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Effects of Computer-Mediated Communication (CMC) on EFL Students Pragmatic Competence

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by

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Effects of Computer-Mediated Communication (CMC) on
EFL Students' Pragmatic Competence

A dissertation submitted in partial fulfillment of the requirements for the Degree of
Doctor of Philosophy in Teaching English as a Foreign Language (TEFL)

by
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To my teachers

Abstract

The importance of pragmatic competence in communication has been duly acknowledged in theory and research. Notwithstanding, there is compelling evidence to indicate that the development of students' pragmatic competence has been largely ignored in ELT practices which, in turn, contributes to the plummeting level of English language learners' proficiency. This is partly because pragmatic instruction is challenging as there might be various obstacles for its successful implementation. The current fast-growing technologies offer new exciting remedial possibilities for some of the challenges. One of these technologies is Computer-Mediated Communication (CMC), which has been used in the teaching of various language domains and proved to have promising potentials. Despite the bulk of research indicating the benefits of CMC in various instructional targets, to date, a paucity of data, yet inconclusive, exists regarding the roles that CMC based instruction can play on students' pragmatic competence development. Therefore, this study explores the effects of CMC, as compared to traditional face-to-face (FtF) instruction, on students' pragmatic competence with a specific focus on the ability to produce requests appropriately in a social context.

To this end, a non-equivalent group pretest-posttest quasi-experimental design was employed. Two sections of Mekelle University EFL students were taken as experimental (CMC) ($n=28$) and comparison (FtF) ($n=28$) groups. The treatment was conducted over eight weeks period. In each of the treatment sessions, the participants received metapragmatic instruction, watched video clips on requests, and they were paired with a partner to discuss some questions on the dialogue they had watched and to create their own dialogues based on the scenarios given. Later, the students engaged in a free conversation task. The CMC group participants completed the tasks via Moodle chat platform while the FtF group completed those same tasks in the

conventional FtF mode. Four indices (directness, internal modification, external modification, and appropriateness) were used to measure the dependent variable, i.e., pragmatic competence. In addition, an assessment of the CMC group participants' reaction to the use of CMC for the pragmatic instructional purpose was also included. Three data collection instruments were used: Written Discourse Completion Tasks (DCTs), Discourse Role-play Tasks (DRPTs), and questionnaires. Both quantitative and qualitative data analysis techniques were employed. The quantitative analysis included frequency, ANCOVA, Mann-Whitney U tests and Wilcoxon Signed Ranks. To support the statistics, a linguistic analysis was also used.

Accordingly, the findings revealed that the CMC group participants outperformed the FtF participants in terms of the four measures of requesting behavior: directness, internal modification, external modification, and appropriateness. This implies that text-based CMC does have a positive effect on pragmatic development by lessening the pragmatic pressure of the interaction and allowing more individualized control of the learning environment. In addition, the findings also showed that most learners had positive reaction supporting the effectiveness of CMC based instruction. Hence, in conclusion, CMC is proved to be a valuable tool for pragmatics instruction and it is recommended to be utilized in ELT.

Key Words: Computer-Mediated Communication (CMC), Face-to-Face (FtF), Pragmatic competence

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List of Abbreviations

ACMC: Asynchronous Computer-Mediated Communication

CALL: Computer Assisted Language Learning

CLT: Communicative Language Teaching

CMC: Computer-Mediated Communication

DRPT: Discourse Role-Play Task/Test

EFL: English as a Foreign Language

ESL: English as a Second Language

FtF: Face-to-Face

ILP: Interlanguage Pragmatic

L1: First Language

L2: Second Language

NNS: Non-Native Speaker

NS: Native Speaker

PDR: Power, Social distance, and Degree of imposition

SCMC: Synchronous Computer-Mediated Communication

SCT: Sociocultural Theory

SLA: Second Language Acquisition

WDCT: Written Discourse Completion Task/Test

Chapter One: Introduction

One afternoon, I sat by the window in our campus shuttle bus. A colleague, an American Peace Corps volunteer, got into the bus and sat beside me. Then, he said to me, "It is hot in here". I swiftly replied, "Yes, it is now a warm season in Ethiopia". He smiled and opened the window.

1.1 Background of the Study

As the world is becoming more and more interconnected, the significance of learning English language cannot be overemphasized. English is playing a crucial role than ever before in the economic, political, and social aspects of human endeavor. It is the language of science and technology, and it is widely used in education and business. It has also consolidated its prominence as the language of the Internet, wherein most of the world's electronically stored information and electronic communication is in English. It becomes the most commonly used language among nonnative speakers (NNS) in almost every corner of the globe, and thus it indisputably occupies a lingua franca (shared language) status.

In Ethiopia, English language has owned an important place in several domains such as in education, print and electronic media, import and export-oriented business, tourism, and entertainment. Government, public and private organizations use it alongside Amharic, the federal working language, and other vernacular languages. It is also used as the official language of international organizations operating in the country. As Ambatchew (1995) witnessed "the status of English in Ethiopia has vacillated between that of second language and foreign language" (p. 43). Notwithstanding the fact that the status of English in Ethiopia has been debatable, English language has been playing crucial roles both as a medium of instruction at secondary and tertiary levels and as a means of international communication.

Until recently, the use of English in the Ethiopian context appears to be predominantly limited to academic purposes (Hailom, 1993; Geremew, 1999). However, due to globalization and proliferation of information and communication technologies, this restricted role of English language to the educational context and not to the wider communication outside the classroom is now changing. English language proficiency is becoming momentous for students to accomplish educational duties as well as to socialize in and out of the academic sphere. This marks a growing demand of English for social purposes, not merely for the academic purpose. This double role profoundly impacts how English Language Teaching (ELT) should be designed and executed.

The teaching of English in Ethiopia¹ dates back to the advent of modern education to the country in the beginnings of the 20th century (Dejene, 1990). During this period, it was initially taught as one of the school subjects (McNab, 1984) and later became a medium of instruction (Tesfaye & Taylor, 1976). Over these years, different methods and approaches to teaching and learning of English have come and gone out of fashion. The communicative oriented language teaching, for instance, was introduced to Ethiopian secondary schools and universities in the 1990s (Hailom, 1993). Since then what Hymes (1972) refers to *communicative competence* has received due attention in ELT in the country.

Communicative competence, as Hymes (1972) defines, is the underlying potential or capacity to perform language-related functions in communicative situations. He claims that language knowledge entails both grammatical knowledge and sociocultural knowledge that determine the appropriateness of language use in context. For Hymes (1972), the ability to

¹ History of the teaching of English language in Ethiopia is well documented in several previous studies. For detailed account, see for instance Abiy, (2004, pp. 31-34), Birhanu (2000, pp. 14-22), Italo (1999, pp. 2-6), and Mendida (2001, pp. 23-26).

communicate in a language requires more than the knowledge of how to compose grammatically correct sentences. It also requires the knowledge of the rules of language use "without which the rules of grammar would be useless" (Hymes, 1979, p. 15). Based on this Hymes's conception, several models of communicative competence emerged in the 1980s and 1990s (e.g., Bachman 1990; Bachman & Palmer 1996, 2010; Canale, 1983; Canale & Swain 1980). These models evolved from considering communicative competence as mere knowledge of a system of structures and to incorporating other facets of language knowledge.

While Hymes (1979), and Canale and Swain (1983) introduced and developed the concept of communicative competence, it was nevertheless Bachman (1990) who first explicitly delineated *pragmatic competence* as a separate and important aspect of overall communicative competence. Bachman has proposed that communicative competence entails two interactive components of equivalent importance: organizational competence to account for grammatical and textual knowledge, and pragmatic competence to account for the "capacity for implementing, or executing [organizational] competence in appropriate, contextualized communicative language use" (Bachman, 1990, p. 84). Pragmatic competence, in Bachman's model, is further classified into illocutionary competence and sociolinguistic competence. This division is akin to the distinction made earlier by Leech (1983) and Thomas (1983) between *pragmalinguistics* denoting the linguistic forms available to perform language functions and *sociopragmatics* denoting the language user's assessment of the context in which resources are implemented. Overall, the central notion underlying Bachman's (1990) model and its revised versions (Bachman & Palmer, 1996, 2010) is the fact that communicative competence is not achieved by improving learners' grammatical and textual knowledge only. It also entails the

development of pragmatic competence which is broadly defined as “the ability to communicate and interpret meaning in social interaction” (Taguchi, 2011b, p. 289).

As pragmatic competence has earned overt recognition through the communicative competence models, the teaching of pragmatics has also gained greater attention. But what exactly is pragmatics? Pragmatics, a discipline within linguistics, is “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” (Crystal, 1997, p. 301). Kasper and Blum-Kulka (1993) extend the term *user* in crystal’s oft-quoted definition to include non-native speakers (NNS) and define the sub-discipline *Interlanguage Pragmatics* (ILP) as “the study of the development and use of strategies for linguistic action by non-native speakers” (p. 3). Interlanguage pragmatics, which is located at the intersection of pragmatics and the study of Second Language Acquisition (SLA), examines second language (L2)² learners' knowledge, use, and development in performing sociocultural functions in context.

The development of ILP in an instructional context, hence, underscores the idea that learners must not only know what to say in various situations (i.e., pragmalinguistics), but also when, why, and with whom (i.e., sociopragmatics). Learners need to have a range of linguistic resources at their disposal to perform language functions (e.g., request). Simultaneously, they require the ability to evaluate layers of contextual information, select the most appropriate resources and use them efficiently. That means they need to understand sociocultural norms and rules that govern the usage of the forms (e.g., what to say to request whom). Therefore, ILP

² In this study, the general term *Second Language* is used to refer to later learned language covering both the foreign language and second language learning contexts. In similar vein, *second language pragmatics* is also used interchangeably with *Interlanguage Pragmatics*.

entails the development of, in Taguchi's (2018) terms, the knowledge of "form-function-context relationship, i.e., which forms to use to perform what communicative functions in what social contexts" (p. 4). For instance, when making requests learners should not only know the proper language form to use (e.g., imperatives, interrogatives etc.) but also when and with whom to use each form.

Historically, the earliest pivotal question regarding ILP instruction was whether pragmatics is actually teachable or not. As a number of review articles (e.g., Kasper & Rose 1999; Rose 2005; Taguchi, 2015) put it, a bulk of studies in the 1990s highlighted that most features of pragmatics are teachable. That is to mean instruction benefits the development of pragmatic competence; learners who receive instruction are better than those who do not. It also seems as though pragmatics instruction outpaces mere exposure. Adequate ability in a range of pragmatic areas may not be achieved without instruction in pragmatics (Bardovi-Harlig, 2001). Therefore, pragmatics instruction has a vital facilitative contribution, "which is especially good news for learners in foreign language contexts" (Rose, 2005, p. 397) where exposure is limited. Once the benefit of instruction was generally established, research advanced to the question of efficacy: what instructional methods could best enhance the learning of pragmatics? Researchers examined the effectiveness of a variety of instructional methods. Taguchi (2013) calls it the "methods debate" in which explicit and implicit teaching, input- and output-based instruction, deductive and inductive, and production and comprehension-based instructions were compared (p. 3).

Having recognized that pragmatic competence is teachable through various ways of instruction, the other central issue to argue about was targets of pragmatic instruction: What pragmatics aspects can be taught? Taguchi (2011) presents a wide-ranging list of target

pragmatic features studied hitherto. These include speech acts, conversational implicature, formal versus informal speech styles, honorifics, and politeness terms, terms of address, rituals of small talk management devices (e.g. reactive tokens, discourse markers, and turn-taking), and routines and formulaic expressions. Speech acts, which Searle (1969, 1976) refers to communicative actions performed through speech (e.g., requests, apologies, refusals, etc.) have been the most prevalent object of pragmatics teaching “because of their clear connections among linguistic forms, language functions, and social context” (Taguchi, 2013, p. 2). From speech act perspective, pragmatic competence has been operationalized as the ability to perform a certain speech act (e.g., greeting) appropriately in context considering the sociocultural norms and rules that govern the usage of these forms (e.g., what to say to greet a certain person).

To develop the ability to perform communication acts in context, learners must have access to the target language input and opportunities for pragmatic practice. Taguchi (2015) reviewed existing studies and identified three major learning contexts wherein the students could get input and practice: *study abroad context*, that focuses on students' learning pragmatics in the target language community, formal *classroom environment* where pragmatics is not the target of instruction but developed incidentally, and *technology-mediated contexts* in which communication takes place in virtual environments. Taguchi's (2015) synthesis depicts both promises and perils in each respective context. The study abroad context offers opportunities to observe and practice community norms of interaction, yet the unstable connection between study abroad experience and pragmatic advances requires a more thorough analysis of the arrangement of study abroad experience and its interaction with individuals and constructs of pragmatic competence.

Classrooms offer two types of opportunities for pragmatic learning: learning pragmatics through planned pedagogical action on pre-selected pragmatic targets and learning pragmatics incidentally from input and output opportunities through classroom use of the target language (Kasper & Rose, 2002). The second type of learning from classroom context generally has a poor reputation as far as naturalistic pragmatic development is concerned. There is a consensus that classroom lacks opportunities for pragmatic learning because classroom discourse does not provide adequate representations of a variety of communication situations (Bardovi-Harlig, 2001). Technology-enhanced contexts have seen rapid expansion recently and offered enormous ways of alleviating the limitations of teacher-fronted classrooms.

Technology has boosted the existing possibilities of teaching and learning (instructional methods, and assessment approaches) and researching (data collection and analysis) pragmatics much better than before imaginable (Chun, Kern, & Smith, 2016; Taguchi & Sykes, 2013). , Consequently, language teachers and researchers have been using various technological artifacts in pragmatics research and pedagogy. Sykes (2016) identified three areas of technology application in pedagogy: *curricular materials*, *classroom interventions*, and *telecollaboration*. Akin to initial developments in Computer Assisted Language Learning (CALL), most of the initial works related to technologies for ILP focused on the design and distribution of curricular materials and practice activities. To ease the dearth of pragmatics curricular resources for the classroom teaching and teacher training which has frequently been raised by various pragmatics researchers (e.g., Bardovi-Harlig, 2001; Kasper & Rose, 2003; Taguchi, 2015), several websites dedicated to ILP development (see Cohen, 2008, for review) and CALL softwares were developed.

The second area of technological application for ILP, telecollaboration³, is an online intercultural exchange in which geographically distant learners from different linguistic and cultural backgrounds interact around a variety of tasks and topics via chat, mail, blogs, social networks, or massively multiplayer online games (MMOGs). In comparison to other technological means for the teaching and learning of ILP, telecollaboration has been a widely researched area. A plethora of studies done on telecollaboration (see O’Dowd, 2016, for review) has demonstrated several benefits for the learning of ILP including opportunities for interaction, analysis, and reflection in authentic discourse context.

Classroom interventions that involve the use of digital tools to facilitate classroom learning within the confines of the classroom itself are the other area of technological application in ILP. These interventions include the implementation of Computer-Mediated Communication (CMC), multiuser virtual environments (MUVES), and augmented reality (AR) mobile games for the teaching and learning of ILP in actual classrooms (Sykes, 2016, 2018). Generally, MUVES⁴ are categorized into three types: social virtualities (e.g., Second Life, Lively, There), Massively Multiplayer Online Games (MMOGs) (e.g., World of Warcraft, Final Fantasy, Tabula Rasa) and Synthetic Immersive Environments (SIEs) (e.g., Zon, Croquelandia). Place-based AR mobile games are digital games that are played on mobile phones and take advantages of the affordances of mobile phones (sociability, portability, location sensitivity, personalization, and connectivity)

³ Belz defined telecollaboration as “institutionalized, electronically mediated intercultural communication under the guidance of a language cultural expert (i.e. a teacher) for the purpose of foreign language learning and the development of intercultural competence” (p. 2). Various researchers use alternative names other than telecollaboration such as online intercultural exchange (O’Dowd, 2007; Thorne, 2010), e-tandem (Cziko, 2004), internet-mediated intercultural foreign language education (Belz & Thorne, 2006), collaborative online international learning (Rubin, 2016), or Virtual Exchange (Helm, 2016).

⁴ The discussion on MUVES and AR mobile games is beyond the scope of this study (see Sykes, 2010, for review on MUVES and also Sykes & Holden, 2011, for review on AR mobile games).

and played in a particular location using location sensitivity of mobile devices. Although each of these technological tools has their own distinct features, they might in some way integrate CMC (which this study focuses on) for communication, collaboration, and other purposes between and among users.

Computer-mediated communication is defined as “communication that takes place between human beings via the instrumentality of computers” (Herring, 1996, p. 1). It has become an important strand of CALL in pragmatics instruction. CMC is an umbrella term for different forms of synchronous (real-time) and asynchronous (differed time) interaction that humans undertake with each other using the computer as a tool to exchange text, images, audio, and video. Synchronous CMC, which require both users to be logged in at the same time, includes online chat, audio, and video conferencing whereas asynchronous CMC, where participants are not necessarily online simultaneously, encompasses email, discussion forums, and mailing lists. CMC can also be text-based (written) or audio/video-based (oral). Of these different types of CMC tools, the various features of text-based SCMC⁵ make it especially interesting medium for the teaching and learning of ILP.

Text-based SCMC (i.e. text chat⁶) refers to a kind of two-way communication over the internet or local area connection that offers a real-time transmission of messages from sender to receiver. It requires users to type their conversations in real time. What is actually gripping about text-based CMC is that it has blurred the historic division between written and oral

⁵ Harnad (1991) describe text-based CMC as “the fourth revolution in the means of production of knowledge” next to the “three prior revolutions . . . language, writing and print” (p. 8).

⁶ Researchers also use other terms to refer to text-based SCMC such as, *Written chat* (Sykes, 2005), *Speech write down* (Horowitz & Samuels, 1987), *Written speech* (Maynor, 1994), *Netspeak* (Crystal, 2001) and *Visible conversation* (Colomb & Simutis, 1996). Communicating through this medium is more commonly known as chatting.

communication (Warschauer, 1997). It is considered a hybrid mode as it exhibits features of both written and spoken language (Smith, 2005). However, it has unique features that each mode does not possess and makes it a valid genre in itself (Thorne, 2003). Although the medium of transmission of text-based SCMC is written, the characteristics of the text are closer to spoken language in a register, familiarity, informality (Herring, 1996). Further, it includes discourse markers typical of oral speech (Tudini, 2002). Thus, it merges “the interactional and reflective aspects of language... in a single medium” (Warschauer, 1997, p. 6).

Text-based SCMC also resembles written text in language complexity (Chun, 1994), and in its graphic form of the discourse which allows for deliberation and editing before a message is posted (Kern, 1995). The language used in text-based SCMC is more lexically and syntactically complex than spoken language (Warschauer, 1996). This is likely due to its written nature, which allows more planning time and less pressure of responding quickly than oral communication does. This textual nature⁷ of text-based CMC makes a language more “persistent, visual, and archivable” (O'Rourke, 2008, p. 232). On top of this, text-based SCMC has electronic nature that “makes language manipulable” (O'Rourke, 2008, p. 232).

In addition to its orality, text-based SCMC shares similarities with Face-to-face (FtF) interaction in interactive and social dimensions. Several studies (e.g., Crystal, 2001; Sauro, 2004; Sotillo, 2000) have shown that discourse generated by text-based SCMC and FtF oral communication share many features such as short turns, immediacy, spontaneity, and lack of complexity. This similarity supports the postulate that linguistic performance in CMC might

⁷ The textual nature of text-based SCMC makes it beneficial not only for language learning but also for studying the process. This tool enables researchers and teachers to “collect data from multiple sources at once so [they] can develop triangulated understanding about the L2 learning process” (Taguchi & Roever, 2017, p. 245).

transfer to oral skills (i.e. cross-modality transfer) which Beauvois, (1992) and Chun (1994) posited and later Beauvois, (1997) empirically proved.

In sum, pragmatic competence, which is one of the components of communicative competence, is crucial for effective communication in a second language. Ability to use language appropriately in a particular setting is a significant attribute for language users to achieve communicative purposes effectively. This ability could be developed through formal instruction. However, such instruction in traditional classrooms is not without challenges. Technology has brought exciting new options that support the learning of pragmatics. CMC is one of these technologies that lend themselves to facilitating ILP development. Text-based SCMC, with its synchronous, textual, and electronic nature, could have affordances and constraints that impact the teaching and learning of L2 pragmatics. This study, therefore, looked further into possibilities of pragmatic instruction via text-based SCMC for the development of students' pragmatic competence (i.e., their ability to perform requests in English).

1.2 Statement of the Problem

As noted by Kasper (1997), “Pragmatic competence is not extra or ornamental, like the icing on the cake” (p. 2). It is not subsidiary to the knowledge of grammar and textual organization. It is a rather crucially important component that needs to be well treated as to get its niche in language teaching. The significance of pragmatic competence in EFL teaching and Learning has been expressed in theoretical models, pedagogy, and assessment. At the theoretical level, communicative competence frameworks (e.g., Bachman, 1997; Bachman & Palmer, 1996; Canale, 1983) situated pragmatic competence as an indispensable component of communicative ability. In foreign language pedagogy, it has been acknowledged as an important object of instruction in the communicative language teaching (CLT), the notional-functional approach, and

task-based instruction (Taguchi, 2013). Pragmatic competence has also been designated as part of the target measurement construct by some standardized tests such as the American Council of Teachers of Foreign Languages (ACTFL) and the Common European Framework. These trends in theoretical frameworks, teaching, and testing practices have strengthened the assertion that pragmatic elements should be, taught, assessed, and analyzed in the course of L2 development.

Despite the plenty of theoretical claims and empirical evidence supporting the significance of pragmatic competence, the reality is that EFL instruction mainly focuses on grammar-oriented instruction, and pragmatic development is largely disregarded (Eslami, 2011; Eslami & Liu, 2013; Liu, 2007; Sykes, 2005, 2010). Classroom emphasis is mostly on linguistic features of target forms instead of contextual issues that determine their appropriate use. The teaching of EFL in the Ethiopian context is no exception. While assessing the implementation of CLT at different levels, several studies (e.g., Bayissa, 2013; Beyene, 2008; Daniel, 2010) indicated that the dominance of grammar-oriented teaching is still evident. Besides, the present researcher's observation of the ELT practices at Mekelle University proves that there has been very little evidence of pragmatics instruction, implying a discernable dissociation between the rhetoric and the practice.

To have a clearer understanding of the problem under investigation in terms of its depth and magnitude, the researcher conducted a preliminary assessment of the curricula, teaching materials, and tests as well as teachers' actual classroom practices at Mekelle University. In Ethiopian universities' Bachelors' degree program in English language curriculum, the aim of developing students' pragmatic competence is not duly addressed. There is a course named *English Semantics and Pragmatics* subsumed under the *Language Use and Meaning* module. However, this course is a linguistics course that mainly focusses on the theoretical aspects of

pragmatics and semantics, and it is offered for students that join the English department only. Its aim does not seem to be developing students' communicative competence at all. As it appears in the curriculum document (MOE, 2013), "the course introduces students to the key concepts in semantics and pragmatics" (p. 71).

With clearly stated aim of developing students' communicative competence, *Communicative English Skills* is one of the courses where development of pragmatic competence could aptly come in. Consequently, the researcher attempted to investigate how this course has been organized and conducted at Mekelle University. The course is offered to first-year students enrolled in all fields of specialization across all the departments in the university. There has been no teaching material published for the course yet. Therefore, teachers mostly use their own materials. From the assessment of the materials compiled by two instructors; observation of these two teachers' classroom practice and review of three final examinations administered over three years, the researcher could find out pretty much limited treatment of pragmatics.

Whenever EFL lessons fail to address pragmatics well, as Kasper (2000) avers, opportunities for developing pragmatic competence would remain quite limited. Without the benefit of planned deliberate pragmatic instruction⁸, in an EFL setting, certain aspects of pragmatics are not automatically acquired (Edmondson, House, Kasper, & Stemmer, 1984), nor can they be developed through the teaching of grammar. Since learning a language involves more than learning grammar, grammar-oriented instruction cannot guarantee holistic language development. Hailom (1993) evidenced this, saying "the assumption that developing competence in the analysis of sentences in terms of their grammatical categories can lead

⁸ Even in optimum conditions, pragmatics elements can only be learned very slowly from simple classroom exposure where pragmatics is not the target.

learners to develop communicative competence has not worked as far as the Ethiopian experience goes” (p. 115). Learners may get the grammar right but the pragmatics wrong and this seems to have a very negative impact on how effective their communication is.

EFL students often display an imbalance in pragmatic and grammatical competence in interlanguage (Koike & Pearson, 2005) as their pragmatic competence often lags behind their grammatical competence (Olshtain & Blum-Kulka, 1985). Studies (e.g., Bardovi-Harlig, 2001; Bouton, 1988; Kasper, 1997) have also revealed that EFL learners with high grammatical proficiency are not necessarily capable of pragmatic aspects of a language. Evidently, one can find examples of miscommunication when EFL students are involved in the communicative act. This kind of miscommunication what Thomas (1983) calls *pragmatic failure* refers to a failure to convey and comprehend intended meaning. It is serious and may not be as easily corrected as grammatical errors. Pragmatic failure often has ill-fated consequences for the foreign language speaker because such failure may be attributed to deficiencies as a person rather than deficiencies as a language learner (Thomas, 1983).

The anecdote presented at the beginning of this chapter was a pragmatic failure the present researcher once encountered and triggered the conception and birth of this study. As stated in the anecdote, the researcher was not able to understand the intended meaning of his colleague’s utterance: *It is hot in here*. The utterance was a request, so he should have opened the window instead of explaining why it was hot that day. That moment of pragmatic failure was really embarrassing but a blessing in disguise too. Since then he started asking himself why such failures happen to him after attending all those years of English classes and holding a graduate degree in English.

The question was partly addressed in Kaspers' (2000) point that when pragmatics is not treated effectively and adequately, in the end, even those who have studied English for years may still find it difficult to use the language appropriately in communicative contexts. Thus, the insufficiency and inefficiency of pragmatics instruction might have been one reason among others for the age-old problem that numerous local studies of different foci (e.g., Alemu, 2004; Mekasha, 2005; Nigusie, 2013; Teshome, 2003) put forward: Students at various educational levels, as well as graduates, lack the expected command of English.

Pragmatic instruction for ILP development is complex, and hence it can be a demanding task for both instructors and learners (Bardovi-Harlig, 2001; Kasper & Rose, 2002). Reviewing several ILP studies, Sykes (2005, 2009) presents a list of obstacles associated with pragmatics instruction. These include, lack of authentic curricular materials and appropriate input (Bardovi-Harlig, 2001; Félix-Brasdefer, 2002), limited time in the classroom (Kasper & Schmidt, 1996), a focus on assessment of micro-level grammatical correctness as opposed to macro-level pragmatic competence (Bardovi-Harlig & Dörnyei, 1998), individual personality differences and sensitivity to certain contextual factors influencing the interaction (Bardovi-Harlig, 2001; Kasper, 1997) and assessment and feedback challenges (Cohen, 2004; Roever, 2004). Despite these complexities⁹ of instruction and assessment (Sykes, 2005), research has shown that pragmatic features of a language are teachable and should be included in the language classroom (Cohen, 1996; Kasper, 1997; Rose, 2005). In fact, it demands the adoption of an innovative and effective approach that gets over the obstacles and facilitates students' ILP development.

Technology holds a huge potential that can help to surmount the obstacles in pragmatics instruction. CMC, for instance, can be an important instructional tool that can overcome some of

⁹ See Kasper and Rose (2002) for detailed explanation of the complex areas of pragmatics.

the aforementioned challenges (Sykes, 2005, 2009), such as the difficulty of concentrating on micro-level grammatical and macro-level pragmatic issues at once and sensitivity to individual student personalities and instructor intervention. This is because it can reduce the immediate pragmatic pressure of the interaction and permit more individualized control of the learning environment (Sykes, 2005). Generally, it is assumed to have affordances that could bridge the gap between the theoretical need for pragmatics instruction and the complexities of its classroom practice.

There are growing supports to the claim that CMC could have numerous pedagogical advantages over FtF. It can create a unique environment for discussion that avoids many of the conversational limitations posed by FtF communication (McComb, 1994). Its benefits include but not limited to more equitable student participation (e.g., Kern, 1995), greater learner language output (e.g., Sequeira, 2009; Sullivan & Pratt, 1996), better quality of linguistic output (e.g., Chun, 1994; Warschauer, 1996), higher interactive L2 practice (e.g., Kern, 1995; Payne & Ross, 2005; Pellettieri, 2000), more student motivation and interest (e.g., Warschauer, 1996), greater student empowerment with decreased teacher control and dominance (Kern, 1995; Sullivan & Pratt, 1996) and reduced communication anxiety (e.g., Keren, 1995; Satar & Ozdener, 2008). It also makes multimodal processing (Chun & Plass, 1996; Sykes, 2005), effective, multilevel feedback with minimal instructor interference (e.g., Godwin-Jones, 2004; Sotillo, 2005) and archiving of interaction for future analysis, feedback, and assessment (e.g., Belz, 2003, 2005) possible with ease.

Given all these general pedagogical advantages, it would be imperative to consider SCMC for pragmatics instruction. Of course, there are also several reasons for the use of text-based SCMC as a learning tool specifically for ILP development. One of the underlying

assumptions for such proposal is that it contains characteristics of both oral and written communication and provides a multimodal approach to communication (Beauvois, 1997; Sotillo, 2000; Payne & Whitney, 2002). While at the same time functioning as written communication, it maintains many of the features of oral communication. In addition, it is delayed than FtF oral communication, so it allows extra processing time to create, develop and refine the messages and may thus facilitate the noticing of language problems (Lai & Zhao, 2006; Warschauer & Kern, 2000). Therefore, by slowing down the interaction slightly through text-based SCMC, students can get the opportunity to process and attend larger amounts of the necessary pragmalinguistic and sociopragmatic features. This, in turn, increases the frequency and quality of their language use (Sykes, 2005). Interestingly, this development in text-based SCMC can transfer to oral production development¹⁰ (Beauvois, 1997; Payne & Whitney, 2002).

Most of the above-mentioned benefits of SCMC, yet, are recorded by studies that are not specifically addressing pragmatic competence. Although there is a plethora of research that looked at the instruction of pragmatic features in language learning (see Taguchi, 2015, for review) and that investigated the use of text-based CMC in various domains of language learning (see Lin, Huang & Liou, 2013, for review), as evidenced by SCMC meta-analyses (e.g., Lin, Huang & Liou, 2013), empirical evidence that specifically addresses the effectiveness of text-based SCMC for ILP development is relatively scarce. More to that, among these only a handful of studies that investigate the text-based SCMC's effects on pragmatic competence that are already available, most of them (e.g., Eslami & Liu, 2003; Liu, 2007; Cunningham, 2014, 2016,

¹⁰ Some earlier researchers assumed that approaches based on text-based CMC could not promote oral language development because these approaches “keep the learner mute” (Egan, 1999, p. 280).

2017) have been on telecollaboration¹¹ mode. To the best of the researchers' search of databases, only a few experimental works (Sykes, 2005; Tang, 2019) which study the *intra-classroom* application¹² of text-based SCMC appeared so far.

Sykes (2005) examines the strength of the connection between synchronous CMC and pragmatic instruction by measuring the effects of three types of synchronous group discussions (text chat, oral chat, and traditional FtF discussion) on the acquisition of the speech act (refusals of an invitation) in Spanish. She found out that synchronous discussion type does have an effect on pragmatic development; particularly text chat group outperformed the oral chat and FtF group. On the other hand, a recent work by Tang (2019) come up with the opposite result. Tang compared the effects of two task modalities (text-based SCMC and FTF) on the pragmatics learning of Chinese modal verbs. Contrary to the previous claims on the potential advantages of CMC and Sykes's (2005) findings, Tang's study revealed that FtF is more beneficial than SCMC (see section 2.3 for a detailed review of these studies).

Generally, on top of the significant paucity of data in the area, the research findings on the efficacy of text-based SCMC for pragmatics instruction are still inconclusive. Therefore, it is consequential enough to warrant further investigation. In response, this study aims to examine the effects of text-based SCMC on the development of EFL students' pragmatic competence focusing on the production of request speech act (see section 1.6 for the reasons of the focus on

¹¹ Telecollaboration has a robust body of literature that deals with it in relation to several aspects of language learning. See Belz and Thorne (2005) and Akiyama and Cunningham (2018), for thorough review.

¹² The term "Intra-class" is used here, in Chun's (2008) sense, to refer to the use of CMC within a single class or group of students which is different from "Interclass" or "Intercultural" application which refer to telecollaboration. Unlike telecollaboration, the intra-class use of CMC format involves discussion and task completion between and among classmates. It is also known as "computer-assisted classroom discussion" (Warschauer & Meskill, 2000).

request). More specifically, the study seeks to achieve the following objectives that are dealt with detail in the next subsection.

1.3 Purpose of the Study

The general objective of this study is to investigate the effect of text-based SCMC on students' pragmatic competence. The specific pragmatic competence investigated is students' ability to produce request in English. Request making competence is operationalized further into four focal constructs: directness, internal and external modification and appropriateness,. Hence, this study aims at looking into changes of students' competence in making requests appropriately with the required level of indirectness of requesting strategies and with enough internal and external modification as a result of CMC and FtF based instructions.

The specific objectives of the study are framed based on four focal constructs of pragmatic competence which are used as indices of measuring pragmatic competence. Thus, it would be important to clarify the four focal constructs of pragmatic competence along with the constituent elements of request sequence. Requests are typically composed of two recognizable constituent elements: *head act* (which is subject to internal modification) and *supportive moves* that occur before or after the head act (also called external modifiers). Blum-Kulka, House, and Kasper (1989), in their seminal Cross-Cultural Speech Act Realization Project (CCSARP), define the head act as "the minimal unit which can realize a request" (p. 275). It is the core of the request sequence. Within the head act, speakers may use lexical and/or syntactic modifications (i.e., internal modifiers) to mitigate the illocutionary force¹³ of the request. Additionally, a request may contain utterances that occur outside the bound of the head acts and

¹³ Illocutionary force refers to the speaker's intention in producing a certain utterance.

which also serve to mitigate its illocutionary force. Such utterances are generally classified as external modifiers. As these utterances are not strictly necessary for the request to occur, they are also known as supportive moves.

The head acts can be formulated at different levels of directness (direct, conventional indirect and non-conventional indirect) using various request strategies (see section 2.1.7.3). Working in tandem with internal modification devices (lexical and/or grammatical) added within the head acts, external modification (upgraders or downgraders), might also occur peripherally to the head act to mitigate the force of the request and to enhance its chances for success (see section 2.1.7.4).

Speakers must apply suitable directness level and use modification devices, as an internal modification and external modification of requests for the purpose of mitigating the face-threatening effect of requests. As requests are “an intrinsically face-threatening act” (Brown & Levinson, 1987, p. 65), in order to be successfully executed, they require the strategic mitigation of threat to an interlocutor’s social face. Potential threats to an interlocutor’s face arise from three sources: power (*P*) of the interlocutor over the speaker, social distance (*D*) between speaker and interlocutor, and imposition (*R*) involved in doing the face-threatening acts (Brown & Levinson, 1987, see section 2.1.7.2). Since these factors combine in an additive way, compounding the potential face threat, speakers are obligated to employ a correspondingly high degree of linguistic means to execute successfully the face threatening acts whose collective degree of *P*, *D*, and *R* is high. There is “a positive correlation between the weight of contextual factors (social distance, power, and imposition) and politeness investment” (Kasper, 1994, p. 3209). Thus, in order to show respect for the face wants and needs of his or her interlocutor, a requester has the aforementioned linguistic means to demonstrate politeness (LoCastro, 2003),

including the strategic use of directness (internal to head act), internal modification (internal to head act), and external modification (external to head act, within the supporting moves).

Indirectness is seen as a strategy employed to reduce potential threats to social face (Blum-Kulka & House, 1989; Brown & Levinson, 1987; Searle, 1975). In other words, Indirectness is commonly considered to be positively correlated with politeness, unless the clarity of the pragmatic force is sacrificed. This is to mean, in order to sound more polite and preserve the hearer's faces speakers tend to use more indirect request strategies rather than direct ones.

The overall appropriateness of request, on the other hand, is not tied to one specific element, but rather emerges from the interplay between the head act and utterances external to the head act. In the context of the current study, appropriateness is therefore treated holistically, considering both the illocutionary force of the head act and, if present, any external modification in the request sequence. Appropriateness is defined as “the ability to perform speech acts at the proper level of politeness, directness, and formality in the given situations” (Taguchi, 2011a, p. 273).

Accordingly, the first three objectives of this study are related to the directness level of requests and the number of internal and external modification devices used to soften the request. Thus, the first object of the study is to see the effect of text-based SCMC on the students use of request strategies in terms of their directness level. Similarly, it also aims at looking into changes in students' use of internal and external modification techniques to mitigate or upgrade the force of the request as a result of text-based SCMC practice.

In addition to directness and internal and external modification, the fourth objective is to know whether text-based SCMC promotes EFL students' production of pragmatically

appropriate requests to a greater extent than the conventional FtF mode. It is assumed that students in the CMC group will show greater pre-to- posttest improvement in appropriateness scores of their request production than the students in FtF group.

The last objective is to explore the students' perception of the use of text-based SCMC for pragmatics learning. Specifically, the student's *satisfaction*, *feeling of improvement*, and *likelihood of future use* was investigated to see the effectiveness of the treatment program from the students' side. In line with the objectives, the following research questions are posed.

1.4 Research Questions

1. What effect does text-based SCMC (as compared to FtF Mode) have on EFL students' request production in terms of *directness* of strategies used?
2. What effect does text-based SCMC (as compared to FtF Mode) have on EFL students' use of *internal request modifiers*?
3. What effect does text-based SCMC (as compared to FtF Mode) have on EFL students' use of *external request modifiers*?
4. Does text-based SCMC promote EFL students' production of pragmatically *appropriate* requests to a greater extent than the conventional FtF mode?
5. What is the students' *reaction* to the use of text-based SCMC for pragmatics instruction?

1.5 Significance of the Study

This study focuses on the intra-class use of CMC for pragmatic instruction within classroom confinement for practice between and among NNS, which remains largely an underexplored topic. Thus, it is an important addition to the increasing body of research on the application of CMC in instructed pragmatics. Practically, the findings help gain an

understanding of EFL students' ILP development as a result of using text-based SCMC as an instructional option. Hence, it is beneficial for EFL teachers to draw their attention to this overlooked, rather crucial, area of communicative competence, and it provides a set of procedures that could help them extend their existing ELT practices by including CMC.

This study might be especially important for it involves multiple methods of inquiry. Two methods of data collection have been used so as to complement each other. Studies that are related to the current study (e.g., Sykes, 2005; Tang, 2019) used a single data collection instrument in each study. For instance, Sykes (2005) used role-play and Tang (2019) used a discourse completion test for measuring speech act production. However, each of these pragmatic measurements has their own limitations (see section 2.1.9 for details), the present study used both (see section 3.6 for reasons) so that one can supplement the other. This makes the results more reliable. Likewise, the data analysis has been conducted from multiple perspectives. Traditionally, most research on the production of speech act measures students' pragmatic competence development on directness and use of internal and external modifiers only. Overall appropriateness has not been given much attention. In this study, rather, all these multiple perspectives have been employed. Hence, this multi-method approach in data collection and analysis makes the current study strong and dependable.

Furthermore, the study sets the use of CMC as a viable research agenda in Ethiopian ELT discourse. Many teachers and education experts tempted to believe that research and pedagogical practices that involve the innovative technologies for EFL purposes is almost impossible in the Ethiopian context because of the resource limitations. Nonetheless, this study could have impacts on changing the perception of those who just lament on the fact that the tools and the facilities in the country are not the latest and greatest and, hence, application of CMC

impractical. It would be a call for these individuals to draw their attention to the utilization of already available technologies to the students' best advantage instead of expecting full-fledged access to state-of-the-art gadgets and advanced facilities. The study would be practical evidence for showing such endeavors are possible and desirable.

To the best of the researcher's knowledge, little has been explored as regards pragmatics in Ethiopian context so far. Hence, this study paves a way for future researchers to focus on pragmatic aspects diligently. It also helps instructors understand how Ethiopian students perceive learning pragmatics through SCMC, identify a suitable learning environment and conditions, and realize ways how this mode of pragmatics instruction is applicable to their EFL learners.

1.6 Scope of the Study

The study is delimited to inquiry pertinent to pragmatic development via text-based SCMC. Pragmatic development and CMC had a wide range of intricacies that could hardly be covered in a single study. Therefore, the foregoing discussion illustrates aspects that are specifically addressed in the present study and that are beyond its scope. Justifications are provided for each of the focuses.

There are various perspectives¹⁴ and frameworks to investigate pragmatic competence, In this study, the speech act approach is employed as a means to operationalize the pragmatic development and as the goal of the pragmatic instruction intervention program. This is because of three reasons: (1) speech acts can help realize "clear connections among linguistic forms, language functions, and social context" (Taguchi, 2013, p. 2); (2) it has long been considered as

¹⁴ These include Austin's (1962) speech act theory, Searle's (1969) taxonomy of speech acts, Brown and Levinson's (1978) politeness, Grice's (1975) cooperative principles and conversational implicature, and Sperber and Wilson's (1995) relevance theory.

the basic unit of linguistic communication (Searle, 1965) and (3) its study is the “central concern of pragmatics” (Blum-Kulka, House, & Kasper, 1989, p. 2).

Among the speech act variants, the target of this study is request. There are several reasons for this. First, as Taguchi (2013) put clearly, requests are very valuable and occur frequently among second or foreign language learners. Language users may get along without performing other speech acts, but without requests, it would be almost impossible to function effectively. Second, requests can be realized by multiple linguistic forms (e.g. imperatives, declaratives or interrogatives) (Taguchi, 2011b) which are also components of linguistic knowledge students should learn. Third, requests require a high level of appropriateness for their successful completion (Blum-Kulka & Olshtain, 1989) as they constitute a face-threatening act (Brown & Levinson, 1987) in which both the speaker’s and hearer’s faces are at risk, because “by making a request, the speaker impinges on the hearer’s claim to freedom of action and freedom from imposition” (Blum-Kulka & Olshtain, 1984, p. 201). To reduce the threat and to minimize the potential face damage, a speaker, needs to make use of appropriate request strategies and modifiers. Because of these reasons, the focus on the development of request is found to be crucially important.

Similarly, CMC is an overarching term that encompasses various technologies with different affordances and constraints that cannot be fully addressed in a single study. Hence, within the scope of this study are issues germane to text-based SCMC only, not to oral chat or Asynchronous Computer-mediated Communications (ACMC). While both ACMC and SCMS are somehow “powerful tools that facilitate the creation of dynamic learning environments” (Sotillo, 2000, p. 84), this study focuses on text-based SCMC.

As discussed in section 1.1, text-based SCMC can be commonly used in two ways as inter-class telecollaboration between NS and NNS who remotely reside and as an intra-class platform to be used among NNS within classroom confinement. This study employed the later mode because (1) it is relatively underexplored; (2) it is practical in Ethiopian limited technological resource contexts, and (3) it is suitable for studying text-based SCMC's effect without introducing additional variables such as interaction with NSs.

1.7 Operational Definitions of Key Terms

Computer-Mediated Communication (CMC) is a general term that refers to the use of connected computers to communicate online. In this study, for simplicity, it is used to denote the students' communication through text-based SCMC.

Pragmatic Competence can be defined as the knowledge of linguistic forms, the functions of these forms, and the social rules that allow speakers to interpret and perform a message in a specific language (Kasper, 1992). Thus, for the purposes of this study, pragmatic competence refers to knowledge of the linguistic elements available in the English language and the ability to use this knowledge appropriately in various communicative contexts to make requests.

Request refers to "an illocutionary act whereby a speaker (requester) conveys to the hearer (requestee) that he/she wants the requestee to perform an act, which is for the benefit of the speaker" (Trosborg, 1995, p. 187). Therefore, the request is considered, in the current study as directive speech act whose illocutionary purpose is getting the hearer to do something in circumstances.

Text-based Synchronous Computer-Mediated Communication (text-based SCMC) is one type of CMC in which students communicate through chatting in real time. It refers, in

this study, to EFL students' communication through exchanging texts via chat tool while the participants are logged in simultaneously.

Text chat is a synchronous exchange of written verbal messages in online or electronic environments. It is a subset of computer-mediated communication. For this study, text chat is considered as a means (comparable to FtF oral communication) of interclass discussion among EFL learners to complete tasks. Both text chat and text-based SCMC is used interchangeably; however, when referring to communication in a broader sense, the latter has been preferred.

Face-to-face Communication is oral communication between people (students in the present case) in which the participants are physically present.

Chapter Two: Literature Review

The body of literature, which is related to the present study, is quite vast and includes many different aspects. This literature review is, however, organized around the main issues which are pertinent enough to elucidate the ensuing treatment of the topic of the study. It includes an overview of pragmatics and CMC, a summary of studies on the use of text-based CMC for pragmatic competence development and a brief account of theoretical perspectives that support the study. Hence, this chapter tries to facilitate an understanding of the complexities of these issues by exploring them in detail, especially as they relate to the main objective of the study which guides this investigation.

2.1 Pragmatics at a Glance

To clearly understand the dependent variable of this study—pragmatic competence, it is necessary to look back to pragmatics and its genesis. Thus, this section is devoted to presenting the nature and characteristics of pragmatic competence within the umbrella of pragmatics as a discipline and its historical background. Next to that, a discussion of the request, the target speech act along with the teaching and testing of pragmatics is presented.

2.1.1 Brief Historical Background of Pragmatics

Even though its origins could be traced back to early classical traditions of rhetoric and stylistics, modern pragmatics is a recent discipline. The term “pragmatics” was coined in 1938 by American semiotician Charles Morris (Morris, 1938, p. 84) inspired by ideas from the philosopher Charles S. Peirce. The bases of pragmatics thought have also been formed by ordinary language philosophers such as Wittgenstein, Austin, Searle, and Grice (Nerlich, 2009). Nevertheless, a great deal of pragmatically relevant work has been undertaken by individuals who have not explicitly thought of themselves as doing pragmatics. These include Malinowski,

Wegener, and Gardiner from anthropology; Firth from contextualism; Bühler, Jakobson and Hymes from functionalism; Garfinkel, Goffman, Sacks from ethnomethodology and Habermas from European sociology (Bublitz, & Norrick, 2011).

The beginning of pragmatics, in the 1970s and 1980s, as an independent sub-discipline within linguistics constituted a major “paradigm shift”, in Kuhn (1972) sense. What has been noticed then was the collapse of earlier assumptions, specifically of the “syntax only” approach of Chomsky and his followers. A new model has been in making and steadily growing; “What was marginal in the 1970s has come to be of central interest, above all pragmatics,” Traugott (2008, p. 207) said. The pragmatic turn can thus be described as the shift from the paradigm of theoretical grammar (in particular syntax) to the paradigm of language use.

Although it was in the early 1970s that linguists started to focus their attention to this field, it is still a relatively young discipline. Important marks in the early history of pragmatics include the foundation of International Pragmatics Association (IPrA) in 1985 and the two international journals: *Journal of Pragmatics* which has started its publication in 1977, and the journal *Pragmatics* which began publication in 1991 (Mey, 1998).

2.1.2 Defining Pragmatics

Etymologically, the term pragmatics is derived via Latin *pragmaticus* from the Greek *pragmatikos*, which means fit for action (Liddell, & Scott, 1968). In accordance with some clues found already in Peirce, who is generally credited with the coining of the term *pragmatism*, Morris (1938) introduced the distinction among the terms *syntax*, *semantics* and *pragmatics* which denote the three basic components of semiotics (i.e., the description and theory of a certain system of signs). For Morris (1938), pragmatics studies the relations of signs to their

users, while semantics studies the relations of signs to the objects to which the signs are applicable, and syntax studies the formal relations of signs to one another.

Morris's definition of pragmatics has been developed further. Taguchi and Roever (2017) noted the shift from the purely linguistic perspective towards a more inclusive view of pragmatics that incorporates broader elements of context, agency, and social action. Highlighting context, Levinson (1983) defined pragmatics as "the study of those relations between language and context that are grammaticalized or encoded in the structure of language." (p. 9). Mey's (2001) definition of pragmatics as "the study of language use and the societal determinants that govern it" further emphasizes on how speakers use language to achieve personal goals in society (p. 6). Thomas (1995) on the other hand puts it as "meaning as interaction" that is to mean meaning develops in interaction and is comprehended only in context (p. 22). For Crystal (1997) pragmatics is "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 (p. 301). Crystal's definition introduced agency by underlining language users' subjectivity in their choice of the form and the consequence of the choice and emphasized social context where both interlocutors, speakers, and hearers engage in interaction.

While Different scholars define pragmatics in various ways, language use, meaning, and context are the common denominators of all their definitions. Put it simply, pragmatics links linguistic forms and the ways in which they are used in a social context to perform a communicative act. Hence, the interaction between linguistic forms, context of use and social actions is a working definition of pragmatics used throughout this study.

2.1.3 Sub-fields of Pragmatics

Pragmatics involves several subfields. Discussing three of them (cross-cultural pragmatics, intercultural pragmatics, and interlanguage pragmatics) which are pertinent to the current study is imperative here. As a subset of the field of pragmatics, cross-cultural pragmatics, also known as transcultural pragmatics, compares linguistic actions performed by speakers of different languages and cultural backgrounds (Kasper and Blum-Kulka, 1993). The underlying assumption in this subfield is that linguistic and nonlinguistic means for realizing a communicative act as well as the norms and conventions behind the act often vary across cultures. Cross-cultural pragmatic investigations, therefore, focus on revealing language-specific patterns of pragmatic behavior. These studies adopt a comparative methodological approach which contrasts the findings of the characteristics of intracultural communication in two different cultures by identifying similarities and differences in their pragmatic behavior. In this line of research, the classic and oft-cited study is Cross-Cultural Speech Act Realization Patterns Project (CCSARP). The CCSARP team collect samples of requests and apologies from seven languages and they were able to uncover culturally specific patterns of speech act realization by categorizing the linguistic expressions of the speech acts across languages using the same coding framework. This large cross-cultural project reveals similarities (universals) and differences (specificities) in speech-act realization patterns both across languages and between L2 learners and native speakers. The findings of the project were published in a book edited by Blum-Kulka, House and Kasper (1989) and a series of journal articles (e.g., Blum-Kulka 1987; Blum-Kulka & Olshtain, 1984, 1986).

In contrast, intercultural pragmatics focuses on pragmatic interactions among people from different cultures. It studies how speakers who have different first language and different

cultural background communicate with each other using a common language and the effects of different norms and values on communication. During the 1980s, studies in this tradition venture on the investigation of miscommunication and misunderstandings in intercultural communication. However, the recent trend is shifted towards mutual intelligibility rather than cultural differences and misunderstandings.

As the current study explored learners' pragmatic competencies in an EFL context, rather, it is an interlanguage pragmatic study. So, what is it about? Interlanguage pragmatics (ILP) or second language (L2) pragmatics is a subfield of both interlanguage studies, a domain within SLA, and pragmatics. Selinker (1972) coined the term *interlanguage* to refer to language learner's developing system of a target language which they are learning. Hence, ILP, as Taguchi and Roever (2017) defined, "investigates language learners' ability to comprehend and perform pragmatic functions in a target language and how that ability develops over time" (p. 7). The earliest definition of ILP, however, is Kasper and Dahl's (1991) assertion which considers ILP narrowly as "nonnative speakers' (NNSs') comprehension and production of speech acts, and how their L2-related speech act knowledge is acquired" (p. 216). This definition has since evolved to reflect a more holistic concept of language use in social interaction. Kasper and Rose (2003) developed the definition of ILP claiming that ILP examines how NNS comprehend and produce actions in a target language, and how L2 learners develop the ability to understand and perform actions in a target language. Bardovi-Harlig (2010) further extends the definition of ILP stating that pragmatics connects "the gap between the system side of language and the use side, and relates both of them at the same time". Although the definition of ILP evolved over time, the focus of ILP research is still L2 learner's knowledge and use of language in social interaction.

2.1.4 Pragmatic Competence in Communicative Competence Models

The importance of pragmatic competence in ELT is well posited within the discussion of the concept of communicative competence which was introduced by sociolinguist Dell Hymes. Discussing how grammar rules and structures cannot fully explain the nature of language, in his paper where he coins the term communicative competence, Hymes (1972) illustrates the insufficiency of Chomskyan linguistic theory. Hymes claimed that language knowledge entails both grammatical knowledge and sociocultural knowledge that determine the appropriateness of language use in context and highlighted the rules of use without which the grammatical rules would be unusable.

By the rules of use, he was denoting the delineating aspect of pragmatics. As a result, linguistic ability began to be conceived far more than just being able to produce a grammatically correct sentence, and the production and interpretation of an utterance within a given contexts were acknowledged as integral parts of being competent in a language. Based on Hymes' insight, several models of L2 communicative competence (Bachman 1990; Bachman & Palmer 1996, 2010; Canale & Swain 1980) emerged situating pragmatic competence as an essential component.

Canale and Swain's (1980) model was the earliest to show that successful communication involves an effective integration of grammatical, sociolinguistic, and strategic competencies. Canale and Swain's (1980) original framework consisted of three components: grammatical knowledge (knowledge of vocabulary, word formation, sentence structure, semantics, and phonology), sociolinguistic competence (knowledge of the appropriateness of certain utterances in given social and cultural situations), and strategic competence (verbal and non-verbal communication strategies that prevent a breakdown in communication). Later, Canale (1983)

added a fourth component, discourse competence (language user's knowledge of cohesion, grammatical links, and coherence, the appropriate combination of communicative functions). However, both Canale and Swain's (1980) and Canale's (1983) frameworks did not explicitly articulate pragmatic competence within the model rather put its notion as part of sociolinguistic and discourse competence.

Pragmatic competence, by its actual name, was first introduced by Bachman in 1990 as one of the two sub-categories in his model of language competence. Bachman (1990) re-organized the sociolinguistic competence component of Canale's (1983) model to be more detailed and thus, illustrates that pragmatic competence is comprised of illocutionary competence (relationships between symbols and referents) and sociolinguistics (concerned with users and the context of communication). The other subdivision language competence, in Bachman's (1990) model is organizational competence, which is comprised of grammatical competence and textual competence, which has similar characteristics as the discourse competence proposed by Canale (1983). Figure 1 shows Bachman's (1990) model.

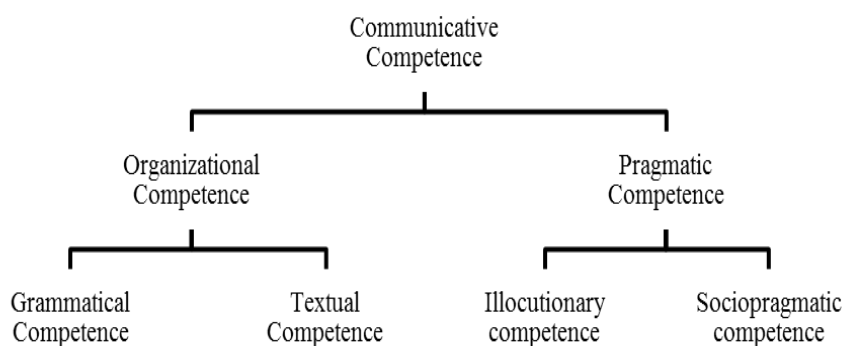


Figure 1 Bachman's Model of Language Competence (Bachman, 1990)

Similarly, in Bachman and Palmer's (1996, 2010) framework, language ability consists of organizational knowledge and pragmatic knowledge. While organizational knowledge in this

framework dealt with formal aspects of language (grammar and textual aspects), pragmatic knowledge concerned language use in relation to language users and language use settings. Two types of pragmatic knowledge were distinguished, namely functional knowledge and sociological knowledge. Functional knowledge is the ability to interpret relationships between utterances and the communicative goals of language users, and sociolinguistic knowledge is the ability to interpret or create utterances that are appropriate to specific language use settings (e.g., which forms to use in a particular situation). For instance, in this study, the earlier refers to knowledge of how to perform the speech act of request and the latter refers to which forms to use to make a request in a particular situation. The following part discusses components of pragmatic competence a little further.

2.1.5 Components of Pragmatic Competence: Pragmalinguistics and Sociopragmatics

What does it mean to become pragmatically competent in a foreign/second language? Answering this question enables to clearly define the construct pragmatic competence. Pragmatic competence is generally defined as the ability to use language appropriately in a social context. To successfully perform the language function interlocutors should have both pragmalinguistic and sociopragmatic resources. Inability to utilize these two resources may lead to pragmatic failure, a failure to convey and comprehend the intended meaning. Under this view, failure can be due either to sociopragmatic failure, inappropriate utterances due to a misunderstanding of social standards, or “pragmalinguistic failure,” utterances that convey unintended illocutionary force.

Pragmalinguistic resources are the linguistic forms available to perform language functions (Leech 1983; Thomas 1983). As Kasper (1997a) notes, Pragmalinguistic resources include a range of linguistic forms that can intensify or soften communicative acts, pragmatic

strategies like directness and indirectness, and routines. For example, in the case of requests, saying *Lend me a pen* versus *I was wondering if I could borrow your pen* would reflect the speaker's different attitude towards the interlocutor. Misunderstanding of what the speaker wants the statement to convey to the listener is called pragmalinguistic failure (Thomas, 1983).

According to Thomas, causes for pragmalinguistic failures include transferring speech act strategies inappropriately from the learner's mother tongue to foreign/second language, as in the case of using a direct speech act when NSs of the target language would use an indirect speech act, as well as pragmatic overgeneralization where a narrow range of structures in L1 has a wider range of possible 'translations' in the target language.

Sociopragmatic resources, in contrast, are the contextual and extralinguistic considerations relevant to the language function. In other words, these resources refer to the appropriateness of the linguistic resources in a given cultural context (Leech 1983; Thomas 1983). This includes the knowledge of when, why and with whom to use the various pragmalinguistic forms. Thus, sociopragmatic competence refers to the ability to assess the context factors such as the degree of imposition, power, and social distance between the interlocutors, as well as their rights and obligations, and adjust speech strategies appropriately according to such factors. Kasper (1997) states that the values of context factors can be negotiated between participants in a conversation and that they can change through the dynamics of conversational interaction. When the speaker assesses the context factors in a manner which is not expected in the target language, sociopragmatic failure occurs (Thomas, 1983).

Being pragmatically competent entails both pragmalinguistic and sociopragmatic knowledge, as well as processing skills that marshal the knowledge in real-time communication. That is, to successfully communicate in the target language, both pragmalinguistic and

sociopragmatic knowledge must be judiciously developed. Control of these intertwined dimensions of pragmatic competence, pragmalinguistic competence, and sociopragmatic competence, influences the planning and production of speech acts (Kasper, 1992; Leech, 1983; Thomas, 1983), which is the most common aim of pragmatics instruction (Taguchi, 2013).

The study of speech acts is one of the most popular areas of ILP research. In the same vein, this research employed a speech act approach. The fundamentals of speech act which are particularly relevant to delineate the current investigation are, therefore, presented briefly in the following subsection. However, an in-depth analysis of Speech Act Theory is beyond the scope (see Levinson, 1983 for details).

2.1.6 Speech Acts

Speech acts, one of the most compelling notions in language study, goes back to the language philosophers John L. Austin and John R. Searle. In a famous book “how to do things with words” which was posthumously published in 1962, Austin pointed out that words can do more than stating facts. While he explained the nature of communicative actions, he wrote that “to *say* something is to *do* something” and “by saying something or in saying something we are doing something” (p. 12, original emphasis). When someone says “I’m sorry”, for instance, it is not only to state the fact that he or she feels sorry but also to carry out a speech act of apology. Therefore, language is not only a means of exchanging information but also a way of performing specific actions with words.

Austin’s conception was initiated in his observation that, contrary to the predominant perspective, declarative sentences were not easily be evaluated as true or false like logical propositions. For instance, while it is possible to evaluate the statement “The moon is made of cheese” as false in its propositional content this is less possible for “Could you lend me your

pen?” or “Thank you for coming” (Taguchi, 2017a). Even utterances that seem like declaratives, that could be judged on their truth value, may function beyond being purely a statement. For instance, *That is dangerous animal* is on the surface, a statement that could be judged as true or false (either the animal is dangerous or not dangerous), but it can also function as a warning. Rather than a statement, such an utterance is a speech act since it uses language to achieve a real-world effect. For Austin, what was interesting about such sentences was that by uttering them under the right conditions, the speaker performed an action. Austin called such sentences *performatives* or *performative utterances*, which he distinguished from *constatives* or *constative utterances* which describe facts and states of affairs.

Austin (1962) distinguishes three kinds of utterance meanings: locution, illocution, and perlocution. Locution refers to the actual words uttered and their meaning. If someone says "It's cold in here," the locutionary meaning is the low temperature of the room. The illocutionary meaning is the function of the utterance. It refers to the intended real-world force of the utterance. The illocutionary meaning of "It's cold in here" can be a request to close the door. The third component of the meaning of utterances, perlocution, is the intended effect of the utterance. It is the actual real-world effect of the utterance. If the listener of the utterance closes the door, the perlocution of the utterance is observed.

Extending Austin's work, Searle (1969, 1976), who coined the term *speech act*, made a major contribution to speech act theory. Searle (1969) considers “speech act as the basic or minimal unit of linguistic communication” (p. 16). He classified speech acts into five categories: *representatives* (e.g., complaints, claims, boasts), *directives* (e.g., requests, commands, suggestions, invitations), *commissives* (e.g., promises, pledges), *expressives* (e.g., apology, gratitude, sympathy), and *declaratives* (e.g., declarations, official acts). While assertives commit

the speaker to the truth of some proposition, commissives commit the speaker to some future action. Expressives are expressions of some psychological state and declarations bring about the correspondence between the propositional content and reality. Directives are speech acts that have the purpose of getting the listener to do something. This classification is probably the most well-known in the fields of linguistics and philosophy of language. In language teaching, these classifications have been used by the notional-functional framework to establish major *functions* or *language functions* which are of course speech acts.

Austin (1962) termed the condition an utterance must fulfill to achieve a real-world effect *felicity condition* rather than *truth condition*. Searle (1969) suggests four underlying conditions of illocutionary forces associated with speech acts., which he calls types of rule. Successful performance of a speech act depends on these set of conditions. List of felicity conditions for the speech act of request (Searl, 1969, p. 44), which is the learning targets in the implementation of the present study is shown in table 1 below.

Table 1

Searle's Felicity Conditions of Request

Types of rules or conditions	Request
Preparatory	H is able to do A.
Propositional content	S predicates a future act A of H.
Sincerity	S wants H to do A.
Essential	Counts as an attempt to get H to do A.

Note. A: Act, H: Hearer, S: Speaker

Searle (1969, p. 65) states that "in the performance of any illocutionary act, the speaker implies that the preparatory conditions of the act are satisfied." The preparatory condition is what the speaker implies in the performance of the act. The sincerity condition tells what the speaker expresses in the performance of the act. The essential condition is the speaker's linguistic goal and it is what determines the others. That is, the essential condition for requesting is that the

utterance counts as an attempt to get H to do something, while the propositional content should involve the future behavior of H.

2.1.7 Request Speech Act

A request – the pragmatic target in this study– is one of the most frequently performed acts in human’s daily life. In addition to its ubiquity, request also has importance for social interactions, relationships, and associations with one another. It is at the very heart of cooperation and collaboration in people’s social lives. One of the earliest broader definition of requests is provided by Becker (1982) who consider it as “an utterance that is intended to indicate the speaker’s desire to regulate the behavior of the listener – that is, to get the listener to do something” (p. 1). Trosborg (1995) also defines a request as “an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act which is for the benefit of the speaker” (p. 187). Blum-Kulka (1991) on her part described requests as “pre-event acts intend to affect the hearer’s behavior” as opposed to “post-event acts” such as apologies and complaints. She added, “an effective request is one for which the hearer recognizes the speaker’s intent”, and understands what he is supposed to do (p. 257).

The action desired to be performed by the requestee ranges from a small favor (asking for a piece of paper) to a demanding act (a significant financial loan), and the illocutionary act may range from ordering to somewhat like begging. Its goals may also vary from the least coercive (e.g., requests for permission, information, and goods) to the most coercive (e.g., requests for action). Trosborg (1995) attested that the acts may include “a request for non-verbal goods and services (i.e., a request for an object, an action or some kind of service, etc.), or it can be a request for verbal goods and services (i.e., a request for information, p. 187). Likewise, Blum-Kulka, House and Kasper, (1989) identified four possible goals of a request: action, goods,

information, and permission. For example, a speaker may ask a hearer to perform some action (e.g., “Could you please close the door?”). Requesting goods is used when a speaker desires a hearer to give or pass a material(s) (e.g., “Can I borrow your pen?”). A request for information is different from a request for goods because the speaker is asking for verbal information (e.g., “Do you know where the bank is?”). The request for permission is used when a speaker requests the hearer to approve an action (e.g., “May I take a day off?”).

Request is an impositive act in the sense that the requester wants to influence the intentional behavior of the requestee in order to get him/her to perform an action for the benefit of the requester. They are also considered as face-threatening-acts (FTAs), for both the requestee, whose freedom of action can be impeded, and for the requester who runs the risk of losing face if the requestee does not comply with his/her request. The requester threatens the negative face of the requestee (i.e., the desire of the requestee to be unimpeded in his/her action) when the speaker asks the listener to do something for her/him, which may not be something the listener might want to do. Simultaneously, the requester also runs the risk of losing his/her own positive face because the requestee may refuse to perform the requested action (Brown & Levinson, 1987). To mitigate the face-threatening effect, native English speakers use indirect requests and modification devices, an internal modification (within the head acts) and external modification (also known as supportive moves) of requests. Following is an explanation of head acts and supportive moves as an element of request sequence.

2.1.7.1 Request Sequence: Head Acts and Supportive Moves

A request sequence constitutes recognizable elements called *head acts* and *supporting moves*. Blum-Kulka et al. (1989) define the head act as “the minimal unit which can realize a request” (p. 275). Whereas supportive moves (one or more than one in number) are used to

modify the impact of the speech act by strengthening or weakening its illocutionary force. In making requests, supportive moves are not must; only a head act can form a request. Blum-Kulka et al., (1989) offer the following example to illustrate a request sequence (p. 275).

John, get me a beer, please. I'm terribly thirsty.

In this example, the head act is *get me a beer*; the other utterances serve to enhance the request's chances of success, but are not strictly necessary for the request to occur. The example utterance also contains the internal modifier 'please' and two external modifiers: an alerter (*John*) and a grounder (*I'm terribly thirsty*).

The head act is considered as the core of the speech act sequence (Blum-Kulka et al., 1989). Thus, the possible structures of the head act and supportive move(s) in a sequence include: (1) Head act only (e.g., *Could I borrow your notes from yesterday's class?*), (2) Head act and postponed supportive move (e.g., *Could I borrow your notes? I missed class yesterday.*), (3) Pre-posed supportive move and head act (e.g., *I missed class yesterday. Could I borrow your notes?*), and (4) Multiple heads (e.g., *Could I borrow your notes? Would you be available to meet for a few minutes after class today to discuss the group project?*). It is possible for a request to have multiple heads as in the fourth case above. This phenomenon occurs in cases where there is more than one minimal unit realizing the requestive goal, and these units are formulated at the same level of explicitness (Blum-Kulka et al., 1989). Moreover, there are also two characteristics of the head acts that are noteworthy. First, head acts can be formulated at different levels of directness (see also section 2.1.7.3). Second, the head act of a request is not limited at the sentence level. A request may be realized at the word level, or even in certain cases at the syllable level through the illocutionary force of such instances is very weak (Blum

Kulka et al., 1989). See section 3.6. for details on segmenting a request sequence applied in this study.

2.1.7.2 Context Factors Influencing Request Making

Brown and Levinson (1987), through their politeness model, indicate that the actual language which a speaker (S) will use to an addressee (H) will be affected by the following three sociological factors: "relative power of speaker (P) of H over S, the social distance (D) between S and H, and the ranking of the imposition (R) involved in doing the face-threatening act (FTA)" (p. 15). While making requests, as it is a face-threatening act, these three important pragmatic variables should be considered. Brown and Levinson (1987) claim that the PDR can be seen to subsume most of the specific social determinants (such as status, occupation, authority, ethnic identity, friendship, and situational factors) of FTA expressions, although they acknowledge that there may be other factors that may not be captured within the PDR dimensions. In addition, they propose that, in different cultures, these three factors - relative power, social distance, and the ranking of imposition – are at work in the performance of face-threatening acts, and that the three factors determine politeness levels in more or less similar ways across cultures. In their view, protecting one's negative face and enhancing one's positive face are universal concepts in politeness behaviors across cultures, although some cultures show more specific manifestations of a negative or positive face.

Power (P) refers to the status of the speaker with respect to the hearer, and to “the degree to which the speaker can impose his or her will on the hearer due to a higher rank within an organization, professional status, or the hearer’s need to have a particular duty or job performed” (Hudson et al., 1995, p. 4). So, power describes the degree to which the speaker makes the hearer do what the speaker wants. For instance, in a workplace a manager has higher power (P+) than

the employee; on a training field, a soccer coach (P+) has high power than employee (P-); in the classroom a teacher(p+) high power than a player. Colleagues at the same level of a corporate hierarchy, classmates in a university course or fellow players on a team would normally have equal power (P=). However, it is important to note that power is not inherent in individuals but strongly dependent on contexts and social roles. In a classroom setting a lecturer is normally more powerful than a student, but that same student might be the lecturer's fitness coach in the university gym and hold more power in that situation.

Social distance (D), according to Brown and Levinson (1987), refers to the degree of acquaintance existing between the speaker and the hearer. It is related to how well the interactants know each other. Social distance has three levels: the interlocutors do not know each other (D+), the interlocutors know each other as acquaintances (D+/-), and the interlocutors know each other well or interact frequently (D-). High social distance (D+) occurs between strangers on the street, a new customer in a shop or a police officer whom the speaker is asking for direction. The medium social distance(D=/-) exists between interlocutors who do not know each other well but have something in common, for example, a colleague who works in the same company but in different department, a classmate to whom one has not spoken before (but who is known by sight) or a professor in the same department whom one doesn't know well. However, housemates, friends and close colleagues have low social distance (D-). Brown and Levinson also assert that the more social distance there is between interlocutors, the more politeness is needed: a speaker would be more polite when communicating with an addressee who is socially distant, than with one who is socially close. In other words, individuals are more polite to strangers or acquaintances than to those close to them.

Ranking of Imposition (R) describes the cost to the hearer of performing what the speaker requests (Brown & Levinson 1987). For the hearer to pursue the request, one or more of the following may be involved: time, effort, financial burden, and psychological burden. It is generally impacted by how much the hearer must go out of her/his way to do what the speaker asks, whether the hearer would have done it anyway or it is part of their professional duties, or whether the hearer receives benefit. High imposition (R+) requests cause the hearer a great deal of trouble and require more negative politeness; for example, the hearer is asked to help with a time-consuming task, to lend the speaker a large amount of money, or to give up their plans in order to do what the speaker wants. For example, if S asks for something expensive, the financial burden on H may be big. In such a case, the degree of imposition of the requested act will be high. A burden may not be always financial but may be psychological, as when the requested act requires much responsibility, or when the requestee does not want to perform the requested act for some reason. If what was asked for was non-material, and if it requires a lot of time or effort by H, the degree of imposition will be high, too.

The combined effects of the three factors determine the weightiness of face-threatening acts. When the weightiness is high the speakers tend to use many politeness strategies to redress, elaborate and mitigate the FTA; on the other hand, less weightiness demands fewer redressing strategies (Brown & Levinson 1987). For example, a student's request to his/her professor is normally more elaborate and deferential than a student's request of another student, because the professor holds greater power over the student. One tends to be polite when requesting something of a stranger, but is usually less polite with a close friend, because the greater social distance requires a higher level of politeness. In addition, requesting a larger service or good is a

weightier FTA than requesting a small one; for instance, borrowing a considerable sum of money is weightier than using someone's pen.

The values of PDR are then added to determine the directness level. Hence, if the speaker evaluates PDR as minimal, s/he might request the hearer to close the window by simply uttering: (1) *Please close the window*. Whereas if the speaker evaluates maximum D, maximum P, and maximum R, s/he may utter the same very differently: (2) *It's gone a bit too cold, hasn't it? Would you mind closing the window, please?* The degree of indirectness employed by the speaker thus directly correlates with the degree of the *PDR*. It might be possible to say (1) in PDR-high and (2) in PDR-low.

2.1.7.3 Request Strategies: Direct, Conventionally Indirect and Non-conventionally indirect

Much of the current research that examines directness as a factor in the successful execution of requests is based on CCSARP (Blum-Kulka & Olshtain, 1984; Blum-Kulka et al., 1989; Blum-kulka, 1987). Blum-Kulka et al. (1989) identified nine different options of strategies in terms of the level of directness for the realization of a request and defined directness as “the degree to which the speakers’ illocutionary intent is apparent from the locution” (p. 278). The CCSARP scheme classifies strategies into nine types with increasing degrees of indirectness (see Table 2). Moving from category one to nine, the request strategies become increasingly more indirect, and the interpretive demand placed on the hearer increasingly higher. The more direct or transparent request strategies tend to have explicit syntactic or lexical markings to show their requestive force, for example, the imperative verb forms in category one and the expression “I’m asking you to” in category two. The requestive force of the less direct strategies, however, is not explicitly indicated or indicated at all by any conventional verbal means, and hence it must be inferred. Two cases in point are categories 8 and nine, strong and mild hints. There is no

explicit indication in either example about the speaker's intention to request the hearer to clean up the mess in the kitchen. Table 2 below illustrates Blum-kulka and Olshtain's (1984) coding category of request strategy types (p. 202).

Table 2

Request Strategy types—Definition of Coding Categories and Tokens

Types	Token*
1 Mood derivable The grammatical mood of the verb in the utterance marks its illocutionary force as a request.	Leave me alone. Clean up this mess, please.
2 Explicit performatives The illocutionary force of the utterance is explicitly named by the speakers.	I'm asking you not to park the car here.
3 Hedged performative Utterances embedding the naming of the illocutionary force.	I would like you to give your lecture a week earlier.
4 Locution derivable The illocutionary point is directly derivable from the semantic meaning of the locution.	Madam, you'll have to move your car.
5 Scope stating The utterance expresses the speaker's intentions, desire or feeling <i>vis-a-vis</i> the fact that the hearer does X.	I really wish you'd stop bothering me.
6 Language specific suggestory formula The sentence contains a suggestion to X.	Why don't you get lost? How about cleaning up? So, why don't you come and clear up the the mess you made last night!?
7 Reference to preparatory conditions Utterance contains a reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed) as conventionalized in any specific language.	Could you clear up the kitchen, please? Would you mind moving your car, please?
8 Strong hints Utterance contains a partial reference to an object or to elements needed for the implementation of the act (directly pragmatically implying the act).	You've left this kitchen in a right mess
9 Mild hints' Utterances that make no reference to the request proper (or any of its elements) but are interpretable through the context as requests (indirectly pragmatically implying the act).	I'm a nun (in response to the persistent boy)

Note: *The CCSARP includes eight languages or varieties. Hence the original table has tokens from languages other than English which are left out here.

As to the levels of directness associated with request types, a widely accepted scheme is to divide directive speech acts, including requests, into three categories: direct, conventionally indirect, and very indirect (Cheng, 2014). Blum-Kulka et al. (1989b) consider strategy types 1-5 to be direct, 6 and 7 to be conventionally indirect, and 8 and 9 to be non-conventionally indirect. The most direct, explicit level, is realized by requests syntactically marked such as imperatives, performatives, and hedged performatives. Whereas, the conventionally indirect level involves procedures that realize request by reference to contextual preconditions necessary for its performance, as conventionalized in a given language, and nonconventional indirect level include the open-ended group of indirect strategies (hints) that realize the request by either partial reference to object or element needed for the implementation of the act (Why is the window open?), or by reliance on contextual clues (It's cold in here). Conventional indirectness is universal and in fact, generally the most commonly employed level of directness.

Various cross-cultural pragmatics studies (e.g., Rose, 2000; Wang 2009; Zhang 1995) based their investigation on the CCSARP coding category thereby making some adaptations. It has also been adapted for use by a number of ILP studies that focus on directness in request production. To investigate the requesting behavior of Japanese learners of English, Taguchi (2006), for instance, adds three additional sub-levels to the CCSRAP coding taxonomy “in order to fine-tune the linguistic analysis” (p. 521). Later, Taguchi (2011) utilizes a nine-level scale of directness, plus an additional category of conventional questions.” Thus, there remains flexibility in determining the number and nature of such levels in a specific research setting. However, the level of directness is widely recognized as an important variable in the study of requesting behavior and the CCSRAP’s category is useful and reliable.

While indirectness is achieved through the use of linguistic strategies that are marked by particular lexicogrammar (e.g., the imperative mood, modal constructions, performative verbs, etc.), (in)directness is seen as a distinct concept from that of internal modification, which works in conjunction with (in)directness (and external modification) to influence overall request appropriateness. An internal and external modification will be treated at length below.

2.1.7.4 Internal and External Request Modification

Although the head act is obligatory in performing requests, speakers have the choice of whether to include supportive moves (external modification) and internal modifications to minimize the imposition of a request or make the request more effective. The presence of internal modifiers in requests depends on how sufficiently control of processing L2 is developed (Kasper and Rose, 2002). If processing control is not well developed, learners may strive to reduce their processing load in utterance production. Kasper & Rose (2002) explains that “Internal modification through grammaticalized material requires a highly developed control of processing. Before learners have reached the necessary levels of control, they select fewer politeness markers, and the politeness markers they do choose demand less attention to produce” (p. 27). Furthermore, external modifiers require more effort to be acquired (Kasper & Rose, 2002). They are longer and more explicit than internal modifiers and require a conscious response from the addressee (Faerch & Kasper, 1989).

2.1.7.4.1 Internal Modification

Blum-Kulka and Olshtain (1984) distinguish two types of internal modifiers, *downgraders*, which are employed to soften the illocutionary force of the requests, and *upgraders*, which are used to increase the impact of the request. Modifiers belonging to the

former type can further be subcategorized as *lexical/phrasal* or *syntactic*. Blum-Kulka and Olshtain (1984) listed the following downgraders.

Syntactic Downgraders

1. Interrogative (e.g., *Could you do the cleaning up?*)
2. Negation (e.g., *Look, excuse me. I wonder if you wouldn't mind dropping me home?*)
3. Past Tense (e.g., *I wanted to ask for a postponement.*)
4. Embedded 'if' clause (e.g., *I would appreciate it if you left me alone.*) (Blum-Kulka & Olshtain, 1984, pp. 204-205)

Lexical/phrasal Downgraders

Blum-Kulka and Olshtain (1984) also listed other downgraders in addition to the synthetic downgraders as follows.

1. **Consultative devices:** elements by means of which the speaker seeks to involve the hearer and bids for his/her cooperation, in addition to other strategy types. Frequently these devices are ritualized formulae

e.g., *Do you think I could borrow your lecture notes from yesterday?*

2. **Understaters:** elements by means of which the speaker minimizes parts of the proposition, such as the required action or object

e.g., *Could you tidy up a bit before I start?*

3. **Hedges:** elements by means of which the speaker avoids specification in making a commitment to the illocutionary point of the utterance, in naming the required action, in describing the manner in which it is to be performed, or in referring to any other contextual aspect involved in its performance

e.g., *It would really help if you did something about the kitchen.*

4. **Downtoner:** elements by means of which the speaker modulates the impact his/her utterance is likely to have on the hearer, achieving the modulation via devices signaling the possibility of non-compliance

e.g., Will you be able *perhaps* to drive me? (Blum-Kulka & Olshtain, 1984, p. 204)

Upgraders

In addition to the options for decreasing the impact of the speech act, speakers also have available means by which to increase its compelling force. This function of *aggravating* the request can be realized through internal modifications. Blum-Kulka and Olshtain (1984) identified the following downgraders.

1. Intensifiers: Elements by means of which the speaker over-represents the reality denoted in the propositions

e.g., Clean up this mess, *it's disgusting*.

2. Expletives: Lexical intensifiers by means of which the speaker explicitly expresses negative emotional attitudes

e.g., *You still haven't cleaned up that **bloody** mess!* (Blum-Kulka & Olshtain, 1984, p. 204).

2.1.7.4.2 External Modifications (Supportive Moves)

While internal modifications that operate within the head act may mitigate or aggravate the request, supportive indirectly modify the illocutionary force of the request. Blum-Kulka and Olshtain (1984) identified the following external modifiers.

1. Checking on availability. The speaker prefaces his/her main speech act with an utterance intended to check if the precondition necessary for compliance holds true.

e.g., *Are you going in the direction of the town?* And if so, is it possible to join you?

2. Getting a precommitment. The speaker precedes the act by an utterance that

can count as an attempt to obtain a precommittal.

e.g., *Will you do me a favor? Could you perhaps lend me your notes for a few days?* **3.**

Grounder. The speaker indicates the reasons for the request.

e.g., *Judith, / missed class yesterday, could I borrow your notes?*

4. Sweetener. By expressing exaggerated appreciation of the hearer's ability to comply with the request, the speaker lowers the imposition involved.

e.g., *You have the most beautiful handwriting I've ever seen!* Would it be possible to borrow your notes for a few days?

5. Disarmer. The speaker indicates his/her awareness of a potential offense, thereby attempting to anticipate possible refusal.

e.g., *Excuse me, I hope you don't think I'm being forward, but is there any chance of a lift home?*

6. Cost minimizer. The speaker indicates consideration of the 'cost' to the hearer involved in compliance with the request.

e.g., *Pardon me, but could you give a lift, if you're going my way, as I just missed the bus and there isn't another one for an hour* (Blum-Kulka & Olshtain, 1984, pp. 204-205).

2.1.8 Teaching Pragmatics

As the current study is instructional or interventional one, it would be imperative to review literature pertinent to teaching and testing of pragmatics. The review is structured around the research trend and themes emerged out of a bulk of instructional studies conducted so far. It includes the teachability of pragmatics, the necessity of instruction, instructional targets, and methods of teaching pragmatics.

2.1.8.1 Teachability

The starting point in the discussion of instructed pragmatics was the basic question that whether pragmatic competence is teachable or not. Since the major focus of SLA studies in the 1980s was morphosyntax, the teachability of pragmatics was worth asking. Gabriel Kasper on her plenary speech at the TESOL Convention in Orlando in 1997, entitled “Can Pragmatic Competence be Taught?” advocated for the pioneering efforts of early studies on teaching pragmatics and inspired the growth of applied empirical investigation into the effectiveness of instruction. As a result, dozens of experimental studies have been conducted to date, and as review papers on instructed pragmatics (Kasper & Rose, 1999; Rose, 2005; Jeon & Kaya, 2006; Roever, 2009; Takahashi, 2010; Taguchi, 2011a, 2015) document, research in this line has provided a generalization that most aspects of pragmatics are amenable to instruction.

A substantial amount of research has demonstrated instructional effects in a variety of areas and made the teachability of pragmatics beyond a reasonable doubt. These studies generally employ a one group pretest-posttest design and compare learners’ performances before and after instruction. Findings show that a wide variety of pragmatic features are teachable (Kasper & Roever, 2005; Rose, 2005). Yoshimi (2001), for instance, showed that an instructed group of Japanese as a foreign language learner used interactional markers with much higher frequency than an uninstructed group. Wishnoff (2000) found much greater use of hedges in formal and informal written production among instructed than uninstructed learners. Similarly, Kanagy and Igarashi (1997) also revealed that teacher modeling of pragmatic routines was effective in a foreign language (JFL) setting. These studies evidenced that pragmatics is indeed teachable.

2.1.8.2 Instruction versus Exposure

The second question asks whether pragmatics instruction is more effective than mere exposure in the classroom or whether the teaching of L2 pragmatics is at all necessary. Kasper and Schmidt (1996) strongly supported the necessity of pragmatics instruction by noting that unlike syntax, parents, and peers “actively” instruct the appropriate use of language to a child. In other words, even in L1 acquisition, pragmatic competence is commonly treated as a special entity which develops through informal instructional events, such as caretakers’ provision of negative feedback, and even of explicit statements about sociopragmatic rules or pragmalinguistic resources, in response to children’s pragmatic infelicities (Schieffelin & Ochs 1986, cited in Kasper & Schmidt, 1996). Conforming to this position, Kasper and Rose (2002) later argued that “pragmatic functions and relevant contextual factors are often not salient to learners and so not likely to be noticed despite prolonged exposure” (p. 237).

A meta-analysis conducted by Jeon and Kaya (2006) reports that direct instruction makes a notable difference over no instruction. The claim that mere exposure, without direct pragmatics instruction, is not sufficient for complete L2 pragmatic development is empirically supported by various studies (e.g., Bardovi-Harlig & Hartford, 1993; Bouton, 1996). In their semester-long observational study, Bardovi-Harlig and Hartford (1993), ten international graduate students of advanced proficiency were seen to improve their sociolinguistic knowledge about status congruent behavior just from participating in faculty advising sessions. However, they failed to develop native-like competence in pragmalinguistic areas such as the use of mitigators, which are crucial to success in these institutional encounters. Bouton (1996) also furnished evidence that mere L2 exposure, in his case operationalized as a length of stay, is no panacea for the development of all L2 pragmatics areas. Jeon and Kaya (2006) sums up the

necessity of pragmatics instruction saying “pragmatics instruction facilitates more efficient acquisition of certain areas of L2 pragmatics which are difficult to learn only through exposure” p. 165). They added, “in a foreign language setting, L2 pragmatics instruction is a crucial response to scarce opportunities for exposure to target pragmatic norms and an impoverished environment for practice (Jeon & Kaya, 2006, p. 165).

2.1.8.3 Types of Pragmatics Instruction

Having established the necessity of pragmatic instruction, the debate has been advanced into a question of efficacy: What instructional methods are most effective? This question has been the focus of many instructional intervention studies that implemented a planned pedagogical action directed toward the acquisition of selected pragmatic features. These studies compared the effect of one teaching method over another by measuring the degree of learning from pre- to post-instruction (Kasper, 2001; Kasper & Rover, 2005). Put simply, the studies focused on “the ‘methods debates’—implicit versus explicit, deductive versus inductive, and production versus comprehension-based instruction” (Taguchi, 2013, p. 3).

Explicit versus implicit teaching is the popular distinction most widely explored through a variety of teaching methods have been used in pragmatics instruction. Taguchi (2013) defined explicit instruction as a form of pragmatic instruction, which “typically involves an explicit explanation of target pragmatic features followed by focused practice.” Explicit instruction¹⁵ is characterized by the provision of metapragmatic explanation (Kasper, 2001), i.e. direct presentation of sociopragmatic rules and pragmalinguistic tools. In contrast, as Taguchi (2013) defined, implicit instruction “withholds explanation but provides ample input and practice

¹⁵ In the general field of SLA, explicit instruction is operationalized in terms of attention and awareness, and does not necessarily involve explicit rules (Taguchi & Rover, 2017)

opportunities in which learners develop implicit understandings of the target pragmatic forms and their uses” (p. 3).

In this line of inquiry, studies have generally confirmed the superiority of explicit over implicit instruction particularly when the length of instruction is short (Jeon & Kaya, 2006). Taguchi’s (2015) review suggests that explicit instruction is more effective than implicit instruction although there are studies which found implicit instruction more effective (e.g., Li, 2012) and those which found no difference (e.g., Takimoto, 2006, 2009). Therefore, it would not be wrong to conclude that the greater efficiency of explicit teaching for most learners in most settings means that some degree of metapragmatic explanation is generally helpful in teaching L2 pragmatics.

2.1.8.4 Targets of Pragmatics Instruction

The theme of research in instructed pragmatics has also expanded to what to teach in addition to how to teach. Taguchi (2013) clearly put it that “By far, speech acts (e.g., requests, refusals, apologies, compliments, and compliment responses) have been the most popular goals of instruction. About half of the studies Taguchi (2015) reviewed were speech-act based instructional studies. The second most widely taught aspect of L2 pragmatics is routine formulae followed by implicature. Besides, instructional studies have been done across a variety of topics, including written requests via email (Alcón Soler, 2015), epistemic stance in writing (Fordyce, 2014), modifiers in criticism (Nguyen, 2013), mitigation (Félix-Brasdefer, 2008), address terms (van Campenolle, 2011), and speech styles (Ishida, 2007).

Although these instructional studies in ILP were primarily aimed at resolving the methods debate and investigating the effects of instruction of various target pragmatic features, they ultimately generate a variety of teaching materials as a byproduct. These activities and

tasks are also presented in resource books and textbooks targeted at pragmatics, as well as in teachers' guides (e.g., Bardovi-Harlig & Mahan-Taylor, 2003; Ishihara & Cohen, 2010). The following section presents a summary of tasks and frameworks of teaching pragmatics.

2.1.8.5 Pragmatics Teaching Frameworks and Tasks

Explicit instruction is one of the teaching approaches that are most strongly advocated in pragmatics instruction and hence adopted in this study. Explicit instruction¹⁶ can generally be characterized as the type of instruction that involves “description, explanation, and discussion of the pragmatic feature in addition to the input and practice” (Kasper, 1997, p. 7). This approach has been implemented in many different ways.

Explicit instruction can be provided in the form of *metapragmatic information and explanation*. That is, instructors teach learners about explicit rules and explanations of pragmatics. The metapragmatic information and explanation consist of many different elements, such as realization strategies of a particular speech act (e.g., Olshtain and Cohen, 1990), use of pragmatic routines (e.g., House, 1996), and comparison between learners' L1 and L2 pragmatics (e.g., Rose & Ng, 2001). In addition, Fukuya and Martínez-Flor (2008) suggest a researching phase in which instructors should provide learners with information about relevant pragmatic theories to assist them in their self-reflection, such as the definition of pragmatics, different components of pragmatic competence, knowledge about pragmalinguistics and sociopragmatics, and the politeness theory proposed by Brown and Levinson (1987)

¹⁶ The typical teaching approach in explicit instruction is characterized as “Presentation–Practice–Production (PPP)” (Ellis & Shintani, 2014, p. 84). In the presentation phase, new material is introduced to learners, which, in L2 pragmatics instruction, frequently happens as awareness-raising and metapragmatic explanation. Practice activities which frequently overlaps with production ones can be viewed along a continuum of processing demand, stretching from less demanding, guided, untimed activities focusing on individual aspects of the target to more demanding, integrated, open activities done under time pressure.

Besides metapragmatic information and explanation, instructors can provide learners with the opportunity to engage in *metapragmatic discussion*, which is a technique that draws learners' attention to target features by organizing learners to talk about different aspects of the target features in response to prompt questions assigned by instructors. For example, participants in the explicit group in Pearson (2006) were asked to watch video segments from a pedagogical video first, and then to engage in a metapragmatic discussion of the target speech acts featured in the videos. Likewise, the treatment in Vellenga (2008) included metapragmatic discussion about request making.

While receiving metapragmatic information or engaging in metapragmatic discussion, learners are often provided with different types of *explicit feedback* from instructors or their peers. The feedback that includes information to raise learners' pragmatic awareness or clues to prompt them to notice the target features may also be regarded as one form of explicit instruction. Koike and Pearson (2005) conducted a typical study of this kind by combining explicit feedback and other forms of explicit instruction. In their study, learners were asked to complete communicative exercises after receiving explicit instruction. If learners' responses were not correct, they would be given explicit feedback that included both correct answers and explanations.

Concerning pragmatics tasks and materials, Taguchi (2013) noted, teaching materials should reflect several key elements including social context, functional language use, and interaction. So far activities and tasks have been designed to incorporate these components. Taguchi (2013) identified three types of tasks that are applicable to teaching pragmatics. These are consciousness-raising tasks, receptive-skills tasks, and productive-skills tasks.

Consciousness-raising tasks engage learners in listening to naturalistic or scripted conversations either live or through video or audio, with attention directed to the target pragmatic features and sociolinguistic variables of the speech events, for example, setting participant relationships and the level of formality. This type of activity is used to expose L2 learners to different aspects of language use and to provide them with analytic tools to form their own generalizations (Eslami, 2005). In addition to the four-step PCR activities suggested by Rose (1999), several techniques are often used to raise learners' pragmatic awareness such as teacher presentation and discussion, a comparison between L1 and L2, input enhancement, and student discovery.

Similarly, receptive-skills tasks expose learners to pragmatic input but have them act on them by evaluating the appropriateness of the target pragmatic forms on a rating scale or by selecting appropriate forms from a list of expressions (e.g., Takimoto, 2009). Productive-skills tasks have also taken a variety of formats, including role-plays, structured conversations, discourse completion tasks, and naturalistic conversation. In role-plays, students assume certain roles in hypothetical scenarios and interact with peers to practice speech acts (e.g., Pearson, 2006). Role-plays are performed by two or more speakers and are elicited through the presentation of a context called a scenario which typically includes information about speaker characteristics and setting (Felix-Brasdefer, 2004, 2007). Written discourse completion tasks (DCTs) are written production questionnaires which provide scenarios to which participants respond in writing. Naturalistic conversations are dialogue sessions that students freely talk and share ideas (see section 2.1.8).

Pragmatic tasks allow students to practice using language forms to perform certain functions in context. Treatment tasks designed by studies under specific teaching methods are a

form of practice, providing learners opportunities to attend to and process pragmatic rules. Taguchi (2015) accounted that a range of practices has been used to teach pragmatics. For instance, receptive-skill practices typically involve consciousness-raising, which direct learners' attention to pragmatic forms and contextual factors in the input. Some receptive tasks have learners respond to the input by evaluating the appropriateness of target form or comparing different forms. Production-skill practices, on the other hand, have learners use the target forms in output. In addition to the purpose of classroom practice, pragmatic tasks have also been used for assessment. The following section addresses this at length.

2.1.9 Assessing L2 Pragmatics: Outcome Measures

While research on instructed pragmatics is a fairly recent phenomenon, assessment of learners' pragmatic knowledge has an even shorter history. The first test battery informed by L2 pragmatics research was created by Hudson, Detmer, and Brown in 1995. The test battery was designed for Japanese learners of English to test the speech acts of request, apology, and refusal around binary settings of the context variables power, social distance, and imposition. Hudson et al.'s (1995) instrument was a ground-breaking development as the first large-scale test of pragmatics, and it led to a good deal of research and several spin-offs (Yamashita, 1996; Yoshitake, 1997; Brown & Ahn, 2011; Liu, 2006). Until Hudson et al. developed their test and showed that such a test is possible, it was not even clear whether it was possible to test pragmatics reliably.

So far, researchers have used at least six types of methods of ILP assessment: Written Discourse Completion Task (WDCT¹⁷), Multiple-choice Discourse Completion Task (MDCT), Oral Discourse Completion Task (ODCT), Discourse Role-play Talks (DRPT), Discourse Self-

¹⁷ Researchers also abbreviate written discourse completion tasks simply as DCTs.

assessment Talks (DSAT) and Role-play Self-assessments (RPSA). Hudson et al. (1995) identify three types of instruments used in pragmatic studies: indirect, semi-direct, and self-assessment measures. Indirect measures include DCTs and MDCTs. Semi-direct measures include ODCTs and DRPTs. Self-assessment measures involve respondents' self-rating of their performance on an oral DCT (DSAT) or in a structured role-play (RPSA).

On the other hand, Kasper and Dahl (1991) classified the data collection methods¹⁸ in ILP along two dimensions: (1) elicited versus observational data and (2) perception/comprehension versus production. Perception/comprehension elicitation methods include rating tasks, MDCT, and interviews, whereas pragmatic production elicitation methods include written and oral discourse completion questionnaires, closed and open role-plays. In contrast to elicited data, observational pragmatic data is collected through observation of authentic discourse, which is certainly production rather than perception/comprehension of pragmatics. Besides, Brown and Hudson (1998) also classified language assessment into three broad categories: selected-response assessments, constructed-response assessments, and personal-response assessments. While WDCT and DRPT are constructed response types, DSAT and RPSA are personal response assessments. MDCT is an example of a selected response assessment.

Written Discourse Completion Task

WDCTs are written questionnaires including several brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study. Learners are required to write what they would say in a particular situation taking into account the setting and the participants (Brown, 2001) as in the following example.

¹⁸ Methods of assessing ILP knowledge are generally derived from the ILP data collection methods. It is noteworthy that the various methods mentioned here are not only considered as instruments to test pragmatic competence in the language classroom but also as instruments to collect data in ILP research.

Situation: You work in a small department in a large office. You have worked there for a number of years and are the head of the department. You are in the office of another member of the department in a meeting. You accidentally knock over a framed picture on the desk. It doesn't break.

You: _____

(Hudson et al., 1995, p. 93)

DCTs provide useful information about speakers' pragmalinguistic knowledge of the strategies and linguistic forms by which communicative acts can be realized, and about their sociopragmatic knowledge of the contextual factors under which linguistic choices are appropriate. Blum-Kulka (1982) conducted the first speech act study using a WDCT. After this study, a good number of comparative studies have employed DCTs as elicitation instruments and testing tools.

Multiple-Choice Discourse Completion Task

The second type of test, MDCT, includes test items that provide the testee with possible answers to a particular question, with alternative choices that are distinguishable on the basis of their pragmatic features such as formality, style, point of view. The testee is expected to take into consideration the given context to choose the correct option that is deemed appropriate for the situation (Brown, 2001, Liu, 2006). Most commonly, MDCTs include a stem (either a phrase or sentence to be completed, or a question) followed by the correct response and several distractors listed in random order (Davies et al., 1999) as in the following sample MDCT item from Liu (2004):

You are a student. You forgot to do the assignment for your Human Resources course. When your teacher whom you have known for some years asks for your assignment, you apologize to your teacher.

- A. I'm sorry, but I forgot the deadline for the assignment. Can I bring it to you at the end of the day?
- B. Pardon me, sir, I forgot about that. Shall I do the assignment at once? So sorry! It's my fault!
- C. I've completed my assignment but forgot to bring it with me. I'll hand it in tomorrow.
- (pp. 68-69)

Discourse Role-play Task

Role-plays can broadly be defined as “a social or human activity in which participants take on and act out specified roles, often within a predefined social framework or situation blueprint (a scenario)” (Crookall & Saunders, 1988, p. 15). They are simulations of social interactions in which participants assume and enact described roles within specified situations. Role -plays can be ‘closed’ or ‘open’. Closed role-plays are the same as oral DCTs (FélixBrasdefer, 2010), and only allow a single oral response to a prompt (Li & Taguchi, 2014). Open role-plays, on the other hand, elicit an interaction between the participant and a trained interlocutor, or between two examinees. DRPTs ask examinees to read a description of a situation and then play a particular role with another person in that situation.

Oral Discourse Completion Test

Akin to WDCT, in an ODCT a situational description will be provided to the testee so that s/he says, “what they would say” in a particular context orally. An ODCT requires examinees to listen to a recorded description of a situation and then record what they would say next in that situation into another tape recorder. ODCT is simply a modified version of the WDCT. Traditionally, In ODCT, as in Hudson et al. (1995), recording equipment is used so that by playing a recording of the situation read twice on one machine, the testees record what they

would say. Currently, teachers could do all of the same things on a computer or online which would be much more efficient.

Discourse Self-Assessment Test

In addition to production tasks, researchers and language teachers have attempted to engage learners in a process of assessing their own pragmatic competence through DSAT (Brown 2001; Hudson, Detmer & Brown 1995; Liu 2006). In this testing technique, test takers are required to evaluate their ability to use language appropriately in a particular situation provided. Testees are asked to rate their own expected performance on a five-point scale without having actually produced language (Karatza, 2009) as in the following example.

Situation: You work in a small store. A customer comes into the store and asks for change for a ten-dollar bill. You cannot give the change because you don't have it in the register.

Rating: I think what I would say in this situation would be

Very unsatisfactory 1 - 2 - 3 - 4 - 5 Completely appropriate
(Hudson et al., 1995, p. 185).

Role-play Self-Assessment Task

RPSA requires examinees to rate their own pragmatics performance based on a previously recorded audio- or videotaped role-play (Brown & Ahn, 2011). Self-assessment could be done by using a scale to rate an examinee's role-play performance in a particular situation.

The following rating scale is from Hudson et al, (1995).

In Response # _____	
Speech act	1 2 3 4 5
Expressions	1 2 3 4 5
Amount/info	1 2 3 4 5
Formality	1 2 3 4 5
Directness	1 2 3 4 5
Politeness	1 2 3 4 5

(p. 168).

Comparison of the six pragmatics test types: A Summary

Each method of testing and assessing the effectiveness of instruction has its own contribution and limitation. Hence, special cautions need to be taken when choosing methods. Brown (2001) summarized the practical characteristics of the six tests of pragmatics as shown in table 3.

Table 3

Practical Considerations of the Six Pragmatics Tests

Test Type	Practical Advantage	Practical Disadvantage
WDCT	Easy to administer because paper-and-pencil	Written receptive and productive language only; does not encourage oral production or self-reflection; difficult to score because it requires recruiting, training, scheduling, and paying raters
MDCT	Easy to administer because paper-and-pencil; easy to score	Written receptive language only; does not encourage oral production or self-reflection
ODCT	or self-reflection; relatively quick to administer	Relatively difficult to administer because it requires two audiocassette recorders; difficult to score because it requires recruiting, training, scheduling, and paying raters
DRPT	Encourages oral production; relatively quick to administer	Difficult to administer because it must be administered individually using video equipment and an interlocutor; difficult to score because it requires recruiting, training, scheduling, and paying raters
DSAT	Encourages self-reflection; easy to administer because relatively quick and paper-and-pencil; easy to score	Not suitable for high-stakes decisions
RPSA	Encourages self-reflection; easy to score	Relatively difficult to administer because it must be administered individually using video equipment; not suitable for high-stakes decisions

By and large, WDCTs are the most popular data collection method in L2 pragmatic studies due to, as shown in table 3 their practicality to the fact that they easy to administer and do not require transcribing which can be very labor-intensive and subject to error. However, written DCTs have the limitation of telling researchers “what subjects think they would say in a given

situation but not what they actually do say if immersed in the situation” (Roever, 2001, p. 31).

Written DCTs are said to probe into learners’ “offline, self-reported states of knowledge or beliefs” rather than their actual performance (Kasper & Roever, 2005, p. 327).

Learners are tested on what they know, rather than their ability to produce pragmatic action “under the time pressure and stimulus load of real-world interaction” (FelixBrasdefer, 2010; Kasper & Roever, 2005, p. 327).

Notwithstanding their advantages in eliciting relatively more spontaneous and authentic responses than their written counterparts, ODCTs are still subject to complain on the same grounds that DCTs are generally found to be problematic: the “one-shot” effect and lacking interaction, (Roever, 2001, p. 32). ODCTs have disadvantages in that they are relatively difficult to administer and score because they might require recruiting, training, scheduling, and paying of raters.

Compared to MDCT and written and oral DCTs, role-plays are the most resource demanding in terms of administration and the time-consuming task of transcribing the data (Kasper & Dahl, 1991). However, it has relative advantage over the written and oral varieties of DCTs as they allow examination of speech act performance in its full discourse context and sequential organization in terms of negotiation of meaning, the strategy choice, and politeness investment, all of which are strong characteristics of authentic conversation (Kasper & Dahl, 1991). Eisenstein and Bodman (1993) concluded that, while written and oral questionnaire data mirror words and expressions, roleplays reveal the interactive aspects of the function more fully (p. 75).

The advantages of the self-assessment tasks (DSATs and RPSAs) are that they encourage self-reflection on pragmatics ability, and are also relatively easy to score. However, one major

disadvantage of these tests is that they are “generally not useful for high-stakes decisions (decisions that are very important to the students’ futures, progress, etc.)” (Rover 2001, p. 321).

2.1.10 Pragmatics Instruction and Technology

In the history of ELT, it has been generally perceived that each of the teaching methods has had its own technologies to support it. The grammar-translation method relied on one of the earliest educational technology, the blackboard, Then, came the audiolingual method with its chief medium the audio-tape along with the audio lab, where students practice repetition drills. The expensive language laboratories for a mere dreaded practice of language form through drills made the audiolingual method to decline. Consequently, the 1980s and 1990s have seen a full-scale shift in the direction of communicative language teaching, with an emphasis on student engagement with authentic, meaningful, contextualized discourse. With this general communicative shift, various technological advancements have been introduced to language teaching.

Digital technologies have brought new possibilities for pragmatics teaching, testing and research. This is for the reason that “some of the key instructional features endorsed by technology—for example, input, interaction, simulation, and multimedia environment—are indeed key conditions for pragmatics learning” (Taguchi, 2011b, p. 297). Positive impacts of technological tools for instructed pragmatics have been advocated in a number of works thus. Some of the general benefits include: technology-mediated teaching provides systematic work with focused aspects of language; affords opportunities for input, output, and interaction; offers individualized help through feedback, dictionaries, and search tools; promotes autonomous learning and strategy training; enhances learners’ motivation and interest in learning; facilitates cooperative learning; and expands learners’ participation in authentic discourse communities

(Belz & Thorne, 2006; Chapelle, 2003, 2007, 2009; Levy & Stockwell, 2006; Thorne & Payne, 2005; Thorne, Black, & Sykes, 2009; Warschauer & Kern, 2000).

The field of ILP instruction has witnessed a myriad of emergent and transformational technological applications with the intention to “bring ILP to formal instructional contexts, decrease barriers... and transform the ways learners gain access to pragmatic material” (Sykes, 2018, p. 124). The use of digital technologies in the teaching and learning of ILP is diverse, ranging from pragmatically-focused content materials, delivered in a digital format, to telecollaboration and interactive digital simulations as pedagogical interventions. So far, at least three areas of pedagogical application of technology for ILP development have been identified: curricular materials, classroom interventions, and telecollaboration. To fill the critical gap in resources there were several works of developing self-access online curricula for learning L2 pragmatics (CLEAR, 2007; Ishihara & Cohen, 2011; Ishihara, 2007; Sykes & Cohen, 2006). Several studies have tested the efficacy of interactive multi-media modules in CALL that are thought to promote learners' pragmatic practice in a systematic, context-rich environment, for pragmatic learning (Chiu, Liou, & Yeh, 2007). In addition to self-access curricular materials there are also many more classroom interventional applications of digital technology including CMC (intraclass or telecollaboration), MUVE, SIEs, and digital games (see section 1.1; see Sykes, 2018 for review). The following section discusses one of the above-mentioned technologies, CMC, which is the focus of this study at length.

2.2 CMC and Pragmatic Competence Development

The link between CMC and pragmatic competence development presents promising potentials for language learning. CMC, like other CALL technologies, affords the possibility of presenting pragmatics elements “in a contextualized, authentic, and personalized way, while at

the same time addressing other related language skills (e.g., oral proficiency, listening abilities, accuracy, etc.) (Sykes, 2005, p. 390). The use of CMC facilities for language teaching and learning has been generated from CALL as one of its constituent parts (Warschauer & Kern, 2000), and hence, CMC for language teaching purpose can be traced back several decades to the development of CALL¹⁹. A detailed historical account of CALL is beyond the scope of the current investigation (see Butler-Pascoe, 2011, Jung, 2005 and Levy, 1997, for a historical review), yet understanding of CMC supported learning processes in its border sense within CALL is unequivocally essential. Hence, the following subsections present definitions, different modes characteristics of CMC and its features vis-à-vis FtF.

2.2.1 CMC: Evolving Definitions

It would be worthwhile to start with defining CALL to exactly locate CMC. CALL is defined by Levy (1997) as “the search for and study of applications of the computer in language teaching and learning” (p. 1). For Wyatt (1984) it is “the whole range of possible roles that the computer can play” in language learning (p. 4). The roles of computers in CALL are those of tutor, tool, or tutee. The role of the computer as a tool refers to the use of computer facilities to augment human abilities including application programs such as word processor, database, and spreadsheet programs as well as communication tools under the umbrella of CMC.

CMC has been defined in several different ways. It is first coined by Hiltz and Turoff (1978), who originally defined it as “the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages” (1996). This technical definition has been supported by many

¹⁹ For a comprehensive explanation of the evolution of CALL, see Warschauer (2004).

researchers. Luppicini (2007), for instance, defines CMC similarly as “communications, mediated by interconnected computers, between individuals or groups separated in space and/or time” (p. 142). CMC is generally delineated as communication that takes place between human beings via a computer (Herring, 1996; Levy, 1997; Warschauer, 1999). Technically speaking, CMC is “transmission and reception of messages using computers as input, storage, output, and routing devices” (Nuguyen 2008, p.) either locally on a local area network or at a distance over the internet on a wide area network.

As CMC technologies themselves growing and changing rapidly, the definition of CMC is also evolving, so there is a change from a focus on the tool or medium to an emphasis on process or interaction between human. Process-oriented definitions consider CMC as any form of computer-supported interaction between human being, or as an environment in which users interact with other users over the network (e.g., Murray, 2000). For Beatty (2013), CMC refers to “a situation in which computer-based discussion may take place but without necessarily involving learning...[however] opportunities for learning are inherently present” (p. 11). Emphasizing on the learning aspect, Lamy and Hampel (2007) brought the term *Computer-Mediated Communication and Learning (CMCL)* which they defined it as “learning and teaching with as well as communicating through computers” (p. 7). In language learning “CMC allows language learners with network access to communicate with other learners or speakers of the target language” (Kern & Warschauer, 2000, pp. 11-12).

2.2.2 CMC: Modes and Types

The term CMC is “used generically in the social sciences to cover email, bulletin boards, discussion lists, and computer conferencing, both text-based and video-based” (Levy, 1997, p. 79). It can be classified into synchronous CMC, in which interaction takes place in real time,

and asynchronous CMC, in which interaction takes place in differed time (Levy & Stockwell, 2006; Luppicini, 2007; Pfaffman, 2008). In asynchronous type, there would be greater delays between sending and replying than synchronous forms, as they do not require both users to be logged in simultaneously. Synchronous tools, on the other hand, typically require both users to be logged in at the same time (Pasfield-Neofitou, 2012). SCMC includes online chat, audio, and video conferencing; APMC encompasses email, discussion forums, newsgroups, and web blog. However, it is noteworthy that this binary division is not absolute. As far as the simultaneity is concerned, even real-time chat, for example, is hardly completely synchronous due to delays depending on such variables as Internet speed, typing speed (Murray, 2000), and preferences of use, in which an offline chat message, for example, may be received and responded to days after being received.

The other way of classifying CMC is whether it is text-based or audio/video-based. Herring (2004, 2009) claims that typed electronic exchange (i.e., text-based CMC) has been, and continue to be, the most typical kind of CMC. Although telecom facilities for two-way audio and video are spreading and gaining in popularity, text-based CMC remains “more reliable and economically feasible way to connect groups of learners” (Blake, 2009, p. 227) and hence most common in education environments.

Each modality (synchronous and asynchronous) and each type of CMC (e.g. chat, email, blog, forum, etc.) has been tried and tested in SLA in general and ILP in particular. Though the findings are inconclusive, generally CMC has shown several benefits. Of these types of CMC, the focus of this study is geared towards text-based SCMC (text chat) particularly of synchronous type (see section 1.3, for reasons). Therefore, the next section is devoted to discussing the features and characteristics of this CMC mode in detail.

2.2.3 Text-Based CMC: Characteristics and Features

Because the basic modalities of language have long been conceived as speech and writing, linguists found categorizing text-based SCMC problematic. CMC's introduction to the field of applied linguistics has made various interesting questions to be raised. The following questions are raised so far. Is it a type of writing, because it is produced by typing on a keyboard and read as text on a computer screen? Is it "written speech" (Maynor, 1994), because it exhibits features of orality, including rapid message exchange, informality, and representations of prosody? Or is it a third type, intermediate between speech and writing, or in any event characterized by unique production and reception constraints (Ferrara, Brunner & Whittemore, 1991)?

The language of the internet and particularly of text-based CMC has features of both written and spoken language. It is written in the sense that the texts are typed, instead of spoken, into the computer, and read, instead of heard, by the person at the receiving end. Smith (2003) described some characteristics of written language in CMC, such as the lack of intonation, the permanent record of the discourse, the lexical density, and the use of punctuation and textual formatting in messages. However, the spoken features in texts based SCMC are still abundant compared to other formal written forms. Text-based SCMC, analogues to oral language, provides for real-time communication. In sum, it can be fair to say that some textual features of text-based SCMC are comparable to those found in writing and others found in oral language. However, for Crystal (2006), CMC is fundamentally different from speaking and writing media; it shares in their properties but possesses those features that neither could possibly have. Likewise, Warschauer (2005) strengthened that CMC is not merely an amalgamation of a

traditional form of written language plus computers, but rather there is now a completely new system of language that needs to be discovered, analyzed, and studied.

Several studies draw attention to the feature of CMC interactions. Recent research indicates that the quality of textual or written CMC interaction has close similarities with the exchanges that take place in an oral conversation in conventional classes (Blake, 2000). Payne and Whitney (2002) have also found that even pure textual chatting has a positive impact on oral proficiency. Several studies (e.g., Blake, 2000; Pellettieri, 2000; Smith, 2003; Sotillo, 2000) which analyzed language students SCMC discourse, evidenced that virtual exchanges via CMC contain the same types of negotiation of meaning which are typically found in FtF oral classroom discourse that can presumably play a fundamental role in ILP development.

These resemblances between CMC and oral interaction to asking whether the practice in text-based CMC would transfer to oral competence or not. In relation to addressing the issue of transferability, an early concern was Beauvois's (1992) study which asked: "Will there be some transfer of skills from one domain to another: from this reading-writing-thinking exercise [text-based SCMC] to improved oral language?" (p. 463). In response, some researchers (e.g., Chun, 1994) assumed that because communication that took place through text chat displayed features associated with oral communication, text-based SCMC might serve as a springboard for developing oral proficiency. Several other studies in this line of inquiry, found that when comparing gains in oral performance as measured through pre and post evaluations, those groups who engaged in text-based chat performed better than control groups who work face to face (Beauvois, 1997; Blake, 2009; Payne & Whitney, 2002; Satar & Ozdener, 2008; Sequeira, 2009).

2.2.4 Text-based CMC and FtF Communication

Face-to-face oral communication is an undoubtedly indispensable part of everyday interactions and has been recognized as an important learning objective in language teaching. An important aspect of FtF communication is the individual's ability to decode input, process it, and simultaneously plan his or her output, as well as make immediate decisions about style, register, cultural referents, pronunciation, lexicon, and syntax, both in listening and speaking. Researchers (e.g., Bachman, 1990; Warschauer, 1996) describe various linguistic features that mark the building blocks of oral proficiency, such as lexical richness, lexical diversity, and syntactic complexity (e.g., use of subordinate, relative, and infinitive clauses). The presence of these linguistic features reflects increasing communicative sophistication. Therefore, the goal of instruction in this study is to develop students' pragmatics in FtF interaction through intra-class CMC activities.

Direct comparisons between the effectiveness of interaction in FTF and CMC, has been evidenced in CMC research because of the existence of interactional similarities between the two modes. For example, research has demonstrated that both contexts provide learners with opportunities to negotiate for meaning (Fernández-Garcia & Martínez-Arbeláiz, 2002) and provide an environment facilitative for corrective feedback, including recasts (Lai & Zhao, 2006). Although research investigating interactional features and processes within CMC expanded to include direct comparisons between a computer and an oral contexts, most of these studies were descriptive in nature and did not seek to provide direct connections between CMC interaction, and oral production. Thus, this study would explore the benefits of text-based CMC interaction on the development of student's oral request production as compared to FtF.

2.3 Studies on the Use of Text-based SCMC for Pragmatic Instruction

Making a request in English has been the focus of an array of studies. These includes experimental studies that investigate the effects of instruction (Eslami & Eslami-Rasekh, 2008; Eslami-Rasekh, Eslami-Rasekh, Fatahi, 2004; Fukuya & Zhang, 2002; Safont, 2004; Sykes, 2009, 2013) and experimental studies that compared different teaching methods (Alcon-Soler, 2007; Eslami & Liu, 2013; Li, Q. 2012; Takimoto, 2009; Tateyama, 2007; Tateyama, 2009).

The effects of CMC has also been investigated by various studies of different target language outcomes foci : oral performance (Abrams, 2003; Blake, 2000; Kost, 2004; Payne & Whitney, 2002; Satar & Ozdener, 2008; Sequeira, 2009), grammatical competence (Abrams, 2003; Sequeira, 2009), lexical development (Abrams, 2003; Yilmaz & Yuksel, 2011), and writing performance (Kost, 2004). As far as the investigation CMC and pragmatic development is concerned, telecollaboration has received greater treatment (e.g., Belz & Kinginger, 2002, 2003; Belz & Vyatkina, 2005; Cunningham, 2016; Kakegawa, 2009; Kim & Brown, 2014; Sykes, 2005; Takamiya & Ishihara, 2013; Vyatkina & Belz, 2006). Two studies (Sykes 2005; Tang, 2019) that investigate the use of intra-class text-based SCM for the teaching and learning of pragmatics has been found particularly pertinent to the current investigation (see table 4). Thus, this section is devoted to present a summary of the purposes, methods, and findings of these two studies.

Sykes (2005) is perhaps the first research to examine the influence of intra-class SCMC on pragmatic development from the perspective of speech act theory (see table 4). Using a pretest/posttest design and a single moment treatment, Sykes investigated the effects of three types of synchronous discussion on learners' use of head acts (HAs) and supporting moves (SMs) in the refusal of an invitation in L2 Spanish. In the study, 27 third-semester learners took

FtF DRPT pretest (which was videotaped) to establish a baseline with respect to their pragmatic competence in invitation refusal. The students then received FtF classroom instruction on invitation refusal, followed by a 20-minute self-directed online instructional unit using videotaped model dialogues in a computer laboratory. The students were then assigned to a written chat (via local area program), oral chat (via *Wimba*), or FtF group and asked to use their respective communicative mode to discuss questions about invitation refusal and to practice refusal dialogues with one another. Following this synchronous discussion, learners again produced FtF oral role-plays in a posttest.

Qualitative and Quantitative (ANCOVA and frequency count) methods have been employed to analyze the data. The results show that the written chat (WC) group outperformed the other two groups in terms of the complexity of HAs and the variety of SMs, thus, more closely approximating NS norms. For example, the WC group changed from use of direct refusals to grounders, while the FtF group maintained the use of direct refusals. Sykes attributes differences at the posttest to contextual features of the three interaction modes during the treatment. For example, the increased complexity and variety of the speech acts in the WC group may be related to the slower pace of the communicative mode, which allows more time for reflection, and the construction of responses. Furthermore, students in the WC group were the only ones who had consistent practice in both the oral and written modes; such multimodal processing may account for better learner performance.

However, there are some limitations to Sykes's (2005) study, which impedes generalization of the results, as she noted in the paper. First, a very small sample size, which limits the applicability of statistical comparison among the groups, was used. With a larger number of tokens, normalization of the data would be possible, and more statistically significant

results would have been found. In addition, the treatment period was rather short. The time available to the learners in order to process and internalize the pragmatic features was short.

Table 4

A Summary of Studies on the Use of Text-Based SCMC (Intra-Class) for L2 Pragmatics Instruction

	Sykes (2005)	Tang (2019)
Design	Pre-post	Pre-post-delayed
Groups	WC, OC, FtF	CMC, FtF
Participants	American English L1 ($n=27$)	Mixed L1 ($n=30$)
L2	Spanish	Chinese
Pragmatic Target	Refusals of an invitation	Modal verbs
Treatment	Classroom instruction Model dialogue Reflection questions Practice dialogue	Two decision-making tasks in which learners communicated in pairs to reach decisions
Outcome Measure	DRPT	Production test: DRPT Recognition test: MDCT
Data Analysis	Freq. & Qual. ANCOVA, Freq. count, Qual.	Freq. & Score Mann-Whitney U tests; Wilcoxon Signed Ranks
Result	CMC does have an effect WC group outperformed both OC and FtF	FtF group outperformed the CMC group at the immediate and delayed post-test

Note. WC; written chat. OC: oral chat FtF; face-to-face. CMC: computer-mediated communication. MDCT: multiple-choice discourse completion test. Delay: delayed posttest. Freq: frequency count of target strategies and forms. Qual: Qualitative data and analysis. ANCOVA: analysis of covariance.

As table 4 shows, in Tang's (2019) study, the effects of the two task modalities (CMC and FtF) on the pragmatics learning of Chinese modal verbs were compared. With the assumption that tasks promote learners to use language for pragmatic purposes, the study focused on task-based pragmatics learning. Thirty learners of L2 Chinese (high elementary to intermediate level) completed two decision-making tasks in pairs. Half of the participants completed the tasks in text-based SCMC ($n=16$), while the other half completed the same tasks

in FtF ($n=14$). Production (WDCT) and recognition tests (MDCT) were used at pre, post and delayed post-test to measure the learning outcomes. Task-based interaction in both modalities was analyzed for the frequency and pattern of modal verb use. Results showed that the FtF group outperformed the CMC group at the immediate and delayed post-test. The FtF group also produced modal verbs more frequently during the tasks. Contrary to the previous claims on the potential advantages of CMC (e.g. Sykes, 2005), Tang's study indicates that FtF might be more beneficial for task-based pragmatics learning. The current investigation would presumably respond to Tang's call that "the efficacy and challenges of CMC based learning ...deserves further investigation" (p. 48).

2.4 Theoretical Framework

Lamy and Hampel (2007) propound the view that the theoretical foundations for CMC, unlike the pre-network CALL need be *social* as well as *cognitive*. It is Warschauer (1997) who initially put forwarded that CMC studies need to include socio-cultural theory (SCT) in addition to cognitive SLA theory. Warschauer (1997) explored the nature of CMC by employing "a conceptual framework that starts with well-known theories of input and output and leads to sociocultural learning theory" (p. 470). From a cognitive perspective, the place of CMC can be seen in providing language input and analytic and inferential tasks; from a sociocultural perspective, its role is providing contexts for social interaction. Thus, these two perspectives²⁰ inform the study to conceptualize the effects of CMC.

²⁰ Drawing on different theoretical perspectives from different paradigms in a single study might be arguable. The goal here is neither to merge the two SLA theoretical perspectives nor to resolve their controversies. Rather, it is in a sense that complementarities between the two perspectives would help generate a more insightful picture of pragmatic development through the use of CMC.

Similarly, cognitive and SCT perspectives also guide the investigation of pragmatic instruction and explain the underlying mechanisms that drive pragmatic development and move students from their current stage to a higher stage of pragmatic competence. The following section discusses the implication of each of these theories for the current investigation.

2.4.1 Cognitive SLA Theory

In cognitive SLA theory, acquisition is considered as “the product of processing input and output” (Ellis 2000, p. 194). Input is the language the learner is exposed to, and output is the language s/he produces. A third central concept is an interaction. Hence, from this theory perspective, it can be possible to argue that CMC can offer a lot in terms of providing input, allowing for interaction, and giving the opportunity for linguistic production (or output). Figure 2, from Lamy and Hampel (2007), shows how the input-output model is structured.

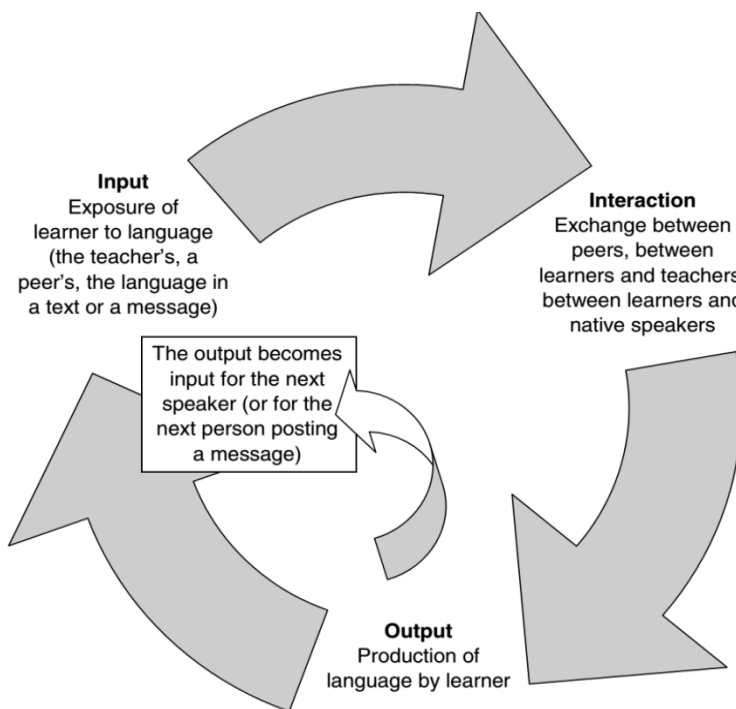


Figure 2 Input-output model of language acquisition (Lamy & Hampel, 2007, p. 21)

Krashen (1985) was one of the first scholars who noticed the importance of input and claimed that input was the single most important factor in acquiring a second language. According to Krashen's input hypothesis, the optimized input for language acquisition is called comprehensible input. By his definition, comprehensible input is the one that contains linguistic structures that are a little beyond learner's current level of competence; whereas intake is "that part of the input that the learner notices" (Schmidt, 1990, p. 139). Thus, according to Krashen (1981), the main purpose of the L2 classroom is to offer intake for acquisition through meaningful and communicative activities. This stress on meaningful activities "takes account of the development of pragmatic competence through exposure to language in a particular context" (Lamy & Hampel, 2007, p. 21). Notwithstanding this, Krashen's approach was criticized for not considering two important aspects of L2 learning: interaction and output. Accordingly, the interaction hypothesis has been put forward.

Long and Robinson (1998) state that "a crucial site for language development is interaction between learners and other speakers, especially, but not only, between learners and more proficient speakers and between learners and certain types of written texts, especially elaborated ones" (p. 22). The effect of language modifications – which include simplifications, elaborations, confirmation and comprehension checks, clarification requests and recasts – is to increase input comprehensibility. These modifications "end up providing the L2 learner with the type of negative evidence deemed necessary by some SLA theorists for continued language development" (Blake, 2000, p. 121).

The focus in SLA extended further to include output by Swain (1985). Comprehensible output is seen as relevant because it provides "the opportunity for meaningful use of one's linguistic resources" (Swain 1985, p. 248) and makes it possible to try out different means of

expression. She argues that, in addition, it helps learners to concentrate on syntactic processing, that is, to focus on form. Output can trigger noticing, which can lead students to analyze their language and, as a result, to produce modified output. Such monitoring contributes to acquisition.

Concerning ILP development, the noticing hypothesis (Schmidt, 1990, 1993, 1995, 2001) is the foundation for investigating the effect of explicit pragmatics instruction. Noticing hypothesis addresses the role of conscious process in L2 acquisition. It is concerned with the initial stage of input (the L2 resources available in the learner's environment) processing and the attentional conditions required for input to become intake (Schmidt, 1995). For Schmidt, learning requires awareness at the level of noticing. Schmidt's noticing hypothesis accounts for initial input recognition and focuses on the importance of attention and consciousness (1993) in second-language acquisition. According to Schmidt, to distill intake from input and make it available for further processing, relevant input must be noticed—detected while in a state of awareness and attention (Schmidt, 1995, 2001).

Schmidt (2001) pointed out that global alertness to target language input is not sufficient; attention has to be allocated to specific learning objects, or “directed to whatever evidence is relevant for a particular domain. . . . in order to acquire pragmatics, one must attend to both the linguistic forms of utterances and the relevant social and contextual features with which they are associated.” (p. 30). In addition, Schmidt (1995, 2010) distinguishes between noticing and understanding. Noticing refers to the conscious registration of specific instances of language that are attended to, whereas understanding refers to a higher level of awareness that involves ‘the recognition of some general principle, rule, or pattern’ in the event (Schmidt, 1995, p. 29). In

pragmatics, noticing involves the detection of pragmalinguistic forms, while understanding refers to relating these forms to their functions, social meanings, and context.

From the noticing perspective, several studies found advantages of CMC over FtF in promoting the noticing of linguistic errors (Lai & Zhao, 2006; Payne & Whitney, 2002), and noticing on negotiation for meaning (Yuksel & Inan, 2014). In Yuksel and Inan's (2014) study, where ESL learners completed two jigsaw tasks in FtF and CMC and learners did not notice negotiation instances as often as in CMC. Since noticing is a necessary condition for L2 learning (Schmidt, 2001), these findings suggest the potential advantages of CMC-based interaction in generating learning opportunities.

Altogether, from a cognitive perspective, CMC can be beneficial in terms of providing input, allowing for interaction, and giving the opportunity for output. However, this approach does not consider the social nature of language. Therefore, it gives less attention to social interaction. To fill this gap, sociocultural theory (Lamy & Hampel, 2007) is added as a framework for this study.

2.4.2 Sociocultural Theory (SCT)

Since the late 1990s, there has been a general progression in SLA, which Block (2003) terms the "social turn". Emerging with the renowned Russian psychologist, Vygotsky (1978), is sociocultural theory which is interdisciplinary and socially informed. The sociocultural theory emphasizes the fundamental role that social relationships and participation in culturally organized practices play in learning. It accentuates the role that social interaction plays in learning and the nature of language as a communicative activity rather than as a formal linguistic system. Foreign language learning is viewed, from this approach, as resulting from the sociocultural activities in which the learner participates (Lamy & Hampel, 2007).

Interaction, in SCT context, is defined in social terms, whereas in the cognitive paradigm it is seen as “the means by which input is made available to the human mind or as an opportunity for producing output” (Ellis, 2003, p. 175). SCT stresses the crucial role of social interaction for learning. This theory covers a wide range of concepts. However, the major concepts that are most pertinent to the present study are Zone of Proximal Development (ZPD) and Mediation.

Central to the notion of SCT and the main concept that informs the current study is mediation, which etymologically refers to being “in the middle”. Vygotsky believes that all human learning is mediated through, or shaped by, interaction with others, and this shaping does not take place in a vacuum but through mediational tools (Vygotsky, 1978; 1986; Vygotsky & Luria, 1994). These tools include both physical tools (e.g., pen, computer) and psychological tools such as language. In the same vein, understanding second language learning as a mediated process, Lantolf (2000) examines three domains of mediation: (1) Social mediation which is mediation by others in social interaction, e.g. mediation through more knowledgeable other, (2) Self-mediation which is mediation by the self through private speech and (3) Artifact mediation by language but also by portfolios, tasks and technology.

The other related concept that guides the study from SCT perspective is ZPD. The underlying argument in favor of this is that the most powerful forms of learning take place when students are working within their (ZPD). ZPD is defined by Vygotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peer” (p. 86). He goes on to describe the ZPD as “a tool through which the internal course of development can be understood” (Vygotsky, 1978, p. 87) and argues that “the only good kind of instruction is that which marches ahead of development

and leads it; it must be aimed not so much at the ripe as at the ripening functions” (Vygotsky, 1986, p. 188). Thus, learner’s development within a ZPD involves social interaction, dialogue, and mediated activity between learners and with their teachers (Vygotsky, 1978, 1986; Vygotsky & Luria, 1994). Brown, Ash, Rutherford, Nakagawa, and Campione (1993) suggest that the active agents within the ZPD “can include people, adults, and children, with various degrees of expertise, but [they] can also include artifacts such as books, videos, wall displays, scientific equipment, and a computer environment intended to support intentional learning” (p. 191). CMC tools of information and communication technologies can thus play a mediational role in enabling students to move on to the next step within their ZPD. To sum up with what Nguyen (2008) noted, CMC can be regarded as a technical and a linguistic tool for mediation, providing a variety of affordances like combining the text, audio, and video with hyperlink and hypermedia features and enabling the multi-dimensional communication, including one-alone, one-to-one, one-to-many, and many-to-many. It would be imperative to wrap up this discussion quoting what Abraham and Lawrence Williams (2009) said, “Participation in CMC is theoretically and pedagogically compatible with a sociocultural understanding of communication” (p. 250).

To sum up, in this section, two main lenses that enable looking clearly at the effects of CMC and the process of pragmatics development are presented. The first has its focus on the processes of acquisition of language as they affect individuals (cognitive framework); the second centers on the learning that interacting individuals create through their very interaction (sociocultural framework).

2.5 Summary of the Reviewed Literature

Chapter two has presented a review of the relevant literature concerning pragmatic competence and CMC, the theoretical foundations of this study in terms of second language

acquisition theories. Although much interesting research in CMC has been conducted, there are nevertheless few studies that specifically investigate the effects of intra-class CMC activities on pragmatic development. Findings from prior studies have also shown that more research is needed in this area with regards to the effect of CMC on learners' pragmatic competence. The present study, therefore, aims to fill that gap by comparing the effects of two different modalities (text-based SCMC and FtF) in a quasi-experimental design. Chapter three will present the details of the research methods for the implementation of this study, and a discussion of the rationale behind the selection of each of the methods.

Chapter Three: Methodology

This study employed a mixed methods research to investigate the effects of text-based SCMC on the development of pragmatic competence. Mixed methods research has its own underlying assumptions for selecting the research approach that guides the design and implementation procedures of a study. It also has distinct research designs that determine the types of data collection and analyses methods needed to answer research questions. Therefore, this chapter begins with an explanation of the general philosophical assumptions of the study and the particular type of mixed methods research design chosen to be employed. It also describes the context, the participants, and the instruments of the study. This chapter also provides details of the data analysis method including the coding and rating procedures. Lastly, the pilot study is presented.

3.1 Research Approach

Considering the fact that mixed methods research complements either pure qualitative or quantitative research and hence promote the idea of methodological pluralism or eclecticism, which frequently results in superior results compared to monomethod research (Johnson & Onwuegbuzie, 2004), a mixed method is employed in the current investigation. The motivation of mingling the qualitative and the quantitative approaches was guided by the Pragmatism philosophical framework followed. As Pragmatism orients researchers to the problems at hand rather than the assumptions of epistemological paradigms and emphasizes the similarities between the qualitative and quantitative research traditions, it is plausible to argue that qualitative and quantitative research traditions are complementary to each other as both of them have their own advantages and disadvantages; some social issues can be addressed more effectively by combining qualitative and quantitative approaches.

This stand point²¹ was taken because epistemological, ontological, and methodological pluralist nature of mixed method that emanates from its emphasis on the similarities between the positivist and the constructivist paradigms rather than on their divergence enables to better achieve the aims of the study. Issues in second language teaching and learning are complex and dynamic, so taking a pluralistic standpoint in identifying ways to address such complex phenomena is desirable. Consequently, the current study adheres to this eclectic approach in examining the complex construct under investigation- pragmatic competence. This decision is in agreement with Cohen's (2013) suggestion for research to follow mixed method approaches combining quantitative and qualitative data to offset the weaknesses of both quantitative and qualitative research alone (Creswell & Clark, 2011), triangulating results as much as possible. Thus, instead of focusing on one set of research method because of religiously following a single epistemological paradigm, the methods employed in this study were based on the decisions on how to best address the research objectives. The next section describes the mixed methods design that the current study followed.

3.2 Design of the Study

This research basically adopted a quasi-experimental, pretest/posttest design²² (also known as pretest— treatment—posttest). There were two reasons to use this design. One, the possibility that the temporal precedence of the independent variable to the dependent variable can be established because of the pre and post-tests. This enables to make inferences that the

²¹ Recognizing the existence of differences, such a position emphasizes the fundamental resemblances shared by the two paradigms in at least two aspects: (1) both rely on empirical observations to address research questions (Johnson & Onwuegbuzie, 2004), and (2) the goal of using either approach in social science is to provide “warranted assertions about human beings” (Johnson & Onwuegbuzie, 2004, p. 15). Maintaining the focus on similarities, Dzurec and Abraham (1993) are right while highlighting that qualitative and quantitative traditions share similar objectives, scope, and nature of inquiry, and thus they are not mutually exclusive in nature.

²² Campbell & Stanley (1963) also call it “Nonequivalent Control Group Design” (p. 47).

change in the dependent variable is mainly caused by the independent variable. Second, the use of pretest allows measuring between-group differences before exposure to the treatment, which could considerably reduce the threat of selection bias. The treatment, which is the independent variable, has two levels: CMC and FtF. The dependent variable is students' request production that was elicited through WDCTs and DRPTs. In addition to the quantitative data that allows comparison of the two groups to trace any possible improvement, the instruments also yield qualitative data that could be used as evidence for changes. There is also another dimension that this study aims to answer: student' reaction to the intervention program. Therefore, a questionnaire with Likert-type items was used.

Qualitative and quantitative data were collected through DRPT, WDCT, exit questionnaire, and Moodle chat function, and analyzed quantitatively using statistical techniques and qualitatively providing example extracts and quotations from the participants' response. Thus, a mixed methods design, specifically, based on Creswell's (2012) typology, "convergent parallel design" in which both quantitative and qualitative results were collected simultaneously, and their results were analyzed concurrently (p. 540) has been employed.

To lend Onwuegbuzie and Leech's (2006) terms, the rationale for mixing these two methods for the current investigation is twofold: "significance enhancement" or maximizing the researchers' interpretations of data, and "treatment integrity" which refers to checking the fidelity of interventions (p. 479). The data collected through the DRPT and the WDCT were analyzed qualitatively and quantitatively so as to maximize the interpretation. The qualitative data (for instance, students' request utterances) are presented to elaborate, illustrate, enhance, and clarify the quantitative measure of students request production. The chat log was collected

for maintaining the fidelity of the intervention (i.e. whether the students were successfully taking part in the treatment program or not). Figure 3 below shows the design of the study.

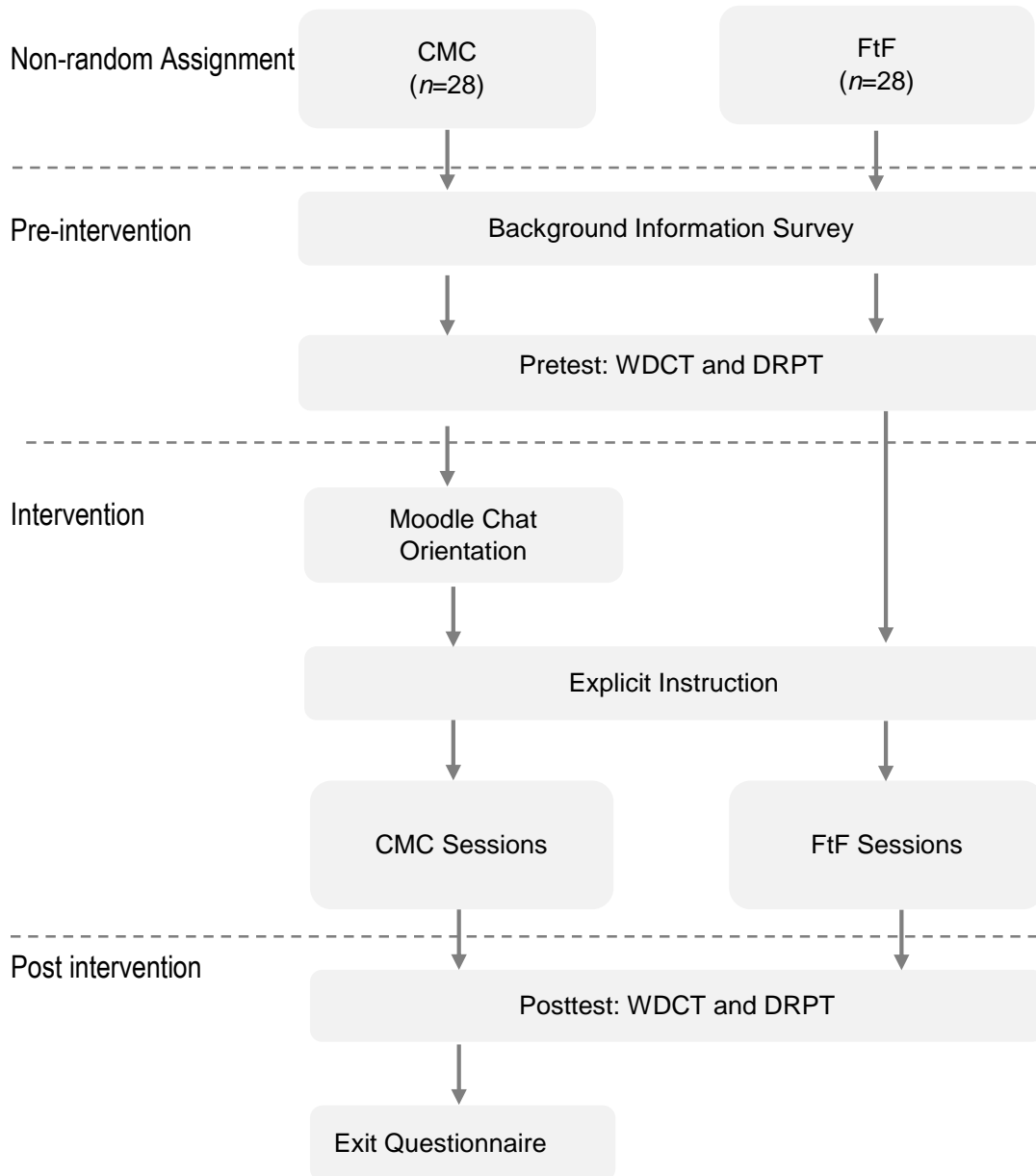


Figure 3 Design of the study

3.3 The Research Context

The experiment and data collection for this study were carried out in Mekelle University at Mekelle city in Ethiopia. The university has been striving for the integration of technology in teaching, learning, and research. The EFL teachers in this university, have access to the Moodle-based e-learning platform to broaden teaching and learning opportunities in addition to using instructional technologies in classroom teaching. Nearly all the departments in the university have their own computer centers. The Department of Foreign Languages at the university, for instance, has three computer centers. Of these three centers, the one run by the English language improvement center (ELIC) is where the current study was conducted. This center has a wired internet connection and furnished with other supportive gadgets like projectors and sound systems.

The pragmatics treatment module of the current experiment is integrated into the course called Communicative English Skills which is one of the two common courses offered to all first-year students at the university who joined all the different departments. The inclusion of the treatment module is an acceptable addition within the scope and did not drift from the objectives of the course.

3.4 Participants

The quasi-experiment was carried out in two sections which comprised intact groups (i.e., an entire class, not randomly selected) assigned by the registrar office. Thus, two sections of students of the Department of Marketing Management who were taking “Communicative English skills” were the experimental group (CMC) and comparison group (FtF) participants. The possibility of systematic differences between the participants assigned to the two conditions is low. Table 5 below shows that the participants in the two sections were essentially

comparable in terms of sex ratio, L1 background, English proficiency level, typing speed and chat use as measured by a pre-study questionnaire.

Table 5

Characteristics of the Participants

		CMC			FtF		
		Count	%	Mean	Count	%	Mean
Age				18.93			19
English score				70.88			70.95
sex	Female	14	50.0%		12	42.9%	
	Male	14	50.0%		16	57.1%	
L1	Amharic	27	96.4%		26	92.9%	
	Tigrigna	0	0.0%		2	7.1%	
	Oromo	1	3.6%		0	0.0%	
Study/staying abroad experience	No	0	0.0%		1	3.6%	
	Yes	0	0.0%		0	0.0%	
Typing speed	Very fast	3	10.7%		4	14.3%	
	Fast	2	7.1%		4	14.3%	
	Moderate	23	82.1%		19	67.9%	
	Slow	0	0.0%		1	3.6%	
	Very slow	0	0.0%		2	7.1%	
Chat use experience	No	0	0.0%		2	7.1%	
	Yes	28	100.0%		26	92.9%	

As indicated in table 5, the participants for this study were comprised of 14 (50%) males and 14 (50%) females with an average age of 18.93 years in the CMC group and 12 (42.9%) male and 16 (57.1%) female students with an average age of 19 years in FtF group. The students' age ranges from 18 to 21. While the CMC and FTF groups were not balanced in terms of gender, it is not far from the typical composition of students in Mekelle university at the college where these students were enrolled. The CMC and FtF group students average English score in Ethiopian University Entrance Examination (EUEE) was found to be almost equal. Most of the participants in both groups were native speakers of Amharic. Most of the students in both groups reported that their typing speed was moderate, and they had previous experience of chatting. Except one participant in the FtF group, all the participants had no study abroad

experience. By and large, there was no strong reason to believe that the two sections differed on major confounding variables.

Regarding participants experience with technology, they reported a moderate level of general technology experiences. They responded that most of them had some experience in the use of computers and online communication tools (e.g., laptops and smartphones), but demonstrated very little experience with programming tools and MMOGs. The participants also reported that they had experience in chat. They reported that they use social media sites (e.g. Facebook, Instagram, etc. for chatting with their friends and relatives. However, most of them said that they used Amharic and other Ethiopian languages.

3.5 The CMC Tool: Moodle Chat

The online communication between/among the participants in the CMC group occurred through Moodle²³ which is a course management system (CMS) also known as learning management system (LMS). Moodle enables instructors to create synchronous chat sessions easily. This chat tool was chosen for three reasons. One, it enables the researcher to make dyads of students easily in a very short amount of time in each chat session. Second, as it is one function in a CMS system, unlike commercial chat tools, Moodle's chat platform is simple, add free and user-friendly. Third, it automatically stores the chat scripts and makes extraction of the chat script possible and accessible within the instructor control.

The researcher created an account on Mekelle University's Moodle-based e-learning program and registered all the students with the help of the e-learning coordinator who provided usernames and passwords for each student. The researcher gained a course instructor status in

²³ Moodle was designed by Martin Dougiamas as a part of his PhD research at Curtin University of Technology, Australia (Forment, 2007).

the program, so he created a module (see Appendix B-1) and chat rooms for the practice sessions. With this role, he could pair the students for conversation practice and unpair them for the whole class discussion sessions.

3.6 Data Collection Instruments

Assessment of pragmatics instructional effects is not an easy task at all, so a multi-method approach (i.e. the use of multiple data collection instruments) is beneficial. Theory and research in the assessment of pragmatic competence have suggested the use of a variety of tests, that can match different instructional and assessment situations. Many researchers (e.g., Cohen, 1996; Hudson et al., 1992, 1995; Kasper, 1998; Kasper & Dahl, 1991; Olshtain & Blum-Kulka, 1985) have favored a multimethod approach since it allows researchers and teachers to determine which types of test best meet their requirements. The rationale underlying this proposal is: (1) certain pragmatic aspects may be more amenable to assessment by one modality and not by others, and (2) different instructional or research objectives require varying levels of specificity.

In sum, through a multimethod approach, the use of different tests can be effectively used in the sense that they supplement each other. However, when deciding which instrument to use for a specific situation, it is crucial to consider “the purpose of the test and the conditions under which it will be administered, as well as the considerations of reliability, parallel forms, and validity” (Yamashita, 1996, p. 75).

Considering the above notes on multi-methods approach, two of the most extensively used data collection instruments in L2 pragmatics research, WDCT, and DRPT, were used as the main data collection instruments for this study. The WDCT was used because it is suitable to establish participants’ pragmalinguistic knowledge of the request strategies and modification techniques by which communicative acts can be realized, and their sociopragmatic knowledge of

the contextual factors under which the linguistic choices are appropriate. In addition to the WDCT, the DRPT was also employed to assess the participant's request in dialogic oral interaction. It allows elicitation of speech act performance in its full discourse context. Kasper and Dahl (1991) claimed that role-plays "represent oral production, full operation of the turn-taking mechanism, impromptu planning decisions contingent on interlocutor input, and hence negotiation of global and local goals, including negotiation of meaning" (p. 228). Bachman (1990) claims, spoken interaction such as role-plays involve more "dynamic interaction between the language users, the discourse, and the context" than WDCT. DRPTs are considered different from WDCTs because they represent online production pressure (p. 216).

While the WDCT mirrors words and expressions in real communication, DRPTs reveal the interactive aspects of the function more fully. Studies (e.g., Sasaki, 1998) found that role-plays provide a more authentic measure of pragmatics competence over WDCTs. However, DRPT requires the time-consuming task of transcribing and coding, thus including an adequate combination of context factors (PDR) is hard to achieve. Hence, WDCTs are still important to maintain content validity of the assessment including an adequate amount of items with varied context factor combination. For these relative complimentary advantages, both DCT and DRPT were used to elicit students' request production.

In addition to the two outcome measures, a pre-study background information survey and an exit-questionnaire were used to collect background information and experiential reflection respectively. Besides, the CMC group students' chat log stored in Moodle was retrieved and checked for treatment integrity. Whether the students were doing the tasks and whether any changes were necessary has been tracked through the scrutiny of the chat log (see Appendix C-2)

3.6.1 Background Information Survey

Prior to the treatment, important participant identification information and prior experience information from each of the participants have been collected through the background information survey (see Appendix A-1) designed by Sykes (2008). The survey used in this study consisted of two parts. The first part contains general background information items that require the participants to write their personal information including their age, sex, L1, score in previous English exam, study abroad and chat use experience, and typing speed. It also requires the participants to write their address for future communication whenever the need arises. The students completed this part of the survey by filling blanks and ticking boxes. The second part is self-evaluation of the participants' previous use of technology. The participants rate their use of different technological tools from *seldom/never* to *more than once a day* a scale and write responses to four open-ended questions.

3.6.2 Written Discourse Completion Task (WDCT)

One of the elicitation instruments used was a WDCT which was developed by Liu (2004)²⁴. In his PhD project, Liu (2004) described the development and validation of the three test papers (WDCT, MDCT, and DSAT) to test the interlanguage pragmatic knowledge of EFL learners. Liu (2004) designed the three test papers of request and apology by going through a series of rigorous test development and validation processes including exemplar generation, likelihood investigation, metapragmatic assessment by English natives, and a pilot testing. He reported that overall the reliability of the WDCT was satisfactory. The Cronbach's alpha internal consistency reliability estimates of the two raters for the WDCT were acceptable (.89 for

²⁴ Permission has been obtained from the copywrite owner through prior written email consent dated November 1, 2015.

rater 1 and .79 for rater 2), and an acceptable overall internal consistency reliability Spearman-Brown result (.903) has been found. The inter-rater reliability as measured by the correlation of the two raters' scores (.823) also showed that the two raters were significantly correlated. The fact that the WDCT achieved high reliability is particularly commendable. The strength of the development process and its high reliability coefficient were reasons to adopt Liu's (2004) WDCT as one of the main data collection instruments for this study.

The WDCT used in the current study has 15 items which include 12 items on request and 3 filler items on refusal which were not scored (see Appendix A-2-I and A-2-II). Since the test was originally prepared for Chinese EFL learners, minor modifications were made to some items of the WDCT to make the situations more familiar to test takers. Two versions of the WDCT (see Appendix A-2-I & A-2-II) were used as pretest and post-test to reduce practice effect. Minor changes have been made to make the students feel the two tests are different. The changes were very much limited to a word or phrase level (e.g., *suit* to *dress*, *assignment* to *project work*, *basketball* to *football*, *Wednesday* to *Thursday*, etc.) and do not make any effect on the difficulty level of the two versions. In addition, 6 different filler items (3 in each version) were used to make the two versions different.

For each situation of the WDCT, contextual variables such as power, social distance and degree of imposition were manipulated. The combination of the PDRs results in at least 9 different types of social situations: P+D+R+, P+D+R-, P+D-R+, P=D+R+, P=D-R+, P=D-R-, P-D+R-, P-D+R+, and P-D-R-. Tables 6 and 7 show the distribution and degree of context variables in the two versions of the WDCT.

Table 6

Distribution of Context Variables of the WDCT (Version A)

Item	Speech Act	Topic	P	D	R
1*	<i>Apology</i>	<i>Forgetting to pass a message</i>	=	+	+
2	Request	Loud Music	=	-	-
3	Request	Asking for help in a shop	-	-	-
4*	<i>Apology</i>	<i>Hitting a student in the classroom</i>	=	-	+
5	Request	Asking a teacher to say something again	+	+	-
6	Request	Asking teacher to fix computer	+	+	+
7	Request	Mobile phone ringing in class	-	+	-
8	Request	Blocking view while watching a match	=	-	-
9	Request	Asking for rescheduling interview	+	-	+
10	Request	Asking for working longer hours	-	+	+
11	Request	Asking to prepare for test together	=	-	+
12	Request	Borrowing a computer	=	+	+
13	Request	Asking to interview the president	+	+	+
14	Request	Asking for a piece of paper	-	+	-
15*	<i>Apology</i>	<i>Late for playing basketball</i>	=	+	-

Note *Fillers that are not included in the analysis; p: power; D: Social distance; R: degree of Imposition; +: more; -: less; =: equal.

Table 7

Distribution of Context Variables of the WDCT (Version B)

Item	Speech Act	Topic	P	D	R
1*	<i>Apology</i>	<i>Taking others book by mistake</i>	=	+	+
2	Request	Loud Music	=	-	-
3	Request	Asking for help in a shop	-	-	-
4*	<i>Apology</i>	<i>Hitting a teacher while playing football</i>	+	-	+
5	Request	Asking teacher to say something again	+	+	-
6	Request	Asking teacher to fix computer	+	+	+
7	Request	Mobile phone ringing in class	-	+	-
8	Request	Blocking view while watching match	=	-	-
9	Request	Asking for rescheduling interview	+	-	+
10	Request	Asking for working longer hours	-	+	+
11	Request	Asking to prepare for test together	=	-	+
12	Request	Borrowing a computer	=	+	+
13	Request	Asking to interview the president	+	+	+
14	Request	Asking for a piece of paper	-	+	-
15*	<i>Apology</i>	<i>Bumping into a student</i>	=	-	-

Note *Fillers that are not included in the analysis; p: power; D: Social distance; R: degree of Imposition; +: more; -: less; =: equal.

The purpose of the WDCT is to measure students request production in terms of appropriateness. To measure appropriateness, the learners' performances in each of the 12 items were rated using a five-point scale (see table 15) and the total DCT score for each learner ranged from 12 to 60. The directness level of the request strategies used in the 12 items was also rated on nine levels (see table 16) so the minimum score is 12 and the maximum is 108. See section 3.9 for details of the rating.

The researcher rated the WDCTs in two rounds. In addition, sample items from the WDCT item pool were rated by an ELT expert who is native American English speaker. The researcher's rating was compared with the native American rater's rating and found to be similar (92%) and reasonably acceptable. The Spearman-Brown internal consistency reliability estimates gained in the first round (.93 for pretest scores and .9 for posttest scores) and in the second round (.93 for the pretest and .89 for posttest) were acceptable as well. The intra-rater reliability was also estimated and the intraclass correlation coefficient ($r = .98, p < .01$ for pretest and $r = .97, p < .01$) was found to be good.

3.6.3 Discourse Role-Play Task (DRPT)

The DRPT (see Appendix A-3) is used to measure students request production in oral interaction. The DRPT situations used in this study were designed by Taguchi' (2003). Taguchi developed the role-play situations consulting five references: Beebe, Takahashi, and Uliss-Weltz, (1990), Hudson et al. (1992,1995), Rose and Ono (1995), and Sasaki (1998). Taguchi (2003) reported that the internal consistency for the PDR-high and the PDR-low speech acts calculated using Cronbach's alpha yielded coefficients of .93 for all speech act items, .95 for PDR-high speech acts, and .79 for PDR-low speech acts. In addition to internal consistency, she also

reported satisfactory interrater reliability which was estimated by calculating the Pearson correlation coefficient was considered satisfactory, yielding a reliability coefficient of .90.

Unlike the WDCT which allows multiple combinations of context variables, for the DRPTs, Taguchi's (2003) method of focusing on two relatively extreme PDR conditions, PDR-high and PDR-low, was adopted in the current study. PDR-high refers to situations where the speaker has lower power than the hearer (P+), the social distance between the interlocutors is large (D+), and the request involves a high degree of imposition (R+). PDR-low, on the other hand, refers to social situations where the speaker has equal or higher power than the hearer (P-/=), the social distance between the interlocutors is small (D-), and the request involves a low degree of imposition (R-). Table 8 below shows the distribution of PDR on the DRPT situations.

Table 8

The DRPT Situations and the Distribution of Context Variables

Item	Situation	Topic	P	D	I
1	Formal (PDR-high)	Asking a teacher to reschedule the exam.	+	+	+
2	Informal (PDR-low)	Asking a friend for a pen.	=	-	-
3	Informal (PDR-low)	Asking a sister to pass you the remote.	=	-	-
4	Formal (PDR-high)	Asking a boss for a day off	+	+	+

The pretest and post-test DRPTs consisted of one practice situation and four test situations. The role-plays were performed based on scenarios explaining the situation and the relationship between interlocutors. Following Hudson et al. (1995), in addition to the target request role-play scenarios, the participants performed another speech act during the practice phase of the test to divert their attention away from the particular speech act under study. Hence, the practice situation was on refusal.

There are generally two ways of conducting an oral role-play test. These are a participant with an expert interlocuter (test taker with tester) format and paired (test taker with test taker) format. The interlocutor effect²⁵ in interaction has been of concern in the traditional test taker with tester format. Thus, the paired format has become increasingly popular recently. In support of paired format, Taylor (2000) mentioned several advantages:(1) providing more varied samples of interaction (2) less asymmetry in interaction, which is more natural and (3) production of more varied language functions. Therefore, a paired format was adopted in this study and fourteen pairs were formed in each group (CMC and FtF) for the pre and posttest DRPTs.

The purpose of the DRPTs was to measure students' request production in terms of directness level, internal modification, and external modification. Hence, each of the request utterances in the students' role-play dialogues was rated for the directness level of the strategies used in a nine-level rating scale developed based on Blum-Kulka et al., (1989, see section 3.9), and the occurrences of internal and external modifiers in each request sequence were counted to compare the amount of modification employed during the two phases (pretest and post-test) and between the two groups (CMC and FtF). The coding of the DRPTs for the main study was conducted by the researcher in two rounds. Ninety-one percent agreement was found between the coding of the two rounds. During the second-round, there were changes of codes made as a result of the coder's experience gained from the first-round coding. In addition, mistakes made during the first-round coding were corrected. Therefore, the second-round coding was taken for the final analysis.

²⁵ The interlocutor effect of age, gender, proficiency, familiarity, and/or cultural norms may compromise test score validity, as some of these factors have been shown to have an impact in the more traditional test taker- tester format (see Brown, 2003 & Ross, 1992).

3.6.4 Exit Questionnaire

A five-point Likert scale questionnaire was developed to find out the students' reactions to the use of CMC for pragmatics teaching and learning. The respondents of the questionnaire were the participants of the CMC intervention program. The questionnaire consisted of 12 items which were constructed based on different sources including Waleed, (2006), Yang (2006), Wu and Hiltz, (2004), and Shudooh, (2003). The items specifically assessed participants' satisfaction with the CMC conditions, feeling of improvement, and the likelihood of future use of CMC for learning purpose.

The exit questionnaire for the main study was pilot tested. Internal consistency reliability of the questionnaire was estimated using the split-half procedure with the Spearman-Brown adjustment. The adjusted full-questionnaire reliability was .82 suggesting that the instrument was moderately consistent and acceptable

3.7 Procedures

The main study was conducted in an eight-week period between November 14, 2016, and January 6, 2017. The treatment process was undertaken over six weeks; the first and the last week of the eight-week period were for pre-and post-testing. Table 9 presents a summary of the study timeline and the activities implemented in each week.

Table 9

Time-frame for the Study

	Activities
Week 1	Pretest
Week 2	Training, Orientation and Explicit instruction
Week 3	Session 1: Asking for goods
Week 4	Session 1: Asking for initiation of an action
Week 5	Session 2: Asking for cessation of an action
Week 6	Session 3: Asking for information
Week 7	Session 4: Asking for permission
Week 8	Post-test

Although the treatment starts from week 2 to week 7, the first week was more of preparation phases. The actual practical sessions were from week 3 to week 7. The following sections describe the procedures that were followed during the intervention and the phases before and after it.

3.7.1 Pre- and Post-Treatment Procedures

Prior to the treatment, participants in the CMC and FtF groups took pretest which consists of individual WDCT and dyadic DRPT. These tests established the baseline level of the students' production of the target speech act. Following the treatment, the participants completed posttest, which includes different versions of the pretest WDCT and DRPT to determine the level of improvement.

The before-treatment data collection took place on two separate days. On the first day, participants filled out the background information survey and completed the WDCT version-A by writing out their responses to the situations and prompts on the instrument. On the second day, the DRPT version-A was conducted. Similarly, after the intervention, the participants took WDCT version-B and DRPT version-B followed by an exit questionnaire. During the pre and posttest DRPTs, participants were given role cards to be read before acting out each of the role-plays. The role cards describe the situations and the participants' roles (as person A or B), and required participants to make requests and give a reply to requests. The students took permanent roles in pre and posttests. This assignment of permanent conversational roles to the participants helps to assure the consistency of results in the pre and posttest dialogue. Participants spent an average of two to three minutes preparing for each role-play. The two participants did not see each other's role-play cards. Then, the DRPTs were performed and video recorded. Finally, each of the role-plays was then transcribed.

Based on the responses from background information survey, students who lacked basic computer skills were identified and given basic computer training for 4 hrs. In addition, prior to the treatment, orientation on how to operate Moodle with special emphasis on its chat function was provided for CMC group participants. During this orientation session, students tried out their Moodle accounts, changed their passwords and explored the ins and outs of Moodle.

3.7.2 The Treatment Procedure

The treatment consisted of six sessions of 150 minutes which were conducted on a weekly basis. The CMC sessions were set at a computer center where students and the teacher could have access to computers connected to the internet. Each student in the CMC groups sat in front of a computer during chat practice sessions, and dyads were formed for conversation through Moodle chat. In the FtF condition, rather, the sessions were conducted through conventional FtF mode in the student's actual classrooms. However, the contents of each lesson, the type of tasks and procedures were all the same in both conditions except the medium (CMC and FtF).

The procedure employed in both CMC and FtF groups for this study was designed based on Sykes's (2005) and Gonzalez-Lloret's (2008) experiments. It includes metapragmatic instruction, watching model dialogue, discussion on reflection questions, dialogue construction and free conversation (see Table 10). The dialogue construction role-play task was the main activity during the treatment because it enables students to realize the form-function-context mapping effectively.

Five instruction sessions were organized based on request goals identified by Blum-Kulka, House and Kasper, (1989). Hence, request for goods, request for initiation of an action, request for cessation of an action, request for information and request for permission were the

topics of the five sessions. Prior to the five sessions, a general introductory session was conducted. This explicit instruction session focused on a general introduction to request and request sequence, types of request strategies, and supportive moves in particular. Along with a brief introduction to context factors that determine politeness, the internal and external modifiers were also discussed.

In each of the five instruction sessions, both the CMC and FtF groups received a brief metapragmatic instruction and then watched a video clip on requests. Following this, the participants engaged in a discussion on the requests they listened from the video clips, with only the mode of the discussion being different, text-based chat and FtF discussion. Reflection questions were provided for them to facilitate the discussion. Next, to the discussion on the reflection questions, the participants of the two groups completed two more tasks through the different mediums (CMC and FtF). These included dialogue construction and free discussion tasks.

For each dialogue construction task, four role-play scenarios were displayed through a power point presentation to the students. Students were instructed not to write down the entire situation but read the situations silently and attentively although they were permitted to make some notes. After the students read and understand the situations, the power point presentation was interrupted and the students performed the role-plays via CMC and FTF.

The other task included in the treatment was a free conversation task²⁶. This task was designed based on Gonzalez-Lloret's (2008) treatment procedure. After students completed the dialog construction practice, both CMC and FtF group students complete a whole class free

²⁶ See Sykes and Cohen (2008), for additional list of CMC tasks for L2 pragmatic development.

discussion task. For this task discussion topics were suggested to the students; however, these topics were only suggestions and they were free to talk about anything that was of interest to them. Table 10 below summarizes the treatment tasks applied in CMC and FtF groups.

Table 10

A Summary of the CMC and FtF Procedures

CMC group	FtF Group
1 Meta pragmatic instruction	1 Meta pragmatic instruction
2 Watching a video clip of model dialogue	2 Watching a video clip of model dialogue
3 Accomplishing tasks in pair through <i>CMC</i> :	3 Accomplishing tasks in pair through <i>FtF</i> :
3.1 Reflection on the model dialogue	3.1 Reflection on the model dialogue
3.2 Dialogue creation	3.2 Dialogue creation
3.3 Free conversation	3.3 Free conversation

The same teacher (the researcher) was teaching both groups; the time spent on tasks was also equivalent. During the practice sessions, the teacher played a facilitating role enabling students' practical use of the chat tool (in CMC group) and setting the scene for the discussion tasks by providing ideas for discussion in both groups. Overall, the teacher's roles were observing what students were doing, answering their questions, helping them when they faced difficulties, encouraging their participation, clarifying instructions, as well as managing the discussions.

3.8 Data Transcription and Coding

The video recorded DRPT data was transcribed using transcription conventions key (see Appendix D-1) adapted from Jefferson (2004). A total of 224 dyadic role-play conversations collected from both CMC and FtF groups during the pre- and post-testing phases were transcribed. The transcription was made in two rounds by the researcher. First, a rough transcription was made, and then the recordings were transcribed at discourse level correcting

some errors committed (e.g., typos, missing words, etc.) in the first round. Finally, the transcription was completed and the role-play data was ready to be coded and rated. The DRPT transcripts were imported into a qualitative data analysis software called QDA Miner Lite²⁷. The data were coded by locating request sequences and assigning a code label using the coding taxonomies developed for this study (see Table 12, 13 and 14).

In addition to the 224 role-play data sets, the second data set comprised 1344 request sequences produced in the WDCTs. All the requests produced by students during pre and post-tests and elicited through DRPT and WDCT were coded. The strategy types used by the students to make requests were coded based on their directness levels. In addition, the internal and external modification techniques used were also identified and coded. The following sections present how the request sequences were segmented into head acts and supporting moves so as to code the strategy types of the head act, the internal modification added within the head act and the external modification or the supportive moves.

3.8.1 Identification of Head Acts and Supporting Moves

To determine the head act and supportive moves in request sequences, the approach used by Blum-Kulka et al. (1989) was followed (see also section 2.1.7.1). Table 11 below shows how each of the request sequences was segmented and coded.

²⁷ See <https://provalisresearch.com/products/qualitative-data-analysis-software/freeware/> for more information about the QDA software.

Table 11

Request Sequences Coding Example

e.g., Pardon me, but could you give me a lift if you are going my way, as I have just missed the bus and there isn't another one for an hour.

	Dimension	Category	Elements
1.	Address term	Attention getter	<i>Pardon me,</i>
2.	Request strategy	Query preparatory	<i>Could you give</i>
3a	Syntactic Downgraders	Interrogative	<i>could you give me a lift?</i>
3b	Lexical Downgraders	-	<i>none</i>
4	Upgraders	-	<i>none</i>
5	External Modifier	1. Cost minimizer	<i>if you're going my way</i>
		2. Grounder	<i>as I've just missed the bus and there isn't another one for an hour.</i>

Note: adapted from Blum-Kulka and Olshtain (1984, p. 205)

After the request sequences were identified and segmented, they were coded based on the coding frameworks for strategies, internal modification and external modification presented in the following sections.

3.8.2 Coding Categories for Request Strategies

The analysis of request strategies used by the participants focuses on the degree of directness of the request's head act. The directness or strategy categories of the classification scheme used in this study were based on classification made by CCSARP (Blum-Kulka & Olshtain, 1984; Blum-Kulka et al., 1989; Blum-Kulka, 1987). Table 12 presents the list of strategies included in the coding of the DRPT and WDCT data for this study.

Table 12

Request Strategies Coding Framework

Level of Directness	Strategy	Example
Direct	1. Imperative	Clean up the kitchen. Move your car.
	2. Performative	I'm asking you to move your car.
	3. Hedged Performative	I would like to ask you to move your car.
	4. Obligation Statement	You'll have to move your car.
	5. Want Statement	I would like you to clean the kitchen. I want you to move your car.
Conventionally indirect	6. Suggestory Formulae	How about cleaning up? Why don't you come and clean up the mess you made last night?
	7. Query Preparatory	Could you clean up the mess in the kitchen? Would you mind moving your car?
Non-conventionally indirect	8. Strong Hints	You've left the kitchen in a real mess.
	9. Mild Hints	We don't want any crowding (<i>as a request to move the car</i>).

3.8.3 Coding Categories for Internal Request Modification

In addition to the selection of request strategies, the participants use internal modifiers in order to further decrease or increase the force of their requests. The data were analyzed for internal modification strategies according to the coding categories from Blum-Kulka et al. (1989), Sifianou (1999) and Schauer (2007). The internal modifiers are summarized in table 13.

Table 13

Coding Category of Internal Modification

Type	Name	Example
Downgraders		
Syntactic	Interrogative ^c	<i>Will you do the cleaning up?</i>
Downgraders	Negation	Look, excuse me. I wonder if you <i>wouldn't</i> mind dropping me home?
	Past Tense ^a	I <i>wanted</i> to ask for a postponement
	Embedded 'if' clause	I would appreciate it <i>if you left me alone</i> .
	Aspect ^b	I <i>was wondering</i> if it's possible to have an extension for the assignment?
Lexical/Phrasal Downgraders	Consultative devices	<i>Do you think</i> I could borrow your lecture notes from yesterday?
	Understaters/ Hedges	Could you tidy up <i>a bit</i> before I start? It would really help if <i>you did something</i> about the kitchen.
	Downtoner	Will you be able <i>perhaps</i> to drive me?
	Politeness device	Could you open the window a little bit, <i>please</i> ?
	Subjectivisers	<i>I want to know</i> if I can hand in my project next week?
	Appelers	Clean the table dear, <i>will you</i> ?
Upgraders	Intensifiers	Clean up this mess, <i>it's disgusting</i> .
	Expletives	<i>You still haven't cleaned up that bloody mess!</i>

Note. ^a According to Blum-Kulka et al. (1989a), past tense forms are coded as downgraders only if they are used with present time reference and can, therefore, be substituted by present tense forms without changing the semantic meaning of the utterance (p. 283).

^b Also according to Blum-Kulka et al. (1989a), the durative aspect marker counts as a mitigator only if it can be substituted by a simple form (e.g. *I want* versus *I wanted*, p. 282).

^c Preparatory request strategies of the form *can you/could you* are not treated as syntactic downgraders and therefore not included in this category (Blum-Kulka et al., 1989a) since the interrogative in these cases is unmarked.

3.8.4 Coding Category for External Modification

To measure the third focal construct, external modification, the students request sequences collected through the WDCT and DRPT were coded using the taxonomy (see table 14) adapted from CCSARP (Blum-Kulka & Olshtain, 1984; Blum-Kulka et al., 1989; Blum-Kulka, 1987) and Schauer, (2007).

Table 14

Coding Category for External Modification

Type	Example
Checking on availability	<i>Are you going in the direction of the town? And if so, is it possible to join you?</i>
Getting a pre-commitment	<i>Will you do me a favor? Could you perhaps lend me your notes for a few days?</i>
Grounder	<i>Judith, / missed class yesterday, could I borrow your notes?</i>
Sweetener	<i>You have the most beautiful handwriting I've ever seen! Would it be possible to borrow your notes for a few days?</i>
Disarmer	<i>Excuse me, I hope you don't think I'm being forward, but is there any chance of a lift home?</i>
Cost minimizer	<i>Pardon me, but could you give a lift, if you're going my way, as I just missed the bus and there isn't another one for an hour.</i>
Promise of reward*	<i>I would fill in yours [the questionnaire] as well, if you need one, one day.</i>
Alerter*	<i>hello; Helen, excuse me;</i>

Note: * these external modification techniques are from Schauer (2007)

3.9 Rating

Two of the focal constructs of measuring request production competence (appropriateness and directness) were subject to rating. To determine the appropriateness of request sequences produced through pre and posttest WDCTs, raters used a five-level rating scale (see Table 15) developed by Taguchi, (2011b, p. 459). Thus, appropriateness was assessed using a five-points ranging from 1 (*very poor*) to 5 (*excellent*). Accordingly, the sum of the ratings of the 12 WDCT items was calculated for each participant for further analysis.

Table 15

Appropriateness Rating Scale

Rating	Descriptor
5 Excellent	Almost perfectly appropriate and effective in the level of directness, politeness, and formality.
4 Good	Not perfect but adequately appropriate in the level of directness, politeness, and formality. Expressions are a little off from target-like but pretty good.
3 Fair	Somewhat appropriate in the level of directness, politeness, and formality. Expressions are more direct or indirect than the situation requires.
2 Poor	Clearly inappropriate. Expressions sound almost rude or too demanding.
1 Very poor	Not sure if the target speech act is performed

In addition to frequency measures of direct and indirect request strategies, (in)directness level can also be rated since it is a scalable notion. Based on Blum-Kulka et.al. (1989), nine specific levels of directness in requesting behavior were identified as shown in table 16. The CCSARP coding scheme (Blum-Kulka et.al., 1989), is a universally valid scale of directness previously empirically tested and successfully used by previous research. Rating requests from *most direct* (1) to *least direct* (9) based on the CCSARP coding taxonomy allowed to implement a quantitative analysis for directness levels of participants' PDR-high and PDR-low request production in the DRPT pre-and post-tests.

Table 16

Directness Rating Scale

Rating	Strategy
1	Imperative
2	Performative
3	Hedged Performative
4	Obligation Statement
5	Want Statement
6	Suggestory Formulae
7	Query Preparatory
8	Strong Hints
9	Mild Hints

3.10 Data Analysis

The data collected for this study were analyzed both quantitatively and qualitatively. First, the data from the demographic questionnaire was analyzed quantitatively to establish the characteristics describing the population under study. Next, the qualitative data from the DRPT and DCT was coded and rated. While the rating score is subject to quantitative analysis, the coding of the data enables to make both qualitative and quantitative analysis. Thus, the quantitative results from all the data collection instruments were entered to SPSS for statistical

analysis. Finally, qualitative linguistic analysis²⁸ is conducted to provide evidence and confirmation for the quantitative analysis. The linguistic analysis enables to look for the realization patterns in each of the participants' request production. When the most salient patterns were identified, examples illustrating them were quoted from the WDCT and DRPT corpus and explained.

A one-way analysis of covariance (ANCOVA)²⁹ was run to compare the means of CMC and FtF groups' post-test scores of appropriateness. ANCOVA was used because it allows to remove the effect of pretest scores and fairly compare posttest scores between groups. For the ANCOVA test in the current study, the independent variable was the mode of instruction (CMC and FtF) and the dependent variable was the students' WDCT post-test scores. The students' pretest score was the covariate which controlled the pragmatic ability of the students prior to the treatment. All the assumptions of ANCOVA were fulfilled for appropriateness scores (see Appendix E-2)

Nevertheless, as the data from the directness rating scale violated one of the ANCOVA assumption (i.e. normal distribution), non-parametric tests were employed. Mann-Whitney U tests were used to measure between-group differences and Wilcoxon Signed Ranks tests were also used to measure within-group (pre-to-posttest) differences. These non-parametric tests “do not make specific assumptions about population distributions” (Kinnear & Gray 2006 p. 10).

²⁸ Richards and Schmidt (1985) defines linguistic analysis as an “investigation into the structure and functions of a particular language or language variety...or of language in general as a system of human communication” (p. 341). It is an organized attempt to describe linguistic data for a defined purpose. A linguistic analysis seeks to identify and analyze structures, patterns, and peculiarities in order to make verifiable statements about a stretch of language use or a text.

²⁹ For review on the comparison of different methods of analyzing data from Non-equivalent Group Design (NEGD), see Fancher (2013).

However, they are not free of their own assumptions. The Mann-Whitney U test and Wilcoxon Signed Ranks tests were checked for their respective assumptions (see Appendix E-1).

The Mann-Whitney U test and Wilcoxon overcome the problem of the shape of the distribution of the directness scores by *ranking* the data: that is, finding the lowest score and giving it a rank of 1, then finding the next highest score and giving it a rank of 2, and so on. This procedure results in high scores being represented by large ranks, and low scores being represented by small ranks. The analysis is then conducted on the ranks rather than the actual data. By using the ranks, the tests eradicate the effect of outliers. It is noteworthy that according to Field (2013) these non-parametric tests might as well have equivalent statistical power with their parametric alternatives.

The frequency of the direct and indirect strategies in DRPTs was used to examine potential changes within the same group of participants over time, as well as across groups of participants receiving different treatments (CMC and FtF). The percentages of direct and indirect strategies used by CMC and FtF group participants during the pre and posttests were compared to corroborate the significance test results.

To examine the internal and external modification use of the CMC and FtF group participants, frequency count was conducted. In addition, linguistic analyses of extracts from students request production was also provided to support the results of the frequency distribution. Last, to find out the students' reaction, the data collected through the exit questionnaire were analyzed using one sample *t*-test.

3.11 Ethical Considerations

Different ethical issues were considered before, after and during the study. The main ethical considerations include the department head's permission, debriefing, and compensation.

At the beginning of the experiment, in order to carry out this study within the existing curriculum and to get access to the computer center for undertaking the intervention program, permission was sought from the head of the Department of Foreign Languages at Mekelle University. After scrutinizing the objectives and procedures of the treatment, permission was granted.

Before the intervention program completed, the students were not openly informed that they were participating in a research project. They were informed rather about the aims, significance, and nature of the activities that they were completing as their course component. The intention was to avoid unnatural performance and unusual behavior because of the experiment and to reduce contamination of information between the two groups of participants. Therefore, instead of prior informed consent, a debriefing approach was followed.

At the conclusion of participants' study involvement, they were informed about the study in which they just participated and the reasons for the incomplete disclosure of it. The researcher clarified that the study was conducted as part of a doctoral study and the data collected would be reported as the main findings of such a dissertation and would not be used for other purposes. They were assured that their anonymity and non-traceability would be maintained. They were told that their names both in the data set and the dissertation report would be replaced by code numbers.

After the purpose of the study and anticipated results had been disclosed, the participants were requested to fill in a debriefing statement. The participants were told that they still had an opportunity to withdraw his/her consent for use of the DRPT video recordings, the chat script, and photographs and, potentially, withdraw from the study altogether. All the participants, however, offered their consent for the researcher to use all the collected data from them.

Last, as compensation, the control group was engaged in CMC sessions after the experiment completed. Since it would be inequitable to teach a certain group of students through an instructional method that was supposed to have more positive impacts and deprive another group of that treatment, the FtF group students were oriented on how to use Moodle and completed similar tasks through CMC.

3.12 Pilot Study

A pilot study is one of the important steps in a research project. It is conducted to identify potential problem areas and deficiencies in the research procedure and instruments prior to the implementation of the main study. It helps the researcher become familiar with the study's procedures and improve the quality and efficiency of the main study. Grounded on these assumptions, a pilot study was conducted between March 2 and April 20, 2015, some months before the main study. The purpose of the pilot study was not to answer the research questions of the main study. Instead, it was conducted to glean necessary information regarding the feasibility of the main study procedures and uncover some of the challenges that might affect the main study in advance. It was also important for the researcher to launch the main study with valuable hands-on experience of applying the planned procedures and to reduce the possibility of making grave mistakes that would compromise the results. Thus, the pilot study specifically aimed at:

- determining the feasibility of the treatment procedure,
- trying out the instruments, and
- getting participants' appraisal of the experimental treatment (i.e. the use of CMC for pragmatic instruction).

3.12.1 Context and Participants of the Pilot Study

Two classes of Mekelle University students ($n=46$) taking “Communicative English Skills” course were the participants of the pilot study. The two intact classes were randomly taken as a CMC group ($n=22$) and FtF group ($n=24$). There were a total of 25 male and 21 female participants in both groups. Their age ranged from 20 to 23 ($M=22.1$). The participants represented four different L1 backgrounds: Amharic, Oromo, Tigrigna, and Somali. None of the participants of the pilot study participated in the main study. The same teacher (i.e., the researcher) taught both classes.

3.12.2 Data Collection Instruments of the Pilot Study

To get the pilot study participants’ impression of the intervention program, an exit questionnaire which consisted of six open-ended items that required the students to write about their experience was used. It was assumed that participants could freely express what they experienced during the intervention without fear and hesitation through the questionnaire as it maintains anonymity. Hence, an open-ended questionnaire format was preferred to post-treatment one-on-one interview technique for collecting data for the pilot study. In addition, the researcher took notes of important incidents while testing the main study data collection instruments and procedures. These notes include the researcher’s personal views and participants' reactions. The data gathered through the exit questionnaire and the field notes were analyzed qualitatively using QDA Miner Lite.

3.12.3 Procedures of the Pilot Study

The experimental procedure was one of the most important aspects to try out during the pilot study. The treatment procedure included explicit metapragmatic instruction and watching

model dialogues followed by a reflective discussion on the model dialogue, dialogue construction role-play task and whole class free conversation via CMC or FtF. The FtF sessions were conducted in the students' classroom, whereas, the CMC sessions were conducted in a computer center.

The communication medium used in CMC sessions was Yahoo! Messenger. Yahoo! messenger was chosen for it is free, easy to download, install and use. With this chat tool, students could connect with others by themselves sending requests and form dyads. It allowed the participants to save their interactions in a folder on their computer, which they could then forward via email to the researcher after completion. The chat log (see Appendix C-1) was used as a control system to make sure that the participants were doing the target tasks. The participants were oriented on how to use the chat tool before the study began and assured that only the researcher would have access to the data, not their peers or anyone else.

Except for the interaction medium, the other materials and procedures were maintained to be similar in both groups. The teaching and learning material (see Appendix B-2) developed for the study consisted of metapragmatic information on request strategies and internal and external request modifiers, discussion questions and role-play situations for the CMC and FtF practice. The material presented four role-play completion tasks which were prepared for each of the five sessions organized based on the goals of requesting as request making for things, for initiation of an action, for cessation of an action, for information and for permission. A total of 20 situations were adapted from previous request studies (Alco'n Soler, 2005; Dong, 2009; Halinko & Jones, 2011). The metapragmatic explanations were also based on various sources, including self-access website developed by Cohen, Ishihara, and Sykes at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota.

The major data elicitation instruments for the main study, WDCTs and DRPTs, were adopted from Liue (2004) and Taguchi (2003) respectively. They were carefully designed and thoroughly validated (see section 3.6.2 and 3.6.3 for details), and thus, they required no further reliability check. Although these tests were adopted from dependable sources, there would still be a few modifications that should be made to suit the context of the current study. Therefore, the tests were administered in the pilot study to check the clarity of the situations and the instruction and to set a fixed time for the tests.

After completion of the intervention, the exit-questionnaire was administered to participants of the CMC group to glean information regarding their appraisal of the treatment condition. The findings of the questionnaire are presented in the following section.

3.12.4 Results of the Pilot Study

The results of the exit questionnaire provided important preliminary insights regarding the significance and practicality of the use of CMC for pragmatics instruction. Soliciting this information was vitally important for making necessary improvements in the main study. Thus, the students were requested to describe their experience with the chat sessions highlighting the aspects they liked and disliked and the challenges they encountered. They were also asked to express the perceived benefits and drawbacks of the use of chat in pragmatics instruction and to make suggestions for improvement of the intervention program.

3.12.4.1 Participants' Experience During the CMC Treatment Program: Likes and Dislikes

The participants' reaction to the use of CMC for pragmatics learning was positive. Their description of their experience was mostly favorable. For instance, one of the participants said, “In my point of view, it was one of the best experience[s] which I get from English classes. It

was one hell of a good idea that makes our English class interesting.” Another student added with specific mention of request making pragmatic competence that “While in our chat sessions, I have learned a lot of things. I know more about how to interact with different people. And another thing is that now I know how to make requests in a more polite way.” The participants expressed their feeling of improvement as evidence for their successful participation in the intervention program. For example, S21 wrote that “The chat sessions were great. I have learned how to make a request and reply back successfully. I saw improvements in me and my friends in our language.”

Most of the students reported that they liked all the tasks they completed. For instance, S19 stated, “There is nothing I disliked about the chat sessions. I just loved every single thing from day one till the end of the class.” The students also listed specific aspects of CMC sessions that they liked most. According to their responses, the most interesting task for them was the whole class discussion. S16 went on to explain that “During our whole [class] discussion, everyone was free to speak up their mind. I enjoyed expressing my opinion, plus it was really fun.” Though the whole class discussion was the most liked task, there were also some students who reported that the role-play dialogue construction tasks were their favorite. What S3 said concerning the role-plays was particularly interesting. She said “I liked the role-plays that we need to dramatize especially to prolong our conversation. The dramatic nature of the role-plays is enjoyable.” By and large, the students expressed that they enjoyed the CMC sessions and perceived gradual improvements in their ability to make requests.

3.12.4.2 Perceived Benefits and Drawbacks of CMC Use in Pragmatic Instruction

The participants were asked to write the benefits and drawbacks of CMC use, in order to identify which benefits and drawbacks mentioned in the literature were perceived by the

participants. The participants were honest in telling that they did not notice the benefits at the early stages of the intervention. However, as time went on, they reported that they began to perceive the benefits. What S9 noted below is a good example:

At first, I didn't see the uses of it [CMC] that much, but through time I have come to realize its benefits. One of its benefits is the improvement of our language and our interactions with people. Generally, I have to say that it is beneficial for language learning and improvement.

The participants reported various specific benefits and drawbacks of CMC use in pragmatic instruction. The benefits they mentioned include improving communication skills, interactional ability, writing skills, reading skills and vocabulary. They also noted that CMC avoids anxiety, makes students free, and interests students to learn. Among the social benefits that the students mentioned getting to know each other well was the most frequent. In addition to the language and social skills development, they also reported that CMC use improved chatting skills itself, typing/ keyboarding skills and working with electronic devices.

Several drawbacks of CMC use were also listed by the participants. The most frequently stated drawback was its time-consuming nature. In addition, the participants mentioned that they felt frustrated when they wanted to communicate but lacked the necessary vocabulary. For example, S19 remarked, "Sometimes I have so many thoughts but I cannot express them because of [a] shortage of words." Concerning pronunciation, mixed responses were expressed by the participants. As S12 stated, "It [CMC] was good as it enables us to work on using sentence structure while not worrying about pronunciation". In contrast, S13 put a negative remark, saying, "the weakness of chatting is that it didn't give attention to pronunciation." To sum up,

the participants of the CMC group could perceive some of the benefits and drawbacks of the use of CMC for pragmatics instruction which were mentioned in the previous literature.

3.12.4.3 Challenges of the Use of CMC for Pragmatic Instruction

Although technology offers exciting new experiences for language teaching and learning, it might also present significant challenges (Salasberry, 2001). Accordingly, students were asked to list the challenges they faced during the CMC sessions. They mentioned a few technical and language-related challenges. These include technical glitches with the computers they were working on and with their chat accounts. The most frequently listed challenges were typing speed, typing error, spelling, and shortage of time to complete the tasks. Power outage and unreliable internet connection were stated as challenges as well.

Participants complained about their partner's communication skills. In this respect, S10 commented, "It was the chat with my partner who is not that much good in English, and trying to understand what he wanted to say was a challenge for me. I asked him back what he meant every time he chats with me and when I don't understand." The participants also reported off-topic discussion as a challenge. They said some students, especially during the whole class chat were talking about unrelated matters. Furthermore, few students reported that their partner was using local languages such as Amharic while chatting.

3.12.4.4 Participants' Suggestions

The participants made two important suggestions. One was related to the teachers' involvement. They suggest that the teacher should supervise the chat sessions and see what the students are really doing. For instance, S14 puts forward, "Generally, it [CMC] is [a] good way of teaching and learning. Keep up the good job, and monitor what the students are really saying while chatting so that unnecessary things such as out of topic talks doesn't occur." Second, the

participants raised issues concerning the time allotted to complete the tasks. As it was mentioned by the participants in the challenges section, they complained about the shortage of time. Thus, they suggested that, as S4 put it, “the time should be increased.”

Overall, while making suggestions for improvement most of the students expressed positive feelings concerning the use of CMC and suggested it to be used as a learning tool in the future. What S16 said sums all. She said, “I believe learning through chat is [a] great idea. It is new for our academic setting and I hope the upcoming students will be excited to have [a] new way of learning such as these.

To conclude, the pilot study participants’ reaction to the use of CMC for pragmatic instruction was positive and consistent with many previous studies (e.g., Beauvois, 1995; Blake, 2000; Kelm, 1992; Kern, 1995). These studies administered survey instruments to determine how students react or perceive the use of CMC in language instruction and find out that the students’ responses have been very positive.

3.12.5 Lessons Learned from the Pilot Study and Changes Made

The purpose of this pilot study was to try out the main study procedures and collect information from the participants to obtain relevant insights that have implications in the main study. Therefore, based on the experience of the researcher while conducting the experiment and through the data collected from the participants, several findings were gained which calls for alterations to be made in the main study.

The procedures of the treatment and data collection were found to be generally practical in terms of the resources available at Mekelle University. The data collection instruments (WDCTs and DRPTs) were suitable tools to achieve the main study’s objectives. While the

WDCT was administered, the students were asked if there were any confusions on the instruction and the WDCT situations. No student raised questions regarding the instruction. However, some questions about the situations were asked by the test takers. The researcher recorded each of the questions raised and identified minor areas of unfamiliarity of words like *department store* and *book store* which need to be replaced by other words commonly used in Ethiopia like *boutique* and *book shop*.

The DRPTs were conducted with a randomly selected subset of the participants ($n=18$). The DRPTs were conducted in the students' classroom. The researcher provided a role card for the students to read and get prepared for acting the role-plays and recorded the time they spent for reading. Then, he recorded each of the DRPT tasks. After they had finished the DRPT tasks the students were asked whether the situations were clear or not. They were also invited to make any comments about the test. In so doing, the researcher identified the average amount of time each pair would take to complete the DRPTs and set a fixed amount of time (10 minutes) to be allocated for each dyadic DRPTs for the main study. Transcription of the DRPTs (see Appendix D-2-II, for sample transcripts) was tried out. Since the recording was done in a classroom, the video recordings were rather low quality. It required a special adjustment to listen clearly what the participants were saying. Thus, the video recording for the main study was conducted in a relatively quieter room.

The communication medium used during the pilot study, Yahoo!™ messenger, was found to have some deficiencies. It did not enable the teacher to automatically extract the chat script. Rather, it added an extra burden on the students to send their chat conversation via email to the instructor. Thus, another medium that enables the teacher to supervise and monitor the

chat discussion while the classroom chat sessions were running and that allows extraction of learner data all at once was used in the main study (see section 3.5).

From the practical experience of piloting the experimental procedures and data collection instruments and from students' responses to the exit questionnaire, the researcher has learned the kind of challenges that might occur during the implementation of the main study. This prior identification of problem areas enabled the researcher to make informed decisions diligently. Overall, it can be fair to make a general statement that the treatment procedures of the study were feasible, the data collection instruments were practical and suitable, and the students' appraisal of the use of CMC for pragmatic instruction was positive. To put it briefly, the results of the pilot study were encouraging.

Chapter Four: Results and Discussion

Through the first three chapters of this study, a case has been made for the exploration of effects of CMC on the development of EFL students' pragmatic competence in comparison to FtF mode. The previous chapter, in particular, detailed the context and participants of the study outlined the procedure for the treatment and the collection of data and discussed the techniques for analyzing the data for each of the pretest-posttest instruments. Accordingly, this chapter presents and discusses the findings of the study addressing the research questions raised in the first chapter.

4.1 Presentation of Findings

In this section, the analysis of the data elicited through the WDCTs, DRPTs and exit questionnaire is presented. The findings are organized according to the research questions. Thus, a presentation of the results of the directness level of the students' requests collected through the DRPTs is the first part. Then, the internal, and external modifiers use by the students' during the pre-and post DRPTs followed. The results for the first three research questions are organized in two parts in each section which present the results from PDR-high situations and PDR-low situations. Next, the overall appropriateness of the students' request production elicited through the WDCTs which was analyzed through the ANCOVA and linguistic analysis is presented. Finally, the results of the Likert scale exit questionnaire data which revealed the participants' reactions to the use of CMC for the teaching and learning of pragmatics are included.

4.1.1 Request Strategy Use: Directness Level of the Students' Request Production

The students' request strategy use was analyzed quantitatively in two ways. First, the corpus of 224 request sequences collected through the DRPTs was coded based on the nine

coding categories (see section 3.8.2, table 12). Each pair of students ($n= 14$) acted out a total of 28 role-plays (one PDR high and one PDR-low) in the pre-and posttests. Then, the frequency and percentage of the strategy types used to make each request sequences were calculated. Second, as directness is a scalable notion, the coding framework also functions as a concomitant rating scale (see section 3.9, table 16) that enables to assign scores for the (in)directness levels of the students' strategy choices. Therefore, the scores from the rating scale were also analyzed by significance tests. Furthermore, qualitative evidence of the students' request production was also included. The results of the directness level of the students' requests in the PDR-high and PDR-low situation is presented separately in the subsequent sections.

4.1.1.1 Directness of the Student's Requests in the PDR-high Situations

The results of the directness level of the requests produced in the two PDR-high DRPT situations (e.g., asking a boss for a day off; asking a teacher to reschedule an exam) as an index for pragmatic competence was measured through the frequency count of the amount of direct and indirect (conventional and non-conventional) strategies used and additional inferential statistical tests. Therefore, this section presents first the frequency distribution of the strategy use, then non-parametric test results of the directness rating score and finally example excerpts from the token analysis. Table 17 shows the frequency distribution of request expressions used by CMC and FtF group in the PDR-high situations.

Table 17

Students' Request Strategy Use in PDR-high Situations

	FtF				CMC			
	Pretest		Posttest		Pretest		Post	
Direct Strategies	18	64%	13	46%	16	57%	6	21%
Imperatives	6	21%	6	21%	2	7%		0%
Explicit performatives	2	7%	1	4%	3	11%		0%
Hedged Performatives	1	4%		0%	1	4%	2	7%
Want statement	9	32%	6	21%	10	36%	4	14%
Obligation statement		0%		0%		0%		0%
Indirect Strategies	10	36%	15	54%	12	43%	22	79%
Conventionally indirect								
Suggestion		0%		0%		0%		0%
Query Preparatory	8	29%	15	54%	12	43%	21	75%
Non-conventionally indirect								
Strong Hint	2	7%		0%		0%	1	4%
Mild hint		0%		0%		0%		0%

Note. Percentage was calculated by dividing the raw frequency by the total number of requests analyzed.

Fourteen pairs in each group (CMC and FtF) produced two PDR-high requests, so the total number of requests analyzed in each group was 28.

As shown in table 17, the two groups did not show much difference in the choice of strategies during the pretest. For both groups, the most frequently used strategies were query preparatory, want statement, and imperatives respectively. The other direct strategies such as explicit- and hedged performatives were also used yet at a very low frequency. Prior to the intervention, although query preparatory has the highest occurrence, students in both groups used more direct strategies (64% in FtF and 57% in CMC) than indirect strategies (36% in FtF and 43% in CMC). In contrast, after the intervention, both groups showed improvements in using more indirect strategies. Nevertheless, comparing the two groups' posttest data, the number of indirect strategies used by CMC group (22, 79%) was greater than the FtF group (15, 54%). Put

it another way, the CMC group students used fewer direct strategies (6, 21%) after the intervention; specifically, they totally avoided the use of the most direct strategies, explicit performatives, and imperatives.

To triangulate the frequency results of the PDR-high situations, four separate significance tests were conducted as well. Since the directness scores from the DRPTs were not normally distributed (the Shapiro–Wilk tests were significant, $p < .05$, see Appendix E-1) non-parametric tests were used to measure between-group and within-group differences. Two separate Mann-Whitney U tests were computed to compare between-group differences at the pretest and later after the intervention, at the posttest. Table 18 below presents rank statistics showing mean rank³⁰ differences between CMC and FtF groups at the pre-and post-treatment phases.

Table 18
Rank Statistics for PDR-high Pretest and Posttest Scores

Group	N	Pretest		Posttest	
		Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks
FtF	14 ^a	14.07	197.00	10.54	147.50
CMC	14	14.93	209.00	18.46	258.50
Total	28				

Note. ^afourteen pair of students

As can be seen in table 18, the mean rank difference between the two groups is small (.94) at the pretest but relatively large (7.92) during the post test. Checking for the statistical significance of this results, the Mann-Whitney U test revealed no statistically significant difference between CMC group's ($Mdn^{31} = 10$) and FtF group's ($Mdn = 14$) pretest scores, $U =$

³⁰ Instead of the descriptive statistics, the rank statistics is presented here because the non-parametric tests compare mean ranks not descriptive means (see section 3.10 pp. 114-115).

³¹ The median is reported for each group based on Field's (2013) recommendation that median is more appropriate than mean for non-parametric tests.

92.000, $Z = -.279$, $p = .804$, $r = -.05$ (1-tailed), indicating no pre-existing difference between the two groups in the level of directness of requests that they produced. However, after the intervention, significant between-group difference of request production scores ($Mdn = 14$ for CMC and $Mdn = 8.5$ for FtF) was found, $U = 2.500$, $Z = -2.637$, $p = .009$, $r = -.498$ (1-tailed).

In addition to the between-group comparison, a within-group analysis was conducted using the Wilcoxon Signed Ranks test to identify which groups' result caused the posttest difference already identified by the Mann-Whitney U test. Table 19 demonstrates rank statistics that show rank differences of pre- and posttest scores for each group.

Table 19
Rank Statistics for CMC and FtF Group's Directness Rating

	FtF			CMC		
	N	Mean Rank	Sum of Ranks	N	Mean Rank	Sum of Ranks
Negative Ranks ^a	5	7.10	35.50	1	5.00	5.00
Positive Ranks ^b	8	6.94	55.50	10	6.10	61.00
Ties ^c	1			3		
Total	14			14		

Note. ^a Posttest < Pretest, ^b Posttest > Pretest, ^c Posttest = Pretest

Wilcoxon Signed Ranks test revealed that there was no significant difference between the pretest and posttest directness scores for FtF group, $Z = -705$, $p = .48$, $r = .133$ (2-tailed). In contrast, for CMC group participants, indirectness of their requests produced was significantly higher on posttest ($Mdn = 14$) than on the pretest ($Mdn = 10$), $Z = -2.497$, $p = .013$, $r = -.472$ (2-tailed). Hence, the posttest between-group difference that the Mann-Whitney U test revealed was caused by the improvement of the CMC group directness scores as the FtF group did not show statistically significant pre-to-posttest improvement.

With the intention of providing a picture of overall group trends in the request strategy use that has numerically been presented, example dialogues from pre-and posttest DRPTs are provided in the subsequent discussions below. The transcription excerpts 1 through 5 below show examples of participant's PDR-high request productions.

Excerpt 1 (Pretest, CMC, Pair 12, Situation: Asking a boss for a day off)

- 1 S12A: hello
- 2 S12B: hello, what can I help you?
- 3 S12A: *please give me permission for next saturday.*
- 4 S12B: well my schedule is this saturday, I can't, sorry.
- 5 S12A: please.
- 6 S12B: what's your name?
- 7 S12A: sarah
- 8 S12B: ok sarah ((pseudonym³²)) I'll give you permission.

Excerpt 2 (Pretest, FtF, Pair 6, Situation: Asking a teacher to reschedule an exam)

- 1 S6A: *next saturday I have my sister's wedding and I want (.) you >to postpone*
- 2 *the exam<*
- 3 S6B: so you are telling me you can't come to the exam on saturday?
- 4 S6A: yeah.
- 5 S6B: so:: when will you be back?
- 6 S6A: at monday
- 7 S6B: ok:: uh I'll see my schedule and I'll try to adjust it.
- 8 S6A: ok thank you.

Both excerpt 1 and 2 were from pretest DRPT corpus collected from both CMC and FtF group participants, and hence show students' request production prior to the intervention. In both extracts, the request strategies employed were direct. As shown in excerpt 1, while S12A

³² All names of participants used in this study are converted; they are pseudonyms.

said “*Please give me permission for next saturday*”, for instance, used imperative (please + verb) which is the most direct type of request formulation (line 3). Similarly, S6A from the FtF group used want statement (*I want you...*) to make his request showing his desire that the hearer carries out the act denoted in the proposition, rescheduling an exam (line 1 and 2). Like in other direct strategies, the illocutionary force of his request can be derived from the statement; and hence very direct. These two excerpts exemplified that that most of the students in both groups heavily relied on direct strategies prior to the intervention. Nevertheless, the students’ strategy use was changed after the intervention. Excerpt 3 to 5 below are good examples for this.

Excerpt 3 (Posttest, FtF, Pair 10, Situation: Asking a teacher to reschedule the exam)

- 1 S10A: hi mister.
- 2 S10B: hi how are you.
- 3 S10A: uh I got to tell you something.
- 4 S10B: what is it?
- 5 S10A: I have a wedding sunday,
- 6 S10B: so what?
- 7 S10A: *can I take the exam on another day?*
- 8 S10B: why, what is the reason?
- 9 S10A: because my sister is married, it is wedding.
- 10 S10B: I'll see my schedule and I will reschedule the exam.
- 11 S10A: ok thanks.

Extract 4 (Posttest, FtF, Pair 11, Situation: Asking a teacher to reschedule the exam)

- 1 S11A: hi mister.
- 2 S11B: hello how are you.
- 3 S11A: I'm fine, excuse me, I have one question.
- 4 S11B: what is it?
- 5 S11A: *uh on next sunday my sister weddings but on next sunday I have a test so*
- 6 *please change the day of test.*

- 7 S11B: so you want me to reschedule?
 8 S11A: ((nodding)).
 9 S11B: so when you will take the exam?
 10 S11A: after the wedding.
 11 S11B: can you take it on monday?
 12 S11A: ok.
 13 S11B: ok good.

Excerpt 5 (Posttest, CMC group, Pair 4, Situation: Asking a boss for a day off)

- 1 S4B: hello↑ sir how are you this afternoon?
 2 S4A: I'm fine, how are you?
 3 S4B: I'm good, I'm good,
 4 S4A: what can I help you
 → 5 S4B: *I know we have pretty tied up schedule but I was wondering if you could give*
 6 *me a day off this sunday, I was thinking someone could take my place and I will*
 7 *work part-time.*
 8 S4A: first let me see the schedule and if I have any other person to cover your – you
 9 can.
 10 S4B: ok please do that (.) I really need to visit my parents.

Student 10A from the FtF group, in excerpt 3, made her request using query preparatory (*Can/Could you + verb*) signifying a change from direct strategy use into conventionally indirect strategy use (line 7). However, a significant amount of request sequences from the FtF posttest data were still direct. For instance, S11A in extract 4, used imperative while saying *please change the day of test* (line 6). Hence, the use of imperative with a politeness marker *please* was still prevalent in FtF posttest data. Relatively greater indirect strategy use was recorded in CMC group during the post-test compared to FtF group. For instance, S4B made the request in query preparatory form, which is frequently used by the majority of CMC group students, saying “I was wondering if you could give me a day off this Sunday” (line 5 and 6). Therefore, as the

quantitative analysis revealed and the qualitative examples demonstrated, the CMC group students showed relatively higher pre-to-posttest improvement in the directness level of their strategy use in the PDR high situations.

4.1.1.2 Directness of Students' Request in the PDR-low Situation

Like the PDR-high situations, students' request production in the PDR-low DRPT situations were also examined. To get clear insights into the effects of the treatment on the directness of the students' request production in the PDR-low scenarios, the frequency of the strategies used were counted (see table 20).

Table 20

PDR-low DRPT Request Strategy Use

	FtF				CMC			
	Pretest		Posttest		Pretest		Posttest	
Direct Strategies	15	54%	9	32%	13	46%	1	4%
Imperatives	14	50%	9	32%	12	43%	1	4%
Explicit performatives	0%		0%		0%		0%	
Hedged Performatives	0%		0%		0%		0%	
Want statement	1	4%	0%		1	4%	0%	
Obligation statement	0%		0%		0%		0%	
Indirect Strategies	13	46%	19	68%	15	54%	27	96%
Conventionally Indirect								
Suggestion	0%		0%		0%		0%	
Query Preparatory	11	39%	15	54%	13	46%	24	86%
Non-conventionally Indirect								
Strong Hint	2	7%	4	14%	2	7%	3	11%
Mild hint	0%		0%		0%		0%	

Notes. Percentage was calculated by dividing the raw frequency by the total number of requests analyzed.

Fourteen pairs in each group (CMC and FtF) produced two PDR-high requests, so the total number of requests analyzed in each group was 28.

Table 20 shows frequency distributions of request expressions in PDR-low speech acts (i.e., asking a friend for a pen; asking sister for a TV remote). The request strategies used by FtF group and CMC group during the pretest was similar that almost half of the strategies used were direct (54% in FtF and 46% in CMC). In contrast, after the intervention, both groups showed improvement in decreasing the use of direct strategies (32% in FtF and 4% in CMC). Differences between CMC and FtF group in the amount of indirect strategies used, however, can be grasped from the request production of the CMC group's (19, 68%) and FtF group's (27, 96%) posttest data. Almost all of the requests produced by the CMC group during the posttest were indirect, yet nine (32%) of the requests from the FtF group retained to be direct.

To check the significance of these differences in directness use, further inferential statistical tests were conducted. Accordingly, three non-parametric tests were computed. A Mann-Whitney U test was run to check for initial differences at the pretest. Then, two separate Wilcoxon Signed Ranks tests were conducted to check for pre-to-posttest improvements within each group. As the post-test data from CMC group and FtF group did not have a similar shape (See Appendix E-1), the assumption for the Mann-Whitney U test was violated; and hence, the test was not conducted. Instead, the effect size of Wilcoxon Signed Ranks test was used to check for the difference. For the Mann-Whitney U test, rank statistics that show mean rank and sum of ranks for each group at the pre- and posttests are indicated in table 21 below.

Table 21
Rank Statistics for PDR-high Pretest and Posttest Scores

Group	N	Pretest		Posttest	
		Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks
FtF	14	13.43	188.00	10.89	152.50
CMC	14	15.57	218.00	18.11	253.50
Total	28				

The Mann-Whitney U test revealed no statistically significant difference between the directness level of the requests produced by CMC group ($Mdn=8.0$) and FtF group ($Mdn=14$) during the pretest, $U=83.000$, $z=-.751$, $p=.511$, $r=-.142$ (1-tailed). To spot possible pre-to-posttest changes within each group, Wilcoxon Signed Ranks test was conducted. Table 22 summarizes descriptive statistics showing the mean ranks for each group.

Table 22

Rank Statistics for CMC and FtF Group's Directness Rating of PDR-low Requests

	FtF			CMC		
	N	Mean Rank	Sum of Ranks	N	Mean Rank	Sum of Ranks
Negative Ranks	11	6.95	76.50	8	4.88	39.00
Positive Ranks	1	1.50	1.50	1	6.00	6.00
Ties	2			5		
Total	14			14		

The Wilcoxon Signed Ranks test revealed that there was a significant difference between the pre- and posttest PDR-low DRPT scores for both groups ($Z=-1.992$, $p=.046$, (2-tailed) for FtF and $Z=-3.008$, $p=.003$ (2-tailed) for CMC). Nonetheless, the effect size³³ for the CMC group ($r=-.568$) is slightly higher than the FtF group ($r=-.376$), depicting the pre-to-post improvement of the CMC group is marginally greater than the FtF group. To substantiate these statistical results, excerpt 6 to 9 from PDR-low DRPT corpus are presented below.

Excerpt 6 (Pretest, FtF, Pair 10, Situation: Asking a friend for a pen)

- 1 S10A: *sorry girmsh (.) give me your pen please.*
- 2 S10B: *but I'm using it.*

³³ Effect size is the difference between means divided by the pool within group standard deviation (Gall, Borg, & Gall, 1996). It is a value that indicates the proportion or percentage of variability on a dependent variable (DV) that can be attributed to variation on the independent variable (IV). The larger the effect size, the larger the differences between groups. For instance, $r=-.568$ means 56% of the variability in the DV is due to the IV.

- 3 S10A: umm but I want it.
- 4 S10B: do you need it more than me?
- 5 S10A: yeah I have a test tomorrow.
- 6 S10B: ok.
- 7 S10A: THANKS.

Excerpt 7 (Pretest, CMC, Pair 1, Situation: Asking sister for a TV remote)

- 1 S1B: *bro, please give me the remote.*
- 2 S1A: I will finish watching and I'll give you later.
- 3 S1B: please give me now, I wanna see.
- 4 S1A: no. no. I want to finish this movie.
- 5 S1B: ↑come on, I'm your older sister hhh =
- 6 S1A: = hhh ok.

As demonstrated in excerpt 6 and 7, both CMC and FtF group students (for instance, S10A and S1B) rely on *imperative with please* structure to make requests for PDR low situations (line 1 excerpt 6 and line 1 excerpt 7). But after the intervention, both CMC and FtF group students resorted to query preparatory (e.g. *Can/Could you + verb*). This change can be exemplified by excerpt 8 and 9 below.

Excerpt 8 (Posttest, FtF, Pair 2, Situation: Asking sister for a TV remote)

- 1 S2B: *yonatan, can you please pass me the remote?*
- 2 S2A: why do you need it?
- 3 S2B: I am sitting and I can't get up so can you please pass me?
- 4 S2A: have you finished your homework?
- 5 S2B: yeah I finished.
- 6 S2A: ok then here you go.
- 7 S2B: thanks.

Excerpt 9 (Posttest, CMC, Pair 6, Situation: Asking a friend for a pen)

- 1 S6A: hi bisrat.

- 2 S6B: hi.
- 3 S6A: *I know you might need it but could you please lend me your pen, my pen just*
4 *quit, I'll return it quickly for you.*
- 5 S6B: um:: I'm just using it but is that essential for you rather than me?
- 6 S6A: yeah.
- 7 S6B: ok make it quick please.
- 8 S6A: ok I'll (.) thank you.

While saying *can you please pass me the remote* and *could you please lend me your pen* both S2B and S6A involve query preparatory (line 1 and line 3). However, the request sequence from the CMC group made by S6A has more mitigating devices compared to the request produced by S2B. This difference in the use of modification is addressed in the following sections.

4.1.2 Request Modification: Students' Use of Internal Modifiers

In addition to general reliance on conventionally indirect strategies, proficient users of a language employ modification techniques to decrease or increase the illocutionary force of a request. Requestive force can be redressed or intensified internally or externally. Accordingly, the students' internal modification use was another focal construct in operationalizing pragmatic competence. Therefore, a thorough examination has been undertaken to investigate the intervention's effect on the use of internal modification. The frequency and percentage of each of the internal modification techniques used in the pre-and-posttest PDR-high and PDR-low DRPs by the CMC and FtF group participants were calculated.

Prior to the intervention, the CMC and FtF group participants were perceived to have a very restricted and less-complex repertoire of internal modifications (syntactic and lexical downgraders, see Table 23 and Table 24).

Table 23

PDR-low DRPT Request Internal Modification Use

		FtF		CMC	
		Pretest	Posttest	Pretest	Posttest
Syntactic	Interrogative	1	0	0	1
Downgraders	Negation	0	0	0	0
	Past Tense	0	1	0	1
	Embedded if-clause	0	1	0	2
	Aspect	0	1	0	1
	Subtotal	1	3	0	5
Lexical/Phrasal	Consultative devices	0	0	2	2
Downgraders	Understaters/Hedges	2	1	0	3
	Downtoner	0	0	1	1
	Politeness device	14	13	14	15
	Subjectivizers	0	1	0	1
	Appeler	0	0	0	0
Subtotal		16	15	17	22
Upgraders	Intensifiers	0	0	0	0
	Expletives	0	0	0	0
Subtotal		0	0	0	0
Total		17	18	17	27

From the 56 requests made (28 by CMC and 28 by FtF participants) in the pretest PDR-low DRPTs, almost no syntactic downgraders (only 1) were used (see Table 23 above). In contrast, after the intervention, a slight improvement was recorded. Specifically, the CMC group students attempted to use almost all of the syntactic downgrader varieties. Similarly, prior to the intervention, the use of lexical/phrasal downgrades by both group participants was pretty much limited to the use of politeness device (i.e., *please*). Of the 16 lexical/phrasal downgraders used by the FtF participants, 14 were politeness devices. Similarly, from the 17 lexical/phrasal downgraders used by CMC participants, 14 were politeness device. However, an important pre-to-posttest improvement was noticed in the CMC group as they somewhat broadened their repertoire by including additional downgraders like consultative devices (hedges, downtoner, and subjectivizers. Look for example excerpts 10 and 11.

Excerpt 10 (Pretest, CMC, Pair 5, Situation: Asking sister for a TV remote)

- 1 S5B: *SISTER pass the remote please.*
2 S5A: ok.

Excerpt 11 (Posttest CMC, Pair 7, Situation: Asking a friend for a pen)

- 1 S7A: hello there how are you doing?
2 S7B: ↑hi hani, how are you?
3 S7A: I'm fine, how was the study?
4 S7B: oh I tried to study but I can't it is hard.
5 S7A: really?
6 S7B: I tried [but
7 S7A: [is it really that hard, I find it easy.
8 S7B: it is hard for me since I didn't attend class.
9 S7A: really?
10 S7B: yeah.
→11 S7A: *anyways I was wondering if you could lend me some pen, my pen just quit.*
12 S7B: ok I'll lend you.
13 S7A: thanks.

As demonstrated in excerpt 10 and 11, a pre-to-post improvement in the use of more internal modification can be noted among CMC group students. Student 5B, in excerpt 10, used simple politeness marker *please* to mitigate the mood derivable strategy (*pass me the remote*) he used (line 1). In contrast, S7A's request from the post-test data, shown in excerpt 11, is syntactically more complex as to include embedded if clause (*if you could....*) and subjectivisor (*I was wondering*). This kind of improvement of the CMC group participants is relatively more evident in PDR-high situations too (see Table 24 below).

Table 24

PDR-high DRPT Request Internal Modification Use

		FtF		CMC	
		Pre	Post	Pre	Post
Syntactic Downgraders	Interrogative	1	1	1	0
	Negation	0	0	0	0
	Past Tense	0	1	1	4
	Embedded if-clause	2	4	1	5
	Aspect	2	3	3	5
	Subtotal	5	9	6	14
Lexical/Phrasal Downgraders	Consultative devices	1	1	1	4
	Understaters/Hedges	1	1	0	1
	Downtoner	1	3	0	7
	Politeness device	3	5	2	7
	Subjectivizers	1	5	1	7
	Appeler	0	0	0	1
	Subtotal	7	15	4	27
Upgraders	Intensifiers	0	0	0	2
	Expletives	0	0	0	0
	Subtotal	0	0	0	2
	Total	12	24	10	43

In comparison to PDR-low request scenarios, a relatively higher amount of syntactic and lexical/phrasal downgraders use is recorded in PDR-high situations. Particularly, the CMC group showed a greater amount and variety of downgraders at the post-test stage. Student 4B in extract 5 (see section 6.1.1), for example, used three of the syntactic downgraders at once while she said “I know we have pretty tied up schedule but I was wondering if you could give me a day off this Sunday, I was thinking someone could take my place and I will work part-time”. She used subjectiviser (*I was wondering...*) along with embedded if-clause (*if you could ...*) which were rare in the pretest data. Moreover, she made her sentence in past progressive form which of course enabled her to include aspect and past tense as internal request modifiers. She also used other mitigating devices external to the head act. She used two more modifiers: *I know we have*

pretty tied up schedule, and I was thinking someone could take my place and I will work part-time. The next section presents findings on these types of external modifiers use.

4.1.3 Request Modification: Students' Use of External Modifiers

Using external modifiers to make requests more successful is also another important attribute of a pragmatically competent language user. Thus, the students' use of external modification was examined to trace improvements of their pragmatic competence. Table 25 below illustrates the amount and type of external modification employed by the CMC and FtF group participants in making requests for PDR-low situations.

Table 25

PDR-low DRPT Request External Modification Use

	FtF		CMC	
	Pretest	Posttest	Pretest	Posttest
Checking on availability	0	0	0	2
Getting precommitment	1	0	0	0
Sweetener	0	0	0	1
Disarmer	0	0	0	1
Cost minimizer	1	0	2	6
Grounder	4	9	7	9
Promise of reward	0	0	0	0
Alerter	8	15	7	12
Small Talk	0	1	0	0
Total	14	25	16	31

The number of external modifiers used by the two groups in the pretest was 36, but in the post-test, it became 56. Of the total of 56 external modifiers produced by the CMC and FtF group participants in the posttest, 31 of them were produced by the CMC participants. The most frequently used external request modification in the PDR-low situations was alerter followed by

a grounder. However, in the PDR-high situations, grounder took the first position (see table 26) preceding alerter.

Table 26
PDR-high DRPT Request External Modification Use

	FtF		CMC	
	Pretest	Posttest	Pretest	Posttest
Checking on availability	0	0	0	0
Getting a precommitment	0	1	1	4
Sweetener	0	0	0	0
Disarmer	0	0	0	1
Cost minimizer	0	0	0	1
Grounder	12	13	16	19
Promise of reward	0	0	0	1
Alerter	6	5	7	4
Small Talk	2	0	0	1
Total	20	19	24	31

Similar to the PDR- low situations, the CMC group participants used a relatively greater amount of external modification in the posttest PDR-high situations. They used almost all of the different types of external modifiers except checking on availability and sweetener. Excerpt 12 and 13 below demonstrates how the CMC group improved in modifying their requests before and after the intervention.

Excerpt 12 (Pretest, CMC, Pair 10, Situation: Asking a teacher to reschedule the exam)

- 1 S10A: ((knocking))
- 2 S10B: get in please
- 3 S10A: good morning sir.
- 6 S10B: what can I help you?
- 7 S10A: *I want (.3) I'm asking to allow me to take the exam some other time.*
- 8 S10B: What is your reason?

- 9 S10A: I have to go somewhere important.
10 S10B: ok I'll think about it and I will tell you later on.
11 S10A: ok thank you.

Excerpt 13 (Posttest, CMC, Pair 10, Situation: Asking a teacher to reschedule the exam)

- 1 S10A: good morning sir
2 S10B: good morning
3 S10A: how are you?
4 S10B: fine, how are you?
→ 5 S10A: *I'm doing good, I'm here to ask you a favor, would you mind changing the*
6 *exam day please? because I can't make it.*
7 S10B: why? What is your reason?
8 S10A: my sister's wedding is on the same day so I can't miss her wedding so can
9 you please extend the exam date?
10 S10B: wow it's exciting that your sister is getting married, I'm happy for you.
11 S10A: thank you sir.
12 S10B: um but the exam date is fixed and it should be on sunday but I'll see what I
14 can do and I'll try my best
13 S10A: thank you very much, have a good day, bye.
14 S10B: bye

As shown in excerpt 12 and 13, S10A showed notable improvement in terms of external modification use. During the pretest, S10A did not use any external modifier (line 7).

Nevertheless, after the intervention, S10A's request head act was preceded by an utterance that can count as an attempt to obtain a precommittal (extract 13, line5). Saying *I'm here to ask you a favor*" the student first prepared the interlocutor for the upcoming request. In addition, S10A employed grounders of the *because-type* which followed the request head act giving reasons for asking the teacher to reschedule the exam (line 5). S10A's improvement is one example that can somehow portray the CMC groups pragmatic development.

So far analytical examinations of the production of requests were conducted. The directness level of the strategies used, the amount and variety of internal and external modifiers were investigated to explore the effects of CMC comparing it to the FtF mode. It would be imperative to holistically assess the appropriateness of the students request production considering several intricacies together. Accordingly, the following section presents findings of these sort addressing pragmatic development from fourth perspective—appropriateness of the speech acts performed.

4.1.4 Appropriateness Rating of Students' Request Production

The overall appropriateness of requests was the fourth perspective to examine the students' request production competence. Appropriateness rating scores of the requests elicited through the pre- and posttest WDCTs were analyzed quantitatively. Table 27 shows descriptive statistics for the pre- and posttest appropriateness of the request production scores in each group.

Table 27

Descriptive Statistics for WDCT Posttest Appropriateness Score

Group	N	M	SD	Adj. Mean	Std. Error
CMC	27	40.889	5.8299	40.278	.780
FtF	27	36.537	4.5466	37.148	.780
Total	54	38.713	5.6247		

As can be seen from table 27, there was an observable mean difference (3.14) between the adjusted means of CMC (40.29) and FtF (37.15) group in their posttest scores. Whether this mean difference was significant or not, a one-way ANCOVA was conducted (see table 28 below).

Table 28

Analysis of Covariance Summary for WDCT Appropriateness Score

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pretest	597.320	1	597.320	36.979	.000**	.420
Group	127.914	1	127.914	7.919	.007**	.134
Error	823.810	51	16.153			
Total	82606.250	54				

** $p < .01$

As shown in table 28, a significant difference exists between the posttest scores of the two groups (CMC and FtF) in an appropriateness measure after controlling their pretest scores, $F(1, 51) = 7.92, p = .007, \eta_p^2 = .134$. This result can be further supported by taking qualitative instances from the WDCT request corpus. Excerpt 13 through 15 are examples³⁴ for pretest data of the FtF group.

Excerpt 14 (Pretest, FtF, P=D+ R+, Situation: Borrowing a computer)

S7: *Please give me your computer. There are some questions to finish my homework.
After I finish, I will give you.*

Excerpt 15 (Pretest, FtF, P+D+R-, Situation: Asking a teacher to say something again)

S28: *I can't hear you, please tell me again.*

Excerpt 16 (Pretest, FtF, P-D-R-, Situation: Asking for help in a shop)

S4: *Excuse me sir, can I try this suit?*

Student 7, in excerpt 14, phrased his request using imperative (*Please + verb*) form to ask for borrowing a computer from his dormmate. In this request scenario, the power relationship is

³⁴ All examples are presented exactly as written by the students themselves in the WDCTs.

equal however as the requestee is asked to stop her/his work and let the requestee finish his homework first it is considered as high imposition requisitive situation. Although imperatives can be used in such equal power situations, taking the degree of imposition into account, S7's request sounds too demanding. Student 28 also used the same strategy to ask his teacher, who is speaking very fast, to repeat what she said again. The student made his request in an upward situation wherein the power and the social distance is high which requires the requester to invest a high amount of politeness and indirectness. S28 rather used imperatives which are the most direct expressions. He also used no adequate internal and external modification to mitigate the direct request he phrased in the imperative form. These reasons made S28's request authoritative if not rude.

Student 4, in excerpt 16, said "*Excuse me sir, can I try this suit?*" asking a salesperson in a boutique to show him a suit while shopping. He used query preparatory with a pre-posed alerter *excuse me sir*. For one thing, saying excuse me in this PDR-low situation is overdone. Secondly, addressing a salesperson as *sir* demonstrates that the student does not have adequate sociolinguistic knowledge of when to use, or not use *sir*. Similar pragmalinguistic and sociopragmatic flaws were ubiquitous in the pretest data from the CMC group as well. Look at excerpt 17 and 18 below.

Excerpt 17 (Pretest, CMC, P-D+R-, Situation: Asking for a piece of paper)

S31: *Oh! how are you? I didn't know it was you sitting next to me. How'r you doing?*

I'm glad to see you. What a nice opportunity. I forget to bring my not book. Would you please give me a piece of paper?

Excerpt 18 (Pretest, CMC, P-D+R-, Situation: Asking for a piece of paper)

S33: *Sorry please can you give me a piece of paper please.*

Student 31 and 33 in excerpt 17 and 18 made requests to ask for a piece of paper from a person sitting next to them in a meeting. The situation is downward as the requester in the assumed to be managers of a company. For this kind of situation, the request made by S31 is relatively verbose and repetitive. It is not natural for a manager to make such repetitive greeting in the middle of a meeting in order to ask for a piece of paper. In addition, while saying “what a nice opportunity” S31 seems like that she had been desperate and strangely needy which the situation did not require. Similarly, S33 was overly polite in making the request. For just asking a piece of paper (R-), it would be too much to say sorry and please twice. Contrary to this verbosity and overinvestment of politeness, there were requests from the pretest corpus that was more direct than the situation required and hence clearly inappropriate.

Excerpt 19 (Pretest, CMC, P+D-R+ Situation: Asking for rescheduling interview)

S54: Sorry sir, I want the interview to be scheduled on Thursday? I have something important on Wednesday.

Excerpt 20 (Pretest, CMC, P+D+R+ Situation: Asking teacher to fix computer)

S41: Hey teacher! Sorry, I need your help. I know you are very busy but please take a moment and please fix my computer. It is necessary.

While asking an interviewer to reschedule her interview session, S54 expresses her desire in a want statement format which is too direct to be used in a high imposition scenario. Given an adequate explanation to back up this kind of requests is important, she did not state clear reason to support her request. She simply said “I have something important on Wednesday”, which left her reason to be vague. Similarly, S41 asked her teacher to fix her laptop while he was busy. It was nice that she started her request saying “Sorry, I need your help” as a preparator. By saying “I know you are busy” S41 indicated her awareness of a potential offense she is incurring asking

to spare his time while he is busy, thereby anticipating possible refusal. However, the head act of her request *please take a moment and please fix my computer* is too direct. The politeness marker *please* can hardly help in mitigating her request. Excerpt 21 and 22 taken from pretest data presents two more examples of requests that were considered inappropriate.

Excerpt 21 (Pretest, CMC, P=D-R-, Situation: Blocking view while watching a match)

S42: *Dude, Can't you see? I'm watching the game. You are blocking my view. Either sit or go stand at the back.*

Excerpt 22 (Pretest, CMC, P=D-R-, Situation: Blocking view while watching match)

S31: *Why are you standing in front of me? You know I'm watching the game. Go away!*

Student 42 and 31 made requests in PDR-low situation. They asked someone who they do not know before but with equal power (student-student). Direct expressions could be somewhat acceptable in such situations. However, saying “Can’t you see? I’m watching the game?” as in excerpt 21 and “Why are you standing in front of me?” as in excerpt 22, would be offensive. In addition, the request head acts *either sit or go stand at the back* and *go away* sound a bit rude.

In contrast, after the intervention, as the ANCOVA revealed, the appropriateness of the requests produced by CMC group was significantly improved. It is however important to note that marginal improvement was recorded in the FtF group as well. Excerpt 23 and 24 show some examples of CMC group students’ posttest improvements.

Excerpt 23 (Post, CMC, P=D-R-, Situation: Loud Music)

S49: *Hey! I'm really sorry for the interruption. Would you mind if you turn the music a little bit down? It is just that I couldn't study with the music so loud.*

Excerpt 24 (Posttest, CMC, P+D-R+, Situation: Asking for rescheduling interview)

S29: *I'm really sorry but, I just realized that I have final exam this Thursday. I can't be here on Thursday for the interview. Is it all right if I could be interviewed may be some other time? Either before or after would be fine.*

Student 49 started her request saying “I’m really sorry” which is a polite beginning. She phrased her request in bi-clausal embedded if-clause structure (*Would you mind if...*). This structure is a query preparatory and it belongs to conventionally indirect strategies category. In addition, she used two internal modifiers (consultative device and embedded if clause) as well as an external supportive move namely grounder. She tried to explain the reason for the request. Thus, her request could be considered as an adequately appropriate request for the situation. Similarly, S29 framed his request with a relatively appropriate level of indirectness, politeness, and formality. Before posing the request, he stated a grounder which justifies his request telling the requestee the reason why he would not be able to have the interview on Thursday. Then, he used an indirect strategy (query preparatory) with two mitigating devices: *Is it all right...* and *maybe*. He also employed imposition minimizer, *either before or after would be fine*. By and large, these two requests hold important elements which were lacking in the pretest data and thus could be evidence for the significant pre-to-posttest improvement of CMC group participants.

4.1.5 Students’ Reaction to the Use of Text-based SCMC for Pragmatics Instruction

The participants’ response to the twelve Likert scale items were analyzed to explore the student’ reaction to the treatment program. Table 29 presents the mean scores of the participants' response.

Table 29

Descriptive Statistics for the Participants' Response to the Reaction Questionnaire

Items	<i>M</i>	<i>SD</i>
1 The chat activities improved my ability to make requests in English.	4.31	.928
2 I would have preferred to act out role-plays Face-to-Face instead of in the chat.	3.62	1.023
3* I feel that my ability to communicate through chat is improved because of my participation in the chat sessions.	4.46	.706
4* I found the chat activities to be a waste of time.	4.12	1.071
5 Chat discussions improved my interest to learn English.	4.31	.928
6 I enjoyed the chat discussion sessions.	4.04	1.038
7 I would like to have similar chat-based activities in my future language classes.	4.35	.797
8* It is less likely for me to make permanent improvements in my language performance because of participating in the chat program.	4.19	.981
9 I am willing to participate in chat discussion for other courses as well.	2.88	1.107
10 I feel like the use of chat was a positive addition to Communicative English Skills course.	4.23	.992
11 I will continue using chat for language practice in the future.	3.96	.916
12 I would be glad if chatting is included in the assessment of my language courses in the future.	4.04	1.038

Note. *These items were reverse coded.

As can be seen in table 29, the mean scores of the responses to all items except to the ninth item are greater than 3, which indicates that mean scores of the participants' responses as measured by the five-point Likert scale is higher than the average. Nonetheless, it does not tell whether the mean scores are significantly higher than the expected mean. Therefore, to check for statistical significance, one sample *t*-test was computed. The results are summarized in Table 30 below.

Table 30

One-sample t-test Result of the Likert Scale

	Test Value = 36					
	<i>M</i>	<i>SD</i>	Mean Difference	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Sum of the 12 items	48.50	5.324	12.500	11.973	25	.000**

** $P < .05$

As shown in Table 30 there is a significant difference between the participants' reaction score ($M=48.5$, $SD=5.324$) and the expected mean or test value ($M=36$), $t(25)=11.973$, $p<0.01$ (2-tailed).

4.2. Discussion of the Findings

In an effort to gain insight into the effect of CMC on students' ability to make requests in pragmatically appropriate ways, EFL students' request production prior to participation in CMC and FtF based pragmatic instructions and upon completion was analyzed. The students' request production was measured in four dimensions, viz. directness level, internal modification, external modification, and overall appropriateness. By way of these indices of pragmatic competence were the research questions framed and the following discussion organized.

To answer the first research question, the data from pre- and post-test DRPTs were analyzed for directness level through statistical (frequency and the non-parametric tests) and linguistic analysis. As the frequency analysis of the post-test data indicates, CMC group participants used more indirect request strategies than FtF group participants. Put another way, the CMC group participants used more conventionally indirect request strategies and less direct forms in the post-test than in the pre-test. The predominant use of the indirect strategies by the CMC group as an indication of pragmatics development is consistent with the current understanding of L2 request strategy use (Hassall, 2001; Rose, 2000; Trosborg, 1995).

The CMC group participants' increase in the use of conventional indirect strategies and a decrease in the use of direct formulations can be interpreted as a positive improvement from politeness and indirectness perspectives. According to Brown and Levinson (1978), requests are face-threatening acts in which both the speaker's and hearer's faces are at risk, because "by making a request, the speaker impinges on the hearer's claim to freedom of action and freedom

from imposition” (Blum-Kulka & Olshtain, 1984, p. 201). Brown and Levinson (1987) added that higher levels of indirectness may result in higher levels of politeness. So direct requests appear to be inherently impolite and face-threatening because they intrude on the addressee's territory. Therefore, in order to minimize the imposition, speakers tend to use more indirect request strategies which sound more polite and preserve the hearer's face; hence, the CMC groups increase of the use of indirect request strategies is favorable.

The CMC group participants progress was specifically evident in their increased use of preparatory questions (e.g., *Could you + verb*) and decrease in imperative forms (e.g., *Please + verb*). Query preparatory was recognized by Blum-Kulka, et.al., (1989), and Trosborg (1995) as a highly used strategy to phrase requests in a conventionally indirect and polite way. The use of this semantic strategy recognizes the freedom of action the requestee has to comply or refuse to comply with the request. Blum-Kulka (1987) found that conventionally indirect strategies had the highest ratings for politeness, and among the various conventional indirect strategies for requests, query preparatory most fully achieves “the balance of clarity and indirectness” (Pan, 2012, p. 136). In support of the use of conventional indirect strategies over the direct ones, Zhang (1995) also said, “conventional indirectness allows speakers to express their requestive intent unambiguously while being polite at the same time. Illocutionary, referential and relational goals can thus be achieved with maximum efficiency” (p. 47-48). In light of the aforementioned claims (Blum-Kulka, 1987; Blum-Kulka, et.al., 1989; Trosborg, 1995; Zhang, 1995), the results of the current study showed the outperformance of CMC group over FtF group. As a consequence, from the results of the directness measures altogether, it is possible to argue for the positive improvement of learners' pragmatic competence after CMC instructional process.

Regarding the second and third research questions which were on internal and external modifications, similar results were found that the CMC group outperformed the FtF group in the amount and variety of internal and external modifier use to redress the requisitive force. Both groups of participants in the pre-test showed relatively restricted and less-complex repertoire of internal and external modifications. In contrast, after the CMC and FtF based pragmatic instructions, participants of both groups showed improvement. As learners' production from both groups increased after taking the CMC and FtF based pragmatics instruction, on a rudimentary level, the result confirmed findings of previous studies on the teachability of pragmatics (Alcón-Soler, 2007; Safont-Jordà, 2004; Yoshimi, 2001) and instruction effect on improving internal and external modification use (e.g., Helanko & Jones, 2011; Xiao-le, 2011). Though both group participants showed some kind of improvements, compared to the FtF group, the CMC group participants' production of internal and external modifiers was greater than the FtF group production. The CMC learners did not only employ a higher number of mitigators but also, they employed a greater variety of modifiers after being engaged in the CMC sessions.

In response to the fourth research question, the appropriateness of the participants' requests produced in the WDCTs was analyzed. Appropriateness was treated as a holistic construct integrating the combined influence of directness, politeness, formality, and internal and external modification altogether. The findings revealed that the appropriateness scores of the requests produced by CMC participants after the intervention were significantly higher than the FtF participants. As it was hypothesized, greater gains were reported for the group receiving the CMC based pragmatics instruction. This result is consistent with several studies (e.g., Eslami, 2011; Eslami & Liu, 2013; Eslami, Mirzaei, & Dini, 2014; Liu, 2007, Sykes, 2005) which

investigated the effects of different CMC modalities on the appropriateness of request production.

Since the participants' reaction is an important factor that has connection with promoting language acquisition (Young, 1991), the CMC participants' responses were analyzed as well. The participants' reaction (as it is manifested in terms of satisfaction, feeling of improvement, and likelihood of future use) to the application of CMC for pragmatics instruction was favorable. Most of the participants reported that their involvement in the CMC intervention program improved their ability to make requests in English, and their ability to communicate through chat. The results also showed that the participants enjoyed the lessons, and their interest to learn English increased. Furthermore, they ascertained the likelihood of future use of chat for their continuous educational purpose. In sum, the majority of the participants felt that the use of chat was a positive addition to the course they took. Similar positive results were also reported by several studies (e.g., Alastuey, 2011; Liu, 2003) which investigated students' reactions to different CMC tools.

Taken together, the results of this study indicated the positive effect of CMC on EFL students' pragmatic competence. In line with Sykes (2005), this study showed the superiority of CMC over FtF in promoting the development of pragmatic competence. Nevertheless, the findings of the current study seem to contradict with Tang's (2019) research wherein the FtF group outperformed the CMC group in using modals more frequently.

Tang (2019) explained the contradicting results between Sykes's (2005) and her study by the difference in task types and pragmatic features. Sykes's study used role-play activities for learners to practice refusals (i.e., linguistic outcome). The task used in Tang's study was a goal-oriented task that focused on the non-linguistic outcome (i.e., decision-making) and the

pragmatic target feature was modals. Accordingly, Tang argued that as the use of modals was optional during an interaction, there would be a possibility for CMC group participants to use the extra processing time that CMC provided for meaning negotiation and decision-making, instead of experimenting with modal verbs. In contrast, Sykes's findings, and of course the results of the present study too, indicated that the processing time in CMC enables learners to experiment complex refusal strategies (request strategies in the present study) while the time pressure in FtF might have limited their use of complex strategies. This explanation of the opposing findings is tentative, and it just encourages further investigation on the comparative effects of task type and pragmatic features. However, up to this point, based on the findings of this study, it is consequential enough to say that CMC is more effective than FtF in developing students' pragmatic competence when it is operationalized as a linguistic outcome.

Tang (2019) provided two more potential reasons for the lower performance of the CMC group in her study. While explaining the first reason, she said that "the CMC group frequently used abbreviated forms and symbols, instead of using proper linguistic forms containing modals." (p. 57). As symbols were not elements of the interactional resources in FtF, to communicate similar meaning, learners in FtF tended to use appropriate linguistic forms containing modals; thus, she argued, "frequent use of fragments and symbols in CMC might have limited the opportunities for using proper linguistic forms." Nevertheless, contrary to Tangs' research the interaction data in the current study (see Appendix C-2) did not indicate frequent use of symbols and equation marks. As can be seen from the chat log, the participants of this study predominantly used words to convey meaning, not signs and symbols.

Secondly, Tang (2019) mentioned learners' unfamiliarity with the CMC written mode for interaction as an additional reason. Since learners' interactional practice in the classroom often

occurs in FtF, she reported that CMC based interaction in Chinese was relatively new for many learners in her study; therefore, it was possible that the CMC participants did not have a threshold level of typing/writing skills needed for CMC interaction. Accordingly, Tang explained, “learners' unfamiliarity with the CMC mode, together with the meaning-oriented task demands, might have directed learners' attentional resources to meaning negotiation instead of the linguistic forms in CMC.” However, this was not the case in the present study. As the background questionnaire result indicated, most of the participants of the present study were not first-time users of an SCMC system and other technological media for social purposes, so CMC for them was not an unfamiliar technology. Additionally, based on students' level of typing and familiarity to chatting background assessment, an intensive typing speed training (to some students having lack of threshold level of typing) and an orientation on how to use Moodle (to all CMC participants) was provided prior to the intervention. The training was aimed at improving some of the participants typing speed and familiarizing the participants with Moodle-based CMC. Thus, the reasons Tang mentioned could not provide a sufficiently satisfactory explanation in the present study scenario.

In contrast, the findings of this study supported Sykes's (2005) assertion that CMC and FtF discussion vary in terms of factors which might affect the effectiveness of instruction, such as pragmatic pressure, rate of the conversation and multi-modality. Accordingly, the greater improvement of CMC participants in the present study could be credited to the lesser degree of the pragmatic pressure they felt. Sykes takes the view that compared to CMC, FtF is high-pressure interactive situation. In FtF condition, interactions occur quickly and without any delay; thereby very little time to formulate the requests. Hence, there is not enough time for FtF learners to practice producing complex request strategies and modifiers. In CMC condition, on

the other hand, the pragmatic pressure is reduced because of its slower conversation pace so that the students were able to formulate a plan before sending the text. The absence of facial expressions in CMC mode decreases the pragmatic pressure on students; and accordingly, requires them to use more verbal strategies to mitigate their request without the support of body language. Thus, while completing tasks through CMC students practice using relatively more complex request strategies and varied internal and external modifications. This explanation is in line with Salaberry's (2000) assertion that "the inherent characteristics of the discourse of text-based CMC (e.g. written mode of communication and absence of paralinguistic and nonverbal information) may represent a pedagogically sound environment for increasing metalinguistic awareness in the L2" (p. 21).

Potential reasons for the lower performance of the CMC group in the current study might be due to low participation and non-target language use. In a conventional foreign language classroom, students' oral participation is important for the learning and teaching to take place and to develop their communicative competence in the target language (Long, 1996; Morell, 2007; Swain, 1985). However, there is a greater possibility for FtF classes to be dominated by few extroverts and the majority of the students could kept silent. Although instructors could do their best to motivate students to participate and encourage them to use the target language, there is a tendency for students to resort to their L1 while they work in pair or small group. These two important factors might have limited the FtF group participants' practice of producing requests. However, presumably the CMC platform enabled all the CMC participants to have the opportunity to contribute to the interaction; thereby increases amount of participation , and this is well supported by previous research (e.g., Beauvois, 1992; Kelm, 1992; Kern, 1995; Sullivan &

Pratt, 1996; Warschauer, 1996) which revealed that participation among students through CMC is equitable and relatively higher than FtF.

The observed effectiveness of CMC could also be interpreted as a function of the development of other pragmatics-related competencies, which can lend themselves to ILP development. These include alignment and co-construction of discourse (Simpson, 2005), negotiation of meaning (Tudini, 2007; Yanguas, 2010), focus-on-form and noticing (Payne & Whitney, 2002; Pellettieri, 2000; Smith, 2008), and syntactic complexity (Sauro & Smith, 2010).

Similarly, the benefits of CMC can be credited to its unique features (e.g., visual persistence, retrievability, subvocalization, etc.). The visual persistence (i.e., the text stays on the screen) of the messages in text-based SCMC leads to less demand on working memory, hence amplifying learners' mutual attention to language use as well as encouraging further interaction (Kern, Ware & Warschauer, 2004). The retrievability of text-based interaction can free learners from the constraints of the messages being sent and received and thus allows more attention to focus on language issues of the previous messages thereby triggering more language-related discussions (Lee, 2008) that allow language-related episodes³⁵ (LREs) specifically pragmatic-related episodes³⁶ (Taguchi & Kim, 2014) to occur. The sub-vocalization and the lack of non-verbal cues in text-based SCMC may also push learners to concentrate exclusively on text during an interaction, thereby enhancing their metalinguistic awareness (Blake, 2000). It seems then that these features of SCMC facilitate learners' meaning-oriented interaction and form-

³⁵ LREs refers to "any part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin 1998, p. 326).

³⁶ Pragmatic-related Episodes (PREs) are "moments in which learners talk about the form and its relevance to the function and context of language use" (Taguchi & Kim, 2014, p. 4).

focused reflection (Lee, 2008; Zeng & Takatsuka, 2009) which might facilitate pragmatic learning.

On the whole, the findings of this study can be interpreted from cognitive and SCT perspectives. The interactionist theories (Krashen's input hypothesis, 1985 and Long's, 1980, 1996 interaction hypothesis) suggest that only through learner interaction and particularly through the negotiation of meaning can input be made comprehensible and lead to language acquisition. In this respect, the findings of the current study indicate that text-based CMC is a rich environment for promoting learner interaction and negotiation of meaning to remediate non-understanding as it is likely to occur quite frequently. Swain's (1995) output hypothesis also suggests that only by producing comprehensible output would learners notice their gaps in linguistic knowledge and have a chance to test out hypotheses regarding the target language. That being the case, the outperformance of the CMC participants in this study can be attributed to the opportunities that the CMC platform offers for experimentation of pragmatic features for producing comprehensible output.

To expound findings of this study vis-a-vis noticing hypothesis (Schmidt, 1990, 1993, 1995, 2001), two reasons why text-based CMC could have the potential of increasing noticing can be mentioned : (1) it allows conversation to flow at a slower pace compared to FtF conversation, and thus provides students longer planning and processing time in producing and receiving the target language; (2) it saves texts in such a manner that users can access previous messages pretty easily (Lai & Zaho, 2006). Different processing demands from different tasks or learning conditions may levy different cognitive loads on the learners' working memory. Since working memory capacity is limited and affects learners' noticing of interactional feedback, it is reasonable to hypothesize that different learning conditions might yield different levels of

noticing. Smith (2004) listed several features of text-based CMC that might increase students' attention to linguistic form. These features of CMC include the written nature of the communication mode, the visual saliency, and re-readability of the messages, and longer processing time.

Sociocultural theory is another lens to interpret the findings of this study. From this perspective the computer is seen as a mediational tool; participants are dependent on each other rather than the teacher, and hence more collaboration is likely to occur among the students. The results are in agreement with what growing body of research motivated by sociocultural theory suggested: SCMC facilitates the occurrence of collaborative dialogue (Lee, 2008; Yilmaz, 2011; Zeng & Takatsuka, 2009). Zeng (2017) underlines that the text-based CMC provides favorable conditions for the emergence of the collaborative dialogue among the learners, which helps them focus on the target form and meaning at a time. In this study, while completing the CMC tasks, the students might have been engaged in collaborative interaction through the mediational tool, the computer. To sum up, the findings of the study revealed the outperformance of CMC based instruction substantiates previous findings in the literature scoping from cognitive SLA theories to SCT.

Chapter Five: Summary, Conclusions, Limitations, and Implications

5.1 Summary

This study intended to explore the effects of CMC-based pragmatics instruction on EFL students' pragmatic competence. To this effect, CMC was compared to the conventional modality, FtF. Four indices (directness, internal modification, external modification, and appropriateness) were used to measure pragmatic competence development. Besides, participants reaction to the use of CMC in pragmatics instruction was assessed.

The participants belonged to two intact classes of first-year students enrolled in an academic program at Mekelle University. The two classes were assigned as CMC and FtF group. Two measures of learner performance were used for the present study —written discourse completion tests (WDCTs), and paired discourse role-play tasks (DRPTs). The WDCTs were used to assess the appropriateness of the students' request production responded in written form, whereas the DRPTs were employed to determine student's pragmatic competence in oral interaction. Consequently, the directness, internal modification and external modification used to make requests in the DRPTs were assessed. In addition to these two main outcome measures, a background questionnaire and an exit questionnaire were also administered. The Likert type exit questionnaire was used to investigate students' reaction to the treatment.

Both the CMC and FtF groups underwent similar pragmatic instruction with the difference in medium only. Through the intervention program, the participants received metapragmatic instruction, watched video clips on requests, and then they were paired with a partner to discuss some prescribed questions, to create their own dialogues based on given situations and to make free conversation with classmates. Before and after these CMC and FtF instruction sessions pretest and posttest were conducted.

Data from the background questionnaire was analyzed quantitatively to identify characteristics that describe the population under study. The participants' responses to the WDCTs were rated on a five-point scale to determine the level of appropriateness. Then, ANCOVA was run to compare the two groups on their posttest score controlling the pretest differences. The data from the DRPTs were first coded using coding frameworks for directness, internal modification, and external modification. The requests coded for directness level were also rated on a nine-level scale. Based on the coding of directness level, the percentage of the direct and indirect request strategies used by the two group participants were compared. Nonparametric statistics were conducted to test significance between and within group differences and to triangulate the descriptive result (frequency and percentage). In order to measure the pre-to-post differences in the use of internal and external modification, frequency counts were applied. On top of these quantitative analyses, the data from WDCTs and DRPTs were qualitatively analyzed using linguistic analysis, Therefore, qualitative instances were used to substantiate the quantitative results.

5.2 Conclusion

Involving mixed methods research, multiple perspectives were used to explore the effects of text-based SCMC on EFL students' pragmatic competence in this study. With the purpose of determining an answer to the first four research questions on the four focal constructs of pragmatic competence (directness, internal modification, external modification, and appropriateness), it was necessary to establish the initial pragmatic competence of the two groups (CMC and FtF), analyzing their responses to the pre-test DRPTs and DCTs. The quantitative and qualitative analysis of the DRPT and WDCT of the pre-test indicated no noteworthy differences between the two groups in terms of the directness level of the strategies they used,

the internal and external modification employed and the overall appropriateness of their requests produced.

The post-test results from the DRPT and WDCT, support the fact that CMC based instruction in pragmatics contributed to the development of pragmatic competence, much more so than the instruction typically received by students through the conventional FtF. This is demonstrated by the statistically significant improvement from their initial pragmatic competence, measured by the pre-test. A slight improvement, though significantly lower than the CMC group, was also exhibited by FtF group yet. The results were confirmed by qualitative example excerpts from the post-test data. Therefore, the quantitative results and qualitative discussion of the results suggest general improvement in the ability of the participants to engage in a pragmatically appropriate way after the CMC oriented pragmatics instruction.

In response to the fifth research question which is concerning the students' reaction to the use of text-based SCMC for pragmatics instruction, the quantitative data analysis revealed that most learners had positive reaction corroborating the effectiveness of CMC based instruction. In sum, this study found positive effects of text-based SCMC instructional type on EFL students' ILP development.

Thus, the study revealed the advantages of CMC over FtF in facilitating pragmatics development and proved that CMC is a viable pedagogical platform that could offer rich learning opportunities for EFL students. Specifically, the CMC based pragmatic instruction promotes the development of:

- an expanded repertoire of request strategies,

- more prolific use of conventionally indirect strategies, contrary to the use of direct strategies especially during high imposition situations,
- sensitivity to the need to use internal and external modifications,
- more sophisticated use (in terms of amount and variety) of internal and external modifiers, and
- ability to use pragmatically appropriate request language in more context-sensitive ways assessing the PDR variables.

Overall, it can be concluded that text-based CMC is a valuable tool for pragmatic instruction and a profitable alternative to FtF interaction. Nonetheless, the conclusions of the study should be treated with considerable caution since the study might have the following limitations.

5.3.Limitations

As in any empirical research, there are several limitations of this study that should be acknowledged. First, as the DRPTs were dyadic, the sample size ($n=56$, for WDCT) was reduced to a smaller size ($n=28$), hence decreasing the power of the statistical analysis. With a larger number of tokens, more dependable statistically significant results might have been found. Second, although using both DRP and WDCT to complement each other is one of the strengths of this study, both could not yield naturalistic data. Third, despite sample request sequences were rated by NS, the rating of the pretest and posttest data was conducted by the researcher (NNS) in two rounds. Recruiting neither an NS rater (for all items of the pre-and posttests) nor an additional capable NNS rater was not feasible. As the rating scale employed in this study requires native speaker intuition, it would have been better if NS had rated the data. However,

Fourth, because of the absence of L1 data in request making, cross-cultural comparative interpretation of the findings was not possible. Native speaker model universal norms

Despite these limitations, it can be concluded that the results obtained through this quasi-experimental study presented important implications for future implementation of CMC for ILP development. Though the results should be interpreted within the study's context itself, they are valuable for forming a baseline of empirical data to stimulate further research in the field as well. Therefore, the study has the following implications for pedagogy and research.

5.4. Implications

This section presents implications for practice and research based on the findings and conclusions of the study.

5.4.1. Implications for Practice

With the purpose of examining the effects of the two modalities (CMC and FtF), this study employed an explicit approach to teaching pragmatics features. The objective of the intervention program was to improve developing students' pragmatic competence specifically their ability to make pragmatically appropriate requests. Thus, during the intervention, the students were engaged in activities that enable them to practice certain pragmatic features. While the purpose of this study was to explore the effects of CMC, the results also confirmed the previous research findings on the teachability of pragmatics, the effectiveness of instruction and specifically the efficacy of explicit instruction. Therefore, students in an EFL context need constant pragmatic and metapragmatic input, instilled through collaborative practice activities, which essentially include metapragmatic reflection and communicative practice. Therefore, EFL teachers should give assiduous attention to pragmatics instruction.

For effective implementation of pragmatic instruction, teachers and education experts should be trained adequately. Teacher education programs should give due attention to adequate treatment of the teaching of pragmatics. Training pre-service and in-service teachers on how to teach pragmatics is very much important, yet it is not enough. The teachers' own pragmatic sensitivity and knowledge need to be addressed well. That is to mean, preservice and in-service teachers need to be exposed to a variety of teaching materials and activities that facilitate the metapragmatic awareness in both themselves and their students.

The study also acknowledges that pragmatics instruction in an EFL classroom is challenging; hence oftentimes requiring deliberate systematic treatment. Effective use of technology can incentivize the learning of pragmatics, which is often difficult to attain in a conventional FtF instructional setting. Specifically, the study shows that text-based CMC can, and should, be employed as a tool in the ELT. It proved that text-based CMC is an important platform in which students can get relatively richer practice on what they learn and experiment the pragmatic issues as while other language elements being acquired simultaneously. Furthermore, CMC discussions can easily be monitored without teacher interruption and disturbance, so more open communication among students can be achieved. Therefore, EFL teachers are advised to make use of the instructional potentials of text-based CMC.

In general, text-based CMC can be viewed both as a mediational tool, in Vygotskian (1978) sense, and as a communication process from a cognitive perspective (Krashen, 1985; Long, 1996, 1996; Schmidt, 1990; Swain, 1985). Therefore it “could potentially answer two needs at once: it could be the means through which teaching occurs, and it could be an end in itself” (Lamy & Hampel, 2007, p. 7). That is to mean that engaging students in online communication as an alternative to FtF in-class conversation might enable students to develop

certain language aspects (such as, pragmatics in the present case), and their ability to interact in SCMC environment which is invaluable competence in their social lives of students on its own. Ortega (2009) goes so far as to suggest that “sociological trends make the inclusion of SCMC in contemporary classrooms no longer a choice, but rather a necessity and even an ethical imperative” (p. 248). Therefore, from the present study’s results which supports the, above scholars’ assertions, it is recommended that EFL teachers, curriculum developers, and courseware designers consider the use of CMC platform to offer rich pedagogical opportunities for students both for the developments of students’ language aspects and CMC competence.

Although technology in general educational ones in particular at their infancy in Ethiopia, the country is inevitably heading to an era of technological advancement and technology is here to stay. After all, the students who are being taught today are not just being prepared for today, they are being prepared for the future. Teachers and education stakeholders should think ahead of the here and now and prepare the students for the future that they are entering. Thus, despite all the challenges of technology integration, the education system in the country should exploit the huge affordances of technology.

Nonetheless, the mere adoption of technology to the classrooms will not necessarily have the required results since “it is what people do with the machine, not the machine itself that makes a difference” (Mehan, 1989, p. 19). Koehler and Mishra (2005) also added that the introduction of new technologies does not guarantee fruitful teaching and learning experiences. Therefore, for the effective integration of technology, development of EFL teachers’

technological pedagogical content knowledge (TPCK³⁷) is crucial. EFL teacher education programs should consider adequate treatment of the development of teachers' TPCK.

5.4.2. Implications for Future Research

This research evidenced the causal relationship between CMC and pragmatics development and comparative advantage of CMC over FtF. However, this causal comparative investigation is still fresh; further studies are needed to ascertain it. Besides, because of its exploratory nature, the results of this study might pose more questions than responses.

Therefore, there would be several implications for further research that could be drawn. Some of the most important areas to consider in future research are presented as follows.

This study focused on a single speech act, requesting in English. Sykes (2005) studied Spanish refusal while Tang's (2019) study is on Chinese modals. To resolve the conflicting results between Tang's study and the current study, future comparisons between CMC and FtF should focus on similar pragmatics target, task type, and target language. Furthermore, additional studies need to be done to examine the effects of CMC on the development of different speech acts in addition to speech acts studied so far, request, refusal, and modals. This is because "some [speech acts] may be more suited for SCMC than others" (Sykes 2005, p. 422).

This study and of course most of previous ILP research mostly focused on the production of speech acts. This is partly because pragmatic production requires a greater processing load than comprehension or recognition (Taguchi, 2016). Nevertheless, future studies should also

³⁷ TPCK is derived from Shulman's (1986, 1987) well-known work on PCK. Koehler and Mishra (2005) introduced the term TPCK as a conceptual framework to describe the *knowledge base* for teachers to effectively teach with technology. Mishra and Koehler were not the first ones who used the term TPCK, rather earlier in 2001, Pierson (2001) used the term to define teachers' technology integration.

consider examining the comprehension (recognition) aspect of pragmatics which can be operationalized as accuracy and comprehension speed.

Linguistic analysis was employed in the current study. The first instances of the request from each DRPTs were identified and these request sequences were segmented and analyzed. The overall discourse context was not considered as it was not found practical for inter-group comparisons, and as it was beyond the scope. Forthcoming studies, however, had better apply conversation analysis so as to see the effects of CMC specifically on pragmatic targets other than speech acts, such as speech style, conversation management, etc.).

Data from longitudinal studies might provide a more holistic picture of students' pragmatics development over time. However, this study is a cross-sectional one. Further studies are, therefore, needed to investigate whether similar findings can be empirically confirmed through Microgenetic analysis³⁸ that uses dense sets of data to create developmental case histories of individual study participants. Therefore, integrating within-group design with group-based designs is encouraged.

³⁸ Microgenesis is a type of longitudinal documentation (Wertsch, 1985). However, longitudinal studies are not necessarily microgenetic. Rooted in sociocultural theory, microgenetic analysis enables to capture all L2 productions at all points between intervals.

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Appendix A-1: Background Information Survey

Thank you very much for your participation! Please complete the following questionnaire to give me a better idea of your background and experience. I will also use this sheet to contact you whenever you have questions or need help. Upon completion of the course, all identifying information will be deleted and only the demographic data will be kept. Thank you! Remember, you may choose not to answer at any point.

A. Demographic Information

Name: _____

ID No.: _____

Email: _____

Phone Number: _____

Age: _____ Sex _____

Native language (the first language/ Mother tongue): _____

Dominant language at present: _____

Your English score in grade 12 National Examination: _____

Have you studied or lived abroad? YES No

If so, where? For how long? _____

How fast do you think you can type in English?

Very fast Fast Moderate Slow Very slow

Have you ever used chat to communicate with people? yes No

B. Evaluation of Use of Technology

Rate your use of each of the technological tools below based on your daily use. If you are not sure what a tool is, please mark the “Don’t Know” option.

	Technological Tool	Seldom /	Once a Month	Once every two	Once a week	Once a day	More than once a day	Don't Know
1	Desktop Computer							
2	Laptop Computer							
3	Personal Digital Assistance (e.g., tablets)							
4	Mp3 Player (e.g., iPod)							
5	Mobile phone for the Internet related activities							

	Technological Tool	Seldom / Never	Once a Month	Once every two weeks	Once a week	Once a day	More than once a day	Don't Know
6	Email (e.g., Gmail, Yahoo)							
7	Instant Messaging (e.g., AIM)							
8	Online Social Networking Sites (e.g., Facebook, Twitter)							
9	Online Photo Sharing Platforms (e.g., Instagram, Flickr)							
10	Wiki (in a group or individually)							
11	Blog (e.g., Blogger, Typepad)							
12	Voice over IP (e.g., Skype, Viber)							
13	Multi-User Online Gaming Platforms (e.g., Doom, World of Warcraft)							
14	Multi-User Online Social Virtual Spaces (e.g., Second Life)							

For each of the technological tools that you indicated you use at least once per week, or more, please fill in the corresponding information.

Tool: _____

Your Preferred Brand/Platform/: _____

Approximate number of hours per week spent using this tool: _____

Type of Use (e.g., fun, school, interaction with friends, work): _____

Appendix A-2-I: Written Discourse Completion Test (WDCT) Version A

Name: _____ **Id. No:** _____ **Section:** _____

█ Please read each of the following situations. After each situation please write what you would say in the situation in normal conversation.

Situation 1: Yesterday morning, you received a call from a company. The call was for one of your classmates, but he was out. The caller asked you to deliver a message telling him to go for a job interview at 2:00 in the afternoon. But you forgot. Today, you suddenly remember it and realize that your classmate has lost a chance because of your mistake. Now, you tell your classmate the message, he feels very upset, because he has been looking for a job for a long time. You apologize.

You:

Situation 2: You are trying to study in your room and you hear loud music coming from another students' room next door. You don't know the student, but you decide to ask him to turn the music down.

You:

Situation 3: You are now shopping in a boutique. You see a beautiful suit and want to see it. You ask the sales person to show you the suit.

You:

Situation 4: You want to study in the classroom. You push the door of the classroom very hard. A student whom you don't know is standing just behind the door reading a poster posted on the wall of the classroom. The door hits very hard on the student's forehead making it bleed. The student cries because it is very painful. You don't know the student. You apologize to him.

You:

Situation 5: You are now discussing your assignment with your teacher. Your teacher speaks very fast. You do not follow what she is saying, so you want to ask your teacher to say it again.

You:

Situation 6: Your computer is down because of a virus. One of your teachers is very skillful in fixing computers. You know he has been very busy recently, but you still want to ask him to fix your computer.

You:

Situation 7: You are a teacher. In class, the mobile phone of one of your students rings. You ask your student to turn off his mobile phone.

You:

Situation 8: you are watching a basketball game. A student you don't know comes and stands just in front of you blocking your view.

You:

Situation 9: You are applying for a new job in a small company and want to make an appointment for an interview. You know the manager is very busy and only schedules interviews in the afternoon from one to four o'clock on Wednesday. However, you have to take the final term exam this Wednesday. You want to schedule an interview on Thursday.

You:

Situation 10: You are the owner of the book shop. Your shop clerk has worked for a year, and you have gotten to know him quite well. It is the beginning of the semester, and you

are very busy selling and refunding textbooks all day. Today you have a plan to extend business hours by an hour though you know the clerk has worked long hours in the past few days. You ask the clerk to stay after shop hours.

You:

Situation 11: For the first time this semester, you are taking a mathematics course. You have had time following lectures and understanding the text book. A test is scheduled to be held next week. You noticed that one student sitting next to you seems to have good background knowledge of math, and is doing well. Since it is the beginning of the semester, you do not know her/ him yet. You want to ask him/her to study together for the upcoming test.

You:

Situation 12: Something is wrong with your computer, but you have to finish some homework which is due tomorrow. Your roommate has a computer, but he is also writing a course paper on his computer. His homework is due the day after tomorrow. You want to ask him to stop his work and let you use his computer to finish your homework first.

You:

Situation 13: You are conducting a research and need to interview the president of your university. The president was your teacher and you know him quite well. You know the president is very busy and has a very tight schedule. You still want to ask the president to one or two hours for your interview.

You:

Situation 14: You are manager of a company. You are in a meeting with the other member of your company. You need to write some notes, but realize you do not have any paper. You turn to the person sitting next to you. You know the person very well.

You:

Situation 15: You have promised to play basketball with your classmates this afternoon. But because your Civic and Ethical Education teacher prolonged her classes for about half an hour, you arrive late. You apologize to your classmates.

You:

Appendix A-2-II: Written Discourse Completion Test (WDCT) Version B

Name: _____ Id. No: _____ Section: _____

Please read each of the following situations. After each situation please write what you would say in the situation in normal conversation.

Situation 1: A few days ago, you put one of your classmate's books into your bag without knowing it when you were in the classroom with him. You knew your classmate had been looking for it and felt very upset about losing the book. Today, when you look for a pen in your bag, you find the book in your bag. You give the book to your classmate and apologize.

You:

Situation 2: You are trying to study in your room and you hear loud music coming from another students' room next door. You don't know the student, but you decide to ask him to turn the music down.

You:

Situation 3: You are now shopping in a boutique. You see a beautiful dress and want to see it. You ask the sales person to show you the suit.

You:

Situation 4: You are playing football on the playground with your classmate. You take a shot and the ball hits a teacher on the back of the head very hard. You go up to the teacher and apologize.

You:

Situation 5: You are now discussing your project work with your teacher. Your teacher speaks very fast. You do not follow what she is saying, so you want to ask your teacher to say it again.

You:

Situation 6: Your laptop is down because of a virus. One of your teachers is very skillful in fixing computers. You know he has been very busy recently, but you still want to ask him to fix your laptop.

You:

Situation 7: You are a teacher. In class, the mobile phone of one of your students rings. You ask your student to turn off his mobile phone.

You:

Situation 8: you are watching a football game. A student you don't know comes and stands just in front of you blocking your view.

You:

Situation 9: You are applying for a new job in a small business organization and want to make an appointment for an interview. You know the manager is very busy and only schedules interviews in the morning from eight to ten o'clock on Thursday. However, you have to take the final exam this Thursday. You want to schedule an interview on Friday.

You:

Situation 10: You are the owner of the book shop. Your shop cashier has worked for a year, and you have gotten to know him quite well. It is the beginning of the semester, and you are very busy selling and refunding textbooks all day. Today you have a plan to extend business hours by an hour though you know the cashier has worked long hours in the past few days. You ask the cashier to stay after shop hours.

You:

Situation 11: For the first time this semester, you are taking a statistics course. You have had time following lectures and understanding the text book. A test is scheduled to be held next week. You noticed that one student sitting next to you seems to have good background knowledge of statistics, and is doing well. Since it is the beginning of the semester, you do not know her yet. You want to ask her to study together for the upcoming test.

You:

Situation 12: Something is wrong with your computer, but you have to finish your assignment which is due tomorrow. Your roommate has a computer, but he is also writing a course paper on his computer. His homework is due the day after tomorrow. You want to ask him to stop his work and let you use his computer to finish your homework first.

You:

Situation 13: You are conducting a research and need to interview the dean of your college. The dean was your teacher and you know him quite well. You know dean the president is very busy and has a very tight schedule. You still want to ask him to one or two hours for your interview.

You:

Situation 14: You are the director of a company. You are in a meeting with the other member of your company. You need to write some notes, but realize you do not have any paper. You turn to the person sitting next to you. You know the person very well.

You:

Situation 15: You are a student. You are now rushing to the classroom as you are going to be late for the class. When you turn a corner, you accidentally bump into a student whom you do not know and the books he is carrying fall onto the ground. You stop, pick the books up, and apologize.

You:

Appendix A-3-I: Discourse Role-Play Test (DRPT)

_____: You will perform 4 role-plays in English. You will receive a situation card before each of the role-plays. The card will describe the situation and your role. You can take as long as you want to read the card and prepare mentally for each role-play. When you are ready, return the situation cards and act out. After you finish one role-play, another situation card will be provided. Remember! The talk should not be limited to the points mentioned on the situation card. You can greet and have small talk. Please make the conversation as natural as you would in your life.

Situation One: Ask your teacher to reschedule the exam.

You are talking with your teacher in her office. Your test is next Saturday, but you have your friend's wedding on the same day. You want to ask her if you can take the test at some other time.

You are a teacher and, you have scheduled a test next Saturday. One of your students is talking with you in your office that her/his friend's wedding is on the same day. She/he wants to ask you if s/he can take the test at some other time. Listen to her request (ask for clarification, if any) and agree to reschedule the exam.

Situation Two: Ask your friend for a pen.

You are in the library studying for tomorrow's test. A good friend of yours is also studying in the library. Your pen just quit, so you want to ask her/him.

You are in the library studying for tomorrow's test. A good friend of yours is also studying in the library. Her/his pen just quit, so she/he asks you to give her/him a pen. Listen to your friend's request (ask for clarification, if any) and lend her/him a pen.

Situation Three: Ask your sister to pass you the remote

It's Sunday afternoon. You are in the living room in your house watching TV with your older sister. Your sister has just stood up to make herself a cup of coffee. Since she has stood up for coffee, you want to ask her to get you the TV remote.

It's Sunday afternoon. You are in the living room in your house watching TV with your younger sister. As you stand up to make a cup of coffee, your sister asks you to give her the TV remote. Listen to your sister's request and agree to pass the remote control.

Situation Four: Ask your boss to give you a day off

You work part-time at a public library. You work every Saturday, but you would like to take next Saturday off because you would like to go to visit your grandparents. You go to your boss's office and ask her.

You are a manager at a public library. One of the employees come to your office and asks you for a day off. Listen to her/him and agree to give Saturday off.

Appendix A-4-I: Exit Questionnaire-Pilot Study

Dear students,

Thank you for participating in the Computer-mediated Communication (*Chat*) program for learning pragmatics (making requests). The purpose of this questionnaire is to get your feedback about the program you have been participating for the past five weeks.

You do NOT need to write your name on the paper. The information you provide will be used only for a research purpose and will remain confidential, so please feel free to be honest in your response.

Please write your responses to the questions based on your experience with the chat program in the spaces provided.

Thank you very much!

1. How would you describe your experience with chat sessions? How successful would you say you practice making requests through chat?

2. What did you like most about using chat for learning how to make requests?

3. What did you like least about using chat for learning how to make requests?

4. What kind of challenge or problem did you face during the chat sessions? How did you try to solve it?

5. Overall, what do you have to say regarding the use of chat for language teaching and learning? Please mention some of its benefits and drawbacks?

6. What suggestions would you make to improve the use of chat for language learning in the future?

Appendix A-4-II: Exit Questionnaire- Main Study

Dear students,

Thank you for participating in the Computer-mediated Communication (*Chat*) program for learning pragmatics (making requests). The purpose of this questionnaire is to get your reaction to the intervention program you have been participating for the past five weeks. I appreciate your time and commitment to this project.

You do NOT need to write your name on the paper. The information you provide will be used only for a research purpose and will remain confidential, so please feel free to be honest in your response.

Please take 20 minutes to complete this questionnaire. Circle the number which best describes your *agreement* or *disagreement* with each of the statements about the *Chat* program.

Thank you very much!

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 The chat activities improved my ability to make requests in English.	5	4	3	2	1
2 I would have preferred to act out role-plays Face-to-Face instead of in the chat.	5	4	3	2	1
3 I feel that my ability to communicate through chat is improved because of my participation in the chat sessions.	5	4	3	2	1
4 I found the chat activities to be a waste of time.	5	4	3	2	1
5 Chat discussions improved my interest to learn English.	5	4	3	2	1
6 I enjoyed the chat discussion sessions.	5	4	3	2	1
7 I would like to have similar chat-based activities in my future language classes.	5	4	3	2	1
8 It is less likely for me to make permanent improvements in my language performance because of participating in the chat program.	5	4	3	2	1
9 I am willing to participate in chat discussion for other courses as well.	5	4	3	2	1
10 I feel like the use of chat was a positive addition to Communicative English Skills course.	5	4	3	2	1
11 I will continue using chat for language practice in the future.	5	4	3	2	1
12 I would be glad if chatting is included in the assessment of my language courses in the future.	5	4	3	2	1

Appendix B-1: Moodle Chat Screen Print

eMU Testamichael Getu 

Communicative English Skills

Home ► College of Social Science and Language ► Foreign Languages and Literature ► CES

Turn editing on



NAVIGATION

Home

- Dashboard
- Site pages
- Current course
 - CES
 - Participants
 - Badges
 - General
 - Section 1:
 - Introduction to Pragmatics
 - Section 2: Making Requests
 - Section 3: Asking for Goods
 - Section 4: Asking for Initiation of an Action
 - Section 5: Asking for Ceasation of an Action
 - Section 6: Asking for Information
 - section 8: Asking for Permission

My courses


Summary about your course

 We Chat
 News forum


Section 1: Introduction to Pragmatics

This component of the course is specifically dedicated to learning pragmatics in English. You will learn about the meaning of pragmatics in much more detail in the introductory unit of this course. On a very basic level, pragmatics refers to the way we convey meaning through communication. This meaning includes verbal and non-verbal elements and varies depending on the context, the relationship between people talking, and many other social factors.

Section 2: Making Requests

 We chat 2

Section 3: Asking for Goods

 We chat 3 (Whole class chat)

Section 4: Asking for Initiation of an Action

Section 5: Asking for Ceasation of an Action

SEARCH FORUMS

Go

Advanced search ?

LATEST NEWS

Add a new topic...

(No news has been posted yet)

UPCOMING EVENTS

There are no upcoming events

Go to calendar...
New event...

CALENDAR

February 2017

Sun	Mon	Tue	Wed
(Sunday)	(Monday)	(Tuesday)	(Wednesday)
			1
5	6	7	8
12	13	14	15
19	20	21	22
26	27	28	

EVENTS KEY

- Hide global events
- Hide course events
- Hide group events
- Hide user events

ADMINISTRATION

- Course administration
 - Turn editing on
 - Edit settings
- Users
- Filters
- Reports
- Grades
- Gradebook setup
- Badges
- Backup
- Restore
- Import
- Reset
- Question bank

Switch role to...

Site administration

RECENT ACTIVITY

Activity since Tuesday, 7 February 2017, 10:46 AM
Full report of recent activity...

COURSE UPDATES:

Updated Chat
We Chat

Appendix B-2: Instructional Material (Sample Slides)

REQUESTING IN ENGLISH

By
Tatiana Michael Geau

Communicative English Skills (EnLa 1011)

REQUEST

- Pre event act
- Expresses speakers expectation about some prospective action

GOALS OF REQUEST

- **Action**
e. g., Can you open the window?
- **Good**
e. g., Can you pass me the salt?
- **Information**(e. g., Do you know who our teacher is going to be this semester?)
- **Permission**
(e. g., May I leave early?)

Request Parts

Pardon me mama, would you mind grabbing the door for me, please? My hands are full.

Pardon me Mama,	would you mind grabbing the door for me, please?	My hands are full.
ADDRESS TERM	HEAD ACT	SUPPORTING MOVE
<ul style="list-style-type: none"> ▪ an opening element 	<ul style="list-style-type: none"> ▪ The minimal unit required for the realization of the request ▪ The core part 	<ul style="list-style-type: none"> ▪ used to modify the impact of the speech act by strengthening or weakening

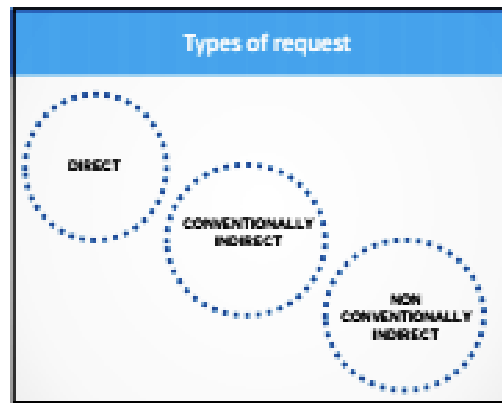
Possible structures of request

1. **Head act only**
Could I borrow your notes from yesterday's class?
2. **Head act and postponed supportive move**
Could I borrow your notes? I missed class yesterday.
3. **Pre-posed supportive move and head act**
I missed class yesterday. Could I borrow your notes?
4. **Multiple heads**
Could I borrow your notes? Would you be available to meet for a few minutes after class today to discuss the group project?

Types of Address Terms

Types	Examples
Title/role	Professor, writer
First Name /surname	Judith, Karina, Johansson
Endearment term	Honey
Pronoun	You, He
Nickname	Judy, Kerry
Offensive term	Stupid cow
Attention getter	Hey, excuse me, listen

Request Types



Direct Request

1. Imperatives
A request performed with the imperative grammatical form to express an order.

e.g., *Tell me the way to the bank!*
Stop bothering me.
Leave me alone.
Clean up this mess, please.

Direct Request

2. Performatives
explicitly state the force of the request by including a performative verb

e.g., *I'm asking you to tell me the way to X.*
I'm asking you not to park the car here.

Direct Request

3. Hedged Performatives
contain a performative verb, however, their force is softened by a verb immediately preceding the performative verb

e.g., *I want to ask you the way to the bank.*
I must ask you...
I would like you to give your lecture a week earlier.

Direct Request

4. Obligation statement
the speaker conveys the intention by stating moral obligation directly

e.g., *You will have to tell me the way to the bank.*
Madam, you'll have to move your car.

Appendix B-2-II: Instructional Material (Role-play Situations)

SESSION ONE: Asking for Goods

Situation 1: Asking for a glass of water

A: You are the director of a company, during a meeting with all the counselors, you are very thirsty, there is a new counselor sitting next to you and you ask him to bring you a glass of water. What would you say to get this counselor to bring you a glass of water?

B: You are a new counselor in a company. While you were in a meeting with the director and other counselors, the director asked you to bring him glass of water.

Situation two: Asking for a Book

A: You are a university student. You need to get a book from the library to finish your assignment on time. he library is closed and there is only one person you know who has the book you need, one of your lecturers. On the way to his/her office you meet him/her in the hallway. What do you say?

B: You are a university lecturer. While leaving your office you meet one of your students in the hallway. Respond to him/her.

Situation three: Asking for a Car

A: Your car has just broken down and you need to collect someone from the airport urgently and there is no other means of getting there other than by car. You go to your manager/ess's office at work, with whom you get on well, and ask him/her for his/her car. What do you say to him/her?

B: You are the manager/ess of a company. An employee with whom you get on well comes to your office and talks to you. Respond to him/her.

Situation four: Asking for money

A: You have received a lot of utility bills which are due for payment. You have not got any money. You cannot ask your friends for money since you have got a reputation of never paying back. The company where you work will not give you a cash advance since the last time you asked for one they said that would be the last time. You desperately need to pay these bills otherwise you will not have any electricity, water or telephone. You go to the office of the recently appointed manager/ess and ask him/her for the money. What do you say to him/her?

B: You have been recently appointed manager/ess of a company. One of the employees comes to your office to talk to you. Respond to him/her.

SESSION TWO: Asking for Initiation of an Action

SITUATION ONE: Asking a trainee to answer telephone

A: You have been an employee of a company for some time now. One of your duties is to answer the telephone. You go to the desk of a new trainee and ask him/her to answer the telephone while you pop out for a few minutes to get some things. What do you say to him/her?

B: You are a new trainee at a company. One of the employees who is in charge of answering the telephone comes to your desk and talks to you. Respond to him/her.

SITUATION TWO: Asking a neighbor to help you move something

A: You ask a neighbor you do not know very well to help you move some things out of your flat with his/her car since you have not got a car and you have not got anyone else to ask since everyone you know appears to be on holiday and you have no money either to hire someone who can help or to arrange transport. You see your neighbor on the street. What do you say to him/her?

B: You are on the street. A neighbor you do not know very well comes to talk to you. Respond to him/her.

SITUATION THREE: Asking a colleague to type a few letters to you

A: You have been put in charge of a project at work. You go to the desk of a colleague of yours and ask him/her to type a few letters for you. What do you say to him/her?

B: Your colleague has been put in charge of a project at work. S/he comes to your desk and talks to you. Respond to him/her.

SITUATION FOUR: Asking a passenger to change seats

A: You are on a bus with a child. There are plenty of seats on the bus but there are not any for two people together. You ask a passenger who is sitting on his/her own on a two seater to change seats with you so that you can sit next to the child. What do you say to him/her?

B: A passenger has agreed to change seats with you so that you can be next to a child on the bus. While changing seats you accidentally step on the passengers toe. What do you say to him/her?

SESSION THREE: Asking for cessation of an action

SITUATION ONE: Asking workers to stop fooling

A: You work in restaurant as a supervisor; you are in charge of ten guys (who are about the same age as you). It is lunch time and it is crowded. There are a lot of people waiting for their orders. Two of the guys whose responsibility is to prepare the burgers are just fooling around. What would you say to stop fooling and to get these guys go back to work?

B: You are responsible to prepare burgers in a restaurant. You were fooling with your coworker in the middle of your work. Your supervisor asked you to go back to work. Respond to him/her.

SITUATION TWO: Asking a neighbor to calm his/her barking dog

A: Your neighbor's dog barks very loudly at night. The dog the dog starts barking tonight. You have an important exam the next morning; hence, you need to sleep tonight. It is getting late, yet the dog barks on and on. You are annoyed and getting angry. You know the neighbor relatively well, so you go to the next door neighbor and knock on the door. What do you say to him or her?

B: You have a dog that barks very loudly at night. As your dog starts barking tonight your neighbor comes to your home to ask you calm the dog. Respond to him/her.

SITUATION THREE: Asking a passenger to stop talking loudly

A: You are a flight attendant. On an airplane, you are addressing a passenger who happens to be very noisy and disturbing other passengers. You ask the passenger to be quite.

B: You are a passenger on a plane. You were speaking loudly and you were disturbing other passengers. The flight attendant, who is calm but angry at you, asked you to be quite. Respond to her.

SITUATION FOURE: Asking a passenger to change seats

A: You are living in a first- floor apartment. You have an exam tomorrow and you are trying to study. You can't focus because your neighbor's kids, in 9th and 10th grades, are playing football outside your window. You have been neighbors for more than a year now. You want to ask them to stop playing there and move to somewhere else. You open the window and say...

SESSION FOUR: Asking for information

SITUATION ONE: Asking for information about flight price

A: You need some information about flights to USA. Particularly, you would like to know how much the cheapest ticket to USA costs. You visit a travel agency for this purpose. What would you say to the travel agent?

B: You are a travel agent. Someone asks you to know how much the cheapest ticket to USA costs. Respond to him/her.

SITUATION TWO: Asking for direction

A: You are a newcomer to the city. You are now in the parking lot of the central bus station. You want to go to the fine Arts museum but you do not know where it is. You see a police officer and approach him/her to ask for directions to get to the museum.

B: You are a police man and now you are at the traffic light in front of the bus station's parking lot. A new comer approached you and asked how to get to the fine arts museum. Respond to him/her.

SITUATION THREE: Asking for time

A: You need to know what time it is now and you see that a female classmate sitting behind of you has a watch. You have only talked occasionally with her and do not know her very well. What would you say to her?

B: You have a watch. Your classmate asked you to tell him/her what time it is now. Respond to him/her.

SITUATION FOUR: Asking for train schedule

A: You phone the train station because you need to know what time the next train to Djibouti departs. You live 15 minutes away from the station. What would you say?

B: You work in a train station. Someone phoned and asked you information about when the next train to Djibouti departs. Respond to him/her?

SESSION FIVE: Asking permission

SITUATION ONE: Asking a manager to let you out of work early

A: Your mother will be visiting from out of town and you want to pick her up at the airport. However, her flight arrives at 3:00 p.m., but you have to work until 5:00 p.m. How do you ask your boss to let you out of work early?

B: You are a manager in a company. One of the employee want to get out of work early. He/ she asks for permission. Respond to him/her.

SITUATION TWO: Asking for permission to leave the classroom

A: You are in class. You really need to go to the toilet and you ask your teacher for permission to leave the classroom.

B: You are a teacher. One of your students asked you to leave the classroom. Respond to him/her.

SITUATION THREE: Asking for permission to extend deadline

A: Due to some family-related reasons you are not able to finish a paper on time. You would like to ask your instructor for permission to extend the deadline. What would you say to him?

B: You are instructor in a university. One of your students asked you to extend the deadline for him/her to finish her/his paper. Respond to him/her.

SITUATION FOUR: Asking for permission to add a course

A: You have to take a course in (psychology) in order to graduate. The add and drop time is closed and you have to get the instructor's permission to add it. You have never met the instructor before but you decide to see him/her about adding the course. How do you ask the instructor to give you permission to add the course?

B: You are an instructor of psychology in a university. A student comes to your office to get your permission to add a course in psychology. Respond to her.

Appendix C-1: Pilot study Chat Script Sample

8:50:29 AM Mieraf23: Hello sir!

8:51:38 AM Liwam: Hello!

8:51:58 AM Mieraf23: i was on my way to you,you got a minute?

8:53:05 AM Liwam: yeah,what can i help you?

8:54:04 AM Mieraf23: i needed a book to finish the assignment you gave us but the library is closed. so if you could give me yours.can you please?

8:55:02 AM Liwam: sure,but you should return it soon. come with me.

8:56:07 AM Mieraf23: i will. oh thanks!

8:56:37 AM Liwam: you are welcome.

9:01:03 AM Liwam: hey,i need you to do me a favor?please.

9:03:25 AM Mieraf23: hey,whats that?

9:04:03 AM Liwam: i need to go shopping, can you cover for me,i will be back soon?

9:07:56 AM Mieraf23: oh sorry,i wish i could but i have got something to do. sorry!

9:09:03 AM Liwam:no problem, i wiil ask someone else.

12:30:03 AM Liwam: (knock knock) hello sir.

12:31:56 AM Mieraf23: hey,come on in.....

12:33:03 AM Liwam: sir, can i take your car for a while,i need to pick someone from the airport and mine is broken down.

12:34:56 AM Mieraf23: sure,but drive responsibly and try to be back before lunch time.

12:36:03 AM Liwam: ofcourse boss,thanks alot.

12:37:20 AM Mieraf23: my pleasure!

12:39:20 AM Mieraf23:oww no! i left the map at home.

12:41:03 AM Liwam: nooo,whats wrong with you,you made a mistake.

12:42:20 AM Mieraf23: sorry!!!! yeahhhh, there is a guy up there,please go and ask him if he know the way to x.street?

12:43:03 AM Liwam:okkkk.....

1:13:42 AM Mieraf23: excuse me. i live next door, am Mieraf,am new here.

1:15:02 AM Liwam: oww,welcome to the neighbor hood!

1:16:29 AM Mieraf23: thank you.i need a car to move something out of the house,i was wondering if you could help me?

1:18:38 AM Liwam: yeah,sure.

1:20:03 AM Mieraf23: thank you! i owe you.

1:22:36 AM Liwam: no problem,its my pleasure.

2:01:03 AM Liwam: hello.
2:03:25 AM Mieraf23: hello sir.
2:04:45 AM Liwam: i need to talk to you for a minute in my office?
2:06:25 AM Mieraf23: ok sir.
2:07:03 AM Liwam: come in,have a sit.
2:07:25 AM Mieraf23: thanks
2:08:45 AM Liwam: sorry to this and i know you want to go so bad but you need to stay,we have to finish the project first.
2:09:56 AM Mieraf23: but sir, i already booked the ticket, i have to go.
2:10:43 AM Liwam: i know, and the company will give you your money back, you have to stay. sorry.
2:12:42 AM Mieraf23: yes sir.

2:13:42 AM Liwam: hey, good morning.
2:14:02 AM Mieraf23: morning....
2:16:29 AM Liwam: are you busy, i need your help?
2:20:38 AM Mieraf23: ok, whats that?
2:23:29 AM Liwam: could you please type this letter for me?
2:24:38 AM Mieraf23: sure, but i have to finish those first.
2:25:29 AM Liwam: ok, thank you!
2:26:38 AM Mieraf23: yeah

3:03:25 AM Liwam:hey, i was looking for you?
3:04:45 AM Mieraf23: hey,whats up?
3: 06:56 AM Liwam: i was planning to come to your house on the countryside this holiday.can you stay for a week with me?
3:08:43 AM Mieraf23: i don't think so but i will try my best.
3:10:02 AM Liwam: think about it,see you.
3:10:45 AM Mieraf23: see you.

3:13:42 AM Mieraf23: excuse me...
3:15:02 AM Liwam: yeah.....
3:21:29 AM Mieraf23: i needed to sit with my kid but there is no seat for two so could you please take the seat for one we need to sit here. thank you
3:22:38 AM Liwam: oww yeah,you can take it.
3:23:03 AM Mieraf23:thank you so much!
3:24:14 AM Liwam: your welcome.

4:10:42 AM Mieraf23: excuse me,sir.
4:11:14 AM Liwam: what can i help you?

4:13:42 AM Mieraf23: i needed some money to pay my bills. so if you could give me some cash? i will pay back soon.

4:14:14 AM Liwam: am afraid i can, i have heard rumors that you dont pay back. sorry i cant.

4:15:42 AM Mieraf23: ok sir.

5:20:42 AM Mieraf23: hey

5:21:14 AM Liwam: hey

5:22:42 AM Mieraf23: i like your laptop,its brand new.

5:23:14 AM Liwam: yeah,thanks.

5:24:42 AM Mieraf23: can i use it for a while please?

5:25:14 AM Liwam: sure,just be careful with it.

5:29:14 AM Liwam: hey Mieraf

5:30:12 AM Mieraf23: hey Liwam

5:31:14 AM Liwam: have you checked your email,the advisor said he have sent some comments on the thesis paper work.

5:32:42 AM Mieraf23:yeah,i have seen it and am trying to work on it.

5:34:14 AM Liwam: so what did he say,do you think we can make it for the presentation?

5:35:42 AM Mieraf23: he said its perfect just some points and we will, its going to be so good. am excited.

5:37:14 AM Liwam: me too....

Appendix C-2: Main Study Chat Script Sample

CHAT LOG 2: Asking for Initiation of An Action

Pair 1

09:13 Aron: roleplay1

09:13 Amira: role play1

09:15 Amira: oh my, its such abusy day today;can you please pick the telephone for awhile..

09:17 Aron: ohh am afraid i think i cant i have another complicated task to finish,

09:19 Amira: oh,but i heard the new trainee dont have much work to do;i wont be long please help me out;there is no one beside you.

09:20 Aron: yea ur right its an accidental task,but may be for a while i can

09:21 Amira: thank you so much,and if there is any thing you need please come to me.always ready to help.

09:22 Aron: okey thats ma plessure

09:23 Amira: i have arrived now did i wait uw much...

09:24 Aron: no i appreciate ur punctual a thank u

09:25 Amira: i must be the one thanking;how is your trainee days going

09:26 Aron: well,not bat its not just like i expected

09:27 Amira: i pass those days and i know its really difficult but what was your expectation

09:28 Aron: i expect it to be so hard but actually not and let me finish ma own task now see u latter

09:29 Amira: your rude to your superior any ways thank you

09:31 Aron: roleplay 2

09:32 Aron: excuse me mrs.

09:33 Amira: yes,

09:34 Aron: i think ur the one who lives next door ,yeah?

09:35 Amira: yes, how are you doing

09:36 Aron: am fine and am about to need ur help as per our neighbourness

09:36 Amira: what is it...

09:39 Aron: i got to many boxs in ma house and i cant find anyone tohelp me to pick them out ,if u have time will u give me ur hand and pick them out together

09:40 Amira: oh ,i am sorry but i will ask my son to help you bythe way are uw moving out

09:42 Aron: no am not , i have some packages from abroad,can ur son help me well

09:43 Amira: well, he sure will help...

09:43 Aron: ok thanks mrs.

09:43 Aron: roleplay3

09:46 Amira: hey there..... how is work going

09:47 Aron: its not bad, how about u?

09:49 Amira: never better,have uw heard that i have been acciend anew project.

09:50 Aron: no am not,i think its a good opportunity for ur career...so is there any thing i can help for it

09:52 Amira: oh man,i was going to ask for your help; can you please write afew letters for me...

09:53 Aron: no problem but what kind of letters and for whom?

09:54 Amira: its simple;let me get my file and i will explain it to uw

09:54 Aron: okey ..

09:56 Amira: any way thanks.....i appreciate ur help

09:56 Aron: nooo please dont take it as a big deal and am happy to help u

09:57 Amira: okey let me get my file....

09:57 Aron: roleplay4

09:59 Aron: excuse me mrs.

10:00 Amira: yes,

10:02 Aron: i think think there is no any sit in here for two poeple together and i have to sit with ma son so can u please give me ur sit and take this one bc ur alone,if u dont mind?

10:03 Amira: sure, why not.

10:04 Aron: ohh thats a very kind of u, thanks, thanks a lot

10:05 Amira: no need,you have got such handsome boy there.

10:05 Aron: ohh thank u on behalf of him

10:07 Amira: how old is he...

10:07 Aron: next month his about to 8

10:08 Amira: okey have anice ride;its time for me to get off...

10:09 Aron: okey wish u a nice day though

Pair 2

09:23 **Bethel: Role Play 1**

09:23 Bethel: would you mind if you answer the telephones for a minutes?

09:24 Belayhun: yes of course

09:25 Bethel: thanks

09:26 Belayhun: no matter

09:26 Belayhun:

Bethel: role play 2

09:33 Belayhun: i will be role play b

09:34 Bethel: no its you turn

09:34 Bethel: am going to play role play two

09:34 Bethel: i mean b

09:34 Bethel: i already didi role play a in the last one

09:34 Belayhun: ok start

09:35 Bethel: you start you are a

09:36 Bethel: can you help me to move one this thing please it wont take a second

09:37 Belayhun: ok i can where are you going

09:38 Bethel: owww thank you and nice to meet you

09:39 Belayhun: ok nice to meet you

09:39 Bethel: am going to this way

09:40 Belayhun: ok bye

09:41 Bethel: okay see ya

Bethel: role play 3

09:47 Bethel: hello
 09:50 Bethel: role play a or b
 09:51 Belayhun: please betisha start the dialogue
 09:52 Bethel: will you help me with writing a letter please it won't take a time.t take time//
 09:52 Bethel: ??
 09:53 Bethel: sorry
 09:53 Bethel: will you help me with writting some letters it won't take a time??
 09:57 Belayhun: woooo sorry i can't help you by the way i hate this kind of question
 09:57 Bethel: oww really
 09:58 Bethel: it wont take a time
 09:58 Bethel: please do this for me
 09:58 Belayhun: ok you can
09:59 Bethel: Role Play 4
 10:01 Belayhun: let's go to start
 10:01 Bethel: OKY U WILL PLAY ROLE PLAY A
 10:02 Belayhun: nonono please play role play a
 10:03 Bethel: cna you change your sit please i have to sit with my child ??
 10:03 Bethel: *can
 10:04 Belayhun: ok you can come here please
 10:05 Bethel: thank you its mu pleasure
 10:05 Bethel: *my
 10:07 Belayhun: no matter
 10:07 Bethel: okay

Pair 3

09:13 israt: Role Play 1

09:13 Bisrat: hey how are u my firend
 09:14 Bethel: hey bisre...good morning
 09:15 Bisrat: will u answer me the telephon antill i came back to it soory for that but i have some task to do
 09:17 Bethel: ohh..well will you be back soon?
 09:17 Bethel: Becuse i have somewhere to be
 09:19 Bisrat: yap i will it takes almost 30 min..
 09:20 Bethel: okay no problem then you can go and i ll take your place.
 09:21 Bisrat: ok tnx so much have a nice day
 09:22 Bethel: thankd...the same goes for you ma frnd
 09:25 Bethel: how is your family doing?
 09:28 Bethel: besre
 09:28 Bethel: ???
 09:29 Bisrat: eee bety am just bored

09:30 Bisrat: Role play 2

09:33 Bethel: I'll be B
 9:34 Bisrat: nop hi says now am b we have to exchange
 09:36 Bethel: Am sorry if am bothering you but can you please help me out with smtin
 09:37 Bisrat: no problem . what is it just be free and ask me what you want

9:38 Bethel: can you please help me out move some stuffs
 09:39 Bisrat: well i have some thing to buy right now will u stay me for 15 min..
 09:40 Bethel: emm am in a hurry, thanks for your concern but i'll just ask another person.
 Thanks tho
 09:42 Bisrat: ok buy happy holiwood
09:43 Bisrat: role play 3
 09:44 Bisrat: hey how are you
 09:46 Bethel: hello
 09:46 Bisrat: will u help me something i know it takes some times but its very important
 for me will you help me
 09:47 Bethel: Emm ya wat is it?
 09:50 Bisrat: will u wright some letters in the computer its for my project
 09:51 Bethel: ya sure, for when do you want it?
 09:54 Bisrat: sorry not wrighting i mea typing its for next but i must this task for the
 today
 09:54 Bethel: okay no problem i'll deliver it to you just in time
 09:56 Bisrat: tnx one day i will help u as you did for me what ever you wane help just ask
 me k
 09:56 Bethel: no its ma pleasure
09:57 Bisrat: ole play 4
 09:58 Bethel: Excuse me sir
 10:01 Bisrat: helo what can i help u
 10:04 Bethel: If am not askin for too much, would you please change your sit because i
 wish to sit with my daughter and there are no plce for two in the bus..
 10:07 Bisrat: yas why not its our cultur to left ours for others u doesnt even have to ask e
 its my responsibility
 10:08 Bethel: ohh tnx you are really a good person, God bless you
 10:08 Bisrat: God bless you 2 my leddy

Pair 4

09:13 Eden: role play 1
 09:14 Eden: hello gebrehiwot
 09:14 Gebrehiwet: hello how was the drem
 09:15 Eden: what do you mean
 09:16 Gebrehiwet: is dream
 09:17 Eden: oh ok by the way i want to ask you a favor ,would you mind answering the
 phone for me please? i will be back soon
 09:18 Gebrehiwet: ok i will answering
 09:19 Eden: thank you so much
 09:20 Gebrehiwet: is my plesear
 09:23 Eden: by the way did you like the company , you are new right ?
 09:24 Gebrehiwet: yes a like be cause is comfortable place
 09:25 Eden: thats great
 09:26 Gebrehiwet: for appricet to me tanks very much
 09:27 Eden: your welcome
 09:28 Gebrehiwet: eden sory because there is speling in my write

09:28 Gebrehiwet: error

09:28 Eden: it's ok i can understand you

09:29 Gebrehiwet: thanks very much

09:32 Gebrehiwet: roly play 2

09:33 Gebrehiwet: so my negobring what is feel strees

09:35 Gebrehiwet: and the problem get to strees

09:35 Eden: what stress

09:36 Gebrehiwet: is mean feel highly thinking

09:36 Eden: oh what happened ?

09:37 Gebrehiwet: i am ask for you

09:38 Eden: ask for what

09:40 Gebrehiwet: SHE IS my negobring in one time you feel strees in some thing so i am ask what is the thing feel strees for you

09:42 Eden: no gebrehiwot you have to ask me to help you move some thing out of your house what you are asking is nor correct

09:43 Gebrehiwet: oh ;ok

09:43 Eden: role play 3

09:46 Eden: hello

09:46 Gebrehiwet: hello;my suborident

09:47 Eden: i want you to do me a vafor

09:49 Gebrehiwet: what dose mean vafor ;by the way toke about the r/n s/p the worker of he company

09:51 Eden: vafor means i am asking you to do me something but it is not your duty you can say no if you want to

09:52 Gebrehiwet: ok ;ask

09:52 Eden: do you mind writing me a few letters as i am incharge of a project and i am very bussy

09:52 Gebrehiwet: ok ;you is simple

09:54 Gebrehiwet: b/c is work of one hour

09:54 Eden: oh thanks for helping me

09:54 Gebrehiwet: never mind

09:56 Gebrehiwet: so i am happy by your conversion

09:56 Eden: oh really

09:57 Gebrehiwet: from my bottom my heart

09:57 Eden: nice

10:00 Gebrehiwet: role play 4

10:00 Gebrehiwet: so i will start

10:00 Eden: yes

10:01 Gebrehiwet: my transporter do change to me to your chier

10:02 Eden: why

10:02 Gebrehiwet: be cause in order to sit whit my child

10:04 Gebrehiwet: the whit ;is with sory

10:04 Eden: its ok i will change you

10:05 Gebrehiwet: 10q very much

10:05 Eden: no problem

10:06 Gebrehiwet: is good

10:08 Gebrehiwet: niceenice she is good
commnicater

10:09 Eden: thanks gebre bye

10:9: Eden Haile has left this chat

Pair 5

09:16 Helen: role 999991

09:17 Helen: fine and u

09:17 HelenR: am fine,can ask u something?

09:18 Helen: ya what is that

09:18 HelenR: it kind of a favour

09:19 HelenR: can you answer the phone for me while i go out??please

09:19 Helen: ok u can ask me

09:20 HelenR: i was just hoping if you could answer the phone for me?

09:20 Helen: no problem i will answer it you can go

09:22 HelenR: i normally dont do this it's just for a littel while its kind of an emergenc?y

09:22 HelenR: i think your new here right?

09:25 Helen: i know but if it is emergensy i will answer it does nt matter i will answer it

09:26 HelenR: ok thank you so much.

09:26 Helen: it ma plesure

09:28 Helen: see you next time

09:29 HelenR: ok helu

09:30 HelenR: bbbbbbbbbbbbbbbbbbb

09:32 HelenR: role play 2

09:35 Helen: please i need to move some thing to out i need a car would you minde to
help me please

09:36 HelenR: am sorry are yyou moving out?

09:37 Helen: ya if you can please

09:37 HelenR: utry to type faster helen

09:38 HelenR: we dont have time

09:38 HelenR: ya i can help you

09:38 HelenR: but i need the car right away.

09:39 Helen: tankssssss

09:40 HelenR: try to make the conversation longer.make it natural and not to the point
next time

09:41 Helen: i make it longer helu

09:42 Helen: see you

09:42 HelenR: ya

09:43 HelenR: roleplay 3

09:45 HelenR: hi there

09:46 Helen: hi wht up i think um the one in role play aaaaaaaa

09:47 HelenR: how is your day

09:47 HelenR: no i am

09:47 Helen: it was fine

09:47 Helen: ok start

09:48 HelenR: i was wondering if i could ask you somthing

09:48 Helen: what can i help you
 09:50 HelenR: i was thinking if you could right a letter for me
 09:51 Helen: what wrong with your projecter
 09:52 HelenR: no nothing is worng with my projecter! its for my project that i need your help with.
 09:54 Helen: if i get atime i will right it
 09:54 HelenR: thank you
 09:54 Helen: no problem see you
09:55 Helen: roleplay 4
 09:57 Helen: am the one who have achild
 9:59 HelenR: ya
 09:59 HelenR:B
 10:00 HelenR: start asking
 10:01 Helen: excuse me could you to change your seat i want to seat with ma baby if you dont mind please
 10:02 HelenR: oh am sorry, yes you could seat.
 10:03 Helen: oh thank you so mush
 10:04 HelenR: am sorry i didn't know i was holding a two chairs. my bad
 10:05 Helen: what are u saying make it clear
 0:06 HelenR: ok never mind you could seat..
 10:06 Helen: tnxxxxxxxxxx
 10:07 Helen: ithink it our last conversation see you hel
 10:08 Helen: i wish to be a nice christmass for you and for ur frinds
 10:08 HelenR: ya, for you to helu
 10:09 Helen: tn again

Pair 6

09:14 Hidot: Role play-1

09:16 Hidot: Hey, would you mind picking up the phone when it rings while i'm away for alittle while?
 09:17 Hidot: hey hiluf are you there?
 09:19 Hidot: Hey, would you mind picking up the phone when it rings while i'm away for alittle while?
 09:22 Hiluf: hidot can you tell me about the capany facters because iam new traingin the campany
 09:23 Hiluf: hidot please tell me the respone
 09:24 Hidot: hiluf, first let's talk about Role A before we move to the next topic
 09:26 Hiluf: hidot ok tell me
 09:27 Hidot: would you mind picking up the phone when it rings while i'm away for alittle while?
 09:29 Hiluf: hidot iam not rings the phone
 09:29 Hiluf: hidot it is good idea
 09:29 Hidot: okay
09:33 Hiluf: Role play 2
 09:33 Hidot: heyy
 09:33 Hidot: so start role 2

09:22 Robel: pis edu be careful on the road.lol

09:31 Edom: role play 2

09:32 Robel: hellow there

09:33 Edom: hi

09:34 Robel: my name is robel i am your new neiborhood

09:34 Edom: nice to meat u and im edom

09:35 Edom: meet

09:35 Robel: are you also new to this neborhood or you heve been long time here

09:37 Edom: i have been living here for five years

09:39 Robel: that good i just love this neiborhood such a quit place to live it nice to meet
ou edom

09:40 Edom: yes and nice meeting u to

09:41 Robel: sry edom i just forgot to ask you there was something at the back yard tring
to collect and it was acully heavy for me can you help me with all do repect if you
have spare time?

09:42 Edom: offcours ill try to help you

09:43 Robel: that was so kind of you lets go inside and see if we can

09:44 Edom: its my pleasure

09:45 Edom: role play 3

09:46 Edom: hello

09:47 Robel: hi there my freind

09:47 Edom: im gud what are you doing

09:49 Robel: just finishing project letter which dead line is in saturday

09:50 Edom: gud but i want u to write these letter noe because its very urgent

09:51 Edom: now

09:52 Robel: for real i got to finish this but if you wait me after lunch time i may type it
for you

09:53 Edom: i understand that that but its very short and it wont take u long i promiss

09:54 Robel: ok bring it i will finish came back after 30 min

09:54 Edom: ok ill

09:56 Edom: role play 4

10:00 Robel: sorry sir i wanted to sit with my child and no seat for two of us can you
change a site there pls?

10:01 Edom: offcourse i will

10:02 Robel: it was so generios of you my God bless you

10:03 Edom: thanks and its my pleasure

Pair 8

09:13 Kidus: Role play 1

09:14 Kidus: hey, you are our new traine right

09:15 Kenna: yes sir

09:16 Kidus: so how are the traning days going for you

09:16 Kenna: it is going good sir

09:17 Kenna: *its

09:18 Kidus: you should fell at home , no matter what problem there is you can come to
me for help

09:19 Kenna: ythank you verymuch its really good to have someone like you in a new working surrounding.

09:19 Kenna: *thank

09:21 Kenna: in a new work surrounding

09:21 Kidus: you know when i was a trainee here , my days were so boring , becaus there was no one to teach me things

09:22 Kidus: i had to learn most of the things by my self

09:22 Kidus: but that won't happen to you

09:24 Kenna: am really thankful that is a really good news thank you very much sir

09:26 Kidus: i was getting out to bring some thing and would you mind if you answer the coming call please ?

09:26 Kidus: am sure i will not be a hared task for you

09:27 Kidus: hard task

09:27 Kenna: i dont have anything to do right now but am afraid that i may not do it right

09:29 Kidus: no am sure i would be a good exprince for you

09:30 Kenna: ok sir i will do it for you

09:30 Kidus: thank you

09:32 Kenna: role play 2

09:33 Kidus: am B

09:33 Kenna: hey there....how are you

09:34 Kidus: fine

9:35 Kenna: you are the one who lives next door right?

09:35 Kidus: am doing fine

9:35 Kidus: yes your right

09:36 Kenna: we dont know each other am mr x and you?

09:38 Kidus: am mr z so are you new to our community

09:39 Kenna: no but we have seen each other a lot and dont know each other am glad i met you .can i ask you a favor?

09:39 Kidus: ok what do you want

09:42 Kidus: so what would be the favour ?

09:43 Kenna: i really someone right now i have a lot of things to move out of my my house and right now ur the only one who can help me could you please give me ur hand?

09:43 Kenna: i really need

09:43 Kidus: i will be glad to help you

09:44 Kenna: thank you very much sir

09:45 Kidus: never mind , any time

09:46 Kenna: role play 3

09:46 Kidus: hi

09:47 Kidus: how are uyou doing

09:48 Kenna: am doing good how are you?

09:49 Kidus: ho

09:50 Kidus: good i wanted to ask you if you can type some latters for me

09:50 Kidus: please ?

09:50 Kenna: what kind of latter?

09:52 Kidus: its just simple latter , it not that much of a hard task

09:52 Kenna: ok sir i will write it for you it fo
09:53 Kidus: i was sure that you would let me down
09:54 Kenna: i wont sir i will write it carefully
09:55 Kidus: here are the latters that i want you to type
09:55 Kenna: ok i will take them with me
09:56 Kidus: thank you very much , i owe you one
09:57 Kenna: ur welcome
09:57 Kenna: role play 3
09:58 Kidus: am B
09:58 Kidus: role play 4
09:58 Kenna: excuse me sir
09:59 Kidus: yes please
10:02 Kenna: am here with my child and i couldn't find a seat for two of us,so would
you please change me a seat please?
10:03 Kidus: i dont mind but i you sure you have looked every where ?
10:04 Kenna: yes sir i have looked everywhere am really sorry for bothering you
10:06 Kidus: no you're not bothering me at all
10:07 Kidus: here i leave the seat for you you can come and sit
10:07 Kenna: thank you very much sir
10:08 Kidus: never mind , have a nice day

Pair 9

9:48 role play 1

9:48 mahlet: hello
9:49 Mahlet: hello how are you look good in this morning
9:50 mahlet: thanks you too,how you doin?
9:50 Mahlet: I am fine
9:51 mahlet: you are a new trainer here right?how is working going on?
9:52 Mahlet: it looks good untill now
9:53 mahlet: i wanna ask you a favor if you dont mind?
9:53 Mahlet: why not you can ask me
9:54 mahlet: cold you answer the telephone?um just going out for a couple of minutes?
9:55 mahlet: could
9:56 Mahlet: you want only this don't worry i will pick it up but don't be late
9:57 mahlet: i wont thank you so much it means alot
9:59 mahlet: if you need anything you can count on me.byee have a good day
9:59 Mahlet: the pleasure is all mine ,and don't forget to come fast i have n't answer to
tell to the manager if he comes before you
10:00 mahlet: owk

10:01 mahlet: role play 2

10:05 Mahlet: hello I THINK WE KNOW each other is that not .
10:05 mahlet: hello i am sorry but i didnt recognize you at all
10:06 Mahlet: how don't you ever know I am your neighbour
10:07 mahlet: owwww i rember you i really sory um in rush that why
10:09 Mahlet: take it easy some times it happen by the you have such an amazing car
10:10 mahlet: tnx alot uw seems rush too?

10:9 Mahlet: byyes I WAS FINDING some one to help me but as you see every one is celebrating the holiday

10:13 mahlet: owwww i would be happy helping you but i cant as i told uw um in rush

10:14 Mahlet: ok don't i will ask another person sorry for taking your timr

10:14 mahlet: i m really soory

10:14 mahlet: role play 3

10:15 mahlet: hello

10:16 mahlet: how you doin?

10:18 Mahlet: fine how is going your work

10:20 mahlet: work is fine.i am in charge for this project and i wanna you to write me a later?

10:21 Mahlet: but I HAVE SO MANY WORKS TO DO

10:22 mahlet: it is a project for our company profit you got to do it please?

10:23 Mahlet: OKbut can i write it later

10:24 mahlet: do it know i got alot of work to do

10:25 Mahlet: ok don't be mad

10:26 Mahlet: ok don't be angry

10:26 mahlet: i amnt mad thankyou for helping me.have a gud day

10:27 Mahlet: for you too

10:29 Mahlet: Role play 4

10:32 Mahlet: HEY I WANT YOU TO SEAT HERE AS YOU SEE I AM WITH MY AND I CAN'T LET HIM TO SEAT ALONE

10:33 Mahlet: HEY i want your chair b/c as you see i am with my child and ican't let him to sit alone

10:34 mahlet: hy i can see zat uw are un confortable but seat there your bby can seat with me?

10:35 Mahlet: but he wiill cry if he sit with strangers

10:36 mahlet: iz he a boy or girl?

10:36 Mahlet: he is a boy

10:37 mahlet: halu big boy came sit with your mummy lol came a have a seat

10:38 mahlet: came and have a seat

10:38 Mahlet: please don't let him cry more than this let him seat with his mummy

10:39 Mahlet: thank you very much

Pair 10

9:48 Mekdlawit: Rolepaly 1

9:49 Mekdlawit: hi

9:50 Melat: hi

9:51 Mekdlawit: your new for this compay right? and if not busy wolud you mind if you answer the telephone for me

9:52 Mekdlawit: your*

9:53 Melat: yea am new ,, but am new trainee how could i answer that ?

9:55 Mekdlawit: It's fine you just have to say as they told its not that hard i will get back soon

9:57 Melat: i am busy ,,,,,,,, ummmm okey i ll answer the phone but pls get back soon

9:58 Mekdlawit: Okay, i will get back soon thanks

9:59 Melat: okey,nopro
10:00 Melat: roleplay2
 10:04 Melat: sorry, can i ask you to help me with something?
 10:05 Mekdlawit: Sure,what is it ?
 10:07 Melat: we dnt know well each other ,, all tat i know my friends went for holiday..... i have somethings to take i need person to help me to take with a car.. do u mind to take fo me pls cz at dis time u r z one who have car
 10:13 Mekdlawit: I know we don't now each other that well but its okay we will get to know each other and sure I will help you
 10:14 Melat: oww thanks you r really nice
 10:14 Melat: thank you
 10:15 Mekdlawit: My plessure
10:15 Mekdlawit: Roleplay 3
 10:18 Mekdlawit: hi
 10:18 Melat: hyy
 10:20 Mekdlawit: I have been working on our project and could you type for me?
 10:22 Melat: i have another thing to do is that necessary to help you?
 10:24 Mekdlawit: yes I really need you to help me with the typing
 10:26 Melat: okey,,, cz tat its you. give me the letter to type for you
 10:27 Mekdlawit: okay thanks
10:29 Mekdlawit: Roleplay 4
 10:31 Melat: am sorry ,, can you change me your sit pls cioz i have to sit next with my child?
 10:32 Mekdlawit: It's okay i can change my seat
 10:32 Melat: thanks soo much
 10:34 Mekdlawit: No problem :)

Pair 11

9:46: Roleplay 1

9:48: Mikiyas Ephrem has just entered this chat
 9:50 Muez: hi
 9:53 Mikiyas: sorry muez but would u mind picking up z phone for me my hands are full right now
 9:54 Muez: ok but you know that i am now for this work
 9:55 Mikiyas: no one is new for picking up a phone
 9:56 Muez: ok if you say so i will pick up the phone
 9:56 Mikiyas: tnk u so much
 9:59 Muez: it's ok mikiyas
10:02 Muez: role play 2
 10:03 Muez: hello sir i a'm your neiighbor do u remeber me
 10:05 Mikiyas: hmmm oh yes i do rememer u as u know i am a very busy i dont remember people easily
 10:05 Muez: every body i know is gone to holiday so i need your help
 10:06 Mikiyas: what is it
 10:07 Mikiyas: dont worry just tell me
 10:07 Muez: i want to remove the sofa form my house but i need a car

10:09 Mikiyas: my part time job is as aTRANSPORTER so need i my car 24/7

10:9 Muez: i know that but i now u are a very good person

10:10 Mikiyas: okay let check my schedule and i will let u now the time

10:14 Muez: thank u 4 ur help mr.....

10:14 Muez: roie play 3

10:16 Mikiyas: excuse me but i want u 2 do something 4 me

10:16 Muez: what can i do 4 u sir

10:18 Mikiyas: i want u to write a letter 4 me

10:19 Muez: now sir????

10:19 Mikiyas: yes its urgent

10:20 Muez: but i have a work to finish

10:21 Mikiyas: well stop what u are doing ucan do it later now focus on z letter

10:22 Muez: ok i wll do it now sir

10:24 Mikiyas: tnx

10:29 Muez: role play4

10:30 Muez: hello

10:31 Muez: good after noon

10:31 Mikiyas: hello

10:32 Muez: i'm sorry i need your chair please

10:32 Mikiyas: good afternoon to u to

10:33 Mikiyas: sure how selfish of me to not even ask u

10:35 Muez: as u can see i 'm with a child that why i need ur chair

10:37 Mikiyas: i know my manners please take a seat ms

10:38 Muez: thank u madam

10:40: Muez Gebreslasie has left this chat

10:40: Mikiyas Ephrem has left this chat

Pair 12

9:48 solomon: role play 1

9:48 Tesfamichael: hello my freind

9:49 solomon: hey, how are you?

9:50 Tesfamichael: fine,can u help me with sth

9:51 solomon: yes, i will try if i can do it.

9:53 Tesfamichael: i have to take a pill for my headache so would you mind answering if the telephone rings?

9:56 solomon: ohh i'm diappointed for your headache you should go to your home, i will answer the telephone when it will ring, it doesn't have a problem

9:57 Tesfamichael: k..thanks for your support

9:57 solomon: no its my preasure

10:01 solomon: Role play 2

10:03 solomon: hello

10:04 Tesfamichael: hey...how are u?

10:04 solomon: i'm fine.....how do you do?

10:05 Tesfamichael: im very fine...what can i help u?

10:05 Tesfamichael: ?

10:06 solomon: there isn't any one i got my neighboor

10:06 solomon: mistake the previous 3 txt
 10:07 solomon: there isn't any one i got in this holiday but got u
 10:08 Tesfamichael: yea...i didnt go on a vacation
 10:10 solomon: unfortunately i can't reach with my friends to help me and i didn't have any money to cope with my deal but i got u, could you help me?
 10:9 Tesfamichael: oh you want me to pack ur things in my car?
 10:13 solomon: yes, i haven't got money to hire a transport service nor the man whom could help me with out you so, i need your help, please?
 10:14 Tesfamichael: as long as am ur new neighbour its my pleasure..
 10:14 solomon: thank you for your help
10:16 Solomon: Role Play 3
 10:17 Tesfamichael: hello
 10:17 solomon: hey u how a u
 10:18 Tesfamichael: fine..i want u to help me with sth?
 10:19 solomon: wht u wana from me..... i guess it its for after work party
 10:21 Tesfamichael: no its very urgent...see i have a lot of letters to write and i want u to help me writing some letters for me
 10:23 solomon: ohhh.....yes, i see u with alot of tasks and i will try to help u after i finish my job my friend
 10:25 Tesfamichael: im very thankful..and i want u to be fast as u can...it is type of buisness letter
 10:27 solomon: now i will do u ur task and i will return to my one
 10:27 Tesfamichael: k..thanks
 10:28 solomon: don't see it as abig deal
10:28 solomon: role play 4
 10:30 solomon: hello, my brother
 10:31 Tesfamichael: hello what can i help you?
 10:33 solomon: pardom me, i got a child and i'm very tired so please let me to set with my baby, please?
 10:35 Tesfamichael: oh no problem...you can sit with ur child...can i help you anything else?
 10:36 solomon: not i don't want any thing, i really want to say thank you, God bless you.
 10:37 Tesfamichael: amen...have a good day mis
 10:38 solomon: thank you my brother.

Pair 13

9:49 Hanna: Roie Play1

9:49 Yirgalem: hy i think you are the new trainee in this company
 9:50 Hanna: YEA PLES HELP ME
 9:51 Yirgalem: ok i need your help
 9:52 Hanna: YEA AM NEW PERSON FOR DIS CAMPONY PLES SHAR ME UR EXPRIANC
 9:54 Yirgalem: ok i will but know i havent any time to shar my idea whoud you cover my position please
 9:54 Hanna: K I CAN

9:56 Yirgalem: my job is to pek and answer the phone and know i go some place can
you piked up the phone

9:57 Hanna: k ar u opreter

9:57 Yirgalem: ya i think it is just like that

9:58 Hanna: dis work is interestd work

9:58 Yirgalem: yap it is verry interested and good work

9:59 Hanna: hw much payed u

10:00 Yirgalem: i think it is enough to me they payed to me and also thanke u my new
paetener

10:03 Yirgalem: role play 2

10:03 Hanna: plews help me my car is stop driving

10:04 Yirgalem: did you know me before this day

10:05 Yirgalem: and what can i help you

10:06 Hanna: cd u n

10:07 Hanna: d know garaz sarategna

10:08 Yirgalem: ok can i fix it and for whome purpose did you want your car

10:09 Hanna: 10 q

10:13 Hanna: rol play3

10:16 Yirgalem: hi my friend how are you

10:16 Hanna: fine hw about u

10:17 Yirgalem: am good haw was every thing everythind is ok or not

10:18 Hanna: not today i am so tired

10:18 Yirgalem: o i am sorry i want to ask one question

10:19 Hanna: wat questin

10:19 Hanna: tel

10:19 Hanna: ask me

10:20 Yirgalem: i need you to type or writte the leiter if you have a time

10:21 Hanna: iam busy any ways wat type of later

10:22 Yirgalem: it is bussines later i would ask a permission to my project it is very
nessasary to me please

10:23 Hanna: k iwil tray to

10:24 Yirgalem: thank you very much my fraind

10:25 Hanna: no matter

10:32 Yirgalem:Role play 4

10:32 Yirgalem: hy my friend can i get you some favour or i need your help

10:33 Hanna: what ican help u

10:34 Yirgalem: i think you set on these chaires only you could you stand and change
please

10:35 Hanna: no its ilegal uestion

10:35 Hanna: no its ilega question

10:36 Yirgalem: no i want to set with my child and it isa s

10:37 Hanna: no child is child rolis rol

10:39 Yirgalem: ok you are welling thank you very much

Pair 14

9:48 Dina: Role play 1

9:49 Yonatan: hi there how are you you have a nice shirt it is lovely may i know where you get it

9:50 Dina: ya why not i get it from canada

9:51 Yonatan: nice if you have the access tell me i want to buy it to my sister

9:52 Dina: ok i will do it

9:56 Yonatan: can you do me a favor i am in a bit hurry i was going to this wedding plan i am the best man so there is a meeting to day and they want me so bad could you help me by answering the telephone pleaseeeeeee

9:57 Dina: yes i will help u but how can i answer it

9:59 Yonatan: just answer it when the phone rings thank you a lot u just did me a big favor a will pay is some other time

10:00 Dina: ok thank u

10:00 Yonatan: bye have a good day

10:00 Dina: u to sir

10:01 Yonatan: Role Play 2

10:04 Dina: hello how are u

10:04 Yonatan: fine how are you doing

10:05 Dina: im good would mind if i ask u one thing

10:06 Yonatan: no not at all what is it

10:09 Dina: i want to bring some thing in ma house but i donot have a car andi donot have alot of many to borrow a car so would you mind if i take ur car

10:9 Yonatan: ok i will help you just there is a little problem tthe car wont work with out me if i can come with you i will give you

10:10 Dina: ok thanks for every thing

10:13 Yonatan: never mind no problem one day i might be in the same position

10:14 Yonatan: Role Play 3

10:15 Yonatan: hello haw are you this nice day

10:15 Dina: i am fine and ya

10:16 Yonatan: fine i was wondering if you can do me a little thing

10:17 Dina: what is that tell me

10:18 Yonatan: i want you to type me a few letter

10:18 Dina: what type of letter

10:19 Yonatan: it is a businnes letter can you do this for me

10:20 Dina: ok but when did i write it

10:21 Yonatan: it will be nice if you finish it for tommorow

10:22 Dina: ok i will write it at night and i will give ya tommorow

10:23 Yonatan: thank you very much see u tommorow

10:24 Dina: ok buy

10:25 Yonatan: bye bye

10:26 Yonatan: Role play 4

10:31 Dina: hi can u help me

10:31 Yonatan: what can i do for you

10:32 Dina: i want to seat with ma children so can you change a seat

10:32: Yonatan Endale has left this chat

10:33: Yonatan Endale has just entered this chat

10:34 Yonatan: ok what can i help u

10:35 Dina: i want to seat with ma children can u chage aseat please
10:36 Yonatan: ok why not hear have a seat
10:36 Dina: ok thanks a lot
10:36 Yonatan: never mind you have a lovely child
10:37 Dina: ohh t
10:37 Dina: do u have a children
10:38 Yonatan:okay this is my stop have a good day
10:38 Dina: ok byeeeeeeeeee
10:38 Yonatan: bye bye

Chat Log 4: Asking for Information

Pair 1

09:18 Estifanos: Roleplay one

09:18 Estifanos: hello madam
09:19 Amira: hello, can i help you.
09:19 Estifanos: can u please tell where can i found the chepest ticket to usa
09:20 Amira: wait let me check,and it say around 2;30
09:22 Estifanos: ow i can't make that can you check me onother flight please
asoon as 2:30
09:26 Amira: im sorry sir,the flights available are after 2:30, can i book it for uw
or leave ur information and i will call if there is any available.
09:27 Estifanos: owc ok miss just call me if there are some chances to get bet 2:30
09:28 Estifanos: and thankq for your information
09:28 Amira: sure,here the files please fill them.
09:28 Amira: thank uw for visiting
09:29 Estifanos: have a nice day....byeeee

09:30 Amira: role play 2

09:31 Amira: hey
09:32 Estifanos: heyy you
09:32 Estifanos: how u doing
09:32 Amira: gud,estifanos right?
09:33 Estifanos: yaya and ur name please
09:34 Amira: amira,where have uw been i havent seen uw for long.isnt the class
way too long today.
09:37 Estifanos: ya u know holyday staff"ya ikr i have an exam in the after noon
idk wat time do i have to study
09:37 Estifanos: can u tell me what time is it now
09:37 Amira: could you please tell me what time it is;my watch isnt workin
09:38 Estifanos: sure its 3:40 in the morning
09:39 Amira: ok thanks man,let keep in touch
09:40 Estifanos: i will

09:41 Amira: role play 3

09:46 Amira: hello good after noon can uw place tell me the way to fine art
museum. i dont know the city that well.
09:47 Estifanos: ow ur new?

09:48 Amira: yes,i have been her just for a couple of days
 09:49 Estifanos: owk now u go stright then turn left then go stright after 3 bocks u will find the museum
 09:51 Amira: can uw place tell me aspecific name,as i told uw earlier im new to the city.
 09:53 Estifanos: noe ur in pissa then thwe nxt u turn left is called 5kilo the after that u can fin the national muesuem
 09:54 Amira: i dont understand but i hope i get it;thank you for the information.
09:55 Amira: role play 4
 09:56 Amira: hello is this the train station?
 09:56 Estifanos: yes please what can i help you
 09:57 Amira: i would like to ask some information about where the djibouti train departs.
 09:58 Amira: when and where
 09:59 Estifanos: ow ya am nat sure rlly yet but i think it will came in the afternoon
 10:00 Amira: ok,what time do you guess,
 10:01 Estifanos: 10:30 mnamn
 10:03 Amira: ok thank you. chaw chaw

Pair 2

09:19 Bisrat: ROLE PLAY 1

09:20 Bisrat: HELO HOW ARE YOU
 09:21 Bethel: am good how are you
 09:23 Bisrat: i wone know some information about something
 09:24 Bethel: ok what is it
 09:25 Bisrat: i wane know the cheapest price of USA tickat how much is it??
 09:27 Bethel: the cheapest ticket for flight to USA 2500\$
 09:28 Bisrat: relly ow its so costy i cant belive this
 09:28 Bethel: i think it is too much cost have you notice the normal once
 09:29 Bethel: costy
 09:29 Bethel: it dont have that much big difference
 09:29 Bisrat: yup your right but i have to do something tnx for your help
 09:30 Bethel: it's okay have a nice day

09:30 Bisrat: ROLE PLAY 2

09:31 Bethel: if i am not distrubing you,could you tell me what time is it?
 09:32 Bisrat: hey how are u how was the class today//
 09:33 Bethel: it was great
 09:34 Bisrat: relly it was boring for me the day it seems like stoped
 09:35 Bethel: thats bad for you ...but what time is it now?
 09:35 Bethel: *so
 09:38 Bisrat: oww i forgat that but my clock is stoped working sence yesterday but i will tall you i from my phone its quarter past 9
 09:38 Bethel: okay thanks
 09:39 Bisrat: you welcome my dear

09:39 Bethel: ROLE PLAY 3

09:44 Bisrat: excuse me mis.....
 09:44 Bisrat: excuse me mis.....
 09:44 Bethel: yes
 09:46 Bisrat: sorry for abusing your time but a new for this town i wane now the direction of some place could you help me please
 09:47 Bethel: sure which direction do you want me to show to you??
 09:49 Bisrat: i wane go to the fine arts museum where is it ?
 09:53 Bethel: oww the fine art museum have many ways but let me show you the short one.....use this clark stert till you find a block on you left hand side then go straght till you will find squre and in the centre there is apolice light ande use your right hand ande on the frist block there is the museum
 09:53 Bisrat: ok tnx so much but is it far or complicated to reach there?
 09:53 Bisrat: i almost there
 09:53 Bethel: no it is not trus me
 09:54 Bethel: no it is not trust me
09:55 Bisrat: POLE PLAY 4
 09:56 Bethel: hello
 09:56 Bisrat: hello what can i help you
 09:57 Bethel: i would like to ask you in what time the next train to djibouti departs?
 09:59 Bisrat: it departs after 30 min.. are u a customer or do u wane know for other customer?
 10:00 Bethel: its i for me it left me before 15 minutes
 10:01 Bisrat: so you have to reach the station soon once it lefts you you need to wite for 5 hours ok
 10:02 Bethel: oww really,i will wait it untill it comes
 10:02 Bisrat: its better have a good travel
 10:02 Bethel: thank you for your help

Pair 3

09:20 Belayhun: ROLE PLAY 1
 09:20 Abenezer: berasachen gemer antee
 09:21 Belayhun: YOU WILL BE A
 09:22 Abenezer: helloooo ma friend
 09:22 Belayhun: hi my nigga
 09:23 Abenezer: i need a tiket do you have
 09:24 Belayhun: which flight ticket do you want? where were you go?
 09:26 Abenezer: am going to america and i need the cheepest do you want to support me
 09:28 Belayhun: ok you can i have one ticket this is the lastest one .take it
 09:29 Abenezer: oooo thank you so much god blees you
 09:31 Belayhun: don't worry .that is my duty . have a nice vaccation .nice to meet you
09:32 Abenezer: role play 2
 09:32 Abenezer: hello ma brother
 09:32 Belayhun: let's start you will be a

09:33 Belayhun: yes ma men can i help you
 09:33 Abenezer: hello my friend
 09:35 Belayhun: yes sir what can i help you
 09:36 Abenezer: i dont have a watch please tell me what time is it now
 09:38 Belayhun: it is now 6'pm why you want it /do you have an apponitement
 09:39 Abenezer: ya i have a program at 7 pm thank youu ma friendd
 09:40 Belayhun: no matter have a nice day
09:40 Abenezer: role play 3
 09:45 Belayhun: shall we start do you under stand the idea
 09:45 Abenezer: yaaaa you gone be a
 09:47 Belayhun: hey sir; oh sorry hey police can you help me
 09:48 Abenezer: what can i help you ser
 09:49 Belayhun: do you know where the place fine art musiem
 09:51 Abenezer: yaaa it is around kingston street if you want go to the musiem ser
 09:53 Belayhun: ok sir very very thank you have a nice day
 09:54 Abenezer: no proplem ser have a nice vaccation
 09:55 Abenezer: role play 3xx
09:55 Belayhun: ROLE PLAY 4
 09:58 Belayhun: sorry sir be fast when you are writing
 09:58 Abenezer: hello ser i want to go jbuti and the first train is passed away what can i do
 09:59 Belayhun: ohh i
 10:02 Belayhun: ohh sorry the next train is started after 15' mintuescome here and stay there when the train is coming
 10:04 Abenezer: oooo that is a nice idea ana i will go by the next train thank you for your idea
 10:05 Belayhun: no matter have a nice travel
 10:05 Abenezer: thank youuu

Pair 4

09:9 HelenR: roleplay 1
 09:20 Eden: hello
 09:20 HelenR: hi
 09:22 Eden: i was looking for the cheapest ticket price for USA , is there any
 09:22 HelenR: yes there is.
 09:22 Eden: tell me about it please
 09:23 Eden: how much does it cost ?
 09:24 HelenR: the flight is on saturday.and and its not the big plane but is costs littel then others
 09:25 Eden: can you please tell me the price specifically ?
 09:25 HelenR: wait let me check please
 09:25 Eden: ok
 09:26 HelenR: 9000birr
 09:26 HelenR: its by emirets
 09:26 Eden: oh ok that sounds great
 09:27 HelenR: so you have a plan to buy a ticket

09:27 Eden: i would like to buy the tickets right now

09:28 HelenR: ok thats good can tou give your ID please?and also visa

09:29 Eden: suer ,here you are

09:29 HelenR: ok and we;re done have nice trip madam

09:30 Eden: thanks

09:30 Eden: role play 2

09:30 HelenR: aaaaaaaaaaaaa

09:31 HelenR: helllo how are you?

09:31 Eden: hi helu am fine

09:32 HelenR: can you tell me what time it is?

09:32 Eden: sure it's 5:30

09:33 HelenR: ok thank you.i was just wondering when the teacher is gooing to come in he is pretty late.

09:34 Eden: ya he is late but he will probably come right now

09:35 HelenR: ya you're right he probably will come he's always late as usual.

09:37 Eden: i know right am afraid he is going to be a bad influence for us

09:37 HelenR: yep you got that right.

09:38 HelenR: oh i think he came it was nice chatting with you edu

09:38 Eden: you too helu

09:39 Eden: see you later

09:39 HelenR: see you too

09:39 HelenR: role play3

09:45 Eden: exuse me MR. police can you please tell me how i can go to the fine arts museum ?

09:46 HelenR: oh yes i can are you new here?

09:47 Eden: yes sir i am new to the city

09:48 HelenR: oh welcome! that's not a problem i will show you.madam

09:48 Eden: thanks

09:51 HelenR: ok what you're gonna do is you're going to take a taxi which you go to right to get that it will take you through clark st. he will drop you at some point.

09:52 HelenR: and get a taxi agian to the fine arts musume

09:53 Eden: i get it again thank you very much i appreciate it

09:53 HelenR: you' welcomere

09:53 HelenR: roleplay

09:54 HelenR: aaaaaaaaaaaaa

09:55 HelenR: hello

09:56 Eden: hello , what can i help you ??

09:57 HelenR: yes can you tell me what time the train to djbuotii departs please?

09:58 Eden: 10: 30 in the morning

10:00 HelenR: oh thanks but isnt there any in the afternoon?

10:01 Eden: no madam the departure is only once a day and for this day it is in the morning

10:01 HelenR: ok thank you

10:02 Eden: your welcome

Pair 5

09:10 Eden: role play A

09:19 Eden: hey miss can u please tell me how much the cheapest ticket to USA costs?

09:23 Edom: well there are many options here and dou you want a straight flight or stop some where and go from there

09:23 Eden: make it brief i dnt understand

09:25 Edom: ok dou you want to go straight to usa or go from here and stay some whwrw for 5 or 6 hours and go to usa

09:25 Edom: where

09:26 Eden: I want straight flight but am lookig for the cheapest one.

09:27 Edom: the cheapest is 20000 but the service is not that good and there is also 23000 and the service is great

09:29 Eden: okay thanks i want 23000 can you schedule for saturday night?

09:29 Eden: the

09:29 Edom: yes offcourse

09:29 Eden: thanks

09:30 Eden: role play 2

09:31 Edom: hello there

09:31 Eden: hello

09:31 Edom: can you tell me what time is it

09:32 Eden: its 3;30AM

09:33 Edom: wow the time is flying

09:33 Eden: yes it is

09:34 Edom: by the way you have a great watch

09:34 Eden: ohhhh thank you so much

09:35 Edom: ur wellcome

09:36 Edom: role play 3

09:41 Eden: hello

09:42 Edom: hello

09:44 Eden: officer can u lead me where the fine arts museum is am new for the city n i dont knw the short way can you please tell?

09:50 Edom: sure so you will go straight from here to the second avenu and ull find a bank and ull turn right and go straight and ull see a park in kingston street and afer u pass the light ull find the fine art musium

09:51 Eden: ohhh thanks officer have a good day.

09:52 Edom: it my pleasure mame and if u have any difficulties come to the station or ask any police officer

09:53 Eden: ohhh thanks okay ill

09:54 Edom: have a good day

09:55 Eden: role play 4

09:55 Edom: hello

09:55 Eden: hello

09:56 Edom: can u tell me some information

09:57 Eden: sure, what can i help you?

09:58 Edom: i just wanted to know the departue time of the next train going to djibouti
09:59 Edom: departure
10:00 Eden: The next train will be going after an hour.
10:01 Edom: ohh thanks about the information
10:02 Eden: its my pleasure have a good day
10:02 Eden: pleasure
10:03 Edom: good day to u to

Pair 6

09:9 Gebrehiwet: roel play 1

09:19 Gebrehiwet: HI Mr;are youfine
09:20 Gebrehiwet: do voluntary to ask one quetion
09:21 Hiluf: ok good
09:23 Gebrehiwet: IAM going to USA SO Ineed the chepest airplane money
09:24 Gebrehiwet: do you give the direction to the chepest air plane
09:25 Gebrehiwet: in their tarif
09:25 Hiluf: no the air plane duirectionknow
09:26 Gebrehiwet: i dont understand your answer
09:27 Hiluf: may be the tarrif is very high
09:28 Gebrehiwet: in trnsportetion some are chepest some are also expensive so what is the chpest
09:29 Gebrehiwet: thanks very much

09:32 Hiluf: role play 2

09:32 Gebrehiwet: Be fast start
09:35 Hiluf: how to feamel ask ifk now firest time ask only by action
09:37 Hiluf: sory my sister what is the time know
09:38 Gebrehiwet: oh my classmate in this time 6o,clok
09:38 Hiluf: thanki you my sister
09:39 Gebrehiwet: is simple never mind
09:39 Hiluf: why sister
09:40 Gebrehiwet: niceeeeeeeeeeeeeee nice

09:41 Gebrehiwet: role play 3

09:45 Gebrehiwet: sir commander first hi;do you tell me the direction to fine art musem doyou voluntary
09:48 Hiluf: ok my brother the fine musem is found around the third ave road
09:49 Hiluf: or found around light of traffik
09:51 Gebrehiwet: sory police i am new comer to the city so i donot know any place so give more informetion please
09:52 Hiluf: ok my brother no mater iwiil see more plase
09:53 Gebrehiwet: thanks verey much
09:54 Hiluf: ok good

09:56 Hiluf: role play 4

09:59 Hiluf: sory my brother when the air start to go because late from the other air
10:00 Gebrehiwet: the air plane start traveling in tomorrw in the morning

10:02 Hiluf: thank you
10:03 Gebrehiwet: is never mind is my work
10:03 Hiluf: ok good

Pair 7

09:19 Kidus: role play 1

09:19 Kidus: hi sir how are you today
09:19 Helen: fine and you
09:20 Kidus: i would like to ask you about some thing
09:20 Kidus: its an information
09:21 Helen: ok what is that
09:21 Helen: amean what kinde question it is
09:22 Kidus: its about flight
09:22 Helen: ok if i know it
09:22 Kidus: the fee needed to fly from here to USA
09:23 Kidus: and i need the chepest one please
09:23 Helen: oh ithink it is far from hear i gus it in second floor
09:23 Kidus: i would like it to be economic class
09:25 Helen: i gus so
09:26 Kidus: please look for this information
09:26 Kidus: it is an urgent for me
09:26 Helen: ohit is up right there
09:27 Helen: it is 5
09:27 Helen: it isroom 5
09:28 Kidus: Thanks is shall go and ask them , have a nice day
09:29 Helen: oh soorr i dont even now it well

09:29 Kidus: role play 2

09:30 Kidus: am B
09:31 Helen: oh hi how are you
09:32 Kidus: hi how are you too
09:33 Helen: oh i rly hate these techer it too boring
09:34 Helen: whould you minde to told me what time is it now please
09:34 Kidus: ya mee to ,it like am going to sleep right here
09:35 Kidus: why do you need the time for ?
09:36 Kidus: are you that much bored
09:36 Helen: oh i is boring i want to live these class
09:36 Kidus: fine ther
09:36 Kidus: fine then its 6:30
09:37 Helen: oh it too late i feel hungry too
09:38 Kidus: please , can you wait a littel bit , we will eat together when the period is over
09:39 Helen: ok we will eat together thank you

09:40 Kidus: Role play 3

09:40 Kidus: Am A
09:40 Helen: ok
09:44 Kidus: hey officer how are you today

09:45 Helen: hey fine what can i help you
 09:45 Kidus: i wanted to go to the fine arts museam and i dont know the way there
 09:48 Helen: oh first go streat and you just turn to the left and u see a traffic light then you got what you need
 09:50 Kidus: not at all please make it more cleare , tel me the name of the street
 09:52 Helen: oh sorry first you go clask round you just tur tothe third ave and you got a traffic light you got the museam
 09:53 Helen: is that clear
 09:53 Kidus: ok then thanks officer , have a nice day
 09:53 Helen: too
09:53 Kidus: role play 4
 09:55 Helen: hello can you help me
 09:56 Kidus: ok what do you want madam
 09:58 Helen: oh i need to know what time the next train start to go djibouti please
 09:58 Helen: coz am far from the staion would you told me please
 09:59 Kidus: ok madam the nex train will arive after 2 hours
 10:00 Helen: oh sir thank you very much see you
 10:01 Kidus: what else can i help you with
 10:02 Helen: i want to know too at what time we arrive in djioubouti
 10:03 Kidus: it will departe at 9:30
 10:03 Helen: ok thank you again
 09:56 Kalkidan: sure,just go straight to the clark st.street and then turn in to the third ave road and just go straight till you find a traffic light and then you'll find the fine art museum
 09:56 Kenna: thank you very much sir
 09:57 Kalkidan: it's okay young lady
 09:57 Kalkidan: hello
 09:57 Kenna: hello
 09:58 Kalkidan: is it Ethiopian train station?
 09:58 Kenna: yesit is what can i help you?
 10:00 Kenna: you
 10:01 Kalkidan: i was looking for an information, at what time the next train departs to Djibouti/
 10:02 Kalkidan: ?
 10:02 Kenna: 11;30 in the morning
 10:02 Kalkidan: okay thank you
 10:02 Kenna: ur welcome

Pair 8

09:9 Bethel: Role play 1

09:10 Aron: ur A
 09:18 Bethel: okay
 09:18 Bethel: Hello
 09:19 Aron: hello mrs. and what can i help u
 09:20 Bethel: I was lookin for a plane ticket to USA bt not jst any thicket, the chepest one. how much cld it be?

09:22 Aron: the price of the ticket usually depends on the class that u preferred,and if u need a relative lower price u r better to us the economic class which get to USA per day

09:22 Bethel: How much wld that be..the economic class?

09:24 Aron: for single trip its about 12000 USD

09:24 Bethel: emm okay, i'll take that.

09:26 Aron: okey mrs. end is there any thing else u want to know

09:26 Bethel: No that will be it, Thank you

09:27 Aron: thank u and have a nice trip

09:27 Bethel: Thank you.

09:29 Bethel: Role play 2

09:31 Aron: hyy

09:31 Bethel: hey

09:32 Aron: sorry, would u tell me what time is it now

09:33 Bethel: Now it wld be,...half past ten

09:33 Aron: okey thank u

09:34 Bethel: No problem, The teacher is taking too much of our time,isn't he?

09:35 Aron: i know right and i have an appointment inside 10 munites

09:35 Bethel: Really i dont think you are gona make it.

09:36 Aron: yea i think so,any thank u and have a gud day

09:37 Bethel: Ya you too. and no problem

09:39 Aron: roleplay3

09:43 Bethel: hello officer

09:43 Aron: hello;

09:44 Bethel: Am in new in town and can you help me with direction

09:45 Aron: sure why not,where do u wanna go

09:46 Bethel: I wante to go to the fine art museum, which way do you think will be the shortet to get there?

09:46 Bethel: *wanted

09:50 Aron: owk;its better for u to take this clark steert,take this street until u the third avenue road to the left of u,and take that road until u get a trafic light at the end of the steet,and the museum is near to the right of the traffic light..

09:51 Bethel: oww okay. Thank you officer, I appreciate the help.

09:52 Aron: no problem and if ur confused jst ask another person,they might show u more..

09:52 Bethel: Okay thank you and have a nice day.

09:53 Aron: have a gud day

09:53 Aron: roleplay4

09:54 Aron: hello

09:56 Bethel: Hello, Ethiopian train station. What can i help you

09:57 Aron: i jst wanna know the time that the next train departs to Djibouti

09:58 Bethel: The nest train to djibouti will depart at five sir

09:58 Bethel: *next

09:59 Aron: owk thank u

09:59 Bethel: No problem, have a nice day sir

09:59 Aron: have a nice day

Pair 9

09:19 Kenna: role play 1

09:19 Kenna: role

09:19 Kalkidan: so which one will you take?

09:20 Kenna: a

09:20 Kalkidan: A or B

09:20 Kenna: hello madam

09:20 Kalkidan: Hello miss

09:20 Kalkidan: what can i help you

09:21 Kenna: how are you doing this morning

09:21 Kalkidan: I'm doing good,and you?

09:22 Kenna: am doing good.i was looking for the ticket to usa and i want you to tell me the cheapst price?

09:25 Kalkidan: okay let me cheak it

09:25 Kenna: thank you miss i will be waiting

09:29 Kalkidan: the price depends ont the flight class you take,if you want to the chepest one you should take the economical class

09:29 Kenna: ok how much is the price?

09:29 Kalkidan: soo\$

09:30 Kalkidan: *500\$

09:30 Kenna: oh ok i will buy it

09:31 Kalkidan: okay thank you

09:31 Kenna: role play 2

09:31 Kalkidan: hey,kena right?

09:32 Kenna: yes

09:32 Kalkidan: how are you?

09:32 Kenna: am doing good how are you?

09:33 Kalkidan: i'm good.....ummmm what time is it?

09:33 Kenna: its 4:30 am

09:34 Kalkidan: okay thanks

09:34 Kenna: ur welcome

09:36 Kalkidan: so are you new to this school or?

09:36 Kenna: no am not what about you?

09:37 Kalkidan: i'm

09:37 Kenna: did you like the school/

09:39 Kalkidan: nahhh not really....it's kinda boring here since i got no friends in here

09:40 Kenna: ohhhh from now on you can come to me if you need anything and also we can hangout together alright?

09:40 Kalkidan: okay thanks....it's really nice meeting you

09:40 Kenna: same here.

09:41 Kalkidan: roleplay3

09:45 Kenna: excuse me sir

09:45 Kalkidan: yes.

09:46 Kenna: can you please tell me how i go to the fine arts museum?

09:48: Kalkidan Animen has left this chat
09:50: Kalkidan Animen has just entered this chat
09:50 Kenna: can you please tell me how i go to the fine arts museum?

Pair 10

9:32 Aron: roleplay1

9:34 mahlet: hello
9:35 Aron: hello what can help you mrs.
9:36 mahlet: asking information role play 1*****i just wanna ask you information flight about USA?
9:37 Aron: owk what kind of information are you looking for..
9:38 mahlet: could you tell me the cheapest ticket price to the USA?
9:40 Aron: sure;the price depends on the class you preferred to use...and actually the cheapest one is the economic class which flies to usa per a day
9:42 mahlet: thanks for ur information have a nice day
9:42 Aron: thats my pleasure....and have a nice day

9:46 Aron: roleplay2

9:47 Aron: excuse me;could you tell me what time is it;please
9:47 mahlet: hey there atleast you should have said zat
9:48 mahlet: i mean you should have said hy
9:48 Aron: owk lets restart
9:49 Aron: hyy there
9:49 mahlet: hy
9:49 Aron: could you tell me what time is it now;please
9:51 mahlet: it is is 9;00 am
9:51 Aron: ok thanks..
9:52 mahlet: uw welcome

9:59 Aron: roleplay3

10:00 mahlet: hello sir do you happin to know the fine art museum?
10:01 Aron: you mean you want to go to the fine art museum
10:01 mahlet: yeah i wanna go there
10:04 mahlet: can you tell me how to go there?
10:05 Aron: owk i think you are better to take this clark street road,at the middle of this road you will find another road to the left which is called third avenue.at the end of this road you will find a traffic light and you will find the museum to the right of that traffic light
10:07 mahlet: tnx alot it means alot to me sir
10:08 Aron: no problem and if you are confused ask another person to show you well

10:08 mahlet: owk i will

10:08 Aron: roleplay4

10:10 Aron: hello
10:11 mahlet: hello what can i help you?
10:11 Aron: is it the train station please
10:13 mahlet: yes sir it is train station
10:14 Aron: i just wanna know the time which the next train departs to djibouti

10:15 mahlet: the time the next train depart to djibouti at 3:00 pm do you need anything else?

10:9 Aron: no i dont and thank you for the information thanks alot

10:10 mahlet: my pleasure thank you for calling us have a gud day sir

10:18 Aron: thank you

Pair 11

9:35 Melat: ROLEPLAY1

9:37 Melat: EXCUSE ME ,, I WAZ WONDARING IF U SHOW ME ZTHE USA FLIGHT

9:40 Melat: HOW MUCH DOES IT COST TO GO TO USA

9:41 Muez: what type of seat do u want

9:42 Melat: VIP

9:43 Muez: 5000 birr

9:43 Melat: SO IS THERE ANY OTHER CHEAPER THAN THIS

9:44 Muez: yes there is 2000 in business class

9:45 Melat: OKEY I DNT HAVE MUCH MONEY ... I LL TAKE THAT ,,,, THANKS FOR YOUR INFORMATION

9:45 Muez: that is my job

9:47 Muez: roleplay2

9:48 Muez: hi

9:48 Melat: HI

9:49 Muez: would u tell me what time is it

9:51: Melat Fisehha has left this chat

9:52: Melat Fisehha has just entered this chat

9:52 Melat: SURE ,, NOW ITS 9'OCLOCK

9:55 Muez: thank you

9:55 Melat: NO PROBLEM

9:56 Melat: ROLEPLAY 3

9:57 Melat: HEYY

9:59 Muez: hey

10:01 Melat: SORRY ... I WANT YOU TO HELP ME WITH SOMETHING?

10:03 Muez: it s my job to help people what can i help

10:03 Melat: AM NEW FOR THIS COUNTRY ,, I WANT YOU TO SHOW ME THE SHORTCUT TO GO TO THE FINE ARTS MUSEUM?

10:08 Muez: now we are at second ave. go to the north of the road after 3 more blocks u will found kingdom st after that go to east u will walk 2 blocks and u will found it

10:09 Melat: OKEY THANKS VERY MUCH I LL TAKE TAXI

10:12 Muez: roleplay 4

10:12 Muez: hi

10:13 Muez: hello

10:15 Melat: HELLO ITS A TRAIN STATION ,, WHAT CAN I HELP YOU ?

10:19 Muez: i want to go to djbouti so what time did the next train go

10:20 Melat: DJBOUTI TRAIN LL GO AFTER 2HR MEANS AT 10'OCLOCK ,, THANKS FO CALLING

10:21 Muez: thank you for ur information

Pair 12

9:35 Mekdlawit: Roleplay 1

9:36 Robel: hi there i want to go to usa and how many service providers are there?

9:37 Mekdlawit: 3 or 4

9:38 Robel: sry i just want to ask the price of them and how much is the cheapest price of all

9:41 Mekdlawit: the 1st one is 200 and the second one is 400 and the 3rs one is 100 so I guess the 3rd one is the cheapest

9:42 Robel: ok thanks for your info

9:43 Mekdlawit: My plussure

9:45 Mekdlawit: pleasure*

9:47 Mekdlawit: Rolyplay 2

9:48 Mekdlawit: hi, I'm sorry colud you tell me what time it is?

9:49 Robel: it 10 past 30

9:50 Mekdlawit: ohh okay thanks

9:51 Robel: no problem

10:07 Mekdlawit: okay so the easiest way to fine art mussium first you turn right go to clark st then turn left to third ave then you will find the the maingate

10:08 Robel: so is it long for walk or shall i take a taxy or bus?

10:09 Mekdlawit: yes its a long way so you should take the taxi

10:10 Robel: thnks officer

10:11 Mekdlawit: no prob

10:11 Mekdlawit: Roleplay 4

10:14 Mekdlawit: hello i wanted to know if there is any train that go to djibouti

10:15 Mekdlawit: my home is 15 min from the trainstation

10:9 Robel: sure there is a train which will take off after 25 min you can came

10:10 Mekdlawit: okay thank you so much

10:18 Robel: thanks for calling

Pair 13

9:35 Mahlet: role play 1

9:35 Mahlet: hello mister

9:36 solomon: how do you do maddam?

9:37 Mahlet: am fine and am stranger for this place would you tell me where can i get ticket to go to USA?

9:38 solomon: you can get the ticket from me, maddam

9:39 Mahlet: ohh that great and i also need some information about USA FLIGHT.

9:42 solomon: US flight has 3 flights per day and there is a class what you want to enjoy from economic class upto vip what is your preference, maddam

9:42 Mahlet: i need vip but how much is it?

9:43 solomon: the VIP price is ETB35000

9:43 Mahlet: ok here it is .thank you mister

9:44 solomon: its my preasure, maddam

9:44 solomon: roleplay 2

9:45: solomon Simegn has left this chat

9:50: solomon Simegn has just entered this chat

9:51 solomon: excuse me could you talk me what time is it now please?

9:51 Mahlet: its 4:30 do you need any other information

9:52 solomon: NO, i don't want thank you.

9:53 Mahlet: that my pleasure

9:56 solomon: role play 3

9:59 Mahlet: hello sir

9:59 solomon: hello miss, can i help you?

10:01 Mahlet: yes sir i want to go to the fine art museam but i can't get, would you help me to get it.

Pair 14

9:32 Yonatan: role play 1

9:36 Yonatan: hello i was wondering to have an information about visa ticket to america

9:36 Dina: ok ask me

9:37 Yonatan: how much does it cost to USA flight

9:39 Dina: i am think 3000000

9:41 Yonatan: so is there any other that is cheper than this

9:42 Dina: oh i am sorry i want to say is 300

9:42 Yonatan: ok is there any cheaper

9:43 Dina: oh idonot know

9:43 Yonatan: ok thank you for your information

9:44 Dina: no problem bye

9:44 Yonatan: bye have a good time

9:44 Yonatan:

9:45 Dina: hi how are

9:46 Yonatan: role play 4

9:46 Yonatan: i am fine what can i help u

9:46 Dina: could u tell me what time is it now

9:47 Yonatan: roleplay2

9:47 Yonatan: okay it is 2:30

9:48 Dina: ok thank u by the way wha is ur name

9:49 Yonatan: my name is jack what is urs

9:49 Dina: ma name is fatuma

9:50 Yonatan: ok fate you have a nice dress it looks expensive

9:51 Dina: u not the first person

9:52 Yonatan: ohh so how is school

9:54 Dina: not bad do u have a mobile numer

9:54 Dina: to ask u atime

9:55 Dina: if u have a beutifull dress for ur serevant

9:56 Yonatan: ok here is my no 09..... i must go have a good day

9:56 Dina: byeeee

9:56 Yonatan: bye bye

9:57 Yonatan: Role play 3

9:58 Yonatan: hi ms officer how are you

9:59 Dina: am fine what can i helpe u

10:01 Yonatan: i was wondering if you can show me the way to the fine art museum

10:02 Dina: u go street and cross at the right side and then u get a trafic light and also cross again at the right side then u get it

10:03 Yonatan: does the street have a name tell me with it

10:07 Dina: u go in the clarkstreet directly and u cross at the right side u get third ave and then u go street and then u get a trafic light then u u cross down the fourth ave then u got it

10:08 Yonatan: okey now i get it thank you very much have a good day

10:08 Dina: ok bye

10:09 Yonatan: bye thanks officer

10:09 Dina: Role play 4

10:11 Dina: hello is that atrain station

10:12 Yonatan: hello yes it is what can i help you

10:12 Dina: i want to know in what time the train to djibouti depart

10:13 Yonatan: for what day do you want

10:13 Dina: for today

10:15 Yonatan: ther is two trains to djibouti the one leaves after half an hour and the other one is this afternoon at 4:30

10:18 Dina: ok thanks for ur responce

10:19 Yonatan: never mine it's my job thanks for useing our train staction

10:19 Dina: ok bye

10:19 Yonatan: bye have a good bay

Appendix D-1: Transcription Conventions

- [**A left bracket** indicates the point of overlap onset
- = **Equal signs** indicate no break or gap
- (.) **A dot in parenthesis** indicates a brief interval (\pm a tenth of a second) within or between utterances
- (0.2) **Numbers in parenthesis** indicate elapsed time by a tenth of a second
- . **A period** indicates falling tone at the end of a turn
- ? **A question mark** indicates the tone goes up ward at the end of a turn
- , **A Comma** indicates listing
- :: **Colons** indicate lengthened syllable
- ↑↓ **Arrows** indicate shifts into especially high or low pitch
- WORD **Upper case** indicates especially loud sound relative to the surrounding talk
- word◦ **Degree signs** bracketing an utterance or utterance-part indicates that the sounds are softer than the surrounding talk
- **A dash** indicates a cut-off
- >< **Right /left carats** bracketing an utterances or utterance-part indicate that the bracketed material is peed up, compared to the surrounding talk
- <> **Left/right carats** bracketing an utterance or utterance-part indicate that the bracketed materials is slowed down, compared to the surrounding talk
- hhh **A dot-prefixed row of ‘h’s** indicates an in breath. Without the dot, the ‘h’s indicated an outbreath
- () **Empty parenthesis** indicated that the transcriber was unable to get what was said
- (word) **Parenthesized words** and **speaker** designation are especially dubious
- (()) **Doubled parentheses** contain transcriber’s descriptions

Appendix D-2-I: DRPT Transcript

FtF Pretest PDR high DRPT Transcription

Pair 1: S1A and S1B (Video File: DSC_0008-0011)

S1A1: hello teacher.

S1B1: hi.

S1A1: **can you reschedule the exam on saturday?**

S1B1: why?

S1A1: uh because I have – my sister's wedding is on the same day and I (can be) with her.

S1B1: don't you – can't you go off to the exam?

S1A1: no. I can't, she might need me.

S1B1: BUT er I can't reschedule the exam (.) because er:: there is er a lot of er problems if I
>reschedule the exam.<

S1A1: it is one of the happiest day of her life.

S1B1: I'll consider it.

S1A1: thank you.

S1B4: **hey, er I want you to:: (0.4) let me miss saturday.**

S1A4: uh sir, I can't saturday because it is the final weekend of the national exam and so many
students will come to the library.

S1B4: I know that but I have important meetings with my grandparents and I can't miss that.

S1A4: o::k (0.3) can't you come– can't you transfer the meeting your parents to another time?

S1B4: no I can't.

S1A4: ok you can take day off.

Pair 2: S2A and S2B (Video File: DSC_0017-0020)

S2A1: hey teacher.

S2B1: hey student.

S2A1: **I was wondering if you can change the exam date.**

S2B1: what is your reason?

S2A1: my reason is that my best friend's—he is like my brother— his weeding is on the same
days on saturday and I was wondering if you can change the exam for next weekend.

S2B1: oh:: I think it is hard(.) I'll try my best, I will talk to office and I'll reschedule the exam.

S2A1: thak you.

S2B4: how are you?

S2A4: I'm fine.

S2B4: so er can I ask you something?

S2A4: yes, what can I help you?

S2B4: **ok er I wanna have next saturday off (.) I want to visit my grandparents.**

S2A4: I'm very sorry to tell you that we will be very busy on that day if you can you will be off
on Sunday, so:: you could have free time on Sunday.

S2B4: er:: ok it is no problem.

Pair 3: S7 and S8 (Dsc_0021-0025)

S3A1: hey mister, how are you?

S3B1: hi

S3A1: **I know we have an exam next saturday so I have (0.3) >my friend's weeding< so I'm just asking you to rschedule the exam to other day=**

S3B1: =oh () I teach my students.

S3A1: but it is essential– wedding date

S3B1: no you can't because the students to learn it is my responsibility

S3B4: **please give permission for next saturday (.) I will go to my grandfather to visit to my grand father.**

S3A4: ok, it's ok (.) you can.

S3B4: thank you.

Pair 4: S4A and S4B (Video File: DSC_0026-DSC_0029)

S4A1: ↑hi teacher,

S4B1: hi how're you doing?

S4A1: **I'm good (.) uh (.) you said the test was next saturday– and next saturday it's my friend's weeding and I don't think I can come, uh I can't miss, I can't miss his wedding. do you think you can postpone the exam to next week?**

S4B1: so you are one person.

S4A1: no yeah I'm one person, look but u know, he's been my life time friend.

S4B1: it is difficult:.

S4A1: it is just one more time one more time (.) I'm asking you to do me a favor
(0.6)

S4B1: let me think over it (.) call me after an hour.

S4A1: I'll call you (.) but take it seriously.

S4B4: hi

S4A4: hey how you doing?

S4B4: **I'm fine (.) by the way this is the last date to come to the library (.) and next saturday I will not come.**

S4A4: you know I can't do that we have a lot of work to do that day and you are the only one in that place (.) you know that right? I can't give a day off

S4B4: ohhh

S4A4: even there is no reason to give you a day off.

S4B4: it is one saturday please:.

S4A4: uh let me think about it

Pair 5: S5A and S5B (Video File: Dsc_38- DSC42)

S5A1: **ok teacher er I will have holyday and I would like day off.**
(0.4)

S5B1: yes you can, have a nice holyday.

S5B4: **ok my boss, I'd like to a day off.**

S5A4: why do you want the day off?

S5B4: my grand mom is very sick.

S5A4: yes you can.

Pair 6: S6A and S6B (Video File: Mov00D-Mov00G)

S6A1: **next saturday I have my sister's wedding and I want (.) you >to postpone the exam<**

S6B1: so you are telling me you can't come to the exam on saturday?

S6A1: yeah.

S6B1: so:: when will you be back?

S6A1: at Monday.

S6B1: ok:: uh I'll see my schedule and I'll try to adjust it.

S6A1: ok thank you.

S6B4: hey uh can I talk to you for a minute?

S6A4: yeah sure.

S6B4: **I wanna take off next saturday (.) it is my grandma– I want to visit her (.) she is sick.**

S6A4: ok sure you can take your time but I need somebody in charge

S6B4: ok I'll ask my friends.

S6A4: ok.

Pair 7: S7A and S7B (Video File: MOV002, 003, 004)

S7B1: I'd like to tell you that we have an exam on next saturday

S7A1: **ok but on saturday I've a friend and she's getting married so I don't think we can make it so can we like er reschedule the test or if I could take it some other day?**

S7B1: okay we can reschedule it but what is your reason?

S7A1: my reason is uh a close friend of mine uh she is getting married on saturday and uh I have to be there.

S7B1: fine okay (.) we will reschedule the exam.

S7A1: ok thank you.

S7B4: **um I'd like to take the next saturday off 'coz I'd like to visit my parents.**

S7A4: but saturday is like rushhour in the library so can't you like reschedule your visit to another day?

S7B4: no I can't

S7A4: °ok°

S7B4: thank you

Pair 8: S8A and S8B (Video File: MOV 001 (2)-004(2) & 007)

S8A1: **next uh (0.3) give me permission (0.2) next test**

S8B1: why do you want a permission for the exam next week (0.4) or some other day?

S8A1: my friends.

S8B1: what do you want me to do? reschedule it or test you alon?

S8B4: **I'd like to:: take next saturday off because I'd like to visit my grand °parents°
–grand pa.**

S8A4: ok.

Pair 9: S9A and S9 B (Video File: MOV03B-Mov 035)

S9A1: **please change saturdays test to mondays.**

S9B1: ok.

S9B4: **give permission next saturday.**

S9A4: ok

Pair 10: S10A and S10 B (MOV030-Mov034 &MOV02F)

S10A1: **miss I have a weeding tomorrow and would you change the exam day?**

S10B1: what –why you are missing the exam?

S10A1: weeding I have er my friend's weeding.

S10B1: she can change the weeding?

S10A1: hhhhh no she can't.

S10B1: maybe I will rearrange the exam and I'll inform you.

S10A1: thanks.

S10B4: boss may I ask you a question (.)=

S10A4: =yeah you can.

S10B4: **may I take work off next saturday?**

S10A4: uh what are your reason?

S10B4: because I want to see my grand parents.

S10A4: ok:: I'll– we'll see it.

S10B4: ok thanks.

Pair 11: S11A and S11 B (MOV030-Mov034 &MOV02F)

S11A1: hi

S11B1: hi.

S11A1: **er (0.2) in the next–in the exam day it is weeding my friends so in the next
day–can I take the exam another day?.**

S11B1: ok when can you take the exam?

S11A1: after the wedding ceremony.

S11B1: can you take it on monday?

S11A1: I can.

S11B4: hello sir

S11A4: ↑hi

S11B4: **I want to know if I can take the next saturday day off ?**

S11A4: okay why?

S11B4: I want to visit my grandparents.

S11A4: ok:: I can–you can.

Pair 12: S12A and S12B (MOV021-MOV026)

S12A1: **please my teacher change the time of the exam.**

S12B1: why I change?

S12A1: because my brother –I am going to my home because my brother's wedding

S12B1: when is?

S12A1: change your time in the period of the exam (.) or post (0.2) postponed.

S12B1: ok I change the test day.

S12B4: **give me a permission.**

S12A4: uh what permission?

S12B4: ()

Pair 13: S13A and S13B (MOV012-MOV015)

S13A1: **I would like to day off next saturday.**

S13B1: Why?

S13A1: because my friends wedding is on that day.

S13B1: so which one is more important the wedding or the exam?

S13A1: because that is my best friend's wedding I can't miss.

S13B1: when is the wedding?

S13A1: on saturday

S1B1: on the same day?

S13A1: what time

S13B1: I want to change the day and I have to go to the wedding

S1A1: um I'll see what I can do about it.

S13B4: hello miss.

S13A4: hi.

S13B4: **I'm sorry (.) next saturday I'll go to my grandma's house.**

S13A4: ok you can.

Pair 14: S14A and S14B (MOV00C, B, 008, 009)

S14A1: ((knocking)) can I get in?

S14B1: get in please.

S14A1: how do you do?

S14B1: hi how are you?

S14A1: **er today (.) I come to permission– to ask permission**

S14B1: oh for what?

S14A1: for:: I just want to visit my grandpa next saturday

S14B1: so is that necessary to quit your job?

S14A1: yeah she may sick.

S14B1: ok:: I give you saturday off.

S14B4: hi sir how are you?

S14B4: hi I'm fine.

S14B4: **uh if you excuse me I came all the way to ask you uh to postpone the exam for me or to give me some other time coz I have –it is my friend's wedding day at the same day with your exam.**

S14B4: um there is schedules er so I'll try.

FtF Pretest PDR low DRPT Transcription

Pair1: S1A and S1B

S1A2: ↑hello.

S1B2: hi friend.

S1A2: **my pencil – my pen does not– just quit please you give me.**

S1B2: ok her it is.

S1B3: **abel, can you give me the remote?**

S1A3: no, I'm going to make coffee, I can't.

S1B3: **can't you bring it in your way?**

S1A3: I'm in hurry.

S1B3: **please give me the remote.**

S1A3: why don't you stand and take it?

S1B3: why would I stand while you are in your way to bring coffee?

S1A3: ok, I'll give you.

Pair2: S2A and S2B

S2A2: ↑hey adrael

S2B2: ↑hey Abrham, how're you?

S2A2: **I'm fine. ok, er can you please lend me your:: pho– your pen?**

S2B2: okey I'm taking note now, I'll finish. I think I only have left two unites, come um after like 20 minutes.

S2A2: ok thanks.

S2B3: are you going out today?

S2A3: I think I will get out around seven.

S2B3: ok I'll stay at home.

S2A3: so you can watch TV until eight oclock.

S2B3: **ok please give me the TV remote.**

S2A3: here you are.

S2B3: thanks.

Pair3: S3A and S3B

S3A2: **semere, I need my –your pen, extra pen.**

S3B2: no. I have no extra pen (.) I have one pen, so I need it (.) I am studying.

S3A2: once

S3B2: no I'm busy, I can't

S3B3: **please give me the remote.**

S3A3: OK I'm GONNA give you but DON'T ask me anything.

(1.0)

S3B3: give me a cup of coffee.

S3A3: hhh okhhh

Pair 4: S4A and S4B

S4A2: how're you? ((Shaking hands))

S4B2: how're you?

S4A2: **hhh I'm good (.) would you borrow me your pen please just for five minutes? I'll give it to you back right back.**

S4B2: ↑No no no no, I have one pen and that is for me.

S4A2: hhh like I'll give it to you right back only five minutes.

S4B2: No.

S4A2: Please, you're my friend. you know,

S4B2: ok ok ok,

S4A2: thanks.

S4B3: ((Nodding head)) bro, change the channel, change this channel.

S4A3: NO. no way, I'm watching it =

S4B3: =**give me the remote.**

S4A3: why would I give you, GO AHEAD and study (.) you have lots of assignments and test coming next week (.) you don't have to watch T::V.

S4B3: but you are also [a student.

S4A3: [I have finished all my assignments and test.

S4B3: I'm finished also.

S4A3: no way, you haven't.

Pair 5: S5A and S5B

S5A2: **sorry, would you please give me your pen for a minute?**

S5B2: yes.

S5B3: **sister please give me the remote.=**

S5A3: =which station are you going to open?

(0.8)

S5B3: BBC.

S5A3: yes you can.

Pair 6: S6A and S6B

S6A2: **do you have extra pen?**

S6B2: yeah sure (.) what's it for?

S6A2: I have next-tomorrow I have an exam.

S6B2: ok here you go.

S6A2: thank you.

S6B2: no problem.

S6B3: **rosa please pass me the remote.**

S6A3: why for?

S6B3: come on let's watch the movie

S6A3: ok here you go

S6B3: ok thanks

SA3: but don't change it please ʔʔ hhh

S6B3: ((laugh))

Pair 7: S7A and S7B

S7A2: **can I ask you a favour my pen just uh stop writing so can I have yours?**

S7B2: I have just one but (.) where is yours?

S7A2: my pen just stop writing I think [()]

S7B2: [ok]

S7A2: thank you.

S7B3: **sister, please pass me the remot.**

S7A3: o:k since I'm already off- where is it then?

S7B3: there is ((pointing))

S7A3: ok

Pair 8: S8A and S8B

S8A2: **lend a pen?**

S8B2: sure

S8A1: ok.

S8B3: **can you give me the remote please?**

S8A3: ok.

Pair 9: S9A and S9B

S9A2: **please give me your pens for twenty minutes.**

S9B2: ok.

S9A3: thank you.

S9B3: **give tv remote?**

S9A3: I don't see.

Pair 10: S10A and S10 B

S10A2: **sorry girmsh give me your pen please.**

S10B2: but I'm using it.

S10A2: umm but I want it.

S10B2: do you need it more than me?

S10A2: yeah I have a test tomorrow.

S10B2: ok.

S10A2: THANKS.

S10A3: **give me the remote on the way to the table.**

S10B3: ok I can.

Pair 11: S11A and S11B

S11A2: where are you going?

S11B2: I'm going to take tea.

S11A2: **can you pass me the remote?**

S11B2: ok.

S11B3: **sorry alazar please give me extra pen.**

S11A3: no I have one pen

S11B3: please tomorrow I was—I will the exam

S11A3: yeah you'll give it back to me.

S11B3: ok thank you.

Pair 12: S12A and S12B

S12A2: **tomorrow is uh exam you borrow me your pen?**

S12B2: no problem.

S12B2: ok thanks er I give after some minutes.

S12B3: **hey my sister would you borrow- would you give a remote?**

S12A3: yeas.

Pair 13: S13A and S13B

S13A2: ↑hi miky

S13B2: ↑hi

S13B2: **can I borrow your pen please? =**

S13B2: =but I am using it.

S13A2: er:: ok er when you finish (.) you will give me?

S13B2: ok I will.

S13B3: **would you pass me the remote?**

S13A3: why?

S13B3: because you stood up.

S13A3: ok I'll.

Pair 14: S14A and S14B

S14A2: hey kirya how're you?

S14B2: I'm fine.

S14A2: how was the exam?

S14B2: it's good.

S14A2: ↑e was good? what are you studding?

S14B2: I'm studying english.

S14A2: **oh that's good, by the way do you have extra pen? my pen just quit.**

S14B2: no I haven't but for ten seconds you can use my pen.

S14B2: oh ↑thank you.

S14B3: **can you give me a remote I have a channel to see?**

S14A3: no I'll never give you (.) I stand up to make a cup of tea.

S14B3: so what can I do?

S14A3: stand up and get yourself.

S14B3: what?

S14A3: oh it's ok.

FtF PDR high Posttest DRPT Transcription

Pair1: S1A and S1B (Video File: DSC_0880-0885)

S1B1: who is it?

S1A1: it's me teacher

S1B1: get in, what can I help you?

S1A1: **would you mind changing the next sunday's exam to another time because sunday is my sister's wedding and I can't come.**

S1B1: it's hard to postpone the exam and it is also hard to make another exam for you.

S1A1: but she is my only sister, you know, I have to be with her on her special day.

S1B1: er ok let me check my schedule (0.2) ok can you take the exam after two days?

S1A1: that is ok.

S1B1: don't late.

S1B4: hello sir, can I come in?

S1A4: get in.

S1B4: **I wonder if you could give me permission for the next sunday, I'm going to visit my parents.**

S1A4: oh we have a lot of patients here, you can't just go on the weekend.

S1B4: I know we have been busy this days but I'm always working the sundays part time would you consider only the next sunday, it is important for me.

S1A4: ok let me talk to doctor ayalew and if he is free on that day he can replace you.

S1B4: ok thank you so much.

S1A4: ok.

Pair2: S2A and S2B (Video File: DSC_0886-0889)

S2A1: hello instructor.

S2B1: hi.

S2A1: how are you?

S2B1: I'm good, how are you?

S2A1: I was wondering if I could ask you for a favor.

S2B1: er:: what is it?

S2A1: **I know that we have an exam on sunday but I was wondering if you change the examination for may be next week.**

S2B1: what are your reasons?

S2A1: my sister's wedding is on the same day.

S2B1: ok:: so:: can you—you can take it on monday.

S2A1: ok thank you.

S2B4: hey.

S2A4: hey how are you?

S2B4: I'm good, how are you?

S2A4: fine.

S2B4: how's work?

S2A4: it's good.

S2B4: ok I think um can I ask you some question?

S2A4: what is your question?

S2B4: **can I get the next sunday off?**

S2A4: what is your reason?

S2B4: because I will visit my parents sunday.

S2A4: ok when will you get back?

S2B4: the next day

S2A4: I will arrange um I'll fill your position

S2B4: ok thanks.

Pair3: S3A and S3B (Video File: DSC_0961-0966)

S3A1: hello.

S2B1: hello.

S3A1: I want to ask you permission.

S3B1: about what?

S3A1: **I have my sister's wedding so we have an exam on sunday, can you extend that?**

S3B1: ok no problem I can extend the exam date.

S3B4: hi.

S3A4: hey.

S3B4: **please give me permission to the next saturday and sunday.**

S3A4: ok I'll discuss with () and tell you.

S3B4: ok thank you.

Pair 4: S4A and S4B (Video File: DSC_0890-0895)

S4A1: hi teacher how are you?

S4B1: I'm fine.

S4A1: **I heard that there is test next saturday but it is my sister's wedding and I don't think I can make it can you reschedule it to:: for next week, I really –I don't want to miss her wedding.**

S4B1: I have no time for next day but I will call you and I will change it

S4A1: thank you.

S4B4: hi.

S4A4: hi.

S4B4: how are you?

S4A4: I'm good.

S4B4: how is work?

S4A4: it's—it's so good.

S4B4: **can I visit with my parents next sunday?**

S4A4: but you know that we have a lot of patients hear to take care of.

S4B4: it is my parents so without me=

S4A4: = even if I give you this thing uh you do have to work the two days job next.

S4B4: you know I'm good worker but the next sunday

S4A4: ok you can.

S4B4: thank you

Pair 5: S5A and S5B (Video File: DSC_0896-0900)

S5A1: **teacher uh I have a wedding so I would like day off.**

S5B1: yes you can.

S5B4: **hi aron I'd like to the day off.**

S5A4: yes you would.

Pair 6: S6A and S6B (Video File: DSC_0945-0950)

S6A1: hello.

S6B1: hello.

S6A1: good evening.

S6A1: good evening.

S6A1: I was wondering to ask you something.

S6B1: what is that?

S6A1: **er er I know we have exam next sunday, right? er and I was thinking if you can transfer the exam to other day.**

S6B1: why?

S6A1: my sister's wedding is the same day.

S6B1: oh:: ↑congratulations.

S6A1: uh thank you.

S6B1: so could you reschedule the exam?

S6A1: uh I'll think about it.

S6B1: thank you.

S6B4: hello sir good evening.

S6A4: good evening.

S6B4: can I talk to you for a minute

S6A4: yeah sure.

S6B4: **I want to take off next saturday because I have to visit my parents.**

S6A4: is it for god or?

S6B4: yeah, it is for good.

S6A4: ok you can take a day off.

S6B4: thanks.

S6A4: no problem.

Pair 7: S7A and S7B (Video File: DSC_0939-0944)

S7A1: we are going to have an exam next sunday.

S7B1: **ok uh:: I'm having uh – my sister's having wedding next sunday so:: can you reschedule the exam to some other day**

S7A1: ok I'll reschedule it and tell your sister that congratulations and I'm happy for you.

S7B1: thank you.

S7B4: **hi I'm going to visit my parents next time and I'm asking for you to give me a day off**

S7A4: when?

S7B4: next saturday.

S7A4: saturday is such a busy day can't you like reschedule it some other day?

S7B4: I'm not going to reschedule it, I've to visit them=

S7A4: =on saturday?

S7B4: yeah.

S7A4: so can you come on sunday morning to be fill (.) can you?

S7B4: yeah, I'm going to refill the tasks that I miss saturday.

S7A4: you can have saturday off.

Pair 8: S8A and S8B (Video File: DSC_0930-0934)

S8A1: **instructor (0.3) please change the test next day.**

S8B1: why?

(0.4)

S8A1: because not ready.

S8B1: hhh ok, its ok, you will take it after a week.

S8B4: hello.

S8A4: hello.

S8B4: **I was wondering if I could may be take next saturday off (.) because I want to visit my parents.**

S8A4: ok.

Pair 9: S9A and S9B (Video File: DSC_0935-0939)

S9A1: **ok teacher please give me permission one times teacher?**

S9B1: ok why?

S9A1: because I going to the my sister's wedding.

S9B1: ok.

S9B4: **ok can you give me permission?**

S9A4: why?

S9B4: because I'm going to my parents.

S9A4: ok I will give you.

Pair 10: S10A and S10B (Video File: DSC_0903-0907)

S10A1: hi mister.

S10B1: hi how are you.

S10A1: uh I got to tell you something.

S10B1: what is it?

S10A1: I have a wedding sunday,

S10B1: so what?

S10A1: **can I take the exam on another day?**

S10B1: why what is the reason?

S10A1: because my sister is married, it is wedding.

S10B1: I'll see my schedule and I will reschedule the exam.

S10A1: ok thanks.

S10B4: good afternoon.

S10A4: good afternoon.

S10B4: I need to ask you a question.

S10A4: you can.

S10B4: **I need a permission this sunday.**

S10A4: what's your reason?

S10A4: I need to visit my parents

S10B4: ok you can.

Pair 11: S11A and S11B (Video File: DSC_0874-0878)

S11A1: hi mister.

S11B1: hello how are you.

S11A1: I'm fine, excuse me, I have one question.

S11B1: what is it?

S11A1: **uh on next sunday my sister weddings but on next sunday I have a test so please change the day of test.**

S11B1: so you want me to reschedule?

S11A1: ((nodding)).

S11B1: so when you will take the exam?

S11A1: after the wedding.

S11B1: can you take it on monday?

S11A1: ok.

S11B1: ok good.

S11B4: **excuse me sir, I want ask you something (.) I want to take next sunday off.**

S11A4: for what purpose?

S11B4: I want to visit my parents it's been a long time.

S11A4: for what day?

S11B4: next sunday.

S11A4: next sunday? ok:: a lot of work and come back.

S11B4: ok I'll come back.

Pair 12: S12A and S12B (Video File: DSC_0919-0923)

S12A1: **hey teacher, next sunday is my sister wedding day, that day is you says exam day and please change exam day because my sister's wedding day is next day.**

S12B1: yes.

S12A1: thanks.

S12B4: **can you give permission next sunday because I will go to my parents**

S12A4: ok.

Pair 13: S13A and S13B (Video File: DSC_0952-0955)

S13A1: **excuse me, would you change the test on the Monday?**

S13B1: what do you do?

S13A1: because my sister on going to married

S13B1: ok never mind.

S13A1: ok thanks.

S13B4: **give me permission.**

S13A4: what happened?

S13B4: I visit my parents.

S13A4: ok.

Pair 14: S14A and S14B (Video File: DSC_0973-0976)

S14A1: hi mister.

S14B1: hi.

S14A1: how're you?

S14B1: I'm fine.

S14A1: **mister would you please transfer the day of exam because it is my sister's wedding day at the same time for exam so °would you please change the date°?**

S14B1: I'll try but I'll see my schedules but if I can't.

S14A1: ok sir thank you.

S14B4: hi miss how are you?

S14A4: hi.

S14B4: you fine?

S14A4: yes.

S14B4: **I just want to be absent next saturday.**

S14A4: why?

S14B4: because I just want to visit my parents.

S14A4: no this is not private hospital it's just public hospital you have to serve the people.

S14B4: ok.

S14A4: ok it's just one day off.

S14B4: thank you.

FtF Posttest PDR low DRPT Transcription

Pair 1: S1A and S1B

S1A2: **hello, can you give me your pen please, I'm studying and my pen just quit.**

S1B2: oh, I'm sorry, I'm also studying, I can't.

S1A2: please, I'm studying for final exam.

S1B2: I know, but um ok it's ok for just five minutes, give me back.

S1A2: I'll give you back.

S1B3: **hey bro, can you pass me the remote please?**

S1A3: why don't you get up and take it I'm giving myself water.

S1B3: I know but on your way couldn't you bring me the remote.
S1A3: ok I'll give it to you.

Pair 2: S2A and S2B

S2A2: hey yosef.
S2B2: hey yonatan.
S2A2: how is the study going on?
S2B2: it is good, that's nice, how's yours?
S2A2: did you hear the examination date?
S2B2: yeah, I think it's on saturday.
S2A2: **ok:: I was wondering if you could lend me your pen.**
S2B2: oh I'm using it what is your reason.
S2A2: I have a paper to submit tomorrow.
S2B2: I can lend you.
S2A2: ok thank you.

S2B3: **yonatan, can you please pass me the remote?**
S2A3: why do you need it?
S2B3: I am sitting and I can't get up so can you please pass me?
S2A3: have you finished your homework?
S2B3: yeah I finished.
S2A3: ok then here you go.
S2B3: thanks.

Pair 3: S3A and S3B

S3A2: **hey can you give me your pen, mine is not working.**
S3B2: you can use it for some times.
S3A2: ok.

S3B3: **my brother please pass the remote.**
S3A3: are you going to change the channel?
S3B3: yeah.
S3A3: if it is that, I wouldn't give you
S3B3: why?
S3A3: I need to see that—that movie.
S3B3: ok no problem.

Pair 4: S4A and S4B

S4B2: hey.
S4A2: hey.
S4B2: how are you?

S4A2: fine I'm good. I was doing assignment for my final exam and my pen just quit, can you lend me your pen?

S4B2: I'm also reading and:: [()]

S4A2: [I want it just for five minutes. I'll give it to u back.

S4B2: five minute is (big).

S4A2: hhh just please, I thought we are friends.

S4B2: I know that but it's my pen.

S4A2: ok I'll ask somebody else.

S4A3: hey, give the remote?

S4B3: no WHY would I give you the remote, I'm watching, can't you see that I'm watching?

S4A3: I'm also watching but it is not a good=

S4B3: =you have assignments to do and exams next week you don't have to sit down and watch tv, you have to study now, I won't give you just because you're—you want to watch

S4A3: ok ↓ok.

Pair 5: S5A and S6B

S5A2: may I borrow your pen, please? my pen have quit suddenly.

S5B2: ok

S5A2: thank you

S5B3: aron, can you give me the remote?

S5A3: yes you can have it.

Pair 6: S6A and S6B

S6A2: excuse me for interrupting you.

S6B2: it's ok, have a sit.

S6A2: my pen just quit and:: do you have extra pen?

S6B2: sure

S6A2: thank you.

S6B3: tsega, please pass me the remote.

S6A3: can I get a glass of water first?

S6B3: ok (0.3) be fast.

S6A3: here you go.

S6B3: thank you.

Pair 7: S7A and S7B

S7A2: hey, my pen just quit writing, do you have a pen I could borrow?

S7B2: I have but:: bring it back.

S7B2: ok thanks.

S7B3: I'm watching tv, please pass the remote to me.

S7A3: ok I'm getting myself a glass of water so where is the remote?

S7B3: I don't know.

S7A3: okhhh I'll look it for you and I'll give it to you ((lough)).

Pair 8: S8A and S8B

S8A2: excuse me, can you give me your pen?

S8B2: I'm sorry I have one.

S8A2: ok.

S8B3: can you please pass me uh the remote?

S8A3: sure.

Pair 9: S9A and S9B

S9A2: ok friend, give me a pen friend.

S9B2: ok.

S9B3: please give me the remote.

S9A3: not give you.

S9B3: why?

S9A3: because I'm thirsty and I'm going to waters.

Pair 10: S10A and S10B

S10A2: hey friend.

S10B2: hey.

S10A2: will you give me please your pen?

S10B2: what about yours? I'm using it

S10A2: my pen is gray.

S10B2: ok give you

S10B3: hey bro would you give me the remote on the way to the buffet?

S10A3: ok I can.

Pair 11: S11A and S11B

S11A2: hi alazar.

S11B2: ↑hi.

S11A2: do you have extra pen, my pen is not work— not work.

S11B2: I only have one pen.

S11A2: please for thirty minute.

S11B2: I have to study too.

S11A2: ok.

S11B3: hey brother.

S11A3: hey.

S11B3: you going to take a glass of water, right?

S11A3: yeas.

S11B3: **ok so pass me the remote.**

S11A3: I can.

Pair 12: S12A and S12B

S12A2: **please my brother can you give your pen?**

S12B2: ok just uh I use it.

S12A2: before using I will return your pen.

S12B2: ok.

S12B3: **brother give me your remote to change the channel of tv.**

S12A3: ok my brother I give it.

Pair 13: S13A and S13B

S13A2: **excuse me, can you give me your pen for few minutes?**

S13B2: no I can't.

S13A2: please my brother.

S13B2: ok.

S13B3: **please give me the remote.**

S13A3: what?

S13B3: where is the remote?

S13A3: I will change of the video.

S13B3: ok.

Pair 14: S14A and S14B

S14A2: hey kira, you studying?

S14B2: yeah.

S14A2: how're you?

S14B2: I'm fine.

S14A2: **uh:: do you have an extra pen please?**

S14B2: no I haven't.

S14A2: oh it's ok, come on.

S14B3: **sister, can you give me remote.**

S14A3: why?

S14B3: because I'm tired, I was playing football

S14A3: oh it's ok.

CMC Pretest PDR- high DRPT Transcription

Pair1: S1A and S1B (Video File: DSC_0049-0054)

S1A1: hello, can I help you?

S1B1: **yeah, my friend's wedding is saturday and I am asking you permission.**

S1A1: you know that on saturday you have test, right?

S1B1: yeah, I am asking you permission.

S1A1: ok like I can reschedule your schedule only °if you want°

S1B1: ok.

S1B4: boss can I ask you a fever?

S1A4: ok.

S1B4: **I have a program in my grandparents' house (.) I need a day off.**

S1A4: can't you go another day?

S1B4: no I can't, it is wedding.

S1A4: ok.

Pair2: S2A and S2B (Video File: DSC_0056-0059)

S2A1: ok john what can I help you?

S2B1: your exam is next saturday so can you change some other time?

S2A1: why and many students want this day and they are studying and I can't.

S2B1: you can test them if you want but please.

S2A1: ok I can arrange my time and I will reschedule the test.

S2B4: hello my boss↓

S2A4: hi.

S2B4: **I want something from you as you know I am working on every saturday, (.) next saturday I go to my parents' home and I will visit my grandparents, I want to get permission.**

S2A4: no I can't agree with that because in saturday all the people come to study in the library and there is shortage of people so::

S2B4: please help me.

S2A4: ok I will talk to ().

Pair3: S3A and S3B (Video File: DSC_0060-0064)

S3A1: hello mister ((shaking hands))

S2B1: hello.

S3A1: **I'm sorry for my interruption (.) uh I know our test will be on saturday but I have another necessary event that day uh that is my sister's wedding so with a big sorry I ask you to reschedule only my exam for another time.**

S3B1: oh I don't have extra time (.) do you have partial time partial time for the test?

S3A1: yeah I'd make it maybe on monday or Tuesday.

S3B1: ok I'll talk to another teachers and I talk to you

S3A1: ↑thank you ↓very much.

S3B4: hello sir, I want to ask a day out next saturday because I'd like to visit my grandparents in the countryside.

S3A4: if you have another extra day.

S3B4: yeah, I can compensate it on monday, tuesday or another day.

S3A4: ok you can.

S3B4: thank you very much.

Pair 4: S4A and S4B (Video File: DSC_0073-0076)

S4A1: we have the exam next week saturday, er can you reschedule the exam?

S4B1: um this test is important to your grades

S4A1: no it's important to go to my friend's wedding I have to go may be (.) I can take the exam next time

S4B1: I'll see what I can do (.) I'll try.

S4A1: thank you.

S4B4: I was thinking if you can give me the day off coz I'd like to go to somewhere and it is really important.

S4A4: I think it's not possible to give you day off.

S4B4: I really really need to go cause my parents –they're sick an I HAVE TO visit them.

S4A4: OK (.) okay you can

S4B4: thank you sir.

Pair 5: S5A and S5B (Video File: DSC_082-087)

S5A1: I'd like to ask something.

S5B1: ok what is it?

S5A1: I have an exam on saturday er you have to–would you like to transfer on another day?

S5B1: what is the reason?

S5A1: because my friend– the wedding is on saturday and I couldn't take the test.

S5B1: so you are asking me to reschedule the exam?

S5A1: yeah.

S5B1: first I need to get programs of other teachers (.) if they have a test I can reschedule it.

S5A1: ok thanks.

S5B4: excuse me I would like to ask you something.

S5A4: ok hñ.

S5B4: I would like to take the day off on Sunday.

S5A4: why do you want?

S5B4: because I would like to visit my grandparents.

S5A4: is that a serious problem?

S5B4: yeas it might be a serious problem.

S5A4: ok.

Pair 6: S6A and S6B (Video File: DSC_0089-0092)

S6A1: I know tomorrow we have a test (.) I can't take the test, can you change the day for all students or me only?

S6B1: well, I can't change the program for all students but if you—what's your reason?

S6A1: tomorrow I have my friend's wedding=

S6B1: =and you cannot skip it?

S6A1: I can't, he's my best friend.

S6B1: well um I'll schedule the test for another day. And you will take a different test than your friends.

S6A1: ok thanks.

S6B4: how are you?

S6A4: fine.

S6B4: I want to ask if you could give me day off as I have spent so long since I've visited my grandparents and I wanna take the day off this saturday.

S6A4: is that so essential?

S6B4: yeah (.) um I will do all:: the work and finish, please give me the day off for saturday.

S6A4: ok you can.

Pair 7: S7A and S7B (Video File: DSC_094-097)

S7A1: hi miss, I want to ask you to reschedule the exam for next saturday because I've a wedding of my sister's.

S7B1: No sorry, I can't reschedule my test.

S7A1: I meant like if you could reschedule for me or if I could take the exam for myself, me only.

S7B1: um ° no I can't°

S7A1: then if I could take a taste by now or do something about my mark.

S7 B1: um I will consider by assignment or something.

S7B4: would you mind to take off for the next saturday I have to go to my grandparents.

S7A4: what happened to your grandparents?

S7B4: no nothing, I just wanted to see them, it's been long time (since I visited them).

S7A4: um ok.

Pair 8: S8A and S8B (Video File: DSC_099-103)

S8A1: hi

S8B1: hi may I ask you one question?

S8A1: what is your question about?

S8B1: uh as I know uh you give exam next saturday.

S8A1: YES.

S8B1: and at that time, uh I have my friend's wedding and I want permission.

S8A1: so you want permission?

S8B1: yeas.

S8A1: when do you want to take the exam?

S8B1: after saturday,

S8A1: let me see my schedule and I'll reschedule the test and I'll let you know.

S8B4: **good afternoon miss, I want to take day off saturday because uh I want to go to my grandparents' house**

S8A4: ok you can.

Pair 9: S9A and S9B (Video File: DSC_104-)

S9A1: **teacher, can you schedule the exam for next week**

S9B1: why?

S9A1: my friend's wedding is the same day.

S9B1: ok.

S9B4: **excuse me miss, can I take next saturday off?**

S9A4: for what purpose?

S9B4: it is for private purpose.

S9A4: just for one day?

S9B4: yeas.

S9A4: ok.

Pair 10: S10A and S10B (Video File: DSC_0108-0111)

S10A1: ((noking))

S10B1: get in please

S10A1: good morning sir.

S10B1: what can I help you?

S10A1: **I want (3.) I'm asking you to allow me to take the exam some other time.**

S10B1: What is your reason?

S10A1: I have to go somewhere important.

S10B1: ok I'll think about it and I will tell you later on.

S10A1: ok thank you.

S10B4: hi

S10A4: I'm good.

S10B4: I was wondering if I could ask a small favor.

S10A4: what is that?

S10B4: **can I take this sunday off?**

S10A4: this Sunday?

S10B4: yeah um it is because I have to visit my grandparents (.) it's been a long time since I have seen them.

S10A4: ok if it is that much important you can.

S10B4: thank you.

Pair 11: S11A and S11B (Video File: DSC_0112-)

S11A1: hi teacher.

S11B1: hi.

S11A1: **as you remember we have exam on saturday but I can't make it, it is my(.) it is my- friend's wedding can you-the test other day?**

S11B1: I can't reschedule it but I will try my best to help you.

S11A1: ok thank you.

S11B4: sorry boss can I get in?

S11A4: yeas please.

S11B4: I want day off next saturday, I wanna go to my grandparents' home and I wanna visit them.

S11A4: but it is service day in our organization.

S11B4: I know that but I must have to go there.

S11A4: I will try to cover by other, I will try my best.

S11B4: thank you.

Pair 12: S12A and S12B (Video File: DSC_121-124)

S12A1: hello

S12B1: hello, what can I help you?

S12A1: **please give me permission for next saturday.**

S12B1: well my schedule is this satuday, I can't, sorry.

S12A1: please.

S12B1: what's your name?

S12A1: sarah

S12B1: ok sarah I'll give you permission.

S12B4: ((knocking)) may I come in?

S12A4: get in

S12A4: hello sir.

S12B4: hello.

S12A4: **I wanna take permission this saturday because I wana go to my grandparents' house, my grandparents are so sick**

S12B4: ok.

S12A4: thank you.

Pair 13: S13A and S13B (Video File: DSC_126-129)

S13A1: **hello teacher could you please reschedule the exam because I've wedding in the same day?**

S13B1: ok I'll give you permission.

S13A1: ok thank you.

S13B4: hello sir.

S13A4: hello.

S13B4: **can you give me permission for I'll visit my grandparents?**

S13A4: for how long will you stay there?

S13B4: for tomorrow.

S13A4: ok I'll see for it and get back to you.

Pair 14: S14A and S14B (Video File: DSC_0066-0071)

S14A1: **sorry teacher change the test for the next day.**

S14B1: why?

S14A1: my friend is getting married?

S14B1: is she your close friend?

S14A1: yeas .

S14B1: um I think I can change the schedule.

S14B4: hello sir

S14A4: hello

S14B4: **I've something important and I wanted a day of on saturday.**

S14A4: why?

S145B4: I should visit my grandparents.

S14A4: ok.

CMC Pretest PDR low DRPT Transcription

Pair 1: S1A and S1B

S1A2: **please give me your pen.**

S1B2: I'm using it.

S1A2: thank you hhh

S1A3: I will finish watching and I'll give you later.

S1B3: please give me now, I wanna see.

S1A3: no I want to finish this movie.

S1B3: ↑come on, I'm your older sister hhh =

S1A3: = hhh ok.

Pair 2: S2A and S2B

S2A2: **please give me a pen, my pen just quit.**

S2B2: no I have a test tomorrow.

S2A2: please once (.) I have assignment to do.

S2B2: yeah I know, I use it I have a test and I prepare for that and if you have another chance please go.

S2A2: ok I may come if you finish.

S2B2: ok.

S2B3: you are going to make a cup of tea?

S2A3: yeah.

S2B3: **and give me the remote.**

S2A3: ok first of all let me bring my tea.

S2B3: ok.

Pair 3: S3A and S3B

S3A2: **uh sorry for interruption, my pen just quit, may I take your pen?**

S3B2: sorry I don't have extra pen (.) by the way I go to dorm.

S3A2: **may i take your pen until you go to dorm and come back?**

S3B2: yeah.

S3A2: ok thank you.

S3B3: are you looking for tea?

S3A3: yeas.

S3B3: **please on your road give me that remote please.**

S3A3: ok.

Pair 4: S4A and S4B

S4A2: hey.

S4B2: hey.

S4A2: **can you (.) borrow me your pen?**

S4B2: Are you gonna take it a while? I have a test in half an hour.

S4A2: NO no. I need it just for a minute.

S4B2: what are you studying then?

S4A2: economics.

S4B2: oh that's °hard° okay just bring it back.

S4A2: thak you.

S4B3: uh sis you know I'm watching the movie can I change it? it's so boring.

S4A3: DON'T YOU SEE I'm watching the movie?

S4B3: **you're not, you're making tea for yourself (.) just pass me the remote.**

S4A3: oh no.

S4B3: please.

S4A3: ok.

Pair 5: S5A and S5B

S5A2: **hey girma will you give me your pen please?**

S5B2: but I need it.

S5A2: why? are you studying – are you using it?

S5B2: yeas.

S5A2: ok.

S5B3: **SISTER pass the remote please.**

S5A3: ok.

Pair 6: S6A and S6B

S6A2: hey.

S6B2: **hey, you know, tomorrow I have a test and my pen was just quit can you borrow a pen please?**

S6A2: sure yeah but I want it back.

S6B2: ok thanks.

S6A2: you welcome.

S6B3: **can you please pass me the remote as you're standing up to make tea?**

S6A3: ok I will give you but don't change the channel.

S6B3: I will change it but I will turn it back when you come back
S6A3: ok.
S6B3: thank you.

Pair 7: S7A and S7B

S7A2: ↑hi how're you?
S7B2: hi.
S7A2: Are you studying for tomorrows test?
S7B2: yeah I'm studying.
S7A2: **but I came here like—my pen just quit and I wanna borrow your pen.**
S7B2: ((offering a pen))
S7A2: ↑thank you.

S7B3: **would you mind to give me the remote?**
S7A3: NO I'm watching my favorite movie, DONT take it.
S7B3: please it is for a while.
S7A3: ok five minutes—I'll give you for five minute.
S7B3: ok.

Pair 8: S8A and S8B

S8A2: **my pen just quit, can I borrow your pen?**
S8B2: I have an extra pen I'll give you.
S8A2: thank you.
S8B2: you welcome.

S8B3: **pass me the remote please::**
S8A3: you can stand and take it.
S8B3: please↑
S8A3: ok.
S8B3: thank you.

Pair 9: S9A and S9B

S9A2: **can I borrow your pen?**
S9B2: no I'm using my pen.
S9A2: it is just for a second er I will give you back.
S9B2: ok take it

S9B3: **oh sis let me use the remote.**
S9A3: can't you see I'm using the remote
S9B3: it is only for five minutes.
S9A3: ok.

Pair 10: S10A and S10B

S10A2: **my pen stop working, do you have extra pen so I can use it?**
S10B2: let me check ((searching in pockets)).
S10A2: ok

S10B2: oh I don't have a pen.

S10B3: let me bring tea so we can drink.

S10A3: **can you give me the remote please?**

S10B3: right now?

S10B3: here it is

Pair 11: S11A and S11B

S11A2: **sorry dawit for disturbing you, do you have a pen?**

S11B2: I haven't but you can use it when I was reading.

S11A2: thank you.

S11B3: **give me a remote please.**

S11A3: please take it.

S11B3: thank you.

Pair 12: S12A and S12B

S12A2: ↑hey

S12B2: hey.

S12A2: **please my pen is stopped working, could you give me your pen?**

S12B2: ((handing over a pen))

S12A2: thanks.

S12B2: you welcome.

S12B3: **pass me the remote please.**

S12A3: no.

S12B3: please, it is a remote (.)

S12A3: no.

S12B3: it is in your way↑

S12A3: no.

Pair 13: S13A and S13B

S13A2: **could you please lend me your pen?**

S13B2: ok I'll lend you.

S13A2: ok thanks.

S134B3: **can you give a remote please?**

S13A3: ok I'll give you after I make tea.

S13B3: ok thank you.

Pair 14: S14A and S14B

S14A2: **give me a pen.**

S14B2: you don't have a pen.

S14A2: yes I write something.

S14B2: ok.

S14A2: thank you.

S14B3: **would you mind pass me the remote?**

S14A3: no I will not give you the remote

S14B3: I want to change the channel just give me the remote

S14A3: ok ok

CMC PDR-high Posttest DRPT Transcription

Pair1: S1A and S1B (Video File: DSC_0772-077)

S1A1: hello abi.

S1B1: **hello, I have wedding– my sister's wedding so would you please postpone the test for another day?**

S1A1: you know you guys have a test on sunday [right?

S1B1: [huhh

S1A1: °so°

S1B1: it is my sister's wedding.

S1A1: you know for a wedding I cannot reschedule examination (.) I prefer you take the exam and go.

S1B1: ok thank you.

S1B4: hello boss.

S1A4: hello.

S1B4: can you do me a favor please?

S1A4: what kind of favor?

S1B4: **I've a family problem this sunday and I'd like to take this sunday off.**

S1A4: do you plan to work another day?

S1B4: °yeas° like I'll work part time just this sunday.

S1A4: no problem.

S1B4: ok thank you.

Pair2: S2A and S2B (Video File: DSC_0844-0848)

S2A1: hello teacher.

S2B1: hello.

S2A1: I want to help me with something.

S2B1: what? What is it?

S2A1: **I know your test is next sunday but on the same day it is my sister's wedding, I want you to postpone it to another day.**

S2B1: oh no I can't many students are studying for the test that day because of that I will not change that day.

S2A1: you don't have to change the test for all the students (.) it's just for me.

S2B1: ok I will reschedule your turn.

S2A1: ok thank you.

S2B4: hello, how are you?

S2A4: fine, what can I help you?

S2B4: **as you know I have been working all over sundays in this hospital, next sunday I have a program um (.) would you mind giving me permission just for that day.**

S2A4: oh it is not fair because it is—there are a lot of patients you know we have shortage of men in the hospital.

S2B4: yeah I know but it is for one day.

S2A4: ok just for one day ok.

S2B4: thank you.

Pair3: S3A and S3B (Video File: DSC_0778-0782)

S3A1: sorry mister, sorry for my interruption uh I'm here to ask you some favor, if you have time?

S2B1: yeah, you can.

S3A1: **uh I know our exam is on sunday, but another important thing happens in that day, my friend's wedding is in the same day, so um I'm afraid that I could take the exam on that day, would I take that exam may be on some other day?**

S3B1: oh you can't, the exam is necessary for you.

S3A1: sure, but:: uh that is also necessary event, and:: er I can take it any other time, maybe monday, or tuesday.

S3B1: ok you can.

S3A1: thank you very much, that means a lot for me.

S3B4: hi boss.

S3A4: hi.

S3B4: **next sunday I'll visit my parents, I'd be very grateful if you can give me permission?**

S3A4: is that much necessary?

S3B4: yeah.

S3A4: can you prove it?

S3B4: yeas, I will work another day.

S3A4: um ok er I'll give you the permission if you work extra time without extra salary next time, do you agree with that?

S3B4: yeas.

S3A4: ok.

Pair 4: S4A and S4B (Video File: DSC_0817-0820)

S4A1: hello sir.

S4B1: hello.

S4A1: how're you?

S4B1: I'm good.

S4A1: **teacher, I wanted to just talk about rescheduling the exam.**

S4B1: you mean this exam?

S4A1: I don't see why, what's your reason?

S4B1: it's my sister's wedding on the same day

S4A1: um we have really pretty tied up schedule but I'll see what I can do for you, I will talk to the other sections and I'll let you know.

S4B1: ok thank you

S4B4: hello sir how are you this afternoon?

S4A4: I'm fine how are you?

S4B4: I'm good I'm good

S4A4: what can I help you

S4B4: **I know we have pretty tied up schedule but I was wondering if you could give me a day off this sunday, I was thinking someone could take my place and I will work part time.**

S4A4: first let me see the schedule and if I have any other person to cover your – you can.

S4B4: ok please do that I really need to visit my parents.

Pair 5: S5A and S5B (Video File: DSC_0828-0832)

S5A1: ((knocking))

S5B1: who is it?

S5A1: It's me, can I get in?

S5B1: yes you can.

S5A1: I wanna ask you something sir.

S5B1: What do you want to ask?

S5A1: **I know that I have a test on sunday but at that day I have my sister's wedding so can you make it another time please?**

S5B1: ok but first I must check the schedule of the test because uh there're are other teachers that are giving tests.

S5A1: ok as soon as you see the day will you tell me?

S5B1: as soon as I found out I'll tell you.

S5A1: ok thanks.

S5B4: **Excuse me boss er if: I want to ask you something, er I want to ask for permission, I want to visit my grandparents.**

S5A4: is that necessary?=
S5B4: =yeas, it is very necessary.

S5A4: when is that?

S5B4: it is for tomorrow, I'll come back as soon as possible.

S5A4: if you come back soon I'll let you go.

Pair 6: S6A and S6B (Video File: DSC_0788-0791)

S6A1: hello teacher how are you?

S6B1: ↑fine how're you?

S6A1: I'm fine I have something to tell you, teacher.

S6B1: what is it?

S6A1: **I know next sunday we have a test but it is my sister's wedding (0.1) I can't come, I'd appreciate it if you can give me another test or reschudle it?**

S6B1: so you're asking me to reschedule the exam for you?

S6A1: yeah.

S6B1: but is it must, can't you attend [the exam and go?

S6A1: [yeah, I told you, it is my sister's wedding and I have to be there that is why I ask you.

S6B1: ok sure, I will reschedule it for you.

S6A1: ok thanks teacher.

S6B4: hello boss

S6A4: hello, how are you, how was your job?

S6B4: I'm fine, I have a small favor to ask you, do you mind giving me a day off this sunday?

S6A4: TODAY (.) as you see we have a lot of patients here.

S6B4: it is not for today it is for sunday

S6A4: um sunday:: but what was your reason?

S6B4: it's been so long since I've visited my parents and I have to go this week.

S6A4: um it is hard to say yes, but if it is essential I will let you go

S6B4: I'll do the work on other days and nothing going to be like disturbed, I'll do every work

S6A4: as you wish.

S6B4: ↑thank ↓you.

Pair 7: S7A and S7B (Video File: DSC_0798-0801)

S12A1: hi teacher.

S12B1: hi.

S12A1: uh next sunday it is my sister's wedding and you tell us there is an exam, could you reschedule the exam please?

S12B1: yeas I can transfer it to monday.

S12A1: ok teacher thanks.

S7B4: hi madam how are you?

S7A4: I'm fine, have a sit please.

S7B4: ok can you do me a favor please, I want to visit my parents on sunday, it is been long time since I've visited them.

S7A4: ok it's a kind of hectic in around here so would you mind staying, is it urgent?

S7B4: it's not urgent actually but I want to visit them, I really missed them

S7A4: I'll consider this but only for one day.

S7B4: ok thank you.

S7A4: its ok.

Pair 8: S8A and S8B (Video File: DSC_0821-0825)

S8A1: hello sir.

S8B1: hi.

S8A1: how are you?

S8B1: I'm good.

S8A1: I want to ask you something.

S8B1: what do you want?

S8A1: as we know you will give us test at sunday but uh I can't come because my sister's wedding is also at that time.

S8B1: so:: I've already scheduled the exam.

S8A1: please teacher.

S8B1: what do you want me to do then?

S8A1: **uh will you try to reschedule the exam for another time or will you give only for me?**

S8B1: I'll see what I can and I'll let you know.

S8B4: hi sir, how are you?

S8A4: fine.

S8B4: **I wanted to ask you permission for next sunday because I wanted to visit my parents.**

S8A4: but there is a lot of work to do that day, how can I give you a day off.

S8B4: because I have to— I really need to see my parents.

S8A4: ok you can but don't ask me another day.

S8B4: ok thank you.

Pair 9: S9A and S9B (Video File: DSC_0785-0789)

S9A1: hello miss

S9B1: hello

S9A1: **I was wondering if you could postpone the exam date to another time, my sister's wedding is on the same day.**

S9B1: can't you escape your sister's wedding?

S9A1: um I can't.

S9B1: ok I'll try to postpone it.

S9B4: hello miss.

S9A4: **can I please take next saturday off, I just want to visit my parents and I've been working the last two saturdays.**

S9B4: oh ok its ok.

S9A4: thank you.

Pair 10: S10A and S10B (Video File: DSC_0812-0815)

S10A1: good morning sir

S10B1: good morning

S10A1: how are you?

S10B1: fine, how are you?

S10A1: **I'm doing good, I'm here to ask you a favor, would you mind changing the exam day please? because I can't make it.**

S10B1: why? What is your reason?

S10A1: my sister's wedding is on the same day so I can't miss her wedding so can you please extend the exam date?

S10B1: wow it's exiting that your sister is getting married, I'm happy for you.

S10A1: thank you sir.

S10B1: um but the exam date is fixed and it should be on sunday but I'll see what I can do and I'll try my best

S10A1: thank you very much have a good day bye.

S10B1: bye

S10B4: how are you today, sir?

S10A4: I'm doing good, how are you?

S10B4: I'm fine. I want to ask you for a favor,

S10A4: What was it?

S10B4: next sunday I'd like to spend the afternoon with my parents and I was wondering if I could take afternoon off.

S10A4: let me see the schedule, do you really have to go?

S10B4: yeah, it has been a month since we see each other, we need to have time together this sunday

S10A4: ok have a good time

S10B4: thank you sir

Pair 11: S11A and S11B (Video File: DSC_0834-038)

S11A1: hello mister

S11B1: hello

S11A1: um uh I think you will give as a test next sunday, and I would be very happy if you could reschedule it, will you?

S11B1: why I should reschedule the exam?

S11A1: I have my sister's wedding on sunday, I want to attend that.

S11B1: I'll try it.

S11B4: how do u do?

S11A4: how do u do?

S11B4: er now I want your help.

S11A4: for what?

S11B4: next week I have to go to my family in order to see my grand families, can I may be get permission?

S11A4: we have a lot to do these days

S11B4: I know I know that but it is urgent

S11A4: ok.

Pair 12: S12A and S12B (Video File: DSC_0868-0872)

S12A1: hi teacher

S12B1: hi

S12A1: can you help me please?

S12B1: what can I help you?

S12A1: my sister's wedding is on sunday but our exam is in the same day, could you perhaps change your exam day please?

S12B1: what is your name?

S12B1: alemshet

S12B1: I'm sorry alemshet, I can't do this, the exam is already set, and I can't arrange a new schedule.

S12B1: ok sir thank you.

S12B4: can I come in, madam?

S12A4: get in.

S12B4: **I want to take permission, I want to visit my parents on sunday.**

S12A4: ok you can.

S12B4: thank you.

Pair 14: S14A and S14B (Video File: DSC_0803-806)

S13A1: hey sir

S13B1: hi.

S13A1: **um I was wondering if you could push the test a bit back, um I've got my sisters' wedding coming up on the same day.**

S13B1: but uh it is difficult.

S13A1: yeah so would you push it back or is it impossible?

S13B1: ok I'll try and I'll tell you next.

S13A1: thanks.

S13B4: hello

S13A4: hello what can I help you?

S13B4: **is there any chance you could may be give me permission, I'd like to visit my parents on sunday.**

S13A4: we have got a lot of work to do but if you say so what else can I do but you have to make up later on.

S13B4: it's for one day.

S13A4: yeas I give you the day off.

Pair 14: S14A and S14B (Video File: DSC_0807-0811)

S14A1: **sorry my teacher can you change the test for the next time for my sister is married.**

S14B1: why would I post pone the test?

S14A1: because something at home.

S14B1: you have got something to do at home, what is that?

S14A1: I do some thing.

S14B1: ok..

S14B4: Hi mister how are you?

S14A4: I'm fine.

S14B4: **If you really don't mind could you just give me next sunday off because I need to visit my parents.**

S14A4: yes you can.

S14B4: thank you.

CMC Posttest PDR-low DRPT Transcription

Pair 1: S1A and S1B

S1A2: **amira, could you please give me your pen, I don't have a pen.**

S1B2: what are you doing here if you don't have a pen?

S1A2: I'm doing assignment.

S1B2: but I'm working on it too.

S1A2: ok when you finish?

S1B2: ok just use it.

S1B3: **hey bro, can you please give me the remote?**

S1A3: no I'll not give you.

S1B3: you are standing already.

S1A3: no I want to see this movie.

S1B3: ok just forget it I hate you.

Pair 2: S2A and S2B

S2A2: **hey, my pen just quit, do you have extra pen ?**

S2B2: no I'm just studying.

S2A2: it's just for five minutes I have to finish my assignment the deadline is tomorrow that is why.

S2B2: I use it.

S2A2: **or don't you have an extra pen?**

S2B2: I have no extra pen and I have a test next day I'm using it.

S2A2: ok may I borrow it if you finish?

S2B2: ok when I finished.

S2B3: **brother, could you give me the remote please?**

S2A3: ok first let me bring a glass of water and I give you the remote

S2B3: no I need it this time.

S2A3: ok.

Pair 3: S3A and S3B

S3A2: **sorry belay, my pen just quit, may I take yours, if you are not using it?**

S3B2: no, I'm studying.

S3A2: ok please give me when you finish.

S3B2: after ten minutes I will finish then, I will give you.

S3A2: ok.

S3B3: **bro, can you give me the tv remote please?**

S3A3: why don't you stand up and take it?

S3B3: Because you have already stood up.

S3A3: ok I'll give you, I'm about to bring a glass of water for myself.

S3B3: thanks.

Pair 4: S4A and S4B

S4A2: ↑hey how are you?

S4B2: °hey, keep your voice down its library°

S4A2: **would you mind if I take your pen for few minutes please?**

S4B2: can't you see I'm studying?

S4A2: yeas, I saw you but it is just for a minute.

S4B2: oh sorry go ask another person I'm sorry.

S4A2: it's ok

S4B2: have a nice study.

S4A2: thank ↓you.

S4B3: **hey, could you please pass me the remote?**

S4A3: no I'm watching the movie don't you see?

S4B3: I thought you're up to bring water.

S4A3: you can take it by your own.

S4B3: oh please.

S4A3: ok take it.

Pair 5: S5A and S5B

S5A2: **hey friend, would you lend me your pen please, I will give you back immediately?**

S5B2: as you can see I'm using it.

S5A2: yeah I know, just once.

S5B2: ok give me back as soon as you finish.

S5A2: ok I'll give you back

S5B2: take it.

S5A2: thank you.

S5B3: **sis, if you stood up for water can you pass me the remote control?**

S5A3: no I can't I will just be back.

S5B3: I want to watch another channel.

S5A3: ok

Pair 6: S6A and S6B

S6A2: hi bisrat.

S6B2: hi.

S6A2: **I know you might need it but could you please lend me your pen, my pen just quit, I'll return it quickly for you..**

S6B2: um:: I'm just using it but is that essential for you rather than me ?

S6A2: yeah.

S6B2: ok make it quick please.

S6A2: ok I'll (.) thank you.

S6B3: **bro, can you please give me the remote?**

S6A3: NO I don't.

S6B3: why?

S6A3: because I'm just going to bring water.

S6B3: yeah, but you're already stand, can you please give it to me?
S6A3: OK I'll give you but don't change the channel. if you agree with that I can give you.
S6B3: ok I won't change the channel.
S6A3: just take it.
S6B3: thank you

Pair 7: S7A and S7B

S7A1: hello there how are you doing?
S7B1: ↑hi hani, how are you?
S7A1: I'm fine, how was the study?
S7B1: oh I tried to study but I can't it is hard.
S7A1: really?
S7B1: I tried [but
S7A1: [is it really that hard, I find it easy.
S7B1: it is hard for me since I didn't attend class.
S7A1: really?
S7B1: yeah.
S7A1: **anyways I was wondering if you could lend me some pen, my pen just quit.**
S7B1: ok I'll lend you.
S7A1: thanks.

S7A2: sis, you know how much i love you, can you give me the remote please, i'll give it to you back in a minute?

S7B2: no I'll not give you, it is my turn to watch the tv right now.
S7A2: please sis you always say like this all over the day, would you mind only for today?
S7B2: I can't give you, plus you have a test tomorrow and you need to study.
S7A2: oh sis you always say like this, mama she never say like this
S7B2: I'm sorry I can't give you.
S7B3: ·hhh sis I really hate you, I'll never forgive you.
S7A3: I don't care, have you finished studying,
S7B3: yeas.
S7A3: have you done your homework?
S7B3: yeah.
S7A3: ok take it.

Pair 8: S8A and S8B

S8A2: **mekdi, er er would you mind lending me your pen, my pen just quit.**
S8B2: but I'm using it, give you after a minute.
S8A2: uh I wanted for once and will give u back.
S8B2: ok sure.
S8A2: thank you.

S8B3: could you bring me the remote?

S8A3: you can stand and take it.
S8B3: ↑why please you've already up for for—to bring water.
S8A3: ok here it is.

S8B3: thank you.

Pair 9: S9A and S9B

S9A2: hello redi.

S9B2: hi.

S9B2: **could you please give me your pen for a minute?**

S9A2: I'm using my pen.

S9B2: just for a minute.

S9A2: ok sure.

S9B2: thank you.

S9B3: **could you pass me the remote since you're going?**

S9A3: can't you take it by yourself.

S9B3: it's on your way

S9A3: ok sure.

Pair 10: S10A and S10B

S10A2: hey how are you.

S10B2: I'm fine.

S10A2: **my pen just quit do you have extra pen please?**

S10B2: uh er I've already two, you can take one.

S10A2: oh ok thank you very much.

S10B2: but you have to return it, I will need it for tomorrow.

S10A2: I'll give you the pen as soon as I'm done.

S10B3: **could you pass me the remote?**

S10A3: yeah but why don't we watch this channel we can watch it together I like this one.

S10B3: I want to watch an action movie but if you insist we can watch together and I'll watch later. ok bring me a glass of water for me please.

S10A3: here you are.

S10A3: thank you.

Pair 11: S11A and S11B

S11A2: hi sol

S11B2: hi

S11A2: **can you give me your pen?**

S11A2: now I was using it.

S11B2: or do you have extra pen?

S11A2: no if it is urgent I'll give you.

S11B2: yes it is urgent.

S11A2: thank you

S11B3: **muez in the way of (.) glass of water taking please give me the remote.**

S11A3: ok I'll.

S11B3: thank you.

Pair 12: S12A and S12B

S12A2: please [my friend

S12B2: [what can I help you?

S12A2: **can I may be borrow your pen for a few minutes ?**

S12B2: ok don't forget to give me back.

S12A2: thanks.

S12B3: **almi, could you pass me the remote please, I want to change the chanel.**

S12A3: no

S12B3: please it is on your way.

S12A3: its ok here it is.

S12B3: thank you so much.

Pair 13: S13A and S13B

S13A2: hi.

S13B2: hi.

S13A2: **do you have extra pen? my pen just quit, if you are not using do you ()?**

S13B2: ok I'll give you, take it.

S13A2: ok thanks.

S13B3: **sister would you please give me the remote.?**

S13A3: why don't you get up yourself and take it?

S13B3: oh I'm so tired could you please give me?

S13A3: ok when I finish drinking water I'll just give you.

S13B3: ok.

Pair 14: S14A and S14B

S14A2: **sorry sister can you give me a pen for few minutes, I want to write something.**

S14B2: I will not give you, you should have brought your own pen.

S14A2: ok..

S14B3: **would you pass me the remote?**

S14A3: ok.

S14B3: thank you.

Appendix E-1: Assumptions Checked for the Non-Parametric Tests

Normal Distribution

Shapiro-Wilk Test of Normality Result

	Group	Pretest	posttest
PDR-High	FtF	.115	.043*
	CMC	.045*	.007*
PDR-low	FtF	.013*	.016*
	CMC	.033*	.000**

* $p < .05$ ** $p < .01$

Assumptions Checked for Wilcoxon Signed Rank test

Assumption 1: Minimum of 5 pairs of observation
($n=28$)

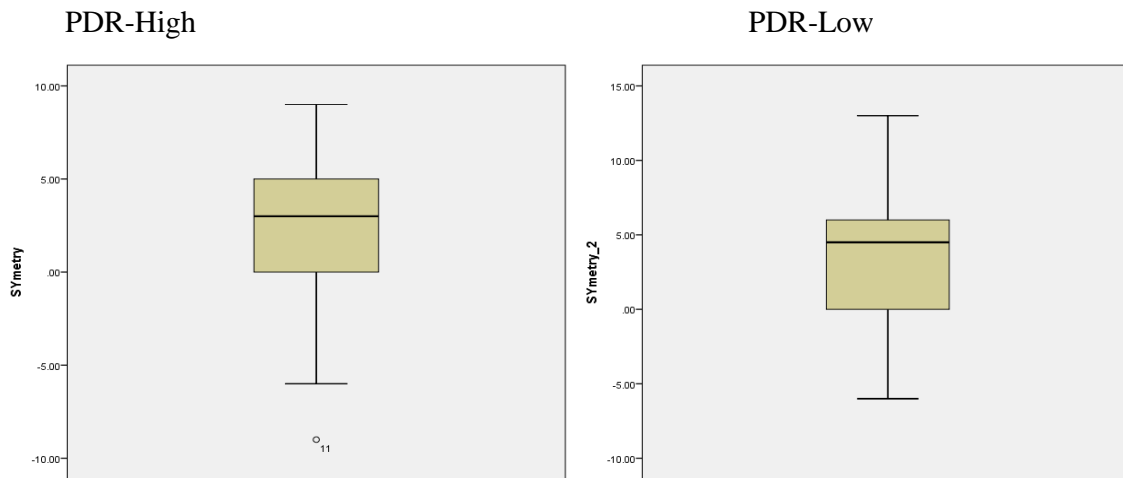
PDR high ($n=28$); PDR-Low

Assumption 2 The paired samples are random and independent

Yeas

Assumption 3: Symmetrical Distribution

Almost symmetrical



Assumptions Checked for Man-Whitney U test

Assumption 1: Independent Variable with two levels

IV: Group (CMC and FtF)

Assumption 2 Independent of observation

Yeas

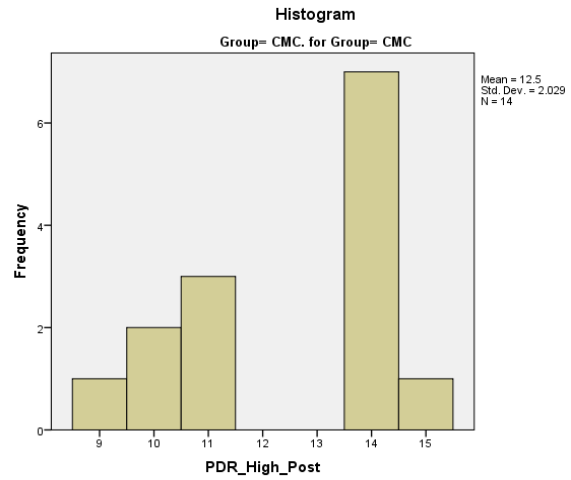
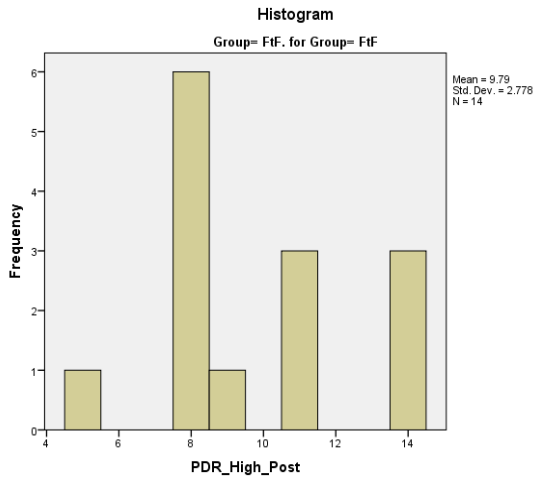
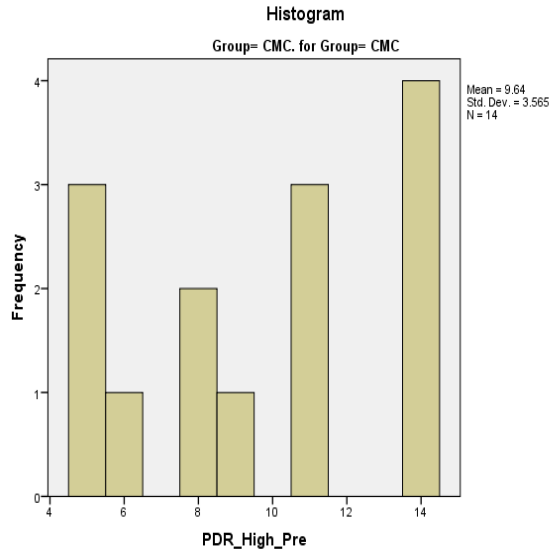
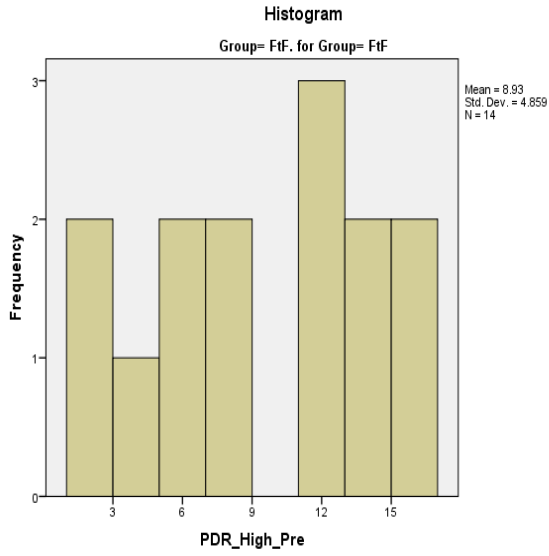
Assumption 3: Ordinal or Scale

Scale

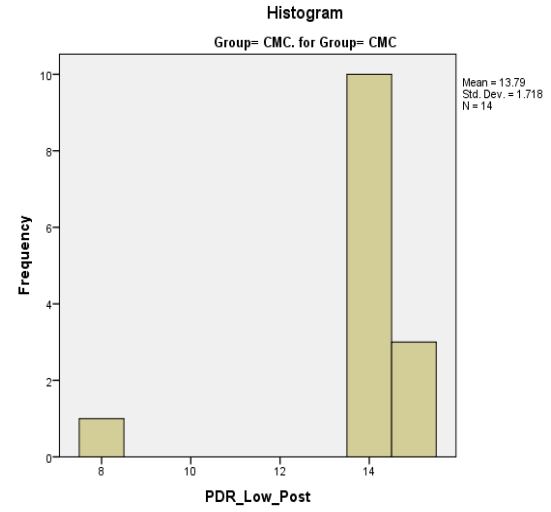
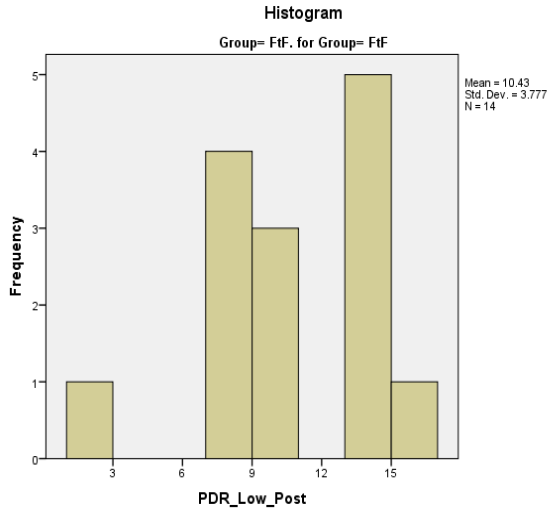
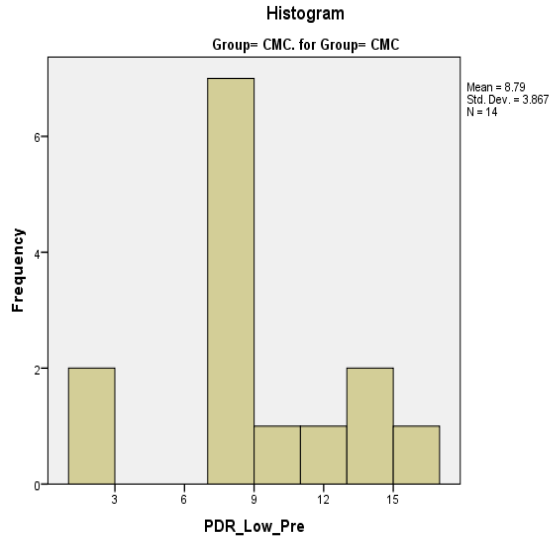
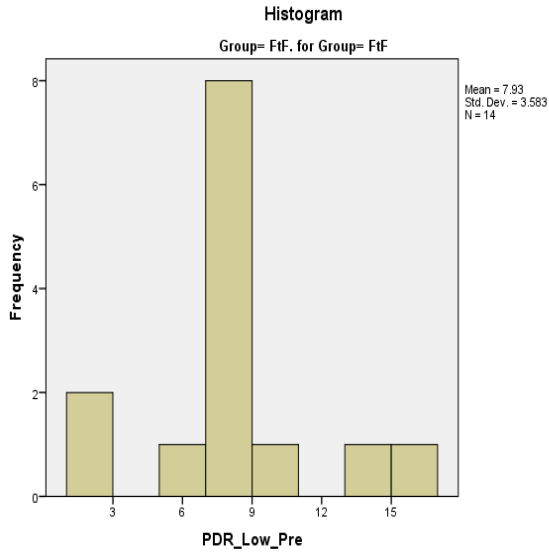
Assumptions 4: Shape of distribution

Almost Similar

PDR-high



PDR-low



Appendix E-2: Assumptions Checked for ANCOVA

Pre- Trimming ANCOVA Assumptions Check

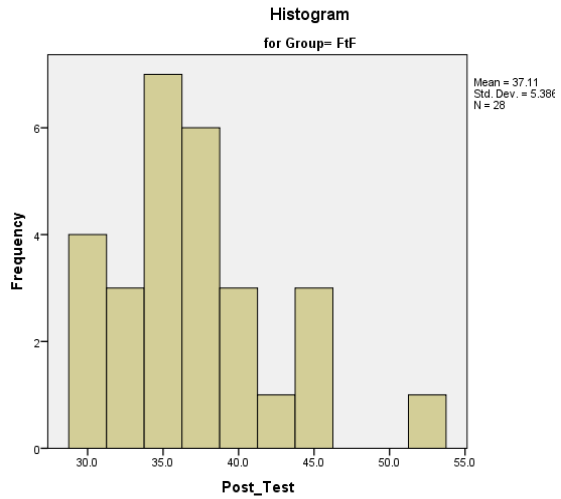
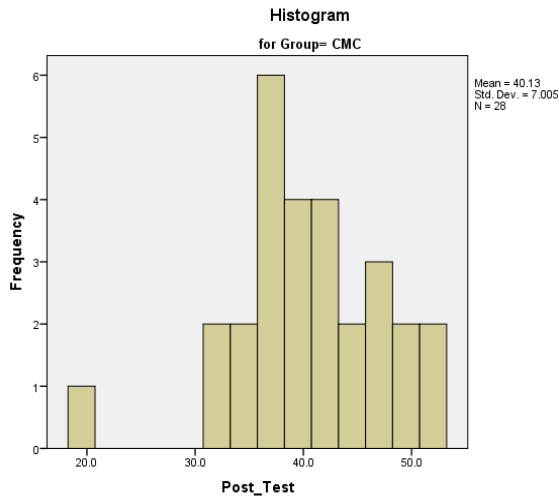
Distribution

Tests of Normality

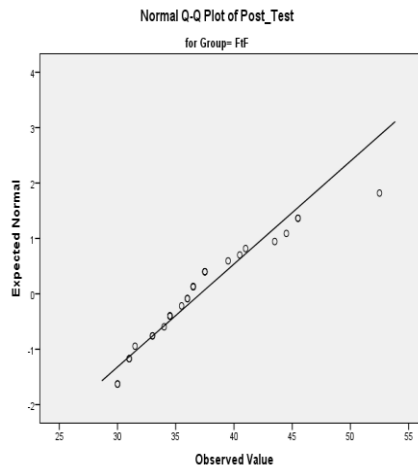
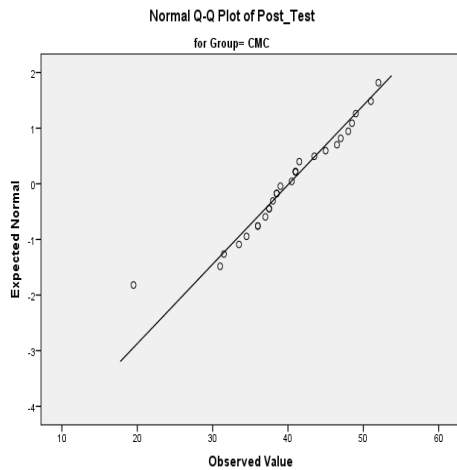
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post_Test	CMC	.101	28	.200*	.953	28	.238
	FtF	.185	28	.015	.921	28	.037*

$P < .05$

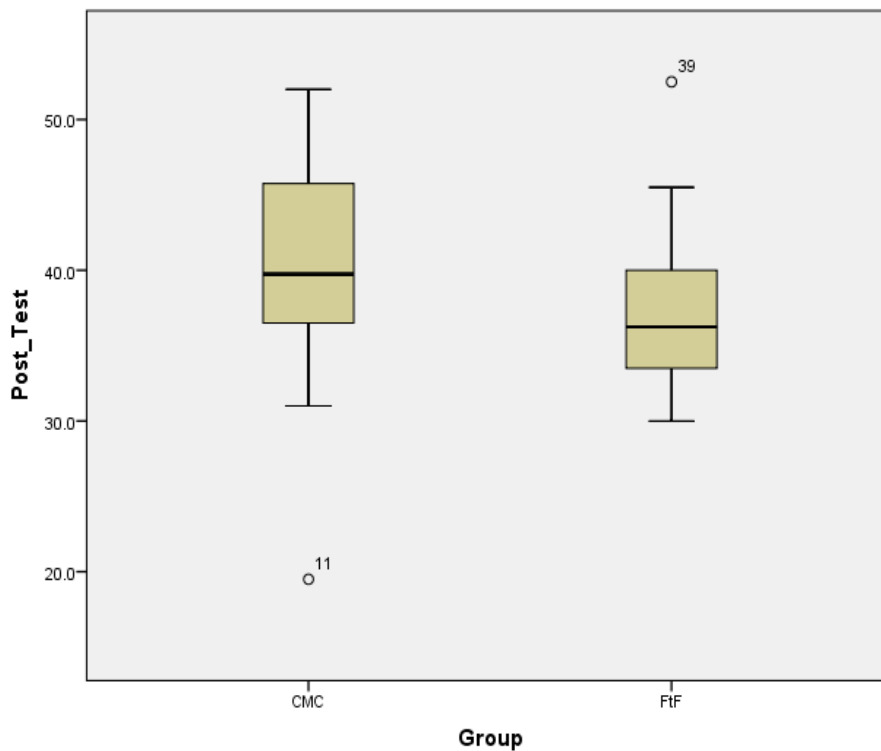
Histograms



Normal Q-Q Plots



Outliers Case 11 and Case 39



ANCOVA Assumptions Checked After Trimming

Assumption 1: The dependent variable and the covariate variable(s) should be measured on a continuous scale.

The DV (Posttest) and the covariate (pretest) were rated on a five-point scale.

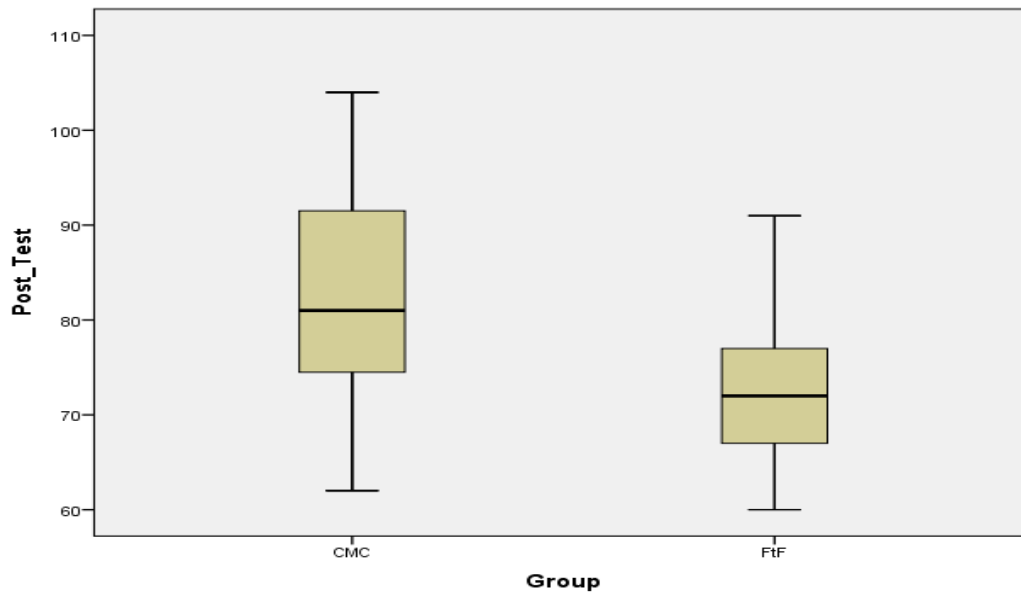
Assumption 2: The independent variable should consist of two or more categorical, independent groups.

The IV (Group) has two categories (CMC and FtF)

Assumption 3: There should be independence of observations.

The design employed is nonequivalent group pretest posttest quasi experimental design.

Assumption 4: There should be no significant outliers.

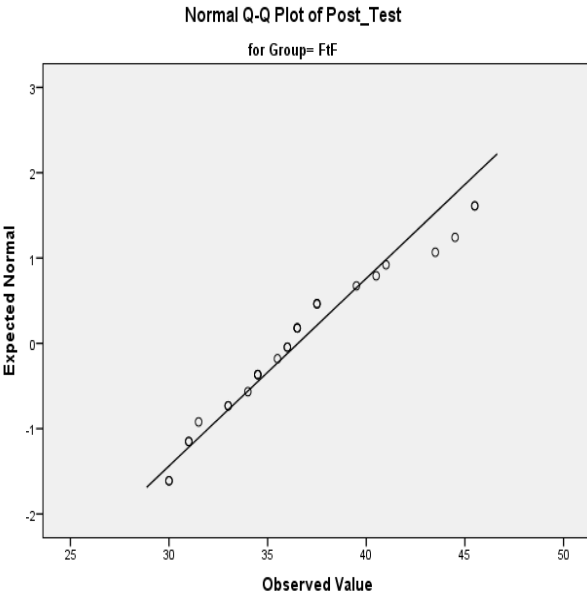
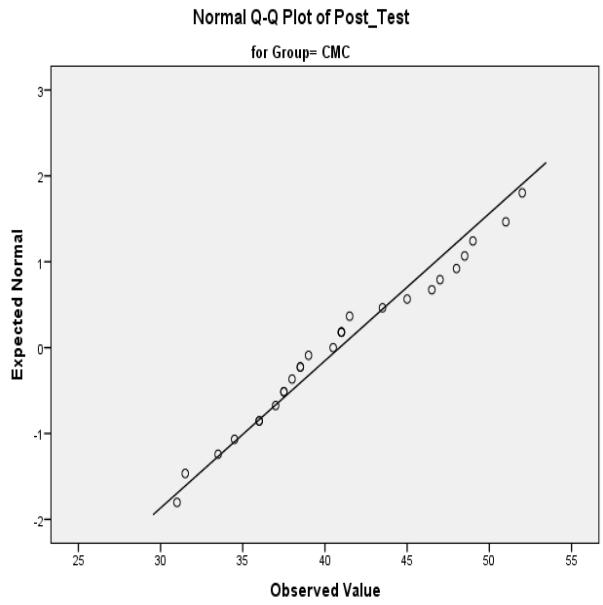
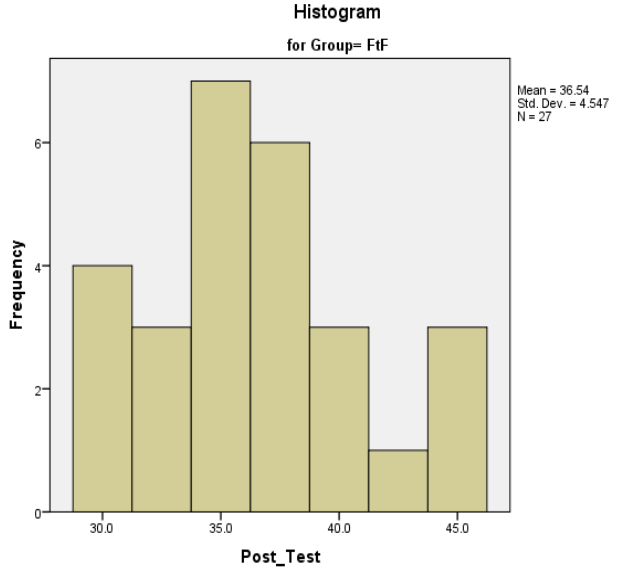
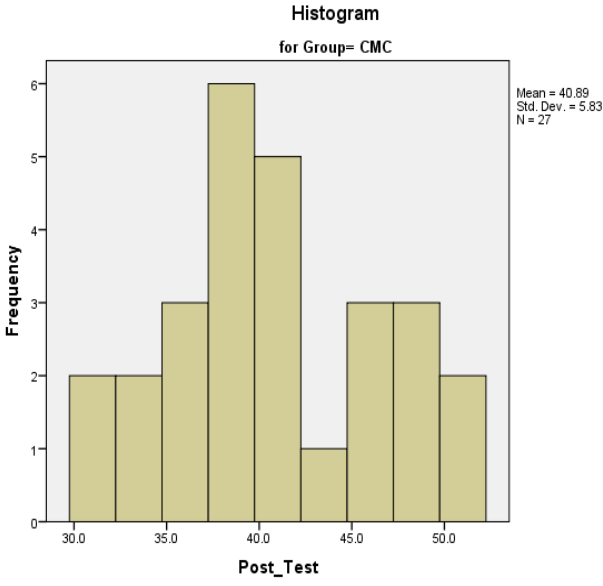


Assumption 5: The residuals should be approximately normally distributed for each category of the independent variable.

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post_Test	CMC	.125	27	.200*	.963	27	.423*
	FtF	.157	27	.087	.937	27	.100*

* $p > .05$



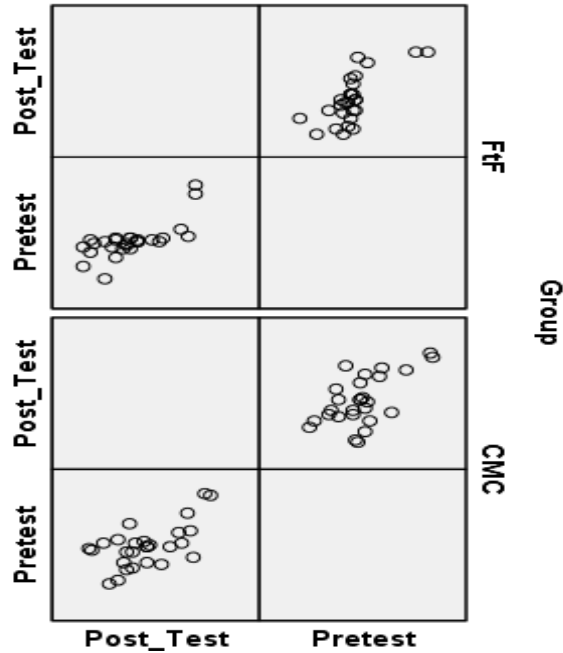
Assumption 6: There need to have homogeneity of variances.

Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
2.236	1	52	.141*

*p>.05

Assumption 7: The covariate should be linearly related to the dependent variable at each level of the independent variable.



Assumption 8: There needs to have homogeneity of regression slopes.

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	855.315 ^a	3	285.105	17.353	.000
Intercept	443.245	1	443.245	26.978	.000
Group	11.073	1	11.073	.674	.416
Pretest	589.506	1	589.506	35.880	.000
Group * Pretest	2.323	1	2.323	.141	.708*
Error	821.486	50	16.430		
Total	82606.250	54			
Corrected Total	1676.801	53			

*p>.05

Appendix F-1: Background Questionnaire Raw Data

R. No	Group	Age	sex	L1	Abroad	Typing speed	Chat use	English Score
1	1	19	2	1	0	2	1	68
2	1	19	2	1	0	2	1	59
3	1	19	2	1	0	2	1	57
4	1	19	2	1	0	2	1	56
5	1	18	2	1	0	2	1	80
6	1	18	1	1	0	2	1	80
7	1	19	1	1	0	2	1	86
8	1	19	1	1	0	2	1	81
9	1	19	2	1	0	2	1	50
10	1	19	2	1	0	2	1	69
11	1	18	2	1	0	3	1	69
12	1	18	2	1	0	2	1	60
13	1	20	2	1	0	3	1	
14	1	19	1	1	0	2	1	79
15	1	21	1	1	0	2	1	87
16	1	19	1	1	0	2	1	72
17	1	19	2	1	0	2	1	65
18	1	19	1	3	0	2	1	71
19	1	19	1	1	0	1	1	70
20	1	19	1	1	0	2	1	78
21	1	19	1	1	0	2	1	70
22	1	19	1	1	0	2	1	72
23	1	19	1	1	0	2	1	75
24	1	18	1	1	0	1	1	79
25	1	19	1	1	0	1	1	63
26	1	19	2	1	0	2	1	78
27	1	19	2	1	0	2	1	64
28	1	19	2	1	0	2	1	75
29	2	18	2	1	0	2	1	66
30	2	18	2	1	0	2	1	75
31	2	18	1	1	0	2	1	83
32	2	19	1	1	0	2	1	80
33	2	19	2	1	0	2	1	72
34	2	19	2	1	0	2	1	75
35	2	18	1	1	0	2	1	83
36	2	19	1	1	0	2	1	88
37	2	19	1	1	0	3	1	51
38	2	20	2	1	1	2	1	85
39	2	19	2	1	0	3	1	80
40	2	18	1	1	0	1	1	

41	2	19	1	1	0	2	1	72
42	2	19	2	1	0	1	1	65
43	2	19	1	1	0	2	1	76
44	2	19	1	1	0	2	1	
45	2	20	1	2	0	1	0	47
46	2	20	2	1	0	2	1	75
47	2	20	1	1	0	3	1	67
48	2	18	2	1	0	2	1	75
49	2	19	1	1	0	2	1	65
50	2	18	2	1	0	2	1	65
52	2	20	2	1	0	4	1	56
52	2	20	2	1	0	2	1	
53	2	19	2	1	0	2	1	74
54	2	19	2	2	0	1	0	51
55	2	20	2	1	0	2	1	70
56	2	19	2	1	0	3	1	78

Appendix F-2: DRPT (Directness) Raw Data

Pair	Group	PDR-high		PDR-low	
		Pretest	Posttest	Pretest	Posttest
1	1	11	14	8	14
2	1	11	14	8	14
3	1	3	8	5	8
4	1	15	14	8	8
5	1	8	8	8	14
6	1	8	11	9	9
7	1	15	9	8	9
8	1	5	8	8	14
9	1	2	8	2	2
10	1	14	11	2	14
11	1	14	5	8	9
12	1	2	8	8	8
13	1	12	8	14	8
14	1	5	11	15	15
15	2	6	10	2	14
16	2	11	11	2	15
17	2	5	14	8	14
18	2	14	11	8	14
19	2	8	10	8	14
20	2	11	14	14	14
21	2	14	15	11	14
22	2	8	9	8	14
23	2	14	14	8	14
24	2	9	14	15	15
25	2	11	14	9	8
26	2	5	11	8	14
27	2	14	14	14	15
28	2	5	14	8	14

Note. Group 1: FtF Group 2: CMC

Appendix F-3: WDCT (Appropriateness) Raw Data

Pre-test

R. No	Group	Item 2	Item 3	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Sum
1	1	3.0	3.0	3.0	3.0	3.0	2.5	3.0	3.0	3.0	3.0	3.0	3.0	35.5
2	1	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	2.5	4.0	34.5
3	1	3.0	3.0	2.5	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	4.0	35.5
4	1	3.0	2.5	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	34.5
5	1	2.5	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.5	2.0	3.0	28.0
6	1	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.5	4.0	4.0	49.5
7	1	4.0	4.0	4.0	3.5	4.0	4.0	4.5	4.0	4.0	4.0	4.0	5.0	49.0
8	1	3.0	3.0	3.0	2.5	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	31.5
9	1	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	30.0
10	1	2.0	1.5	2.0	1.5	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	25.0
12	1	3.5	4.0	3.0	3.0	4.0	3.0	2.0	3.0	3.0	3.0	2.0	5.0	38.5
13	1	3.0	3.0	3.0	2.5	3.0	3.0	2.5	3.0	3.0	3.0	3.0	4.0	36.0
14	1	2.5	2.0	3.0	2.0	3.0	2.0	2.0	2.5	2.0	3.0	2.5	3.0	29.5
15	1	2.5	2.0	1.5	2.0	2.0	2.0	1.5	2.0	2.0	2.0	2.5	2.0	24.0
16	1	3.0	2.5	3.0	2.5	2.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	30.0
17	1	4.0	4.0	4.0	3.5	3.5	4.0	3.5	3.0	4.0	4.0	3.5	3.0	44.0
18	1	4.0	3.0	4.0	3.0	3.0	3.0	3.0	2.0	3.0	4.0	3.0	4.0	39.0
19	1	3.0	2.0	4.0	3.0	2.5	3.0	3.0	3.0	3.0	3.0	2.0	3.0	34.5
20	1	4.0	4.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	41.0
21	1	3.0	2.0	3.0	2.5	3.0	2.0	2.5	3.0	3.0	3.0	3.0	3.0	33.0
22	1	3.0	3.0	3.0	3.0	3.0	3.0	2.0	4.0	2.5	3.0	3.0	3.0	35.5
23	1	3.0	2.0	3.0	2.0	2.5	2.0	2.0	2.0	3.0	2.0	2.0	3.0	28.5
24	1	3.0	3.0	3.0	3.0	3.0	2.5	2.5	3.0	3.0	2.5	2.5	4.0	35.0
25	1	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	3.0	36.5
26	1	3.0	2.5	3.0	3.0	2.0	3.0	2.5	2.0	3.0	3.0	3.0	3.0	33.0
27	1	2.5	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	4.0	33.5
28	1	3.0	3.0	3.0	2.5	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.5	34.0
29	2	2.0	2.5	3.0	3.0	3.0	2.5	2.0	3.0	3.0	4.0	2.0	3.0	33.0
30	2	3.0	2.0	3.0	3.0	2.0	2.5	2.0	3.0	3.0	3.0	3.0	3.0	32.5
31	2	3.0	3.0	2.5	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.5	2.5	33.5
32	2	4.0	4.0	4.5	5.0	4.0	3.5	3.5	4.0	4.0	5.0	3.0	4.0	48.5
33	2	2.0	2.0	3.0	2.0	2.5	2.5	2.0	3.0	2.5	2.0	2.5	2.0	28.0
34	2	2.0	2.0	2.0	2.5	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	25.5
35	2	3.0	3.0	2.5	2.5	2.0	2.0	2.5	3.0	3.0	3.0	3.0	3.0	32.5
36	2	2.5	2.5	2.5	3.0	3.0	2.0	3.0	3.0	3.0	2.5	3.0	2.0	32.0
37	2	3.0	3.0	2.0	3.0	3.0	2.0	2.5	2.5	3.0	2.5	2.0	2.5	31.0
38	2	2.0	3.0	3.0	3.0	3.0	2.0	2.5	3.0	3.0	3.0	2.0	3.0	32.5
40	2	3.5	4.0	3.5	4.0	3.5	3.0	4.0	4.0	4.0	4.5	4.0	4.0	46.0

41	2	3.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	36.0
42	2	3.0	2.0	3.0	2.0	3.0	2.0	2.5	2.0	3.0	3.0	3.0	2.0	30.5
43	2	2.5	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	33.5
44	2	4.0	3.0	3.0	3.0	2.5	2.5	2.0	3.0	2.5	3.0	3.0	2.0	33.5
45	2	2.5	3.0	3.0	3.5	2.5	3.0	2.0	3.0	3.0	3.0	3.0	2.0	33.5
46	2	3.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	4.0	33.0
47	2	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	4.0	34.0
48	2	2.0	1.5	3.0	2.0	3.0	2.0	3.0	3.0	3.0	2.5	3.0	3.0	31.0
49	2	2.0	1.5	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	30.5
50	2	2.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	22.0
51	2	2.5	2.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	32.5
52	2	2.0	3.0	2.5	3.0	2.5	2.0	2.5	3.0	2.5	3.0	2.5	3.0	31.5
53	2	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	33.0
54	2	2.5	2.5	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	4.0	33.0
55	2	2.5	2.5	3.0	2.0	3.0	2.0	3.0	2.5	3.0	2.5	3.0	3.0	32.0
56	2	2.0	3.0	2.0	3.0	2.0	2.5	2.5	2.5	2.0	3.0	2.5	2.5	29.5

Note. Group 1: FtF Group 2: CMC

Post test

R. No	Group	Item 2	Item 3	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Sum
1	1	2.5	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	33.5
2	1	4.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	5.0	3.0	41.0
3	1	4.0	4.0	5.0	3.0	4.0	3.0	3.0	4.0	4.0	4.0	5.0	4.0	47.0
4	1	3.0	3.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	5.0	3.0	45.0
5	1	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	3.0	3.0	37.5
6	1	4.0	5.0	4.0	4.5	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.5	51.0
7	1	5.0	4.0	5.0	4.0	4.0	4.0	4.5	4.0	5.0	4.0	4.5	4.0	52.0
8	1	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	5.0	4.0	4.0	5.0	49.0
9	1	3.0	2.5	2.5	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	37.0
10	1	2.5	2.5	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	36.0
12	1	5.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	4.0	4.0	4.0	4.5	46.5
13	1	3.5	4.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	3.5	3.0	3.5	40.5
14	1	3.0	4.0	3.5	4.0	3.0	3.0	4.0	3.0	4.0	4.0	3.0	5.0	43.5
15	1	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	34.5
16	1	4.0	5.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	41.0
17	1	4.5	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	4.5	3.5	4.0	48.0
18	1	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.5	48.5
19	1	5.0	4.0	4.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	41.0
20	1	2.0	4.0	4.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	4.0	4.0	38.0
21	1	2.0	3.0	4.0	3.0	3.0	3.0	3.0	3.5	3.5	3.5	3.0	3.0	37.5
22	1	4.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	4.0	3.0	3.0	39.0

23	1	4.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	3.5	3.5	3.5	2.0	38.5
24	1	4.0	3.0	3.0	2.5	3.0	3.0	4.0	3.0	4.0	4.0	3.5	4.5	41.5
25	1	3.0	3.0	4.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	36.0
26	1	4.0	4.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.5	38.5
27	1	2.0	3.0	3.0	2.5	1.5	2.5	3.0	3.0	4.0	3.0	2.0	2.0	31.5
28	1	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	1.0	3.0	2.0	31.0
29	2	3.0	2.0	3.0	3.0	3.0	2.0	4.0	3.0	3.0	4.0	3.5	4.0	37.5
30	2	3.5	3.0	3.0	4.0	3.0	3.5	3.0	3.5	3.5	3.0	4.0	3.5	40.5
31	2	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.5	3.0	4.0	36.5
32	2	4.0	4.0	3.0	4.0	3.5	4.0	4.0	4.0	3.5	4.0	4.0	3.5	45.5
33	2	2.5	2.5	3.0	3.0	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	34.5
34	2	2.0	2.5	3.0	2.5	2.0	2.5	2.0	3.0	2.5	3.0	2.5	2.5	30.0
35	2	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	33.0
36	2	2.5	3.0	2.5	3.0	3.5	3.0	2.5	3.0	3.0	3.0	3.0	4.0	36.0
37	2	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	30.0
38	2	3.5	3.0	3.0	4.0	3.0	4.0	2.0	3.0	3.0	3.0	3.0	3.0	37.5
40	2	4.0	4.0	4.0	3.0	4.0	3.5	4.0	4.0	3.5	3.5	4.0	4.0	45.5
41	2	3.5	4.0	3.0	3.0	4.0	3.0	4.0	4.0	4.0	3.5	3.5	4.0	43.5
42	2	3.0	2.5	3.0	3.0	3.0	3.0	2.5	3.0	4.0	3.0	3.5	3.0	36.5
43	2	2.5	3.0	4.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	34.5
44	2	4.0	4.0	3.0	4.0	3.0	4.0	3.5	3.0	3.0	3.0	3.5	3.0	41.0
45	2	3.0	3.0	3.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	36.5
46	2	3.0	3.0	4.0	3.0	3.0	3.0	4.0	3.0	3.0	4.0	3.0	3.5	39.5
47	2	3.5	3.5	4.0	3.5	4.0	3.5	4.0	3.5	3.5	3.5	4.0	4.0	44.5
48	2	2.5	2.5	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	34.0
49	2	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	3.0	35.5
50	2	2.5	2.0	3.0	3.0	2.5	3.0	3.0	3.0	3.0	2.5	2.5	3.0	33.0
51	2	3.5	3.0	3.5	3.0	3.5	3.0	3.0	3.5	3.0	3.0	3.0	2.5	37.5
52	2	3.0	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.5	36.0
53	2	3.0	2.0	3.0	2.5	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.5	34.5
54	2	2.0	2.5	3.0	2.5	2.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	31.0
55	2	2.5	2.0	2.5	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	1.5	31.5
56	2	2.0	3.0	2.5	2.0	2.5	3.0	3.0	2.5	2.5	2.5	3.0	2.5	31.0

Appendix F-4: Exit Questionnaire (Reaction) Raw Data

R. No	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Sum
1	5	3	5	5	5	5	5	5	2	5	4	5	54
2	4	4	5	4	4	3	4	3	2	4	4	3	44
3	4	2	4	2	4	4	5	4	5	4	3	5	46
4	5	3	5	5	5	5	4	5	3	4	3	4	51
5	4	5	4	5	5	4	5	5	4	5	5	5	56
6	5	2	5	1	1	4	4	3	2	5	3	3	38
7	5	4	4	5	5	5	5	5	2	5	4	2	51
8	3	5	4	4	4	3	3	4	3	4	2	4	43
9	4	4	4	4	4	2	4	4	3	4	4	4	45
10	1	1	4	4	4	3	2	3	5	3	4	5	39
11	5	3	5	5	3	5	5	4	2	5	4	5	51
12	5	5	5	5	5	5	5	5	2	3	5	5	55
13	5	3	5	5	5	5	5	5	3	5	5	3	54
14	5	4	4	4	5	5	4	5	4	5	4	4	53
15	4	5	3	3	4	4	4	5	2	4	5	5	48
16	5	4	3	5	4	4	5	5	3	5	4	5	52
17	4	4	3	2	3	4	5	4	3	3	5	4	44
18	4	5	4	4	4	1	5	3	2	4	4	4	44
19	4	4	5	4	4	3	4	4	2	4	2	3	43
20	5	4	5	4	5	4	5	5	3	5	3	5	53
21	5	4	5	4	5	4	4	5	4	5	5	4	54
22	4	4	5	5	5	4	4	4	4	5	4	4	52
23	5	3	5	5	5	5	4	1	2	1	3	1	40
24	5	3	5	4	5	5	5	5	1	5	5	5	53
25	3	3	5	5	5	4	3	4	5	3	4	4	48
26	4	3	5	4	4	5	5	4	2	5	5	4	50

Note. Two participants' responses were canceled.

Declaration

I, Tesfamichael Getu, declare that this dissertation titled “Effects of Computer-Mediated Communication (CMC) on EFL Students’ Pragmatic Competence” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the dissertation have been duly acknowledged.

Signature: _____

Date of Submission: _____