”—there were a number of findings pointing in different directions, but mainly signalling that there was no significant difference between the two groups' self-evaluation.

Four main types of findings were obtained from the questionnaire responses: 1) findings on general questions about the students' self-evaluations of their requesting ability and awareness orally and in writing, requesting in Arabic and English, requesting in videos, and their feedback on the study; 2) findings on questions about students' perceptions of their requesting abilities *before* and *after* the study; 3) responses regarding thinking about what a NES would say during the process of recognising and selecting the most appropriate English requests in the MDCT and in recording their ODCT, both *before* the study (in retrospect) and *after* the study; and 4) a list of request mitigating strategies and request examples reported by the students.

The Likert scale responses for the majority of the parts of the questionnaire indicated no significant differences between the two groups' perceptions/attitudes. They reported very similar responses to their perceptions of their abilities after the study with regard to oral and written requests, about requesting in English and Arabic and the requesting in videos. Furthermore, the two groups' perceptions of their abilities to request in writing before the study or after were not significant in comparison to each other. However, their perceptions of their abilities to request orally prior to joining the study did indicate a significant difference, with the CG members thinking positively higher of their abilities prior to the study than the EG. Their ODCT pre-tests, on the other hand, revealed that the two groups started at a similar level.

In addition, the EG marginally significantly outperformed the CG in the ODCT post-tests. One possible explanation for that is that the EG members gained a better awareness of mitigating English requests, so when looking back retrospectively at their ability to orally request, they consequently scored themselves lower than members of the CG. The EG also showed a significant difference in the ability to think of NES requests when selecting the most appropriate request in the MDCT and when recording the ODCT, i.e. when the students were asked to compare whether they considered NES requesting norms in their pre-tests vs. post-tests. By contrast, the CG showed no significant difference in considering NES possible request answers. Nevertheless, when comparing the two groups' thought processes with regard to NES requests, no significant difference was identified in either the pre-tests or the post-tests whether before recording their ODCT or before making a selection of the most appropriate request in the MDCT.

Furthermore, the two groups' perceptions of their ability to request orally/in writing *after* the study was significantly higher than *before*, with no significant difference in comparison to each other. Moreover, the students' responses to the strategies they 'remembered to use' when orally requesting and writing were very similar, therefore signalling no significant difference. This was confirmed by the list of strategies they reported remembering to use orally and in writing—both lists were similar in number with no significant difference. The examples of requests they provided were also similar in count both before their participation in the study and after. In comparing the reported examples of *before* the study to *after*, both groups outperformed themselves significantly. Additionally, a non-significance was identified in their responses to the number of strategies they 'wanted' to remember to use orally or in writing. Both groups seemed to report a more significant number of strategies they were successfully able to remember to use compared to the strategies they 'wished' they could remember to use. Thus, this signalled that both groups were successful in performing requests and were also aware of the other strategies they wanted to gain competence in using.

6.3 Contribution to Knowledge

This study has contributed both theoretically and pedagogically to current knowledge of interlanguage pragmatics, specifically pragmalinguistics. The study adds to the growing body of research on the efficacy of teaching pragmalinguistics (requests) explicitly.

First, theoretically, this study contributes to the existing studies on ‘requesting’ by participants with different first languages, as recommended by Rose (2005). A number of studies have compared English and Chinese strategies of requesting, such as the work of Lee (2004). In addition, Marti (2006) compared indirectness and politeness in Turkish-German bilingual and Turkish monolingual requests. Tabatabaei and Samiee (2012) investigated the transfer of requestive strategies from L1 to L2 in Iranian EFL learners. Korean requests were also analysed sociopragmatically (Byon, 2004). Woodfield (2012, 2015) and Woodfield and Economidou-Kogetidis’ (2010) study compared Asian (Korean, Taiwanese, Japanese and Chinese) ESL learners’ request performance to that of native British English speakers. Thai English teachers’ pragmatic competence in requests was also studied (Pinyo, 2010). Politeness request strategies were also compared in British English and Japanese by Fukushima (2005). This study adds to the list of studies on Arabic speakers as an L1.

This study represents an addition to the studies above as well as to those conducted on Arabic L1 participants. The study specifically contributes empirical knowledge to existing cross-cultural studies, particularly those considering the Saudi context, such as those undertaken by Umar (2004), Tawalbeh and Al-Oqaily (2012) and Al-Ammar (2000). Although Al-Ammar found some universality in the politeness request strategies used by female Saudi participants, Umar and Tawalbeh and Al-Oqaily found some cross-cultural and sociocultural differences between their Arab students (which included Saudis) and their NES participants. Thus, they recommended teaching requests to help develop students’ interlanguage pragmatics, which this study has done.

Second, since this study was only conducted on females., It is unique because there is no intervening gender variable. However, the study could also be replicated using males and the results could be compared and add to the existing knowledge in the field of requests and gender studies.

Third, like other studies proving the teachability of speech acts, this one, with its theoretical and pedagogical contribution, can be added to the growing body of literature on the subject. This study aimed at investigating the effectiveness of authentic videos on learners' ability to *recognise pragmalinguistically appropriate English requests*; on their ability to *pragmalinguistically perform appropriate oral English requests*; and finally, their effect on learners' attitudes towards videos as a teaching tool, metapragmatic awareness of pragmalinguistic variations and self-evaluation of their requesting ability. The results uncovered which pragmalinguistic areas the videos impacted most.

The study adds to previous research proving that explicitness is effective in teaching requests, such as the work of Soler (2005), Jordà (2003), Eslami-Rasekh et al. (2004), Roodsari et al. (2014), Ahmadi et al. (2011) and many more. Explicitness, whether with or without videos, was a notable factor in the significant development of the learners' ability to recognise the most appropriate English request, as compared to their levels observed when the study began. In addition, both groups' metapragmatic awareness developed almost equally, for the most part, because of this explicit exposure. Their attitude towards videos as a teaching tool was similar as well. Both groups seemed to self-evaluate their oral and written requesting ability at a higher level after the intervention as compared to before. Their self-evaluation of their written requesting ability before or after the intervention was also similar when compared to each other. Furthermore, the strategies and examples of request mitigating devices reported were also similar. Moreover, metapragmatically, both groups reported thinking of NES requests at a similar rate, whether when selecting the most appropriate request in the MDCT or when recording their requests in the ODCT. Nevertheless, videos did in fact (despite the short intervention) signal a significant effect on other pragmalinguistic areas, which leads us to the fourth contribution.

The fourth (and most important) pedagogical contribution sheds light on the importance of authentic videos in teaching speech acts. The results of this study add to the existing literature testing the effectiveness of one approach over another, particularly in testing the effectiveness of the inclusion of videos of the speech act of requesting. Similar to the studies reviewed in the literature section, and those reviewed by Rose (2005), this study can be listed as one of the studies testing “whether different approaches to instruction yield different results” (Rose, 2005: 385). Indeed, authentic videos proved to be an effective alternative to regular classroom teaching in some pragmatic areas — oral production and metapragmatic awareness. Videos improved the EG member’s ability to pragmalinguistically perform appropriate requests with a marginal significance of 0.053. The EG also showed a significant improvement after the study as compared to before, despite the brevity of the intervention. This EG’s improvement is supported by a notable significance, of before and after responses, in their metapragmatic awareness of mitigating English requests when selecting the most appropriate requests in the MDCT or when recording their requests in the ODCT. Thus, this proves that videos can be used as a rich complement to traditional teaching of the speech act of requesting, and perhaps other speech acts as well.

These results can be said to support Narzieva’s context-enriched intervention where videos were utilised and proved to be more effective than a context-reduced one. The EG context using the authentic videos can also be considered a context-enriched environment. Hopefully, this small intervention will pave the way for future research on the efficacy of videos in so many pragmatic areas. Their efficacy can be tested by using them to teach other speech acts, whether in English or any other language. They can also be tested over a longer period of time to discover whether they can produce better results. These videos, among others, can be added to an online corpus of videos, as has been recommended by Massi and Merino (1996), Idavoy (2012) and Tatsuki (2004). These are just a few ideas among the many ways that videos can be used in research. Videos can also be extended to classrooms and teaching.

A fifth contribution made by this study is also pedagogical, and it concerns the use of the authentic videos, MDCT, ODCT and the questionnaire in teaching or

research. The research offers a sample of authentic video-clips of the speech act of requesting that instructors can use with their students. In fact, the study results can encourage syllabus/material designers to create modules that are centred around authentic videos. Kasper (1997), realising the importance of authentic native speaker input in teaching pragmatics, pointed out that audio-visuals of authentic interaction — whether fictional or non-fictional — can help students observe these pragmatic features. It is important to mention that the measurement tools, i.e. MDCT, ODCT and metapragmatic questionnaire, can also be utilised to raise awareness of pragmalinguistic features. Like Martínez-Flor (2004) suggested, these pragmatic tests (the MDCT and ODCT) can also be used as testing tools to measure students' pragmalinguistic level, as pre–post tests, or even as classroom examples.

6.4 Concluding Remarks

Judging by the results of the three measurement tools, it is clear that authentic videos positively impacted certain areas of development in the EG in comparison to the CG; such as better oral request production and the increase in the gap of their perception of their requesting ability before and after the study. Nevertheless, both groups benefited equally from the explicit instruction in other areas, regardless of the implemented approach, i.e. with/without videos. This calls for further and more lengthy investigations into the provision of videos, especially because of the brevity of this intervention, which was delivered in eight hours over four sessions over the course of two weeks.

6.5 Study Limitations

As in most studies, this study was faced with some limitations that ought to be overcome in future research. These issues related to the brevity of the treatment, different intervening cultural variables, group homogeneity, Wi-Fi and technical obstacles, the quantitative data collected, delayed post-tests and finally the video transcripts.

First, the greatest limitation to this study was the brevity of the course and the limited number of videos presented. The instructional course ran over the course of two weeks and only totalled eight hours in duration. Due to the time constraint, the EG watched 19 clips in total, which amounted to 25 minutes and 36 seconds of viewing time. However, the duration of the study, the number of sessions and the number of clips used were no different from many other studies, such as those of Eslami-Rasekh, Eslami-Rasekh and Fatahi (2004), Tajeddin and Hosseinpur (2014) and Roodsari, Taghvae and Azadsarv (2014). For example, Fukuya and Clark (2001) used 30 scenarios shown in a 48-minute video, and Li (2012) delivered a computerised structured input activity training session over two consecutive days, lasting 30 minutes each. Moreover, Halenko and Jones' (2011) EG received three sessions of explicit instruction on requests, lasting two hours each for a total of six hours only.

Although these short interventions might have made a significant difference for some of the studies, the same cannot be said when comparing the two groups in this study (EG vs. CG) with regard to recognition or self-evaluation. In fact, the problems associated with short treatments were addressed by other researchers. For instance, Mohammed (2012), whose program lasted three weeks, recognised that "a more thorough and long-term program would be needed to produce even more beneficial effects" (p. 40). Furthermore, in Martínez-Flor's (2008) essay on analysing request modification devices in films to teach pragmatics, recommended increasing the quantity and quality of the input. This was evident in Ifantidou's (2013) study. Ifantidou's results revealed that the group who received the extensive (10-week) explicit instruction significantly outperformed the three-week group. Ifantidou stressed that her study "provided evidence for significant, positive effects of systematic, prolonged explicit instruction" (p. 21). This type of prolonged treatment using videos should be investigated in future research.

The second limitation is concerned with the cultural variables found in the videos and the MDCT and ODCT English native speaker raters. The videos were from American series, whereas the MDCT key answers were for the majority taken from British English speakers. Moreover, four of the five raters were British English speakers and one native French speaker. Although the students were exposed to an

English request taxonomy that was not specific to one language variety, the requests in the videos were still culturally American. Although the students did very well and significantly improved, the four raters' judgements of the ODCT student responses might have been affected by their British background. Even though there were some universal patterns between the Englishes used in the videos (American) and by the ESL teachers/raters (who were mainly British) (Blum-Kulka & Olshtain, 1984), there might still have been some slight cultural differences between the two varieties.

Third, the participants in this study were divided into the CG and EG based on three factors: their MDCT pre-test scores, their answers to the demographic questionnaire and their academic timetable, i.e. the days on which they were available to take part in the study. I wish that I had had the opportunity to test their English proficiency level since this would have been an important factor to consider when deciding their linguistic level in addition to their pragmalinguistic level as demonstrated in their MDCT scores. This approach is supported by studies that incorporated proficiency tests into their selection of students, such as that of Roodsari, Taghvae and Azadsarv (2014).

Although some studies see no connection between students' grammatical proficiency and their pragmalinguistic competence, like Bardovi-Harlig and Dornyei (1998, in Roodsari, Taghvae & Azadsarv, 2014), other studies suggest otherwise, such as Taguchi (2006) and Xu, Case and Wang (2009). Taguchi found that although a significant L2 proficiency only marginally influenced the types of linguistic expression, it did influence the overall appropriateness of the requests made. Moreover, Xu et al. (2009) revealed that both the length of TL residence and overall L2 proficiency affected pragmatics significantly, "with overall L2 proficiency demonstrating a stronger influence" (p. 205). Although I wish that I had had the chance to test their linguistic proficiency after the students had answered the MDCT and replied to the demographic questionnaire, it would have been an arduous task for the students due to their time constraints and demands of a university course load. Perhaps this is a consideration for future studies on pragmalinguistics.

The fourth limitation had to do with unreliable Wi-Fi and some other technical obstacles. Although one has to acknowledge the many blessings of the internet, and it certainly facilitated accessing the score marking site, the listening lab, and other devices, I ran into a few obstacles in this regard, some of which might have affected the findings of this study. Firstly, I was using two labs. Lab A had the listening software, Sanako, up and running, but did not have a working projector. By contrast, Lab B had a working projector but the Sanako software was down. The instruction ran smoothly for the CG because they only had to use Lab A, since there was no need for a projector. However, the EG had to use both labs for the first two sessions. We started out in Lab B, where they received the orientation first and later underwent session one: S=H/close/low-high. By the time the lesson was over, there was no time for them to move to Lab A to practise the ODCT. Instead, oral practice took place during the next session. Therefore, for session two, they started out in Lab A so they could practise the ODCT from lesson one, and then they moved to Lab B so they could watch lesson two videos. Again, there was no time for them to practise the ODCT for lesson two, i.e. S=H/distant/low-high. This continued until one student offered to bring her personal projector so that we could stay in Lab A without having to move back and forth. This delayed practice of the ODCT perhaps affected their improvement. For this reason, Tscherirner (2001) argued that FL classrooms/labs need to be readily equipped with multimedia computers, projectors and headphones to allow for digital video presentation and practice.

Another technical issue was related to the Wi-Fi. I was prepared with a portable Wi-Fi router to which all the students could connect to in order to answer their MDCT pre-post-delayed tests. They did their pre-tests in classrooms located on the first, second and third floors. However, the post-test was done in the labs in the basement. The basement Wi-Fi signal was very weak in Lab C, which I had no prior knowledge of. This affected the CG test environment. The connection kept stopping, so in the middle of their test, the students were moved to Lab D, which had a stronger signal. That might have affected the CG's MDCT post-test results. Although there was no significant difference between the two groups in their post-test, the CG probably would have scored closer to the EG and later improved in the delayed post-test, but not necessarily significantly. After realising that there was an issue with the internet connection in the basement, the EG had the advantage of

taking their MDCT post-test in Lab D, where they experienced no interruptions. As for the delayed post-test, both groups were asked to meet in a classroom and take the test there. Their delayed post-test scores were very close. This significance in the CG MDCT post-test vs. delayed post-test made it seem as though they had continued to improve more than the EG, when in reality, the EG benefitted from better circumstances during their post-tests.

A further technical issue was related to the availability of the labs in which the students could record their post-test ODCT. A small number of students were swamped with exams and had other obligations that meant they were not able to record their ODCT post-test in the lab on the same day as everyone else. Therefore, they were asked to meet me in an empty classroom and record their ODCT using WhatsApp, and then immediately send the recording to my number. It was challenging to make sure that the students performed the ODCT recording in a timely manner under similar conditions to those who made their recordings in the labs. This was because different students came at different times and were seated and given the scenarios to read and record by themselves. Although students were requested to record their responses only once and despite my effort to keep an eye on them to ensure they followed these instructions, one can never be sure one hundred percent.

The fifth limitation to this study related to the fact that the research employed a predominantly quantitative method of data collection as a way to narrow the scope. Perhaps further empirical research combining both quantitative and qualitative methods could paint a broader picture of the effect of videos in the context of explicit instruction. For example, student request examples reported in the questionnaire could be qualitatively analysed instead of employing a simple word count of the types of mitigating devices used. Also, the ODCT requests recorded could perhaps be transcribed and analysed qualitatively. Analysing the data on the written request examples as well as the recorded ones can reveal different elements of students' requesting ability. It might give a slight indication into whether they were better able to request in writing or orally, even though they were not restricted by a scenario in the written form. Moreover, the students' requests, whether written or oral, can be compared to the results of Al-Ammar (2000), who studied 45 female

Saudi undergraduates' ability to perform requests in DCT and found similarities in their English requests. It would be interesting to see if there are similarities in the requesting ability of the students in this study and Al-Ammar's, and whether the similarities are closer to the requests made by the students before the intervention or after. These are a few suggestions for future research.

The sixth limitation was related to the MDCT delayed post-tests, which were not very delayed in reality. The students took the delayed post-test two weeks after the post-test due to time constraints and researcher availability. I wanted to make sure to collect data related to their level of recognition and production in person before leaving Saudi Arabia. Although other studies have also run the delayed post-test two weeks after the post-test, e.g. Li (2012), others were privileged to run the test after more time had passed. In Ahmadi, Samar and Yazdanimoghaddam (2011) the delayed post-test took place four weeks after treatment. Nguyen, Pham and Pham (2012) collected the delayed post-test results five weeks after the treatment. Ifantidou (2013) reassessed her participants 20 months after the pre-test, thereby confirming the significant positive effects of systematic, prolonged explicit instruction. Martínez-Flor and Soler (2007), who were not able to conduct a delayed post-test, posed the question of whether the effectiveness of treatments would be retained several months after instruction. They urged the future exploration of this issue, as does this study.

The seventh, and final, limitation to this study relates to the video transcripts used. Along with many others, Skevington (2000) considered captioned videos to be a valuable aid in FL teaching/learning. One might argue that the transcripts used in this study might have played a role in the improvement of the EG's ODCT and their written request examples. Perhaps a future study that employs three groups—one with videos only, one with transcripts, and one with both videos and transcripts—might possibly provide a better indication of the best tool for learning how to request in English, or in any other language, for that matter.

6.6 Pedagogical Implications and Recommendations for Future Research

In light of the study findings obtained, a number of pedagogical and research implications may be proposed with some recommendations for future studies.

First, this study was conducted as an extracurricular activity for students outside their normal university schedule. Although there were only four sessions (two sessions a week, each session lasting two hours), it was quite intense for the students. They started their classes at 7:30 am and usually attended five classes a day, and then they had to stay for an extra two hours to participate in the intervention. Therefore, it is recommended that the intervention be incorporated into a speaking/listening class or maybe sociolinguistic/semantics modules. In fact, a number of students expressed their desire for this in the questionnaire, proposing the inclusion of themes relating to speech acts/intervention during regular class hours. Some student responses were as follows (responses are reported verbatim):

- CG-S1: “I think request subject to be taught in each university”
- EG-S1: “I wish in future more students to be involve with after 12 o'clock classes. I think it helps a lot. I felt after the sessions more willing to go to college. Maybe I felt exited at first but afterwards I really felt benefit in my character. My english is poor , but I want the supervisors in the college of Imam understand something. We need activities, we need more and more classes like this, we need to feel wanted, not just pressured by the 24 subject every semester.”

Some students also expressed their desire to start studying such a topic earlier in their undergraduate studies. They explained that being able to request appropriately is essential and they wished they knew how to do so from the beginning. One student shared the following:

- CG-S1: “This cours ewas very useful for me but I ask my self what about if I take this cours in the first four level it would be really helpe me more”

Indeed, in Martínez-Flor's (2004) doctoral dissertation, she recognised that “pragmatic aspects should be taught at earlier educational levels, namely primary and secondary education” (p. 299).

Second, the study was conducted to promote using videos to teach ‘requesting’. However, while the two approaches (video and non-video) proved to be effective in most areas, it is hypothesised that incorporating more language socialisation activities along with the inclusion of presenting video clips of requests could lead to greater significance in student pragmalinguistic development. The LS activities for the EG were minimal due to time constraints. The clips were discussed, transcripts were read as role-plays, some MDCT were answered and the ODCT were recorded. The CG, on the other hand, had an extra LS activity in which they had up to three scenarios to construct and then role-play in pairs. Although the EG performed marginally significantly better, i.e. $p = .053$, than the CG, and although the EG significantly outperformed themselves in the ODCT, whereas the CG did not, I wonder whether incorporating more LS activities along with the inclusion of videos would render better results across all areas.

Martínez-Flor (2004), who also used instructional videos in her study, recommended more opportunities for communicative practice to develop pragmatic ability in the FL classroom. In her (2008) study where she analysed request modification devices in films, she pointed out that students can imitate the valuable realistic models presented in videos via role-play. Therefore, future research can investigate the efficacy of exposure using videos with many different opportunities to perform the speech act formulae; such as role-play activities.

Looking at role-plays from the perspective of the learner, we can refer to Yuan’s (2012) investigation of Chinese college students of English and their perceptions of pragmatics, their pragmatic competence and the strategies they employed in acquiring pragmatic knowledge. Yuan’s results revealed eight tasks that the students thought were necessary to develop communicative competence. Watching original English films/videos was selected as the number one task by 82%, and role-play came in seventh, accounting for 30% of the answers. This again confirms the fundamental need to combine the two, i.e. videos followed by implementation practice via role-plays, in order to achieve ultimate pragmatic competence.

Third, searching for suitable videos and editing them can be both time-consuming and exhausting. Anyone who has embarked upon searching for the right videos and later manipulating them by taking clips from them, adding subtitles, etc., can attest to the demanding nature of such a task. Lutcavage (1992), in advocating for the preparation of authentic videos, also recognised that it is time-consuming and requires dedicating several hours to do the job. This was most definitely the case for this study. I had to sift through many seasons of different shows in order to find the request formulae that were appropriate both culturally and pragmalinguistically. After finding the formulae, the task of finding the right software to use, importing the episode into it, and then clipping the scenes and saving the clips was very demanding.

Therefore, based on my first-hand experience, I argue that researchers/teachers/students should collaborate to create a pragmatics/speech act video corpus for public use. The corpus can be organised thematically, e.g. according to speech acts, idioms, etc. Perhaps each video could include a brief description of its appropriacy, i.e. age, culture, language, level of language, accent/dialect, video transcript, etc. For example, under the ‘request’ theme in the corpus, there could be different clips according to the three social factors and clips from different cultures to allow for strategic/cultural comparison. In fact, clips of a certain speech act taken from different cultures could be provided to compare and contrast its pragmalinguistic performance. This would ultimately help learners to visualise the speech act performed in a very short amount of time. A comparison of the pragmalinguistic similarities and differences could also be made using these clips, thus leading to a heightened awareness of pragmatics and better pragmalinguistic internalisation. It would be interesting to investigate the impact of presenting videos from different cultures on the speech act of requesting, or any speech act for that matter, and see how effective that is on students’ recognition and performance.

In an attempt to generate this corpus, I created a YouTube channel, called [Video Study](#) found here: <https://www.youtube.com/channel/UC4YNUxU11zdmlrJwO5ADy7A>. The video clips that were shown to the EG were uploaded with their transcripts provided in the

description box. The videos were categorised into themes according to the social factors discussed in class. The channel link was then sent to both the CG and the EG. It offered the CG the opportunity to watch the videos and experience what the EG was exposed to during the intervention. In addition, the EG had the opportunity to re-watch the videos if they wished to. Having the video clips online can generate future researches investigating different linguistic aspects. In this case, researches/teachers can direct students to these clips where they can watch at home with some handouts if possible. Later, they can perhaps test their improvement at the end of the semester. Another research can investigate the efficacy of quantity and length of video exposure on students' linguistic achievement. This can be accomplished either as a home-activity or as a syllabus requirement.

This attempt to share 'request videos' builds on Massi and Merino (1996), Idavoy (2012) and Tatsuki's (2004) recommendations. In their attempt to resolve what they described as the "biggest challenge" (1996: 2) in the process of video selection, Massi and Merino proposed the following criteria for film selection: subject matter, interest to students, student age, psychological maturity and non-offensive films. Creating this list and making it available to researchers/teachers/students saves time and allows for the researcher to become acquainted with the clips. Idavoy (2012) also recommended that the videos are "readily available, clearly organized, and often updated" (p. 12). Idavoy suggested that language departments develop a digital cabinet that holds thematically organised clips that are clearly linked to the curriculum. That way, it makes it easier for the researcher/teacher to get a quick idea of the movie/clip. This allows for better utilisation, as suggested by Skevington (2000). Skevington urged teachers to know the movies well before teaching them and deciding on how to best utilise them as tools in the language classroom. Perhaps even knowing the most preferred movies can help ensure student interest and comprehension. Tatsuki (2004) reported on an internet-based poll of 302 teachers and students that asked them to list their top five movies for teaching/studying and whether they had used short segments or an entire film, along with some other questions. Tatsuki's aim was to develop a film corpus for researching issues in pragmatics, discourse and grammar.

Students can even contribute to the construction of a corpus. They could be asked to gather linguistic data/examples, e.g. of a certain speech act, as homework. Their contribution would be pedagogically valuable. It could play a role in developing their metapragmatic awareness, and it could become a process by which they could acquire pragmatic knowledge/formulae. This has even been supported by Bardovi-Harlig et al. (1991) who encouraged teachers to ask students to observe and collect some linguistic data by focusing on a specific speech act from sources such as radio, television and film. Thus, this self-study homework task would serve two purposes: first, it would enrich students' linguistic/pragmatics repertoire, and second, it would generate significant contributions from the students. This could be worth investigating in future research. Researchers/instructors could test students before and after these self-study homework tasks requiring students to collect linguistic data focusing on a particular speech act.

The fourth pedagogical/research recommendation is concerned with the scenarios and MDCT/ODCT tests/classroom examples crafted for this study. The process of constructing these scenarios and MDCT tests was undoubtedly very challenging. Jianda (2007), whose approach was adapted in this study, cautioned that the "development of the test options is time-consuming and involves several stages ... Investigation of the degree of appropriateness of the keys and distractors requires a considerable amount of time and effort" (p. 410). Indeed, I went through five stages to construct a reliable MDCT/ODCT: gathering a list of requests students perform regularly; creating the scenarios based on the student list; having students rate the imposition degree for every scenario; gathering and selecting the three distractors and the key answers; and finally checking the reliability. Therefore, although Bardovi-Harlig (1999, in Martínez-Flor, 2004) advised tailoring a pragmatic tool to fit a particular study, I believe that these scenarios and MDCT tools can be used by other instructors/researchers in similar Arab contexts to which students can relate and reflect. This was confirmed by some CG and EG students who shared the following opinions in the questionnaire feedback:

- CG-S1: "I like that we have covered a lot of example in the session. We have practice how to form the request and how to figure out which one is

correct or more acceptable. Providing some example from our life makes us aware of which the more appropriate way to request.”

- EG-S1: كل الأمثلة/فيديوهات/نصوص التي كانت من الأمثلة المهمة و من . حيّاتنا اليومية والتي يجب على كل متعلم للغة الإنجليزية معرفتها [“All the examples, videos, contexts that were used in the classroom were important examples and from our daily lives, which should be known by learners of English.”]

In fact, it would be interesting to replicate the same study, using the same measurement tools: MDCT, ODCT and questionnaire; either all or some, on males and other groups of Arab students, e.g. Jordanian, Egyptian, etc. In terms of the limitations of this study, it appears that there were a few ungrammatical questions and distractors in the MDCT and ODCT questions and classroom examples. Despite the effort I made to ensure the questions and the distractors gathered from students were grammatically correct, nevertheless, there still exist errors as I am a NNES. For example, the word ‘request’ is more commonly used as a noun in English but was instead used as a verb throughout most of the scenarios. Therefore, in the future, using the verb ‘to ask’ might be more appropriate in this context. An example from the MDCT pre-test is: “1. You are sitting next to your good friend in the classroom. Your bag is closer to her. So you request her to pass the bag to you. You *request* her by saying?” Instead, it is better phrased as “You *ask* her by saying?” Another example from the same test is: “2. You are in the lab. You are trying to *start* the computer but there is a problem. You ask *a student stranger* sitting next to you to help you. You ask her by saying?” This can be rephrased to the following: “2. You are in the lab. You are trying to *turn* on the computer but there is a problem. You ask a student *sitting next to you, who is a stranger*, to help you. You ask her by saying?”

Lastly, an example from the ODCT pre-test is the following: “4. At university, the classrooms are very nice and cool but the hallways are not air-conditioned and feel really hot. You *draw* the attention of the student *advisory* and you request her by saying?” This can be rephrased to: “4. At university, the classrooms are very nice and cool but the hallways are not air-conditioned and feel really hot. You *bring this to the* attention of the student *advisor* and *ask her to fix it by saying?*” Therefore, it is recommended that a careful inspection of and corrections should be made to these

MDCT scenarios before thinking of adapting them. Nevertheless, versions of the MDCT (pre-test, post-test and delayed post-test) and ODCT (pre-test and post-test) that have been checked for grammar have been included after every test.

These measurement tools, especially the MDCT, can easily be administered using an online test site, e.g. ClassMarker.com. In addition, because they consist of selected-response items and can be machine scored, they are a good candidate for large-scale group testing (Jianda, 2007). Moreover, they are perfect as a request pragmalinguistic placement tool. In fact, researchers can work on other speech acts so that a combination of speech acts can be put together in one MDCT to test the overall level of the students' pragmatic competence in the speech acts of a certain language.

The final pedagogical/research recommendation is to increase the quality and quantity of the videos used. Weyers (1999) described 'quantity' exposure as the amount of input students receive via video programming, which surpasses instructor capabilities, and 'quality' as the unstructured, contextualised native speech provided by telenovelas. This is even supported by Martínez-Flor (2008) who also stressed that the context in which language is learned is important in terms of its quantity and quality, especially if we want to provide a rich, contextually appropriate input, similar to the second language environment. One way of doing this, according to Martínez-Flor, is through videos, which she sees (and I strongly agree) as an alternative for introducing authentic pragmatics into the FL context. This is especially prudent based on the knowledge that using videos to learn English tops students' lists of preferences (Nicaise, Gibney & Crane, 2000; Yuan, 2012; Canning-Wilson, 2000). My intention in this study was to expose students to as many videos as time permitted, but due to time constraints, I was not able to expose them to as many as I had hoped. Therefore, I highly recommend other researchers conduct studies in which students are exposed to videos over a longer period and are exposed to as many videos as possible.

The EG students in this study expressed their appreciation of the quality of the learning environment more so than the CG students. In addition, some hoped for a longer intervention duration and for it to become part of their required courses.

Surprisingly, one student from the CG, i.e. CG-S1 below, hoped to see more videos. In their first orientation session, both groups watched a short clip on the importance of being polite by always remembering to use ‘please’ when making requests. Clearly, she liked watching the requests being formed. Below is some of the feedback received from students:

- CG-S1: “I would like more videos to watch to help us how to request and know the deferent between Arabic and English requests”
 - EG-S1: "مشاركتي بالدراسه هذه كانت افضل من الدورات العلميه التي حضرتها. والسبب يرجع للموضوع ومحتواه. كل الامثله/فيديوهات/نصوص التي كان يتم طرحها كانت من الامثله المهمه و من حياتنا اليوميه و التي يجب على كل متعلم للغه الانجليزيه معرفتها."
- [“My participation in this study was better than any scientific workshops I have ever attended. That is because of the topic and the context in which it was taught. All the examples, videos, and contexts that were used in the classroom were important examples and from our daily lives, which ought to be known by learners of English.”]
- EG-S2: "... I hope to continue this studying because it is very useful."

Additionally, judging from some of the students’ responses, the intervention would be more effective if it were held over a longer period, perhaps an entire semester or a whole year. Over a period of two weeks, the students in both groups showed significant improvements. Nevertheless, it was hypothesised that high-quality communicative competence is the result of long-term exposure to authentic telenovelas in an effective environment (Weyers, 1999). This was confirmed by Woodfield’s (2012) investigation of request modifications after an eight-month stay in Britain. Woodfield reported progress in the area of request modifications in her participants’ English requests; although they were not completely native-like, they had increased in the range and frequency of mitigators used. This was also confirmed by a seven-week (session) instruction period conducted by Tajeddin and Hosseinpur (2014) on the role of consciousness-raising tasks in EFL learners’ development of requests. Their results revealed that their students improved towards the end of the intervention and became more occupied with pragmatic appropriateness.

In conclusion, I truly hope that as a result of this small contribution promoting the use of videos in both SL and FL classrooms, a new pedagogical approach can be established and recognised as ‘Visualingualism’. From as far back as the 1940s, Johnson (1946, in Ezzedine, 2011) recognised that visual aids should not be viewed as optional in the SL/FL learning process—rather, they should be considered a necessary condition. Therefore, it is high time that this invaluable tool, in the form of authentic videos, is used to its full extent in every aspect of foreign language learning.

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APPENDICES

Appendix 1 - Participation Consent Form

Title of Study:

The Role of Video in the Explicit Teaching of English Request Strategies
in Saudi Female Students' Use of Linguistically Accurate/Fluent and
Pragmatically Appropriate English Requests

Name of researcher Areej Alawad

I have been informed about the nature of this study and willingly consent to take part in it:

1. Be offered a certificate signed by the researcher stating student's participation.
2. DCT – record requests and later have NS rate the appropriateness of these requests.
3. Intervention schedule – 7 sessions over a period over 11 weeks:
Orientation
- 4 classroom sessions
- MDCT post-test and ODCT post-test
- DELAYED MDCT post-test
5. I understand that the content of the tests (pre-tests and post-tests) and questionnaires will be kept confidential.
6. I understand that I may withdraw from the study at any time.
6. I am over 16 years of age.

Name

Signed

Date

Student copy

Appendix 2 - Certificate for Participating



Certificate of Participation & Achievement

This is to certify that

Participant Name

*was a participant in a PhD study conducted by the researcher
Areej Alawad.*

*Ms. (Participant Name) has participated and fulfilled all the
requirements for a course on the topic of*

*The Role of Video in the Explicit Teaching of English Request Strategies
in Saudi Female Students' Use of Linguistically Accurate/Fluent and
Pragmatically Appropriate English Requests*

and scored ??%

The course was comprised of

- attending 11 hours, 8 of which were after university hours.
- answering pre-tests (MDCT* – ODCT*), post-tests (MDCT – ODCT), delayed post-tests (MDCT), and 2 questionnaires (background & feedback)
- Participants were exposed to the concept of 'scientific research' and how it is conducted.

Researcher/Lecturer: Areej M. Alawad

Date: 30- 12- 2014

Signature:

Lecturer at: University Al-Imam Muhammed Ibn Saud Islamic University

Researcher at: Birkbeck College, University of London

*MDCT: Multiple Discourse Completion Test (pragmatic measurement tool)

*ODCT: Oral Discourse Completion Test (pragmatic measurement tool)

Appendix 3 - Demographic Questionnaire

Please read the following questions and provide your background information as required. Thank you.

Background Questionnaire

* Required

Name *

Student ID # *

Age *

Mobile # *

E-mail *

University Level (semester) *

Whose lecture did you do the 16 questions test in? *

من هي الأستاذة/الدكتورة التي اخترتها في محاضرتها (اختبار الـ 16 سؤال)؟

Mother Tongue *

- Arabic
- Other

Number of foreign languages spoken other than Arabic *

عدد اللغات التي تتحدثها غير اللغة العربية؟

- English only
- English and another language

Attended school mostly in a PUBLIC SCHOOL or PRIVATE school? *

حوكمية التحقت معظم سنين المدرسة في مدرسة حوكمية أم خاصة؟ public - private

- ALL public
- ALL private
- Mostly public
- Mostly private

Any English Courses Studied IN Saudi Arabia *

دورات لغة في مراكز لغة في المملكة العربية السعودية؟

أو دبلومات أخذتها لتحسين اللغة الإنجليزية في السعودية؟

- None
- An English diploma
- 1-2 months at a language centre
- 3 months and more at a language centre

Any English Courses Studied OUTSIDE Saudi Arabia *

دورات أو دبلومات أخذتها لتحسين اللغة الإنجليزية خارج السعودية؟

- None
- An English diploma
- 1-2 months at a language centre
- 3 months and more at a language centre

Length of Time Visited English Speaking Country *

هل زرت بلد يتحدثون اللغة الإنجليزية مثل أمريكا وبريطانيا المدة التي قضيتها في زيارة بلد يتحدث الإنجليزية؟
وغيرها؟ ما هو عدد الأشهر التي قضيتها هناك؟

- Never visited one
- Yes, less than 1 month
- Yes, more than 1 month
- Yes, more than 2 months
- Other:

Amount of Daily Exposure to the English Language Outside School and University *

عدد الساعات التي تقضينها في الاحتكاك باللغة الإنجليزية خارج الجامعة؟ مثل القراءة، مشاهدة التلفاز،
والفيسبوك وتويتر والتشات أو أي شيء له صلة باللغة الإنجليزية؟ YouTube،

- Zero hours a day
- 1 hour a day
- 2 hours a day
- more than 2 hours a day

Type of Daily Exposure to the English Language Outside School and University * نوعية الاحتكاك اليومي باللغة الإنجليزية خارج الجامعة

How are you exposed to the English language: watching videos on YouTube, TV or reading or chatting or doing anything related to the English Language?

- TV
- Online Videos
- Reading
- Social Network: twitter, Facebook, etc.

- 2 or more of the above
- Other:

Any Contact with English Speaking People? *

هل تتحدثين مع أشخاص لغتهم الأم (الأصلية) الإنجليزية؟

- Yes
- No

Type of Contact with English Speaking People? *

نوعية التواصل مع الأشخاص المتحدثين باللغة الإنجليزية؟

- No contact
- Online writing
- Online speaking
- Face to face
- 2 or more of the above

Is it OK to include you in a What's App group that the researcher will create for the course given? *

هل لديك مانع بإضافة رفقك وأسمك في برنامج الواتس آب لتسهيل التواصل فيما يخص الدورة؟

- I don't mind. لا مانع.
- I mind. أمانع.

Do you have your own transportation? *

هل لديك وسيلة مواصلات ترجعك للمنزل بعد الساعة 3 العصر؟

- Yes
- No
- I will try to arrange it. (سوف أحاول ترتيب وسيلة نقل)
- I have no problem using the transportation the researcher might arrange. (ليس لدي مانع استخدام وسيلة النقل التي من الممكن الباحثة ترتيبها)

There will be 4 lectures after university hours that will run in 2 weeks. The length of each lecture will be from 2- 2 1/2 hours. Please select the preferred time to take these lectures? *

ستكون هناك 4 محاضرات خارج أوقات الدوام خلا أسبوعين فقط إن شاء الله. مدة المحاضرة ستتراوح ما بين أي من الأوقات التالية مناسب لك؟ ساعتين إلى ساعتين ونصف. الوقت الذي تفضلينه لحضور الدورة؟

- 12:45 pm - 2:45 pm
- 1 pm - 3 pm
- 2 pm - 4 pm
- 4 pm - 6 pm

- 5 pm - 7 pm
- 6 pm - 8 pm
- Unfortunately, I can't stay after university hours.

When is your day off? The day you CANNOT come in on? *

ما هو اليوم الذي لا تستطعين حضوره للجامعة؟

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday

The area you live in? *

المنطقة التي تسكنين بها؟ (تحتاج الباحثة اسم المنطقة فيما لو تمكنت من تهيئه مواصلات للطلاب خارج وقت الدوام)

- شرق الرياض
- غرب الرياض
- جنوب الرياض
- شمال الرياض
- وسط الرياض
- خارج منطقة الرياض

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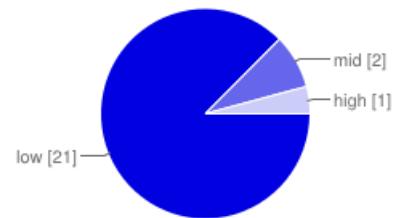
Appendix 4 - Rating Request Scenarios (Low-Mid-High)

S=H / CLOSE

**Summary of Results
24 responses**

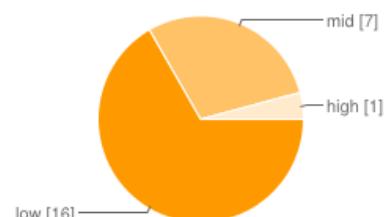
1. You are sitting next to your good friend in the classroom. Your bag is closer to her. So you request her to pass the bag to you. You request her by saying?

low	21	88%
mid	2	8%
high	1	4%



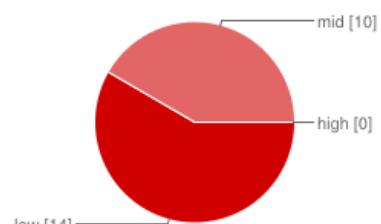
2. You are standing outside the classroom and you have a lot of things in your hands: your notes, laptop, book, etc.. So you ask your friend to help you by holding your notes till you put some things in your bag. You request her by saying?

low	16	67%
mid	7	29%
high	1	4%



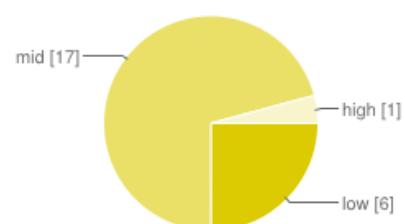
3. You are in class and the professor asks you to read a passage silently. You come across a new word you do not know how to read. So you request your friend to pronounce it for you by saying?

low	14	58%
mid	10	42%
high	0	0%



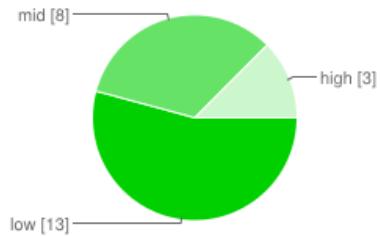
4. You are in class and couldn't catch up with the instructor while writing your notes. You ask a close friend if you can borrow her notes to complete yours. You request her by saying?

low	6	25%
mid	17	71%
high	1	4%



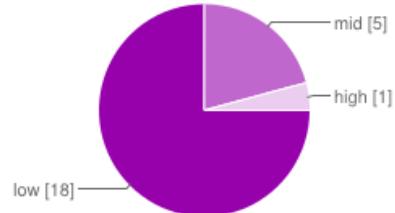
5. You are in class and the AC is off. You see one of your close friends who is sitting close to where the AC remote is. You request your friend to turn the AC on. You request her by saying?

low	13	54%
mid	8	33%
high	3	13%



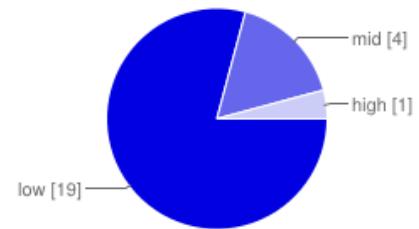
6. You are in class and you don't have a pen. You request one from your close friend by saying?

low	18	75%
mid	5	21%
high	1	4%



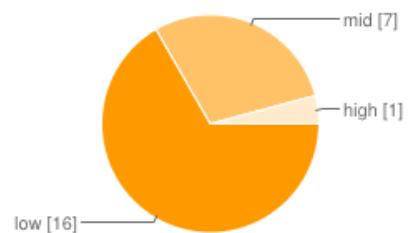
7. You are standing with your friend and want to borrow a mirror to check your make up. You request to borrow the mirror by saying?

low	19	79%
mid	4	17%
high	1	4%



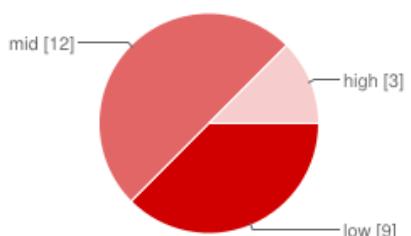
8. You are in the computer lab. You are trying to start the computer but there is a problem. You ask your friend sitting next to you to help you. You ask her by saying?

low	16	67%
mid	7	29%
high	1	4%



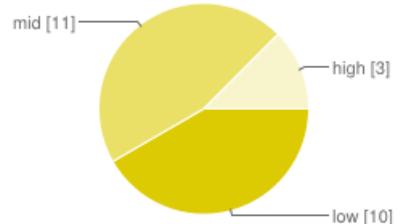
9. You are at the library. Your close friend is being noisy talking on the mobile. You tell them to be quiet. You say?

low	9	38%
mid	12	50%
high	3	13%



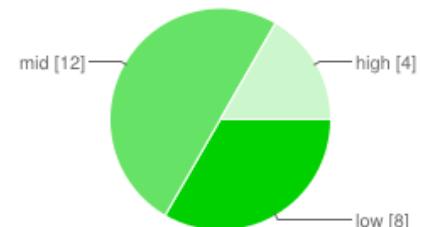
10. You missed today's first class because you had a doctor's appointment. You have a close friend who attended. You want to call her after school so she can update you with any assignments or readings. You check to see if it is ok to call later today. So your request to call her by saying?

low	10	42%
mid	11	46%
high	3	13%



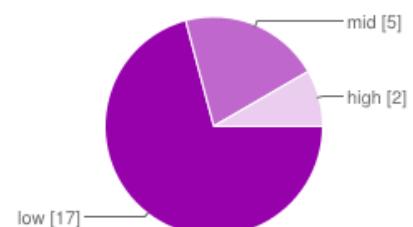
11. There is new course pamphlet that needs to be copied. Your close friend is going to the copy center to make a copy for herself. So you ask your good friend to make you a copy and pay her later. You request her by saying?

low	8	33%
mid	12	50%
high	4	17%



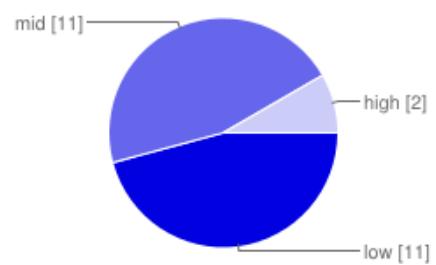
12. Your mobile battery is running low. You know your close friend has a charger. So you request to borrow the charger by saying?

low	17	71%
mid	5	21%
high	2	8%



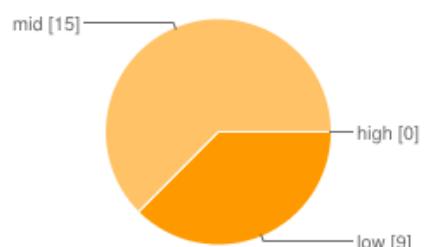
13. You lost your book and there is an exam tomorrow. You want to borrow your close friend's book from a different class who will not be taking the test tomorrow. You just need to make copies of some of some chapters. You request her by saying?

low	11	46%
mid	11	46%
high	2	8%

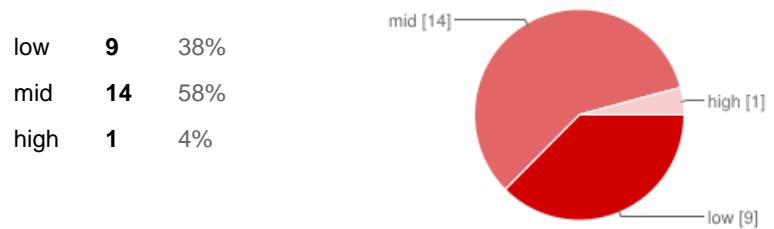


14. You are in class and your mobile battery is dead. You ask to borrow your close friend's mobile so you can call your driver who is coming to pick you up. You request her by saying?

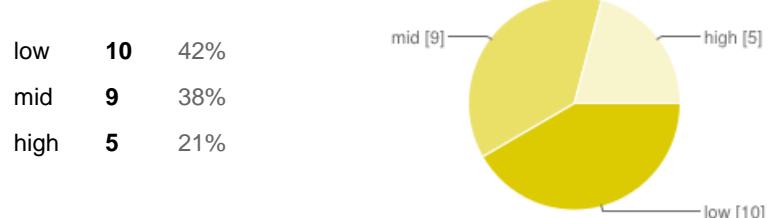
low	9	38%
mid	15	63%
high	0	0%



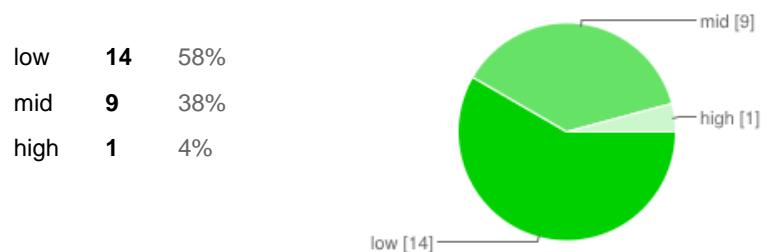
15. Your close friend is standing in queue before you and you want to ask her to buy you something since she is ahead of you and break time is almost over. So you request her by saying?



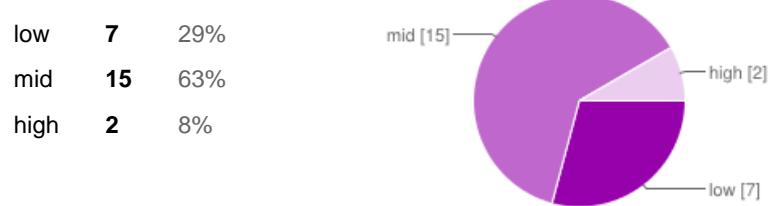
16. It is the beginning of the school year and it is summer and the classes are very hot every morning. You have a close friend who comes really early, almost half an hour before class. So, you ask your friend to turn on the AC as soon as she arrives to university so that the room would be cool enough when it is time for class. You request her by saying?



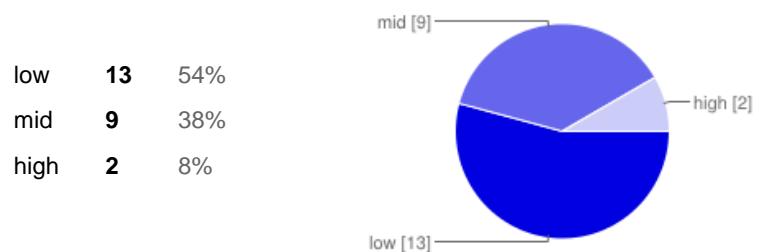
17. You are in class about to start a finals exam. Your friend is sitting next to you so you ask if you can borrow one of her pNES. You request her by saying?



18. You have an exam tomorrow. There are a few lessons you don't completely understand. You call your close friend in another class who already took the exam to help explain those lessons to you. You request her by saying?

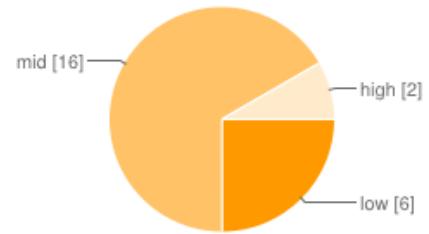


19. You are having trouble at university with a certain situation, e.g. dropping a course and how it is done. You trust one of your close friend's judgment. You call her up to see if she can hear you and give you advice. You request for some time to talk to her by saying?



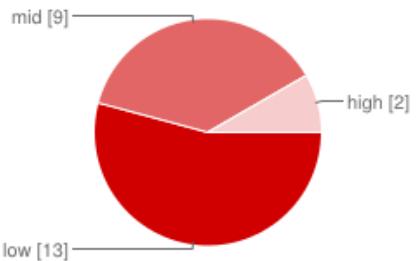
20. You going to give a presentation and the projector in that classroom does not work for some reason. You are too busy to go see the technician. Therefore, you request your close friend to go see the technician for you. You request her by saying?

low	6	25%
mid	16	67%
high	2	8%



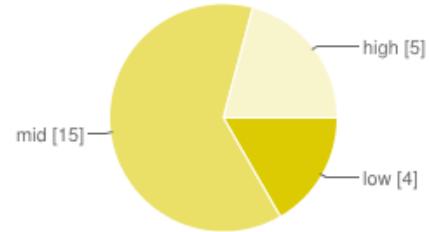
21. You have an exam the day after tomorrow and you missed some lectures and need the notes to those lectures. You know your close friend Norah who is very organized and has all the lecture notes. You ask to borrow her notes for today and return them tomorrow. You request her by saying?

low	13	54%
mid	9	38%
high	2	8%



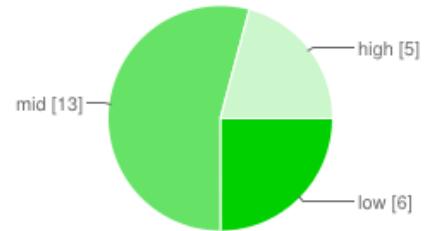
22. You have a presentation tomorrow that you are not prepared for. You know your close friend is giving her presentation in two weeks. So you want to exchange dates with her. You request her to take your presentation slot by saying?

low	4	17%
mid	15	63%
high	5	21%



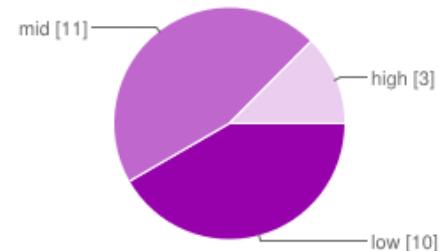
23. You lost your book and there is an exam tomorrow and the copy center is closed for the day. You want to borrow your close friend's book to make copies of some of the chapters. Your friend will also be taking the exam tomorrow. Unfortunately, you need to take the book home with you to make some copies. You request her by saying?

low	6	25%
mid	13	54%
high	5	21%



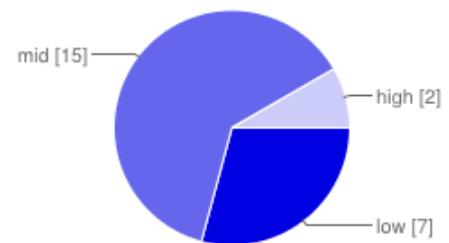
24. You have an exam tomorrow. There are a few lessons that you don't completely understand. You call your close friend who is going to take the same exam to help explain some them to you. You request her by saying?

low	10	42%
mid	11	46%
high	3	13%



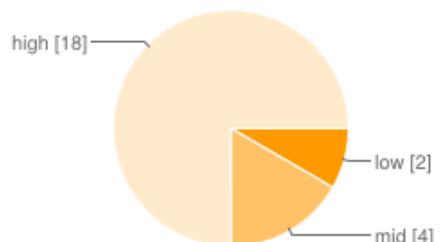
25. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to ask a couple of your good friends to get together and talk to the professor. Your request them by saying?

low	7	29%
mid	15	63%
high	2	8%



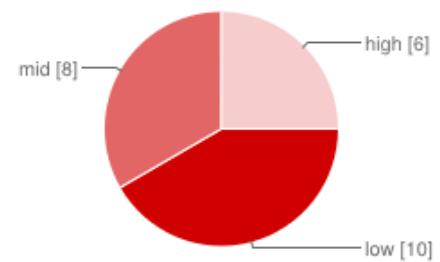
26. You are in need of a large amount of money. You want to borrow it from a close friend. You request her by saying?

low	2	8%
mid	4	17%
high	18	75%



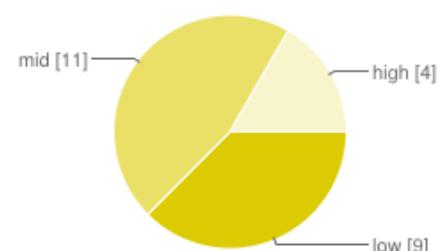
27. Your close friend is going to the copy center to make a copy of the course pamphlet for herself and two more friends. You want to ask her to make a copy for you as well. However, you don't have cash on you. So you promise to pay her later. You request her to make a copy for you by saying?

low	10	42%
mid	8	33%
high	6	25%



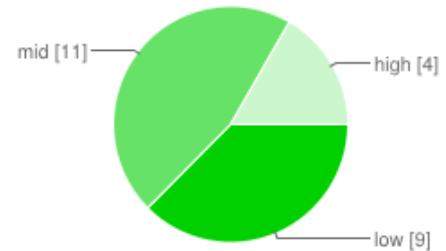
28. Your close friend is good at ordering from online. She has a mailing address in the USA. You want to ask her to order a dress for you and you pay her in advance. You request her by saying?

low	9	38%
mid	11	46%
high	4	17%



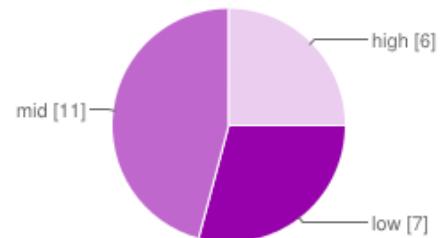
29. Your friend's brother owns a computer and electrical shop. You want to ask your friend to get you something from his shop, e.g. an I-Pad. You will pay her in two weeks when you receive your university allowance. You request her by saying?

low	9	38%
mid	11	46%
high	4	17%



30. Your friend is going to the bookstore after school to buy the required book. You want to ask her if she can buy you one as well and you pay her back later. You request her by saying?

low	7	29%
mid	11	46%
high	6	25%



Rating Request Scenarios (Low-High)

S=H / CLOSE

Summary of Results
5 responses

4. You are in class and couldn't catch up with the instructor while writing your notes. You ask a close friend if you can borrow her notes to complete yours. You request her by saying?

low	3	60%
high	2	40%

5. You are in class and the AC is off. You see one of your close friends who is sitting close to where the AC remote is. You request your friend to turn the AC on. You request her by saying?

low	2	40%
high	3	60%

6. You are in class and you don't have a pen. You request one from your close friend by saying?

low	3	60%
high	2	40%

8. You are in the computer lab. You are trying to start the computer but there is a problem. You ask your friend sitting next to you to help you. You ask her by saying?

low	3	60%
high	2	40%

9. You are at the library. Your close friend is being noisy talking on the mobile. You tell them to be quiet. You say?

low	2	40%
high	3	60%

12. Your mobile battery is running low. You know your close friend has a charger. So you request to borrow the charger by saying?

low	2	40%
high	3	60%

13. You lost your book and there is an exam tomorrow. You want to borrow your close friend's book from a different class who will not be taking the test tomorrow. You just need to make copies of some of some chapters. You request her by saying?

low	2	40%
high	3	60%

14. You are in class and your mobile battery is dead. You ask to borrow your close friend's mobile so you can call your driver who is coming to pick you up. You request her by saying?

low	3	60%
high	2	40%

15. Your close friend is standing in queue before you and you want to ask her to buy you something since she is ahead of you and break time is almost over. So you request her by saying?

low	4	80%
high	1	20%

16. It is the beginning of the school year and it is summer and the classes are very hot every morning. You have a close friend who comes really early, almost half an hour before class. So, you ask your friend to turn on the AC as soon as she arrives to university so that the room would be cool enough when it is time for class. You request her by saying?

low	3	60%
high	2	40%

18. You have an exam tomorrow. There are a few lessons you don't completely understand. You call your close friend in another class who already took the exam to help explain those lessons to you. You request her by saying?

low	1	20%
high	4	80%

19. You are having trouble at university with a certain situation, e.g. dropping a course and how it is done. You trust one of your close friend's judgment. You call her up to see if she can hear you and give you advice. You request for some time to talk to her by saying?

low	2	40%
high	3	60%

20. You going to give a presentation and the projector in that classroom does not work for some reason. You are too busy to go see the technician. Therefore, you request your close friend to go see the technician for you. You request her by saying?

low	4	80%
high	1	20%

21. You have an exam the day after tomorrow and you missed some lectures and need the notes to those lectures. You know your close friend Norah who is very organized and has all the lecture notes. You ask to borrow her notes for today and return them tomorrow. You request her by saying?

low	3	60%
high	2	40%

22. You have a presentation tomorrow that you are not prepared for. You know your close friend is giving her presentation in two weeks. So you want to exchange dates with her. You request her to take your presentation slot by saying?

low **1** 20%

high **4** 80%

23. You lost your book and there is an exam tomorrow and the copy center is closed for the day. You want to borrow your close friend's book to make copies of some of the chapters. Your friend will also be taking the exam tomorrow. Unfortunately, you need to take the book home with you to make some copies. You request her by saying?

low **2** 40%

high **3** 60%

24. You have an exam tomorrow. There are a few lessons that you don't completely understand. You call your close friend who is going to take the same exam to help explain some them to you. You request her by saying?

low **3** 60%

high **2** 40%

25. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to ask a couple of your good friends to get together and talk to the professor. You request them by saying?

low **3** 60%

high **2** 40%

27. Your close friend is going to the copy center to make a copy of the course pamphlet for herself and two more friends. You want to ask her to make a copy for you as well. However, you don't have cash on you. So you promise to pay her later. You request her to make a copy for you by saying?

low **4** 80%

high **1** 20%

28. Your close friend is good at ordering from online. She has a mailing address in the USA. You want to ask her to order a dress for you and you pay her in advance. You request her by saying?

low **2** 40%

high **3** 60%

29. Your friend's brother owns a computer and electrical shop. You want to ask your friend to get you something from his shop, e.g. an I-Pad. You will pay her in two weeks when you receive your university allowance. You request her by saying?

low **1** 20%

high **4** 80%

30. Your friend is going to the bookstore after school to buy the required book. You want to ask her if she can buy you one as well and you pay her back later. You request her by saying?

low **3** 60%

high **2** 40%

Appendix 5 - MDCT – Pre-Test

Name:

Student ID:

Contact number:

E-mail:

Please, select the most appropriate English request response to the following scenarios:

Question 1 of 16

1. You are sitting next to your good friend in the classroom. Your bag is closer to her. So you request her to pass the bag to you. You request her by saying? *

- A) Give me my bag.
- B) Could you pass me my bag please?
- C) Excuse me, (friend name) can you pass me my bag?
- D) Hi X, I am always a headache. My bag is next to you. I would really really appreciate it if you would pass it.

Question 2 of 16

3. You are in class and the professor asks you to read a passage silently. You come across a new word you do not know how to read. So you request your friend to pronounce it for you by saying?

- A) Can you help with this word. I can't pronounce it well?
- B) How do you pronounce that?
- C) Could you tell me how to pronounce this word.
- D) Sorry to interrupt you. I know you are busy reading, but how do you pronounce this word? Too many new words in this passage!

Question 3 of 16

2. **You are in the lab. You are trying to start the computer but there is a problem. You ask a student stranger sitting next to you to help you. You ask her by saying? ***

- A) I have a problem with my computer, can you help me please.
- B) Can you help me please?
- C) Can you help me because I don't know anything about this
- D) Excuse me, my computer is not working, do you know what to do?

Question 4 of 16

5. **It is the last day of school and you want to say goodbye to a close friend by taking a picture together. You ask someone passing by to take a picture of the two of you. You request that stranger passing by, by saying? ***

- A) Excuse me, hi, do you mind taking a picture of my friend and I? Thanks so much!
- B) Please, can you take a picture of us?
- C) Hello, sweetheart, can you help us. Just take this mobile and take a picture.

- D) Hi, excuse me, may I take a moment, please take a photo of us?

Question 5 of 16

2. You are trying to set a date of a midterm with your professor whom you know very well. She chooses a date but you want a different date. You request that she changes it to a more suitable date by saying? *

- A) I think you should put the midterm on 1-3-2013. It would be good for us.
- B) Professor X , I would find that date difficult. Would it be possible to suggest an alternative one please?
- C) Please, change the midterm date.
- D) No teacher, I have a problem with this day.

Question 6 of 16

5. You were supposed to get a book from your professor but the professor forgot it in her office. You remind her and want to request to go with her to her office to pick up the book. You do so by saying? *

- A) Teacher, please may I take the book now if you don't mind?
- B) Hey Miss, did you bring my book? May I walk with you to bring it?
- C) Are you busy? Ok (with hesitance) if you want to give me the book can you give it to me?
- D) Would it be possible to come to your office to collect the book? ... Thanks.

Question 7 of 16

2. You are in class. You interrupt the lecture to request to leave early. You request the professor by saying? *

- A) Dr., can I leave early, please?
- B) I have an emergency, can I leave the class please!! I will bring an excuse to you!
- C) I am so sorry to interrupt you, but would I be able to leave (then state the reason)?
- D) Excuse me professor, I want to leave the class for something important please!

Question 8 of 16

5. You need to email a new professor about a simple matter. It is the first time she teaches you; so you don't know her email. So you request her for her email address by saying? *

- A) I beg your pardon professor, can I have your email address?! So, I can contact you if any matter appears.
- B) I need the email for some issues.
- C) Hello Miss, my name is Batool, I'm a student in one of your modules, I was wondering if I could get your email address for future questions I may have?
- D) Professor, if it's fine with you, can you give me your email address?

Question 9 of 16

23. You lost your book and there is an exam tomorrow and the copy center is closed for the day. You want to borrow your close friend's book to make copies of some of the chapters. Your friend will also be taking the exam tomorrow. Unfortunately, you need to take the book home with you to make some copies. You request her by saying? *

- A) Can I borrow your book. I want to make copies. Then I will return it when I finish.
- B) I know it's a lot to ask, but could I possibly borrow the book, I'll bring it back as soon as possible.

- C) Sara, I'm gonna take your book to make copies of some of the chapters. Do you mind?
- D) Excuse me, can I borrow your book. I need to copy some of the chapters for the exam. Would you give me your book please?

Question 10 of 16

27. Your close friend is going to the copy center to make a copy of the course pamphlet for herself and two more friends. You want to ask her to make a copy for you as well. However, you don't have cash on you. So you promise to pay her later. You request her to make a copy for you by saying? *

- A) Bring me a copy with you, please. I don't have cash.
- B) Would you mind making me a copy too? I'll pay you back as soon as I can, I promise!!
- C) If you are going to the copy center for the course pamphlet, please make a copy for me, don't forget.
- D) Excuse me, can you help me, I want a copy of the course pamphlet but I don't have money. I'll give the money tomorrow.

Question 11 of 16

25. There is a textbook you need from the bookstore. You cannot go today to buy it but you heard a classmate, whom you are not very close to, who is going. You want her to buy you a copy of the book on her way. You request her by saying? *

- A) Excuse me, I can't go to buy the textbook and I need to buy it. Can you buy it for me please?
- B) Hi, sorry to be nosy, this might sound odd but I was wondering if you could also buy me a copy of that book? I will give you the money now.
- C) Excuse me, could you buy a copy for me on your way?
- D) Excuse me, do you mind if I give you my money and ask you to buy the book? I have a lot of work to do. So I'm not sure if I can go today!

Question 12 of 16

28. You are going to give a presentation next week. The projector in the classroom does not work. You know a classmate, whom you are not very close to, who has her own personal portable projector and she brings it sometimes to the classroom. You want her to bring her projector on that day. You request her by saying? *

- A) Please, could you bring your projector on Monday. The classroom projector doesn't work. If you don't mind!
- B) Excuse me, could you please bring your portable projector tomorrow for my presentation?
- C) Hello _____, I am aware you have a projector, the one in the classroom does not work. Would it be possible for you to bring yours? We would be very careful with it and it would be very much appreciated.
- D) Could you bring your projector on the day of my presentation? Because the projector in the classroom does not work.

Question 13 of 16

26. It is the end of the year and you want a recommendation letter (رسالة توصية) from your close professor whom you are on good terms with. You request her to write you one by saying? *

- A) I'd be happy if you could write for me a recommendation letter.
- B) I would like from you to write a recommendation letter for me because you are the close professor from me.
- C) Can you give me a good recommendation, please?
- D) Could you possibly write me a recommendation. I need it for (xyz). I think you are perfect to write it for

me.

Question 14 of 16

23. You are trying to set a date of a midterm for the 3rd time. Every lecture the professor picks a date, it has to be rescheduled for some reason. You have a good relationship with this professor. You request her by saying? *

- A) Please teacher, could you change the date of the midterm?
- B) I'm very sorry about this, but please could we reschedule once more? It would be much more convenient for us if this is possible!
- C) Pardon me, can you set a new date of the midterm?
- D) Doctor, may you change our midterm date please? We already have another exam.

Question 15 of 16

14. You will not be able to attend a midterm of a course for a good reason (name one). You are not very close to the professor of that course. You request that she excuses you from this one and perhaps set another date for you or take the test with another class. You request her by saying? *

- A) I'm really sorry teacher. My grandfather died, so I can't come to the midterm. I swear I will do it another time. You choose the time.
- B) Professor , I was wondering if you could possibly excuse me from the midterm in February as family issues are forcing me to go home. Would it be possible for me to reschedule the test?
- C) I'm really sorry teacher but I would like to take the midterm with another class if you don't mind of course?!
- D) Would you change my exam date? Please.

Question 16 of 16

17. It is at the beginning of the school year and you are taught by a new professor this semester. You need to leave her classes 10 minutes early to be able to catch the bus. You request her to excuse you those 10 minutes throughout the whole semester. You request her by saying? *

- A) Professor, would it be possible for me to leave these classes 10 minutes early so I am able to catch my ride home. If I miss that one I will have to wait longer.
- B) Excuse me professor. I want to tell you about something. I want to leave the class the last 10 minutes, because my bus leaves early.
- C) Can I go out early to catch my bus. I am interested in your class but I have to go early. Can you forgive me for that request?
- D) My bus will leave if I come late. Can I leave the class 10 minutes early?

MDCT Pre-Test Key Answers:

- | | |
|---------------------------|---------------------------|
| 1. Correct answer: B) | 10. Correct answer: B) |
| 2. Correct answer: B) | 11. Correct answer: B) |
| 3. Correct answer: D) | 12. Correct answer: C) |
| 4. Correct answer: A) | 13. Correct answer: D) |
| 5. Correct answer: B) | 14. Correct answer: B) |
| 6. Correct answer: D) | 15. Correct answer: B) |
| 7. Correct answer: C) | 16. Correct answer: A) |
| 8. Correct answer: C) | |
| 9. Correct answer: B) | |

Grammatically Corrected Version of the MDCT (Pre-Test)

MDCT – Pre-Test

Question 1 of 16

1. You are sitting next to your good friend in the classroom. Your bag is closer to her. You request that she pass the bag to you. You ask her by saying? *

- A) Give me my bag.
- B) Could you pass me my bag, please?
- C) Excuse me, (friend's name); can you pass me my bag?
- D) Hi (friend's name), I know I am always a pain, but my bag is beside you. I would really, really appreciate it if you would pass it to me.

Question 2 of 16

3. You are in class and the professor asks you to read a passage silently. You come across a new word that you do not know how to read. So you request that your friend pronounce it for you by saying? *

- A) Can you help me with this word? I can't pronounce it well.
- B) How do you pronounce that?
- C) Could you tell me how to pronounce this word?
- D) Sorry to interrupt you, I know you are busy reading, but how do you pronounce this word? There are too many new words in this passage!

Question 3 of 16

2. **You are in the lab. You are trying to turn on the computer but there is a problem. You ask a student sitting next to you, who is a stranger, to help you. You ask her by saying? ***

- A) I have a problem with my computer; can you help me please?
- B) Can you help me, please?
- C) Can you help me, because I don't know anything about this?
- D) Excuse me, my computer is not working, do you know what to do?

Question 4 of 16

5. **It is the last day of school and you want to say goodbye to a close friend by taking a picture together. You ask a stranger passing by to take a picture of the two of you. You ask the passerby by saying? ***

- A) Excuse me, hi, do you mind taking a picture of my friend and me? Thanks so much!
- B) Please, can you take a picture of us?
- C) Hello, sweetheart, can you help us? Just take this mobile and take a picture.
- D) Hi, excuse me a moment; please take a photo of us?

Question 5 of 16

2. **You are trying to set a date for a midterm with a professor whom you know very well. She chooses a date but you want a different date. You request that she change it to a more suitable date by saying? ***

- A) I think you should have the midterm on 1/3/2013. It would be good for us.
- B) Professor (professor's name), I would find that date difficult. Would it be possible to suggest an alternative one, please?
- C) Please change the midterm date.
- D) No, Teacher, I have a problem with this day.

Question 6 of 16

5. You were supposed to get a book from your professor but the professor forgot it in her office. You remind her and request to go with her to her office to pick it up. You do so by saying? *

- A) Teacher, please may I take the book now, if you don't mind?
- B) Hey Miss, did you bring my book? May I walk with you to get it?
- C) Are you busy? Ok (with hesitance) ...if you want to give me the book then can you give it to me?
- D) Would it be possible to come to your office to collect the book? ... Thanks.

Question 7 of 16

2. You are in class. You interrupt the lecture and request to leave early. You ask the professor by saying? *

- A) Doctor, can I leave early, please?
- B) I have an emergency, can I leave the class please? I will bring an excuse to you!
- C) I am so sorry to interrupt you, but would I be able to leave (then state the reason)?
- D) Excuse me Professor, I need to leave class for something important, please!

Question 8 of 16

5. You need to email a new professor about a simple matter. It is the first time she has taught you, so you do not know her email. You request her email address by saying? *

- A) I beg your pardon, Professor, can I have your email address so I can contact you if something comes up?
- B) I need your email for some issues.
- C) Hello Miss, my name is Batool, I'm a student in one of your modules. I was wondering if I could get your email address for future questions that I may have?
- D) Professor, if it's okay with you, could you give me your email address?

Question 9 of 16

23. You lost your book and there is an exam tomorrow, but the copy centre is closed for the day. You want to borrow your close friend's book to make copies of some of the chapters. Your friend will also be taking the exam tomorrow. Unfortunately, you need to take the book home with you to make the copies. You ask her by saying? *

- A) Can I borrow your book? I want to make copies. Then I will return it when I have finished.
- B) I know it's a lot to ask, but could I possibly borrow your book? I'll bring it back as soon as possible.
- C) Sara, I'm gonna take your book to make copies of some of the chapters. Do you mind?
- D) Excuse me, can I borrow your book? I need to copy some of the chapters for the exam. Would you give me your book, please?

Question 10 of 16

27. Your close friend is going to the copy centre to make a copy of the course pamphlet for herself and two friends. You want to ask her to make a copy for you as well. However, you don't have any cash on you, so you promise to pay her later. You ask her to make a copy for you by saying? *

- A) Make a copy for me, please. I don't have any cash.
- B) Would you mind making me a copy, too? I'll pay you back as soon as I can, I promise!
- C) If you are going to the copy centre for the course pamphlet, please make a copy for me, don't forget!
- D) Excuse me, can you help me? I want a copy of the course pamphlet but I don't have any money. I'll give you the money tomorrow.

Question 11 of 16

25. There is a textbook you need from the bookstore. You cannot go today to buy it but you heard that a classmate, to whom you are not very close, is going. You want her to buy you a copy of the book while she is there. You ask her by saying? *

- A) Excuse me, I can't go today to buy the textbook but I need it. Can you buy it for me, please?
- B) Hi, sorry to be nosy, and this might sound odd, but I was wondering if you could also buy me a copy of that book? I will give you the money now.
- C) Excuse me, could you buy a copy for me while you are there?
- D) Excuse me, do you mind if I give you the money and ask you to buy the book for me? I have a lot of work to do, so I'm not sure if I can go today!

Question 12 of 16

28. You are going to give a presentation next week. The projector in the classroom does not work. You know that a classmate, to whom you are not very close, has her own personal portable projector and that she sometimes brings it to class. You want her to bring her projector on that day. You ask her by saying? *

- A) Please, could you bring your projector on Monday? The classroom projector doesn't work. If you don't mind!
- B) Excuse me, could you please bring your portable projector tomorrow for my presentation?
- C) Hello (student's name), I am aware that you have a projector; the one in the classroom does not work. Would it be possible for you to bring yours? We would be very careful with it and it would be very much appreciated.
- D) Could you bring your projector on the day of my presentation? The projector in the classroom does not work.

Question 13 of 16

26. It is the end of the year and you want a recommendation letter (رسالة توصية) from a professor with whom you are on good terms. You ask her to write you one by saying? *

- A) I'd be happy if you could write a recommendation letter for me.
- B) I would like you to write a recommendation letter for me because you are the closest professor to me.
- C) Can you give me a good recommendation, please?
- D) Could you possibly write me a recommendation? I need it for (xyz). I think you are perfect to write it for me.

Question 14 of 16

23. You are trying to set the date for a midterm for the third time. At every lecture, the professor picks a date, but then it has to be rescheduled for some reason. You have a good relationship with this professor. You ask her by saying? *

- A) Please, Teacher, could you change the date of the midterm?
- B) I'm very sorry about this, but please could we reschedule once more? It would be much more convenient for us if this were possible!
- C) Pardon me; can you set a new date for the midterm?
- D) Doctor, can you change our midterm date please? We already have another exam.

Question 15 of 16

14. You will not be able to attend a midterm for a course for a good reason (name one). You are not very close to the professor of that course. You request that she excuses you from this one and perhaps sets another date for you, or allows you to take the test with another class. You ask her by saying? *

- A) I'm really sorry, Teacher. My grandfather died, so I can't come to the midterm. I swear I will do it another time. You choose the time.
- B) Professor (professor's name), I was wondering if you could possibly excuse me from the midterm in February as family issues are forcing me to go home. Would it be possible for me to reschedule the test?
- C) I'm really sorry, Teacher, but I would like to take the midterm with another class, if you don't mind, of course?
- D) Would you change my exam date, please?

Question 16 of 16

17. It is the beginning of the school year and you are being taught by a new professor this semester. You need to leave her classes 10 minutes early in order to catch the bus. You request that she excuse you for those 10 minutes for the entire semester. You ask her by saying? *

- A) Professor, would it be possible for me to leave class 10 minutes early so I can catch my ride home? If I miss that bus, I will have to wait longer.
- B) Excuse me, Professor. I want to tell you something. I want to miss the last 10 minutes of class because my bus leaves early.
- C) Can I leave early to catch my bus? I am interested in your class but I have to go early. Can you forgive me for that request?
- D) My bus will leave if I am late. Can I leave class 10 minutes early?

Appendix 6 - MDCT – Post-Test

Name:

Student ID:

Contact number:

E-mail:

Please, select the most appropriate English request response to the following scenarios:

Question 1 of 16

7. You are standing with your friend and want to borrow a mirror to check your make-up. You request to borrow the mirror by saying? *

- A) Do you have a mirror cause I need it right now.
- B) I'll check my make-up. Give me your mirror if you don't mind it now.
- C) Please, you have a mirror? Give me, I want to check my make-up.
- D) Can I use your mirror to check my make up?

Question 2 of 16

21. You have an exam the day after tomorrow and you missed some lectures and need the notes to the lectures. You know your close friend Norah who is very organized and has all the lecture notes. You ask to borrow her notes for today and return them tomorrow. You request her by saying?

- A) Hi, could you send me the lecture today and I will bring the breakfast for you tomorrow.
- B) Norah, bring your notes tomorrow. I missed some lectures and I will be thankful :).
- C) Would you give me your notes for the exam?
- D) Hey Norah, would you mind if I borrow your lecture notes? I missed some lecture and would love to have a read of them before the test.

Question 3 of 16

3. You are sitting in the classroom waiting for the lecture to start. You want to check your make up and you see one student, whom you are not very close to, sitting a couple of seats away. You request to borrow her mirror by saying? *

- A) Miss, excuse me, can I borrow your mirror please?
- B) Excuse me, hi, do you mind if I borrow your mirror? I left mine at home.
- C) May I have a mirror please.
- D) Do you have a mirror?

Question 4 of 16

4. You are at the copy center. It is your turn in line. You ask the lady to make some copies for you. You say? *

- A) Hi! Can you make a copy for me?
- B) Can you make a copy for me, please?

- C) I need 2 copies please.
- D) Hi, can I have a few copies of this please? Thanks

Question 5 of 16

13. You are going to give a presentation and the projector in that classroom does not work for some reason. You think it is best to change the classroom to one that has a projector working. You check with your close professor first to see if you can go ahead and switch classrooms. You request that from your professor by saying? *

- A) We want to switch classrooms because there is a problem here. Can we change Miss?
- B) Excuse me, can we switch the projector please?
- C) Teacher do you want me to check out the next classroom to see if it is working or not? This is our only way or do the presentation next week.
- D) The projector in this classroom isn't working, and I desperately need it to aid my presentation. Please can I see if there's another room I can change to before I decide I have to go completely without it.

Question 6 of 16

11. Your close professor a couple of weeks ago has set a midterm exam date. After going back to the schedule, you and your friends find out that it conflicts with another midterm. You request that she changes it to a more suitable date by saying? *

- A) Please teacher, can I change the time?
- B) Miss, before taking the exam, I want to tell you that I am sorry cause I need to change the date of the exam. I know it is a little bit hard to do that for some teachers but I know you can, could you?
- C) Please, can you change the date of the exam?
- D) I am sorry to be of an inconvenience but is it possible if the date could be changed due to a conflict with another midterm?

Question 7 of 16

3. You are in class and the AC is not cool enough. You see the invigilator (المرافِقَةَ) standing close to where the AC remote is. You request her to turn the cooling temperature on by saying? *

- A) Excuse me Dr.! The AC is not cool enough, could you turn on the cooling temperature?
- B) Excuse me, sorry to bother you but would it be possible to turn up the AC.?
- C) The weather is too hot. Isn't it? Can you turn the AC on please?
- D) Sorry to trouble you, but can you please turn the cooling temperature on?! Thank you.

Question 8 of 16

12. You are in a lecture. You did not understand a point that your professor was explaining. It is the first time you take a course with this professor. You request her to explain again by saying? *

- A) I beg your pardon professor, I didn't understand this point. Can you repeat it again?!
- B) Professor please explain this point again. I didn't understand.
- C) Can you repeat this point please. It's not clear enough.
- D) I'm sorry, I didn't quite understand that. Could you explain it further please?

Question 9 of 16

22. You have a presentation tomorrow that you are not prepared for. You know your close friend is giving her presentation in two weeks. So you want to exchange dates with her. You request her to take your presentation slot by saying? *

- A) I am sorry. I didn't finish the presentation. May we change dates.
- B) How about we switch turn for the presentation?
- C) Can I exchange the presentation dates with you if you can?
- D) Please, please, can you help me out. I've been too busy and can't present tomorrow. Might you be able to switch with me?

Question 10 of 16

29. Your friend's brother owns a computer and electrical shop. You want to ask your friend to get you something from his shop, e.g. an I-Pad. You will pay her in two weeks when you receive your university allowance. You request her by saying? *

- A) Can you get me an I-Pad from your brother's shop and I'll pay you?
- B) Would you possibly be able to grab an I-Pad from your brother's shop for me? I'll have money in 2 weeks from my loan, I could pay you back then?
- C) Would you please grab me some devices from your brother's shop? And I'll pay you later.
- D) I want an I-Pad but I can't go out to buy it. I have an exam. Maha, can you get me an I-Pad from your brother's shop. Ask him. I will pay later.

Question 11 of 16

29. You are going to give a presentation. You need access to the net while you are giving it. Your classmate, whom you are not very close to, has an I-Pad with an internet connection. You want to borrow her I-Pad to give your presentation. You request her by saying? *

- A) Excuse me, can I use your I-Pad, mine doesn't have internet.
- B) Excuse me, may I use your I-Pad. My own doesn't have an internet connection. So if you don't mind, please!
- C) Can I borrow your I-Pad to use the internet for the presentation?
- D) Hi _____, I know this is a big ask, but is there any way I could borrow your I-Pad to do my presentation so I can connect to the Internet?

Question 12 of 16

30. You are absent and there is an exam today. You want to excuse yourself but you have no means of communication with the professor. You have a classmate's mobile number, whom you are not very close to. You want to ask that classmate to talk to the professor and excuse you for not being able to take the test and to explain to the professor why you couldn't make it. You request her by saying? *

- A) Hi, "name", I know this is out of the ordinary but I really need your help. Is it possible that you could tell the professor I cannot attend the exam today as I am irritably ill and I cannot get through to her. Thanks.
- B) Can you please tell the professor my problem. I don't have her number.
- C) Excuse me, I need a favour from you, can I? Could you call the professor and tell her my excuse?
- D) I did not take the test today and I want to excuse myself for not being able to take the test and explain to the professor why I could not make it. Can you?

Question 13 of 16

22. You are having trouble with some university issue. You want to discuss the matter with your close professor. You want to call her after university hours so you request for her private number. You request her by saying? *

- A) Teacher, I have some trouble. Can I discuss the matter with you, please?

- B)** Dr. may I have your phone number? I need to discuss some of the university issues?
- C)** Hi (professor name), how are you? Is it ok to call you at this time so we could discuss (xyz). Is there a number I could contact you on?
- D)** Hi professor, my day was trouble. Give me your mobile number to talk to you after college, please.

Question 14 of 16

24. You are doing a research for a certain course but facing some difficulty with it. You know a close old professor who taught you last year and think she might be able to assist you. You request her for help by saying? *

- A)** I have to do a research and I have some difficulty with it. Can you help me with it?
- B)** Miss would you please help me with my research?
- C)** Hi my professor. I want you to help me with a research, so can you?
- D)** Hi, how are you? I am aware we don't have any lessons together but I need help and wondered is there any chance you could help me please?

Question 15 of 16

15. You are taking a course that is a little difficult for you. You got a bad mark on your midterm. You want to do an extra assignment to make up for the weak mark. You request your professor whom you do not know very well. Your professor suggests another midterm with another class but unfortunately you desperately want to do an assignment instead. You request her by saying? *

- A)** Mrs. I hope you give me an extra mark by doing an assignment. I will pray for you please.
- B)** Please can you change the midterm to an assignment so I can get a good grade.
- C)** If you don't mind I prefer to do an extra assignment.
- D)** Professor, I understand that you're trying to accommodate my poor performance in your class and I appreciate your help. Do you think I can somehow get an assignment instead?

Question 16 of 16

22. The breaks between lectures are very short. You want a longer time so that you can do certain things such as visit the copy center, buy and eat your meal, etc. before it is time for the next class. You request that from the college dean or student advisory by saying? *

- A)** I just hope if you could make the breaks between lectures longer and I will appreciate that.
- B)** Could you make our break time longer so that we can do everything?
- C)** Excuse me, we want you to make our break longer. We can't buy and eat our meals.
- D)** Hello, this is a lot to ask, because it alters time schedule, but I have little to no time between my lectures. If I had a slightly longer break, I could eat and prepare for my next lecture, which I believe will keep me alert and ready to learn. Would this be possible?

MDCT Post-Test Key Answers:

- | | | |
|------------------------------|-------------------------------|-------------------------------|
| 1. Correct answer: D) | 7. Correct answer: B) | 13. Correct answer: C) |
| 2. Correct answer: D) | 8. Correct answer: D) | 14. Correct answer: D) |
| 3. Correct answer: B) | 9. Correct answer: D) | 15. Correct answer: D) |
| 4. Correct answer: D) | 10. Correct answer: B) | 16. Correct answer: D) |
| 5. Correct answer: D) | 11. Correct answer: D) | |
| 6. Correct answer: D) | 12. Correct answer: A) | |

Grammatically Corrected Version of the MDCT (Post-Test)

MDCT – Post-Test

Question 1 of 16

7. You are standing with your friend and want to borrow a mirror to check your makeup. You ask to borrow the mirror by saying? *

- A) Do you have a mirror? Because I need one right now.
- B) I'll check my makeup. Give me your mirror if you don't mind, now.
- C) Please, do you have a mirror? Give it to me; I want to check my makeup.
- D) Can I use your mirror to check my makeup?

Question 2 of 16

21. You have an exam the day after tomorrow, but you missed some lectures and need the notes on them. You know that your close friend Norah is very organized and has all the lecture notes. You ask to borrow her notes today and return them tomorrow. You ask her by saying?

- A) Hi, could you give me your lecture notes today and I will bring you breakfast tomorrow?
- B) Norah, bring your notes tomorrow. I missed some lectures and I will be grateful.
- C) Would you give me your notes for the exam?
- D) Hey Norah, would you mind if I borrow your lecture notes? I missed some lectures and would love to take a look at them before the test.

Question 3 of 16

3. You are sitting in the classroom waiting for the lecture to start. You want to check your makeup and you see one student, to whom you are not very close, sitting a couple of seats away. You ask to borrow her mirror by saying? *

- A) Miss, excuse me, can I borrow your mirror please?
- B) Excuse me, hi, do you mind if I borrow your mirror? I left mine at home.
- C) May I have a mirror please?
- D) Do you have a mirror?

Question 4 of 16

4. You are at the copy centre. It is now your turn. You ask the lady to make some copies for you. You say? *

- A) Hi! Can you make some copies for me?
- B) Can you make copies for me, please?
- C) I need two copies, please.
- D) Hi, can I have a few copies of this please? Thanks.

Question 5 of 16

13. You are going to give a presentation, but the projector in your classroom does not work for some reason. You think it is best to change classrooms to one with a functioning projector. You check with your close professor first to see if you can go ahead and switch classrooms. You ask your professor by saying? *

- A) We want to switch classrooms because there is a problem here. Can we change, Miss?
- B) Excuse me, can we switch the classrooms please?
- C) Teacher, do you want me to check out the next classroom to see if its projector is working or not? Otherwise, we'll have to do the presentation next week.
- D) The projector in this classroom isn't working, and I desperately need it for my presentation. Please can I see if there's another room we can use before I decide to go completely without it?

Question 6 of 16

11. Your close professor set a midterm exam date a couple of weeks ago. After looking at the schedule, you and your friends realize that it conflicts with another midterm. You request that she change it to a more suitable date by saying? *

- A) Please, Teacher, can we change the date?
- B) Miss, before taking the exam, I want to tell you that I am sorry because I need to change the date. I know it is a little bit hard to do that for some teachers, but I know that you can...could you?
- C) Please, can you change the date of the exam?
- D) I am sorry to inconvenience you, but is it possible to change the date due to a conflict with another midterm?

Question 7 of 16

3. You are in class and the AC is not cold enough. You see the invigilator (المراقبة) standing close to where the AC remote is. You ask her to lower the temperature by saying? *

- A) Excuse me, Doctor! The AC is not cold enough, could you turn it up?
- B) Excuse me, sorry to bother you, but would it be possible to turn up the AC?
- C) It's so hot, isn't it? Can you turn the AC on, please?
- D) Sorry to trouble you, but can you please up temperature? Thank you.

Question 8 of 16

12. You are in a lecture. You did not understand a point that your professor was explaining. It is the first time you have taken a course with this professor. You ask her to repeat her explanation by saying? *

- A) I beg your pardon, Professor, I didn't understand that point. Can you repeat it?
- B) Professor, please explain that point again. I didn't understand.
- C) Can you repeat that, please? It was not clear enough.
- D) I'm sorry, I didn't quite understand that. Could you explain it further, please?

Question 9 of 16

22. You have a presentation tomorrow, but you are not prepared. You know your close friend is giving her presentation in two weeks, so you want to switch dates with her. You ask her to take your presentation slot by saying? *

- A) I am sorry. I haven't finished my presentation. May we exchange dates?
- B) How about we switch our turns for the presentation?
- C) Can I exchange presentation dates with you, if you can?
- D) Please, please, can you help me out? I've been too busy and can't present tomorrow. Might you be able to switch with me?

Question 10 of 16

29. Your friend's brother owns a computer and electrical shop. You want to ask your friend to buy you something from his shop, e.g. an iPad. You will pay her in two weeks when you receive your university allowance. You ask her by saying? *

- A) Can you get me an iPad from your brother's shop and I'll pay you?
- B) Would you possibly be able to grab an iPad from your brother's shop for me? I'll have money in two weeks from my loan; I could pay you back then.
- C) Would you please grab me some devices from your brother's shop? I'll pay you later.
- D) I want an iPad but I can't go out to buy it. I have an exam. Maha, can you get me an iPad from your brother's shop? Ask him. I will pay later.

Question 11 of 16

29. You are going to give a presentation. You need access to the internet while you are giving it. Your classmate, to whom you are not very close, has an iPad with an internet connection. You want to borrow her iPad to give your presentation. You ask her by saying? *

- A) Excuse me, can I use your iPad? Mine doesn't have internet.
- B) Excuse me, may I use your iPad? Mine doesn't have an internet connection. So if you don't mind, please!
- C) Can I borrow your iPad to use the internet for the presentation?
- D) Hi (student's name). I know this is a big ask, but is there any way I could borrow your iPad to do my presentation, so I can connect to the internet?

Question 12 of 16

30. You are absent from class and there is an exam today. You want to excuse yourself, but you have no means of contacting the professor. You have a classmate's mobile number, but you are not very close to her. You want to ask that classmate to talk to the professor, excuse you for not being able to take the test and explain to the professor why you couldn't make it. You ask her to do this by saying? *

- A) Hi (student's name). I know this is out of the ordinary, but I really need your help. Is it possible that you could tell the professor I cannot attend the exam today as I am terribly ill, and I cannot get through to her? Thanks.
- B) Can you please tell the professor my problem? I don't have her number.
- C) Excuse me, I need a favour from you, can I? Could you call the professor and tell her my excuse?
- D) I did not take the test today and I want to excuse myself for not being able to take the test and explain to the professor why I could not make it. Can you call her?

Question 13 of 16

22. You are having trouble with some university issue. You want to discuss the matter with a professor to whom you are close. You want to call her after university hours, so you need her private number. You ask her for this by saying? *

- A) Teacher, I have some trouble. Can I discuss the matter with you, please?
- B) Doctor, may I have your phone number? I need to discuss a university issue?
- C) Hi (professor's name), how are you? Is it ok to call you at after hours to discuss (xyz)? Is there a number I could contact you on?
- D) Hi Professor, I had some trouble today. Give me your mobile number so I can call you after college, please.

Question 14 of 16

24. You are doing research for a particular course but having some difficulty with it. You are close to a professor who taught you last year and think she might be able to assist you. You ask her for help by saying? *

- A) I have research to do but I'm having some difficulty with it. Can you help me?
- B) Miss, would you please help me with my research?
- C) Hi, my Professor. I want you to help me with my research, so can you?
- D) Hi, how are you? I am aware that we don't have any classes together, but I need help. I wonder if there is any chance you could help me, please?

Question 15 of 16

15. You are taking a course that is a little difficult for you. You got a bad mark on your midterm. You want to do an extra assignment to make up for the low mark. You ask your professor, whom you do not know very well. Your professor suggests re-sitting the midterm with another class, but you desperately want to do an assignment instead. You ask her by saying? *

- A) Mrs., I hope you will give me an extra mark by doing an assignment. I will pray for you, please.
- B) Please can you change the midterm to an assignment, so I can get a good grade?
- C) If you don't mind, I would prefer to do an extra assignment.
- D) Professor, I understand that you're trying to accommodate my poor performance in your class and I appreciate your help. Do you think I can somehow do an assignment instead?

Question 16 of 16

22. The breaks between lectures are very short. You want them to be longer so that you can do other things between classes, such as visit the copy centre, buy and eat your meals, etc. You make your request to the college dean or student advisor by saying? *

- A) I just hope if you could make the breaks between lectures longer, I would appreciate that.
- B) Could you make our break times longer so that we can do other things?
- C) Excuse me; we want you to make our breaks longer. We can't buy and eat our meals.
- D) Hello, this is a lot to ask, because it alters time schedule, but I have little to no time between my lectures. If I had a slightly longer break, I could eat and prepare for my next lecture, which I believe would help keep me alert and ready to learn. Would this be possible?

Appendix 7 - DELAYED – MDCT

Name:

Student ID:

Contact number:

E-mail:

Please, select the most appropriate English request response to the following scenarios:

Question 1 of 16

1. You are sitting next to your good friend in the classroom. Your bag is closer to her. So you request her to pass the bag to you. You request her by saying? *

- A) Give me my bag.
- B) Could you pass me my bag please?
- C) Excuse me, (friend name) can you pass me my bag?
- D) Hi X, I am always a headache. My bag is next to you. I would really really appreciate it if you would pass it.

Question 2 of 16

21. You have an exam the day after tomorrow and you missed some lectures and need the notes to those lectures. You know your close friend Norah who is very organized and has all the lecture notes. You ask to borrow her notes for today and return them tomorrow. You request her by saying? *

- A) Hi, could you send me the lectures today and I will bring the breakfast for you tomorrow.
- B) Norah, bring your notes tomorrow. I missed some lectures and I will be thankful :).
- C) Would you give me your notes for the exam?
- D) Hey Norah, would you mind if I borrow your lecture notes? I missed some lectures and would love to have a read of them before the test

Question 3 of 16

2. You are in the lab. You are trying to start the computer but there is a problem. You ask a student stranger sitting next to you to help you. You ask her by saying? *

- A) I have a problem with my computer, can you help me please.
- B) Excuse me, my computer is not working, do you know what to do?
- C) Can you help me because I don't know anything about this
- D) Can you help me please?

Question 4 of 16

4. You are at the copy center. It is your turn in line. You ask the lady to make some copies for you. You say? *

- A) Hi! Can you make a copy for me?
- B) Can you make a copy for me, please?

- C) I need 2 copies please.
- D) Hi, can I have a few copies of this please? Thanks

Question 5 of 16

2. You are trying to set a date of a midterm with your professor whom you know very well. She chooses a date but you want a different date. You request that she changes it to a more suitable date by saying? *

- A) I think you should put the midterm on 3-11-2014. It would be good for us.
- B) Professor X , I would find that date difficult. Would it be possible to suggest an alternative one please?
- C) Please, change the midterm date.
- D) No teacher, I have a problem with this day.

Question 6 of 16

13. You are going to give a presentation and the projector in that classroom does not work for some reason. You think it is best to change the classroom to one that has a projector working. You check with your close professor first to see if you can go ahead and switch classrooms. You request that from your professor by saying? *

- A) The projector in this classroom isn't working, and I desperately need it to aid my presentation. Please can I see if there's another room I can change to before I decide I have to go completely without it.
- B) Excuse me, can we switch the projector please?
- C) Teacher do you want me to check out the next classroom to see if is working or not? This is our only way or do the presentation next week.
- D) We want to switch classrooms because there is a problem here. Can we change Miss?

Question 7 of 16

11. Your close professor a couple of weeks ago has set a midterm exam date. After going back to the schedule, you and your friends find out that it conflicts with another midterm. You request that she changes it to a more suitable date by saying? *

- A) Please teacher, can I change the time?
- B) Miss, before taking the exam, I want to tell you that I am sorry cause I need to change the date of the exam. I know it is a little bit hard to do that for some teachers but I know you can, could you?
- C) I am sorry to be of an inconvenience but is it possible if the date could be changed due to a conflict with another midterm?
- D) Please, can you change the date of the exam?

Question 8 of 16

3. You are in class and the AC is not cool enough. You see the invigilator (المراقبة) standing close to where the AC remote is. You request her to turn the cooling temperature on by saying? *

- A) Excuse me Dr.! The AC is not cool enough, could you turn on the cooling temperature?
- B) Excuse me, sorry to bother you but would it be possible to turn up the AC.?
- C) The weather is too hot. Isn't it? Can you turn the AC on please?
- D) Sorry to trouble you, but can you please turn the cooling temperature on?! Thank you.

Question 9 of 16

23. You lost your book and there is an exam tomorrow and the copy center is closed for the day. You want to borrow your close friend's book to make copies of some of the chapters. Your friend will also be

taking the exam tomorrow. Unfortunately, you need to take the book home with you to make some copies. You request her by saying? *

- A) Can I borrow your book. I want to make copies. Then I will return it when I finish.
- B) I know it's a lot to ask, but could I possibly borrow the book, I'll bring it back as soon as possible.
- C) Sara, I'm gonna take your book to make copies of some of the chapters. Do you mind?
- D) Excuse me, can I borrow your book. I need to copy some of the chapters for the exam. Would you give me your book please?

Question 10 of 16

29. Your friend's brother owns a computer and electrical shop. You want to ask your friend to get you something from his shop, e.g. an I-Pad. You will pay her in two weeks when you receive your university allowance. You request her by saying? *

- A) Can you get me an I-Pad from your brother's shop and I'll pay you?
- B) Would you possibly be able to grab an I-Pad from your brother's shop for me? I'll have money in 2 weeks from my loan, I could pay you back then?
- C) Would you please grab me some devices from your brother's shop? And I'll pay you later.
- D) I want an I-Pad but I can't go out to buy it. I have an exam. Maha, can you get me an I-Pad from your brother's shop. Ask him. I will pay later.

Question 11 of 16

28. You are going to give a presentation next week. The projector in the classroom does not work. You know a classmate, whom you are not very close to, who has her own personal portable projector and she brings it sometimes to the classroom. You want her to bring her projector on that day. You request her by saying? *

- A) Please, could you bring your projector on Monday. The classroom projector doesn't work. If you don't mind!
- B) Hello _____, I am aware you have a projector, the one in the classroom does not work. Would it be possible for you to bring yours? We would be very careful with it and it would be very much appreciated.
- C) Excuse me, could you please bring your portable projector tomorrow for my presentation?
- D) Could you bring your projector on the day of my presentation? Because the projector in the classroom does not work.

Question 12 of 16

30. You are absent and there is an exam today. You want to excuse yourself but you have no means of communication with the professor. You have a classmate's mobile number, whom you are not very close to. You want to ask that classmate to talk to the professor and excuse you for not being able to take the test and to explain to the professor why you couldn't make it. You request her by saying? *

- A) Hi, "name", I know this is out of the ordinary but I really need your help. Is it possible that you could tell the professor I cannot attend the exam today as I am irrationally ill and I cannot get through to her. Thanks.
- B) Can you please tell the professor my problem. I don't have her number.
- C) Excuse me, I need a favour from you, can I? Could you call the professor and tell her my excuse?
- D) I did not take the test today and I want to excuse myself for not being able to take the test and explain to the professor why I could not make it. Can you?

Question 13 of 16

26. It is the end of the year and you want a recommendation letter (رسالة توصية) from your close professor whom you are on good terms with. You request her to write you one by saying? *

- A) I'd be happy if you could write for me a recommendation letter.
- B) I would like from you to write a recommendation letter for me because you are the close professor from me.
- C) Can you give me a good recommendation, please?
- D) Could you possibly write me a recommendation. I need it for (xyz). I think you are perfect to write it for me.

Question 14 of 16

24. You are doing a research for a certain course but facing some difficulty with it. You know a close old professor who taught you last year and think she might be able to assist you. You request her for help by saying? *

- A) I have to do a research and I have some difficulty with it. Can you help me with it?
- B) Miss would you please help me with my research?
- C) Hi my professor. I want you to help me with a research, so can you?
- D) Hi, how are you? I am aware we don't have any lessons together but I need help and wondered is there any chance you could help me please?

Question 15 of 16

14. You will not be able to attend a midterm of a course for a good reason (name one). You are not very close to the professor of that course. You request that she excuses you from this one and perhaps set another date for you or take the test with another class. You request her by saying? *

- A) I'm really sorry teacher. My grandfather died, so I can't come to the midterm. I swear I will do it another time. You choose the time.
- B) I'm really sorry teacher but I would like to take the midterm with another class if you don't mind of course?!
- C) Professor , I was wondering if you could possibly excuse me from the midterm in February as family issues are forcing me to go home. Would it be possible for me to reschedule the test?
- D) Would you change my exam date? Please.

Question 16 of 16

22. The breaks between lectures are very short. You want a longer time so that you can do certain things such as visit the copy center, buy and eat your meal, etc. before it is time for the next class. You request that from the college dean or student advisory by saying? *

- A) Hello, this is a lot to ask, because it alters time schedule, but I have little to no time between my lectures. If I had a slightly longer break, I could eat and prepare for my next lecture, which I believe will keep me alert and ready to learn. Would this be possible?
- B) Could you make our break time longer so that we can do everything?
- C) Excuse me, we want you to make our break longer. We can't buy and eat our meals.
- D) I just hope if you could make the breaks between lectures longer and I will appreciate that.

MDCT Delayed Post-Test Key Answers:

- | | |
|----------------------------------|----------------------------------|
| 1. Correct answer: B) | 3. Correct answer: B) |
| 2. Correct answer: D) | 4. Correct answer: D) |

- 5. Correct answer: **B)**
- 6. Correct answer: **A)**
- 7. Correct answer: **C)**
- 8. Correct answer: **B)**
- 9. Correct answer: **B)**
- 10. Correct answer: **B)**
- 11. Correct answer: **B)**
- 12. Correct answer: **A)**
- 13. Correct answer: **D)**
- 14. Correct answer: **D)**
- 15. Correct answer: **C)**
- 16. Correct answer: **A)**

Grammatically Corrected Version of the MDCT (Delayed Post-Test)

MDCT – Delayed Post-Test

Question 1 of 16

1. You are sitting next to your good friend in the classroom. Your bag is closer to her. You request that she pass the bag to you. You ask her by saying? *

- A) Give me my bag.
- B) Could you pass me my bag, please?
- C) Excuse me, (friend's name); can you pass me my bag?
- D) Hi (friend's name), I know I am always a pain, but my bag is beside you. I would really, really appreciate it if you would pass it to me.

Question 2 of 16

21. You have an exam the day after tomorrow, but you missed some lectures and need the notes on them. You know that your close friend Norah is very organized and has all the lecture notes. You ask to borrow her notes today and return them tomorrow. You ask her by saying?

- A) Hi, could you give me your lecture notes today and I will bring you breakfast tomorrow?
- B) Norah, bring your notes tomorrow. I missed some lectures and I will be grateful.
- C) Would you give me your notes for the exam?
- D) Hey Norah, would you mind if I borrow your lecture notes? I missed some lectures and would love to take a look at them before the test.

Question 3 of 16

2. You are in the lab. You are trying to turn on the computer but there is a problem. You ask a student sitting next to you, who is a stranger, to help you. You ask her by saying? *

- A) I have a problem with my computer; can you help me please?
- B) Excuse me, my computer is not working, do you know what to do?
- C) Can you help me, because I don't know anything about this?
- D) Can you help me, please?

Question 4 of 16

4. You are at the copy centre. It is now your turn. You ask the lady to make some copies for you. You say? *

- A) Hi! Can you make some copies for me?
- B) Can you make copies for me, please?
- C) I need two copies, please.
- D) Hi, can I have a few copies of this please? Thanks.

Question 5 of 16

2. You are trying to set a date for a midterm with a professor whom you know very well. She chooses a date but you want a different date. You request that she change it to a more suitable date by saying? *

- A) I think you should have the midterm on 1/3/2013. It would be good for us.
- B) Professor (professor's name), I would find that date difficult. Would it be possible to suggest an alternative one, please?
- C) Please change the midterm date.
- D) No, Teacher, I have a problem with this day.

Question 6 of 16

13. You are going to give a presentation, but the projector in your classroom does not work for some reason. You think it is best to change classrooms to one with a functioning projector. You check with your close professor first to see if you can go ahead and switch classrooms. You ask your professor by saying? *

- A) The projector in this classroom isn't working, and I desperately need it for my presentation. Please can I see if there's another room we can use before I decide to go completely without it?
- B) Excuse me, can we switch the classrooms please?
- C) Teacher, do you want me to check out the next classroom to see if its projector is working or not? Otherwise, we'll have to do the presentation next week.
- D) We want to switch classrooms because there is a problem here. Can we change, Miss?

Question 7 of 16

11. Your close professor set a midterm exam date a couple of weeks ago. After looking at the schedule, you and your friends realize that it conflicts with another midterm. You request that she change it to a more suitable date by saying? *

- A) Please, Teacher, can we change the date?
- B) Miss, before taking the exam, I want to tell you that I am sorry because I need to change the date. I know it is a little bit hard to do that for some teachers, but I know that you can...could you?
- C) I am sorry to inconvenience you, but is it possible to change the date due to a conflict with another midterm?
- D) Please, can you change the date of the exam?

Question 8 of 16

3. You are in class and the AC is not cold enough. You see the invigilator (المراقب) standing close to where the AC remote is. You ask her to lower the temperature by saying? *

- A) Excuse me, Doctor! The AC is not cold enough, could you turn it up?
- B) Excuse me, sorry to bother you, but would it be possible to turn up the AC?
- C) It's so hot, isn't it? Can you turn the AC on, please?
- D) Sorry to trouble you, but can you please up temperature? Thank you.

Question 9 of 16

23. You lost your book and there is an exam tomorrow, but the copy centre is closed for the day. You want to borrow your close friend's book to make copies of some of the chapters. Your friend will also be taking the exam tomorrow. Unfortunately, you need to take the book home with you to make the copies. You ask her by saying? *

- A) Can I borrow your book? I want to make copies. Then I will return it when I have finished.
- B) I know it's a lot to ask, but could I possibly borrow your book? I'll bring it back as soon as possible.

- C) Sara, I'm gonna take your book to make copies of some of the chapters. Do you mind?
- D) Excuse me, can I borrow your book? I need to copy some of the chapters for the exam. Would you give me your book, please?

Question 10 of 16

29. Your friend's brother owns a computer and electrical shop. You want to ask your friend to buy you something from his shop, e.g. an iPad. You will pay her in two weeks when you receive your university allowance. You ask her by saying? *

- A) Can you get me an iPad from your brother's shop and I'll pay you?
- B) Would you possibly be able to grab an iPad from your brother's shop for me? I'll have money in two weeks from my loan; I could pay you back then.
- C) Would you please grab me some devices from your brother's shop? I'll pay you later.
- D) I want an iPad but I can't go out to buy it. I have an exam. Maha, can you get me an iPad from your brother's shop? Ask him. I will pay later.

Question 11 of 16

28. You are going to give a presentation next week. The projector in the classroom does not work. You know that a classmate, to whom you are not very close, has her own personal portable projector and that she sometimes brings it to class. You want her to bring her projector on that day. You ask her by saying? *

- A) Please, could you bring your projector on Monday? The classroom projector doesn't work. If you don't mind!
- B) Hello (student's name), I am aware that you have a projector; the one in the classroom does not work. Would it be possible for you to bring yours? We would be very careful with it and it would be very much appreciated.
- C) Excuse me, could you please bring your portable projector tomorrow for my presentation?
- D) Could you bring your projector on the day of my presentation? The projector in the classroom does not work.

Question 12 of 16

30. You are absent from class and there is an exam today. You want to excuse yourself, but you have no means of contacting the professor. You have a classmate's mobile number, but you are not very close to her. You want to ask that classmate to talk to the professor, excuse you for not being able to take the test and explain to the professor why you couldn't make it. You ask her to do this by saying? *

- A) Hi (student's name). I know this is out of the ordinary, but I really need your help. Is it possible that you could tell the professor I cannot attend the exam today as I am terribly ill, and I cannot get through to her? Thanks.
- B) Can you please tell the professor my problem? I don't have her number.
- C) Excuse me, I need a favour from you, can I? Could you call the professor and tell her my excuse?
- D) I did not take the test today and I want to excuse myself for not being able to take the test and explain to the professor why I could not make it. Can you call her?

Question 13 of 16

26. It is the end of the year and you want a recommendation letter (رسالة توصية) from a professor with whom you are on good terms. You ask her to write you one by saying? *

- A) I'd be happy if you could write a recommendation letter for me.
- B) I would like you to write a recommendation letter for me because you are the closest professor to me.

- C) Can you give me a good recommendation, please?
- D) Could you possibly write me a recommendation? I need it for (xyz). I think you are perfect to write it for me.

Question 14 of 16

24. You are doing research for a particular course but having some difficulty with it. You are close to a professor who taught you last year and think she might be able to assist you. You ask her for help by saying? *

- A) I have research to do but I'm having some difficulty with it. Can you help me?
- B) Miss, would you please help me with my research?
- C) Hi, my Professor. I want you to help me with my research, so can you?
- D) Hi, how are you? I am aware that we don't have any classes together, but I need help. I wonder if there is any chance you could help me, please?

Question 15 of 16

14. You will not be able to attend a midterm for a course for a good reason (name one). You are not very close to the professor of that course. You request that she excuses you from this one and perhaps sets another date for you, or allows you to take the test with another class. You ask her by saying? *

- A) I'm really sorry, Teacher. My grandfather died, so I can't come to the midterm. I swear I will do it another time. You choose the time.
- B) I'm really sorry, Teacher, but I would like to take the midterm with another class, if you don't mind, of course?
- C) Professor (professor's name), I was wondering if you could possibly excuse me from the midterm in February as family issues are forcing me to go home. Would it be possible for me to reschedule the test?
- D) Would you change my exam date, please?

Question 16 of 16

22. The breaks between lectures are very short. You want them to be longer so that you can do other things between classes, such as visit the copy centre, buy and eat your meals, etc. You make your request to the college dean or student advisor by saying? *

- A) Hello, this is a lot to ask, because it alters time schedule, but I have little to no time between my lectures. If I had a slightly longer break, I could eat and prepare for my next lecture, which I believe would help keep me alert and ready to learn. Would this be possible?
- B) Could you make our break times longer so that we can do other things?
- C) Excuse me; we want you to make our breaks longer. We can't buy and eat our meals.
- D) I just hope if you could make the breaks between lectures longer, I would appreciate that.

*Appendix 8 - ODCT***Pre-Test & Post-Test**

Name:

Student ID:

Contact number:

E-mail:

Please read the following scenarios and record your request on the computer.

ODCT / PRE-TEST *

1. You lost your book and there is an exam tomorrow. You want to borrow your close friend's book from a different class who will not be taking the test tomorrow. You just need to make copies of some chapters. You request her by saying? *
2. You are in class and you couldn't write down the professor's email quick enough as she was giving it out to the class. You ask a stranger classmate sitting next to you to repeat the email to you. You request her by saying? *
3. It is the end of the year and you want a recommendation letter from your close professor whom you are on good terms with. You request her to write you one by saying? *
4. At university, the classrooms are very nice and cool but the hallways are not air-conditioned and feel really hot. You draw the attention of the student advisory and you request her by saying? *

ODCT / POST- TEST *

1. You are going to give a presentation and the projector in that classroom does not work for some reason. You are too busy to go see the technician. Therefore, you request your close friend to go see the technician for you. You request her by saying? *
2. You are in class and the professor asks you to read a passage silently. You come across a new word you do not know how to read. So you request someone you don't know sitting next to you to pronounce it for you by saying? *
3. You are in a lecture. You did not understand a point that your professor was explaining. You are on good terms with the professor. You request her by saying?
4. You are going to give a presentation and the projector in that classroom does not work for some reason. You go to see the technician so she can fix it. You request her by saying?

Grammatically Corrected Version of the ODCT (Pre-Test & Post-Test)

Name:

Student ID:

Contact number:

E-mail:

Please read the following scenarios and record your request on the computer.

ODCT / PRE-TEST *

1. You lost your book and there is an exam tomorrow. You want to borrow your close friend's book; since she is in a different class, she will not be taking the test tomorrow. You just need to make copies of some chapters. You ask her by saying? *
2. You are in class and you could not write down the professor's email address quickly enough as she gave it out to the class. You ask a classmate sitting next to you, whom you do not know, to repeat the email for you. You ask her by saying? *
3. It is the end of the year and you want a recommendation letter from a professor with whom you are on good terms. You ask her to write you one by saying? *
4. At university, the classrooms are very nice and cool but the hallways are not air-conditioned and feel really hot. You bring this to the attention of the student advisor and ask her to fix it by saying? *

ODCT / POST- TEST *

1. You are going to give a presentation but the projector in the classroom does not work for some reason. You are too busy to go see the technician. Therefore, you ask your close friend to go see the technician for you. You ask her by saying? *
2. You are in class and the professor asks you to read a passage silently. You come across an unfamiliar word, so you ask the person sitting next to you, whom you do not know, to pronounce it for you by saying? *
3. You are in a lecture. You did not understand the point that your professor was making. You are on good terms with the professor. You ask her to explain by saying?
4. You are going to give a presentation but the projector in the classroom does not work for some reason. You go to see the technician so she can fix it. You ask her to fix it by saying?

Appendix 10 – Questionnaire

One Month and a Half After Questionnaire Investigating the Efficacy of the Explicit Teaching of ‘English Request Forms’ with/without the Use of Videos

Please, read the following questionnaire and answer it according to how you feel about the classroom interventional study and how teaching ‘English Requests’ explicitly has affected your ability to request both in English and Arabic.

1. Name:

Please enter your full name in English, e.g. (Areej Mohammad Alawad)

آمل كتابة الاسم الثلاثي باللغة الإنجليزية ليتم كتابته بشكل صحيح على الشهادة.

2. Student ID:

3. Mobile Number:

4. e-mail:

5. Before Participating in the Study

المشاركة في الدراسة قبل مرحلة ما

Please, select from the following choices on the scale.

	Always دائما	Very Often غالب الأحيان	Often غالبا	Rarely نادرا	Never أبدا
1. Before participating in this study, I requested ORALLY when SPEAKING in English, e.g. in classrooms. قبل المشاركة في هذه الدراسة كنت أطلب شفهيًا عند التحدث باللغة الإنجليزية، مثلاً في الصف.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Before participating in this study, I requested when WRITING in English, e.g. in emails and messages. قبل المشاركة في هذه الدراسة كنت أطلب كتابياً عند التحدث باللغة الإنجليزية، مثلاً في رسائل الإلكتروني ورسائل الجوال.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Requesting ORALLY in English AFTER Participating in the study

المشاركة في الدراسة بعد باللغة الإنجليزية شفهيًا

Please, selected one of the choices in the scale:

Strongly Agree موافق بشدة	Agree موافقة	Neutral محايد	Disagree معارض	Strongly Disagree معارض بشدة

1. I feel more confident when orally requesting after participating in the study. أشعر بمزيد من الثقة عند الطلب شفهيا بعد المشاركة في الدراسة.	<input type="radio"/>				
2. I think I can orally request better in English after participating in the study. أعتقد أني استطيع الطلب شفهيا بشكل أفضل باللغة الإنجليزية بعد المشاركة في الدراسة.	<input type="radio"/>				
3. I think of the three social factors: (power, distance and imposition) before attempting to request in English. آخذ في الحسبان العوامل الثلاثة المؤثرة على صيغة الطلب (power) والمكانة (distance) قبل محاولة الطلب بالإنجليزية (imposition). Power: equal/higher. Distance: close/distant. Imposition: low/high	<input type="radio"/>				
4. I request my professors orally in English during lectures. استخدم اللغة الإنجليزية عند الطلب شفهيا من أساتذتي أثناء المحاضرات.	<input type="radio"/>				
5. I request my professors orally in English after lectures. استخدم اللغة الإنجليزية عند الطلب شفهيا من أساتذتي بعد المحاضرات.	<input type="radio"/>				
6. I request my friends orally in English. استخدم اللغة الإنجليزية عند الطلب شفهيا من صديقاني.	<input type="radio"/>				
7. I pay attention to my professor's English requests in class. انتبه لطريقة طلب أساتذتي باللغة الإنجليزية في الصاف.	<input type="radio"/>				
8. I notice my friends' oral requests? لاحظ طريقة طلب صديقاني شفهيا.	<input type="radio"/>				
9. I am able to notice the appropriateness/inappropriateness of my friends' request forms? أنا قادرة على ملاحظة ما إذا كانت صيغة طلب صديقاني ملائمة أو غير ملائمة.	<input type="radio"/>				
10. I request in English outside university? (e.g. online, at the mall, restaurant, etc..) أقوم بالطلب باللغة الإنجليزية خارج الجامعة. مثل: في السوق، أو في المطعم، أو عند استخدام الإنترنت.. إلخ	<input type="radio"/>				
11. I feel more confident when orally requesting my professor in English. أشعر بمزيد من الثقة عند الطلب شفهيا من أساتذتي باللغة الإنجليزية.	<input type="radio"/>				
12. I feel more confident when orally requesting my friends in English. أشعر بمزيد من الثقة عند الطلب شفهيا من صديقاني باللغة الإنجليزية.	<input type="radio"/>				

13. I feel more confident when orally requesting in English outside university: at restaurants, hospitals, etc.	<input type="radio"/>				
أشعر بمزيد من الثقة عند الطلب شفهيا خارج الجامعة باللغة الإنجليزية. مثل: في المطعم أو المستشفى.. إلخ					
14. I reflect on my English oral requests.	<input type="radio"/>				
أفكر وأتمعن بطريقة صياغة طبلي شفهيا باللغة الإنجليزية.					
15. I reflect on my professors' English oral requests.	<input type="radio"/>				
أفكر وأتمعن بطريقة صياغة أستاذتي للطلب شفهيا باللغة الإنجليزية.					
16. I reflect on my friends' English oral requests.	<input type="radio"/>				
أفكر وأتمعن بطريقة صياغة صديقتي للطلب شفهيا باللغة الإنجليزية.					
17. I use the English requesting strategies I learned in the classroom when I orally request anyone.	<input type="radio"/>				
استخدم استراتيجيات الطلب باللغة الإنجليزية التي تعلمتها في الصف عندما أريد أن أطلب شفهيا.					
18. After participating in this study, I request ORALLY when SPEAKING in English, e.g. in classrooms.	<input type="radio"/>				
بعد المشاركة في هذه الدراسة أصبحت أطلب شفهيا عند التحدث باللغة الإنجليزية، مثلاً في الصف.					

7. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use? Please write your answer in the box in front of this question.

إذا كانت الإجابة إيجابية بنعم (إما أوافق بشدة أو أافق)، فما هي الاستراتيجيات التي تذكرinya غالباً لصياغة الطلب؟ أتمنى كتابة الإجابة في الخانة المقابلة.

8. If NO, what strategies do you wish you can remember to use? Please write your answer in the box in front of this question.

إذا كانت الإجابة بلا (أي لا أافق أو لا أوافق بشدة)، فأي استراتيجيات تودين أن تذكرني استخدامها فيما بعد؟ أتمنى كتابة الإجابة في الخانة المقابلة.

9. Requesting in WRITTEN forms in English AFTER the study

الدراسة بعد باللغة الإنجليزية كتابياً الطالب

Please, select from the following choices on the scale.

Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree معارض	Strongly Disagree معارض بشدة
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عرض
بشدة

1. I feel more confident when writing requests after participating in the study, e.g. in emails and messages. أشعر بمزيد من الثقة عند كتابة الطلب بعد المشاركة في الدراسة. مثال: كتابة الرسائل النصية والبريدية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I request my friends when texting in English. استخدم صيغة الطلب باللغة الإنجليزية مع صديقتي عند مراسلتهم كتابيا.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I request my online friends in English? (e.g. during chats, twitter, Facebook, etc..) استخدم صيغة () الطلب باللغة الإنجليزية من صديقاتي الافتراضيين عند مراسلتهم. مثال: تويتر و فيس بوك أو أثناء المحادثات النصية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I started noticing request forms used by my online friends, (e.g. during chats, twitter, Facebook, etc..) أصبحت ألاحظ طريقة صديقتي على الإنترنت () في صياغة الطلب. مثال: أثناء المحادثات، وتويتر أو فيس بوك.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I think that I request better in my emails. أعتقد أنني أصبحت قادرة بشكل أفضل على الطلب كتابياً أثناء كتابة الرسائل البريدية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I request my professors in English in my emails. استخدم صيغة الطلب باللغة الإنجليزية عند مراسلة أساتذتي بالبريد.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I pay attention to my professor's requests in her/his emails. أنتبه لطريقة صياغة أستاذتي للطلب في رسائلهم.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I notice my friends' written requests in either their emails or texts. الاحظ طريقة طلب صديقتي كتابياً سواء كانت رسالة بريدية أم نصية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am able to notice the appropriateness/inappropriateness of my friends' written request forms in either of their texts or emails. أنا قادرة على ملاحظة ما إذا كانت صيغة الطلب المكتوبة من قبل صديقتي ملائمة أو غير ملائمة في رسائلهم البريدية أو الجوال.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My ability to request when ordering online is better. قدرتني عند صياغة الطلب عبر الإنترنت أفضل.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I reflect on my English written requests. أفكر وأتعنم بطريقة صياغتي للطلب كتابياً باللغة الإنجليزية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I reflect on my professors' English written requests. أفكر وأتعنم بطريقة صياغة أستاذتي للطلب في الرسائل المكتوبة باللغة الإنجليزية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I reflect on my friends' English written requests.	<input type="radio"/>				
14. I use the English requesting strategies I learned in the classroom when writing a request to anyone.	<input type="radio"/>				
15. After participating in this study, I request when WRITING in English, e.g. in emails and messages.	<input type="radio"/>				

10. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use? Please write your answer in the box in front of this question.

إذا كانت الإجابة إيجابية بنعم (اما موافق بشدة او موافق)، فما هي الاستراتيجية التي تذكرinya غالبا لصياغة الطلب؟ أتمنى كتابة الإجابة في الخانة المقابلة.

Strategies I use: (list as many strategies as you use, even if it is more than 3)

11. If NO, what strategies do you wish you can remember to use? Please write your answer in the box in front of this question.

إذا كانت الإجابة غير ذلك، فأي استراتيجية/استراتيجيات تومن أن تتذكرها فيما بعد؟ أتمنى كتابة الإجابة في الخانة المقابلة.

Strategies I use: (list as many strategies as you use, even if it is more than 3)

12. Requesting forms found in VIDEOS

صيغ الطلب الموجودة في مقاطع الفيديو

Please, select from the following choices on the scale.

	Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree معارض	Strongly Disagree معارض بشدة
1. I notice request forms when watching English TV/videos?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I think that using videos to teach requesting in classrooms can be beneficial to students. أعتقد أن استخدام مقاطع الفيديو في الصف لتعليم صيغ الطلب مفيدة جدا.	<input type="radio"/>				
3. I notice request forms when watching Arabic TV/videos? لاحظ صيغ الطلب عند مشاهدة مقاطع الفيديو العربية/التلفزيون.	<input type="radio"/>				
4. I write down the request forms I notice in English TV/videos in a notebook to revise later. أقوم بكتابه صيغ الطلب التي اسمعها في مقاطع الفيديو الإنجليزية/التلفزيون لمراجعتها لاحقا.	<input type="radio"/>				
5. I rewind the request forms I notice in English TV/videos to hear them again or analyse them. أقوم بإعادة صيغ الطلب الموجود في مقاطع الفيديوا الإنجليزية عندما انتبه وذلك لأنني لا أتمكن من سماعها مرة أخرى وربما تحليلها.	<input type="radio"/>				
6. I think videos would be an important tool to teach English in classrooms since there is hardly any exposure to spoken English outside classroom. اعتقد أن استخدام مقاطع الفيديو مفيد جدا في الصف لتعليم اللغة الإنجليزية، لاسيما وأننا قلما نتعرض لسماع الإنجليزية خارج الصال.	<input type="radio"/>				

13. Request forms in Arabic compared to English

صيغ الطلب العربية مقارنة بالإنجليزية

Please, select from the following choices on the scale.

	Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree معارض	Strongly Disagree معارض بشدة
1. I started to consciously pay attention to the differences between the request forms of Arabic and English? بدأت أتأمل وأتعجب من الفروق بين صيغ الطلب في اللغة العربية والإنجليزية .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I notice the difference between request forms in Arabic and English? أنتبه بشكل عفوياً للفرق بين صيغ الطلب في اللغة العربية والإنجليزية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I use some of the request forms I learned in English when requesting in Arabic either orally or written. استخدم بعض صيغ الطلب التي تعلمتها باللغة الإنجليزية عند الطلب باللغة العربية شفهياً أو كتاباً.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I use some of the request forms originally in Arabic when I request in English either orally or written. استخدم بعض صيغ الطلب العربية عند الطلب بالإنجليزية شفهياً أو كتاباً.	<input type="radio"/>				
5. I reflect on my own request forms more often and try to improve it. أصبحت أفكر وأتعمن على نمط طلبي وأحاول تطويرها.	<input type="radio"/>				

14. Your Feedback on the Interventional Study

انطباعك عن هذه الدراسة

Please, select from the following choices on the scale.

	Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree معارض	Strongly Disagree معارض بشدة
1. I am happy that I participated in this study. أنا سعيدة لمشاركة في هذه الدراسة.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have become self-conscious about requesting in English and Arabic. أصبحت ذاتي واعي أكثر ملاحظة لصيغ الطلب باللغة الإنجليزية والعربية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have become anxious when requesting after participating in the study. أصبحت أشعر بالقلق عندما أريد أن أطلب بعد المشاركة في الدراسة هذه.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I think it is worth teaching how to request in English. أعتقد أنه من الضروري تدريس (كيفية صياغة الطلب باللغة الإنجليزية).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I share my experience on how to request with friends or family. شاركت صديقائي وعائلتي تجربة مشاركتي في هذه الدراسة الخاصة بصياغة الطلب.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I try teaching my friends or family members how to request in English and the difference between Arabic requests and English requests. أقوم بتعليم صديقائي وعائلتي كيفية صياغة الطلب باللغة الإنجليزية والفرق بينها وبين العربية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I try correcting my friends' or family's requests and draw their attention to the more appropriate ways on how to request in either English or Arabic. أحاول تصحيح أخطاء صديقائي وعائلتي في صياغة الطلب وألفت انتباهم إلى الطرق الصحيحة لذلك في اللغة العربية والإنجليزية.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>8. When answering the Multiple Discourse Completion Tasks for the pre-test, I thought of what English Native Speakers (ENS) would normally say.</p> <p>عندما كنت أقوم بالإجابة على ورقة الاختيارات المتعددة (قبل الاختبار) كنت آخذ في الحسبان كيف ستكون إجابة الناطق باللغة الإنجليزية.</p>	<input type="radio"/>				
<p>9. When answering the Multiple Discourse Completion Tasks for the post-test, I thought of what English Native Speakers (ENS) would normally say.</p> <p>عندما كنت أقوم بالإجابة على ورقة الاختيارات المتعددة (بعد الاختبار) كنت آخذ في الحسبان كيف ستكون إجابة الناطق باللغة الإنجليزية.</p>	<input type="radio"/>				
<p>10. When uttering my requests for the Oral Discourse Completion Tasks for the pre-test, I thought about what English Native Speakers (ENS) would normally say.</p> <p>عندما كنت أنطق صيغ كنت آخذ في الحسبان (الطلب أثناء التقييم الشفهي (قبل الاختبار) كيف ستكون إجابة الناطق باللغة الإنجليزية .</p>	<input type="radio"/>				
<p>11. When uttering my requests for the Oral Discourse Completion Tasks for the post-test, I thought about what English Native Speakers (ENS) would normally say.</p> <p>عندما كنت أنطق صيغ كنت آخذ في الحسبان (الطلب أثناء التقييم الشفهي (بعد الاختبار) كيف ستكون إجابة الناطق باللغة الإنجليزية .</p>	<input type="radio"/>				
<hr/> <p>15. Would you like to share examples of ‘request’ incidents that happened to you during or after participating in the study?</p> <p>المشاركة في الدراسة ؟ قبل وبعد هل من الممكن أن تذكرني بعض صيغ الطلب التي استعملتها</p>					
<hr/> <p>16. Any comments about the study, method of instruction, the speech act of requesting, or anything else?</p>					
<hr/> <p>17. Thank you note in Arabic</p> <p>جزاك الله خيرا !</p>					

*Appendix 10 – MDCT & ODCT Classroom Examples***S=H – CLOSE****MDCT**

4. You are in class and couldn't catch up with the instructor while writing your notes. You ask a close friend if you can borrow her notes to complete yours. You request her by saying? *

- 25% low - 71% mid - 4% high
- Would you like to show me your notes because I couldn't catch some words.
- I need your notes. Mine is not complete. Thanks
- Could I borrow your notes to finish mine please?
- If you don't need your notes, I want to borrow them.

5. You are in class and the AC is off. You see one of your close friends who is sitting close to where the AC remote is. You request your friend to turn the AC on. You request her by saying? *

- 54% low - 33% mid - 13% high
- Could you turn on the AC, please?
- Turn the AC on, please.
- Can you turn the AC on and I'll be thankful.
- Is it OK if you turn the AC on?

6. You are in class and you don't have a pen. You request one from your close friend by saying? *

- 18% low - 21% mid - 4% high
- Could I borrow a pen please?
- Do you have an extra pen. I don't have one?
- Please, I forgot my pen. Can you give me another pen if you have.
- I forgot my pen. Can you please give me one if you have an extra.

8. You are in the computer lab. You are trying to start the computer but there is a problem. You ask your friend sitting next to you to help you. You ask her by saying? *

- 67% low - 29% mid - 4% high
- Can you help me.
- Help me :(, my computer has a problem. Sit next to me see if you can do that.
- Could you help me with my computer? I am facing a problem with it. I can't start it.
- I can't get this to work.

9. You are at the library. Your close friend is being noisy talking on the mobile. You tell them to be quiet. You say? *

- 38% low - 50% mid - 13% high
- Please be quiet. I need to focus.
- Can you be a little bit quieter, please?
- Be quiet! We are in the library, not at a party!
- Dear, we are in the library. Can you be calm and quiet?

10. You missed today's first class because you had a doctor's appointment. You have a close friend who attended. You want to call her after school so she can update you with any assignments or readings. You check to see if it is ok to call later today. So your request to call her by saying? *

- 42% low - 46% mid - 13% high
- Is it OK if I called you today after school?

- I'm calling you today, when are you gonna wake up?
- Can I call you because of the assignments I missed.
- Are you gonna be free later? I want to call you to go over what I missed in class.

11. There is new course pamphlet that needs to be copied. Your close friend is going to the copy center to make a copy for herself. So you ask your good friend to make you a copy and pay her later. You request her by saying? *

- 33% low - 50% mid - 17% high
- Please could you bring a copy?
- Make it two.
- My friend, if you are going to make a copy for you, make it two. I need one, do you have enough time?
- Can you copy that for me as well? I'm gonna pay you later?

12. Your mobile battery is running low. You know your close friend has a charger. So you request to borrow the charger by saying? *

- 71% low - 21% mid - 8% high
- Can you give me the charger please. I need it.
- Please, give me your charger, I need it for my mobile or give me your battery. I have an important call. Can you?
- Excuse me, do you have a charger? Can I use it?
- Hi X, would you mind if I borrowed your phone charger, my battery is about to die!

14. You are in class and your mobile battery is dead. You ask to borrow your close friend's mobile so you can call your driver who is coming to pick you up. You request her by saying? *

- 38% low - 63% mid - 0% high
- Give me your phone. I want to call my driver. My battery is dead.
- Can I borrow your mobile for a minute? I need to call my driver!

- Oh God, my battery is dead. May I borrow your mobile? I have to call my driver.
- Excuse me, I need to make a quick call and my mobile battery is dead. May I use your phone for a second?

15. Your close friend is standing in queue before you and you want to ask her to buy you something since she is ahead of you and break time is almost over. So you request her by saying? *

- 38% low - 58% mid - 4% high
- Can you buy me something?
- I am in a mad rush, would you mind paying for this?
- Could I ask you something, can you buy for me please. I don't have time :(.
- Hi, if it's not trouble, can you buy me (something) because I have an important class and the break is almost over?

16. It is the beginning of the school year and it is summer and the classes are very hot every morning. You have a close friend who comes really early, almost half an hour before class. So, you ask your friend to turn on the AC as soon as she arrives to university so that the room would be cool enough when it is time for class. You request her by saying? *

- 42% low - 38% mid - 21% high
- I want to ask you to turn on the AC as soon as you arrive here, if you don't mind.
- Please turn on the AC we are dying here.
- Excuse me, I want to talk to you. you know that the class is very hot in the morning and you come early. So, can you turn on the AC when you arrive, please.
- Would you mind turning the AC when you get in. So it'll be cool when we arrive. Thanks.

17. You are in class about to start a finals exam. Your friend is sitting next to you so you ask if you can borrow one of her pens. You request her by saying? *

- 58% low - 38% mid - 4% high
- Excuse me, can you give me a pen? I forgot mine.
- Is it okay if I borrow a pen?

- Hey there Wafa, do you have an extra pen? I forgot mine at home. I was in a hurry. Would you give me one of yours?
- If you have an extra pen give it to me please.

18. You have an exam tomorrow. There are a few lessons you don't completely understand. You call your close friend in another class who already took the exam to help explain those lessons to you. You request her by saying? *

- 29% low - 63% mid - 8% high
- I'm calling you to ask to explain to me some lessons. I don't get them.
- Please tell me about your exam. What was it about?
- Could you please help me?
- Hey, can you help me with some lessons? I don't understand some things.

19. You are having trouble at university with a certain situation, e.g. dropping a course and how it is done. You trust one of your close friend's judgment. You call her up to see if she can hear you and give you advice. You request for some time to talk to her by saying? *

- 54% low - 38% mid - 8% high
- Are you free? Cause I need to talk to you ... I have a problem.
- I have a big problem. Can you help me?
- Hello, I am having trouble and I really need to talk to you. So, do you have some time? If not, it's totally OK.
- Excuse me, I need your advice, can you hear me? :(

24. You have an exam tomorrow. There are a few lessons that you don't completely understand. You call your close friend who is going to take the same exam to help explain some of them to you. You request her by saying? *

- 42% low - 46% mid - 13% high
- Please could you explain some of the lessons we have which are covered in the exam tomorrow. I don't understand them at all !
- Hi, can we study together in order to share the information?

- Your my best friend and I can't request anyone like you. So, can you help me by explaining the missed lessons?
- Can you help me understand a few lessons, please?

25. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to ask a couple of your good friends to get together and talk to the professor. Your request them by saying? *

- 29% low - 63% mid - 8% high
- Hi there, can we get together and talk to the professor please.
- Want to go to the professor and ask for her help?
- Hey girls, what do you think that we all go to the professor and talk to her? We have to.
- Would you guys like to get together to talk to professor X, I think it would be really helpful for all of us.

26. You are in need of a large amount of money. You want to borrow it from a close friend. You request her by saying? *

- 8% low - 17% mid - 75% high
- Could I borrow some money from you because I'm broke now and I'll pay you later?
- I'm shy, but I really need that large amount of money. Can you help me?
- I'm so so so sorry, but I'm desperate for money. Could I possibly borrow some money? I'll pay it back as soon as I can, I promise?
- I need a large amount cause I am in a big problem. The problem is so and so. May I borrow it form you on these day.

28. Your close friend is good at ordering from online. She has a mailing address in the USA. You want to ask her to order a dress for you and you pay her in advance. You request her by saying? *

- 38% low - 46% mid - 17% high
- Could you order these items with you next order, please.
- I don't have an address in the USA. I like a dress. Can I use your address?
- I saw a beautiful dress and I like it, so when you order anything please put it in your sales basket.

- o If I give you the money, would you mind if you ordered a dress for me which only delivers to the US. I love it and this seems the best way. Please?

30. Your friend is going to the bookstore after school to buy the required book. You want to ask her if she can buy you one as well and you pay her back later. You request her by saying? *

- o 29% low - 46% mid - 25% high
- o Can you pick one up for me too? I'll pay you back later when I next see you. I'd really appreciate it.
- o Are you going to the bookstore, please buy me the book and I will pay you tomorrow.
- o If you find our required book, please bring me one with you.
- o Get me one also.

ODCT

4. You are in class and couldn't catch up with the instructor while writing your notes. You ask a close friend if you can borrow her notes to complete yours. You request her by saying? *

14. You are in class and your mobile battery is dead. You ask to borrow your close friend's mobile so you can call your driver who is coming to pick you up. You request her by saying? *

24. You have an exam tomorrow. There are a few lessons that you don't completely understand. You call your close friend who is going to take the same exam to help explain some of them to you. You request her by saying? *

Role Play

10. You missed today's first class because you had a doctor's appointment. You have a close friend who attended. You want to call her after school so she can update you with any assignments or readings. You check to see if it is ok to call later today. So your request to call her by saying? *

15. Your close friend is standing in queue before you and you want to ask her to buy you something since she is ahead of you and break time is almost over. So you request her by saying? *

30. Your friend is going to the bookstore after school to buy the required book. You want to ask her if she can buy you one as well and you pay her back later. You request her by saying? *

S=H – CLOSE**MDCT – KEY ANSWERS**

- 4. You are in class and couldn't catch up with the instructor while writing your notes. You ask a close friend if you can borrow her notes to complete yours. You request her by saying? ***
 C. Could I borrow your notes to finish mine please?
- 5. You are in class and the AC is off. You see one of your close friends who is sitting close to where the AC remote is. You request your friend to turn the AC on. You request her by saying? ***
 A. Could you turn on the AC, please?
- 6. You are in class and you don't have a pen. You request one from your close friend by saying? ***
 A. Could I borrow a pen please?
- 8. You are in the computer lab. You are trying to start the computer but there is a problem. You ask your friend sitting next to you to help you. You ask her by saying? ***
 D. I can't get this to work.
- 9. You are at the library. Your close friend is being noisy talking on the mobile. You tell them to be quiet. You say? ***
 B. Can you be a little bit quieter, please?
- 10. You missed today's first class because you had a doctor's appointment. You have a close friend who attended. You want to call her after school so she can update you with any assignments or readings. You check to see if it is ok to call later today. So your request to call her by saying? ***
 D. Are you gonna be free later? I want to call you to go over what I missed in class.
- 11. There is new course pamphlet that needs to be copied. Your close friend is going to the copy center to make a copy for herself. So you ask your good friend to make you a copy and pay her later. You request her by saying? ***
 D. Can you copy that for me as well? I'm gonna pay you later?
- 12. Your mobile battery is running low. You know your close friend has a charger. So you request to borrow the charger by saying? ***
 D. Hi X, would you mind if I borrowed your phone charger, my battery is about to die!

14. You are in class and your mobile battery is dead. You ask to borrow your close friend's mobile so you can call your driver who is coming to pick you up. You request her by saying? *

B. Can I borrow your mobile for a minute? I need to call my driver!

15. Your close friend is standing in queue before you and you want to ask her to buy you something since she is ahead of you and break time is almost over. So you request her by saying? *

B. I am in a mad rush, would you mind paying for this?

16. It is the beginning of the school year and it is summer and the classes are very hot every morning. You have a close friend who comes really early, almost half an hour before class. So, you ask your friend to turn on the AC as soon as she arrives to university so that the room would be cool enough when it is time for class. You request her by saying? *

D. Would you mind turning the AC when you get in. So it'll be cool when we arrive. Thanks.

17. You are in class about to start a finals exam. Your friend is sitting next to you so you ask if you can borrow one of her pens. You request her by saying? *

B. Is it okay if I borrow a pen?

18. You have an exam tomorrow. There are a few lessons you don't completely understand. You call your close friend in another class who already took the exam to help explain those lessons to you. You request her by saying? *

D. Hey, can you help me with some lessons? I don't understand some things.

19. You are having trouble at university with a certain situation, e.g. dropping a course and how it is done. You trust one of your close friend's judgment. You call her up to see if she can hear you and give you advice. You request for some time to talk to her by saying? *

A. Are you free? Cause I need to talk to you ... I have a problem.

24. You have an exam tomorrow. There are a few lessons that you don't completely understand. You call your close friend who is going to take the same exam to help explain some of them to you. You request her by saying? *

A. Please could you explain some of the lessons we have which are covered in the exam tomorrow. I don't understand them at all !

25. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to ask a couple of your good friends to get together and talk to the professor. Your request them by saying? *

D. Would you guys like to get together to talk to professor X, I think it would be really helpful for all of us.

26. You are in need of a large amount of money. You want to borrow it from a close friend. You request her by saying? *

C. I'm so so so sorry, but I'm desperate for money. Could I possibly borrow some money? I'll pay it back as soon as I can, I promise?

28. Your close friend is good at ordering from online. She has a mailing address in the USA. You want to ask her to order a dress for you and you pay her in advance. You request her by saying? *

- D. If I give you the money, would you mind if you ordered a dress for me which only delivers to the US. I love it and this seems the best way.
Please?

30. Your friend is going to the bookstore after school to buy the required book. You want to ask her if she can buy you one as well and you pay her back later. You request her by saying? *

- A. Can you pick one up for me too? I'll pay you back later when I next see you. I'd really appreciate it.

S=H – DISTANT**MDCT**

1. You are in class waiting for the final exam. You are revising while waiting and some strangers are being noisy. You tell them to be quite by saying? *

- 50% low - 32% mid - 18% high
- Will you be quiet please?
- Please ladies, can you be quiet?
- Hi guys, would you mind keeping it down a bit, please?
- Quiet, please.

7. It is at the beginning of the school year. You are sitting next to a stranger in the classroom. You ask the lady to pass you your bag. You request her by saying? *

- 36% low - 57% mid - 7% high
- Please, pass my bag.
- Excuse me, hi, would you mind passing my bag?
- Can you pass the bag for me, please?
- Would you please pass my bag?

8. You are in class and you couldn't write down the name of the course textbook. You ask a stranger classmate next to you for the name of the book. You request her by saying? *

- 82% low - 14% mid - 4% high
- Excuse me, sorry, did you get the name of the textbook?

- Excuse me, what is the name of the book?
- Do you know what the name of the book is?
- Please, can you give me the name of the course textbook.

11. It is at the beginning of the year and there is a new course pamphlet that needs to be copied. A classmate, you don't know very well, is going to the copy centre. She is going to make a copy for herself. You want to ask her to make a copy for you and pay her later. You request her by saying? *

- 21% low - 43% mid - 36% high
- Would you please bring me a copy with you and I will pay you later? Thank you.
- Excuse me, could you please bring me a copy with you? I will pay you later.
- Could you please make a copy for me, and I'll pay you later?
- Hi, I was just wondering if it would be possible for you to make a copy for me as well? I'll pay you later ... Do you think it would be possible?

12. It is the beginning of the school year and you have not made friends yet. You missed today's first class because you had a doctor's appointment. You ask one of the girls who attended if you can call her after school so she can update you with any assignments or readings. So your request to call her by saying? *

- 14% low - 54% mid - 32% high
- Hi, I missed class today because I had an appointment. Can I call you later, if possible, just to go through what the class was about?
- Excuse me, is it possible to give me your phone number. I missed the class today and I want to ask you about it after school.
- Oh my God, I missed the first class. Did you miss the class too? That's good, can I have your number so I can call you and ask you about the class.
- I don't know!! But can I call you today after school to take the assignments or readings that you took yesterday?

13. You are in class about to start a finals exam. Someone sitting next to you whom you have seen for the first time has more than one pen. So you ask if you can borrow one of her pens. You request her by saying? *

- 50% low - 43% mid - 7% high
- Excuse me, can I borrow your pen? I forgot mine.

- Please can I borrow your pen cause I forgot my pen?
- Excuse me, can I borrow your pen and I will give it back to you when I finish the exam.
- Hi, sorry, if you don't mind, could I please borrow a pen?

15. Your mobile battery is running low. You see a stranger in the corridor with a charger. So you request to borrow the charger by saying? *

- 32% low - 36% mid - 32% high
- I am in a hurry, I want your charger, if it's okay?
- Pardon, maam, my battery died. Can you please let me use your charger for five minutes.
- Charger, please?
- Hi! My battery is about to die, can I borrow your charger for a few minutes please?

16. It is the beginning of the year and you do not know any of your classmates. You did not bring a notebook or any paper. You want to ask a classmate sitting next to you to borrow a piece of paper. You request her by saying? *

- 50% low - 39% mid - 11% high
- Do you have a piece of paper? May I have one?
- Hi, can I please borrow some paper?
- Hi, forgive my rudeness but I think I forgot to bring my notebook. Can I borrow from you a piece of paper?
- Can I have a piece of paper please?

19. You are about to leave the university but your mobile is dead and you can't contact your driver to see if he has arrived. You see a girl next to you, a girl you don't know very well with a mobile. You request to borrow her mobile to contact the driver. You request her by saying? *

- 18% low - 46% mid - 36% high
- Hi, I'm really sorry to bother you, but my phone's dead and I need to call my driver, would I be able to borrow your mobile phone please?
- Excuse me, can I call my driver with your mobile because my mobile is dead.

- Excuse me, my phone is dead. I need to call my driver. Can I used your phone?
- Please can I use your mobile? My driver is outside and my phone is off. You will save me if you gave me.

21. There is a novel you cannot find in bookstores. Your friend has a PDF of the novel. You want her to send you an email of the PDF novel. You request her by saying? *

- 57% low - 32% mid - 11% high
- Excuse me Wejdan, could you send me the email of the PDF please.
- Excuse me, can you send me the PDF novel?
- Would it be possible for you to send me the PDF of the novel you have? I have been unable to find it in any bookstores. If you could send it to me by email that would be great.
- Please, can you send me the PDF.

22. it is the beginning of the year. You do not know any of your classmates. You were taking notes and it was hard for you to follow the professor and write down everything she said. You want to borrow the notes from a classmate. You request her by saying? *

- 29% low - 50% mid - 21% high
- Excuse me, could you give me your notes. I did not write everything she said.
- Excuse me, can I borrow the notes from you?
- Would you please tell me what she was saying? I didn't catch it.
- Is it possible to look at your notes from this lecture? I know you don't know me, but I was unable to write all the information down as she was talking too fast. I will return them straight away.

26. There is a course you are taking and you are facing some difficulty with. You know your classmates are also struggling with it. You want to ask them to get together and talk to the professor. Your request them by saying? *

- 46% low - 32% mid - 21% high

- Please girls, we have to talk to the teacher, because we can't go on this way. We need to make a decision. So please let us go, all of us, so that they know we are all facing this problem.
- Why don't we go together to the professor and talk to her?
- Guys, let's go to the professor and tell her about the difficulty of the course.
- Hi guys, do you think it would be beneficial if we all get together some time and talk to the professor? This way it would be a joint effort and she could possibly help more.

27. You are going to give a presentation with a group of classmates, whom you are all new to each other. You distributed the tasks and who brings what. One of the group members was absent and you were assigned to call her and ask her to do a certain task which was to buy the costumes that will be worn during the presentation. You request her by saying.*

- 18% low - 54% mid - 29% high
- Hello, how are you? I just want to remind you to buy the costume for the presentation.
- Hello, you were absent. I hope you are okay! I'm assigned to tell you that you should bring the costumes so please bring it as soon as possible.
- Hi "name", it's "name", How are you? I hope everything is okay? Seeing as you were absent the other day ... I was wondering if it was possible that you could buy the costumes for the presentation? You will be reimbursed.
- Can you bring the costumes with you tomorrow?

31. There is a lesson you couldn't understand. You know a classmate, whom you are not very close to, who is good at that subject. You want to ask her to explain the lesson to you. You request her by saying? *

- 11% low - 61% mid - 29% high
- Please, can you explain the lesson to me?
- Excuse me, can someone explain it to me. I didn't understand it!
- Hello, how are you? I studied hard but I couldn't understand that lesson, if you could please explain it to me? If that will not disturb you.
- Hi, "name", could you please possibly explain what the lecturer said that lesson? I could really do with your help.

ODCT

10. You are in class and you don't have a pen. You ask the lady next to you, whom you don't know very well. You request a pen from her by saying? *

17. You lost your book and there is an exam tomorrow. You want to borrow a classmate's book. You are not very close to this classmate. However, you want to ask her to borrow the book to make copies of some of the chapters at the copy center at the university and return the book to the lady in an hour. You request her by saying? *

23. You are assigned to do a presentation in groups. You see a group you like to join and want to talk to one of the its members. You do not know any of the members of that group. You take one of the girls aside and request if you can join them for the presentation. You request her by saying? *

Role Play

14. You are asked to do a research paper with a partner. You have a new classmate in mind and want to request her to be your partner on this project. You request her by saying? *

18. You are going through a university situation similar to a classmate, e.g. dropping a course and how it is done. You don't know the classmate very well. You want to ask her how she did it and what is the best thing to do. You request to ask her for advice by saying? *

20. You missed a class the other day. You see a classmate explaining the lesson to a group of other students. You are not very close to that student. You want to ask her to join the rest of the girls. You request her by saying? *

24. Your classmate just gave a presentation. In her presentation are video clips of drama scenes you couldn't find on YouTube. You want to ask her to email you those video clips. You request her by saying?

S=H – DISTANT**MDCT – KEY ANSWERS**

1. You are in class waiting for the final exam. You are revising while waiting and some strangers are being noisy. You tell them to be quite by saying? *

C. Hi guys, would you mind keeping it down a bit, please?

7. It is at the beginning of the school year. You are sitting next to a stranger in the classroom. You ask the lady to pass you your bag. You request her by saying? *

B. Excuse me, hi, would you mind passing my bag?

8. You are in class and you couldn't write down the name of the course textbook. You ask a stranger classmate next to you for the name of the book. You request her by saying? *

A. Excuse me, sorry, did you get the name of the textbook?

11. It is at the beginning of the year and there is a new course pamphlet that needs to be copied. A classmate, you don't know very well, is going to the copy centre. She is going to make a copy for herself. You want to ask her to make a copy for you and pay her later. You request her by saying? *

D. Hi, I was just wondering if it would be possible for you to make a copy for me as well? I'll pay you later ... Do you think it would be possible?

12. It is the beginning of the school year and you have not made friends yet. You missed today's first class because you had a doctor's appointment. You ask one of the girls who attended if you can call her after school so she can update you with any assignments or readings. So your request to call her by saying? *

A. Hi, I missed class today because I had an appointment. Can I call you later, if possible, just to go through what the class was about?

13. You are in class about to start a finals exam. Someone sitting next to you whom you have seen for the first time has more than one pen. So you ask if you can borrow one of her pens. You request her by saying? *

D. Hi, sorry, if you don't mind, could I please borrow a pen?

15. Your mobile battery is running low. You see a stranger in the corridor with a charger. So you request to borrow the charger by saying? *

D. Hi! My battery is about to die, can I borrow your charger for a few minutes please?

16. It is the beginning of the year and you do not know any of your classmates. You did not bring a notebook or any paper. You want to ask a classmate sitting next to you to borrow a piece of paper. You request her by saying? *

B. Hi, can I please borrow some paper?

19. You are about to leave the university but your mobile is dead and you can't contact your driver to see if he has arrived. You see a girl next to you, a girl you don't know very well with a mobile. You request to borrow her mobile to contact the driver. You request her by saying? *

A. Hi, I'm really sorry to bother you, but my phone's dead and I need to call my driver, would I be able to borrow your mobile phone please?

21. There is a novel you cannot find in bookstores. Your friend has a PDF of the novel. You want her to send you an email of the PDF novel. You request her by saying? *

C. Would it be possible for you to send me the PDF of the novel you have? I have been unable to find it in any bookstores. If you could send it to me by email that would be great.

22. it is the beginning of the year. You do not know any of your classmates. You were taking notes and it was hard for you to follow the professor and write down everything she said. You want to borrow the notes from a classmate. You request her by saying? *

D. Is it possible to look at your notes from this lecture? I know you don't know me, but I was unable to write all the information down as she was talking too fast. I will return them straight away.

26. There is a course you are taking and you are facing some difficulty with. You know your classmates are also struggling with it. You want to ask them to get together and talk to the professor. Your request them by saying? *

D. Hi guys, do you think it would be beneficial if we all get together some time and talk to the professor? This way it would be a joint effort and she could possibly help more.

27. You are going to give a presentation with a group of classmates, whom you are all new to each other. You distributed the tasks and who brings what. One of the group members was absent and you were assigned to call her and ask her to do a certain task which was to buy the costumes that will be worn during the presentation. You request her by saying. *

C. Hi "name", it's "name", How are you? I hope everything is okay? Seeing as you were absent the other day ... I was wondering if it was possible that you could buy the costumes for the presentation? You will be reimbursed.

31. There is a lesson you couldn't understand. You know a classmate, whom you are not very close to, who is good at that subject. You want to ask her to explain the lesson to you. You request her by saying? *

D. Hi, "name", could you please possibly explain what the lecturer said that lesson? I could really do with your help.

S<H – CLOSE**MDCT**

1. You are in a lecture and you need to leave early that day for some good reason. You talk to your professor, whom you know very well, to excuse you early from the lecture. You request her by saying? *

- 32% low - 50% mid - 18% high
- Excuse me professor, I want to leave the lecture now. Because I have a reason.
- Dr. Can I leave please?
- Hello professor ..., I have to leave early today. Would you be able to excuse me?
- Please, my teacher, I have an appointment. Can I leave early?

3. You are in a lecture and it finished. The professor whom you are close to mentioned she was going to give you the pamphlet at the end of the lecture for the class to copy from. You want to remind her to give you the pamphlet. You request her by saying? *

- 68% low - 23% mid - 9% high
- Miss, can you give us the pamphlet now? please
- Professor, wait you forgot the pamphlet that we want to copy.
- Excuse me, professor. You said earlier you're going to give us the pamphlet so I can copy from. May I have it please?
- Would it be possible to get the pamphlet you mentioned? (After receiving the pamphlet) Thank you very much.

6. You want to ask your professor to send you the presentation slides ahead of class instead of after so that you can print it and follow with her. You are on good terms with this professor. You request her by saying? *

- 36% low - 45% mid - 18% high
- Hello professor ... , can you send me the lecture slides before the lecture so that we can do some pre-reading. It would be very useful. Thank you.

- Miss, is it OK to give me these slides now? So I can follow and understand.
- Miss, can you send it now, so I can follow you in the lecture?
- Teacher send me the presentation please so I can print it and follow with you.

7. Your essay is due for submission this week but you need more time to finish it. You request your professor, whom you are on good terms with, to postpone submission for a few days. You request her by saying? *

- 9% low - 68% mid - 23% high
- Could you please give me a chance of one day?
- Hello professor, I had problems that have delayed me from finishing the coursework. Could you please postpone the deadline for me?
- Professor, could you give us a few days more, so we can take more time, please?
- I need more time.

9. You need to discuss a simple matter with your close professor. You ask her if you can pass by her office later today. You request her by saying? *

- 36% low - 50% mid - 14% high
- Hello Miss, can I ask you about something?
- What's the time you will be free in your office? I need to talk about something. Please, just tell me when?
- Would you mind if I stopped by your office later today, I wanted to talk to you about something ?
- Can I come to your office?

10. You are in class and the professor asked if you all bought the course textbook. You couldn't find it in some of the libraries. So you want to ask her where the book will most likely be sold. You are on good terms with this professor. You request her by saying? *

- 45% low - 45% mid - 9% high
- Miss, I couldn't find it in most of the libraries. Can you give us a specific name, so I can go and buy it?

- I didn't find the textbook. Can you tell me where I can find it?
- Excuse me professor, where is the book?
- Hello professor. I couldn't find the book you recommended. Where can I most likely find it?

12. You have a presentation today but you have not prepared due to some circumstances. You ask your close professor if you can postpone it. You are on good terms with the professor. You request her by saying? *

- 18% low - 41% mid - 41% high
- I'm really sorry, I don't usually do this, but I've genuinely had no time to prepare for this presentation because of other pressures. Please, can it be postponed to the next class. I will be able to prepare properly then, and it will be more worthwhile.
- Hi! You know teacher how I care and love your class and I don't miss any class. I can't do the presentation today and I promise you I will do it at best next class.
- Teacher, can I do my presentation next week please?
- Would you please delay it to the next week due to some circumstances?

14. You missed a midterm exam of a course that you are excellent at. You have good reason that prevented you from attending. You go to your close professor to request to resit the exam. You request by saying? *

- 45% low - 41% mid - 14% high
- Miss, I have some circumstances. Please I need your help.
- Excuse me professor, can you give me another date to retake the exam?
- Can I resit the exam?
- This literally never happens to me, but I wasn't in any way able to attend the exam because I wasn't fully prepared for it. Please can we rearrange for me to resit it? I realize this is inconvenient. I would be really grateful if I had the opportunity to resit it.

15. You were supposed to submit your assignment today but you were not done with it. You want to request your close professor that you email her your assignment in a couple of days. You request her by saying? *

- 32% low - 55% mid - 14% high
- Can I send my homework by email because I have a problem with my computer today?
- I never usually do this and I really almost finished my assignment on time to submit it today but unfortunately couldn't. Please, can I have an extension of a couple of days, as this extra time would do justice to the work.
- I need some time to submit it correctly.
- I sent it to you but it said that your email accepted it. I don't know if it is from your email or mine. But if you let me send it to you after a couple of days I will be thankful.

16. You are in the computer lab. You are trying to start the computer but there is a problem. You ask the lab supervisor, whom you know very well, to help you. However, she seems busy helping other students. You request her by saying? *

- 36% low - 41% mid - 23% high
- Can you help me with the computer?
- There is a problem with the computer. I want someone who is not busy to help me?
- Hi, sorry to interrupt. I know you are busy and there are so many students in the lab. There is a problem here. The computer won't start. I tried a couple of things but no luck. Please, help me
- Can you help me start my computer when you are not busy please.

17. You are at the beginning of the school year. Your novel close professor suggests a novel that is boring to you and your friends. You wish for a different one. So you request that she changes it to a suggestion you have in mind. You request her by saying? *

- 32% low - 36% mid - 32% high
- Can you change the novel to another one that is more enjoyable?
- Please teacher, this novel is boring. We want a more interesting novel.

- Hi, about the novel we're reading, some of us have been (*thinking) that we're really not engaging with it - because it doesn't really interest us ... and we're wondering if we could perhaps change it? We've been talking and, 'To Kill a Mochingbird' which most of us have read seems to be a popular choice?
- Teacher, why don't we change the novel by voting on another one. That would be better wouldn't it?

18. You have special circumstances that will prevent you from taking the midterm with your classmates. You want to ask your professor if you can take the midterm before that set date with some other class. You are on good terms with your professor and you are an excellent student in class. You request her by saying? *

- 23% low - 64% mid - 14% high
- Ummm, Miss can I take the exam with another class?
- Please teacher, can I take the midterm with another class.
- Can I take the test with another class?
- I'm really sorry, but because of my bad circumstances, I can't do this midterm you've set as that day. Please can I take the exam at the same time as the other class instead? It's before our date, but I will be fully prepared by then.

19. A professor that has taught you more than once is discussing setting a date for the exam. You find this time a chance to discuss the type of questions you prefer for the exam, i.e. the fact that you prefer T-F and open ended questions. You request her by saying? *

- 23% low - 45% mid - 32% high
- What kind of questions will be asked? Because I'm trying to figure what to focus on in my revision. Can we have T-F and open ended Q.s?
- Doctor, I don't do good with T/F questions. Can you please put essay questions?
- Teacher, you can make it as T/F and open-ended questions if you want and if all the class agreed.
- Miss, I suggest and prefer T/F because it is more easier than any other questions that take from you and us more time.

20. You are taking a course that is a little difficult for you. You got a bad mark on your midterm. You want to do an extra assignment to make up for the weak mark. You request your professor whom you are on good terms with. You request her by saying? *

- 32% low - 45% mid - 23% high
- Can I do anything to make my mark better?
- Teacher would you please give me an extra assignment because I really need to get high grades?
- Professor, can I have more homework this week to raise my mark?
- I'm not doing so well in this course at the moment, and really want to improve. I think working for a while longer on another assignment for this would really help me. Is there any chance you can let me do this extra assignment, as I really think I really want to improve my mark?

21. You are having trouble with one of the professors. you feel there is a misunderstanding. You want to ask another professor whom you are on good terms with to help clear up the issue. You request the close professor by saying? *

- 14% low - 36% mid - 50% high
- I have a misunderstanding with one of my professors. I wanna ask you to help me fix this issue between us?
- Advise me please, I don't know what I can do to clear the misunderstanding with Mrs. B.
- Can I get another professor please I need that.
- I've been talking to professor X about it. I've discussed with them my problems about this - but I think they don't really understand where I'm coming from. I was wondering if there is any way you could help me explain to the professor what my problem is? It would really help if they understood this better.

25. There is a professor you like and you are in good terms with. You like her mentality and want to follow her on twitter. You request her twitter account by saying? *

- 32% low - 32% mid - 36% high
- Could you please give me your twitter account?
- Can I follow you on your account?
- I want your account on twitter to follow you if you don't mind cause I like your mentality.

- Could I please get your twitter account details so that I could follow you? Would that be OK?

27. There are some lessons you don't understand for a certain course that is taught by professor A. You know a close professor, e.g. professor B, who is also an expert in that same course taught by professor A. You want to request professor B, who is close to you, to explain to you the lessons of professor A's course. You request her by saying? *

- 14% low - 32% mid - 55% high
- I didn't understand this lesson. Can you help me to understand it? I'm so shy from teacher A.
- Professor, do you have time now, I want you to explain some points that I don't understand in this subject please?
- Can you explain to me the lessons of professor A?
- Hi, I'm struggling with some work, could you please help me out?

28. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to tell your close professor to make it easier on you somehow. You request her by saying? *

- 27% low - 59% mid - 14% high
- Can you make it easier please?
- This course is so difficult. Can you help us make it easier?
- Would you mind working with us and ignoring the less important information? It's difficult for us.
- Hi, a lot of us are finding this work very difficult. Perhaps you could give a few extra classes? Thank you.

29. You feel that you are pressured at university with all the assignments and midterms. The topic of this pressure comes up with a professor you are very close to. You ask if she can do anything about it; perhaps suggest that the instructors cooperate and not over load students all at one time. You request her by saying? *

- 32% low - 36% mid - 32% high
- Can you help me talk with the teachers?
- Try to ask them about not overloading students at one time and suggest the instructors cooperate, OK?

- We are really pressured, can you tell the other instructors to not pressure us that much?!
- Is there any way you could speak with the lecturers about our work load all coming at one time? It feels like we are drowning.

30. You want to ask your close professor to give you two midterms out of 15 instead of one out of 30. You request her by saying? *

- 23% low - 55% mid - 23% high
- I respect your opinion but I think 2 midterms out of 15 is best.
- Can you give us 2 midterms out of 15 instead of one out of 30 because it's too much?
- The book is very hard. Would you make the midterms in two out of 15, please?
- Hi professor. I was just wondering if we would be able to be given 2 midterms out of 15 rather than one out of 30. I feel like it would be more beneficial to us and our study if this was the case.

31. You have exceeded the permissible number of absence for a certain course. You were deprived of taking the exam due the number of times you have been absent. You try to talk to your close professor to reconsider. You request her by saying? *

- 32% low - 36% mid - 32% high
- Hi professor, I know I have had a lot of time off, and that that's why I cannot take the exam, but I was hoping that I could explain to you the reasons for my absences, and that you might reconsider me taking the exam despite the absences.
- Ms. Professor, you know those days I was absent were for reasons but I forgot to tell you. May you reconsider it for me?
- Give me a chance please professor, I won't be absent again.
- Can you let me do the exam please?

ODCT

3. You are in a lecture and it finished. The professor whom you are close to mentioned she was going to give you the pamphlet at the end of the lecture for the class to copy from. You want to remind her to give you the pamphlet. You request her by saying? *
10. You are in class and the professor asked if you all bought the course textbook. You couldn't find it in some of the libraries. So you want to ask her where the book will most likely be sold. You are on good terms with this professor. You request her by saying? *
12. You have a presentation today but you have not prepared due to some circumstances. You ask your close professor if you can postpone it. You are on good terms with the professor. You request her by saying? *
15. You were supposed to submit your assignment today but you were not done with it. You want to request your close professor that you email her your assignment in a couple of days. You request her by saying? *
18. You have special circumstances that will prevent you from taking the midterm with your classmates. You want to ask your professor if you can take the midterm before that set date with some other class. You are on good terms with your professor and you are an excellent student in class. You request her by saying? *

Role Play

7. Your essay is due for submission this week but you need more time to finish it. You request your professor, whom you are on good terms with, to postpone submission for a few days. You request her by saying? *
17. You are at the beginning of the school year. Your novel close professor suggests a novel that is boring to you and your friends. You wish for a different one. So you request that she changes it to a suggestion you have in mind. You request her by saying? *
19. A professor that has taught you more than once is discussing setting a date for the exam. You find this time a chance to discuss the type of questions you prefer for the exam, i.e. the fact that you prefer T-F and open ended questions. You request her by saying? *
21. You are having trouble with one of the professors. you feel there is a misunderstanding. You want to ask another professor whom you are on good terms with to help clear up the issue. You request the close professor by saying? *

S<H – CLOSE**MDCT – KEY ANSWERS**

1. You are in a lecture and you need to leave early that day for some good reason. You talk to your professor, whom you know very well, to excuse you early from the lecture. You request her by saying? *

C. Hello professor ..., I have to leave early today. Would you be able to excuse me?

3. You are in a lecture and it finished. The professor whom you are close to mentioned she was going to give you the pamphlet at the end of the lecture for the class to copy from. You want to remind her to give you the pamphlet. You request her by saying? *

D. Would it be possible to get the pamphlet you mentioned? (After receiving the pamphlet) Thank you very much.

6. You want to ask your professor to send you the presentation slides ahead of class instead of after so that you can print it and follow with her. You are on good terms with this professor. You request her by saying? *

A. Hello professor ... , can you send me the lecture slides before the lecture so that we can do some pre-reading. It would be very useful. Thank you.

7. Your essay is due for submission this week but you need more time to finish it. You request your professor, whom you are on good terms with, to postpone submission for a few days. You request her by saying? *

B. Hello professor, I had problems that have delayed me from finishing the coursework. Could you please postpone the deadline for me?

9. You need to discuss a simple matter with your close professor. You ask her if you can pass by her office later today. You request her by saying? *

C. Would you mind if I stopped by your office later today, I wanted to talk to you about something ?

10. You are in class and the professor asked if you all bought the course textbook. You couldn't find it in some of the libraries. So you want to ask her where the book will most likely be sold. You are on good terms with this professor. You request her by saying? *

D. Hello professor. I couldn't find the book you recommended. Where can I most likely find it?

12. You have a presentation today but you have not prepared due to some circumstances. You ask your close professor if you can postpone it. You are on good terms with the professor. You request her by saying? *

A. I'm really sorry, I don't usually do this, but I've genuinely had no time to prepare for this presentation because of other pressures. Please, can it be postponed to the next class. I will be able to prepare properly then, and it will be more worthwhile.

14. You missed a midterm exam of a course that you are excellent at. You have good reason that prevented you from attending. You go to your close professor to request to resit the exam. You request by saying? *

D. This literally never happens to me, but I wasn't in any way able to attend the exam because I wasn't fully prepared for it. Please can we rearrange for me to resit it? I realize this is inconvenient. I would be really grateful if I had the opportunity to resit it.

15. You were supposed to submit your assignment today but you were not done with it. You want to request your close professor that you email her your assignment in a couple of days. You request her by saying? *

B. I never usually do this and I really almost finished my assignment on time to submit it today but unfortunately couldn't. Please, can I have an extension of a couple of days, as this extra time would do justice to the work.

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17. You are at the beginning of the school year. Your novel close professor suggests a novel that is boring to you and your friends. You wish for a different one. So you request that she changes it to a suggestion you have in mind. You request her by saying? *

C. Hi, about the novel we're reading, some of us have been (*thinking) that we're really not engaging with it - because it doesn't really interest us ... and we're wondering if we could perhaps change it? We've been talking and, 'To Kill a Mochingbird' which most of us have read seems to be a popular choice?

18. You have special circumstances that will prevent you from taking the midterm with your classmates. You want to ask your professor if you can take the midterm before that set date with some other class. You are on good terms with your professor and you are an excellent student in class. You request her by saying? *

D. I'm really sorry, but because of my bad circumstances, I can't do this midterm you've set as that day. Please can I take the exam at the same time as the other class instead? It's before our date, but I will be fully prepared by then.

19. A professor that has taught you more than once is discussing setting a date for the exam. You find this time a chance to discuss the type of questions you prefer for the exam, i.e. the fact that you prefer T-F and open ended questions. You request her by saying? *

A. What kind of questions will be asked? Because I'm trying to figure what to focus on in my revision. Can we have T-F and open ended Q.s?

20. You are taking a course that is a little difficult for you. You got a bad mark on your midterm. You want to do an extra assignment to make up for the weak mark. You request your professor whom you are on good terms with. You request her by saying? *

D. I'm not doing so well in this course at the moment, and really want to improve. I think working for a while longer on another assignment for this would really help me. Is there any chance you can let me do this extra assignment, as I really think I really want to improve my mark?

21. You are having trouble with one of the professors. you feel there is a misunderstanding. You want to ask another professor whom you are on good terms with to help clear up the issue. You request the close professor by saying? *

D. I've been talking to professor X about it. I've discussed with them my problems about this - but I think they don't really understand where I'm coming from. I was wondering if there is any way you could help me explain to the professor what my problem is? It would really help if they understood this better.

25. There is a professor you like and you are in good terms with. You like her mentality and want to follow her on twitter. You request her twitter account by saying? *

D. Could I please get your twitter account details so that I could follow you? Would that be OK?

27. There are some lessons you don't understand for a certain course that is taught by professor A. You know a close professor, e.g. professor B, who is also an expert in that same course taught by professor A. You want to request professor B, who is close to you, to explain to you the lessons of professor A's course. You request her by saying? *

D. Hi, I'm struggling with some work, could you please help me out?

28. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to tell your close professor to make it easier on you somehow. You request her by saying? *

D. Hi, a lot of us are finding this work very difficult. Perhaps you could give a few extra classes? Thank you.

29. You feel that you are pressured at university with all the assignments and midterms. The topic of this pressure comes up with a professor you are very close to. You ask if she can do anything about it; perhaps suggest that the instructors cooperate and not over load students all at one time. You request her by saying? *

D. Is there any way you could speak with the lecturers about our work load all coming at one time? It feels like we are drowning.

30. You want to ask your close professor to give you two midterms out of 15 instead of one out of 30. You request her by saying? *

D. Hi professor. I was just wondering if we would be able to be given 2 midterms out of 15 rather than one out of 30. I feel like it would be more beneficial to us and our study if this was the case.

31. You have exceeded the permissible number of absence for a certain course. You were deprived of taking the exam due the number of times you have been absent. You try to talk to your close professor to reconsider. You request her by saying? *

A. Hi professor, I know I have had a lot of time off, and that's why I cannot take the exam, but I was hoping that I could explain to you the reasons for my absences, and that you might reconsider me taking the exam despite the absences.

S<H – DISTANT**MDCT**

1. You are sitting in a final exam. You come across a new word you have never heard of. You cannot answer because the question is not clear due to that new word. So you request the instructor to read it to you by saying? *

- 22% low - 61% mid - 17% high
- Excuse me Ms., could you read the question. I don't understand it?
- Excuse me Miss, could you please tell me about the meaning of this word?!
- Excuse me Miss, but I have a problem knowing the meaning of this word, can you explain it to me?!
- Excuse me, what does that word mean?

4. You are in class and the AC is not cool enough. The professor is giving a lecture and has the AC remote with her. It is too hot you can't concentrate. You request her to turn the cooling temperature on by saying? *

- 50% low - 17% mid - 33% high
- Excuse me, I'm sorry to interrupt but would it be possible to adjust the air conditioning please, it's very hot in here, it's hard to concentrate.
- Professor, it's very hot, can you turn the AC on please?
- Excuse me Dr., could you switch on the AC?
- Excuse me Miss, I can't stand or understanding anything. The weather is too hot? Could you turn it up please?!

6. You need to discuss a simple matter with your new professor. You want to know if you can pass by her office during her office hour later today but you don't know where her office is. So you request her to tell you where her office is by saying? *

- 61% low - 11% mid - 28% high
- I need to pass by your office please?

- Excuse me Miss, I have something I need to discuss with you. Would it be possible for me to see you in your office later in the day?
- Can I pass by your office?
- Professor, if it's fine with you, can I pass by?

7. You are the middle of the school year. You have a lecture in one of the classrooms that has a broken AC. Your professor comes in and is aware of this problem from the previous lecture. You want to request that you change the classroom to one that has an AC that works. You request the professor by saying? *

- 22% low - 44% mid - 33% high
- Professor, please if it is OK with you, we need to change the classroom to a class with a good AC.
- We have an AC problem in this class. May we change the class.
- Miss, I can check for an empty classroom. Would you allow me to check please!!
- Professor, would it be possible to change classrooms because the AC doesn't work here and it's really hard to concentrate?

8. You are having trouble selecting a topic for your research. You have two topics in mind but want your professor's advice. It is the first time you are taught by this professor. You request her by saying? *

- 33% low - 61% mid - 6% high
- Professor, could you tell me what is the best topic, please?
- Excuse me professor, I have two topics in my mind but I wish advice on what's better!!!
- I beg your pardon professor, but I need your help in choosing a topic. I have two topics in mind, what do you suggest for me to write about?!
- Excuse me, I was wondering if you could give me some advice on which topic to pick as I am torn between these two?

9. It is at the middle of the year and you are taught by a new professor . You were late for class for the first time this semester for a good reason. The lecture started. You want to request to enter the classroom. You request the professor by saying? *

- 39% low - 44% mid - 17% high
- I'd like to come in, please?

- Sorry I am late. Would I be able to enter?
- Sorry for interruption. I missed the bus and then I had to find a car. That is why I am late. Can I come in?
- Sorry for being late, but it was an emergency. Can I come in?

10. A new professor is teaching you. She is using a board marker that is hardly visible and keeps fading away as she writes. You request her to change the marker by saying? *

- 33% low - 44% mid - 22% high
- Professor, please change the marker, I can't see it.
- Excuse me professor, I can't understand very well what you are writing on the board cause the marker is hardly visible. Sorry for that!
- Sorry to interrupt but would you be able to change your marker as it keeps fading away and I can hardly see?
- Excuse me, I can't see the font very well ?!

11. You missed a midterm exam of a course that you are having trouble with. You have a good reason that prevented you from attending. You talk to your professor, who is teaching you for the first time. You request to resit the exam. You request by saying? *

- 17% low - 44% mid - 39% high
- I am very sorry for missing the exam. The reason is (I will state the reason). I would really appreciate the opportunity to resit the exam if this is possible please?
- Sorry I couldn't make it. Can I have another chance?
- I couldn't take the exam and I have a medical excuse.
- Please professor, I need to resit the exam that I missed for an important reason. Can I resit it?

13. You have a presentation today but you have not prepared due to some circumstances. You ask your professor if you can postpone it. The professor is new to you. You request her by saying? *

- 22% low - 33% mid - 44% high
- Excuse me prof. I just want to ask if you can delay my presentation, please? Thank you in advance.

- Would you postpone my presentation; I didn't finish it yet?
- Apologies, my name is, would it be possible at all to postpone my presentation today as I had some personal circumstances and was unable to fully prepare?
- Oh, sorry professor, I didn't prepare before because I have some good excuse me. I will make it another time.

16. You did not do very well on your presentation. You want to ask your professor who has taught you for the first time if you can present another topic. You request her by saying? *

- 28% low - 56% mid - 17% high
- Hello prof., I know that my presentation has been done badly. I'm expecting you to give me another chance to do another one and I promise you that it will be amazing.
- Can I do another presentation?
- Professor, can I do another presentation? Because I think I didn't do very well and my marks in this course are so bad. Excuse me, I want to do it again.
- Professor, I understand if I can't, but is there a way if I can present another topic. I feel as though my nerves took over and I disappointed you.

18. You are at the beginning of the school year. Your novel professor, whom you have only seen for the first time, suggests a novel that is boring to you and your friends. You wish for a different one. So you request that she changes it to a suggestion you have in mind. You request your instructor by saying? *

- 33% low - 28% mid - 39% high
- Can you change this novel to another one because it's a boring novel?
- Professor, would you be okay if I suggest another novel of interest to my friends and I?
- Would you change the novel to another one?
- Professor, we feel bored when we read this novel. So we want from you, if you can, to change the novel for another one to feel more interested in it.

19. Your new professor has decided on a course textbook that you and your friends find a little difficult. You suggest a more student friendly textbook. You request that she changes the first textbook to a different one by saying? *

- 28% low - 39% mid - 33% high
- Can you change the textbook to one that we prefer?
- It is difficult for me. Can I choose another one?
- Professor, it would help to do well in your course. May I suggest another more student friendly textbook? The other seems to be quite difficult.
- Excuse me prof., I want to ask you to change this textbook, I have another which is clearer and better than that one, you can check it if you want. Thank you in advance.

20. A tough professor, whom you don't feel very close to, is discussing setting a date for the exam. You find this time a chance to discuss the type of questions you prefer for the exam, i.e. the fact that you prefer T-F and open ended questions. You request her by saying? *

- 17% low - 44% mid - 39% high
- Teacher we want to just suggest that if you could change the type of questions.
- Could you make the questions T/F and open ended questions because I think it's easier.
- Professor, I was wondering if you have decided on the format of the test? Would it be T-F and open ended questions? Most people find those the most comprehensive.
- Excuse me prof., I think that T/F questions are easier for us and for you in correcting our papers.

21. The library at your campus is very small and you can hardly find the books you want. You visit the college dean and request her for more books and a bigger library so that you can study there. You request her by saying? *

- 11% low - 33% mid - 56% high
- I need to go to another library to search about the book because this one is small and it is hard to find a book.
- Hello, while I find the campus extremely accommodating. I am finding it difficult finding my books. Would it be an imposition that more books be added to the library as finding the extra books has been causing me much anxiety.
- Please, can you think about the size of our library to fix it? Because we like to do everyday studying in our library!
- Would you add more books in the library to get a lot of info?

23. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to tell your professor to make it easier on you somehow. You request your first time professor by saying? *

- 33% low - 39% mid - 28% high
- Please teacher, make this course as easy as you can. God bless you :(
- I have been struggling in this class for a while now. I am trying my hardest, and I know that some of my friends are struggling in this class as well. You clearly have a lot of expertise in this field, but we don't. I definitely want to be challenged, but I feel that I am struggling more than I am learning. What can I do to be successful in your class?
- Teacher, can you give us handouts for the material or you can underline the important parts because it is so difficult. Help us please, teacher.
- This course is difficult for me and my friends. Can you help us to make it easier?

24. There is no Wi-Fi net connection at the campus and you wish there is one. You go talk to the college dean to express your desire for such a service. You request her by saying? *

- 17% low - 28% mid - 56% high
- Excuse me, can I just talk to you about something if your okay with it? As a student at this university I just wanted to know how I can access free Wi-Fi net at the campus.
- I think if you bring some network to the campus, it will be helpful for us.
- The Wi-Fi is important for us as a student and we need it. Can you get one for us?
- Excuse me professor, you can put a Wi-Fi in our college to help us in searching fast for information or words we need. We really need it.

25. The summer course is going to run into the Holy Month of Ramadham and you are hoping you have a shorter school day since you are fasting. You request the college dean by asking her? *

- 39% low - 33% mid - 28% high
- Would you like to make the school days shorter?
- Please, can you make the classes shorter. We need time to pray and read Quran.
- Hello, I'd like to tell you about myself. I feel so tired because of the long hours in our college. Please help. Thank you.

- o Hello, as it is the Holy month of Ramadhan, I was wondering whether it would be possible to change the day teaching times, whether we could have a shorter day, perhaps starting earlier than normal. Many thanks.

27. The university moved into a new campus. There are not much choices as to food and coffee shops. You wish there were certain shops. You go to the college dean to request they make some deals with these shops. You request her by saying? *

- o 22% low - 44% mid - 33% high
- o Please, would you open new shops.
- o Excuse me, I just want to talk to you about a quick issue. I just wanted to know if it was okay that I requested some more shops in this campus. As it would be ideal for students and staff.
- o Excuse me, we need more deals in the shops. Can you make some?
- o Excuse me, there are certain shops I want. Can you make deals with any of them?

28. Your university day starts at 7:30 am and you think that 7:30 is too early. So you request from the head of the department to reconsider and try putting the first lecture at 8:00 am instead. You request her by saying? *

- o 28% low - 22% mid - 50% high
- o Would you like to make the start hour at 8:00 instead of 7:30?
- o Excuse me Miss, I just wanted to know if it was possible if the first lecture can be put forward to 8:00 am instead of 7:30. The reasons for this is because I feel the majority of the students would participate more if it wasn't so early. That's only if you don't mind of course.
- o Please, Riyadh is a crowded city and coming that early is hard for us. Would you add half an hour more?
- o Excuse me, I was wondering if you can make the classes start at 8:00?

30. The final exam date has been set at a certain date. You want it to be at a different date and wish that the administration would reconsider. So you request the administration, i.e. the college dean, to change the date to a suggestion that you have in mind. You request her by saying? *

- o 22% low - 44% mid - 33% high

- Could you change the date to another one that we choose?
- Would you mind changing this date for us please?
- Hi, would it be possible for you to consider altering the date of the exam? I have X, Y, and Z conflicts with this date, so it would be difficult for me academically to do my best on this date. I understand entirely if this is not possible, as it is a very important date.
- Excuse me, I have an excuse and I can't come to the final exam. Could you please change it?

31. The final exams dates have been set. You have a conflict in the dates between two of course dates since you are taking a course from a different university level. You go to the college dean to see how you can change the date of either of the two exams. You request her by saying? *

- NO DEGREE responses for this yet. Maybe collect from Saudi students when you go back this time.
- Hi, please, can you change the date of the exams? I have another one.
- Please, help me.
- I have two exams at the same time, can you please change the date of one of them?
- Hi, I just wanted to ask if it would be possible for my exam to be rescheduled as I have another exam clashing at a different university?

32. You feel that you are pressured at university with all the assignments and midterms. You go to the college dean to ask that the instructors cooperate and not over load students all at one time. You request her by saying? *

- 22% low - 61% mid - 17% high
- Could you please go slow with us with the assignments and midterms, because it's so much pressure on us?!
- Can you help me please? I hope so.
- Hi professor, many of my fellow students, myself included, are not turning in their best work or doing as well as they could on exams, because we are very over booked during this week. Is it possible for professors to have a meeting at the beginning of each semester to discuss major deadlines, to insure our best academic possibilities?
- This is absurd! We are pressured in our classes. Talk to our teachers please.

34. It is the beginning of the year. You are working on signing up for classes. You want to know which professor teaches which class. You go to the department secretary who has the name list. You want to request her to upload the name list on the department site. You request her by saying? *

- 28% low - 56% mid - 17% high
- Hi, I want the list of teachers names for my classes. Can you give me the names.
- Hello, is it possible that the list could be uploaded to the department site?
- Please give me the list names.
- I would like to know my teacher names please. Would you put it on the site for the students?

35. You are taking a course with a professor who you and your classmates do not seem to understand her method of teaching. You go to your academic advisor to help find a solution or perhaps substitute that difficult professor. You request her by saying? *

- 22% low - 50% mid - 28% high
- Please help me, I want to fix it soon. Thank you.
- Excuse me, I just wanted to talk to you about a quick issue. Me and the other students seem to be having trouble understanding course X but not sure how to approach the situation. Please could you help?
- Please, our professor is difficult. We want a change.
- Excuse me, we can't understand easily with this professor. Can you find a solution for us.

ODCT

1. You are sitting in a final exam. You come across a new word you have never heard of. You cannot answer because the question is not clear due to that new word. So you request the instructor to read it to you by saying? *
7. You are the middle of the school year. You have a lecture in one of the classrooms that has a broken AC. Your professor comes in and is aware of this problem from the previous lecture. You want to request that you change the classroom to one that has an AC that works. You request the professor by saying? *
9. It is at the middle of the year and you are taught by a new professor . You were late for class for the first time this semester for a good reason. The lecture started. You want to request to enter the classroom. You request the professor by saying? *
10. A new professor is teaching you. She is using a board marker that is hardly visible and keeps fading away as she writes. You request her to change the marker by saying? *
34. It is the beginning of the year. You are working on signing up for classes. You want to know which professor teaches which class. You go to the department secretary who has the name list. You want to request her to upload the name list on the department site. You request her by saying? *

Role Play

8. You are having trouble selecting a topic for your research. You have two topics in mind but want your professor's advice. It is the first time you are taught by this professor. You request her by saying? *
32. You feel that you are pressured at university with all the assignments and midterms. You go to the college dean to ask that the instructors cooperate and not over load students all at one time. You request her by saying? *
35. You are taking a course with a professor who you and your classmates do not seem to understand her method of teaching. You go to your academic advisor to help find a solution or perhaps substitute that difficult professor. You request her by saying?

S<H – DISTANT**MDCT – KEY ANSWERS**

1. You are sitting in a final exam. You come across a new word you have never heard of. You cannot answer because the question is not clear due to that new word. So you request the instructor to read it to you by saying? *

D. Excuse me, what does that word mean?

4. You are in class and the AC is not cool enough. The professor is giving a lecture and has the AC remote with her. It is too hot you can't concentrate. You request her to turn the cooling temperature on by saying? *

A. Excuse me, I'm sorry to interrupt but would it be possible to adjust the air conditioning please, it's very hot in here, it's hard to concentrate.

6. You need to discuss a simple matter with your new professor. You want to know if you can pass by her office during her office hour later today but you don't know where her office is. So you request her to tell you where her office is by saying? *

B. Excuse me Miss, I have something I need to discuss with you. Would it be possible for me to see you in your office later in the day?

7. You are the middle of the school year. You have a lecture in one of the classrooms that has a broken AC. Your professor comes in and is aware of this problem from the previous lecture. You want to request that you change the classroom to one that has an AC that works. You request the professor by saying? *

D. Professor, would it be possible to change classrooms because the AC doesn't work here and it's really hard to concentrate?

8. You are having trouble selecting a topic for your research. You have two topics in mind but want your professor's advice. It is the first time you are taught by this professor. You request her by saying? *

D. Excuse me, I was wondering if you could give me some advice on which topic to pick as I am torn between these two?

9. It is at the middle of the year and you are taught by a new professor . You were late for class for the first time this semester for a good reason. The lecture started. You want to request to enter the classroom. You request the professor by saying? *

B. Sorry I am late. Would I be able to enter?

10. A new professor is teaching you. She is using a board marker that is hardly visible and keeps fading away as she writes. You request her to change the marker by saying? *

C. Sorry to interrupt but would you be able to change your marker as it keeps fading away and I can hardly see?

11. You missed a midterm exam of a course that you are having trouble with. You have a good reason that prevented you from attending. You talk to your professor, who is teaching you for the first time. You request to resit the exam. You request by saying? *

A. I am very sorry for missing the exam. The reason is (I will state the reason). I would really appreciate the opportunity to resit the exam if this is possible please?

13. You have a presentation today but you have not prepared due to some circumstances. You ask your professor if you can postpone it. The professor is new to you. You request her by saying? *

C. Apologies, my name is, would it be possible at all to postpone my presentation today as I had some personal circumstances and was unable to fully prepare?

16. You did not do very well on your presentation. You want to ask your professor who has taught you for the first time if you can present another topic. You request her by saying? *

D. Professor, I understand if I can't, but is there a way if I can present another topic. I feel as though my nerves took over and I disappointed you.

18. You are at the beginning of the school year. Your novel professor, whom you have only seen for the first time, suggests a novel that is boring to you and your friends. You wish for a different one. So you request that she changes it to a suggestion you have in mind. You request your instructor by saying? *

B. Professor, would you be okay if I suggest another novel of interest to my friends and I?

19. Your new professor has decided on a course textbook that you and your friends find a little difficult. You suggest a more student friendly textbook. You request that she changes the first textbook to a different one by saying? *

C. Professor, it would help to do well in your course. May I suggest another more student friendly textbook? The other seems to be quite difficult.

20. A tough professor, whom you don't feel very close to, is discussing setting a date for the exam. You find this time a chance to discuss the type of questions you prefer for the exam, i.e. the fact that you prefer T-F and open ended questions. You request her by saying? *

C. Professor, I was wondering if you have decided on the format of the test? Would it be T-F and open ended questions? Most people find those the most comprehensive.

21. The library at your campus is very small and you can hardly find the books you want. You visit the college dean and request her for more books and a bigger library so that you can study there. You request her by saying? *

B. Hello, while I find the campus extremely accommodating. I am finding it difficult finding my books. Would it be an imposition that more books be added to the library as finding the extra books has been causing me much anxiety.

23. There is a course you are taking and you are facing some difficulty with. You know your friends are also struggling with it. You want to tell your professor to make it easier on you somehow. You request your first time professor by saying? *

B. I have been struggling in this class for a while now. I am trying my hardest, and I know that some of my friends are struggling in this class as well. You clearly have a lot of expertise in this field, but we don't. I definitely want to be challenged, but I feel that I am struggling more than I am learning. What can I do to be successful in your class?

24. There is no Wi-Fi net connection at the campus and you wish there is one. You go talk to the college dean to express your desire for such a service. You request her by saying? *

A. Excuse me, can I just talk to you about something if you're okay with it? As a student at this university I just wanted to know how I can access free Wi-Fi net at the campus.

25. The summer course is going to run into the Holy Month of Ramadhan and you are hoping you have a shorter school day since you are fasting. You request the college dean by asking her? *

D. Hello, as it is the Holy month of Ramadhan, I was wondering whether it would be possible to change the day teaching times, whether we could have a shorter day, perhaps starting earlier than normal. Many thanks.

27. The university moved into a new campus. There are not much choices as to food and coffee shops. You wish there were certain shops. You go to the college dean to request they make some deals with these shops. You request her by saying? *

B. Excuse me, I just want to talk to you about a quick issue. I just wanted to know if it was okay that I requested some more shops in this campus. As it would be ideal for students and staff.

28. Your university day starts at 7:30 am and you think that 7:30 is too early. So you request from the head of the department to reconsider and try putting the first lecture at 8:00 am instead. You request her by saying? *

B. Excuse me Miss, I just wanted to know if it was possible if the first lecture can be put forward to 8:00 am instead of 7:30. The reasons for this is because I feel the majority of the students would participate more if it wasn't so early. That's only if you don't mind of course.

30. The final exam date has been set at a certain date. You want it to be at a different date and wish that the administration would reconsider. So you request the administration, i.e. the college dean, to change the date to a suggestion that you have in mind. You request her by saying? *

C. Hi, would it be possible for you to consider altering the date of the exam? I have X, Y, and Z conflicts with this date, so it would be difficult for me academically to do my best on this date. I understand entirely if this is not possible, as it is a very important date.

31. The final exams dates have been set. You have a conflict in the dates between two of course dates since you are taking a course from a different university level. You go to the college dean to see how you can change the date of either of the two exams. You request her by saying? *

D. Hi, I just wanted to ask if it would be possible for my exam to be rescheduled as I have another exam clashing at a different university?

32. You feel that you are pressured at university with all the assignments and midterms. You go to the college dean to ask that the instructors cooperate and not over load students all at one time. You request her by saying? *

C. Hi professor, many of my fellow students, myself included, are not turning in their best work or doing as well as they could on exams, because we are very over booked during this week. Is it possible for professors to have a meeting at the beginning of each semester to discuss major deadlines, to insure our best academic possibilities?

34. It is the beginning of the year. You are working on signing up for classes. You want to know which professor teaches which class. You go to the department secretary who has the name list. You want to request her to upload the name list on the department site. You request her by saying? *

B. Hello, is it possible that the list could be uploaded to the department site?

35. You are taking a course with a professor who you and your classmates do not seem to understand her method of teaching. You go to your academic advisor to help find a solution or perhaps substitute that difficult professor. You request her by saying? *

B. Excuse me, I just wanted to talk to you about a quick issue. Me and the other students seem to be having trouble understanding course X but not sure how to approach the situation. Please could you help?

Appendix 11 – Video Transcripts

Video Transcripts
V=H – CLOSE

A) LOW

- 1. Felicity's boss asks to speak with her a minute.**

Boss: Felicity, can I have a word with you?

.....

- 2. Elaina, wants to talk to Felicity.**

Elaina: Felicity, can I talk to you?

.....

Felicity: Sure.

.....

- 3. Noel asking dorm-mates to quiet.**

Noel: Guys, guys, please! The quicker we do this, the quicker we can all get out of here.

.....

- 4. Noel begging Darrel to cover for him.**

Noel: Aaah Oh no, no no, not this. I can't deal with it right now.

Darrel: You're kidding right? Look, this was your idea. I agreed to get the supplies and handle my floor and that's it. Your floor is your problem.

Noel: Ok, Darrel, Darrel ! I'm begging you !! Cover for me, please.

Darrel: Never gonna happen.

.....

- 5. Felicity asking to talk to Ben at his door step.**

Ben: Hey, what's going on?

Felicity: Umm, you got a minute?

.....

- 6. Felicity asking to Noel**

Ben: Come in!

Felicity: Are youuuu busy?

.....

7. Shawn asks Ben to try out the new cereal.

Ben: Hey!

Shawn: Hey! You want to try something out for me?

Ben: Naaa, not really!

Shawn: Come on, come on, something I'm working on. Just taste it.

.

.

8. Shawn asks Ben to help him carry some stuff.

Shawn: Ben, you want to help me with this?

Ben: Naa, not really.

Shawn: Come help me. Get over here.

B) HIGH

1. Ben asking Felicity for help to study for his poetry finals exam

Ben: Hey, OK, I know what I'm about to do here is really stupid but I need your help. I'm lost. We have a finals on poems I don't understand.

Felicity: What, the Keats?!

Ben: Yeah! Please don't say it 'The Keats' like it's the easiest stuff in the world.

Felicity: Ok, have you read aa 'The Eve of Saint Agnes'? It's a good one.

Ben: Yeah, could that poem be any longer? I mean I'm not the smartest guy in the world but I'm not a moron.

Felicity: Ok, it's about the feast of Saint Agnes. You know the young who performs some weird ritual the night before the Saint's day. She's granted a vision of her future husband.

Ben: Really?

Elaina: I'm trying to do my system here!

Ben: Look Felicity, you owe me this after what happened with that essay, my grades are really in trouble. If I don't get at least a B on this final, I get a D in the class. I need your help.

Please.

Felicity: OK, I'll do it?

Ben: Yeah?

Felicity: Yeah.

.....
2. Ben asking Felicity for a job at where she works.

Ben: But now I got a favor to ask you. I'm looking for a job. Do they need anyone at where you work?

Felicity: Aaa, you wanna work at Deen and Daloka?

Ben: It was Tod's idea.
Could you put in a good word for me?

Felicity: Yeah, I can talk to Javier.

.....
3. Ben asking Shawn to postpone paying the rent

Ben: Shawn

Shawn: Yeah

Ben: Got a second?

Shawn: Sure.

Ben: Listen, I gotta talk to you ...

Shawn: Wait, listen to this, how does this sound,

Ben: Listen, I'm kind of having money problems. And, I was hoping I could owe you rent for a couple of months?

Shawn: I'd say yes, if the answer were 'yes'. But here is why the answer is not 'yes'...

Ben: Ok, listen, if the answer is 'no', aaa aa that's cool.

Shawn: Every month I have a mortgage that kicks ...

Ben: I understand, I do, I really do.

Shawn: Ok, one month, ...

Ben: Thank you very much! Thank you. I will find a job. It'll work out, I swear.

.....
4. Felicity asking her roommate to keep an eye and take care of the prospective student.

Prospective Student: Are you Felicity? ...

•
•
•

Felicity: Could you aa, excuse me, just for a minute?

Roommate: Listen, I aaa I umm singed us up to housing for a prospective student

Roommate: You did WHAT?!

Felicity: She's right over thereee, so aaa.

Roommate: Things are a little hectic right now for me, so I was curious, maybe you could like, show her around ..

Roommate: You invited someone to sleep in our room, without even asking me?!

Felicity: I am really sorry about that.

Roommate: And now you want me to babysit?!

Felicity: Well, sort of.

Felicity: Forget it! ...

.....

5. Felicity asking her best friend Elaina to keep an eye and take care of the prospective student.

Felicity: There's this prospective student that's supposed to be staying with me for a few days but something happened, something really serious and I need someone who will let this girl stay with him.

Can you do it?

Elaina: What's happened that's so serious!

Felicity: Aa,OK, I have another favor to ask you, please be satisfied with the answer 'I can't tell you'. But, I would never ask if I didn't need to.

Elaina: No problem.

Felicity: Really??

.....

6. Felicity and Julie ask Javier for turkey advice.

Felicity: ... We need some turkey advice.

Javier: OK, you have a pen for me to write this down?

Felicity: Write what down?

Javier: It's simple, just ...

Julie: Um, we don't have an oven.

Felicity: Or a turkey, which is why I came here to see you.

Javier: So, you can't make the recipe?

Felicity: We just thought, with you in the food business, aa, you could maybe tell us a place to get a free range turkey?

Javier: Today?!!! You must be joking! I ordered mine 2 months ago.

Julie: Well, then, how about you come have Thanksgiving with us and you bring the turkey and we'll do everything else?

I'm just kidding.

.

.

.

.....

7. Julie asking for her brown sweater from Felicity

Julie: You know that brown sweater, that you borrowed like 3 weeks ago that you told me I could have back, tomorrow?

Felicity: Yeah?!

Julie: Well, I would, I'd like it back.

Felicity: Sure!

**Video Transcripts
S=H – DISTANT**

C) LOW**9. Felicity's asking Ben to sign her yearbook.**

Felicity: Excuse me,

Ben: Yeah?

Felicity: I'm Felicity Porter.

Ben: Yeah, I know. I'm Ben.

Felicity: Yeah hhh, I know. I, I was just wondering if umm, you would mind signing my yearbook?

Ben: I don't have mine with me.

Felicity: Oh hh, that's OK. I , here's a pen for you.

Ben: Thanks.

Ben: Can you give me just a minute? To do this?
.....

10. Felicity asks for her package.

Felicity: I think I have aa a package. Thanks
.....

11. Elaina asks the delivery guy to leave the package outside the door.

Elaina: Why don't you just leave whatever it is by the door? Thanks

Delivery guy: Whatever.

D) HIGH**8. Felicity asking the post-office guy to give her back an envelope.**

Felicity: Hi, this is kind of a strange request but I'm curious if you could tell me if a letter I sent to a friend of mind has arrived. His name is Ben Conventon and it's umm kind of a cream envelope letter size. Umm, there's no return address on it.
Please.

Post-office guy: I'm not supposed to do that.

Felicity: Do what?

Post-office guy: Give information vis-a-vis other students.

Felicity: This is important. I sent him an invitation and I just need to know that he got it. Umm, but I just don't know which box is his. Conventon, Ben, it's a cream colored envelope. Please.

Post-office guy: Ok, it's about the feast of Saint Agnes. You know the young who

Felicity: Is there any way you could give me back that envelope?

Post-office guy: Ok, um, No.

Felicity: Sir, I need you to give me that envelope.

Post-office guy: Giving you that envelope would constitute a Federal Offense.

.....

9. Felicity asking Megan (her roommate) to put away some of her strange stuff.

Felicity: Oh, Megan! Excuse me Megan. Feel free to say no to this, obviously, but umm my parents are coming by tomorrow and they're a little pre-possessed to hate this place. So, anyway, I was curious if you wouldn't mind, and don't take this personally, umm just for tomorrow, maybe umm putting away a few of your skulls.

Megan: No!

Felicity: No, really?!

.....

10. Elaina's friend asking Felicity to look at her file.

Friend: You work at admissions office?

Felicity: Oh, aa no, I mean, I can't look at her file, I don't want to be a buttonsy.

Friend: Yeah! No, I understand. Except, Elaina said she might have to leave. I think something serious is going on.

Felicity: I just, I haven't had much luck with things like that. I mean I get in trouble and there are fights.

Friend: I'm not gonna ask you to read her file.

Felicity: Good! I really think that's crossing the line.

Friend: Will you do it?

.....

Video Transcripts
V<H – CLOSE

E) LOW**12. Felicity asking her boss for a break.**

Felicity: Um, could I take my break now?
Boss: See, I look fact now.
Felicity: You look great, but my friend is here.

.....

13. Felicity asking her dad to wait for a second on the phone.

Felicity: Hello, Hi dad. Umm, I'm fine, there's just a lot of people in my room right now. Can you, hang on just for a minute?

Felicity: I'm fine, I swear.

.....

F) HIGH**11. Javier asking Felicity to marry him**

Javier: ... Ok, I have two things to discuss with you. Number 1, I'm giving you raise.
Felicity: You are?! Thank you!!
Javier: ... Number 2, and you can say 'no' to this if you want to. But keep in mind, I just gave you a raise.
Felicity: Sure, what is it?
Javier: I would really really appreciate it, if you would marry me?
Felicity: I'm sorry, what did you just say?
Javier: I said, I would really really appreciate it, if you would marry me?

12. Felicity and Julie and Thanksgiving.

Felicity: We need some turkey advice.
Javier:
Felicity:
Julie: Umm, we don't have an oven.
Javier: So, you can't make the recipe.

Felicity: We just thought with you in the food business, aa, you could maybe tell us a place to get a free range turkey.

Javier: Todayyy! You must be joking! I ordered mine two months ago.

Julie: Well then, how about you come have Thanksgiving with us and you bring the turkey and we'll do everything else?

.....

13. Theo asking his parents for permission to go to Egypt.

Theo: Hey mom, hey dad

Dad/Mom:

Theo: I need to ask you guys a question.

When you think back to the very foundation of civilization, what period would stick out in your mind as the one you'd most like to visit?

Dad/Mom :

Theo: Well, one of our professors is putting together an archeological dig in Egypt this summer, and I would really like your permission to go?

Dad/Mom: Of course, go ahead!

Theo: I need 1500 \$.

Dad/Mom:

.....

14. Theo asking his professor if she can talk to his parents about the Egypt trip.

Theo: Professor Greyson?

Professor: Hi Theo!

Theo: Can I ask you a question.

Professor: Sure.

Theo: Aaa, I was talking to aa my parents about the trip to Egypt and it seems like they may say yes. But I think I need someone to them to give them that extra emph.

Video Transcripts
S<H – DISTANT

G) LOW

14. Felicity asks for her package.

Felicity: I think I have aa a package. Thanks

15. The Good Wife, Will ask Mr. Sweeney

Will: Hi, Mr. Sweeney, could I speak to you for a minute? Out here?

16. Elaina asks the delivery guy to leave the package outside the door.

Elaina: Why don't you just leave whatever it is by the door? Thanks

Delivery guy: Whatever.

H) HIGH

15. Felicity asking the post-office guy to give her back an envelope.

Felicity: Hi, this is kind of a strange request but I'm curious if you could tell me if a letter I sent to a friend of mind has arrived. His name is Ben Conventon and it's umm kind of a cream envelope letter size. Umm, there's no return address on it.
Please.

Post-office guy: I'm not supposed to do that.

Felicity: Do what?

Post-office guy: Give information vis-a-vis other students.

Felicity: This is important. I sent him an invitation and I just need to know that he got it. Umm, but I just don't know which box is his. Conventon, Ben, it's a cream colored envelope. Please.

Felicity: Is there any way you could give me back that envelope?

Post-office guy: Ok, um, No.

Felicity: Sir, I need you to give me that envelope.

Post-office guy: Giving you that envelope would constitute a Federal Offense.

16. Student complaining about test questions being outed.

Student: Look aa, I'm not a complainer. This is the first time I've been in here about anything.

Principal: I understand.

Student: I study hard, very hard

Vice Principal: We can see that from your transcripts. You maintained a B average.

Student: Yes, except in Mr. Hanson's class. He grades on a curve.

Vice Principal: ...

Student: Right, but the thing is, Mr. Hanson has this one student who raises the curves spoiling it for everyone else. Her name is Debbi Nixon and he helps her.

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

Student: It isn't fair.

17. Harvey Lipshets son

Son: ... My name is Lester, could we go somewhere and talk? Maybe off school grounds?

Harvey: Why do you plan to rob me.

Son: I, I have some personal news, it concerns your family.

If it's alright with you Mr. Lipshets, I'd rather not discuss it here? Perhaps you could join me for lunch. There's a place Doyals's, not far from here.

18. Pursuit of Happiness

Chris Gardner: Yes, hello, my name is Chris Gradner, I'm calling for Mr. Walter Ribbon.

Operator:

Chris Gardner: Yes, maam, I'm calling from Dean Witter.

....

Mr. Ribbon Hello.

Chris Gardner: Mr. Ribbon, hello Sir, my name is Chris Gardner, I'm calling from Dean Witter

Mr. Ribbon Yeah Chris.

Chris Gardner: Aaa, yes Mr. Ribbon, I would love to have the opportunity to sit with you to discuss some of our products and um I'm certain I can be of some assistance to you.

.....

19. The Good Wife – Lawyer with the Judge

Lawyer: Your honor, if I mayyy, I'd like to get in front of something that may concern you, my private life?

.....

20. The Good Wife – Lawyer with Kalinda – example for S>H – Boss talking to employee

Boss: I need to hire you.

Kalinda: Ok.

Boss: What're you working on at the moment?

Kalinda: Employee background checks.

Boss: Pass that off to the new investigator. I need you to do a background check on a partner.

Kalinda: Who?

Boss: Me.
Give me a minute please. No calls.

DVD of Video Clips

Appendix 12 – Some Methodology Chapter Tables

Low-Imposition	Mid-Imposition	High-Imposition
S=H - S close to H You are sitting next to your good friend in the classroom. Your bag is closer to her. So you request her to pass the bag to you. You request her by saying?	S=H - S close to H You have an exam tomorrow. There are a few lessons you don't completely understand. You call your close friend in another class who already took the exam to help explain those lessons to you. You request her by saying?	S=H - S close to H Your close friend is good at ordering from online. She has a mailing address in the USA. You want to ask her to order a dress for you and you pay her in advance. You request her by saying?
S=H - S distant to H You are in the lab. You are trying to start the computer but there is a problem. You ask a student stranger sitting next to you to help you. You ask her by saying?	S=H - S distant to H You are about to leave the university but your mobile is dead and you can't contact your driver to see if he has arrived. You see a girl next to you,	S=H - S distant to H Your classmate just gave a presentation. In her presentation are video clips of drama scenes you couldn't find on YouTube. You want to ask her to email you those video clips. You request her by saying?
S<H - S close to H You are in a lecture and you need to leave early that day for some good reason. You talk to your professor, whom you know very well, to excuse you early from the lecture. You request her by saying?	S<H - S close to H You are supposed to submit your assignment today but you were not done with it. You want to request your close professor that you email her your assignment in a couple of days. You request her by saying?	S<H - S close to H You have exceeded the permissible number of absence for a certain course. You were deprived of taking the exam due to the number times you have been absent. You try to talk to your professor to reconsider. You request her by saying?
S<H - S distant to H You are sitting in a final exam. You come across a new word you have never heard of. You cannot answer because the question is not clear due to that new word. So you request the instructor to read it to you by saying?	S<H - S distant to H You did not do very well on your presentation. You want to ask your professor who has taught you for the first time if you can present another topic. You request her by saying?	S<H - S distant to H The final exam has been set at a certain date. You want it to be at a different date and wish that the administration would reconsider. So you request the administration, i.e. the college dean, to change the date to a suggestion that you have in mind. You request her by saying?

Table 42: Scenario Examples of the Combination of Requests According to the Three Social Factors

Mitigating Device Type	Subtypes of Mitigating Devices	Examples
Internal Mitigating Devices	1. openers: i.e. opening items and expressions that introduce the intended request (for example, 'Gentlemen, <i>would you mind</i> leaving us, please?')	- Do you think you could open the window? - Would you mind opening the window?
	2. softeners: i.e. items that soften the impositive force of the request (for example, 'Listen, can I talk to you for a second?'; 'If you could possibly return this to Fred's for me, please.')	<ul style="list-style-type: none"> • Understatement - Could you open the window for a moment? • Downtoner - Could you possibly open the window? • Hedge - Could you kind of open the window?
	3. Intensifiers	<ul style="list-style-type: none"> - You really must open the window. - I'm sure you wouldn't mind opening the window
	4. fillers: i.e. items, such as <i>hesitators</i> (for example, 'er', 'erm'), <i>cajolers</i> (for example, 'you know, you see, I mean'), <i>appealers</i> (for example, 'OK?', 'right?') or <i>attention-getters</i> (for example, 'excuse me', 'hello', 'Mr. Smith?'), that fill in gaps in the interaction (for example, ' <i>Excuse me</i> , can you tell me how to get to Beverly Hills?'; ' <i>Oscar</i> , lower it a bit, would you?')	<ul style="list-style-type: none"> • Hesitators - I er, erm, er – I wonder if you could open the window. • Cajolers - You know, you see, I mean • Appealers - OK?, Right?, yeah • Attention-getters - Excuse me, ... ; Hello ... ; Look ... ; Tom ... ; Mr. Edwards ... ; father
External Mitigating Devices	1. preparators: i.e. devices that prepare the addressee for the subsequent request (for example, 'Colonel, <i>I do have to ask you a couple of questions about September the 6th.</i> ')	- May I ask you for a favour? ... Could you open the window?
	2. grounders: i.e. devices that give reasons that justify the request (for example, 'Call my family, <i>I'd like them to have dinner with me tonight.</i> ')	- It seems quite hot here. Could you open the window?
	3. disarmers: i.e. devices that are employed to avoid the possibility of a refusal (for example, 'Colonel Jessep, <i>if it's not too much trouble</i> , I'd like a copy of the transfer order, Sir.')	- I hate bothering you but could you open the window?
	4. expanders: i.e. devices related to repetition that are used to indicate tentativeness (for example, 'Can you take him to the airport in the morning? ... <i>can you pick him up at 8.30?</i> ')	- Would you mind opening the window? ... Once again, could you open the window?
	5. promise of a reward: i.e. devices that are used by the requester so that his/her request may be	- Could you open the window? If you open it, I promise to bring you to the cinema.

		accomplished (for example, '...she wants a bottle of *** ... <i>I would promise to send you the money.</i> ')	
		<p>Additionally, 'please' can also be considered another type of mitigating device, which among other functions, it is used to signal politeness (for example, 'Would you hang up <i>please</i> and I'll call your machine?'). All the above mitigating devices can be employed to minimize the impact a request may have on the hearer. Therefore, learners' knowledge of these mitigating devices is vital to help them to perform socially appropriate requests for successful communication. However, given the fact that several mitigating devices can be chosen for the same type of situation, learners need to know how interactional and contextual factors affect the choice of a particular pragmalinguistic form for these devices.</p>	<ul style="list-style-type: none"> - Would you mind opening the window, please?

Table 43: An Outline of the Internal and External Mitigating Devices with some Examples found in (Soler, Jordà & Martínez-Flor (2005) and Usó-Juan & Martínez-Flor (2008))

Appendix 13 – Some Results Chapter Tables

Descriptives			
		Statistic	Std. Error
MDCT Pre-Test Scores	Mean	6.70	.292
	95% Confidence Interval for Mean	Lower Bound Upper Bound	6.11 7.28
	5% Trimmed Mean	6.81	
	Median	7.50	
	Variance	4.761	
	Std. Deviation	2.182	
	Minimum	1	
	Maximum	9	
	Range	8	
	Interquartile Range	4	
	Skewness	-.608	.319
	Kurtosis	-.709	.628

Table 44: MDCT (pre-test scores) Data Normality Testing

	Tests of Normality			Shapiro-Wilk		
	Kolmogorov-Smirnov ^a			Statistic	df	Sig.
	Statistic	df	Sig.			
MDCT Pre-Test Scores	.225	56	.000	.880	56	.000
a. Lilliefors Significance Correction						

Table 45: MDCT (pre-test scores) Data Normality Testing

Descriptives			
		Statistic	Std. Error
ODCT Pre-Test	Mean	91.6071	1.45733
	95% Confidence Interval for Mean	Lower Bound	88.6866
		Upper Bound	94.5277
	5% Trimmed Mean	91.8849	
	Median	92.0000	
	Variance	118.934	
	Std. Deviation	10.90568	
	Minimum	67.00	
	Maximum	112.00	
	Range	45.00	
	Interquartile Range	15.75	
	Skewness	-.388	.319
	Kurtosis	-.318	.628
ODCT Post-Test	Mean	94.6607	1.29542
	95% Confidence Interval for Mean	Lower Bound	92.0646
		Upper Bound	97.2568
	5% Trimmed Mean	94.7143	
	Median	96.0000	
	Variance	93.974	
	Std. Deviation	9.69400	
	Minimum	75.00	
	Maximum	113.00	
	Range	38.00	
	Interquartile Range	13.75	
	Skewness	-.150	.319
	Kurtosis	-.658	.628

Table 46: ODCT Data Normality Testing

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ODCT Pre-Test	.102	56	.200*	.975	56	.285
ODCT Post-Test	.091	56	.200*	.977	56	.346

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 47: ODCT Data Normality Testing (Shapiro-Wilk)

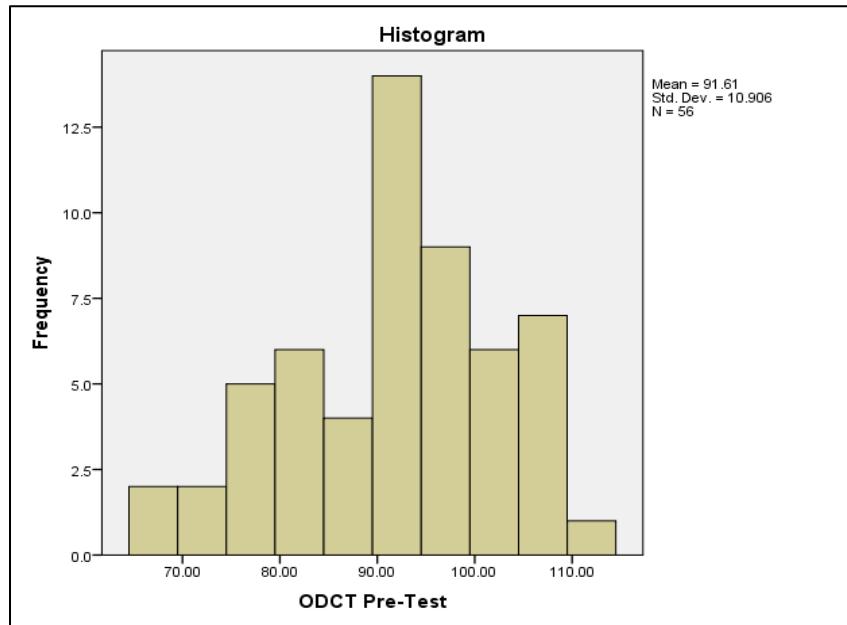


Figure 6: ODCT pre-test Histogram Data - Normality Testing – (Both Groups – Control & Experimental)

Control vs. Experimental * Q1. Oral Request Ability Before the Study Crosstabulation						
Count						
		Q1. Oral Request Ability Before the Study				Total
Numerical Value of Likert Scale		1	2	3	4	
Likert Scale		never	rarely	often	very often	
Control vs. Experimental	Control	4	7	6	10	27
	Experimental	3	13	11	2	29
Total		7	20	17	12	56

Table 48: Frequency count of question 5.1 “Before participating in this study, I requested ORALLY when SPEAKING in English, e.g. in classrooms.”

Control vs. Experimental * Q2. Written Request Ability Before the Study Crosstabulation							
Count							
		Q2. Written Request Ability Before the Study				Total	
Numerical Value of Likert Scale		1	2	3	4		
Likert Scale		never	rarely	often	very often		
Control vs. Experimental	Control	4	5	8	8	2	27
	Experimental	5	6	11	7	0	29
Total		9	11	19	15	2	56

Table 49: Frequency count of question 5.2 “Before participating in this study, I requested when WRITING in English, e.g. in emails and messages.”

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.686 ^a	3	.034
Likelihood Ratio	9.215	3	.027
Linear-by-Linear Association	2.408	1	.121
N of Valid Cases	56		
a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.38.			

Table 50: Chi-Square Tests for Oral Request Ability Before the Study (Q.5.1) (for CG & EG)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.674 ^a	4	.614
Likelihood Ratio	3.446	4	.486
Linear-by-Linear Association	.842	1	.359
N of Valid Cases	56		
a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .96.			

Table 51: Chi-Square Tests for Writing Request Ability Before the Study (Q. 5.2) (for CG & EG)

Crosstab					
Count					
		Oral After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms.			
Numerical Value of Liker Scale	3	4	5		
Likert Scale	Neutral	Agree	Strongly Agree	Total	
Control vs. Experimental	Control	0	14	13	27
	Experimental	1	10	18	29
	Total	1	24	31	56

Frequency Table for Control vs. Experimental * Written After participating in this study, I request when WRITING in English, e.g. in emails and messages.

Crosstab					
Count					
		Written After participating in this study, I = request when WRITING in English, e.g. in emails and messages.			
Numerical Value of Likert Scale	3	4	5		
Likert Scale	Neutral	Agree	Strongly Agree	Total	
Control vs. Experimental	Control	2	11	14	27
	Experimental	1	14	14	29
	Total	3	25	28	56

Table 52: Frequency of Student (CG & EG) Perception of Oral and Written Request Ability After the Study (Q6-18 & Q6-19)

Chi-Square Tests for Oral Request Perception Ability 'After' the Study			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.405^a	2	.300
Likelihood Ratio	2.795	2	.247
Linear-by-Linear Association	.529	1	.467
N of Valid Cases	56		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .48.

Chi-Square Tests for Writing Request Perception Ability 'After' the Study			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.623^a	2	.732
Likelihood Ratio	.629	2	.730
Linear-by-Linear Association	.001	1	.981
N of Valid Cases	56		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.45.

Table 53: Chi-Square Test comparing the CG and EG's Perceptions of their Oral & Written Request Ability After

Questionnaire Group Statistics					
1	ORAL - PART	N	Mean	Std. Deviation	Std. Error Mean
	Control Group (non-video group)	27	78.8148	5.81138	1.11840
	Experimental Group (video group)	29	79.2414	6.43459	1.19487
2	WRITING - PART	N	Mean	Std. Deviation	Std. Error Mean
	Control Group (non-video group)	27	65.7778	5.16894	.99476
	Experimental Group (video group)	29	66.6897	5.96480	1.10764
3	VIDEO - PART	N	Mean	Std. Deviation	Std. Error Mean
	Control Group (non-video group)	27	24.8148	2.93568	.56497
	Experimental Group (video group)	29	25.8966	2.59594	.48205
4	Arabic. vs. English - PART	N	Mean	Std. Deviation	Std. Error Mean
	Control Group (non-video group)	27	21.2593	2.41139	.46407
	Experimental Group (video group)	29	21.2069	2.02448	.37594
5	FEEDBACK – PART	N	Mean	Std. Deviation	Std. Error Mean
	Control Group (non-video group)	27	40.0000	2.88231	.55470
	Experimental Group (video group)	29	39.2069	2.62378	.48722

Table 54: Control group & Experimental group Statistics for the oral, written, video, Arabic vs. English, and study feedback questions.

Questionnaire Independent Samples Test
Comparing Control Group & Experimental Responses

1	ORAL - PART	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower
	Equal variances assumed	.649	.424	-.260	54	.796	-.42656	1.64268	-3.71994	2.86681
	Equal variances not assumed			-.261	53.955	.795	-.42656	1.63662	-3.70786	2.85473
2	WRITING - PART	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower
	Equal variances assumed	.648	.424	-.609	54	.545	-.91188	1.49648	-3.91215	2.08839
	Equal variances not assumed			-.613	53.736	.543	-.91188	1.48876	-3.89700	2.07324
3	VIDEO - PART	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower
	Equal variances assumed	.100	.753	-.463	54	.149	-1.08174	.73938	-2.56410	.40063
	Equal variances not assumed			-.457	52.030	.151	-1.08174	.74268	-2.57201	.40853
4	Arabic. vs. English - PART	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower
	Equal variances assumed	.410	.525	.088	54	.930	.05236	.59349	-1.13751	1.24223
	Equal variances not assumed			.088	50.948	.930	.05236	.59724	-1.14667	1.25140
5	FEEDBACK - PART	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower
	Equal variances assumed	.534	.468	1.078	54	.286	.79310	.73578	-.68205	2.26826
	Equal variances not assumed			1.074	52.550	.288	.79310	.73830	-.68803	2.27423

Table 55: Control group & Experimental group responses compared in the oral, written, video, Arabic vs. English, and study feedback questions.

Questions – ORAL Part		Groups		5	4	3	2	1	Mean Rounded	Median	Mode	SD Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
Q6 _1	I feel more confident when orally requesting after participating in the study.	CG	F	17	9	1	0	0	4.59	5	5	0.572
			%	62.96	33.33	3.7	0	0				
		EG	F	19	9	0	0	1	4.55	5	5	0.827
			%	65.52	31.03	0	0	3.45				
Q6 _2	I think I can orally request better in English after participating in the study.	CG	F	18	9	0	0	0	4.67	5	5	0.48
			%	66.67	33.33	0	0	0				
		EG	F	23	6	0	0	0	4.79	5	5	0.412
			%	79.31	20.69	0	0	0				
Q6 _3	I think of the three social factors: (power, distance and imposition) before attempting to request in English.	CG	F	15	12	0	0	0	4.56	5	5	0.506
			%	55.56	44.44	0	0	0				
		EG	F	20	8	1	0	0	4.66	5	5	0.553
			%	68.97	27.59	3.45	0	0				
Q6 _4	I request my professors orally in English during lectures.	CG	F	13	13	1	0	0	4.44	4	4	0.577
			%	48.15	48.15	3.7	0	0				
		EG	F	14	15	0	0	0	4.48	4	4	0.509
			%	48.28	51.72	0	0	0				
Q6 _5	I request my professors orally in English after lectures.	CG	F	11	13	3	0	0	4.3	4	4	0.669
			%	40.74	48.15	11.11	0	0				
		EG	F	11	14	4	0	0	4.24	4	4	0.689
			%	37.93	48.28	13.79	0	0				
Q6 _6	I request my friends orally in English.	CG	F	1	7	16	3	0	3.22	3	3	0.698
			%	3.7	25.93	59.26	11.11	0				
		EG	F	1	7	16	4	1	3.1	3	3	0.817
			%	3.45	24.14	55.17	13.79	3.45				
Q6 _7	I pay attention to my professor's English requests in class.	CG	F	14	12	1	0	0	4.48	5	5	0.58
			%	51.85	44.44	3.7	0	0				
		EG	F	18	11	0	0	0	4.62	5	5	0.494
			%	62.07	37.93	0	0	0				
Q6 _8	I notice my friends' oral requests?	CG	F	12	12	3	0	0	4.33	4	5	0.679
			%	44.44	44.44	11.11	0	0				
		EG		10	14	5	0	0	4.17	4	4	0.711
				34.48	48.28	17.24	0	0				

Q6 _9	I am able to notice the appropriateness/inappropriateness of my friends' request forms?	CG	F	18	8	1	0	0	4.63	5	5	0.565
			%	66.67	29.63	3.7	0	0				
Q6 _10	I request in English outside university? (e.g. online, at the mall, restaurant, etc..)	CG	F	16	7	3	0	1	4.37	5	5	0.967
			%	59.26	25.93	11.11	0	3.7				
Q6 _11	I feel more confident when orally requesting my professor in English.	CG	F	16	10	1	0	0	4.56	5	5	0.577
			%	59.26	37.04	3.7	0	0				
Q6 _12	I feel more confident when orally requesting my friends in English.	CG	F	20	8	1	0	0	4.66	5	5	0.553
			%	68.97	27.59	3.45	0	0				
Q6 _13	I feel more confident when orally requesting in English outside university: at restaurants, hospitals, etc.	CG	F	7	15	3	1	1	3.96	4	4	0.94
			%	25.93	55.56	11.11	3.7	3.7				
Q6 _14	I reflect on my English oral requests.	CG	F	11	13	4	0	1	4.14	4	4	0.915
			%	37.93	44.83	13.79	0	3.45				
Q6 _15	I reflect on my professors' English oral requests.	CG	F	14	11	1	1	0	4.41	5	5	0.747
			%	51.85	40.74	3.7	3.7	0				
Q6 _16	I reflect on my friends' English oral requests.	EG	F	17	8	3	1	0	4.41	5	5	0.825
			%	58.62	27.59	10.34	3.45	0				
Q6 _17	I use the English requesting strategies I learned in the classroom when I orally request anyone.	CG	F	20	7	0	0	0	4.74	5	5	0.447
			%	74.07	25.93	0	0	0				
Q6 _18	I use the English requesting strategies I learned in the classroom when I orally request anyone.	EG	F	16	12	1	0	0	4.52	5	5	0.574
			%	55.17	41.38	3.45	0	0				
Q6 _19	I use the English requesting strategies I learned in the classroom when I orally request anyone.	CG	F	17	8	2	0	0	4.56	5	5	0.641
			%	62.96	29.63	7.41	0	0				
Q6 _20	I use the English requesting strategies I learned in the classroom when I orally request anyone.	EG	F	19	9	1	0	0	4.62	5	5	0.561
			%	65.52	31.03	3.45	0	0				
Q6 _21	I use the English requesting strategies I learned in the classroom when I orally request anyone.	CG	F	9	13	5	0	0	4.15	4	4	0.718
			%	33.33	48.15	18.52	0	0				
Q6 _22	I use the English requesting strategies I learned in the classroom when I orally request anyone.	EG	F	10	16	3	0	0	4.24	4	4	0.636
			%	34.48	55.17	10.34	0	0				
Q6 _23	I use the English requesting strategies I learned in the classroom when I orally request anyone.	CG	F	15	12	0	0	0	4.56	5	5	0.506
			%	55.56	44.44	0	0	0				
Q6 _24	I use the English requesting strategies I learned in the classroom when I orally request anyone.	EG	F	21	7	1	0	0	4.69	5	5	0.541
			%	72.41	24.14	3.45	0	0				

Q6 _18	After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms.	CG	F	13	14	0	0	0	4.48	4	4	0.509
			%	48.15	51.85	0	0	0				
		EG	F	18	10	1	0	0	4.59	5	5	0.568
			%	62.07	34.48	3.45	0	0				

Table 56: Frequency of Oral Request Ability Perception Responses for both the Control and Experimental Groups

Questions – WRITTEN Part		Groups		5	4	3	2	1	Mean Rounded	Median	Mode	SD Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
Q9_1	I feel more confident when writing requests after participating in the study, e.g. in emails and messages.	CG	F	17	10	0	0	0	4.63	5	5	0.492
			%	62.96	37.04	0	0	0				
		EG	F	19	10	0	0	0	4.66	5	5	0.484
			%	65.52	34.48	0	0	0				
Q9_2	I request my friends when texting in English.	CG	F	1	15	10	0	1	3.56	4	4	0.751
			%	3.7	55.56	37.04	0	3.7				
		EG	F	5	14	8	2	0	3.76	4	4	0.83
			%	17.24	48.28	27.59	6.9	0				
Q9_3	I request my online friends in English? (e.g. during chats, twitter, Facebook, etc.)	CG	F	7	11	8	1	0	3.89	4	4	0.847
			%	25.93	40.74	29.63	3.7	0				
		EG	F	10	10	8	1	0	4	4	4	0.886
			%	34.48	34.48	27.59	3.45	0				
Q9_4	I started noticing request forms used by my online friends, (e.g. during chats, twitter, Facebook, etc..)	CG	F	15	10	2	0	0	4.48	5	5	0.643
			%	55.56	37.04	7.41	0	0				
		EG	F	18	9	2	0	0	4.55	5	5	0.632
			%	62.07	31.03	6.9	0	0				
Q9_5	I think that I request better in my emails.	CG	F	16	11	0	0	0	4.59	5	5	0.501
			%	59.26	40.74	0	0	0				
		EG	F	18	11	0	0	0	4.62	5	5	0.494
			%	62.07	37.93	0	0	0				
Q9_6		CG	F	21	5	1	0	0	4.74	5	5	0.526
			%	77.78	18.52	3.7	0	0				

	I request my professors in English in my emails.	EG	F	23	6	0	0	0	4.79	5	5	0.412
			%	79.31	20.69	0	0	0				
Q9_7	I pay attention to my professor's requests in her/his emails.	CG	F	15	11	1	0	0	4.52	5	5	0.58
			%	55.56	40.74	3.7	0	0				
		EG	F	22	7	0	0	0	4.76	5	5	0.435
			%	75.86	24.14	0	0	0				
Q9_8	I notice my friends' written requests in either their emails or texts.	CG	F	14	10	3	0	0	4.41	5	5	0.694
			%	51.85	37.04	11.11	0	0				
		EG		16	10	3	0	0	4.45	5	5	0.686
				55.17	34.48	10.34	0	0				
Q9_9	I am able to notice the appropriateness/inappropriateness of my friends' written request forms in either of their texts or emails.	CG	F	13	12	2	0	0	4.41	4	5	0.636
			%	48.15	44.44	7.41	0	0				
		EG	F	12	15	2	0	0	4.34	4	4	0.614
			%	41.38	51.72	6.9	0	0				
Q9_10	My ability to request when ordering online is better.	CG	F	14	11	2	0	0	4.44	5	5	0.641
			%	51.85	40.74	7.41	0	0				
		EG	F	12	13	3	1	0	4.24	4	4	0.786
			%	41.38	44.83	10.34	3.45	0				
Q9_11	I reflect on my English written requests.	CG	F	15	11	1	0	0	4.52	5	5	0.58
			%	55.56	40.74	3.7	0	0				
		EG	F	17	11	1	0	0	4.55	5	5	0.572
			%	58.62	37.93	3.45	0	0				
Q9_12	I reflect on my professors' English written requests.	CG	F	10	16	1	0	0	4.33	4	4	0.555
			%	37.04	59.26	3.7	0	0				
		EG	F	19	10	0	0	0	4.66	5	5	0.484
			%	65.52	34.48	0	0	0				
Q9_13	I reflect on my friends' English written requests.	CG	F	9	13	5	0	0	4.15	4	4	0.718
			%	33.33	48.15	18.52	0	0				
		EG	F	16	9	3	1	0	4.38	5	5	0.82
			%	55.17	31.03	10.34	3.45	0				
Q9_14	I use the English requesting strategies I learned in the classroom when writing a request to anyone.	CG	F	18	9	0	0	0	4.67	5	5	0.48
			%	66.67	33.33	0	0	0				
		EG	F	15	13	1	0	0	4.48	5	5	0.574
			%	51.72	44.83	3.45	0	0				

Q9_15	After participating in this study, I request when WRITING in English, e.g. in emails and messages.	CG	F	14	11	2	0	0	4.44	5	5	0.641
			%	51.85	40.74	7.41	0	0				
		EG	F	14	14	1	0	0	4.45	4	5	0.572
			%	48.28	48.28	3.45	0	0				

Table 57: Frequency of Written Request Ability Perception Responses for both the Control and Experimental Groups

	Questions – VIDEO Part	Groups		5	4	3	2	1	Mean Rounded	Median	Mode	SD Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
Q12_1	I notice request forms when watching English TV/videos?	CG	F	17	8	2	0	0	4.56	5	5	0.641
			%	62.96	29.63	7.41	0	0				
		EG	F	16	13	0	0	0	4.55	5	5	0.506
			%	55.17	44.83	0	0	0				
Q12_2	I think that using videos to teach requesting in classrooms can be beneficial to students.	CG	F	18	7	2	0	0	4.59	5	5	0.636
			%	66.67	25.93	7.41	0	0				
		EG	F	24	5	0	0	0	4.83	5	5	0.384
			%	82.76	17.24	0	0	0				
Q12_3	I notice request forms when watching Arabic TV/videos?	CG	F	9	13	4	1	0	4.11	4	4	0.801
			%	33.33	48.15	14.81	3.7	0				
		EG	F	17	9	3	0	0	4.48	5	5	0.688
			%	58.62	31.03	10.34	0	0				
Q12_4	I write down the request forms I notice in English TV/videos in a notebook to revise later.	CG	F	3	3	14	7	0	3.07	3	3	0.917
			%	11.11	11.11	51.85	25.93	0				
		EG	F	6	2	14	6	1	3.21	3	3	1.114
			%	20.69	6.9	48.28	20.69	3.45				
Q12_5	I rewind the request forms I notice in English TV/videos to hear them again or analyse them.	CG	F	7	10	7	3	0	3.78	4	4	0.974
			%	25.93	37.04	25.93	11.11	0				
		EG	F	8	13	6	2	0	3.93	4	4	0.884
			%	27.59	44.83	20.69	6.9	0				
Q12_6	I think videos would be an important tool to teach English in classrooms since there is hardly	CG	F	20	6	1	0	0	4.7	5	5	0.542
			%	74.07	22.22	3.7	0	0				
		EG	F	26	3	0	0	0	4.9	5	5	0.31
			%	89.66	10.34	0	0	0				

	any exposure to spoken English outside classroom.												
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Table 58: Frequency Responses of the Perception of Videos and Request in Videos for both the Control and Experimental Groups

Part	Questions – Arabic vs. English	Groups		5	4	3	2	1	Mean Rounded	Median	Mode	SD Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
Q13_1	I started to consciously pay attention to the differences between the request forms of Arabic and English?	CG	F	22	5	0	0	0	4.81	5	5	0.396
			%	81.48	18.52	0	0	0				
		EG	F	20	9	0	0	0	4.69	5	5	0.471
			%	68.97	31.03	0	0	0				
Q13_2	I notice the difference between request forms in Arabic and English?	CG	F	11	14	2	0	0	4.33	4	4	0.62
			%	40.74	51.85	7.41	0	0				
		EG	F	13	15	1	0	0	4.41	4	4	0.568
			%	44.83	51.72	3.45	0	0				
Q13_3	I use some of the request forms I learned in English when requesting in Arabic either orally or written.	CG	F	9	12	4	2	0	4.04	4	4	0.898
			%	33.33	44.44	14.81	7.41	0				
		EG	F	9	10	8	2	0	3.9	4	4	0.939
			%	31.03	34.48	27.59	6.9	0				
Q13_4	I use some of the request forms originally in Arabic when I request in English either orally or written.	CG	F	5	9	5	7	1	3.37	4	4	1.182
			%	18.52	33.33	18.52	25.93	3.7				
		EG	F	5	11	7	5	1	3.48	4	4	1.09
			%	17.24	37.93	24.14	17.24	3.45				
Q13_5	I reflect on my own request forms more often and try to improve it.	CG	F	20	6	1	0	0	4.7	5	5	0.542
			%	74.07	22.22	3.7	0	0				
		EG	F	21	8	0	0	0	4.72	5	5	0.455
			%	72.41	27.59	0	0	0				

Table 59: Frequency of the Perception of Arabic vs. English Requests Responses for both the Control and Experimental Groups

Questions – FEEDBACK Part		Groups		5	4	3	2	1	Mean Rounded	Median	Mode	SD Rounded
				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
Q14_1	I am happy that I participated in this study.	CG	F	26	1	0	0	0	4.96	5	5	0.192
			%	96.3	3.7	0	0	0				
		EG	F	29	0	0	0	0	5	5	5	0
			%	100	0	0	0	0				
Q14_2	I have become self-conscious about requesting in English and Arabic.	CG	F	0	0	0	2	25	1.07	1	1	0.267
			%	0	0	0	7.41	92.59				
		EG	F	0	0	0	4	25	1.14	1	1	0.351
			%	0	0	0	13.79	86.21				
Q14_3	I have become anxious when requesting after participating in the study.	CG	F	4	11	4	4	4	3.26	4	4	1.318
			%	14.81	40.74	14.81	14.81	14.81				
		EG	F	2	7	9	4	7	2.76	3	3	1.272
			%	6.9	24.14	31.03	13.79	24.14				
Q14_4	I think it is worth teaching how to request in English.	CG	F	25	2	0	0	0	4.93	5	5	0.267
			%	92.59	7.41	0	0	0				
		EG	F	27	2	0	0	0	4.93	5	5	0.258
			%	93.1	6.9	0	0	0				
Q14_5	I share my experience on how to request with friends or family.	CG	F	12	13	2	0	0	4.37	4	4	0.629
			%	44.44	48.15	7.41	0	0				
		EG	F	12	16	1	0	0	4.38	4	4	0.561
			%	41.38	55.17	3.45	0	0				
Q14_6	I try teaching my friends or family members how to request in English and the difference between Arabic requests and English requests.	CG	F	13	10	4	0	0	4.33	4	5	0.734
			%	48.15	37.04	14.81	0	0				
		EG	F	9	11	9	0	0	4	4	4	0.802
			%	31.03	37.93	31.03	0	0				
Q14_7	I try correcting my friends' or family's requests and draw their attention to the more appropriate ways on how to request in either English or Arabic.	CG	F	12	11	4	0	0	4.3	4	5	0.724
			%	44.44	40.74	14.81	0	0				
		EG	F	11	12	6	0	0	4.17	4	4	0.759
			%	37.93	41.38	20.69	0	0				
		CG	F	0	3	5	4	15	1.85	1	1	1.099
			%	0	11.11	18.52	14.81	55.56				

Q14_8	When answering the Multiple Discourse Completion Tasks for the pre-test, I thought of what Native English Speakers (NES) would normally say.	EG		0	2	6	7	14	1.86	2	1	0.99
				0	6.9	20.69	24.14	48.28				
Q14_9	When answering the Multiple Discourse Completion Tasks for the post-test, I thought of what Native English Speakers (NES) would normally say.	CG	F	17	8	2	0	0	4.56	5	5	0.641
			%	62.96	29.63	7.41	0	0				
		EG	F	17	11	1	0	0	4.55	5	5	0.572
			%	58.62	37.93	3.45	0	0				
Q14_10	When uttering my requests for the Oral Discourse Completion Tasks for the pre-test, I thought about what Native English Speakers (NES) would normally say.	CG	F	1	1	5	5	15	1.81	1	1	1.111
			%	3.7	3.7	18.52	18.52	55.56				
		EG	F	0	2	7	10	10	2.03	2	1	0.944
			%	0	6.9	24.14	34.48	34.48				
Q14_11	When uttering my requests for the Oral Discourse Completion Tasks for the post-test, I thought about what Native English Speakers (NES) would normally say.	CG	F	18	7	1	1	0	4.56	5	5	0.751
			%	66.67	25.93	3.7	3.7	0				
		EG	F	14	12	3	0	0	4.38	4	5	0.677
			%	48.28	41.38	10.34	0	0				

Table 60: Frequency of Responses on the Control Group and Experimental Group Attitudes towards the Study

Q6_4.oral- I request my professors orally in English during lectures.			
Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.110^a	2	.574
Likelihood Ratio	1.495	2	.474
Linear-by-Linear Association	.071	1	.790
N of Valid Cases	56		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .48.			
Q9_1.writing - I feel more confident when writing requests after participating in the study, e.g. in emails and messages.			
Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.040^a	1	.842
Continuity Correction ^b	.000	1	1.000
Likelihood Ratio	.040	1	.842
Fisher's Exact Test			
Linear-by-Linear Association	.039	1	.843
N of Valid Cases	56		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.64.			
b. Computed only for a 2x2 table			
Q12_1. video - I notice request forms when watching English TV/videos?			
Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.153^a	2	.207
Likelihood Ratio	3.933	2	.140
Linear-by-Linear Association	.001	1	.980
N of Valid Cases	56		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .96.			
Q13_5.Arabic.vs.English - I reflect on my own request forms more often and try to improve it.			
Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.240^a	2	.538
Likelihood Ratio	1.626	2	.444
Linear-by-Linear Association	.024	1	.877
N of Valid Cases	56		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .48.			
Q14_5.feedback - I share my experience on how to request with friends or family.			
Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.573^a	2	.751
Likelihood Ratio	.579	2	.749
Linear-by-Linear Association	.003	1	.955
N of Valid Cases	56		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.45.			

Table 61: Chi-Square Tests Comparing Control Group and Experimental Group Responses to some sub-items from each part in the questionnaire.: oral, written, video, Arabic vs. English and feedback.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ORAL.CON.YES - After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use?	3.4444	27	1.39596	.26865
	ORAL.CON.NO - After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms. If NO, what strategies do you wish you can remember to use?	.333	27	.9608	.1849
Pair 2	ORAL.EX.YES - After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use?	3.2759	29	1.64526	.30552
	ORAL.EX.NO - After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms. If NO, what strategies do you wish you can remember to use?	.586	29	1.0862	.2017
Pair 3	WRITE.CON.YES - After participating in this study, I = request when WRITING in English, e.g. in emails and messages. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use?	3.3333	27	1.66410	.32026
	WRITE.CON.NO - After participating in this study, I = request when WRITING in English, e.g. in emails and messages. If NO, what strategies do you wish you can remember to use?	.2222	27	.80064	.15408
Pair 4	WRITE.EX.YES - After participating in this study, I = request when WRITING in English, e.g. in emails and messages. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use?	2.9310	29	1.77142	.32894
	WRITE.EX.NO - After participating in this study, I = request when WRITING in English, e.g. in emails and messages. If NO, what strategies do you wish you can remember to use?	.4138	29	.77998	.14484

Table 62: Paired Samples Statistics of the Strategies Students Remembered to Use Compared to the Strategies They Wished were able to Use – Comparing within Groups Separately

	group	N	Mean	Std. Deviation	Std. Error Mean
ORAL.CON.EX.YES - After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use?	control	27	3.4444	1.39596	.26865
	experimental	29	3.2759	1.64526	.30552
WRITE.CON.EX.YES - After participating in this study, I = request when WRITING in English, e.g. in emails and messages. If YES (i.e. positive, either strongly agree or agree), what strategies do you often remember to use?	control	27	3.3333	1.66410	.32026
	experimental	29	2.9310	1.77142	.32894
ORAL.CON.EX.NO - After participating in the study, I request ORALLY when SPEAKING in English, e.g. in classrooms. If NO, what strategies do you wish you can remember to use?	control	27	.333	.9608	.1849
	experimental	29	.586	1.0862	.2017
WRITE.CON.EX.NO - After participating in this study, I = request when WRITING in English, e.g. in emails and messages. If NO, what strategies do you wish you can remember to use?	control	27	.2222	.80064	.15408
	experimental	29	.4138	.77998	.14484

Table 63: Independent Sample Group Statistics of the Strategies Students Remembered to Use Compared to the Strategies They Wished were able to Use – Comparing Groups with each other

Strategies Participants remember to use when Requesting Orally					
ORAL-Control - Strategies students remember to use when orally requesting		Total: 93	ORAL-Experimental - Strategies students remember to use when orally requesting		Total: 95
1.	openers	7	1.	openers	8
2.	softeners	12	2.	softeners	12
3.	intensifiers	1	3.	intensifiers	0
4.	fillers	9	4.	fillers	11
5.	preparators	17	5.	preparators	15
6.	grounders	2	6.	grounders	1
7.	disarmers	12	7.	disarmers	11
8.	expanders	1	8.	expanders	2
9.	promise of reward	5	9.	promise of reward	2
10.	please	16	10.	please	19
11.	length	3	11.	length	3
12.	directness	4	12.	directness	4
13.	social distance	4	13.	social distance	3
14.	degree of imposition	0	14.	degree of imposition	1
15.	power	0	15.	power	1
16.	external mitigating devices	0	16.	external mitigating devices	1
17.	age	0	17.	age	1
Strategies Participants want to remember to use when Requesting Orally					
ORAL-Control - Strategies students want to remember to use when orally requesting		Total: 9	ORAL-Experimental - Strategies students want to remember to use when orally requesting		Total: 17
1.	openers	0	1.	openers	1
2.	softeners	1	2.	softeners	1
3.	intensifiers	1	3.	intensifiers	0
4.	fillers	1	4.	fillers	1
5.	preparators	1	5.	preparators	5
6.	grounders	0	6.	grounders	0
7.	disarmers	1	7.	disarmers	4
8.	expanders	0	8.	expanders	0
9.	promise of reward	1	9.	promise of reward	2
10.	please	1	10.	please	0
11.	length	1	11.	length	1
12.	directness	1	12.	directness	0
13.	social distance	0	13.	social distance	1
14.	degree of imposition	0	14.	degree of imposition	1
15.	power	0	15.	power	0
16.	external mitigating devices	0	16.	external mitigating devices	0
17.	age	0	17.	age	0

Table 64: Strategies Participants remember to use when Requesting Orally

Strategies Participants remember to use when Requesting in Writing					
Written-Control - Strategies students remember to use when writing requests		Total: 90	Written-Experimental - Strategies students remember to use when writing requests		Total: 85
1.	openers	10	1.	openers	9
2.	softeners	12	2.	softeners	8
3.	intensifiers	0	3.	intensifiers	0
4.	fillers	5	4.	fillers	11
5.	preparators	13	5.	preparators	13
6.	grounders	6	6.	grounders	2
7.	disarmers	13	7.	disarmers	10
8.	expanders	4	8.	expanders	1
9.	promise of reward	6	9.	promise of reward	2
10.	please	14	10.	please	18
11.	length	2	11.	length	3
12.	directness	1	12.	directness	2
13.	social distance	3	13.	social distance	4
14.	degree of imposition	0	14.	degree of imposition	2
15.	power	1	15.	power	0
16.	external mitigating devices	0	16.	external mitigating devices	0
17.	age	0	17.	age	0
Strategies Participants want to remember to use when Requesting in Writing					
Written-Control - Strategies students want to remember to use when writing requests		Total: 6	Written-Experimental - Strategies students want to remember to use when writing requests		Total: 12
1.	openers	0	1.	openers	1
2.	softeners	1	2.	softeners	2
3.	intensifiers	0	3.	intensifiers	0
4.	fillers	1	4.	fillers	1
5.	preparators	1	5.	preparators	2
6.	grounders	0	6.	grounders	0
7.	disarmers	0	7.	disarmers	2
8.	expanders	0	8.	expanders	0
9.	promise of reward	0	9.	promise of reward	2
10.	please	1	10.	please	0
11.	length	1	11.	length	0
12.	directness	1	12.	directness	1
13.	social distance	0	13.	social distance	0
14.	degree of imposition	0	14.	degree of imposition	1
15.	power	0	15.	power	0
16.	external mitigating devices	0	16.	external mitigating devices	0
17.	age	0	17.	age	0

Table 65: Strategies Participants Remember to use when Requesting in Writing

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	CON.before.examples	1.1852	27	1.11068	.21375
	CON.after.examples	3.8519	27	1.79108	.34469
Pair 2	EX.before.examples	.7241	29	1.33354	.24763
	EX.after.examples	5.3793	29	4.39491	.81612

Table 66: Paired Sample Group Statistics of Student Request Examples Reported being used Before the Study and After (Comparing within Groups Separately)

	group	N	Mean	Std. Deviation	Std. Error Mean
CON.EX.before.examples	control	27	1.1852	1.11068	.21375
	experimental	29	.7241	1.33354	.24763
CON.EX.after.examples	control	27	3.8519	1.79108	.34469
	experimental	29	5.3793	4.39491	.81612

Table 67: Independent Sample Group Statistics of Student Request Examples Reported being used Before the Study and After (Comparing Groups with each other)

Control Group Request Examples		Before 32	After 104	Experimental Group Request Examples		Before 21	After 156
1.	openers	0	12	1.	openers	0	21
2.	softeners	0	5	2.	softeners	0	9
3.	intensifiers	0	1	3.	intensifiers	0	0
4.	fillers	3	12	4.	fillers	6	15
5.	preparators	14	25	5.	preparators	9	39
6.	grounders	0	3	6.	grounders	1	6
7.	disarmers	0	9	7.	disarmers	0	17
8.	expanders	0	2	8.	expanders	0	0
9.	promise of reward	0	0	9.	promise of reward	0	1
10.	please	5	21	10.	please	3	27
11.	length/longer	0	2	11.	length	0	5
12.	directness/indirectness	6	8	12.	directness	2	5
13.	social distance	0	0	13.	social distance	0	2
14.	degree of imposition	0	0	14.	degree of imposition	0	1
15.	power	0	0	15.	power	0	2
16.	external mitigating devices	0	0	16.	external mitigating devices	0	0
17.	age	0	0	17.	age	0	0
18.	indirectness	2	0	18.	indirectness	0	0
19.	forgot please	1	0	19.	forgot please	0	0
20.	translate from Arabic to English	1	0	20.	translate from Arabic to English	0	0
21.	no response from students (9)	0	0	21.	no response from students (19)	0	0
22.	type of request (power,social distance)	0	1	22.	type of request (power,social distance)	0	2
23.	thank you	0	2	23.	thank you/grateful	0	2
24.	started to pay attention to her request	0	1	24.	started to pay attention to her request	0	1
25.	variety of requesting	0	0	25.	variety of requesting	0	1

Table 68: Thematic Categorised Examples of Requests Participants Thought of in Retrospect Before and After the Study (categorisation based on the strategies they were taught)

	Feedback from Participants on the study.	Control Group Feedback on their Participation in the Study	Experimental Group Feedback on their Participation in the Study
1.	Classroom Examples - supports the MDCT choice of using them as classroom examples	I like that we have covered a lot of example in the session. We have practice how to form the request and how to figure out which one is correct or more acceptable. Providing some example from our life makes us aware of which the more appropriate way to request.	كل الامثله/فيديوات/نصوص التي كان يتم طرحها كانت من الامثله المهمه و من حياتنا اليوميه والتي يجب على كل متعلم للغه الانجليزيه معرفتها .
2.	English, vs. Arabic requests - helps with the questionnaire part	Moreover, aware that the Arabic form of request is different than the English and the cultural differences how effect the way we request.	x
3.	should be taught	<p>the study was very useful it should be teaching as subject or as part in our english books</p> <p>I think request subject to be taught in each university</p> <p>مررررة جميلة واتمنى تكون شي اساسي بتحصينا</p> <p>-----but I ask my self what about if I take this cours in the first</p>	<p>I think it's necessary to put it among the English language skills</p> <p>-----</p> <ul style="list-style-type: none"> • I hope to teach us at university how do we request in English. • I hope to continue this studying because it is very useful. <p>-----</p> <p>We should have a subject to teach us how to make a request</p> <p>-----</p> <p>I hope to see requesting courses in our university ..</p> <p>-----</p> <p>No, thank you so much for everything , I wish if it's possible to do more coursework ↗</p> <p>-----</p> <p>I wish in future more students to be involve with after 12 o'clock classes. I think it helps a lot. I felt after the sessions more willing to go to college. Maybe I felt exited at first but afterwards I really felt benefit in my character. My english is poor , but I want the supervisors in the college of Imam understand something. We need activities, we need more and more classes like this, we need to feel wanted , not just pressured by the 24 subject every semester.</p> <p>-----</p> <p>i hope it becomes as a part of our education .</p>

4.	Gratitude to participating	<p>Nothing, it was an amazing experience! Thank You!</p> <p>Thanks</p> <p>مررررة جميلة واتمنى تكون شي اساسي بتخصصنا</p> <p>No everything was amazing</p> <p>It's amazing 0.0</p> <p>Thanks a lot for letting me in this course</p>	<p>No,everything was very good</p> <p>no comment it is amaizing</p> <p>مشاركتي بالدراسة هذه كانت افضل من الكثير من الدورات العلميه التي حضرتها. والسبب يرجع للموضوع ومحتواء كل الامثله/فيديوات/نصوص التي كان يتم طرحها كانت من الامثله المهمه و من حياتنا اليوميه و التي يجب على كل متعلم للغه الانجليزيه معرفتها.</p> <p>No : (thank you for everything you did for us..</p> <p>No it was good.</p> <p>it was very easy and take advantage in everywhere from this study , thank you very much ✨❤️</p> <p>Nothing. Thank you for all you've done for us ^^</p> <p>Nothing, tkank you for everything and good luck</p> <p>Im so happy to be part of this study, thank you Dr.Areej for everything.. I hope to see requesting courses in our university ..</p> <p>No, thank you so much for everything , I wish if it's possible to do more coursework ↗</p> <p>Thank you teacher Reej for everything you taught us and thanks fir the girls I meet in the sessions.</p> <p>Special thank to Dr. Areej Best of luck</p> <p>It was an amazing course there is nothing you have to add</p>
5.	gave an example		x

		Hi Sara I'm sorry to bother you , but I was wondering if you can help me with my research please ,I will be thankful	
6.	nothing	1. Nothing 2. Nothing .. thank you 3. there is nothing 4. Nothing 5. There is Nothing 6. Nothing . 7. nothing 8. There is nothing 9. Nothing 10. Nothing 11. no thing.. 12. Non	1. No 2. Nothing. 3. No 4. Nothing 5. No , thanks 6. No
7.	videos	I would like more videos to watch to help us how to request and know the deferent between Arabic and English requests	Using vidoe to learn new things is more usefull. ----- كل الامثله/فيديوات/نصوص . ----- The way of studing the method of requesting is very insteresting -----
8.	the importance of requesting	It is very important for our social life , and for requesting people . ----- It was very important subject ----- It was very useful for me . I really enjoyed ☺	كل الامثله/فيديوات/نصوص التي كان يتم طرحها كانت من الامثله المهمه و من حياتنا اليوميه و التي يجب على كل متعلم للغه الانجليزية تها.
9.	being alert to the 3 social factors	Moreover, putting in mind whom I'm I asking and what I'm asking for .	x
10.	improvement in requesting	Actually this study is strongly improve my request skill . ----- t help me alot .	I learn how to request politely and in an accurately way . The teacher methods were professional and we got the information easily .
11.	useful course	It was very useful for me . ----- This cours ewas very useful for me but I ask my self what about if I take this cours in the first four level it would be really helpe me more	كل الامثله/فيديوات/نصوص التي كان يتم طرحها كانت من الامثله المهمه و من حياتنا اليوميه و التي يجب على كل متعلم للغه الانجليزية معرفتها. ----- Its help us in many ways ----- I learn how to request politely and in an accurately way . The teacher methods were professional and we got the information easily . ----- it was very easy and take advantage in everywhere from this study , thank you very mutch ♡♥

			I hope to continue this studying because it is very useful. ----- I really learned a lot from this course and i really appriciate the efforts and everything was on point Nothing to comment on ----- It was a good to learn new things with the teacher.. ----- It was very useful and i hope it becomes as a part of our education . -- -----
12.	enjoyed it	I really enjoyed 😊 ----- مررررة جميلة واتمنى تكون شي اساسى بتخصصنا ----- No everything was amazing ----- It's amazing 0.0	no comment it is amaizing ----- No it was good. ----- I enjoy it ----- I felt after the sessions more willing to go to college. Maybe I felt exited at first but afterwards I really felt benefit in my character. My english is poor , but I want the supervisors in the college of Imam understand something. We need activities, we need more and more classes like this, we need to feel wanted , not just pressured by the 24 subject every semester. ----- I enjoyed the course. ----- It was an amazing course there is nothing you have to add
13.	method of teaching	x	The teacher methods were professional and we got the information easily . ----- I really appriciate the efforts and everything was on point Nothing to comment on ----- Everything was well managed. ----- It was a good to learn new things with the teacher.. She was excellent with teaching and how to understand the students.. I enjoy it ----- The way of studing the method of requesting is very insteresting

Table 69: Feedback from Participants on the Study

Oral Request Perception Ability Before & After the Study * Control Group							
Crosstab							
	Count					Total	
	'Before' Scale	'After' Scale	Control Group				
			Control.Befor.e.Study	Control.After.Study			
Q1. Oral Request Ability Before & After the Study	never	Strongly Disagree	4	0	4		
	rarely	Disagree	7	0	7		
	often	Neutral	6	0	6		
	very often	Agree	10	14	24		
	always	Strongly Agree	0	13	13		
Total			27	27	54		
Oral Request Perception Ability Before & After the Study * Experimental Group							
Crosstab							
	Count					Total	
	'Before' Scale	'After' Scale	Experimental Group				
			Experimental.Before.Study	Experimental.After.Study			
Q1. Oral Request Ability Before the Study	never	Strongly Disagree	3	0	3		
	rarely	Disagree	13	0	13		
	often	Neutral	11	1	12		
	very often	Agree	2	10	12		
	always	Strongly Agree	0	18	18		
Total			29	29	58		

Table 70: Frequency Count of Oral Request Ability Self-Evaluation Before & After the Study for the CG & EG

Writing Request Perception Ability Before & After the Study * Control Group					
Crosstab					
Count					
	'Before' Scale	'After' Scale	Control Group		Total
			Control.Befo. re.Study	Control.After. Study	
Q2. Written Request Ability Before & After the Study	never	Strongly Disagree	4	0	4
	rarely	Disagree	5	0	5
	often	Neutral	8	2	10
	very often	Agree	8	11	19
	always	Strongly Agree	2	14	16
Total			27	27	54

Writing Request Perception Ability Before & After the Study * Experimental Group					
Crosstab					
Count					
	'Before' Scale	'After' Scale	Experimental Group		Total
			Experimenta l.Before.Stud y	Experimental. After.Study	
Q2. Written Request Ability Before the Study	never	Strongly Disagree	5	0	5
	rarely	Disagree	6	0	6
	often	Neutral	11	1	12
	very often	Agree	7	14	21
	always	Strongly Agree	0	14	14
Total			29	29	58

Table 71: Frequency Count of Writing Request Ability Self-Evaluation Before & After the Study for the CG & EG

Chi-Square Tests			
Q1. Oral Request Perception Ability Before & After the Study * Control Group			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.667^a	4	.000
Likelihood Ratio	42.259	4	.000
Linear-by-Linear Association	26.043	1	.000
N of Valid Cases	54		
a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 2.00.			
Chi-Square Tests			
Q1. Oral Request Perception Ability Before & After the Study * Experimental Group			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.667^a	4	.000
Likelihood Ratio	62.708	4	.000
Linear-by-Linear Association	41.276	1	.000
N of Valid Cases	58		
a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.50.			

Table 72: Chi-Square Test comparing Self-Evaluation of Oral Request Ability Before and After for the CG & EG

Chi-Square Tests			
Q2. Writing Request Perception Ability Before & After the Study * Control Group			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.074^a	4	.000
Likelihood Ratio	26.931	4	.000
Linear-by-Linear Association	20.326	1	.000
N of Valid Cases	54		
a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.00.			
Chi-Square Tests			
Q2. Writing Request Perception Ability Before & After the Study * Experimental Group			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.667^a	4	.000
Likelihood Ratio	46.787	4	.000
Linear-by-Linear Association	30.349	1	.000
N of Valid Cases	58		
a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.50.			

Table 73: Chi-Square Test comparing Self-Evaluation of Written Request Ability Before and After for the CG & EG