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DE MÁLAGA

TESIS DOCTORAL

# English as a Foreign Language: Speech Acts and Greetings by Saudi Learners

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**Universidad de Málaga**  
**Facultad de Filosofía y Letras**  
**Programa de Doctorado Lingüística, Literatura y Traducción**

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**CERTIFICAN:**

Que la tesis doctoral presentada por Dña. **Rehan Almegren**, titulada *English as a Foreign Language: Speech Acts and Greetings by Saudi Learners*, tras la fase de investigación y redacción, y según la legislación vigente, está terminada y revisada, considerándola apta para ser presentada y defendida ante el tribunal que ha de juzgarla.

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## Abstract

This study aims to explore the correlation between learners' pragmatic competence performance and language proficiency. It further aims to determine the degree to which pragmatic shifts take place from L1 to L2 in relation to usage and interpretation of speech acts of greeting. The study focused on the identification of speech acts, especially by Saudi students of English as a Foreign Language, providing a comparison between the greeting strategies of intermediate- and advanced-level students, in order to determine pragmatic transfer in their responses. Based on research questions and hypotheses, a personal information survey together with a Discourse Completion Test (DCT) were conducted among female participants between 20–25 years old, comprising 200 respondents from four different groups: Saudi Arabic Speakers (SAS), American English Speakers (AES), Intermediate English Learners (IEL) and Advanced English Learners (AEL).

Analysing the data collected from the stated sources, it was found that AEL and AES used a higher number of words compared to the native Arabic speakers and IEL. Moreover, all four groups were found to use strategies of greeting (oral speech, body language and other strategies) in different situations. It was also observed that pragmatic transfer was present in the AEL and IEL groups in some of the provided situations, which, furthermore, showed results somehow similar to those of the AES group. Finally, it could be concluded that AEL participants need a certain amount of socio-cultural understanding of the new strategies of greeting of the L2, in this case English, while IEL respondents also need to realise and understand them.



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## 1. Introduction

Language is the basic instrument of communication used by society in daily interactions and it is used in various speech acts that form the core of different cultures depending on their sociolinguistic practices. It is also a way to enhance social interaction, as it enables individuals to express themselves in a more positive way. Language ensures that information is passed from one person to another in a way that the receiver will understand the content of the message communicated. In most cases, language acts as a reflection of the society; hence, it is easy to determine the practices of a society based on their speech acts. And one of the common speech acts that differ in all communities is greetings.

Greetings are a vital aspect of social life and are shown to have a significant impact on the way in which individuals interact in society (Duranti, 1997). They refer to a form of speech act that is highly expressive in nature, replicating the speaker's state of mind as per the respective situation and which is called "phatic communication" (Jibreen, 2010, 1). The speech act of greeting comprises salutation, body language, terms of address and social context as a means to interlink behaviours. As such, it can be inferred that greetings acknowledge the relationship between the individuals and develop a long-term connection between them (Williams, 2001). Greetings are the first verbal habits that children learn when they acquire their first language, showing the importance and meaning they have in societal interaction. They have also been found to vary in different cultures where they could be either complex or simple, creative or formulaic, phatic or meaningful. The context of the individuals involved in the interaction determines the form of the greetings (Duranti,

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1997). It is important to underline that in many cultures conversations are usually started with greetings, as an individual uses them to ensure that another individual or a group of individuals is present. The speech act of greeting may entail even a small gesture or a body language, (such as a nod or a smile) instead of words to address the second part. Greetings help to develop an adjacency pair between the speaker and the listener in the entire communication process (Zeff, 2016). It is the first step to ensure that the parties involved set the pace and the foundation of the conversation (Duranti, 1997). It follows that greetings are of fundamental importance for interactions in society.

In most cases greetings have been described as rituals that are intended to create a bond to counteract any potential aggressive behaviour that may arise during face-to-face interactions (Duranti, (1997). They create a friendly environment for the individuals to have a productive conversation. Moreover, most cultures usually shake hands in the process of exchanging greetings or use a gesture that is accompanied by a verbal greeting. It has been described by Wei (2010) as a way of creating trust among the parties involved, so that one feels comfortable during the interaction. Greetings in most cases are viewed as pair of acts, since each greeting must have a response from the recipient. Therefore, the recipient is bound to respond to the greeting offered in a specific manner. Moreover, Wei (2010) describes it as a way of acknowledging the presence of a person.

### 1.1. Background

Greeting speech acts are an essential part in gaining competence in any language. They are some of the first linguistic elements people learn in their mother tongues and the first to be introduced in language classes. The cultural differences between

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languages can cause difficulties when learning the speech act form in the second language. As mentioned, speech acts have been recognized as important element of communication and socialization. In fact, speech acts are more than the utterance of words as they involve actions such as complimenting, thanking and apologizing, among others. Gass and Houck (1999) emphasise that speech acts in a second language class is important, as they help learners to interact with native speakers.

According to Barron (2003), the speech acts of greeting are considered an important aspect of social interactions as they set the conditions necessary for social encounters. There is no universally agreed definition of greetings because they are like formulas that lack any propositional content (Vyas and Patel, 2009). People have learnt to use certain words as greetings but they do not necessarily mean what they say. A study conducted by Morkus (2009) was the starting point of our research. His study on the acquisition of Egyptian Arabic refusal speech acts by American students gave us insight into the acquisition of speech acts. Morkus conducted an empirical study investigating the correlation of learners' language proficiency and their language competency. The research showed that native Egyptian Arabic speakers use a higher percentage of indirect strategies compared to foreign learners. Direct strategies refer to the phrases depicting straightforward responses, while indirect strategies involve politeness when expressing the speakers' standpoint in order not to hurt the feelings of the listeners, or may be in the form of excuses, regrets, conditional sentences and body language (Morkus, 2009). Advanced students were observed to exhibit a higher level of pragmatic transfer of refusal realisations compared to beginners. As this research focused on refusal speech acts, we considered that investigating other speech acts was necessary.

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### 1.1.1. Saudi Arabian Culture

In the Saudi Arabian culture, greetings are used in various face-to-face interactions, and there is a huge variation depending on the context. One of the major characteristics of greetings in Saudi Arabia is that they are influenced by religion. One example is when the person being greeted answers the greeter by thanking God for their good health. The aim of such greeting is to show the supremacy of God as the protector and the giver of life. Moreover, it shows that this culture is highly religious and there is strong support for the religious teachings. Saudi Arabian greetings with religious references include those such as *alhamdu lil-laah*, *as-salamu Alaykum*, and *insha 'allah* (Duranti, 1997). These greetings help bind people to their religious beliefs. Therefore, greetings are not only viewed as conversation starters but also ensure that cultural and religious practices are maintained.

Furthermore, greetings in Saudi Arabia show respect to the elderly. In any interaction with an older person, the young one has to respond in a manner that portrays respect and politeness to the person being addressed. For instance, people in the same age group use the word *ax*, which means brother, in their interactions. If the person extending the greeting is young, s/he uses the word *am*, which means uncle, or *abu* which means father. The use of such terms in greetings is seen as a reflection of utmost respect and politeness to the recipient (Alharbi, and Al-Ajmi, 2008).

In Saudi Arabia greetings vary depending on the context, hence determining the responses from the recipients. As mentioned, some greetings include initiating a social encounter, as well as showing concerns about the health or affairs of the recipient. Other forms include temporal greetings, thanking, polite requests and



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farewells. It is interesting to point out that the Saudi Arabian culture uses greetings effectively, especially in order to encourage peaceful coexistence among people.

### 1.1.2. American Culture

In the American culture, greetings are viewed as a ritual that is accompanied by both non-verbal and verbal forms. These rituals portray what a person wants to express in an interaction. Greetings in most cases are used to express pleasure, especially when these are complemented by displays that have a positive effect. For instance, when someone says “Nice to see you.” the main aim of the greeting is to give pleasure and to make the other party feel wanted (Kirdasi, 2013). It is a way of developing affection within society, as well as creating a friendly environment for conversation. Moreover, it is an indication that the greeter would be happy to meet the recipient often, hence creating an environment of compassion and affection. Therefore, greetings in the American culture are a way of showing the other party that they are appreciated. It ensures that the people in the interaction feel a connection and bond through the special reception that they give to each other. Most of the greetings in America are used to show respect and politeness towards each other. The manner in which a person greets another clearly shows the level of respect, and, in most cases, the verbal and non-verbal gestures also aim to express respect and politeness. As evident in other cultures, greetings are used as a way of recognizing the presence of others in a social setting.

In the American culture, there are greetings for every season. Some of the common special greetings are those related to holidays such as Christmas and New Year. The greetings are usually addressed to different people, including strangers, since the main aim is to wish people happiness and enjoyment. However, American greetings may reflect the religious beliefs of the greeter.

**1.2. Objectives**

While studying the differences between Arabic and English, we observed that phrases that are used as greetings in one language can be interpreted differently by learners. For instance, the expression “Lovely weather, isn’t it?” in English is used as a greeting or way of initiating a conversation. However, it is taken literally when interpreted in Arabic (Martnes, 2010). Another difference that has been observed between English and Arabic greetings is what follows the initial greeting. Also, compliments in English are used after the greetings, before people start talking about ordinary topics such as the weather. In Arabic, initial greetings are accompanied by questions related to the wellbeing of the family, their work and other things that the British consider personal.

Silence as a speech act is also interpreted differently by people from different cultures. According to the Arabic culture, silence is interpreted as one being distant and aloof. In Britain, sometimes breaking the silence is seen as an intrusion into a person’s privacy and people are considered polite if they do not initiate conversations. This implies that the correct use of greetings in English language by Arabic natives should depend on the way in which they understand English culture (Clair, 2003).

The effects of pragmatic instructions on speech acts have been a subject of research by scholars. Such research includes one study conducted by Rueda (2004), whose survey sought to investigate whether pragmatic instructions enhanced the ability of Columbian learners of English as a Foreign Language (EFL) to produce speech acts, and whether this effect was long lasting. It was found that positive

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pragmatic transfer affects the learners' proficiency in the foreign language. Ahmed (2010) also studied the influence of Arabic pragmatic transfer by an ESL learner. He said that the transfer can be either positive or negative. Transfer that follows similar patterns in two languages results in a positive transfer. However, if the patterns are different, then there is a negative transfer. The negative transfer creates a huge gap in the student's perception of the L2, and can create misunderstanding when the learners talk to native speakers. This results in a communication breakdown between L2 learners and native speakers of that language.

Moreover, the study by Ahmad also showed that Arabic English learners have trouble understanding the use of compliments by English speakers. They do not understand why compliments are used as a socialization tool and may not know how to respond to them. Ahmed asserts that adequate exposure to the L2 reduces the chances of negative pragmatic transfer. Therefore, the study objectives for our research are the following:

- to investigate the relationship between learners' pragmatic competence performance and their language proficiency.
- to determine the extent of the pragmatic shift from L1 to L2 in the use and interpretation of greetings.

### **1.3. Significance of the Study**

There are several factors that influence transfer, some of which include negotiating social meanings (different in each culture), semantics and pragmatics. However, the study of speech acts is crucial, since it reduces the chances of misunderstandings or

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even offending the listener. The rationale behind this study is that pragmatic transfer of speech acts affects language proficiency in learners of a foreign language. Our research is based on the Development of the Discourse Completion Test (DCT), a method used by many scholars to test language proficiency; for example, Aufa (2014), Setoguchi (2008) and Kim (2007), among others. While English is recognized as an international language, there is still a need to understand what influences pragmatic transfer in learners of English as a foreign language.

Many studies have been conducted on speech acts in the English language such as Babaie and Mohsen (2015), Levin (2014), Pishghadam and Zarei (2012), Zhu (2012) and Lin (2012). However, our research focuses on the speech act of greetings using the DCT method in order to study the pragmatic differences between native speakers and learners of English. As such, we will study the realisation of greeting speech acts for EFL learners. Moreover, this dissertation seeks to investigate greetings speech acts by Saudi learners of English as a foreign language and the effect of language proficiency on language competence by comparing greeting speech performances of Saudi English learners, at both intermediate and advanced levels, with those of native English speakers.

This study aims to obtain more precise information on the speech act of greeting. In addition, it is the first study carried out on the speech act of greeting by Saudi learners of American English and with special focus on pragmatic transfer.

### 1.4. Statement of the Problem

There are several factors that influence pragmatic transfer including negotiating social meanings (different in each culture), semantics and pragmatics. The study of

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the speech act is important, as it reduces the chances of misunderstandings or even offending the receiver by using a wrong strategy. The rationale behind this study is that pragmatic transfer of speech acts affects language proficiency in learners of a foreign language. Although English has been recognized as an international language, there is still the need to understand what influences pragmatic transfer in learners of English as a foreign language.

Although there are several studies on speech acts across cultures, our research aims to look at the speech act of greetings using the DCT method and analyzing the actual pragmatic differences between native speakers and learners of English. Our findings will help EFL learners to develop the realisation of greeting speech acts. Moreover, this dissertation seeks to investigate greetings speech act by Saudi learners of EFL learners. As mentioned, we will study the effect of language proficiency on language competence by comparing greeting speech performances of Saudi English learners, at both intermediate and advanced levels, with those of natives. It will also investigate the degree of negative and positive pragmatic transfer. Morkus states that “Negative pragmatic transfer refers to the transfer of rules that are not consistent in L1 and L2, and positive pragmatic transfer refers to the transfer of rules that L1 and L2 share.” (Morkus, 2009, 39).

This research studies the speech act of greeting by Saudi English language learners and seeks to answer the following research questions:

- In what way do Saudi intermediate learners of American English (IEL) differ from Saudi advanced learners of American English (AEL) in the speech act of greeting?

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- How do Saudi intermediate learners of American English differ from American native English speakers (AES) in the speech act of greeting?
- What is the degree of pragmatic transfer from Arabic when Saudi intermediate English learners realise the speech act of greeting in American English?
- What is the degree of pragmatic transfer from Arabic when Saudi advanced English learners realise the speech act of greeting in American English?

There are variables which control the study and may affect it by changing the results. In this work, the variables include: social distance, status, setting and situation formality between the speaker and receiver. In cross-cultural speech acts research, these variables are considered important and sum up the situations in which a speech act occurs. The strategies of certain speech acts (greetings in our case) change according to these variables, which sum up the situation where a speech act occurs along with the respective social factors. Following Pochhacker (2015), the strategies of certain speech acts change based on the stated variables, especially in case of multilingual circumstances.

The hypotheses of this study are the following:

- H1. There are close positive pragmatic transfer results for intermediate and advanced Saudi learners of English.
- H2. Learner's proficiency in the L2 positively correlates with L1 proficiency.
- H3. There are close negative pragmatic transfer results for intermediate and advanced Saudi learners of English.

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The delimitation of the study is that it is limited to Saudi Arabic and American English varieties. It was also conducted among female Saudi Arabian and American students. Therefore, future research should investigate greeting strategies by male students. However, the researcher wanted the results of the study to be detailed and exact, as male and female speech act strategies may differ. According to Hudson (1996), gender is considered a social variable affecting speech.

Another delimitation of the study could be the use of the DCT method. As it is a written–data gathering instrument, paralinguistic components (tone, intonation, stress, etc.) are absent, unless the respondents describe their responses. Obviously, these are important aspects of speech acts and in order to include them real–life recordings could be considered for future research.





## **2. Literature Review**

The literature review chapter includes a theoretical framework overview and discusses research done on speech acts over the past years. It introduces research especially on Arabic and English language speech acts and presents the theory of the speech acts of greeting.

The theoretical overview includes important theories by scholars who founded and developed the speech act theory. This section therefore provides a clear understanding that a speech act entails varied dimensions, with language playing the most important role. It is followed by a section on the communicative competence, which signifies one's potentials in expressing oneself through the use of language and an effective means of communication (Bagarić and Djigunović, 2007). Subsequently, the concepts of pragmatic competence and transfer will be discussed. This is a branch of research conducted on inter-language pragmatics regarding the impact of pragmatic knowledge on the learners' native cultures and languages of the on the use of the pragmatic information of their L2 (Bu, 2012). This section is followed by the theory of politeness, focusing especially on the Politeness Theory of Brown and Levinson (1987), as it will be part of this research theoretical framework. All these concepts and theories are the bases on which this study will develop.

After having presented the theoretical overview on speech acts, a review of the literature over the past years will be included. It will introduce those carried out on different speech acts in different languages. This is followed by a section presenting research on speech acts carried out only in English. After this section, we outline an investigation done on the Arabic language speech acts, which will help to give an

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overview of what has been investigated in both languages and the findings of these studies.

This first chapter also presents the theory of the speech act of greeting, the goal of this study. It then introduces greeting strategies, focusing on those in Brown and Levinson's Theory of Politeness. After, we present the social factors which affect the strategies of greeting, based on the descriptive framework by Laver. Finally, we include a section on the studies of the speech act of greeting in different languages.

### 2.1. Theoretical Overview

Pragmatics is a linguistic branch developed in the late 1970s. The term pragmatics derives from the Greek word *pragma*, meaning action. The words 'practice' and 'practical' also come from *pragma* (Hall and Quinn, 2014). The philosopher Charles Morris was the first to introduce it, and compared pragmatics with semantics and syntax. Pragmatics is the study of the use of the language in context and why language is used in a certain way. It studies aspects of human action and thoughts in a practical way, being considered an important field of linguistics. Morris (1938) says that the relation of signs with their interpreters is considered a pragmatic concern. Additionally, Yule (1996, p. 3) states that pragmatics is concerned with four areas: speaker meaning, contextual meaning, how more gets communicated than is said and the expression of relative distance. Yule also defines pragmatics as a connection between linguistic forms and its users. According to Kasper (1997, p. 87), pragmatics is also the ability to produce and understand a communicative act. He adds that it often includes cultural knowledge, social distance, explicit and implicit linguistic knowledge and social status.

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Yule (1996) describes the aspects of language that pragmatics focuses on as: deixis and distance, reference and inference, presupposition and entailment, cooperation and implicature, speech acts and events, politeness and interaction, conversation and preference structure and discourse and culture. He explains deixis as pointing to something by using language. In spoken communication, it refers to the pronouns contextual meaning. In its broad sense, it is the particular utterance in a given speech context meant by the speaker (Shaozhong, 2010). Yule (1996, 17) describes reference “as an act in which a speaker or writer, uses linguistic forms to enable a listener–reader, to identify something”. As for presupposition and entailment, he argues that “a presupposition is something that the speaker assumes to be the case prior to making an utterance. Speakers, not sentences, have presuppositions. An entailment is something that logically follows from what is asserted in the utterance. Sentences, not speakers, have entailments” (Yule, 1996, 25). Conversation was explained by Levinson (1983, p. 284) as “that familiar predominant kind of talk in which two or more participants freely alternate in speaking, which generally occurs outside specific institutional settings like religious services, law courts, classrooms and the like.” (Levinson, 1983, p. 284). Furthermore, conversation “is any interactive spoken exchange between two or more people” (Pridham, 2001, p. 2). It can be in the form of “face–to–face exchanges [...] non–face–to–face exchanges [...] and broadcast materials” (Pridham, 2001, p. 2). Discourse and culture are other aspects of pragmatics, together with speech acts and events. The speech act theory will be discussed in detail as it is the goal of this research.

### 2.1.1. The Speech Act Theory

The speech act theory is a pragmatic theory of language based on communication. For Austin (1962) and Searle (1969), the concept of the speech act was viewed as an extension of the theory of meaning in natural language. They introduced the idea that apart from conveying information, words can actually do things. Austin (1962) and Searle (1969) pointed that when we speak, we are also doing things, not just uttering words (see Searle, Kiefer and Bierwisch 2012 for a summary of the Speech Act Theory). In this regard, the speech act theory states that there is more to communication than information transfer. It introduces the idea that, besides conveying information, words can actually do things, and that when we speak, we are also doing things, not just uttering words (Searle, Kiefer and Bierwisch, 2012). This can be understood with the example phrase ‘*I name my baby Nawaf.*’ By making this declaration, a person is actually changing the baby’s status. In other words, s/he is changing the status of the baby from having no name to having the name Nawaf by which he will be called. Whenever the speaker utters a sentence, s/he is trying to do several things at once: he is trying to do something with words, s/he is intending to affect the listener and s/he wants him/her to get her/his intention.

John Langshaw Austin was the first philosopher to introduce the speech act theory in his most influential work, *How to Do Things with Words*, published in 1962. He represented the ordinary language philosophy and maintained that one of the main purposes of language was to carry socially significant actions out. In his book, he pointed out that language is used to do and assert things, adding that speech acts are a functional unit of communication. Austin’s main purpose was to challenge the view that the only the function of language, philosophically and linguistically, was to make

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true or false statements (Lyons, 1981). Later, Searle developed the work by Austin. He defined speech acts as “the basic or minimal units of linguistic communication” (Searle, 1969, p. 16). Austin (1962) argued that there are three aspects of speech acts, based on the fact that “Whole speech acts, not sentences as such, are the units of language in need of analysis” (Smith, 2003, p. 34). The first is locution, the second illocution and the third perlocution.

Austin (1962) defines a locutionary act as a generated sound of a simple speech act. These sounds are linked by grammatical conventions whose goal is to say something meaningful (Bagarić and Djigunović, 2007). Among English speakers, for example, “It’s raining” performs the locutionary act of saying that it is raining, as “Grablistrod zetagflx dapu” would not (Garth, 2011). The locutionary act is not as ambiguous as the other speech acts. Locutionary acts refer to the literal meaning of utterances produced by the speaker. Locutionary acts can come in any form, (e.g. statement, question, etc.). According to Bach and Harnish (1979) and Pandey (2008), there are three aspects of the locutionary act:

- a phonetic act by uttering certain noises
- a phatic act by uttering certain vocables or words
- a rhetic act where sentences or its parts are used in a specific way or based on a specific reference which matches meaning

Some authors, like Searle, criticized these aspects and completely rejected Austin’s ideas. Searle (1968) argues that the rhetic act, as described by Austin, is a reformulated explanation of the illocutionary act, suggesting instead what he calls the “propositional act”. This propositional act expresses the proposition, which is the content of the utterance. Searle (1969) defines it as the speech act from speakers in

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instances where an utterance is being presented. On the other hand, Wardhaugh (1992) says that propositional acts are those matters that deal with referring and predicating. He adds that it is important to use language to refer to matters in the world and to make predictions about such matters. In order to complete the speech act, propositional acts should be expressed in the performance of an illocutionary act, since they cannot occur alone. Searle notes that, even if propositional acts have to have illocutionary acts for them to be expressed, not all illocutionary acts should have a proposition. In fact, utterances which are also expressions of a person's state, as in the utterances "Ouch!" or "Damn!", are not considered to have any proposition (Searle 1976, p. 30). Searle further modified Austin's ideas by introducing the utterance acts. He states that these acts are simple utterings of morphemes, words and sentences, and that utterance acts are very much like Austin's phonetic and phatic 'sub-acts'. Finally, Searle (1976) developed Austin's ideas by introducing propositional acts, illocutionary acts and utterance acts.

The illocutionary act is the second aspect of speech acts and is considered the main theory of the speech act. It refers to the social function of what is said. While the locutionary act is concerned with producing a certain sentence with reference, the illocutionary act is the act performed by uttering the sentence. It is made by the communicative force of an utterance, being also called the 'illocutionary force of the utterance'. It illustrates how the entire utterance will be taken in the conversation (Yule, 1996: 48). The illocutionary act can be defined as "the speech act of doing something else, offering advice or taking a vow, for example, in the process of uttering meaningful language" (Brown, 2005, p. 90). El Hiani (2015, p. 480) regards illocutionary acts as having "a specific force on the interlocutor. This force is typically conventional (shared by members of a social group) between the speaker and

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the hearer.”. Justova also explains that “the illocutionary act is closely connected with the speaker’s intentions, e.g. stating, questioning, promising, requesting, giving commands, threatening and many others” (2006, p. 13). Austin (1962) considers illocutionary acts “performatives”. He further states that there are two types of performatives: implicit and explicit. An explicit performative contains a performative verb which is clear to the listener and which holds a straightforward meaning. An example is in the statement, “I promise to come to the party”. The performative verb in the statement is in the word “promise”, being a declarative utterance (Lyons, 1981, p. 728–729). In contrast, implicit performatives do not have performative verbs, as in the statement: “I will come to the party.”, so the context is important in determining the intention of the speaker in his or her utterance.

Searle presented a list which he considered “basic categories of the illocutionary acts” (Searle, 1976, p. 10). He relates this classification to Austin’s in the following basic categories:

- assertive
- directive
- commissive
- expressive
- declaration

An assertive is the illocutionary act that represents a statement of how things are. It is also a state of affairs represented by an illocutionary act, i.e. stating, describing, claiming, telling, hypothesizing, suggesting, insisting, asserting or swearing (Schane, 2014). An assertive can be described as an utterance that transfers information from an agent (speaker) to another agent (hearer). Searle (1976, p. 10)

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explains it by saying “the point or purpose of the members of the representative class is to commit the speaker (in varying degrees) to something being the case, to the truth of the expressed proposition. All of the members of the representative class are assessable on the dimension of assessment which includes true and false”. An example of an assertive is “It is snowing”.

A directive is another category of illocutionary acts. This category is about the speaker getting the listener to do an action. An example is in the statement ‘Please bring me the book.’ Searle (1976, p. 11) states:

The illocutionary point of these consists in the fact that they are attempts [...] by the speaker to get the hearer to do something. They may be very modest ‘attempts’ as when I invite you to do it or suggest that you do it, or they may be very fierce attempts as when I insist that you do it.

Verbs in this category include: advise, plead, command, permit, beg, pray, order, request, entreat, invite and ask. Searle added the verbs ‘dare’, ‘challenge’ and ‘defy’, that Austin had listed as perlocutionary to the directive category. He also states that “many of Austin’s perlocutionary are also in this class” (Searle, 1976, p. 11).

A commissive is an illocutionary speech act category where the speaker obliges himself to do something. An example would be “I promise to not be late again.”. Searle disagrees with Austin’s definition of a commissive. He says that to him it seemed “unexceptional” and he added “I will simply appropriate it as it stands with the caveat that several of the verbs he lists as commissive verbs do not belong in this class at all, such as “shall”, “intend”, “favour”, and others” (1976, p. 11). Searle, then, defines commissives as “those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action” (1976, p. 11). Commissives are vows, pledges, oaths, promises and threats (Schiffman, 1997).



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An expressive is another category of the illocutionary speech act. The expressive speech acts purpose is to express the speaker's attitude and feelings. They are "speech acts that make assessments of psychological states or attitudes" (Schiffman, 1997). An example is "I love to watch TV." Expressives can be used in congratulating, greeting, thanking, deploring, condoling, welcoming and apologising. The greeting speech act, the core of our study, falls under the category of expressives, according to Searle's taxonomy of speech acts.

Last, but not least in the illocutionary speech act category, we find the declaration, which Searle (1976, p. 15) considers "a very special category of speech acts". Declarations are utterances that make changes and also change reality. A declaration is "an illocutionary act that brings into existence the state of affairs to which it refers" (Schane, 2014). Searle, (1976, p. 13) states that

It is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world: if I successfully perform the act of appointing you chairman, then you are chairman; if I successfully perform the act of nominating you as candidate, then you are a candidate; if I successfully perform the act of declaring a state of war, then war is on; if I successfully perform the act of marrying you, then you are married.

Declarations include blessings, baptisms or juridical activities, including sentencing and similar acts (Schiffman, 1997). An example of a declarative is "I hereby pronounce you man and wife".

The third and last type of speech act introduced by Austin is the perlocutionary act. It is the effect of what the speaker's meaningful utterances have on those who hear it and what they do in response to it. Unlike locutionary acts,

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perlocutionary acts are external to the performance. Martinich and de Gruyter (1984) mention that Austin (1955, p. 121) was of the opinion that: “Perlocutionary acts, in contrast with locutionary and illocutionary acts which are governed by conventions, are not conventional but natural acts”. They add that “Persuading, angering, inciting, etc., cause physiological changes in the audience, either in their states or behaviour; conventional acts do not”. Illocutionary speech acts can be in the form of inspiring, persuading or deterring, etc. acts.

In the perlocutionary instance, an act is performed by saying something. For example, if someone shouts 'Fire!' and by that act causes people to exit a building which they believe to be on fire, they have performed the perlocutionary act of convincing other people to exit the building [...] In another example, if a jury foreperson declares 'guilty' in a courtroom in which an accused person sits the illocutionary act of declaring a person guilty of a crime has been undertaken. The perlocutionary act related to that illocution is that, in reasonable circumstances, the accused person would be convinced that they were to be led from the courtroom into a jail cell. Perlocutionary acts are acts intrinsically related to the illocutionary act which precedes them, but discrete and able to be differentiated from the illocutionary act (Gelber, 2002, p. 56).

To summarize the speech acts types, Leech (1983, p. 199, in Justová, 2006, p.

11) defines them in the following way:

- “locutionary act: performing an act of saying something”
- “illocutionary act: performing an act in saying something”
- “perlocutionary act: performing an act by saying something”.

Some ethnographers of communication have also investigated speech acts and one of the major contributions to the field was by Dell Hymes (Johnstone and Marcellino, 2010, p. 2). His theory was that “speech acts are functional units in communication and are governed by the socio-cultural rules of communication in a given speech community” (Morkus, 2009, p. 25). Hymes presented socio-cultural

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norms which impact on speakers and the interpretation of speech. This was important because it helped to establish cross-cultural speech act research, with Hymes' theory being a major element of cross-cultural speech act research (Morkus, 2009).

The taxonomy for understanding that communication contains speech acts acting as units was also another contribution by Hymes. Speech situations, speech events and speech acts are parts of the taxonomy presented by Hymes (1972). By 'speech situation', Hymes refers to a speech situation that is based on a social context, meaning that it happens in a speech community (Schmidt and Richards, 1980). The speech situation may refer to "ceremonies, fights, hunts, meals, lovemaking, and the like" (Kiesling and Paulston, 2008, p. 7). The second part of the taxonomy introduced by Hymes (1972) is called speech events. Communication ethnographers say that "the speech event, constituted by the interaction of several components of which language is only one, is the basic unit of every day communication, not clause or sentence" (Leeds-Hurwitz, 2005, p. 342). Hymes (2013, p. 52) states that "the term speech event will be restricted to activities, or aspects of activities, that are directly governed by rules or norms for the use of speech. An event may consist of a single speech act, but will often comprise several". These speech events occur in the speech situation. An example of a speech event is in "the exchange of vows in a speech event occurring within a wedding (a speech situation)" (Johnstone and Marcellino, 2010). Duranti (1985, p. 201) elaborates on speech events as follows:

In a class lecture, a trial, a Ph.D. defence, an interview, or a phone conversation, speech is crucial and the event would not be said to be taking place without it. Hymes calls this kind of event a speech event. In many other cases, speech has a minor role, subordinate to other codes or forms of interaction. Hymes refers to the latter type of event as a speech situation.

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The last part of Hymes' (1972) taxonomy is called speech acts. Hymes (1972, cited in Marcellino and Johnstone, 2010, p. 7) also points out that "speech acts are the individual utterances that form the minimal unit of analysis for ethnographies of communication". Schmidt and Richards (1980, p. 129) define them as the elements making up speech events. The speech act theory relates to functions and applications of language; in fact, in the broadest sense, these are acts carried out through speech. Hymes (Johnstone and Marcellino, 2010) consider parties to be speech situations, with conversations at parties being speech events and jokes in the conversation as speech acts.

A major contribution was the introduction by Hymes of the communicative competence concept. This concept was the start of the empirical investigation of speech acts (Boxer and Pickering, 1995). According to Bagarić and Djigunović (2007), communicative competence was the theoretical foundation of speech acts and was also considered important to the field of second language education, especially because the concepts of performance and competence were considered the communicative procedure of applied linguistics. However, a strong dissatisfaction was also evident once these concepts were standardized for testing, teaching and learning foreign languages. This led to the formulation of a wider concept by Hymes, termed communicative competence, with the potential to judge grammatical competence in varied situations (Bagarić and Djigunović, 2007). Later Rickheit and Strohner (2008), stated this concept was a fundamental factor for an individual to lead a proper social life. Hence, it can be considered that communicative competence is an issue that comprises innumerable empirical as well as theoretical approaches for

spreading awareness and knowledge of a second language (Rickheit and Strohner, 2008). The following section will discuss this in detail.

### **2.1.2. The Concept of Communicative Competence**

In 1965, Chomsky introduced the concept of linguistic competence, defining it as the underlying knowledge of grammar rules by the native speaker. After Chomsky's contribution, Hymes (1972) introduced the communicative competence concept which relates to the overall knowledge of different rules in speech, thereby helping native speakers to express themselves appropriately (Zand–Vakili, Kashani and Tabandeh, 2012). Bagaric and Djigunovic (2007, p. 95) also focused on how Hymes portrayed “communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence”.

In the mid to late 1900s, many linguists were interested in the concept of communicative competence. They worked on developing it and were able to make important contributions. Widdowson, for example, “is said to be the first who in his reflections on the relationship between competence and performance gave more attention to performance or real language use” (Bagarić and Djigunović, 2007, p. 95). Based on the work by Widdowson on communicative competence, he differentiated between competence and capacity. His definition of communicative competence developed from sociolinguistic knowledge and linguistic knowledge conventions. According to Widdowson, ability is not an element of competence; instead, he believes that it remains “an active force for continuing creativity”, i.e. a force for the realisation of what Halliday called the ‘meaning potential’ (cited in Bagarić and

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Djigunović, 2007, p. 95). Widdowson also highlights how linguistic criticism of literature has been crucial to appreciating any work aesthetically.

Other contributors to the communication competence are Canale and Swain (1980) and Canale (1983). They viewed communicative competence as a combination of an underlying system of knowledge and skill in communication. They defined knowledge as the conscious and unconscious knowledge about language. They also introduced three types of knowledge: “knowledge of underlying grammatical principles; knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles” (cited in Bagarić and Djigunović, 2007, p. 96). The concept of skill they introduced refers to how the speaker can use that knowledge in the communicative process. Canale (1983, p. 34) goes further explaining that skills call for more differentiations in relation to the underlying capacity and its impact in terms of actual communication.

Savignon (1972) as well as Lasala (2014) were also great contributors to the concept of communicative competence. Savignon focused on the aspect of ability, defining it as “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” (Savignon, 1972, p. 8). She stated that performance gives us the ability to observe, maintain, develop and evaluate competence. The term competence was a topic of controversy for many theorists. Savignon (1972), for example, said that communicative competence is the same as language proficiency. Taylor (1988) used the term communicative proficiency instead of communicative competence. Bachman

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(1990) suggested using the term communicative language ability instead of communicative competence. He considered this term better because it describes the meaning of language and communicative competence proficiency (Bagarić and Djigunović, 2007). Bachman (1990) states that communicative language ability is a theory that includes capacity competence or knowledge, in order to use knowledge in an appropriate communicative language use context.

Theoretical and empirical communicative competence research studies are based on three basic models: Canale and Swain's model; Bachman and Palmer's model; and the Common European Framework (CEF) description of the communicative language competence components. The first and most influential model was introduced by Canale and Swain (1980), as communicative competence. This model has two components, the first being communicative competence. This component was made up of grammatical competence, sociolinguistic competence and strategic competence. Grammatical competence includes syntax, semantics, lexis, morphology and phonology. Sociolinguistic knowledge consists of two parts: knowledge about the socio-cultural rules of language use and knowledge of the discourse rules which Halliday and Hasan (1976) refer to as cohesion and coherence. The third part is strategic competence, where knowledge overcomes problems when there are difficulties in communication. The second component introduced by Canale and Swain (1980–1981) is actual communication, which deals with how knowledge in actual language performance is demonstrated. It is important to state that in 1983 Canale revised this model. In his revision, sociolinguistic competence was narrowed to only socio-cultural rules of language use, while discourse competence was considered a separate component. In the model, sociolinguistic competence was

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defined as the appropriate understanding and production of utterances in different sociolinguistic contexts. It also outlined how contextual factors, like the purpose of the interaction, status of the participants and the conventions governing the interactions, are dependent on it (Morkus, 2009).

The second model of communicative competence was proposed by Bachman (1990) and later altered by Bachman and Palmer (1996). Bachman and Palmer (1996) considered it a complicated model, focusing on communicative language ability. This ability has two aspects, namely strategic competence and language knowledge. Strategic knowledge refers to aspects which allow the user to take part in setting objectives, including planning. It has three parts: the first is presenting possible activities; the second trying to choose which tasks to undertake; and the third trying to finish the task. The last part is planning, that is, finishing and completing the activity successfully using related language and aspects.

Bachman (1990) discusses language knowledge in his model of communicative competence. There are two key components. The first is organizational knowledge which relates to abilities in the management of formal language elements, including grammar and textual information. Knowledge of grammar includes knowledge of morphology, syntax, vocabulary, phonology and graphology. Textual knowledge would support comprehension and presentation of actual texts. It relates to knowledge in the use of sentences and utterances, including knowledge in organizing rhetoric and conversation.

The second component of language knowledge is pragmatic knowledge and refers to the interpretation and the creation of discourse. It has two fields of knowledge: the first is functional knowledge, meaning the awareness of practical



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conventions in presenting appropriate language roles and in understanding the power of speech and discourse (Bachman, 1990). Another related aspect is sociolinguistic knowledge, which relates to an awareness of sociolinguistic conventions for the development and understanding of language utterances that would fit a specific presentation of language use (Bachman, 1990).

The last model of communicative competence is the Common European Framework (2001) (CEF), which describes the communicative language components. In this model, communicative competence was seen in terms of knowledge. It has three components: the first is language competence, which consists of semantic, phonological, grammatical, lexical, orthoepic and orthographic competences. It refers to forming a well-structured message, by having knowledge of a language and the ability to use it. The second component is sociolinguistic competence which has three parts. The first is social relationships marked by language elements, register and stress; the second is dialect differences and the third appropriate behaviour rules. The third component includes pragmatic competence, which has two subcomponents: discourse competence and functional competence. Planning competence is considered part of these two components and relates to the orderly arrangement of messages in terms of interactional and transaction themes (Bachman, 1990).

To conclude this brief description of the three models, pragmatic competence was discussed in all these models and is considered an important socio-cultural based rule that governs the use of language. Canale's (1983) model was particularly important because of its emphasis on pragmatic competence. The concept was used as a theoretical basis to investigate foreign learners' realisation of speech acts in the target language and will be the focus of the next section.

### 2.1.3. The Theory of Pragmatic Competence

Pragmatic competence is the knowledge and ability to use language appropriately in all socio-cultural contexts Taguchi, (2009). For Chomsky, pragmatic competence includes the “knowledge of conditions and manner of appropriate use, in conformity with various purposes” (Chomsky 1978, p. 224). Verschueren (1999) agrees with Yule’s (1996) definition of pragmatics, which states that pragmatics studies the meaning, the contextual meaning and the speaker. Verschueren adds that meaning is considered dynamic not static. Based on these views, the language user and the context of the interaction should be considered in the study of pragmatics. Fraser (1983) viewed it as conveying an attitude: “He argues that this attitude can only be conveyed and interpreted through pragmatic competence” (Morkus, 2009, p. 28). For Fraser, communication is successful when the speaker conveys his attitude to the hearer, and adds that it is a speaker, meaning and hearer interaction. For Faerch and Kasper (1984), pragmatic competence has two sub-types, namely procedural knowledge and declarative knowledge. Declarative knowledge includes six types: knowledge of the world, linguistic, sociocultural, discourse and context. Procedural knowledge, on the other hand, “refers to the process of selecting and combining declarative knowledge from these categories” (Morkus, 2009). In 1990, Bachman presented another pragmatic competence model (1990, p. 24) in which he considered pragmatic competence to be part of language competence. For Bachman, pragmatic competence is divided into sociolinguistic and illocutionary competencies. Sociolinguistic competence is divided into four parts:

- nature sensitivity

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- culture sensitivity, or the awareness of different cultural references and different figures of speech
- register sensitivity, or how language is used in different situations
- dialect sensitivity, or the awareness of the differences between dialects, e.g. British English and American English.

Moreover, illocutionary competence is also divided into four functions:

- manipulative function, relating to how we can use language to manipulate others
- heuristic function, or how problems can be solved by using language
- imaginative function, or how one's imagination can be expressed using language
- ideational function, the process for making ideas, and how to make and express this idea through language

To summarize these models, pragmatic competence is both linguistically and socio-culturally related. Because of these complex factors, it is not easy to acquire this knowledge by non-native speakers: "Language learners often fail to follow the socio-cultural rules that govern language behavior in the target language, and this has been referred to in the literature as pragmatic failure" (Morkus, 2009, p. 29). According to Thomas (1983, p. 91), pragmatic failure is "the inability to understand what is meant by what is said". Blum-Kulka y Olshtain (1986, p. 166) agrees with Thomas's view of pragmatic failure adding that pragmatic failure is "whenever two speakers fail to understand each other's intentions." Thomas (1983) also says that pragmatic failure is attributed to two reasons: the first is because a learner is not able to express his or her pragmatic knowledge due to a lack of linguistic means. The

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second reason is attributed to cross-cultural differences and the appropriate behaviors of different cultures. The learner must be aware of these cross-cultural differences and when s/he is not aware of them, the choice is to refer to the appropriate language behaviour in the L1. This referral is called pragmatic transfer and will be discussed in the following section.

### 2.1.4. Pragmatic Transfer and Politeness Theory

According to Kasper (1992, p. 207), pragmatic transfer “refer[s] to the influence exerted by learners’ pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information”. Steinberg (1995, pp.342–5; Holyoak and Thagard, 1995), when considering pragmatic transfer, states that the term ‘transfer’ refers to the influences of existing knowledge on new knowledge. Therefore, when a language learner faces a problem, s/he uses an existing mental set “a frame of mind involving an existing disposition to think of a problem or a situation in a particular way” (Žegarac and Pennington, n.d., p. 1).

Thomas (1983, p. 91) classified pragmatic transfer according to two categories: pragmalinguistic and sociopragmatic. Pragmalinguistics is the study of language use from the standpoint of language structural resources (Crystal, 1998). This means that an utterance from L1 may be interpreted differently from culture to culture, even if it has the same semantic or syntactic structure: “This, for example, includes the use of L1 speech act realisation strategies or formulas when interacting in the target language” (Morkus, 2009, p. 30). Another example of pragmalinguistics is described in the research carried out on nine Japanese ESL learners. It provided them with two request situations and their use of indirectness was examined. Takahashi and DuFon (1989) found that in one of the situations, the indirectness was either too

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indirect or too direct by beginners. On the other hand, sociopragmatics studies the social background people are involved in by looking on how factors (like sex, power, age, etc.) affect people's choice of certain linguistic forms or patterns (Crystal, 1998).

When the L2 learners fail pragmatically, they are not following the based on the socio-cultural conditions or the polite behavior rules in the speech community. This leads to the politeness concept, which will be discussed in detail in the following section.

The politeness theory is a phenomenon that caught the attention of linguists in the field of pragmatics. The politeness phenomenon governs our interactions and focuses on why people do not speak in a direct and effective way. In this model, politeness is defined as a “redressive action taken to counter balance the disruptive effect of face-threatening acts” (Mazid, 2014, p. 30). Watts, Ide and Ehlich (2005, p. xii) define it as “a set of strategies to achieve social goals with a minimum of social friction”. This view was criticized by Schmidt (1980) as too negative in relation to the social interaction of humans. Linguists do not agree on how politeness should be defined. For Lakoff (1975, p. 64) “politeness is developed by societies in order to reduce friction in personal interaction[s]”, and described how politeness can be shown through lexical and syntactical strategies. Lakoff (1975, p. 64) also presented polite behavior rules. Whereas according to Leech (1980, p. 19) politeness is a “strategic conflict avoidance”. He sees it as a type of behavior that provides harmony in the social interaction that participants are engaged in. Leech also introduced politeness maxims, which were similar to the maxims of conversation by Grice (1975), calling these maxims ‘assertives’, which refer to representatives and impositives and are related to directives. Each one of these maxims has a sub-maxim where positive

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politeness is not as important as negative politeness. Fraser and Nolen (1980) say it is “a property associated with a voluntary action”. The approaches presented by Leech and Lakoff were challenged because they set rigid standards, which do not seem appropriate, as the qualities of the interaction may be different depending on the related conditions and the actual purpose of the interactions (Lakoff, 1975, p. 64; Leech 1980, p. 19) Watts, Ide and Ehlich (2005, p. 18) claim that politeness “is thus a dynamic concept, always open to adaption and change in any group, in any age [...] at any moment of time. It is not a socio–anthropological given which can simply be applied to the analysis of social interaction, but actually arises out of that interaction”. They add that politeness relates to history and culture and changes over time. It was, moreover, used to show the social class of the speaker in the 18<sup>th</sup> century. Their views were based on Karsberg (2012, p. 7) who argued that “politeness was not confined to intercourse between individuals. Politeness was also part of the larger ideological apparatus by which the aristocratic elite of the metropolis for so long marginalized the Tories and maintained the Whig supremacy.” A polite action, on the other hand, is defined by society as polite or not. It should also be understood within the context. In fact, Fairclough (1989) views politeness as ideological in its dimensions and states:

The Conventions for speech acts which form part of a discourse type embody ideological representations of subjects and their social relationships. For example, asymmetries of rights and obligations between subjects ... may be embedded in asymmetrical rights to ask questions, request action, complain, and asymmetrical obligations, to answer, act, and explain one’s actions (Fairclough, 2013, 131).

### 2.1.5. Brown and Levinson’s Theory of Politeness

The politeness theory was initially presented by Brown and Levinson (1987). Initially based on the study of face presented by Erving Goffman (1967), their research of politeness was done in three languages: English, Tzeltal and Tamil. The concept of

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politeness is made up of two parts: the first is the fundamental theory concerning the nature and function of politeness in an interaction while the second is concerned with politeness strategies. The theoretical part of the concept of politeness included the concept of face and is considered to be a determining factor. This concept was introduced by Brown and Levinson (1987) to make the politeness theory clearer. For them, the concept of face is divided into two types: the first is the positive face, which Brown and Levinson defined as “the positive and consistent image people have of themselves, and their desire for approval” (Kitamura, 2000, p.1) while the second is the negative face and refers to “the basic claim to territories, personal preserves, and rights to non–distraction” (Brown and Levinson, 1978, p. 61). According to Lustig and King (1980), a person would employ negative and positive faces when involved in more severe situations.

Face changes through interactions with others, being a property and socio–cultural dynamic. Face–threatening acts (FTA) are used in every day communication, which “by their nature run contrary to the face wants of the addressee and/or of the speaker” (Brown, 2013, p. 431–444, 435; Levinson, 1987, p. 65). The speaker’s and the hearer’s face can be threatened by FTAs, which can have aspects of negativity and positivity on any individual. Negative FTAs do not allow freedom of action or imposition for the speaker or the hearer and can be threatening to the hearer under these conditions (Brown, 2013, p. 431):

- when the hearer is pressurized to perform or not to perform an action (e.g. a request, threat, etc.)
- when strong negative feelings or opinions (e.g. anger, compliments, etc.) are expressed from the speaker to the hearer on what belongs to the hearer

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- when the speaker forces the hearer to reject or accept positive future actions (e.g. offers, promises)

Positive FTAs, according to Brown and Levinson involve how people see themselves and how they want to be accepted and respected by others.

The speaker's positive face is threatened by acts which indicate that one has made a transgression or lost control over the situation, e.g. apologies, confessions, admissions of guilt or responsibility, acceptance of compliments, self-humiliation, self-contradiction, emotion leakage, etc. (Kedveš, 2013, p. 435).

For Brown and Levinson (as cited in Kedveš, 2013, p. 436), there are four strategies for politeness behavior in humans:

- *the bald-on record strategy*, which is the direct way of saying something; this strategy does not do any minimizing for threats to the hearer's face, e.g. 'Clean the table!'
- *the negative politeness strategy*, which is "deployed to avoid or decrease potential damage to the hearer's negative face and include utterances containing hedges or questions, pessimism, indirectness, obviating structures, apologies, etc."
- *the positive politeness strategy*, which is "employed to minimise the threat to hearer's positive face and entails utterance which express interest for the hearer's needs and wants, contain in-group identity markers, optimism, humour and avoidance of disagreement."



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- *the off-record-indirect strategy*, used to avoid direct “utterances, which avert the potential threat from the speaker”, for instance, ‘It’s dark in here’.

Brown and Levinson (Kedveš, 2013) argue that to determine the level of seriousness in an FTA, social factors must be considered. Regarded by Brown and Levinson as universal, these three social factors are important because they affect the level of seriousness shown in an interaction. Morkus (2009, p. 33) highlights the following three social factors:

- *distance*, which refers to the social distance between the interlocutors, e.g. “an interaction between strangers vs. an interaction between family members”
- *power*, which refers to the power of the speaker over the hearer, e.g. “an interaction between a professor and a student vs. an interaction between two students”
- *rank*, which refers to the rank of the imposition, e.g. “asking someone to pass the salt vs. requesting to borrow someone’s car”

Although Brown and Levinson’s theory on politeness was used as a base for many relevant studies, it has also been subject to criticism. For instance, Penman (1990: 16) criticizes a number of aspects in the model, arguing that the focus of the model was on the interlocutor’s direct interaction, and, therefore, did not discuss the strategies that are self-directed. Also, impoliteness was not considered in their model of politeness; as Penman stated: “the face-saving/face-threatening strategies, which Penman calls ‘facework’ can also be used for aggravation” (Kuntsi, 2012, p. 13).

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Meier (1995) criticizes their theory for ignoring the speaker's face and focusing on the hearer's face only. Furthermore, Brown and Levinson's theory of negative politeness was shown to be not relevant in some cultures, e.g. Polish (Wierzbicka, 1985), Japanese (Matsumoto, 1988) and Chinese (Gu, 1990, p. 34). The theory of politeness and its relationship with indirectness was also proved to be not supported by research (Blum-Kulka, 1987; Wierzbicka, 1985, 1991; Wolfson, 1989; Morkus, 2009). Moreover, Watts (2003, p. 93) agrees with Penman (1990, p. 16) and adds that the strategies presented by Brown and Levinson are not "always used for politeness" and that it should not be referred to as strategies of politeness but should be called strategies of face work (Kuntsi, 2012, p. 14). Watts (2003, p. 95) comments on Brown and Levinson's theory, saying that "knowledge of the social situation", which their model misses, should also be considered, together with "what is considered to be polite in that certain discourse" (Kuntsi, 2012, p. 14).

Even though many linguists criticized Brown and Levinson's (1987) model, it is still considered useful in the field of speech acts. This theory explains politeness and behavior cross-culturally and in all languages, and is important not only in pragmatics but also in different areas of language study. In fact, the Brown and Levinson's model was used by many researchers around the world for more than 20 years. It was used as a framework to understand the realisation of speech acts in different cultures (Morkus, 2009). Indeed, for cross-cultural speech acts research, Brown and Levinson's model is considered the "most powerful framework available today" (Morkus, 2009, p. 34). In the following section, we will discuss cross-cultural speech acts.

**2.2. Research on Speech Acts**

Over the years, different types of speech acts have been researched in different languages and cultures. Morkus (2009) categorizes the speech acts literature into four categories: intra-lingual studies, cross-cultural studies, data collection studies and learner-centred studies. The first category (intra-lingual studies) refers to studies on speech acts within one language. Examples of this type of research include the studies by Stapleton (2004) on apologies and requests in Peninsular Spanish, apologies in Korean by Hahn (2006), the work by Rababa'h and Malkawi (2012) on Jordanian greetings, the realisation of compliments in Chinese by Yuan (1998), swearing in Iran by Aliakbari (2013), and Mulo's (2002) work on the speech act of insulting in Cameroon French.

The second category (cross-cultural studies) investigates speech acts realisation in two or more languages. Examples in this area include the research by Babaie and Shahrokhi (2015) on the cross-cultural speech act of offering advice by English native speakers and Iranian EFL learners; Huangfu's (2012) research on English request speech acts in Chinese and native speakers of English; Tawalbeh and Al-Oqaily's (2012) work on American English and Saudi Arabic requests; Farashaiyan and Hua's (2012) study on gratitude strategies between Malaysian and Iranian students; comparing apology strategies in English, Polish and Hungarian by Suszczynska (1999) and Beckers' (1999) study on the refusal strategies of Germans and Americans.

The third category (data collection studies) investigates how different methods of data collection in speech act research are considered effective. The goal of these studies is to "compare different data elicitation methods in order to identify the

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strengths and weaknesses of each method” (Morkus, 2009, p. 40). Following Morkus, the DCT is a method used frequently throughout the history of speech act research and is used as a tool to elicit certain speech acts: “This writing-based elicitation instrument usually consists of a number of scenarios, each requiring the participant to produce a certain speech act (e.g., apology, request, refusal).” (Morkus, 2009, p. 40). This method was compared with other methods of data collection. For example, it was compared to the multiple-choice data collection method in a study by Hinkel (1997) on the speech act of giving advice. Morkus (2009) also adds that the DCT method was subject to comparison with corpus data in a study by Schauer and Adolphs (2006) focusing on gratitude expressions. The DCT method was also compared to naturally occurring data, as undertaken by Golato (2003) in his work on the speech act of compliment responses. The DCT method was not only compared with other data collection methods by researchers, but also modified. Morkus (2009, p. 41) states that Billmyer and Varghese (2000, p. 28) “modified the DCT by providing prompts rich in contextual information for eliciting the speech act of requesting”.

The last category (learner-centred studies) investigates how L2 learners acquire their speech acts and how their performance of L2 speech acts can be developed in relation to the speech acts of their native language. According to Morkus (2009), the learner-centred groups concentrate on the language learner’s pragmatic competence, which he calls ‘interlanguage pragmatics’. In his work, he divided learner-centred studies into four sub-categories:

- descriptive studies
- instruction-based studies
- study-abroad studies

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- studies investigating the realisation of speech acts online

The descriptive studies were explained by Morkus (2009, p. 36) as a comparison of “the realisation strategies of speech acts produced by learners to those produced by native speakers of the learners’ first language and native speakers of the target language”. He states that research in this category varied its focus, examining the realisation. For instance, Tamanaha (2003) investigated the American learners of Japanese to natives and Japanese learners of American English in comparison to natives’ realisation of the speech act of apology and compliments. Other studies shed light on the different levels of proficiency of the learners’ realisation of speech acts. The work by Morkus (2009), for example, focused on the realisation of the speech act of refusals of American intermediate and advanced learners of Egyptian Arabic. He also compared the performance of American English and Egyptian Arabic native speakers. Another example is the work by Ramos (1991), whose participants had low and high proficiency levels; he examined refusing in L2 with Puerto Rican ESL participants. Another category of descriptive studies examines “the learner’s ability to judge the appropriateness of speech acts produced by other non–native speakers of the target language”.

Tokuda (2001), for example, looked at how American learners of Japanese evaluated the linguistic politeness of other non–native speakers of Japanese performing the speech act of request. He also examined whether the learner’s language proficiency affected his or her judgments (cited in Morkus, 2009, p. 37).

The second sub–category, the instruction–based studies introduced by Morkus (2009), test how a learner’s pragmatic competence (specifically speech acts) is affected and developed with instructions. An example of this kinds of interlanguage study on speech acts was carried out by Da Silva (2003) in his work on teaching

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English polite refusals based on pragmatic development instruction. Another example is the study by Rueda (2004) on Colombian EFL learners. The study set out to investigate the effect of pragmatic instruction on the improvement of the Colombian EFL learners' capability to produce speech acts of requests, compliments and apologies and its effect over time. In another study, Liu (2007) examined the acquirement of the speech act of requests by Taiwan college-level EFL learners when using explicit pragmatic instructions and how effective it was. The researcher used two approaches in order to find out the effectiveness of using explicit pragmatic instruction. These were qualitative and quantitative approaches. The researcher aimed to compare how effective introducing pragmatics was through face-to-face in-class activities and computer-mediated communication (CMC) by using e-mail and webCT. In 2008, Vallenga also carried out research focusing on instructional effectiveness administration and design by using the content of interlanguage. The participants were upper-intermediate learners of English from four different instruction settings: two US-based university intensive-English programmes; a university in Lithuania and a university in Japan. This study is of great importance pedagogically in the field of pragmatic competence. The methods and the activities benefited teacher trainers and presented interlanguage pragmatics. Moreover, Yuan (2012) investigated the pragmatic perception of Chinese college English students in certain speech acts, English as a foreign language general learning approach and pragmatic knowledge acquiring strategies; "The research was triggered by a national curriculum initiative that prioritizes the need for college English students to enhance their ability to use English effectively in different social interactions" (Yuan, 2012, ii).

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Morkus' third sub-category of interlanguage studies of speech acts is the study abroad programs, which he describes as "a usually longitudinal look at the effects of study abroad programs on the development of the foreign language learner's pragmatic competence" (Morkus, 2009, p. 38). Hassall (2006, p. 5), meanwhile, researched the speech act of leave-taking in a social conversation. This study enhances pragmatic research by investigating the acquisition process of pragmatic ability. The setting was Indonesia and was carried out during an approximately three-month period. The researcher's goal was to discover the steps that a learner goes through to develop the speech act of leave-taking and to find out what influences the learning of this speech act. Research was also carried out by Cohen and Shively (2007), entitled *Acquisition of Requests and Apologies in Spanish and French: Impact of Study Abroad and Strategy-Building Intervention*, aimed at measuring the effect of curricular interventions on language and culture learning strategies, and to assess their acquisition of requests and apologies. Cohen and Shively (2007, p. 189) state that "the intervention consisted of a brief face-to-face orientation to learning speech acts, a self-study guidebook on language and culture strategies, which included strategies for learning speech acts, and electronic journaling by the students". They also add that, in general, the students were able to improve their ability to make requests and apologies within the semester, based on the assessment of Spanish and French native speakers. Moreover,

In making apologies, not as many study-abroad students intensified their apologies in instances where native speakers tended to do so. Likewise, the percentage of study-abroad students who acknowledged responsibility for certain infractions tended to be lower than that of the native speakers, suggesting that these non-native speakers were unaware of sociopragmatic norms for what might be expected in such situations (Cohen and Shively, 2007, p. 189).

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Furthermore, in a study by Warga and Scholmberger (2007), the aim was to look at pragmatic ability development in the speech act of apology during a certain immersion period in the target language community. The participants were Australians who spent ten months learning French at the University of Quebec, Canada. In another research study carried out by Schauer (2004), the speech act of requesting was investigated in three groups of German EFL learners over a one-year period at a British university. As such, study-abroad research has shed light on important aspects of speech acts and pragmatic competence learning. The findings are of great importance both to learners of another language and teachers, introducing areas of development related to the learner's pragmatic competence.

Finally, Morkus introduced the fourth subcategory of studies related to interlanguage speech acts, which is the realisation of speech acts online. He refers to it as a “new but a growing field of research” (Morkus, 2009, p. 39). An example of a study in this subcategory is that by Al-Shalawi (2001), where the researcher aimed to examine the Saudi ESL students' politeness strategies when showing disagreements in an e-mail discussion. He also aimed to “evaluate the applicability of Brown and Levinson's theory of politeness and face to these e-mail data” (Al-Shalawi, 2001, iii). In a study by Chen (2004), the aim was to understand the communication of meaning by Taiwanese students with their American e-counterparts. The researcher also looked at how respondents might gain cultural awareness when using e-mails. Each Taiwanese student had an American partner and the information gathered from the participants was from an informal setting. The results of the study

indicated that composing appropriate speech acts could connect two different cultural and linguistic backgrounds successfully. It also indicated that language learners might have differing outcomes



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when conducting e–exchange within or outside the target culture. It was notable that both the ESL/EFL teachers and learners indeed seemed to acquire specific speech act behaviors and literacy skills during the process of the e–mail discourse (Chen, 2004, iv).

There is also another study by Krulatz (2012), entitled *Interlanguage Pragmatics in Russian: The Speech Act of Request in Email*. The researcher examined the native and non–native written requests in Russian and their written electronic messages. The messages' social appropriateness, politeness and clarity were rated by native speakers. Szymanski (2012) also examined certain speech acts of online Polish chat rooms. Data were gathered from chats of an internet text–based corpus. The focus was on the speech acts of thanking, apologising, greeting and farewells. A further study investigated the different realisations by native and non–native speakers of English of speech acts in requesting e–mails they sent to their professors. This research was undertaken by Biesenbach–Lucas (2007) and is considered an important study in this field.

Morkus defends his choice of considering the realisation of speech acts online as a separate category instead of a sub–category of the speech acts by saying that

the studies investigating the realisation of speech acts online should be considered a separate category for the following reason: these studies use the medium of computer–mediated communication (CMC) while traditional speech act studies investigate face–to–face communication. The use of the CMC medium has two important implications: First, the language used in online communication is inherently different from either oral or written language since it has characteristics of each, and therefore, it warrants investigation in its own right. Secondly, there are important methodological implications for the use of this medium since there is the possibility of collecting naturally–occurring data, and actually comparing two sets of naturally–occurring data using this medium. In other words, there are new possibilities for data collection using this medium that are not available in face–to–face interactions (Morkus, 2009, p. 40).

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He also emphasizes the importance of these studies, as they show the differences between face-to-face communication and online communication. He adds that such studies are considered important for foreign language educations as they have important implications. This importance is specifically for teaching foreign language pragmatic aspects in computer-mediated communication. Furthermore, Eslami and Liu (2013, p.53) stated that “Even though empirical studies have indicated the positive impact of pragmatics instruction on second- or foreign-language learners, few studies have examined the implementation of pragmatics instruction using computer-mediated communication (CMC) in the classroom.”

The third group of speech act research explores data collection methods. Morkus (2009, p. 40) defines this category as studies with “different data elicitation methods in order to identify the strengths and weaknesses of each method”. The DCT was, and still is, widely used in speech act research and is the method used in this research study. The DCT generally has scenarios presented to the participants and each scenario should be answered with a certain speech act. This data collection method was compared to other methods in many speech act studies. When researching into the speech act of giving advice, Hinkel (1997) compared the data of the DCT method with the multiple-choice method (MC). He investigated the learning outcomes from the speech acts in the L2 by using these two methods. The DCT method has also been compared to the corpus data method. In a study by Bodman and Eisenstein (1988) on the speech acts of gratitude, it was found that the expressions produced using the DCT method were shorter and less complex than the data that naturally occurred in the field notes. In a study by Schauer and Adolphs (2006), the DCT method was compared to corpus data in examining the production of the speech

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act of gratitude. The results showed that expressions of gratitude from the DCT were not as complex as the corpus data. These results show similarities with the results of Bodman and Eisenstein's (1988) work. Golato (2003) also made a comparison between the data of the DCT and the data that naturally occurred in the speech acts of compliments, which contrasted with Bodman and Eisenstein's (1988) study. In addition, a study by Schauer and Adolphs (2006) shows that the DCT responses had less interaction markers and more turns than naturally occurring data. Morkus also (2009, p 14) points out that the DCT has been subjected to modification and claims that "other researchers also tried to modify the DCT in different ways to enhance its effectiveness." He cited Billmyer and Varghese (2000) as an example, also saying that they "modified the DCT by providing prompts rich in contextual information for eliciting the speech act of requesting" (Morkus, 2009, p. 41). Furthermore, Morkus indicated in his research that "these studies are certainly important since they advance the field of speech act research by enhancing its data collection methods" (2009, p. 41).

These studies are part of the efforts to improve speech act research and are considered important to those who teach a second language and those who want to learn it. They will also give the reader an overview of the literature on speech acts. It is also important to mention that our research falls under the speech act learner-centred studies, especially in its sub-category of descriptive speech act studies. We will examine the realisation of the speech act of greeting by Saudi learners of English, comparing their performance to native speakers of English and Saudi Arabic. The following section will focus on the research carried out on English speech acts. By doing so, we can obtain a general view of the English speech act literature. Finally, it

is important to note that all studies in all sections will be presented in chronological order.

### **2.2.1. English Speech Acts**

As the previous sections presented an overview of general speech acts research, this section will focus on English language speech acts. It will help to understand the importance of this dissertation and its place in the literature. By presenting relevant literature, we will be able to find different methods of data collection and analysis. The results of these studies will also help to compare and relate findings in our study. There are many works on different English speech acts, and while some investigated certain speech acts in a cross-cultural research, others focused only on the English language.

Kamel (1983) investigated the speech act of arguing in English as a second language by Arabic speakers. In this study, the researcher aimed to examine how performance in the L2 is affected by socio-cultural factors. This research showed the interference that the L2 learner experiences when learning the L2 socially and linguistically, and how L2 learners' may face difficulties when learning complex speech acts forms. In order to undertake this study, the researcher used a discourse completion test with 30 items written in English and Arabic. The researcher also had a test which asked the participants "to give differential judgements of the appropriateness of the four choices for each item on the test" (Kamel, 1983, pp. 59–60). To design it, the researcher used a test of 16 receptive multiple choices. The participants were Arabic and American-English native speakers. The results of the study revealed differences in how the argumentation strategies were realized by the two groups. The differences found belonged to three levels: "(1) the level of inter-

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respondent agreement on the different argumentation strategies; (2) the level of distribution of argumentation strategies used; and (3) the level of discrepancies in the choice of argumentation strategies across situations” (Kamel, 1983, 59). Kamel (1983) also compared some of the unusual realisations made by Arabic speakers to argumentation strategies related to their mother tongue and culture, with direct interference taking place. This interference has two levels: the first relates to the rules of discourse and the illocutionary force, while the second level relates to the use of idioms. The researcher also added that the multiple-choice test did not show significant differences in the degree of appropriateness of the argumentation strategies.

One of the most important studies is that of Takahashi and Uliss-Weltz (1990) in which the production of the speech acts of refusals was compared in Japanese and English native speakers. This comparison was made using the DCT method. There were 20 Japanese and 20 American participants. The aim of the investigation was to examine pragmatic knowledge in the speech act of refusals between lower- equal- and higher-status speakers. The results of the study revealed that there were six Japanese speakers of English, together with native English speakers, who differed in the semantic order, the frequency formula and the utterance content. It also showed the refusal strategies the respondents chose depended on their status. If the speaker was of a lower status, direct strategies were used more, while indirect strategies were used in refusing requests. Therefore, awareness of status was noticed in Japanese participants but not American.

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In 1992, cross-cultural comparison research was carried out by Eslamirasekh to investigate the realisation patterns of the speech act of requesting between Persian and American English subjects. The four aims of the study were to:

- (a) expand the scope of cross-cultural speech act studies to include a non-western language, (b) to examine similarities and differences in the realisation patterns of the speech act of requesting between Persian speakers and American speakers of English, (c) to examine effects related to the sex of the speaker on the realisation patterns of the requesting speech act, and (d) to examine effects related to social variables of distance and dominance on the realisation patterns of requesting speech act in the two cultures (Eslamirasekh, 1992, iii).

The participants included 52 American speakers of English and 50 native Persian speakers. The American participants were undergraduates at the University of Illinois at Urbana-Champaign, and the Persian students were undergraduates at the University of Isfahan, in Isfahan, Iran. The researcher used an open questionnaire in order to control the elicitation procedure. The results of the study revealed that American speakers were not as direct as Persians when making requests. Persian speakers were also found in the study to use more “alerters, supportive moves, and internal modifiers” (Eslamirasekh, 1992, iii) than Americans. The results of the study also showed that “sex was found not to have a strong predictive value in either of the languages studied” (Eslamirasekh, 1992, iii); moreover, “directness tended to increase with increases in either social distance or power.”

The speech act of thanking in American English was investigated by Jung (1994), who discussed the speech act of thanking, responses to this speech act and basic functions in American English. The method used to gather data was adopted from “the ethnographic approach of Hymes because it is important to observe the actual and spontaneous use in everyday interactions. But data from written texts and

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T.V. programs was also used to supplement the example of actual use.” (Jung, 1994, p. 2). The researcher states that his corpus contains 364 examples of the speech act of thanking responses and that only data from American native English speakers were used. Jung (1994, p. 2) also mentions that

in general, “thank you” expressions are used to express appreciation of benefits and to enhance rapport between interlocutors, and that this basic use is extended to the functions of conversational opening, changing, stopping, closing, leave-taking, and offering positive reinforcement. A further use is to express dissatisfaction or discomfort indirectly, often using sarcasm and often with differential intonation.

Jung identified six responses for the speech act of thanking: “acceptance, denial, reciprocity, comment, nonverbal gesture, no response” (Jung, 1994, p. 2). The response depended on factors like the interlocutors’ relationship and the intent of the communication.

In addition, Jeon (1996) carried out a descriptive study which investigated the pragmatic competence development of Korean learners of English in the speech act of complimenting. This work presented the importance of giving pragmatic practice instructions and highlighted the important role of transfer on how the interlanguage is shaped pragmatically. It aimed to examine the role by Korean learners of English in the interlanguage pragmatic transfer and their metapragmatic awareness. In addition, a comparison was carried out between Americans and Koreans on the speech act of complimenting. The subjects of the study belonged to four groups: the first comprised 19 Korean college students in Korea; the second, 19 Korean EFL learners in Korea; the third, 18 Korean ESL learners in the United States of America and the fourth American college students. The data were collected using the DCT method and the Korean ESL learners were examined in informal interviews. The results of the study

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revealed that there was a big difference in the syntactic patterns of the speech act of complimenting between American English and Korean speakers. The researcher also added

that Korean learners of English (ESL and EFL) were utilizing their native pragmatic knowledge in their realisation of compliments in English. Transfer of sociolinguistic rules was especially evident in their response strategies, such as negative elaboration and denial, to compliments. The second language learning environment (whether ESL or EFL) does not seem to have influenced the amount of transfer demonstrated by Korean English learners. However, Korean ESL learners seemed to adopt similar sociolinguistic rules of the host culture, thus making more progress in approximating native-like competence (Jeon, 1996, iv).

Other results of this study on ESL learners showed that they knew different rules for compliments as they tried to alter their speech behavior to meet the norms of the target language (Jeon, 1996).

Metapragmatic awareness is related to the linguistic marks referred to in the pragmatic code, and focuses mostly on how to understand extra-semantic considerations embedded in speech (Urban, 2006, p. 90). Most of the ethnography in language research is based on metapragmatic assessment, for instance, in understanding words within a specific language which define the various ways of speaking (Urban, 2006, p. 90). In English, for example, the phrase, ‘to cajole’ aims to convince the listeners through pragmatic means, including flattery or pointing out benefits, without expressly making promises (Urban, 2006, p. 90).

In another study conducted by Murphy and Neu (1996), American and Korean English complaining strategies were investigated. The researchers focused on the complaining strategies of the participants when they did not like the grade that a professor gave them. The results of the study showed important findings. American



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native speakers produced complaint speech act while Korean ESL speakers also produced speech acts but adding criticisms. These criticisms were considered by American participants to be inappropriate, aggressive and disrespectful.

Moreover, a study by Gonda (2001) investigated the differences between British–English natives and Greek speakers of English while using apology strategies. The researcher also wanted to investigate the apology behavior and context factors of how severe the offense was and how the speaker’s familiarity affected behavior. The participants were 20 Greek speakers of English and 20 British–English speakers. The DCT method was used. Analysis of the data produced illustrated that the two groups had no major differences. Findings also showed that Greek participants tended to use more words compared to the British English participants in terms of expressing regret. They also tended to use more than one strategy when they felt regret, e.g. explaining and repairing. Results also showed that factors such as offence severity and social distance determined strategy choices.

Tanck (2002) also carried out a study where the speech act of complaints and refusals of native English speakers and ESL speakers’ performance were compared. The researcher used the DCT method to gather the data. The results of the study showed that the speech acts produced by native and non–native speakers of English were almost identical in their component sets, although the quality of the speech act was different as non–native speakers produced speech acts that had fewer components in the semantic complaint formula. The results also showed that non–native speakers of English lacked pragmatic elements which allowed the hearer to receive well any face–threatening acts. The researcher also mentioned that these responses were linguistically correct in general.

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Furthermore, Nakajima investigated the speech act of sympathy/empathy in research carried out in 2002. It was a comparative study with participants from three groups. The first one was made up of American college students. The second group was made up of Japanese EFL students. The third one was made up of Japanese college students of majors different than English. Nakajima's aim consisted of three points, namely: "to investigate the amount of words used to express sympathy/empathy, the pragmatic competence of EFL students, and American students' perception of atypical speech acts produced by EFL students" (Nakajima, 2002, iv). The researcher also studied how the amount of words produced by the three groups was affected by the problem's severity and the hearer's status. The data collection method was the self-assessment test and the open DCT. The researcher also developed a data collection method termed Sympathy/Empathy Discourse Assessment. According to Nakajima, this method consists of three sections: "the open discourse completion test to investigate the speech act strategies, and a self-assessment section to investigate the quantity of the words and the degree of severity of the problems in each situation" (Nakajima, 2002, v). Nakajima also created a perception test based on the EFL group responses; it was given to the American group, aiming to test "American students' perception toward atypical sympathetic/empathetic expressions produced by the EFL students in Japan in order to investigate whether these expressions, including the use of silence, would lead to miscommunication between the speakers from different cultures" (Nakajima, 2002, v). The participants included 60 non-English major Japanese students based in Japan. It also included 64 EFL students, and 73 American students in the United States (Nakajima, 2002, v). The results of the study show that when the problem was severe, Americans talked more. On the other hand, the Japanese behaved differently, in that

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they tended to speak less when the problem was severe, and they spoke more when the problem was less severe. The self-assessment test showed that the Japanese EFL group behaved like American native English speakers, and this was seen in their reaction to severe problems. The EFL group tended to produce more words with severe problems. On the other hand, the DCT showed that the EFL group was more like the Japanese group in that they tended to say fewer words when the problem was severe. When studying how the groups acted with people from different status, the results indicated that “all groups showed a tendency to produce fewer words to a person with a higher status, and more to a person with the same status” (Nakajima, 2002, v). The researcher also added that, “American students perceived some of the atypical expressions, including the use of silence, produced by EFL students to be problematic and to cause misunderstanding” (Nakajima, 2002, v).

Lin (2003) also did a study on the response to compliments by on American and Chinese speakers. The researcher aimed to show the similarities and differences between Chinese speakers who lived in an English-speaking area and those who did not. This was based on social distance and gender. There were 30 participants in each group. A written questionnaire was given to gather data from participants. The results of the study showed that “both AESs and CSs have been shown to use the ‘Agreement Maxim’ in responding to compliments as their dominant motivation. CSs especially use a great number of thanking and agreeing responses in keeping with the Agreement Maxim, which is the dominant motivation for AESs as well” (Lin, 2003, p. 44). The values of the Chinese speakers were present when compliments were made. The researcher also added “CSs and AESs share similarities when complimenting on Appearance, Clothes, and Possession. Male participants from these two social groups

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showed a greater tendency towards paying compliments relating to appearance” (Lin, 2003, p. 44). The responses to the compliments were from higher to lower status by both the American English and the Chinese speakers.

Han (2005) investigated the speech act of requests in interlanguage pragmatic development. The subjects of this research were Korean in an ESL setting and the goal was to examine:

- (1) What is the effect of extended experience in the target language community by Korean NNSs of English on the use of directness in the speech act of requests?
- (2) What is the effect of extended experience in the target language community by Korean NNSs of English on the use of mitigation in the speech act of requests? (Han, 2005, VI).

The subjects were Koreans at an American university and the researcher divided the subjects into three groups based on the length of their stay in the United States. The first was a short-term group, those who had spent less than a year there and consisted of eight participants. The second was the midterm group that included students who had spent one to three years in the US and consisted of eight participants. The third was the long-term group made up of those who had spent no less than five years in the United States, and consisted of eight participants. Han also set a group for baseline data of native English speakers. The researcher used the oral DCT to collect the data. The results of the study did not show a clear relationship between the speech act of request development and the length of the stay. Han argued that

first, no significant effect of different lengths for residence on the use of directness was found because all subjects used conventionally-indirect strategies more than any others. Second, no clear effect of different lengths for residence on the choice of mitigation was found because subjects used similar external

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modifications across the nine request situations. However, the effect of length of residence did appear in the increasing use of biclausal formulas and the amount of external modifications (Han, 2005, vii).

Another cross-cultural study was the one carried out by Soohani and colleagues (2012). The aims of this research were to compare the speech act of condolence in English and Persian and how social distance affected condoling strategies. The method used for the study was the DCT, which “included a short description of the situation and four situations requiring expression of condolence. Like other speech acts, expression of condolence depends on factors such as age, gender, level of education, social distance, etc. Therefore, these situations consist of a brief description of the addressees such as gender, age and social distance” (Soohani, et.al., 2012, p. 140). This study included 80 EFL Iranian student participants, 40 females and 40 males. The results of the study showed that “there are subtle differences in the way condolence is expressed in an eastern society compared to western ones”. The researchers add that the frequency of the speech act depended on social distance. In addition, “Iranians did not express much concern for the bereaved person” (Soohani, et.al., 2012, p. 143).

In a contrastive study between the Persian and English languages, the realisation of the speech act of suggestion was investigated by Pishghadam and Sharafadini (2011): “The researchers aimed to answer two important questions in this study, namely, what are the similarities and differences in the production of suggestion acts between English natives and Persian natives? Q2: Is there any significant difference between Iranian males and females in their suggestion production?” (Pishghadam and Sharafadini, 2011, p. 233). The participants for this study were 150 Iranian university students from different majors. Seventy-five of

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these participants were female and 75 male. The method of data collection was the DCT. Results of this study were compared to Jiang's (2006), where natives' speech acts of suggestion were investigated. The findings showed that there was a variation between the two languages in its suggestions. The researcher also added that the gender of the participant was a major factor in suggestion expressions production (Pishghadam and Sharafadini, 2011, p. 235). They concluded "that the English language and Persian language demonstrate totally different patterns in production of suggestion samples".

Additionally, Trong (2012) investigated the speech act of invitation in English and Vietnamese. This research aimed to investigate the "speech acts of invitations performed by native speakers of English and then compare them to those performed by Vietnamese native speakers in order to investigate the similarities and differences between the two groups of participants under the light of cross-cultural perspective" (Trong, 2012, p. 4). The participants included two groups, the first was made up of 30 native English speakers, with an equal number of male and female participants (15 males, 15 females), and the second comprised 30 Vietnamese native speakers (15 males and 15 females). The data collection process included personal observation and the use of a questionnaire. The results of the study revealed differences in invitations by English and Vietnamese speakers. These differences were related to power, social distance and threats to a negative face, which are social variables. The researcher also found that Vietnamese speakers tended not to use varied invitations from a structural perspective. Native English speakers were not as direct as Vietnamese in terms of invitation extension.

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In a study on the speech act of gratitude, the performance of Persian EFL learners, Chinese EFL learners and English native speakers was compared. Pishghadam and Zarei, (2012) used the DCT method to collect data from a total of 180 native Persian speakers. Chinese speakers who took part in this study included 35 speakers, who were still learning English as a second language. Also for the study, “35 English participants studied by Cheng (2005) were regarded as the baseline data” (Pishghadam and Zarei, 2012, p. 119). The results of the study showed that the speech act of thanking is “regarded as the most favorite strategy among all three groups, there are significant differences in the ways Persian and Chinese learners of English, and also native speakers of English use the speech act of thanking” (Pishghadam and Zarei, 2012, p. 119).

The speech act of invitation responses was investigated by Zhu (2012) on Chinese advanced–English language learners. This investigation included both invitations that were accepted and those that were refused in English. The method of investigation was the Free Discourse Completion Tasks (FDCT). The participants totalled 105 and each of the three groups had 35 participants. These groups included Chinese learners of English who were in the United States, 35 native speakers of Chinese who were in China and 35 American native English speakers.

Eight invitational situations based on two social variables (namely social status of the interlocutors and social distance between the interlocutors) were created to elicit invitational discourses that end with invitee’s acceptance (four situations) and refusal (four situations) respectively. Number of strategies used per situation, type and frequency of response strategies, and content of strategies were investigated and compared among the three participant groups. Refusal strategies were identified and categorized based on a modified version of the semantic formulas developed by Beebe, Takahashi, and Uliss–Weltz (1990) (Zhu, 2012, vi).

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The results of the study showed that the Chinese advanced–English language learners’ cultural norms influenced their English as a second language pragmatic competence. Strategy frequency and strategy of content were found to be related to negative pragmatic transfer. Results also showed that a large number of strategies were used in each situation by Chinese learners of English when compared to the control group in the situations where an invitation was accepted or refused. Irregularity and complexity was found in the learners’ performance of the speech act due to the contextual variables of social distance and status. As such, this study gives us an overview of the participants’ invitations in English by Chinese advanced–English learners and the L2 learners’ pragmatic competence.

Compliments as a speech act were also investigated by Lin (2012) in a study entitled *Compliments in English: A Study of Taiwanese EFL Learners’ and Native Speakers’ Production and Perceptions*. The researcher’s goal was to shed light on four areas: how compliment strategies can be employed; how the gender of the receiver compliments the topic on the strategy performance of compliments; how the topic of the compliment and the gender of the compliment receiver are perceived and on the production and planning of the compliment and the cognitive processes involved. The participants of the study included 20 British English students and 20 Taiwanese EFL learners. Each group had an equal number of male and female participants. Lin used two methods of data collection: role play and retrospective verbal reports. The role play method was designed to collect data of compliment production, while the retrospective method was designed to obtain the cognitive process and perceptions data. The results of the study revealed that the Taiwanese and British participants produced explicit compliments in all situations, with the British



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participants offering more compliments compared to the Taiwanese ones. The way the two groups employed four sub-categories of implicit compliments showed significant differences. There were also other differences in the two groups, including the gender of the compliment receiver and the compliment topic. The researcher adds also that social distance affected the two groups in their act of compliment-giving. Both groups paid attention to different areas of information regarding the compliment situation. They also focused on the situational prompts content-enriched design.

Additionally, Aydin (2013) carried out research to compare the strategies of the speech act of apology. The method used to gather data was the DCT. This data was taken from 29 native English speakers, 15 non-native English speakers in Turkey and 30 native Turkish speakers: “Results of the study revealed that advanced non-native speakers showed similarities in their apologies in terms of general strategies, although in their modification of strategies they showed usage of L1 forms” (Aydin, 2013, vi).

A speech act which not many researchers have investigated is the bathroom formula. Levin (2014) published a research paper in which he carried out a corpus-based study on the speech act of the bathroom formula in British and American English. He meant by the bathroom formula the phrases used by speakers in order to leave what they were doing to go to the bathroom. The researcher used the Michigan Corpus of Spoken Academic English, the Longman Spoken American Corpus and the spoken component of the British National Corpus to gather data. The findings of this study showed that there were six bathroom formulas used. These formulas included asking permission to go to a place, coming back promises, using metaphors, asking for directions and specifying an activity. The going-to-a-place formula was used and

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preferred in both American and British English, regardless of age or gender. Specifying the activity was thought to be used by children, but the results showed that even adults used it. In fact, about 86% of these adults were women, specifying the activity in situations where the receivers were men or women. The promising-to-be-back formula was found to intermix with other formula, and was considered to be less impolite. The researcher also mentions that the lack in creativity was due to production and comprehension easing. He also added that there are not only lexical differences between British and American English, but there were some sociolinguistic variations. Responses to these formulas were either an acknowledgment that is as simple as saying ‘okay’, which was the most common, or having no response at all, which happened in almost half the situations.

Finally, in a cross-cultural study done by Babaie and Mohsen (2015), the speech act of offering advice by English native speakers and Iranian EFL learners was investigated. This study aimed to investigate the possibility of pragmatic transfer from L1, which is Persian in this case, when offering advice in English. In addition, the study examined “whether Iranian EFL learners’ pragmatics competence develops enough as proficiency level develops to enable them to communicate as native English speakers communicate as far as the realisation of the speech act of offering advice is concerned” (Babaie and Mohsen, 2015, p. 134). The method used for this research was the DCT. There were 82 Iranian EFL learners and a group of native English language speakers in the study. The results revealed that there was a relationship between the proficiency level of the learner and the realisation of advice speech acts. It also showed that native English speakers were more balanced than Iranian EFL learners in their indirect use of offering advice. This study also assumed

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that pragmatic transfer was responsible for the variation in advice strategies between native English speakers and Iranian EFL learners. The findings of this study also revealed that Iranian EFL learners were not proficient when offering advice, something native English speakers show in social power situations and social distance situations. On the other hand, some common strategies were also found in the realisation of advice offering between native English speakers and EFL Iranian learners, but with different frequencies. Therefore, the researchers concluded that there was pragmatic transfer. The next section will focus on research related to Arabic speech acts.

### 2.2.2. Arabic Speech Acts

This section of the literature review will discuss the research on different speech acts in the Arabic language. The different data elicitation methods and analysis methodologies used in these publications were of inspiration to our dissertation. The studies presented below may vary from cross-cultural, intercultural to English as a Foreign Language learning (EFL). Finally, we present important findings from these studies and how they relate to our research.

In 1993, Nelson, El-Bakary and Al Batal investigated the American English and Egyptian Arabic speech act of complimenting. It is a study of significance as it sheds light on how differences in culture can be revealed through the realisation of speech acts. They can also share information about the speech community's communication style based on socio-cultural beliefs and customs. The participants of the study included 243 Egyptian Arabic native speakers and 256 American English native speakers. These participants were asked to recall the last compliment they had given someone or heard from someone. Similar instances have been identified in our

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research, as it was conducted among American English learners of Saudi Arabia. The findings showed a certain amount of similarities and differences between the two groups of learners, including the AEL and IEL groups. Both groups showed a preference for direct complimenting. They also used adjectival compliments and frequently offered compliments regarding physical appearance. Furthermore, Egyptian Arabic native speakers and American English native speakers differed in the length of their compliments. Egyptian participants tended to use longer compliments than the American. Their compliments mostly referred to appearance and personality, while the American English speakers tended to give compliments on a person's skills. The Egyptian Arabic speakers tended to use formulaic expressions, smiles and cluster compliments. This was also evident in the outcome of our research work, as the greeting speech act used by the American English and the native Arabic speakers differed substantially, especially on the basis of their cultural beliefs and the influence of their language competency.

One speech act that has not been explored in great depth is that of swearing. However, the researcher Abdel-Jawad (2000) did carry out a study on the speech act of swearing in Jordanian Arabic. The researcher's objectives were to study the linguistic structure of the speech act of swearing, its content, its communicative function and other speech acts used at the same time. The method of data elicitation included observation by the researcher of his students. He found that there were 1,000 cases of conversational swearing, mostly swearing by God, swearing by people or swearing by things. One of the examples on such swearing is 'by the glory of Allah.' The results of this study revealed that there was a tendency to use swearing to introduce different speech act types. In addition, it revealed the use of a wide range of

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sworn-by objects. In his study, the researcher also mentioned the speakers using conversational swearing for illocutionary force and assertion.

The significance of the study lies in it being the first to investigate the speech act of swearing in the Arabic language. In this research, the speech act of swearing was found to be used in everyday conversation in Arabic. The reasons for using it in everyday communication were also highlighted. Conversational swearing is also used as a persuasive device, which is also found in the Arabic the speech act of greeting in our research work.

The researcher Taylor–Hamilton (2002) explored the speech act of giving directions. In this research, the languages investigated were English and Emirati Arabic. This study was carried out with the students and faculty of the Higher Men's Colleges of Technology in Abu Dhabi. The participants in this research were divided into three groups. The first one was made up of 46 male Emirati students who gave directions in Emirati Arabic. The second group was made up of 118 male Emirati EFL students who gave directions in English. The third group included 50 male and 50 female British English speakers who also gave directions in English. The researcher asked the participants for directions to get to certain places in the city of Abu Dhabi. These places “were chosen based on the students’ knowledge of an area in order to maximize chances of success” (Taylor–Hamilton, 2002, p. 7). However, our study categorised the respondents into four groups as previously mentioned; Saudi Arabic speakers, American English speakers along with intermediate English learners and advanced English learners whose L1 is Arabic.

Interviews with two Emirati nationals were carried out in the study of Taylor–Hamilton (2002), in order to gather information concerning ethnography. When

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analysing the data, the researcher looked for the direction–giving strategies, success and failure in direction giving, the relationship of the social variables and the success and failure in direction giving. Examples of social variables include the time spent learning English, age, work status, foreign travel and residence. Results of the study revealed that native and non–native speakers used strategies differently. The use of landmarks in direction giving by the Emirati EFL learners was not as frequent in native Emirati Arabic speakers and native British English speakers. In relation to the interviews, results showed that the use of street names was not considered a strategy in Arabic. The researcher added that the success of giving directions in the English language depended on the length of stay in the city and was not related much to the time spent learning English.

This study is significant for two reasons. One is that the method of data gathering was role–play interaction, an improvement for the field of speech act data elicitation. The study is also significant as it showed the Arab and British cultures differences in the way directions were given. This is relevant for our study as it gives us a background on how Arabic speakers realise different speech acts in L2.

Bataineh (2004) carried out research on the differences in apology strategies between Jordanians and Americans. Two tests were given by the researcher to gather the data. The first was designed by Sugimoto (1997) to gather data for her study on Japanese and American differences in apology strategies. The second test was a test designed by the researcher from scenarios she got from students at Yarmouk University, and Jordan University of Science and Technology (Irbid, Jordan) and also from Indiana University of Pennsylvania (Indiana, US) The participants included 400 students, distributed in the different cultures, with an equal number of male and

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female participants. The results of the study showed differences in the use of apologies between Jordanians and Americans. The main difference is that Americans tended to blame others and themselves, as they used more compensation when apologising. Jordanians, on the other hand, were found to use more statements of remorse, using the name of Allah (God) when attempting to apologise, and promising not to repeat the offense in the future. The variable of gender was present in that differences in the same culture were detected. Jordanian males were found to use more remorse statements, while females blamed themselves more than others, in fact they used less non-apology strategies. American females, on the contrary, were found to apologise more than American males; they also used more statements of remorse compared to their male counterparts. Moreover, American females tended to use more apology strategies and less non-apology strategies than males. This study is significant because of the different strategies used, the investigation on gender differences in both languages and its representation of Arabic culture and religion. It also presented the similarities and differences between speech acts in Arabic and English. Our study has been designed similarly except for the fact that only female respondents were selected. This restriction on respondents has helped to obtain an unbiased understanding of the usage of greeting speech acts. The influence of cultural and traditional beliefs of the Arabic population on greeting speech act plays an active role in demonstrating the competency of the Arabic speakers on their L2 English.

In a more specific study, the effects of gender and status on the strategies of apologies were explored. Iraqi EFL university students and American English native speakers were investigated by Abu Humei (2013). The goal of his study was to compare apology strategies in relation to status and gender between Iraqi EFL

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university students and American English native speakers. In this study, the researcher aimed to answer four questions:

- 1) What are apology strategies that Iraqi EFL university students and American native speakers employ?;
- 2) Are there differences between the males and the females of both subjects on the matter of apology?;
- 3) Are there differences between the Americans and Iraqi EFL university students in their apology responses under the influence of status?;
- and 4) Do Iraqi EFL university students resort to interlingual transfer when they apologise in English? (Abu Humei, 2013, p. 145).

In order to collect the data, the researcher designed a DCT. The questionnaire consisted of twelve questions divided into three different groups. Each of the groups had four situations. These groups were asked how the participants would apologise to higher– equal– and lower– status individuals. The findings of the study revealed more apology strategies among Iraqi females than males while American males used more apology strategies compared to American females. Finally, the results of the study revealed Iraqi EFL male learners used more strategies with people of a higher status. American native English male speakers, on the other hand, tended to apply more strategies when apologising to people of a lower status. In our study, although the aspect of gender differences had been omitted, settings and social status have depicted variations in the usage of the speech act of greeting among the Saudi Arabian speakers and American English learners/speakers.

In 2006, Al–Khatib carried out a study on the invitation making and accepting speech act from a pragmatic point of view in Jordanian society. In his study, the researcher aimed to “systemize the various strategies used for the purpose of inviting in Jordanian society; and to highlight the socio–pragmatic constraints governing their use” (Al–Khatib, 2006, p. 272). The aspects of the invitation speech act investigated



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included inviting, accepting and declining. The participants included 120 respondents, 67 males and 63 females and the results revealed a functional, patterned and rule-governed process. It also showed that the type of strategies used for inviting, declining an invitation or accepting it are determined by important factors such as age, sex and social distance. The researcher also added that there is a special invitation pattern in Jordanian Arabic that only people from the same cultural background can appreciate.

This study is of significance as its results “have implications for intercultural communication, and applied linguistics as well as for a possible theory of foreign/second language teaching” (Al-Khatib, 2006, p. 272). It also presented a pragmatic view of the Jordanian society’s way of invitation making, refusing and accepting, as well as the socio-pragmatic restrictions governing the use of different strategies.

In 2007, Al-Eryani researched the speech act of refusals. The participants were 20 Yemeni learners of English. They were given six situations and their refusals were compared to those of American English native speakers and Yemeni Arabic native speakers. The researcher used the DCT as a method of data collection. The results of the study showed that there is a cross-cultural variation in each group in the communicative formulas content in relation to the interlocutors’ eliciting acts (i.e., invitations, requests, suggestions and offers) and status (low, equal or high). The results also showed cross-cultural variation in frequency. In the study, the Yemeni Arabic native speakers offered explanations and reasons for their refusals and were less direct, while American English native speakers gave more direct refusals. Target language pragmatic competence was also observed in the refusals of the Yemeni

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learners of English. This was observed in three areas when making a refusal, the first being the refusing semantic formula order. Yemeni Arabic native speakers' excuses took the first and second position in the semantic formulas, while the excuses of Yemeni EFL learners appeared in all positions. On the other hand, American native speakers of English refusals were placed in only third position. The second area was the semantic formula frequency. This area was based on social status (higher, lower or equal). The third area was the semantic formula content. It was based on whether the situation was a suggestion, an offer, an invitation or a request. However, the Yemeni EFL learners showed some of the norms in their native language and their responses were related to their cultural background.

Another recent study of refusals was carried out by Morkus (2009). This study, briefly discussed before and detailed later in this section, was the cornerstone and inspiration of our research. It aimed to investigate the following:

- the realisation of the speech acts of refusals in Egyptian Arabic
- learners' performance compared to native American English speakers and Egyptian Arabic speakers
- the relationship between learners' language proficiency and pragmatic competence
- L1 pragmatic transfer extent and its relationship to L2 proficiency level
- The organization and structure of refusals at the discourse level.

The participants were divided into four groups. These groups included 10 native Egyptian Arabic speakers, 10 native American English speakers, 10 American intermediate level Arabic learners, and 10 American advanced level Arabic learners. The method of data collection was the enhanced open-ended role-play. This method

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included “six situations and include two types of stimuli to refusal (i.e. requests and offers). These situations also varied with regard to the setting, the status of the interlocutors relative to each other, as well as the object of the refusal” (Morkus, 2009, p. 99). The data was analysed using qualitative and quantitative analyses. Findings of the study point out differences in the strategies used, strategies that were directly or indirectly use by the native speakers of Egyptian Arabic and the two groups of learners. It also showed advanced students’ negotiation abilities, the high percentage use of indirect strategies, and the low percentage use of direct strategies when compared to intermediate–level colleagues. Pragmatic transfer was present both negatively and positively. Advanced students tended to have a high pragmatic transfer degree. The researcher also added that differences in the realisation of refusals were due to individual differences.

This study is of significance as it was the first speech act research on the Arabic language that used the role–play method for data gathering. It was a step towards improving data collection methods. It was also one of the few research studies to investigate the speech act at discourse level. Morkus (2009, p. 14) adds that “it is the first speech act study in Arabic to examine how refusals are negotiated turn by turn over a stretch of discourse”. Morkus was not only one of the few researchers that used the role–play method in the study of speech acts, but he also raised the elicitation process’s consistency and validity level by improving the data collection method. In addition, this study was “the first study to investigate how American learners of Arabic as a foreign language realise the speech act of refusal (or any other speech act for that matter) in Arabic”. To conclude, this study is considered to have

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made a valuable contribution to pragmatics, Arabic speech acts and their research methodology.

In a comparative study by Maan Aubed (2012), polite requests in English and Arabic were investigated. The researcher aimed to identify the patterns in direct polite requests. Aubed (2012) also aimed to show how these polite requests could be translated effectively. The findings of this study revealed “that polite markers which give the utterances the force of polite requests in Arabic are more than those in English.” He also adds that “the Arabic realisations of the polite requests have reflected a high degree of translatability in expressing the illocutionary force of the requests under investigation” (Aubed, 2012, p. 921). This study is of significance as it sheds light on polite requests in English and Arabic and their different patterns. It is also of relevance as it explores speech act differences in the same languages as this study.

In a more culture specific research, Ayman Tawalbeh and Emran Al-Oqaily (2012) investigated Saudi Arabic and American English politeness and indirectness in requests. In order to gather the data, the researchers used a DCT with twelve situations. The participants were randomly selected and were undergraduate Saudi Arabic Native Speakers (SANSs) and American English Native Speakers (AENSs). The findings of this study revealed three points with regards Saudi and American politeness and indirectness in speech act of requests. The first is “it was found that conventional indirectness was the most preferred strategy among AENSs. AENSs were found to opt for conventional indirectness in most of the situations even when they were addressing their inferiors” (Tawalbeh and Al-Oqaily, 2012, p. 94). The second established that conventional indirectness was applied for SANSs in

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circumstances where inferiors were talking to their superiors, without considerations made on extent of imposition (Tawalbeh and Al-Oqaily, 2012, p. 94). The third point stated “it was found that direct request was the preferred strategy among SANSs in situations when superiors were addressing their inferiors and among friends regardless of the weight of the request” (Tawalbeh and Al-Oqaily, 2012, p. 94). This study was of relevance as it examined the Saudi culture and compared the speech act of requests in the same languages we focus on in our investigation.

In a more recent and specific study done by Al Amro (2013), the giving and responding to compliments in Najdi Saudi Arabic were investigated. He employed factors such as age, relationship and gender to affect the compliment production and responses. The researcher’s method was to collect data from natural field contexts “in a variety of conversational settings (e.g. family gatherings, stores, restaurants, gatherings at tribal houses, mosques, malls, schools, on the street 65 and in hospitals)” (Al Amro, 2013, p. 64–65). The participants were of both genders. In paying compliments, he hypothesized that gender influenced the way men and women compliment and the length of it. People of different age groups give compliments differently. He also stated that the participants’ relationships affect their choice of form and strategy and the length of the compliment was influenced by age (Al Amro, 2013). Results of the study revealed that Najdi Saudi Arabic complimenting tended to be formulaic and that its speakers accepted compliments implicitly. There were frequent compliments among speakers of the same age, gender and social relationship. Compliments produced by men tended to be shorter than these extended by women. Appearance was the focus of compliments by women, while men focused on personality. Women also tended to return compliments more than men. They used

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praise upgrade, invocation, appreciation tokens and relationships. Concerning the age factor, results showed that compliments of the older participants tended to focus on personality, while younger and middle-aged groups tended to focus on performance and personality. At the same time, participants in the older and middle-aged groups used non-acknowledgment more. In addition, from a social relation perspective, speakers who were known to each other tended not to use as many compliments as those who were not, and whose compliments had invocations and blessings.

This research is of significance as it is one of the few studies that investigated the behaviour of Arabic compliments. It was also the first to investigate compliment types, responses to compliments and compliment events affected by social variables of Saudi Najdi Arabic. It is also of significance as “understanding the strategies of giving and responding to compliments among world languages may help narrow the gap between languages’ speakers and clarify misunderstood compliments. Also, this understanding might help developing language learning curricula” (Al-Amro, 2013, p. 8). Undoubtedly this study stands as a background on the behaviour of Saudi Arabic speakers.

Abdallah Salameh carried out a further study in 2001. In this research, he focused on the responses to the compliments in American English, Saudi Arabic and EFL Saudi learners. Salameh aimed to investigate the realisation of universal or cultural-specific patterns. In order to reach his objectives, the researcher examined compliment responses in three groups. This first was made up of American English native speakers, the second Saudi Arabic speakers and the third Saudi EFL learners. Salameh also included as variables: the social distance of the complimenter; the status of the complimenter; the gender of the respondent and the gender-pairing of the

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respondent–complimenter. The method of data collection was through interviews, elicitation and observation and the main method for data collection was the DCT. There were 50 participants in each group. The findings of the study revealed that Saudi Arabic speakers did not accept and reject compliments as much as Americans did. They tended to produce more deflections in their responses than Americans. The social status of the complimenter and the social distance are two variables that had great effect on the category of deflection response in the American and Saudi participants. The researcher discusses an increase in the use of deflection by American and Saudi participants when the social status of the complimenter is high and the social distance is close. Gender, as a variable in the study, also shows that both the American and the Saudi participants were affected by it in a significant way. There was less rejection and more acceptance when complimenters and respondents were of the same gender. The behaviour of the Americans, on the other hand, was totally opposite. Saudi participants' compliments expressed in English had some Saudi Arabic cultural modes. The researcher added “the respondents in the Saudi EFL learner group were transferring the Saudis' relatively low rate of bald acceptance and appreciation responses to their English compliment responses” (Salameh, 2001, p. 161). The Saudi EFL learners tended to transfer “the Saudis' frequent use of ritualistic, formulaic, and proverbial acceptance comments to English” (Salameh, 2001, p. 161). The researcher also found that the Saudi EFL learners were influenced by their native culture as they frequently transferred responses showing the use of duty.

This study is also of significance to our study as it explores the Saudi culture and the speech act of compliment response. It contributed to cross–linguistic, pragmatic and empirical cross–cultural speech acts. It also presented the Saudi EFL

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learners' amount of pragmatic transfer when responding to a compliment. The American English speakers and the Saudi Arabic speakers compliment responses were also explored. Finally, this work is of benefit in the teaching of English as a foreign language to Arabic native speakers, as it introduced possible applications.

Bataineh (2013) undertook research on Jordanian Arabic and American English speech acts of congratulating, apologising and thanking. In her study, she asked what strategies were used when expressing and responding to thanks, apology and congratulations by Jordanian Arabic native speakers (JNSs) and American English native speakers (ANSs). The researcher also questioned the strategy similarities and differences. To gather data, a DCT was used for both languages with the same content. The participants included 50 Jordanian Arabic native speakers who were mostly Muslims, although two were Christians and 50 American English Christian speakers. The Jordanian Arabic participants' ages ranged from 19 to 25 for the students, 26 to 34 for the administrative personnel and 31 to 54 for the group of academic personnel. In relation to the American English speakers, the participants' ages ranged from 21 to 23 years old for the college students group, from 36 to 53 for the group of administrative personnel and from 44 to 53 for the group of diplomatic personnel. The results showed the influence of religion in Arabic interactions in most social contexts. When speakers used religious expressions, they implied politeness. The Jordanian Arabic native speakers' responses showed the repeated appeal to God. These religious expressions were used by speakers to greet, promise, blame, invite, agree and disagree. According to Bataineh (2013), this finding showed consistency with Davies's (1987) report noting a rise of religious formulas in Arabic expressions in contrast to English. She adds that "*offering a prayer or appealing to God* was one of the most powerful strategies used among JNSs so much so that a good number of



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the formulas were either a prayer themselves or preceded or followed by one. While all ANSs and some JNSs showed gratitude by a simple *thank you*, other JNSs accomplished the same by *appealing to God* for the upkeep of the person who has provided the service” (Bataineh, 2013). The results also revealed the use of more diverse strategies by American English native speakers of than Jordanian Arabic native speakers. This was clear in their usage of the super strategies, except for denigrating and rejecting, where both of the groups used the rejecting/dismissing strategy. The researcher mentioned that “JNSs only used nine strategies, namely, *thanking, expressing joy, noticing and attending, agreeing, using metaphors, non-use of a formula, showing humility/begging for forgiveness, rejecting/dismissing, and thanking and returning*, whereas ANSs used 14 strategies adding *thanking and explaining, reassuring, begging for forgiveness and explaining, ignoring, and thanking and reassuring*” (Bataineh, 2013). As the two cultures use the same strategy types, the researcher introduced this as evidence of the universality of culture/linguistic phenomenon.

The significance of this cross-cultural study lies in its contribution to intercultural pragmatics. It also contributed to the learners and instructors of both languages. Its importance lies in its scope, as it covered more than one area of the speech act: thanking, apologising and congratulating. Its strength comes from its focus on the initial formula and the response to it.

Al-Omari and Abu-Melhim (2013) carried out research on the speech act of promising in Jordanian Arabic. In this study, the researchers investigated the strategies and realisation of this speech act. They researched the “speech act in Arabic from a pragmatic point of view using Jordanian Arabic as an illustrative example

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investigating various types of promising” (Al–Omari and Abu–Melhim, 2013, p. 30). The participants included 50 Jordanian Arabic speakers, 25 males and 25 females aged between 17 to 28 years old. The method of this study was the DCT and was used to gather as many promising types as possible. The DCT consisted of 10 situations, each situation requiring a promise. The results of the research showed the following four types of promising (Al–Omari and Abu–Melhim, 2013, p. 32):

- a) **Direct promising:** Data revealed that direct promising occurred exclusively in the speech of Jordanian native speakers in (360) responses out of 500 total responses (72%); the table illustrates that Jordanian speakers tend to rely most on direct promising in their speech.
- b) **Evasive promising:** This type was used in (26) responses (52%) of the study sample; use of this type of promising was limited.
- c) **Satirical promising:** This type of promising was used in (23) responses (4.6%) of the study sample; this indicates that use of this type of promising in the data was also restricted.
- d) **Conditional promising:** This type represented (91) responses (18.2%) out of the total responses collected for purposes of this study

Finally, in a recent and more culturally related study, Alqahtani (2015) researched the speech act of refusals by American and ESL Saudi students. It aimed to investigate how they realised and performed English refusals speech acts. It also aimed to investigate the refusals that relate to direct and indirect strategies, and the possibility of refusals and strategies being influenced by gender. Another goal of this study was to find out how the realisation of refusals was affected by culture. The method used to answer these questions was mostly the open–ended role–playing scenarios. These scenarios consisted of two requests and two invitations. They were given to 89 participants, including 15 Saudi women, 24 Saudi men, 15 American men and 35 American women. The findings of the study showed the differences between the two cultures. According to the researcher, this was seen mostly in the first

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scenario, which was related to Saudis agreeing to lend money, while the American participants refused. She added that this was related to L1 pragmatic transfer and cultural background. Indirect refusal strategies were present in the findings and explanation and regret was common in all scenarios. Participants also used other strategies in the other three scenarios. Examples of these strategies, which were used frequently in the homework scenario, were explanation and statement of alternatives. The last two were invitation scenarios, in which the two gender groups and cultures used mostly refusal strategies such as gratitude, regret, alternative and explanation. There were other refusal strategies used, but they were not as commonly used as the previously mentioned ones. Alqahtani (2015) related the lack of differences between the two group's data to the high English proficiency level of the Saudi participants. Due to these factors, many similarities were found between the two groups. The researcher related the insignificance of gender differences in the groups to globalisation and gender equality.

This study is of significance to our research as it gives a background about the Saudi Arabian culture. It is also a valuable study as it focuses on refusals, an interesting aspect of speech acts. This study showed the similarities and differences in the performance and realisation of refusals in the two languages, showing which aspects these two cultures and languages hold and share.

### 2.3. The Speech Act of Greeting

The study of the speech act of greeting is considered as “a first useful method of exploring the structure of a speech community and a social group” (Ahmad, 2015, p. 50). The way people speak tells a lot about the speaker's personality, knowledge,

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politeness and social status (Nemani and Nasekh, 2013). The person's choice of the form of greeting shows his/her attitude towards the addressed person, their politeness and the way in which s/he was brought up. Levinson (1983) states that greetings are present in every culture and that are considered important in all ages, as it maintains and develops the social bonds. In order to start and maintain a relationship, one must choose an appropriate greeting (Wei, 2010). According to Jibreen (2010), greeting is a speech act that reflects a particular culture as it shows a specific culture values. The researcher also adds that this expressive speech act, greeting, is the most repeated speech act. Jibreen (2010) also states that we cannot start a conversation without the speech act of greetings and that is the most repeated speech act in our lives. As mentioned, it is one of the first speech acts that children acquire in their native language (Ebsworth and Bodman, 1996). Moreover, Dogancay (1990) considers "greetings among the routines explicitly taught to children" (Gharaghania, Rasekha, Dabaghia, and Tohidian, 2011, p. 95). According to Ebsworth and Bodman (1996), American English children tend to use the speech act of greeting between the ages of nine and eighteen months.

The speech act of greeting has been studied in many fields such as sociolinguistics, discourse analysis, sociology and anthropology. Studies revealed that

greetings are complex, involving a wide range of behaviours and sensitivity to many situational and psychological variables. Greeting is made up of linguistic and non-verbal choices which may include a simple wave or smile, a single utterance or a lengthy speech act set which can involve complex interactional rules and take place over a series of conversational turns. Nevertheless the greeting rituals are critically important and have to be performed in the finest detail if we are to avoid embarrassment, offense or ridicule which should be concerned by learners of a second or foreign language (Gharaghania, Rasekha, Dabaghia, and Tohidian, 2011, p. 95).

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Searle (1969) referred to the speech act of greeting as an expressive speech act category, while Goffman (1971) viewed it as “access rituals”, a “perfunctory, conventionalized act through which an individual portrays his respect and regard for some object of ultimate value to that object of ultimate value or to its stand-in” (Goffman, 1971, p. 62). These access rituals have two patterns: the first one is the passing of the greeting; the second pattern is the engaging of the greeting. There are physical behaviours that can be observed in the speech act of greeting. These behaviours include the following:

- social context
- address term
- mimics and gesture
- verbal forms

The speech act of greeting was also referred to by Firth (1973) as a ritual with forms that are both verbal and non-verbal. The non-verbal forms include mimics and gesture. The verbal form occurs through linguistic units which include the following:

- form of the questions
- form of the interjections
- form of the affirmations

Firth 1972 also states that greetings have a routine that is patterned, and that they are considered highly conventionalised according to Laver, Firth

makes a further study of greetings in the linguistic patterns of conversation. He asserts that greetings as conversational routines are part of the linguistic repertoire of politeness. They are tools of polite behaviour and their use is guided by a polite norm. Based upon his assumption, he employs Brown and Levinson’s politeness theory to

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explain the function and use of greetings (1981 cited in Wei, 2010, p. 57).

Meiirbekov, Elikbayev, Meirbekov and Temirbaev (2015) state that “Duranti (1997) shows us how greeting forms have their correlation with the culture of the speaker. He is one of the scholars who underlined the speech act of greeting as the speech act that helps us to reveal more cultural, personal and historical information about the person who utters it or about the nation who use that particular greeting forms than other speech acts. We can say that his works are the basic foundations of all research works concerning the speech act of greeting” (Meiirbekov, Elikbayev, Meirbekov, and Temirbaev, 2015). For Goffman (1955), greetings are needed in order to indicate that there is a relationship (Gharaghania, Rasekha, Dabaghia, and Tohidian, 2011, p. 95). Goffman (1955) adds that greetings help people understand their position with each other before starting a conversation.

Theorists, such as Searle (1969), consider English greetings as expressive speech acts. They express familiarity with the other (Searle and Vanderveken, 1985). For Bach and Hamish (1979) greetings are considered as acknowledgements. On the other hand, Searle and Vanderveken (1985) state that the speech act of greeting does not have propositional component, while it is considered by Bach and Hamish (1979) as an expression presented when seeing someone. This argument that the speech act of greeting does not have any propositional content (Youssef et.al., 1976) is similar to Malinowski’s (1923), according to whom the concept of phatic communion that is planned in the beginning recognises speech as a kind of action, “a form of social behaviour that establishes or confirms social relations and does not necessarily communicate new ideas” (Duranti, 1997, p. 66). It is defined as phatic because it introduces a challenge within and across communities for differences in what

speakers say when greeting. Finally, greeting, when considered an act that shows pleasure, is understandable in certain settings, such as when a verbal greeting is accompanied by a smile (Duranti, 1997).

### **2.3.1. The Greeting Strategies from Brown and Levinson's Politeness Model**

In the previous sections of the literature review, the Brown and Levinson's model of politeness was discussed. In their model, the speech act of greeting is viewed as "linguistic routines concerned with politeness in social interaction" (Wei, 58, 2010). Even though the speech act of greeting was not described in detail in Brown and Levinson's model, some linguists developed the five strategies of the face-threatening acts (FTA): "(1) bald on record, (2) positive politeness, (3) negative politeness, (4) off-record, and (5) not doing the FTA" (Wei, 2010, p. 58). It is not easy and suitable to include the speech act of greeting in them. Even though some of these scholars tried to analyse the strategies of the speech act of greeting, the framework by Brown and Levinson could be modified and applied to them. These modifications could be to the bald on record greetings, off-record greetings, positive greetings, negative greetings and neutral greetings (Wei, 2010). An example of the bald on record greeting is conversations between friends and family members. This strategy is also "used when the maxim of efficiency overrides the maxim of politeness" (Wei, 2010, p. 59):

(1) A: Hey, we're late.

B: Let's hurry.

(2) A: They are coming! Get away through the back door.

B: Yeah.

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Dialogue (1) may occur when A and B meet on their way to school or office in a hurry. Dialogue (2) may occur when B is being chased by others. According to Wei, the strategy of negative greetings is

usually with regressive action directed towards the hearer's negative face. This strategy is frequently used when addressing someone whom the speaker does not know or does not know well. For example; 'Excuse me, are you Professor Jones?' 'Excuse me, what is your noble name?' The expression 'excuse me' can be considered to be a negative regressive greeting expression directed towards the hearer's negative face, i.e., the want to be free from intrusion" (Wei, 2010, p. 59).

On the other hand, the direction of positive greeting strategies is towards the receivers' positive face and the aim is to please the receiver as Wei states. An example this is: 'It is an honour to meet you.' The researcher also adds that in this strategy, the speaker is enhancing the hearer's positive face either directly or indirectly. The off-record strategy of greeting is the extension of greetings among friends. Its aim is to create an environment of humour and solidarity. Wei also adds that "They are realised through teasing, irony or in seemingly impolite ways. For example:

(1) A: Still alive?

B: Alive and kicking.

(2) What wind brings you here?" (Wei, 2010, p. 59).

To conclude the researcher's observation, the face-maintaining and enhancing strategies and the notion of face consciousness is universal while "Brown and Levinson (1987) claim, the realisation of these strategies is language specific" (Wei, 2010, p. 59).



### 2.3.2. The Social Factors Affecting Strategies of Greeting according to the Descriptive Framework by Laver (1981)

The choice of the strategies of the speech act of greeting is affected by social factors. In his research, Wei examined this by applying Laver's descriptive framework and Brown and Levinson's analysis. He states that

"according to Brown and Levinson (1978), the choice of politeness strategies is for the most part determined by the weight of seriousness of FTAs, assessed with two social factors and one cultural factors:

$$W_x = D(S, H) + P(H, S) + R_x$$

Where  $W_x$  represents the seriousness of FTAs,  $D(S, H)$  is the social distance between  $S$  (speaker) and  $H$  (hearer),  $P(H, S)$  is the relative power of  $H$  over  $S$ , and  $R_x$  is the absolute ranking of imposition in the particular culture. All three factors  $P$ ,  $D$  and  $R$  contribute to the seriousness of FTAs and determine the level of politeness with which FTAs will be communicated" (Wei, 2010, p. 60).

The researcher also adds that we use politeness strategies to keep and develop the relationship between the speaker and the receiver without having a communicative aim or a particular purpose. Wei states that there are more factors which influence the politeness strategies choice. This implies that Brown and Levinson's choice when addressing strategies might be revised as follows:

$$X = D(S, H) + P(H, S) + \dots$$

Where  $X$  represents the degree of politeness in greetings. The formulation is open-ended as other factors may influence the degree of politeness of greetings. It shows that both  $D$  and  $P$  (and some other social factors) contribute to  $X$ , i.e., if  $P$  is held constant,  $X$  varies with  $D$ . For example:

A: Hi, John!

B: Hi, Jack! Glad to see you here!

(2) A: How do you do, Mr. Smith?

B: How do you do, Mr. Jones? I'm pleased to meet you.

A: I'm pleased to meet you too.

The social distance of interactants in example (1) is much shorter than that in example (2). If D is held constant, X varies with P. For example:

(2)A: Morning!

B: Morning!

(4) A: Good morning, Mr. Jones!

B: Morning! (Wei, 2010, p.61).

Laver's (cited in Qian, 1996: 37) summarisation of the social factors that affect the type of greeting in British English is presented in the figure below (Wei, 2010, p.61):

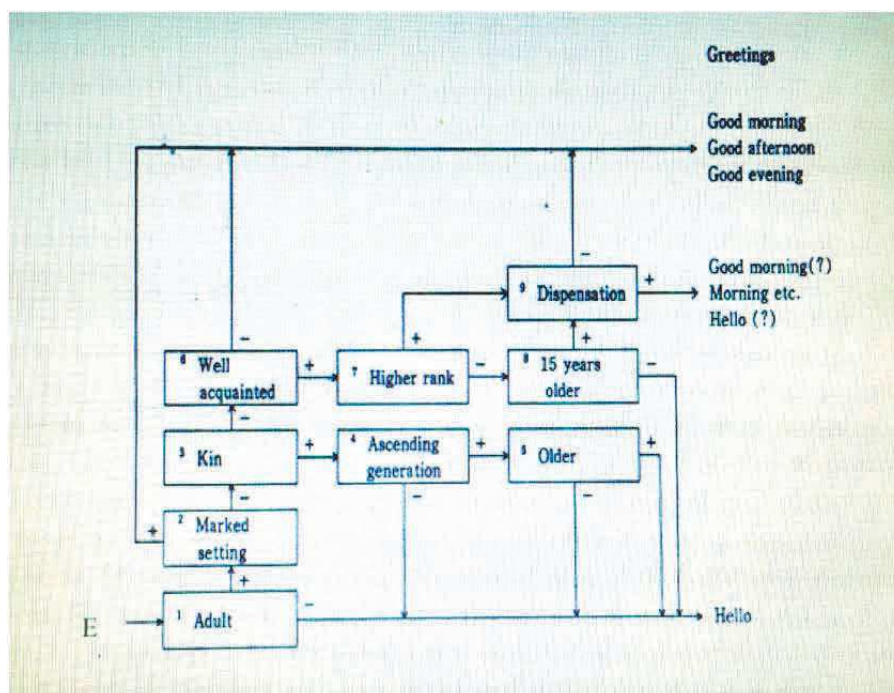


Figure 1. Laver's Diagram of Factors that make the choice of Greeting type in British English

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In his research, Wei focused on Laver's diagram regarding the factors that affect the choice of greeting in British English. In his interpretation of the diagram, he says

the greeting form system is presented as a series of choices, using the computer flow chart format. The square-shaped junctures are to be taken as decision points, or determiners of a set of specialized greeting expressions. The 'E' beside the juncture labelled 'adult' marks the entry point, the point where you begin the process. There are two exits from each decision point depending on whether the indicated condition is met (+) or not (-). The greeting expressions from the top to bottom on the right side of the diagram rank from the most polite to the least. To work out the correct greeting expression to use, you simply follow the appropriate path through the chart. For example, a faculty member (F) who wants to greet the dean (D) would recognize him or her as an adult, then check to see if it was a 'marked setting' (like a formal faculty meeting) (Wei, 2010, p. 61).

Laver considered social factors like generation, age, kinship, setting, dispensation and acquaintance (quoted in Qian, 1996). Laver's framework showed that these factors may affect the choice of the strategy of greeting more than others and gave age as an example.

### 2.3.3. The Speech Act of Greeting in Different Languages

In a significant study, Kirvonos and Knapp (1975) investigated aspects of the speech act of greeting. The aim of the study was to find out the verbal and non-verbal behaviours related to the communicative interaction. It also aimed to investigate whether those behaviours were altered depending on the relationship of the participants. In order to find answers to these questions, Kirvonos and Knapp gathered data from 64 subjects. Those participants were young men. Their greeting forms were videotaped, and then they were transcribed. This research classified greetings into verbal forms and non-verbal forms. Kirvonos and Knapp also found that, between

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strangers, there were less frequent verbal forms of greeting. Previously, in 1973, Halliday had presented his classification of the forms of the speech act of greeting. His proposal was based on the relation of the form of greeting and the time in which that this form was produced. Halliday referred to them as time-free and time-bound forms of greeting.

Other researchers investigated other aspects of greeting forms. Some focused on the sociolinguistics forms of greeting, e.g. the study by Dezhara and Rezaei in 2012, comparing the greeting forms used by male and female native Persian speakers. The results of the study showed that male participants tended to use more informal greeting expressions than females, in order to feel powerful.

A study carried out by Akindele (2007), analysed on the socio-pragmatics of the greeting forms of Sesotho. In his research, he studied the sociolinguistic greeting features in the sociolinguistic community of Basotho in southern Africa. Results of the study revealed that the speech act of greeting in this society is a routine, and that the aim is to establish personal relationships. It is also considered a serious topic for conversational development, as it includes having to ask about the wellbeing of the person, that of his/her family and friends. The results of the study also revealed age, time and context differences. Akindele also added that there were some similarities in greeting structures and types in the Sesotho, Arabic, Shona, Yoruba and Setswana languages.

On the other hand, Gharaghani, Rasekh, Dabaghi and Tohidian (2011) carried out a study which aimed to examine the gender effect on politeness strategies in the speech act of greeting among Persian, English native speakers and EFL learners. It was a cross-cultural study where gender was considered the variable. The researchers

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claimed that politeness and formality differed depending on the context of the situation. They also added that findings were considered a Persian phenomenon, that is culture specific; besides, there is an increase in the formality of some gender greetings. The participants of this study included 46 male and female EFL learners who were divided into two groups. The first group comprised 30 undergraduate EFL learners of between 21 to 24 years old. The second group had eight participants who were Persian EFLs and eight American native English speakers. The method of data collection was through the open-ended DCT and the Dramatic Written DCT. The results of the study revealed the significant effect gender has on the level of formality in Persian greetings. It also revealed some transformations in different situations from the style of Persian greeting to EFL performance. Researchers also add that, as observed in the chi-squared test, there were inappropriate politeness expressions used by the EFL learners when responding in English. The authors stated that “since the social norms of politeness are believed to be universal by EFL learners, L1 pragmatic norms are clearly observed in EFL performances” (Gharaghani, Rasekh, Dabaghi and Tohidian, 2011, p. 93).

Another comparative study by Dezhara, Rezaei, Davoudi and Kafrani (2012) focused on the common greeting forms performed by Persian males and females. This research also aimed to find out if these behaviours differed depending on the relationship to the interlocutor and the speaker’s gender. The participants of the study included 20 female and 20 male university students. The method of data collection was the DCT. The findings showed men’s tendency to use more informal expressions and have more face power. On the contrary, women tended to prefer talking about

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private topics and they were more likely to show their feelings or manifest expression while speaking.

The speech act of greeting in Arabic language was also a subject of study. The researchers Rababa'h and Malkawi (2012, p. 18) investigated the Jordanian Arabic linguistic etiquette, including the speech act of greeting. It also aimed to examine what sociolinguistic factors were responsible for their structures. The researchers collected the data from conversations that naturally occurred in different settings. Findings of the study showed that the factors which are responsible for structuring the speech act of greeting were age differences, sex, situation context and time differences. Researchers also added that there are rules related to greeting initiations that are socio-cultural and socio-religious. The greeting phrase *assalaamu alaykum*, meaning 'Peace be upon you', is considered a significant socio-religious, polite and common greeting. The study by Rababa'h and Malkawi (2012, p. 18) is of significance because it examines the same language (but different society) as our research.

The speech act of greeting was also a subject of investigation in the siSwati language which is a language spoken in Swaziland and South Africa. Sithebe (2011) examined the realisation of greetings and requests by native and non-native speakers of siSwati. The researcher aimed to find differences between the speakers of siSwati and American English communication. The goal of this research was also to examine how these speech acts (greeting and request) were realised by non-native speakers of siSwati. The participants of this study were 10 American English speakers and 10 Swazis. The methods of data collection were questionnaires and interviews, which were semi-structured. The researcher analysed the data by using the Blumkulka

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(1989) Cross-Cultural Speech Act Realisation Project framework. The outcomes of this study suggest differences in how greetings and requests are interrupted and understood by both Swazi and American native English participants. Sithebe relates differences to the different cultural background of both groups. The researcher also adds that this could be a reason for misunderstandings, so we should be aware of culture differences.

In a research carried out by Kirdasi (2013), the greetings of Arabs and Americans were investigated. The goal of this research was to compare greeting strategies in terms of body language and speech performed by Arabs and Americans. Variables such as social distance, gender and situations were investigated to see if they have an influence on the strategies of greeting. The methods of data collection were natural observation and the DCT, which had six situations to test different variables. There were 60 Arab and American participants in this study. The researcher also used interviews in order to understand how greeting strategies are perceived by the participants. Only 18 participants were interviewed. The findings of the study reveal more use of oral speech greeting strategies than body language by both Americans and Arabs. However, Americans used more oral speech than Arabs. In addition, body language was used more by Americans than by Arabs. Moreover, the greeting patterns in oral speech and body language used by both Arabs and Americans were different. The researcher also added that Americans tended to use a variation of strategies of greeting and language, while Arabs used routine ones. On the other hand, Arabs tended to use a variety of body language strategies while Americans did not.

In a cross-gender study, Jan (2013) investigated greetings, politeness expressions and modes of address in the Kashmiri language. The aim of the study was

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to “analyse men’s and women’s talk with regard to some speech practices, such as politeness expressions, greetings and modes of address found in the Kashmiri speaking community” (Jan, 2013, p. 9) and to study the differences in how the Kashmiri speakers practice speech with the opposite gender. The method used to gather the data for this research was through personal observation and interviews. Two-hundred participants were interviewed.

The informants were asked various questions related to their speech practices, keeping in view the nature of the research work. Besides the researcher visited various spots like marriage functions, educational institutions, market etc., and made observations to know different greetings, politeness expressions and the various modes of address employed by people belonging to the same and opposite gender categories in natural settings” (Jan,2013, p. 8–9). [...] The results of the study concerning the speech act of greeting revealed that there were verbal and non-verbal expressions of greetings. It also revealed that greetings and related phrases between individuals are different depending on the spatio-temporal settings (Jan, 2013, p. 78).

The researcher added that the greeting expressions of Kashmiri have a response that is fixed and, unlike the greeting phrases responses, depend on the participants’ age and gender, together with the context of the communication process. (Jan, 2013).

Greetings to strangers in an informal setting has also been subject of investigation. Prykarpatska (2014) investigated the verbal behaviour difference between Ukrainians and Americans when greeting a stranger in an informal setting. This study was based on cultural variability, which was presented by Geert Hofstede (1980) and Edward Hall (1963). The model that these scholars presented was used by the researcher for the American culture model. The Ukrainian model of culture, on the other hand, was designed by the researcher. The data collection for this study was



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empirical data that the researcher obtained using a questionnaire. The participants of this study were Ukrainian and American English native speakers from different age groups, places and professions. The cultural outcomes of this study reveal the informality and indirectness of Americans, and the directness and formality of Ukrainians. The researcher added

a highly individualist and egalitarian American culture, where personal freedom, respect for privacy and an equal treatment of all people are the first-order values, make Americans avoid any kind of imposition on their interlocutor's personality. A small talk serves them as a probing strategy to find out if the interlocutor is interested in getting acquainted with them. Only when his/her reaction is positive they introduce themselves (Prykarpatska, 2014, p. 188).

Moreover, Ukrainians are not as concerned with non-imposition and privacy as Americans, being more direct in their intentions and more formal.

Another study on the speech act of greeting in Arabic was undertaken by Zayed (2014). The researcher studied the performance by Jordanian EFL students and teachers of five speech acts: thanking, greeting, requesting, complimenting and apologising. We will discuss in this section only the speech act of greeting (Zayed, 2014, p. 3). The participants of the study were 30 female teachers of EFL and 1,116 of their students. The instrument of data collection was a checklist in classroom observation. The results of the study revealed that

the greeting forms inside the EFL classroom were practised as clichés that are memorized without recognizing their real functions. Also, students were accustomed to practice them chorally, and when the researcher tried to greet them individually, she had no response from any of the students. In fact, this does not go with the general and specific outcomes that expect that students in the first grade will take part in simple familiar exchanges and participate in simple short exchanges with a peer (e.g., greeting each other) (Zayed, 2014, p. 4).

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The speech act of greeting in Kazakh and English was also a subject of investigation. In 2015, Meirbekov, Elikbayev, Meirbekov and Temirbaev carried out a study which focused on the sociolinguistic aspects of the speech acts of greeting in Kazakh and English. It also examined the differences in the speech act of greeting in expressing it or producing it. The data collection methods that the researchers used to gather the data included observation, interview, questionnaire, introspection and statistical analysis. The data on the Kazakh language were collected from real-life, while the English language data were collected from the audiovisual materials posted on the Internet. The participants were teachers and students. Findings of the study revealed that the speech act of both languages was affected by the social context. It also showed that both Kazakh and English had their own individualities but that they also shared some similarities.

Moreover, Ahmad undertook research on the speech act of greeting in Urdu (2015), where his goal was to

provide a first useful method of exploring the structure of a social group. Both male and female greet in a different ways. Consequently, it is sine qua non on the part a language teacher teaching a second /foreign language to show to the students in the class the different ways to greet, so that they can have a wider knowledge in the usage of particular vocabulary in a second/foreign language.

It aimed to answer the questions:

1. How do the native speakers of Urdu including both male and female greet other in day today social interactions?
2. What factors influence women and men to choose certain linguistic expressions? (Ahmad, 2015, p. 56–59).

The method of data collection was through naturally occurring data. This paper addressed the different forms of greetings that are used in different situations. It

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also discussed the Indian culture that has Urdu speakers. The content of the paper was based on the author's observations. In this work, the author aimed to point out "some interesting inherent linguistic features in day-to-day social interaction of Urdu speakers" (Ahmad, 2015, p. 47). The findings revealed that Urdu speakers used both verbal and non-verbal types of greeting and the religious norms of the Urdu speech community governed the greeting speech act. This study also noted that the pragmatic meaning of the greeting speech act was affected by culture. An interesting aspect that the researcher pointed to is that:

modes of greeting have a set of syntactic, semantic and pragmatic structures that distinguish its usage in day today social interactions. Therefore, it is not a speech act of 'welcoming' or 'saluting'. These latter acts have their distinctive uses, structures and functions which are different from the greeting. The refusal of Muslim men and women to shake hands with members of the opposite sex is a contentious issue for many people in and around the world because it contradicts the social norms that are prevalent within Western society today. In some cases, this refusal to shake hands is taken as a personal insult, embarrassing both the greeter as well as the greatee. The main reason which can be given is that the greetings among Urdu speakers (Muslims) in India are more governed by religious norms (Ahmad, 2015, p. 115).

Finally, in a study by Enslin (2010), the speech act of greeting was examined, together with other speech acts which are performed by Japanese students, comparing ESL and EFL environments. The study aimed to answer the following questions:

1. Does the study abroad experience expand the learners' knowledge of speech act production? If so, to what extent?
2. How do study abroad students and those who do not go abroad differ in the acquisition of speech acts?
3. Can pragmatic issues be effectively taught in the classroom?  
(Enslin, 2010, p. 188)

The participants were 10 students who studied abroad, twenty-two Japanese EFL students and a control class of 24 Japanese who did not receive pragmatic usage

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instruction. To gather the data, a Free DCT was used. The results of the study revealed support from earlier studies. Enslin (2010, p. 188) stated that Japanese ESL learners were closer to native speaker norms than EFL learners. Similarly, House (1996) found that students who studied abroad had developed greater pragmatically. However, House also showed that pragmatic development can be improved in the EFL setting. Both of these observations were substantiated through this research project. The finding that ESL learners have an advantage developing pragmatic competency was considered by Bardovi-Harlig and Harford (1993), and Kasper (1997), to be based on the amount of input the learners receive. Learners need sufficient input to notice the target features, and then they gain control. Kasper (1997) had also pointed out that classrooms offer only a limited context and, therefore, learners do not develop pragmatic control as rapidly as ESL learners. The results showed that students who studied abroad performed more like native speakers due to the amount of input in the ESL setting. Enslin added that under an EFL setting, effective teaching speech acts need to be acquired. Effective teaching can help acquire speech acts, but it can also help students in their experience while studying abroad.

### 2.4. Summary

The literature review of this study presented a detailed overview of the research on speech acts. It shed light on important related theories and concepts which are considered the bases of speech act research. It also discussed pragmatic competence and transfer, communicative competence and important politeness theories.

Once we had focused on the theoretical framework for speech acts, we introduced the studies on English speech acts that had been carried out during the past few years. Also, we focused on Arabic speech acts, including from different Arabic speaking countries. All these studies have helped us understand different communication ways in each language.

The speech act of greeting was then discussed in detail, and we presented various definitions, theories and concepts. The strategies of the speech act of greeting were also discussed. This was followed by an overview of previous studies on the speech act of greeting in both languages that we used for our research.

The following chapter will be on methodology. First, it will discuss data collection methods used by scholars to gather the type of data they need. Later, it will present the method used in our study. In addition, it will include detailed information about our participants, procedures and how the data will be analysed.



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The methodology chapter describes in detail the participants in this research, data collection tools, the procedures followed during data collection, how the data will be analysed and a description of a pilot study. All these will help gain insight into the strategies of the speech act of greeting for Saudi Arabian learners of EFL. In fact, it was chosen because it is the national linguistic variety taught at university level in Saudi Arabia to both AEL and IEL groups. At the same time, the worldwide influence of the American media has a clear effect on younger Saudi Arabians.

The procedures and a detailed description of how and what this research aims to examine will help in gathering the information and finding answers to the following research questions:

Research question number one:

- In what way do Saudi intermediate learners of American English differ from Saudi advanced learners of American English in American English speech acts of greeting?

Research question number two:

- How do Saudi advanced learners of American English differ from native American English speakers in the speech acts of greeting?

Research question number three:

- What is the degree of pragmatic transfer from Arabic when Saudi intermediate American English learners realise the speech acts of greeting in American English?

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Research question number four:

- What is the degree of pragmatic transfer from Arabic when Saudi advanced American English learners realise the speech acts of greeting in American English?

These questions will be discussed in detail in the following sections.

#### 3.1. Data Collection

The following sections will discuss the two instruments used to collect data. The first was a Personal Information Questionnaire and the second, a DCT.

##### 3.1.1. Personal Information Questionnaire

To gather the data needed in this research, the participants were asked personal questions at the beginning of the study. These were asked to female participants with similar ages (from 20 to 25) in order to classify them into four groups. One reason for choosing female participants was that it was easier for the researcher to gather the data from them, especially for the two main groups of the study, the AEL and the IEL groups, as the Saudi Arabian education system requires separation between males and females in schools and universities. The researcher also wanted the data to be as accurate as possible, and since male and female Arabic greeting strategies may differ, it was decided to choose only females as participants.

For the American English native speakers, the researcher considered only those whose parents had American nationality and American English as their native language. The researcher included the parent criteria because both the language and the background of the parents may affect the greeting strategy a participant chooses to use. Participants were also not to know any other language and, if they did, they



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should be beginners. Moreover, the Morkus (2009) criteria of selection was applied, so participants from this group should have not spent more than one year outside the United States, as this may affect the greeting strategies used by a participant.

Similarly, the SAS and their parents were to have Arabic as their native language, and were not to know any other language and, if they did, they should be beginners in that language. The participants should also not have spent more than one year outside of Saudi Arabia. The nationality of the Saudi native speakers of Arabic and their parents had to be Saudi.

The intermediate English learners were in their second year of their English language studies, not having spent more than one year outside Saudi Arabia. Also, they could not know any other foreign language besides English and, if they did, they had to be beginners. They and their parents should also have Saudi nationalities and Arabic had to be their native language. The Saudi advanced English language learners followed the same criteria as the intermediate level learners, except that they were advanced level students. The criteria for choosing participants are illustrated in Table 3.1.

Table 3.1 Personal Information.

	<b>Gender</b>	<b>Age</b>	<b>Native language</b>	<b>Parents native language</b>	<b>Participant and parents' nationalities</b>	<b>Familiar language other than native language</b>	<b>Had spent more than a year outside their home country</b>
<b>AEL</b>	Female	20–25	Arabic	Arabic	Saudi	No	No
<b>IEL</b>	Female	20–25	Arabic	Arabic	Saudi	No	No
<b>AES</b>	Female	20–25	English	English	American	No	No
<b>SAS</b>	Female	20–25	Arabic	Arabic	Saudi	No	No

(See Appendix for the questions asked to the participants of the four groups)

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#### 3.1.2. Discourse Completion Test

As mentioned, the DCT was the instrument used to collect the data. It is a method used in the field of speech acts that was first developed by Blum–Kulka (1982). The DCT is an instrument which presents a situation or a dialogue, and the subjects are asked to write what they would say in that particular context. The situations vary in terms of social distance, status, setting and situation formality. In cross–cultural speech acts research, those variables are very important.

The DCT has different formats in speech acts research. If there is no follow–up response or a rejoinder, this type of DCT is referred to as an open–ended response (Blum–Kulka, House and Kasper, 1989). Other formats use, for example, the follow–up response and presenting possible responses for the participant to choose from (Rose, 1992, cited in Morkus, 2009). In other DCT questionnaires, the researcher would present a ranking of possible answers (Hill, Ide, Ikuta, Kawasaki and Ogino, 1986, cited in Morkus, 2009). Another type of data elicitation is the oral DCT (Cohen and Olshtain, 1981, cited in Morkus, 2009), in which responses are collected orally from participants instead of in a written way.

In our study, open–ended responses were used, as they elicit speech acts as if they were in real life situations; with the phrase you say/do, the participant will not be limited to a certain response nor respond to the situation by choosing a random answer. Therefore, the researcher is giving the participant the freedom to write whatever she would say or do in a given situation, either short or long, as participants are given three lines for their answers, thus helping to obtain a variety of responses.

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#### 3.1.2.1. Advantages and Disadvantages of the DCT

The DCT, as an instrument of collecting speech acts data, has many advantages. Morkus (2009) confirms that the literature shows the efficiency of the method, as it allows data comparison between cultures. He adds that this measuring instrument can be used with a large number of participants at the same time, and that it is useful to manage. Morkus states that the different context variables are controlled by the researcher, unlike data from natural responses. With the application of DCT, the authenticity of a situation is broadened up, depending on the hypothetical nature of the situation. Besides, it enables the researcher to collect a huge amount of data within a short time and leaves room for appropriate responses.

On the other hand, there are disadvantages in using the DCT as a data collection instrument. In fact, Olshtain and Blum-Kulka (1985) have criticized the use of the DCT when there is not enough room for participants to respond (Morkus, 2009). This could be avoided by clarifying in the instructions to the participants that, if anyone chooses to opt out of a speech act performance, s/he should explain why. By doing this, the researcher would be able to examine cultural differences. Morkus mentions that another disadvantage of the DCT is that the participant does not have the multiple turns that s/he has in real-life situations. This disadvantage does not apply in all speech acts studies and can be avoided by presenting situations where multiple turns are applicable. Moreover, Beebe and Cummings (1996) state that participants might say more than what they would say in real-life situations when answering the DCT. This can be avoided by indicating to the participants that they should write what they would say, even if it is just one word.

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Nevertheless, there are many advantages of the DCT as an instrument of data collection, besides the disadvantages regarding controllability. Indeed, the researcher has been able to collect data from Saudi advanced learners of English, Saudi intermediate learners of English and Saudi native speakers of Arabic. The American English native speakers were chosen by a trained person, who had all the instructions that were given to the other three groups. As the researcher is not a native speaker of American English, this could have affected the data collected: “For example, the native speakers of English who participated in the study may have had to consciously or unconsciously modify their responses due to the fact that they were interacting with a non–native speaker of English” (Morkus, 2009, 102). In fact, as our study also focuses on the speech acts of greetings between American native speakers among themselves, the researcher (not being an American English native speaker) finally assigned a trained person to carry out the data collection for this group.

#### 3.1.2.2. The DCT Design

The DCT given to the Saudi advanced English learners, the Saudi intermediate English learners and the American native speakers had the same situations. Although the Saudi native speakers also had the same situations, the names were modified to Arabic ones. In situation number seven, the setting was also changed from a coffee shop to a celebration. The instructions were the same for all four groups, who were introduced to the questionnaire situations. The instructions were short and direct and asked the participants to read the situations carefully, to write whatever they would naturally say and/or do in that situation in English (English native speakers, and advanced and intermediate learners of English) or in Arabic. Native speakers of Arabic should also say if they felt the response was appropriate to each situation. For

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the English language learners and native speakers everything was written in English, while the Arabic questionnaire was written in Arabic. As the people in the situations were also female, they all had clear and well-known female names, according to the reasons given at the beginning of the chapter.

After the instructions, the nine situations were presented. Every situation ended with “you say and/or do” and then there was space for the participant to write what she would say. These were the variables that formed part of the study. The situations were designed to examine as many different areas as possible related to the participants’ life, as the following table shows:

Table 3.2 The DCT Design

	<b>Setting</b>	<b>Situation Formality</b>	<b>Status</b>	<b>Social Distance</b>
1	University	Formal	Low to high	Student to professor
2	House door	Informal	Equal status	Sister of a participant’s friend
3	School	Formal	High to low	Teacher to student
4	University	Informal	Equal status	Best friends
5	Party at friend’s house	Informal	Low to high	Mother of a friend
6	Own house party	Informal	Old to young; High to low	Friend of the participant’s sister
7	Party for Arabic; coffee shop for English	Informal	Equal status	Classmates
8	School	Formal	Low to high; Equal status	Student to teacher and classmate
9	University	Formal	High to low	Student librarian to student

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Some of the situations were adopted and modified to fit our research purpose. The following paragraphs contain a detailed description of each situation, explaining where they were borrowed from and how they were modified.

- Situation number 1: “You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50–55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor’s name is Prof. Victoria.”

In this situation, the setting was a university, so the situation was formal. The status between the people in the situation was from high to low. The social distance was from a student to a professor. It was included to elicit a form of greeting in this specific context. For the Saudi Arabic speakers’ questionnaire, the name of the professor was changed to an Arabic name, Prof. Hanan. According to a situation presented by Gharaghani, Rasekh and Tohidian (2011), particularly situation 3, the names were changed to fit the research objectives and the situation was shortened to be clearer and more direct; the setting was also changed from a university campus to a university cafeteria.

- Situation number 2: “You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before. Her name is Monica.”

Situation number two was to elicit a particular form of speech act. The setting was a doorstep of a house. The situation was informal, as it took place on a doorstep. The status of the people in the situation was equal, while the social distance was a

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friend's sister. The names of the people in the situation were changed to fit the Arabic context. Christina was changed to Sarah and Monica was changed to Layan.

- Situation number 3: “You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a 17-year-old girl, who doesn't notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student's name is Abbey.”

For this situation, the aim was to elicit a form of greeting in this specific context. According to the reflection by Gharaghani, Rasekh and Tohidian (2011), the names were changed again to fit the research objectives, and the situation was shortened to be clearer. The setting of this context was a school. The situation was formal, as the social distance was between a teacher and a student. The status of the situation was from high (the teacher) to low (the student). The student's name was changed to an Arabic one, Wafaa, so it fitted the Arabic context.

- Situation number 4: “You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend, who is very nice and the same age as you, while walking on the university campus. You have not seen her during the break. Your best friend's name is Nataly.”

This situation was designed to elicit a form of greeting in a university setting. The situation was informal, as it took place between best friends, so the status between people in the situation was equal. The name Nataly was changed to Najla in the Arabic questionnaire, to fit the Arabic context, as mentioned before. This situation

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was also taken from Gharaghani, Rasekh and Tohidian (2011), particularly situation

4. Nevertheless, the situation was shortened to be clearer.

- Situation number 5: “Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother’s name is Lisa.”

Situation number five was designed to elicit different forms of the speech act of greeting used at a party at a friend’s house, which is an informal setting. The status between people in the situation was from low to high. The social distance was that of a friend to a friend’s mother. The name Christina was changed to Dalal, and Lisa was changed to Fatemah.

- Situation number 6: “You held a party for your 10-year-old sister. The party started and the doorbell rang. You walk towards the door and open it. It’s your sister’s friend. Her name is Taylor.”

As the setting of this situation was a private house party, the situation was informal. The status between people was high to low, between an older and a younger person. The social distance was a sister’s friend. The names were changed from Taylor to Lojain, according to the previously mentioned reason.

- Situation number 7: “You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table.”

In this situation, the setting was changed from a coffee shop to a party for cultural reasons, being an informal situation. People in the situation had equal status, as the



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social distance was between classmates. The name Mellissa was changed to Buthainah in the Arabic questionnaire for the above reasons. This situation was developed from situation number four in Kirdisi's (2013) research questionnaires. The setting of this situation was a coffee shop for the English questionnaire, and a wedding party for the Arabic one, due to cultural reasons. Also, the names were changed to fit the objectives of the study.

- Situation number 8: "You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one-week vacation you recently had."

The setting of this situation is a school so it is formal. The status between people in the situation was low to high, but also included equal status. The social distance was student to teacher, and student to classmate. This situation was taken from Gharaghani, Rasekh and Tohidian (2011), particularly situation 7. The names were changed to fit the research objectives, and the situation was also shortened to be clearer.

- Situation number 9: "This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel."

The setting of the last situation was a university and, therefore, formal. The status between people in the situation was high to low. The social distance was from a student librarian to a student. The researcher chose to have a student librarian instead

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of professional one to make it easier. The name of the student, Rachel, was changed to Noor to fit the Arabic context.

After each situation, the phrase “you say and/or do” in bold letters is included in order to help the participant. This is followed by a reasonable space for the participant to write what she would say and/or do. After that, we expressed our appreciation of their participation by thanking them.

#### 3.2. Study Participants

As this study aims to examine the strategies of the speech act of greeting by Saudi learners of EFL, the participants of this study were divided into the aforementioned four different groups: Saudi Arabic native speakers (SAS), American English native speakers (AES), Saudi advanced English learners (AEL) and Saudi intermediate English learners (IEL). In this study, there were 200 participants in total and 50 subjects in each group.

##### 3.2.1. Saudi Advanced Learners of English as a Foreign Language

The 50 Saudi advanced learners of English as a foreign language, as mentioned, were females and English language students at the Saudi College of Languages at Princess Nourah Bint Abdulrahman University. They were in their fourth (final) year, considered an advanced level. Their ages ranged from 20 to 25 years old. As they were all Saudis, Arabic was their native language. They had never studied abroad for more than one year and were familiar with American English, as it was their major. The participants' parents were also Saudis whose native language was Arabic, and their dialect was Saudi. Students said the reason they were studying English was

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because it is an international language, that they liked to learn other languages and they wanted to increase their chances of getting a job.

#### **3.2.2. Saudi Intermediate Learners of English as a Foreign Language**

The Saudi intermediate learners of EFL, the second group of our study, was also composed of 50 female participants. They were, just like the advanced English learners group, English language students at the College of Languages at Princess Nourah Bint Abdulrahman University. These students were in the second year of a four-year BA degree. Year two is considered an intermediate level. They were Saudis whose ages ranged from 20 to 25 years old. Their native language and also that of their parents was Arabic, with Arabic being the dialect of all the Saudis. Also, they had never studied abroad for more than one year. The variety they studied was American English and their reasons for studying English were similar to those of the advanced students. Some wanted to have a better chance of getting a job, others thought English was an international language while others liked learning languages.

#### **3.2.3. American English Native Speakers**

The third main group of this research was composed of American English native speakers. This linguistic variety was chosen for two reasons. The first one was because of the rich multicultural background in the United States. Secondly, the choice of American speakers was because the AEL and the IEL groups were studying American English. The researcher, a former lecturer at the College of Languages, knows that most professors use this variety. As mentioned, the number of the participants in this group was 50 females of American nationality. The native language of the participants and their parents was American English. The participants had never spent more than one year outside the United States. They did not speak any

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other language, and those who did know another language considered themselves to be beginners. This was important because the researcher did not want any reverse pragmatic transfer in their responses to the situations, as this was to provide the English language baseline data (Morkus, 2009). The females' ages ranged from 20 to 25 and they were college students whose specialisation was not languages.

#### **3.2.4. Saudi Arabic Native Speakers**

The fourth group was a compound of Saudi native speakers of Arabic who did not know any other language. Those who did know another language considered themselves beginners in the foreign language. They had also never spent more than a year outside Saudi Arabia, which, as mentioned in the previous section, is important so that there was no reverse pragmatic transfer in their responses to the nine situations. In total, 50 female Saudi native speakers of Arabic participated. Their ages also ranged from 20 to 25 years old. Some of the participants were BA students, and others were only high school graduates. The nationality of the participants and their parents was Saudi Arabian, and Saudi Arabic was their dialect.

### **3.3. Ethical Considerations**

Participating in this study was voluntary and students were informed that their responses would be anonymous. All this was emphasised orally, when the questionnaires were distributed. As for the AES group, the researcher instructed the data collector to follow the same procedures as for the rest of the groups. The participants were told the name of the researcher and that this data collection was only meant for academic purposes. They were also informed that their academic

### **3. Methodology**

programme or achievements would not be affected by participating in this research.

All students agreed to participate in the study.

A statement at the beginning of the form said: “By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed.” (see Appendices for all versions). This statement ensured students understood and accepted the terms of the research.

The next step was getting approval regarding the ethical requirements from the Department of Higher Studies and Scientific Research at Princess Nourah University. The approval to proceed was given in the form of letter to the researcher. The permission documents and the responses of the students were kept completely confidential, to ensure that they were used only in this research project.

#### **3.4. Validity and Reliability of Data Collection**

A questionnaire is a good when it is valid and reliable. These are important aspects to take into account in questionnaire design, as they represent a cornerstone of scientific research. To include these aspects in the research means that has been scientifically proved. The validity and reliability should verify the tested items. In the following sections, these aspects will be explained and related to this research.

##### **3.4.1. The Validity of the Questionnaire**

According to Joppe (2000, p.1), “Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit “the bull’s eye” of your research object? Researchers generally determine validity by asking a series of

### 3. Methodology

questions, and will often look for the answers in the research of others”. In order to insure the questionnaire validity, the researcher must check that it was valid in its face, content and construction methods.

A questionnaire is face valid when it tests or measures what it is designed to measure. In order to do that, the researcher provided samples to the supervisors and to a number of professors at Princess Nourah Bint Abdulrahman University. The researcher then made sure the instructions were clear. Any item in the questionnaire that was said to be unclear by the evaluators was modified and fixed.

Validity of the content refers to having a questionnaire that assesses the question’s aspects. To test them, colleagues at Princess Nourah Bint Abdulrahman University were asked to complete the questionnaire by providing responses to the situations given. This was to see if the situations were clear and gave the intended type of results (greeting strategies that the researcher is looking for). The results showed effectiveness and clarity in the questionnaire.

Validity of construction manners was also taken into account in this research. By it, we prove how well the questionnaire measured. Several assumptions were adopted by the researcher at this level. For instance, socio-cultural factors underlie all greeting behaviours and language was established as the medium for the greeting strategies. It was important that greeting strategies were not limited by a multiple-choice format, so an open-ended questionnaire was used, helping the researcher to gather as many greeting strategies as possible.

#### 3.4.2. The Reliability of the Questionnaire

Reliability is the degree through which the research instruments can deliver consistent results (Webb, 2002). It should give these results using the same tool (Corbetta,2003;

### **3. Methodology**

Best and Kahan, 2006). Results consistency means that the questionnaire is defined well and clearly for participants. It also means that the questionnaire is free from errors and avoids the possibility of bias (Perez, Arnould, Bosch, Guillemin, Bravo, Brun and Tonne, 2009). A questionnaire is reliable when results are the same or similar each time the test is taken. The reliability of our study was accomplished by pretesting the questionnaire with a selected sample that represented 10% of the total targeted population. The questionnaires delivered consistent results. They were also checked to ensure they were error free and unbiased.

#### **3.5. Analysis and Categorization of the Questionnaires (Situations)**

While Table 3.2. presented a classification of the greeting situations created for this research (taking into account the setting, situation formality, status and social distance), the following table shows the classification of the responses of this research, according to Kirdasi's (2013) model.

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Table 3.3 Classification of Responses

<b>Main category</b>	<b>Sub category</b>	<b>Examples</b>
Oral speech	Initiation words	Hi/Hey/Hello/ <i>Salaam/Salamu Alaykom</i>
	Terms of address	Names/my friend/you/my dear
	Declarative sentences	Long time no see/It is nice to see you/ I miss you/Glad to meet you here
	Interrogative sentences	How are you? /How are you doing? /What's up with you? /How do you do?
Body language	Politeness strategies	Happy New Year/happy holidays/Merry Christmas/Happy Eid/Ramadan Mubarak/Happy Chinese New Year
		Handshake/cheek kiss/hug/waving hand
Others	None initiation	Wait for the other part to initiate greeting
	Ignoring	Ignore the other person and walk away
	Bringing gift	Flowers, dessert etc.
	Conditional sentences	"If we have eye contact, I will say Hello" "If the lady offers her hand first, I will shake hand with her"

**3.6. The Pilot Study**

In this research, the pilot study was a very important stage as it cleared up important points the researcher missed or thought were unnecessary. Once the situations were designed and the background questionnaires were set in both languages, Arabic and English, the pilot questionnaires were posted online through Google forms. The fifteen participants in each group were asked to answer them. The AEL and IEL participants were former research students who were in levels three, four, seven and eight. The SAS participants were friends of the researcher who volunteered to participate. As for the AES, they were colleagues of the researcher's brother, who also volunteered to participate. To take part, participants had to meet the criteria for the



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actual study. To this end, all groups were given the personal information questionnaire whose goal was to make sure that participants met the criteria for participating in this study. After they had finished answering the personal information questionnaire, they were asked to follow the instructions and respond to nine situations.

Once the pilot study questionnaires were answered, responses were examined. It was found that many of the personal questions could be deleted for two reasons:

- The questionnaire was too long and many of the participants did not want to participate or finish it, confirming to the researcher that that was the reason for not participating.
- Some of the participants felt suspicious about the detailed personal information they had to provide and did not want to participate, as they also told the researcher.

Therefore, many questions from the personal information section were deleted in all three versions and only the questions that would give the researcher the most important information were kept. However, none of the situations were deleted or adjusted, because in the pilot study participants did not find any difficulties in responding to them.

#### 3.7. The Final Study

As the main participants of this research were higher education students, the data were collected at university level. For the data of the AEL and the IEL participants, the researcher followed the research conducting steps of Princess Nourah Bint Abdulrahman University in Riyadh, Saudi Arabia. For this the researcher completed

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some forms and sent them back to the institution with a sample of the questionnaire. Approval was given by the Administration of Higher Studies and Scientific Research at that university. The final questionnaire was administered personally from 29<sup>th</sup> May 2016 to 24<sup>th</sup> August, 2016. In addition, the researcher visited Princess Nourah bint Abdulrahman University and talked to the lecturers of levels 3, 4, 7 and 8 (AEL and IEL groups), asking them to give the questionnaire to their students. After getting permission, the researcher decided on two classes for each level to get as many participants as possible.

After that, data were gathered from the other two groups: AES and SAS. The AES data were gathered from Penn State University in Pennsylvania in the United States of America. To obtain approval, the researcher followed the procedures to legally collect the data. After receiving guidance from the university faculty in charge, the researcher contacted Professor Howard W. Fescemyer via e-mail, who allowed the questionnaire to be given to his students at the end of his lectures. This data collection process for the AES group lasted for two days in May 2016. In relation to the SAS group, they were also university students whose major was not English or any other language, and who volunteered to participate.

Therefore, this data collection process went through three phases. The first took place on the days of the data collection. When it was time, the researcher entered the classroom, greeted the participants, introduced herself and explained what she expected from them. The researcher also informed the students that it was voluntary and that their answers would be anonymous. Then, the following instructions were given:

- read the situations carefully

### 3. Methodology

- write whatever they would naturally SAY and/or DO in these situations
- write (in English) as much or as little as they felt appropriate for each situation

The researcher also emphasised that, if further clarification was needed, students should not hesitate to ask. Students in all four groups were given 30 minutes to complete the questionnaire. In relation to the AES group, the researcher's brother (who was an undergraduate at Penn State University), was trained to follow the same procedure in gathering the data.

The second phase took place after the data were collected. The researcher went through the questionnaires and eliminated participants whose background did not meet the criteria required for the study. From the AEL group there were 10 students whose background did not meet the research criteria. In the IEL group there were 14 participants who did not meet them either. As for the SAS group, there were eight whose background did not meet the research criteria. Also, the AES group had 11 participants whose background data did not meet it either.

The third phase took place when the researcher and the trained data collector went back to the students of these institutions and collected the data from a number of other students who did not participate in the previous study in order to reach the number of participants needed for each group. By doing this, the researcher got the right number of participants, 50 participants for each group. The questionnaire survey included both open and close-ended questions. During data collection, adequate process of sampling was used and, additionally, the systematic process of analysis was employed. Moreover, the research involved the use of both quantitative and qualitative methods, and the use of mixed methods involved merging qualitative and quantitative data during analysis (Cresswell, 2014).

**3.8. Method of Data Analysis**

As mentioned in previous sections, information questions were only to elicit the participants' backgrounds, therefore they were not analysed. For the analysis of the responses to the situations, the researcher followed both a qualitative and a quantitative analysis, because the nature of the study required using a mixed methodology. Below is a summary of the methods followed.

a) Quantitative Methodology

The main aim of the quantitative method was to compare the four groups' use of greetings strategies in different situations, and the greeting strategies most used. The Statistical Package for Social Science (SPSS) programme was used to find out the following:

- frequency use and percentage to describe sample members
- frequency use and percentage of greetings strategies used by the four groups
- order strategies, depending on usage in each group, in descending order

b) Qualitative Methodology

For the qualitative analysis, the MAXQDA10 programme was used in order to find out the following:

- 1) Thirty–six documents were designed, nine documents for each of the four groups; each document included a group of responses on the designated situation.
- 2) The documents were introduced into the qualitative analysis programme.

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- 3) Frequencies and percentages for the number of words in each document were extracted.
- 4) The codes of greeting strategies were defined into the MAXQDA programme.
- 5) All sentences in the documents were classified according to greeting strategies.
- 6) All repeated sentences were deleted in each type of strategy to make a comprehensive survey of all group members' responses.
- 7) A comparison was carried out between the groups, according to the type of strategy, afterwards the results were recorded in form of charts and graphs that could be easily interpreted.

In this study, the following research questions will be answered:

- **In what way do Saudi learners of intermediate level differ from those of advanced level in their realisation of English speech acts of greetings in equal and unequal status situations?**

This question will be answered by the frequency of the speech act of greeting by Saudi EFL learners and native speakers of English. It will be calculated per participant, group and situation. The occurrences of the greeting strategies used will also be compared between the Saudi EFL learners and the native English speakers.

- **How do the advanced Saudi American English learners differ from the native English speaker in greeting speech acts in equal and unequal status situations?**

The same type of analysis will be followed here. It will compare the greeting speech acts of the Saudi advanced English learners and the American–English speakers.

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- **What is the degree of pragmatic transfer from Arabic when the intermediate English learners realise the speech act in English in equal and unequal status situations?**

Techniques applied in handling the previous questions will be employed while handling this question. The subject of discussion will explain the amount of pragmatic transfer from Arabic when the intermediate English learners realise the speech act.

- **What is the degree of pragmatic transfer from Arabic when the advanced English learners realise the speech act in English in equal and unequal status situations?**

This part will compare advanced EFL learners and Arabic native speakers. In addition, the Saudi intermediate and advanced EFL learners will be compared in order to find out the levels of pragmatic transfer and the language proficiency level.

However, some limitations were found in this study. Starting with the questionnaires, it was difficult to include all the possible nuances of addressor–addressee relationships that exist in each social setting. Moreover, the study was limited with variations in social interactions, as only nine types of addressee relationships were identified, so the participants did not get bored and give random answers. Finally, in this study a recording of real greeting situations may have been an alternative method, but I did not realise that until I had finished the survey.

#### **4. Research Results**

In this chapter, the research results are provided in detail and organised by the types of analyses conducted to achieve the results of the study. The chapter is organised in the following order – the quantitative results of the survey are provided first, followed by the qualitative analysis. The participants' answers to the research questions have been categorised into four groups in which their significance is compared side by side. Doing a side-by-side comparison facilitates a briefer way of representing data or information where users can easily understand the intent of the data. The responses are included as they are written by the participants with no change in their structure or spelling or capitalization. Arabic responses of the SAS group are translated to English. The symbol > was used between the Arabic and its corresponding English translation. There is also an extensive use of graphs to display the data, providing visual representations of the information and data gathered in the study. As such, numerical data exhibited in several tables are presented by graphs as they are an effective and efficient ways to present the findings and to compare and contrast the four groups of participants in the study.

##### **4.1. Quantitative Findings**

The quantitative results are represented by frequency counts of the number of words produced by all members of each group in every situation (Sit), as well as by each greeting type. Subsequently, the results concerning the number of turns that are produced, as well as the average shift lengths, will be also presented. Following these are the results of the frequency of greeting strategies used by all groups in each situation, as well as how they vary in oral speech, body language and other categories.

#### 4. Research Results

The analysis will also present rankings regarding the most used greetings strategies overall by each group and for each situation. Then, the effect of the contextual factor of status on the frequency and distribution of greeting strategies will be examined. Finally, we analyse how the addressing procedures vary with the type of greeting.

##### 4.1.1. Total Number of Words

In this section, we present the total number of words produced by the participants in each of the four groups and each of the nine greeting situations in order to compare results among the groups. Findings of the impact of the contextual factors of statuses on the total number of words will also be considered. Finally, we provide the total number of words that are produced in relation to the greeting type.

The total number of words that are generated by the learners (intermediate and advanced English learners) in all nine situations exceeded the total number of words produced by the native speakers (Saudi Arabic and American English speakers). In all nine greeting scenarios, the total number of words produced by the AEL was 5,228 words, and by the IEL was 4,623 words. There may be various causes related to the difference observed in the number of words produced by these two. One of the most likely causes can be that they are learning the language in an intensive English learning environment (Hong–Nam and Leavell, 2006). Hence, this addresses the first question, ‘In what way do the Saudi learners of intermediate level differ from those of advanced level in their realisation of American English speech act of greetings?’.

On the other hand, the total number of words produced by AES was 4,323, while those produced by Saudi Arabic speakers was 3,177. Below, Table 4.1. provides a summary of these findings as well as of individual variations among participants.



## 4. Research Results

Table 4.1 Total Number of Words and Individual Variations

Group	Total number of words produced	Highest number by a single participant	Lowest number by a single participant
Advanced English Learners	5,228	54	1
Intermediate English Learners	4,623	41	1
American English Speakers	4,323	43	1
Saudi Arabic Speakers	3,177	36	1

There were also individual differences between the participants in each group, as shown in Table 4.1 above. Thus, few participants within each of the four groups tended to produce significantly larger numbers of words compared to the other participants in their groups. For instance, the highest number of words produced by a single participant in all nine situations in the SAS group was 36 words, and the lowest was only one word such as مرحبا >hello, هلا >Hi. In the AES group, the highest number of words was 43 words, and the lowest was only one word like hi or hello.

In the IEL, the highest was 41 words and the lowest was only one word like *hi*, *hello*. The maximum number of words produced by individual participants in AEL group was 54 words and the lowest was the same as the other groups, only one word. In this regard, the study by Hong–Nam and Leavell (2006) revealed that the strategies used by the EFL had a curvilinear relationship with their English proficiency, being higher in the intermediate English learners than in the advanced learners. Hence, this proves H2. Learner's proficiency in the L2 positively correlates with L1 proficiency.

Table 4.2 below illustrates the total number of words by groups and in each situation. Participants in the AEL and AES groups produced the largest number of

**4. Research Results**

words in situation number four Situation 4. For the groups of the IEL, the situation that produced the greatest number of words was Situation 9, while the SAS produced only one word in Situation 3.

Table 4.2 Total Number of Words by Groups

	<b>AEL</b>		<b>IEL</b>		<b>AES</b>		<b>SAS</b>	
	<b>Sit</b>	<b>Words</b>	<b>Sit</b>	<b>Words</b>	<b>Sit</b>	<b>Words</b>	<b>Sit</b>	<b>Words</b>
First	4	705	4	607	9	598	3	485
Second	1	637	1	537	2	575	2	411
Third	5	632	5	533	4	537	9	396
Fourth	2	618	3	509	8	504	5	385
Fifth	3	608	9	465	1	498	1	372
Sixth	9	595	8	452	6	490	4	352
Seventh	6	589	7	419	7	484	7	288
Eighth	8	531	6	417	3	472	8	285
Ninth	7	313	2	384	5	465	6	203

There were also important individual differences among the participants in each group, as shown in Table 4.1 above. In fact, few of the participants in each of the four groups tended to produce a significant larger number of words compared to the other participants in related groups. For example, the highest number of words produced by a single participant in all the nine situations in the AEL group was 705 words and the lowest was 313 words. In the IEL group, the highest number of words was 598 words and the lowest was 465 words. In the AES, the highest value was 607 words and the lowest was 384 words. In the SAS, the maximum number of words was 485 words and the lowest was 203. A similar observation was made by Phoocharoensil (2012), who focused on pragmatic transfer by Arabic speakers,

## 4. Research Results

irrespective of their proficiency in the English language, due to their tendency to localise the L2 using pragmatic norms from the L1 in their greeting strategies.

Figure 2. below shows the total number of words produced in relation to status relationships. Status relationships involve the power–distance relationship of individuals, where one assumes a dominant role while the other assumes a subservient role. It is clear that the AEL and the AES produced less words than the IEL and the SAS.

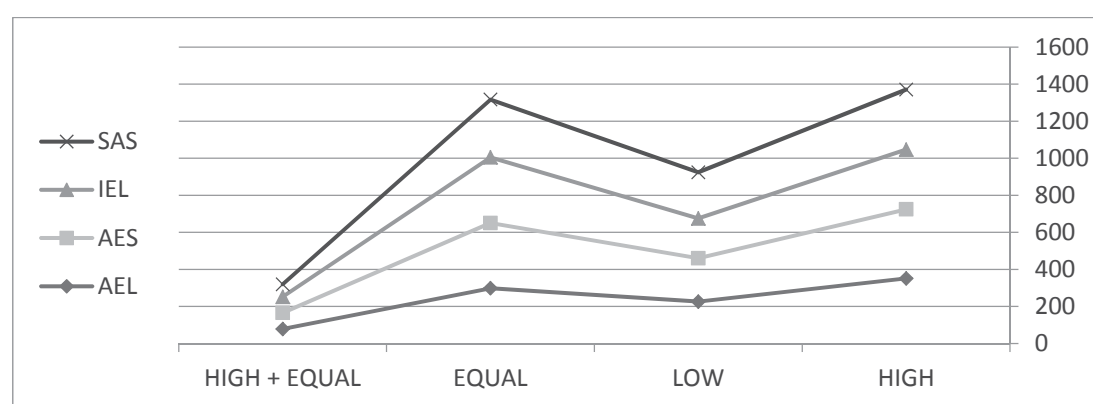


Figure 2. Total Number of Words by Status.

Wolter (2015) had a similar view, checking variations, depending on the use of dictionaries, in the preferences of L2 English learners in Saudi Arabia. This study also revealed that the intermediate group of ESL learners in Saudi Arabia showed a greater degree of documented and recorded vocabulary when compared to beginner and advanced ESL learners in the same educational context. This justifies the differences observed in the words produced by the IEL and the AEL groups and, hence, addresses two of the research questions: What is the degree of pragmatic transfer from Arabic when the advanced English learners realise the speech act in American English? and What is the degree of pragmatic transfer from Arabic when the intermediate English learners realise the speech act in American English?

**4.1.2. Strategy Used by Situation**

Strategy use by situation is related to the the relative greeting strategy employed by subjects in each group. In this section, we present the total number of procedures used in the nine greetings situations by all four groups. First, we provide a description of the differences among the four groups with regards to their strategy selection in each case. This is then followed by a description of the most frequent examples of Oral Speech strategies, Body Language strategies and Other Types of greetings used by each group in the nine situations.

A total of 11 greeting strategies were found in Body Language strategies; six Oral Speech strategies and four Other Types of strategies. Please refer to chapter three for a detailed description of these strategies. Most of these strategies were used by the participants of the four groups.

Figure 3 and Table 4.3 below show that the group to use the highest amount of Body Language strategies was the AES with 29%, and the lowest amount was used the SAS, with only 18%. In second position was the AEL group, with 27% usage, and in third position was the IEL group with 26% usage. This again answers two of the research questions: 'What is the degree of pragmatic transfer from Arabic when the advanced English learners realise the speech act in American English?' and 'What is the degree of pragmatic transfer from Arabic when the intermediate English learners realise the speech act in American English?'

In Oral Speech strategy, there were slight differences between the four groups. 26%, of AES used it, while 25% of the IEL and the SAS used each strategy and 24% of AEL.

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There was a significant difference among the four groups using Other Types of strategies. 30%, of AEL used them, 26% of AES, 24% of SAS and 21% of IEL. One reason for the differences observed in this case was the aptitude of the English learners in Saudi Arabia, which acts as a predictor of their potential to achieve greater proficiency in the L2. According to Khan (2011), it also plays a crucial role in determining the speech strategies used by the AEL and the AES (Khan, 2011). The second research question regarding how advanced Saudi American English learners differ from native American English speakers in greeting speech acts is therefore answered in this section.

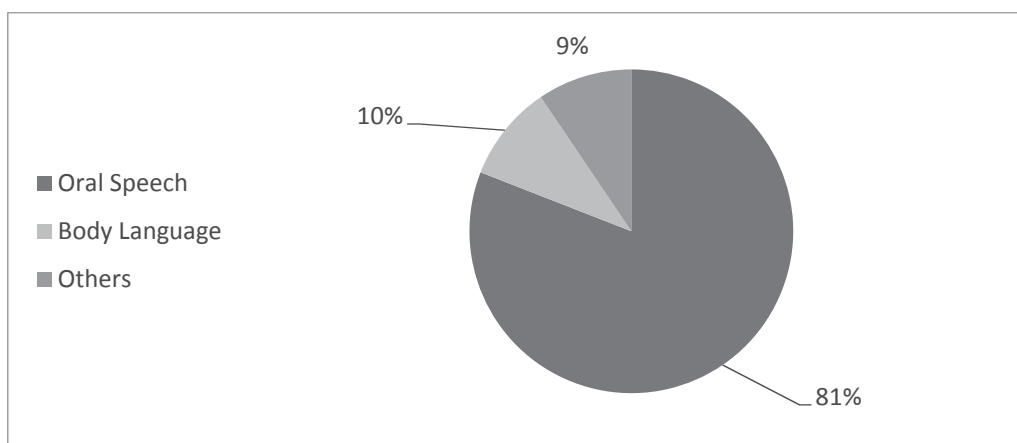


Figure 3. Overall Use of Greetings Strategies

Figure 4. shows that, in general, the most widely used were the Oral Speech strategies; thus, 81% of the greetings strategies used were Oral Speech strategies. On the other hand, there was no major difference in the use of the two other strategies. The tests conducted by Moskovsky, Alshahrani, Ratcheva and Paolini (2015) support the idea that a moderate relationship exists between the proficiency level of the ESL students and their aptitude for learning. This, in turn, affects their request strategies, which can also be perceived as a segregated form of greeting in ordinary

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communication practices, proving H2: Learner’s proficiency in the L2 positively correlates with L1 proficiency.

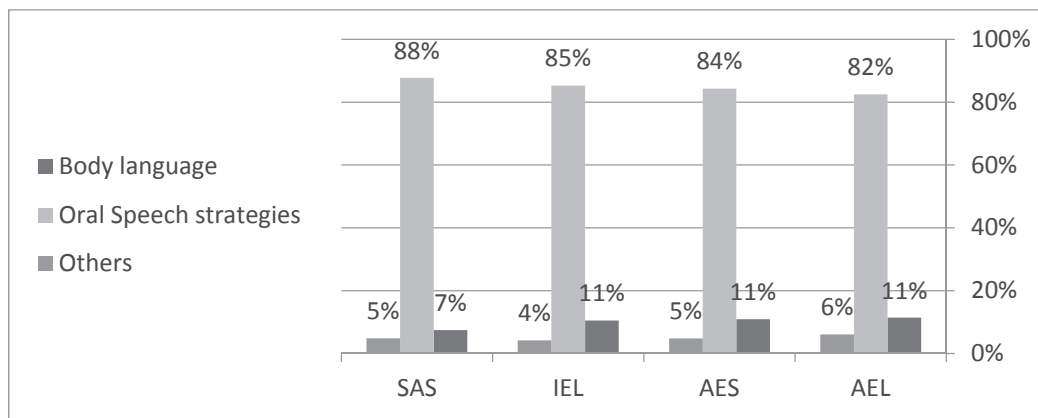


Figure 4. The distribution of Greetings Strategies used by groups.

Figure 5. shows that there were small differences between the four groups, regarding their uses of greetings strategies. The most widely used greeting strategies by all groups was the Oral Speech strategy, being used by 82% of the AEL group, 84% of the AES group, 85% of the IEL group, and 88% of the SAS group. In second position, Body Language strategies were used by 11% of the AEL, AES and IEL groups, and only 7% of the SAS group. The least used greeting strategy for all four groups was the Other Types of strategy.

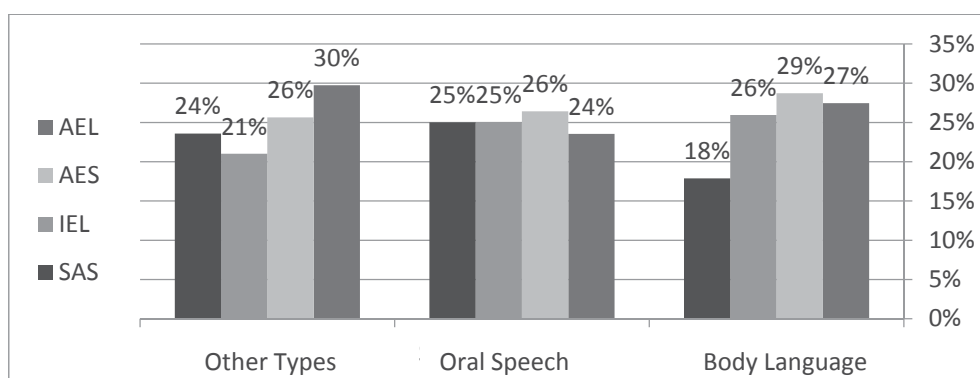


Figure 5. Overall Use of Greetings Strategies by Groups

Initiation words are used to strike up or initiate a conversation or interaction with another individual. The Terms of Address were the second most frequently used

#### 4. Research Results

strategy by the IEL group, counting for 21% of all the strategies used by the group. This strategy was also the second most commonly used strategy by the AES group, totalling for 22% of all the strategies used and is the second most commonly used strategy by the AEL group, counting for 19%. The Initiation Words strategy was the second most frequently used by the SAS group, totalling 23%. These findings clearly accept H2, which states that a learner's proficiency in the L2 positively correlates with L1 proficiency. Alharbi and Al-Ajmi (2008) also noted that greetings rituals play a crucial role, influencing the greeting strategies of individuals, when transferring them from L1 to L2. Greeting rituals in the Gulf Arab culture, including Saudi Arabia, depict similarities in the formulaic expressions used for greetings as well as for politeness.

Concerning greetings strategies, the Ignoring strategy was the one most frequently used by AEL, IEL and SAS. It counted for 3% of all the strategies used by the AEL group, and 2% of all the strategies used by the IEL and SAS groups. The Conditional Sentences strategy was the most widely used strategy by the AES group, accounting for 3% of all the strategies used by this group. Besides answering the first research question regarding in what ways Saudi intermediate level learners differ from those of advanced level in their realisation of American English speech acts of greetings, these findings also prove H1. There is also positive pragmatic transfer in both AEL and IEL, with close results, in line with H3. On the contrary, there are close negative pragmatic transfer results between the IEL and AEL. As we can see, cultural and social stigmas play a crucial role in determining the selection of Terms of Address by the respondents in each group. Taking the examples of Saudi high- and low-level learners of Australian English, Al-Gahtani and Alkahtani (2012) explained

#### 4. Research Results

that power relationship levies a strong impact on the way ESL learners greet or request from others.

The AES group did not use the Bringing Gift strategy at all, while only 1% of the AEL, IEL and SAS groups used it. The Non-initiation strategy was not used at all by the IEL and the SAS groups, while it was used by only 1% of the AEL and AES groups. Social distance, social status, gender and gender pairing factors play a significant role in determining low or non-usage of these greetings strategies (Salameh, 2001). Gender and gender pairing were compatible in this study because the respondents were all females. In all situations, respondents felt comfortable when communicating, because they belonged to the same gender and hence mostly used Oral or Body Language greeting strategies in the different situations (Bataineh, 2004). Moreover, to maintain social distance and social status in the provided situations, the politeness strategy was considered most applicable, thereby reducing the Non-initiation and Bringing Gift strategies to the lowest level (Al-Khawaldeh, 2016; Vahid Dastjerdi and Nasri, 2012; Alaoui, 2011).



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Table 4.3 Overall Strategy Used by Group.

Categories	AEL		AES		IEL		SAS	
	N	%	N	%	N	%	N	%
<b>Body Language</b>								
Total	109	11%	114	11%	103	11%	71	7%
<b>Oral Speech</b>								
Oral Speech Declarative sentences	48	5%	26	2%	59	6%	61	6%
Oral Speech Initiation words	271	28%	350	33%	307	31%	344	36%
Oral Speech Interrogative sentences	179	19%	180	17%	172	18%	216	23%
Oral Speech Occasion phrases	12	1%	3	0%	14	1%	8	1%
Oral Speech Politeness strategies	97	10%	89	9%	83	8%	49	5%
Oral Speech Terms of Address	179	19%	234	22%	201	21%	157	16%
Total	786	82%	882	84%	836	85%	835	88%
<b>Others</b>								
Others Bringing Gift	8	1%	0	0%	5	1%	12	1%
Others Conditional Sentences	19	2%	27	3%	14	1%	10	1%
Others Ignoring	26	3%	17	2%	18	2%	23	2%
Others Non-initiation	5	1%	6	1%	4	0%	1	0%
Total	58	7%	50	6%	41	4%	46	4%

Table 4.4 below provides a list of the most frequently used Oral Speech Strategies by groups in order of frequency. It is important to point out that the ranking of ones most used is the same for three out of the four groups. It is also evident from the table that AEL, AES and IEL groups used Oral Speech strategies most frequently, while the SAS group used different ones. Hence, this shows that the patterns produced by the IEL group are similar to those employed by the AEL and AES groups. This shows differences in the cultural norms and communication patterns of the Arabs compared to Americans. The communication patterns of the Arabs were largely influenced by their politeness, concern for others, responsibility and accountability,

#### 4. Research Results

therefore with different responses on comparison to the other groups (Aubed, 2012; Al-Zumor, 2011). Therefore, the answers to the research questions, ‘How do advanced Saudi American English learners differ from native American English speakers in the greetings speech act?’ and ‘What is the degree of pragmatic transfer from Arabic when advanced English learners realise the speech act in American English?’ have been effectively addressed in this section.

The most frequently used Oral Speech strategy for all groups was using Initiation words. This occurred 350 times in the data of the AES group. The sentences most frequently used by this group were hi, hello 344 times. In the data of the SAS group, the most widely used sentences were >الم عليك مسلا>assalam alaykum, >قلنا أهلا greet her, >أهلاً hi, >مرحبا hello 307 times. The IEL group data showed the most frequently used sentences were hi and welcome. It also occurred 271 times in the data of the AEL group, where the most used sentences were hi, hello. Therefore, even though Initiation words were the most frequently used strategy for all groups, there was differences in the number of times each one was used and also differences in the most used words/sentences.

The second most popular strategy for the three groups (AEL, AES, and IEL) was the use of Terms of Address, e.g. *professor, teacher*, while for the SAS group this strategy was the third most popular >دكتور توكد> doctor, >يتاذسا> my teacher. The use of Terms of Address occurred 179 times in the AEL group and my sister, professor, or the name were the used most words, 234 times. In the AES group, the most used terms in this group were ones like Abbey, Monica and Christina. The Terms of Address strategy occurred 201 times in the IEL group, and the sentences most widely used by this group were: my sister, my friend, my classmate, sweaty, which occurred

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157 times in total. In the SAS group, the most used words were >ثينيهو نحننا> names like Hanan and Buthainah, >تلا خاي> Auntie, >رفسوورب> Professor. Even though there were similarities in choice by the IEL and the AEL groups, the number of times this strategy was used was different for each group as well as the sentences used.

The third most frequent strategy for the three groups was the use of Interrogative sentences such as how are you?, how was your break?, how have you been?, >كرأخبا ي ما ه> How are you?, >ان يرخب شاء الله> ان كيفيك> How are you, I hope you're fine. In the SAS group, the most frequent Interrogative sentence used was the second and it occurred 179 times in the AEL group, 180 times in the AES group, 172 times in the IEL group and 216 times in the SAS group. Both the IEL and the AEL groups had the same ranking but differed in the number of times the strategy was used.

The fourth most frequent strategy used for the three groups was the Politeness strategy. It occurred 97 times in the AEL group, where the most used sentences were *how was your exam? how are you?* In the AES group, it occurred 89 times and the most used sentences were: how was your vacation? how are you?, while in the IEL groups it was used 89 times and the most frequently used words in this group were: how was your vacation? how are you? It occurred 49 times in the SAS group, where the most used sentences were: >وأسألها عن حالها> and I ask her about herself, >وأسألها عن أخبارها> and I ask her about her about how she is doing, >كيف حالك> How are you? Here again, the AEL and the IEL groups provided the same ranking but were different in the number of the strategies used.

The fifth most frequent strategy used for the three groups was the use of Declarative Sentences, which was the fourth for the SAS group. It occurred 48 times

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in the AEL group, where the sentences most used, 26 times, were: *nice to meet you* and *I missed you*. In the AES group, this strategy was used 59 times and in IEL group 61 times. In the SAS group, the sentences most used were: *تشتقا > لك* I missed you, *> كتير وديعس* happy to see you. The same as with the Politeness strategy, both the AEL and the IEL provided equal ranking positions but differed in the number of times they used it.

The sixth most frequently used strategy for all groups was the Occasion phrases strategy. This strategy occurred 12 times in the AEL group, where the most used sentences, three times in total, were good luck and I will wish her good day. In the AES group, the three sentences were: I hope you had a nice break; I hope your break was nice; I hope you had a good break, used in total 14 times. In the IEL group, the sentences were: I hope you enjoyed, hope you are doing well and I will say good luck. This strategy was used eight times in the SAS group, in sentences like: *اهل كرابأو >* I wish her a successful day, *اهل كرابأو >* I congratulate her, *أعود > دأ* Happy come back. As the ranking was equal for all groups, differences in the number of times this strategy was used were apparent.

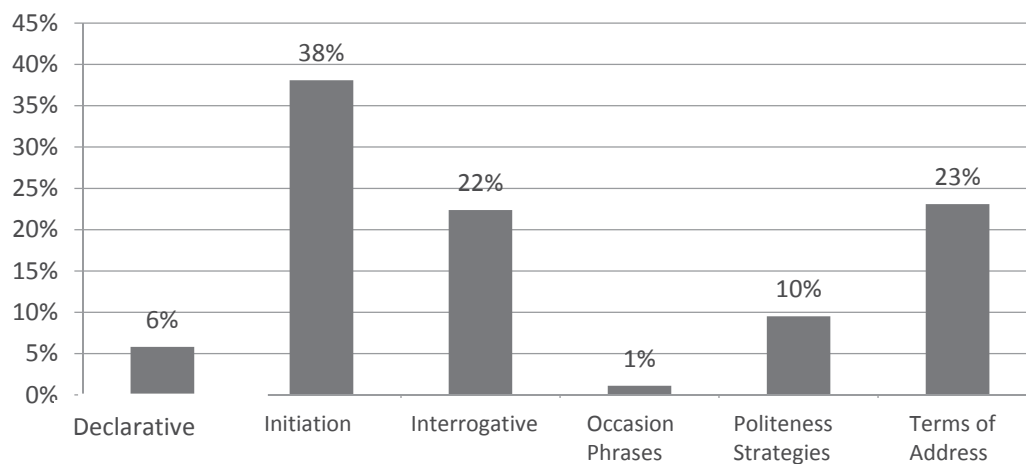


Figure 6. The distribution of Oral Speech Strategies.

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From the chart above, it is clear that the most used strategy was employing Initiation words with 38%, Terms of Address comes in second with 23%, and Interrogative sentences with 22%, then Politeness strategies with 10%, Declarative sentences with 6%, and finally Occasion phrases with only 1%.

Table 4.4 Most Frequent Speech Strategies by Group

Ranking	AEL	IEL	AES	SAS
First	Initiation words	Initiation words	Initiation words	Initiation words
Second	Terms of Address	Terms of Address	Terms of Address	Interrogative sentences
Third	Interrogative sentences	Interrogative sentences	Interrogative sentences	Terms of Address
Fourth	Politeness strategies	Politeness strategies	Politeness strategies	Declarative sentences
Fifth	Declarative sentences	Declarative sentences	Declarative sentences	Politeness strategies
Sixth	Occasion phrases	Occasion phrases	Occasion phrases	Occasion phrases

Table 4.4 above provides a list of the most frequent used Other Types of Greetings Strategies by groups in order of frequency. It is clear that the most used strategies were the same for the AEL and the IEL, but different for the AES and the SAS.

The Ignoring strategy was the most frequently used in three out of the four groups. It was placed first by the AEL, IEL and the SAS groups, and second by the AES group. It occurred 26 times in the AEL group, where the phrase most frequently used was nothing, which was also used 17 times by the AES group, where the most used phrases were nothing and ignore her. This strategy also occurred 18 times in the IEL group, where the most used phrase was nothing, and 23 times by the SAS group, where the phrases used most often used were: >أتجاهلها ignore her, >لا أقول شيء say

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nothing. Though it was a strategy used by both the AEL and the IEL groups, there were differences in the number of times the strategy was used by each group.

The Conditional Sentence was the second most frequently used strategy by the AEL and the IEL groups, the first most frequently used by the AES group and third by the SAS group. It occurred 19 times in the AEL group's sentences: if she starts chatting I would just answer her questions; I will smile then wait if she replies with a smile, then I will say hi and ask about her. This strategy occurred 27 times in the AES group e.g. if it is the first time meeting, introduce myself, if they are discussing something personal, I will wait outside. If not I would say hi to both and make small talk, 14 times in the IEL group: if she was a special student I might ask her about the exam, if I always met her or helped her and knew her I will ask her about the vacation, and 10 times in the SAS group: *ان تملسو اهيليا تنسامة ذهبلا ي تنلادب*: If she smiles at me I will go to her and greet her and *نإ>* *ترادب ي نثار* if she sees me I will greet her. Differences in the number of times this strategy was used by the IEL and the AEL groups were clear.

The Bringing Gift strategy was the third most frequently used strategy by the AEL and the IEL groups, while it was the least frequently used strategy for the AES group and the most frequently used for the SAS group. It occurred eight times in the AEL group, five times in the IEL group, 12 times for the SAS group and did not occur at all in the AES group. The IEL and AEL groups ranked this strategy the same again, but differed in the number of times they used the strategy.

The Non-Initiation strategy was the fourth most frequently used strategy by three out of the four groups (AEL, IEL, SAS), and it was the third priority for the AES one. It occurred 5 times for the AEL group, where the strategy I will not say

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anything, say nothing was used 6 times. For the AES group, the Non-initiation strategy such as wait for her to say hi, I probably would not say anything was used 4 times in the IEL group. Hence, all the examples from situation 8 were used such as I will wait outside for my classmate to finish, then wait for my friend to leave so I can

talk to the teacher. This strategy was used only once by the SAS group >تسامهبا يفتكأس>

I will only smile. Similarly, the Non-Initiation strategy had the same ranking for

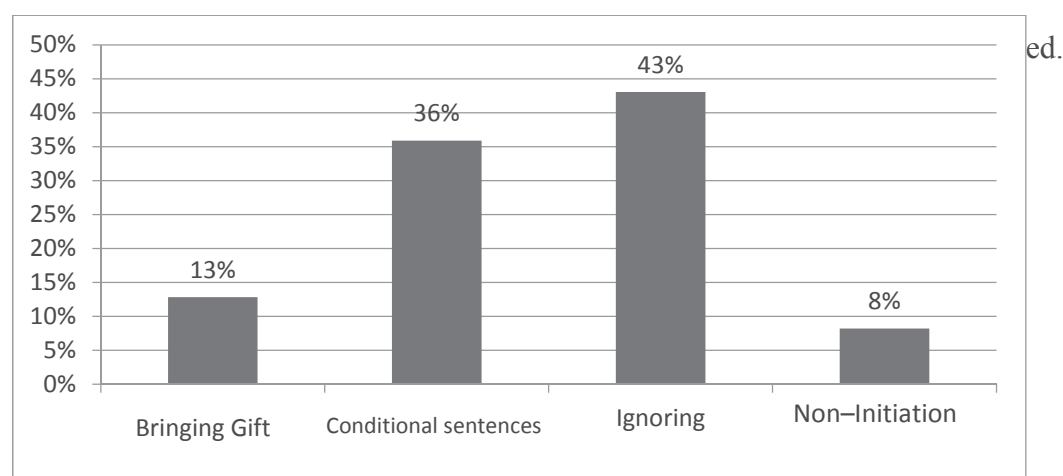


Figure 7. The Distribution of Other Types of Greetings Strategies.

According to the figure above, it is clear that the most frequently used Greeting Strategies within Other Types were first the Ignoring strategies, 43%, second Conditional sentences, 36%, third the Bringing Gift strategy, 13%, and the least used strategy was Non-initiation, which was used by only 8%.

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Table 4.5 Most Frequent Other Strategies by Group

Ranking	AEL	IEL	AES	SAS
First	Ignoring	Ignoring	Conditional sentences	Ignoring
Second	Conditional sentences	Conditional sentences	Ignoring	Bringing Gift
Third	Bringing Gift	Bringing Gift	Non-Initiation	Conditional sentences
Fourth	Non-Initiation	Non-Initiation	Bringing Gift	Non-Initiation

In the coming paragraphs, each situation will be analysed separately. Data will be read according to each situation quantitatively. The overall use of Greeting Strategies by all four groups will be analysed. Along with that, the use of Oral Speech, Body Language and Other Types of strategies data will be presented for each group.

**Situation 1:** *You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50–55, while in the University cafeteria. You have not seen each other during the break. The cafeteria is not crowded. Your professor’s name is Prof. Victoria.*

Figure 8. below provides a visual representation of the overall use of Oral Speech, Body Language and Other Types of greeting strategies by the four groups in Situation 1. In this situation, the AEL and AES groups used a higher percentage of Body Language strategies, 33% and 31% use respectively, than the IEL and the SAS groups’ where there was 18% usage. The same occurred in the Other Types of greetings strategies. It is clear that the AEL and the AES groups place these strategies higher than the IEL and SAS groups. The AEL group ranked these



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strategies first with 50% usage, followed by the AES with 37%, while the IEL group's results showed 10% usage, and finally the SAS group only 3%.

In Oral Speech strategies, the opposite occurred regarding Body Language and Other Types of greetings strategies; the SAS (31%) and IEL (24%) groups showed a higher percentage of usage than the AEL (22%) and AES (23%) groups.

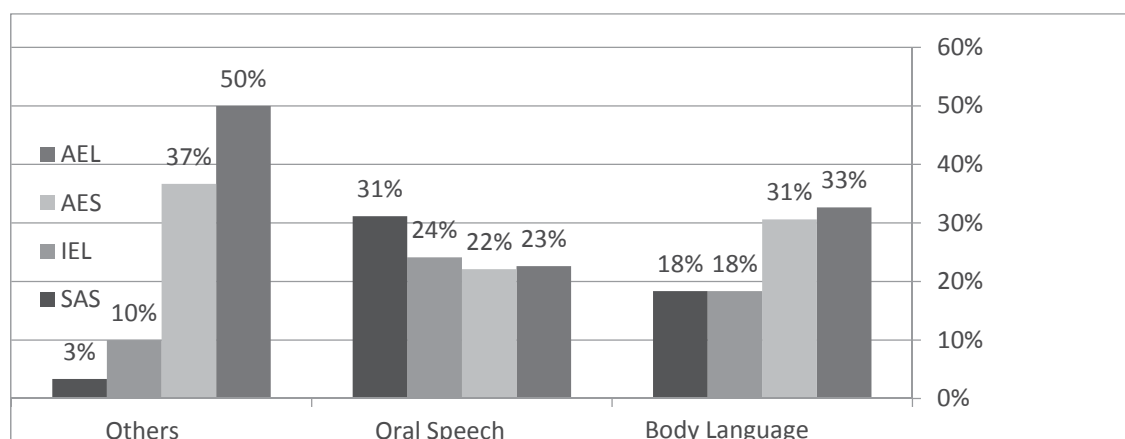


Figure 8. Overall use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 1.

Table 4.6 below provides the rankings of the most frequently used Oral Speech strategies by each group in Situation 1. Initiation words, Interrogative sentences, Terms of Address and Declarative sentences, occurred in all four groups and were ranked the same. First was the Initiation words strategy, second Interrogative sentences, third Terms of Address and fourth was the Declarative sentences strategy. But the differences among the four groups appeared in the fifth ranking, where the Occasion phrases strategy was used by the AEL and SAS groups, while Politeness strategies were used by both the AES and IEL groups. Also, in the sixth ranking, there were differences between the four groups; while Politeness strategies were used by the AEL and the SAS groups, the Occasion Phrases strategy were used by the AES and the IEL groups.

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Table 4.6 Most Frequent Oral Speech Strategies by Group in Situation 1

Ranking	AEL	IEL	AES	SAS
First	Initiation words	Initiation words	Initiation words	Initiation words
Second	Interrogative sentences	Interrogative sentences	Interrogative sentences	Interrogative sentences
Third	Terms of Address	Terms of Address	Terms of Address	Terms of Address
Fourth	Declarative sentences	Declarative sentences	Declarative sentences	Declarative sentences
Fifth	Occasion phrases	Politeness strategies	Politeness strategies	Occasion phrases
Sixth	Politeness strategies	Occasion phrases	Occasion phrases	Politeness strategies

Table 4.7 below provides the ranking of the most frequently used Other Types of greetings strategies by group in Situation 1. The strategy ranked first by the four groups was Conditional sentences. The AEL and the AES groups ranked the Ignoring strategy second, while no one used this strategy in the IEL and the SAS groups. The difference between the two groups appeared in the third position. The AEL group placed the Bringing Gift strategy third while the AES group placed the non-Initiation strategy third. There was also a difference between the two groups in the fourth position. The AEL group placed the Non-Initiation strategy fourth, while the AES group placed the Bringing Gift strategy fourth. Regarding the other two groups, no more strategies were used except for the Conditional sentences strategy.

Table 4.7 Most Frequent Other Types of Greeting Strategies by Group in Situation 1

Ranking	AEL	IEL	AES	SAS
First	Conditional sentences	Conditional sentences	Conditional sentences	Conditional sentences
Second	Ignoring	–	Ignoring	–
Third	Bringing Gift	–	Non-Initiation	–
Fourth	Non-Initiation	–	Bringing Gift	–

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From the results obtained for Situation 1, it can be inferred that the social distance perceived in Saudi Arabians between a learner and a professor had led to the similarity in use of Conditional sentences by all the groups and was also due to the gender pairing, which was female–female in each given situation. This, therefore, answers the first research question, “In what way do Saudi intermediate level English learners differ from advanced level learners in their realisation of American English greeting speech acts?”.

**Situation 2. *You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before. Her name is Monica. You SAY and/or DO.***

As shown in Figure 9. below, there were differences among the four groups in usage of both the Body Language strategy and the Other Types of strategies, but there was no significant difference among the four groups in usage of the Oral Speech strategy.

The AEL and the IEL groups used the Body language strategy almost equally, being placed first in the ranking with 37% and 33% usage, respectively. On the other hand, the AES and the SAS groups ranked it in second place with 19% and 11% usage.

The SAS group used the Other Types of greetings strategies most with 40% usage. It was ranked second by the IEL group, with 30% usage and the AEL with 20% usage. The AES group used this strategy the least, with 10% usage.

The four groups used the Oral Speech strategy in almost equal measure. The AES ranked it first with 27% usage and AEL second with 26%, thus showing similar

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usage of this strategy. The other two groups were also very close, with 23% usage by the IEL group and 24% by the SAS.

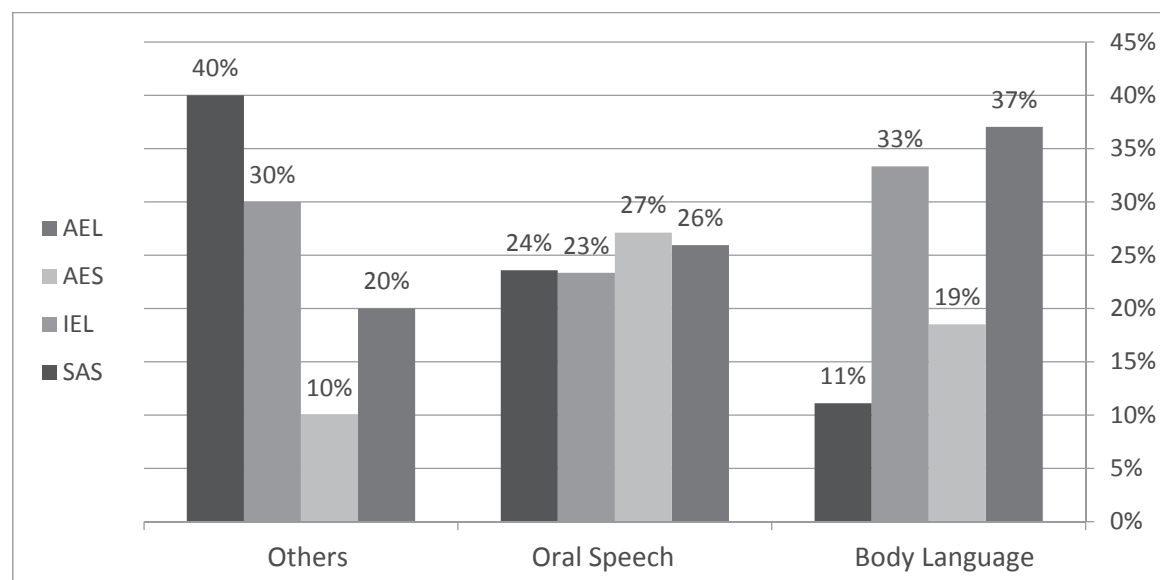


Figure 9. Overall use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 2

Table 4.8 below shows the most frequently used Oral Speech strategy in Situation 2. The Initiation words strategy was the most frequently used strategy by the AEL, IEL and the SAS groups, while for the AES group it was Terms of Address. The second most frequently used strategy both by the AEL and the IEL groups was Terms of Address, while the AES group placed Initiation words second and the SAS group Interrogative sentences. The third most used strategy was Interrogative sentences for the AEL, AES, and the IEL groups, and Terms of Address for the IEL group. The fourth most used strategy was Declarative sentences in the AEL, IEL and the SAS groups and Politeness strategies in the AES group. The fifth most widely used was the Politeness strategy in the AEL, IEL and the SAS groups and the Occasion phrases strategy in the AES group. Finally, the least used was the Occasion phrases strategy in the AEL, IEL and the SAS groups and Declarative sentences in the AES group.

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Table 4.8 Most Frequent Oral Speech Strategies by Group in Situation 2

Ranking	AEL	IEL	AES	SAS
First	Initiation words	Initiation words	Terms of Address	Initiation words
Second	Terms of Address	Terms of Address	Initiation words	Interrogative sentences
Third	Interrogative sentences	Interrogative sentences	Interrogative sentences	Terms of Address
Fourth	Declarative sentences	Declarative sentences	Politeness strategies	Declarative sentences
Fifth	Politeness strategies	Politeness strategies	Occasion phrases	Politeness strategies
Sixth	Occasion phrases	Occasion phrases	Declarative sentences	Occasion phrases

Table 4.9 shows the most frequently used Other Type of greetings strategies by groups in Situation 2. The Bringing Gift strategy was the most frequently used in the AEL, IEL and SAS groups, while the Conditional sentences were only used by the AES group. Conditional sentences were the second most frequently used by the AEL and IEL groups, while the Ignoring strategy was the second most frequently used by the SAS group. The Non-Initiation strategy was the third most frequently used by both the IEL and the SAS groups, while the Ignoring strategy was in third position in the AEL group ranking. There were differences among all groups regarding the fourth most used strategy. The Non-Initiation strategy was ranked fourth in the AEL group, while the IEL group ranked the Ignoring strategy fourth. Following Al-Shboul, Maros and Yasin (2012), the main cause of the differences observed in Situation 2 is likely to be because power distance on the basis of age and social status is clearly defined and rigidly followed in the Arabic culture. The hypotheses of this study are all effectively proved in this situation according to the findings.

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Table 4.9 Most Frequent Other Types of Greeting Strategies by Group in Situation 2

Ranking	AEL	IEL	AES	SAS
First	Bringing gift	Bringing gift	Conditional sentences	Bringing gift
Second	Conditional sentences	Conditional sentences	–	Ignoring
Third	Ignoring	Non–Initiation	–	Non–Initiation
Fourth	Non–Initiation	Ignoring	–	Conditional sentences

*Situation 3: You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn't notice your presence and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during the break. The student's name is Abbey. You SAY and/or Do.*

Figure 10. shows the Overall Use of greetings strategies by all four groups in Situation 3. It is clear that there were differences between the AES group and the other three groups in the most frequently used strategy, i.e. Body language. In the AES group, 59% of its members used the Body language strategy, while only 18% of IEL and 6% of the AEL. The SAS group used the Oral Speech strategy more than the other groups, with 32% members using it; this strategy was ranked second by the AEL group, with 27% and the AES group with 23%. The Oral Speech strategy in Situation 3 was used least by the IEL group, with only 18%. Other Types of greetings strategies were used equally by the AES and the IEL groups, with 40% usage, and

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ranked third by the AEL group, with 16%. The SAS group used this strategy the least, with only 5% usage.

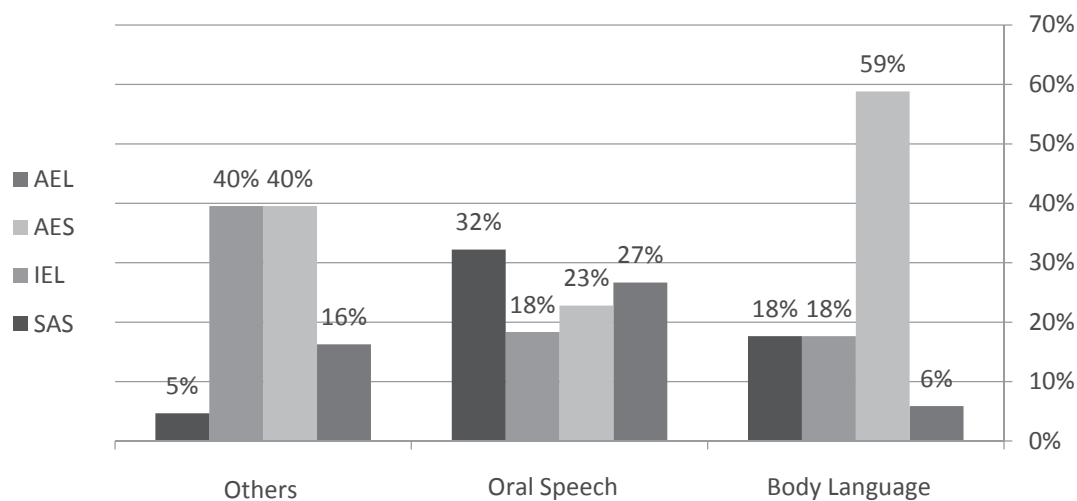


Figure 10. Overall use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 3

Table 4.10 shows the most frequently used Oral Speech strategies by all four groups in Situation 3. As the table shows, there were no differences between the groups in their using of Oral Speech strategies. The Interrogative sentences strategy was the most frequently used strategy for all four groups; while the Initiation word strategy was ranked second for all of them and Terms of Address ranked third. The Occasion phrases strategy was the fourth most used by the four groups, Politeness strategy the fifth and the Declarative sentences strategy was the least used strategy by all four groups.

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Table 4.10 Most Frequent Oral Speech Strategies by Group in Situation 3

Ranking	AEL	IEL	AES	SAS
First	Interrogative sentences	Interrogative sentences	Interrogative sentences	Interrogative sentences
Second	Initiation words	Initiation words	Initiation words	Initiation words
Third	Terms of Address	Terms of Address	Terms of Address	Terms of Address
Fourth	Occasion phrases	Occasion phrases	Occasion phrases	Occasion phrases
Fifth	Politeness strategies	Politeness strategies	Politeness strategies	Politeness strategies
Sixth	Declarative sentences	Declarative sentences	Declarative sentences	Declarative sentences

Table 4.11 below shows the most frequently used Other Types of greetings strategies by all four groups in Situation 3. It is obvious that there were no differences among the four groups in their rankings of these strategies. The Ignoring strategy was the most frequent strategy used, conditional sentences were second, the Non-Initiation strategy was third and the Bringing Gift strategy was last. Research question number two, “How do advanced Saudi American English learners differ from native American English speakers in the greetings speech act?” can be answered here as the effects of power distance are clear in this instance, according to the findings obtained by Al-Shboul et.al (2012) and Abed (2011).

Table 4.11 Most Frequent Other Types of Greetings Strategies by Group in Situation 3

Ranking	AEL	IEL	AES	SAS
First	Ignoring	Ignoring	Ignoring	Ignoring
Second	Conditional sentences	Conditional sentences	Conditional sentences	Conditional sentences
Third	Non-Initiation	Non-Initiation	Non-Initiation	Non-Initiation
Fourth	Bringing Gift	Bringing Gift	Bringing Gift	Bringing Gift



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*Situation 4: You are a university student. It is after the break between semesters and the beginning of a new semester; you see your best friend, who is very nice and the same age as you, while walking on the university campus. You have not seen her during the break. Your best friend's name is Nataly. You SAY and/or DO.*

Figure 11 shows that the AES and the IEL groups had similar usage of Body Language strategies for Situation 4. Although the AEL were close in usage to those two groups, the SAS were far from all them. In the AES and the IEL groups, 30% of their members used Body Language strategies while 26% of AEL used them and only 14% of SAS participants.

The positions are different regarding the use of the Oral Speech strategy. Almost all four groups used this strategy equally in Situation 4. It was ranked first for AEL group, with 38%, second for both the AES and the SAS groups, with 25%, while the IEL used it least in this situation, with only 13% usage.

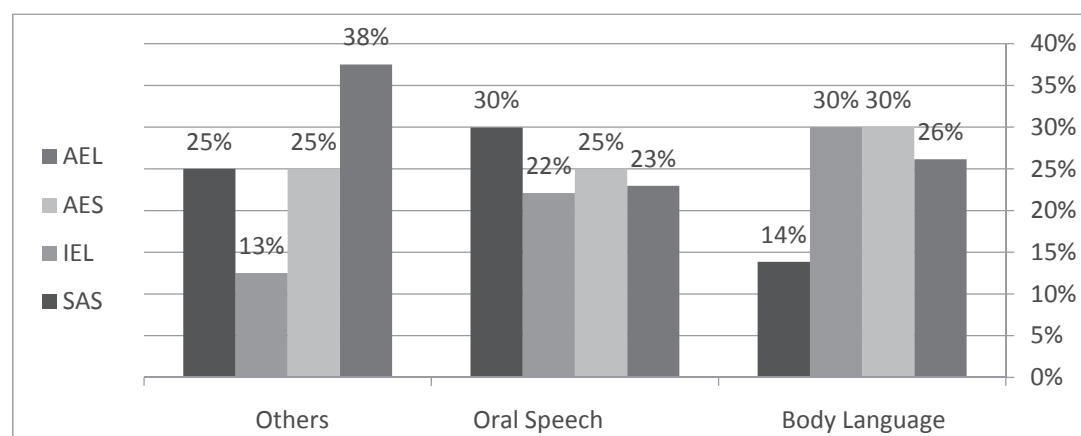


Figure 11. Overall use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 4.

Table 4.12 shows the most frequently used Oral Speech strategies for all four groups in Situation 4. From the table, it is clear that there was no difference between the AEL and the AES groups in using Oral Speech strategies, although there were

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differences between those two groups and the remaining two groups. Terms of Address was the first most frequently used strategy by the AEL and the AES groups, while Interrogative sentences were the most frequently used by the IEL, and Initiation words were the most frequently used by the SAS group. Interrogative sentences were ranked in second place by the AEL and the AES groups, while Declarative sentences were ranked second by the IEL and Terms of Address by the SAS. The Initiation words strategy was the third most frequently used Oral Speech strategy for the AEL and the AES groups, while Terms of Address was ranked third by the SAS. Declarative sentences were the fourth most frequently used by the AEL and the AES groups, while Terms of Address was the third most frequently used by the IEL. The Interrogative sentences strategy was ranked fourth by the SAS group, while the AEL, AES and SAS groups ranked Declarative sentences fourth. The Declarative sentences strategy was ranked second by the IEL group. Politeness strategies were ranked fifth by all four groups and the Occasion phrases strategy ranked sixth by all of them. All these effectively answer the research question, “How do advanced Saudi American English learners differ from native American English speakers in greeting speech acts?”, and H2, “Learner’s proficiency in the L2 positively correlates with L1 language proficiency”. In this regard, Al-Eryani (2007) explained that Arabic native speakers tend to use reasoning and explanatory sentences when initiating a conversation, especially when stimulated by any negative occurrence, such as a refusal or a long time gap.

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Table 4.12 Most Frequent Oral Speech Strategies by Group in Situation 4

Ranking	AEL	IEL	AES	SAS
First	Terms of Address	Interrogative sentences	Terms of Address	Initiation words
Second	Interrogative sentences	Declarative sentences	Interrogative sentences	Terms of Address
Third	Initiation words	Terms of Address	Initiation words	Interrogative sentences
Fourth	Declarative sentences	Initiation words	Declarative sentences	Declarative sentences
Fifth	Politeness strategies	Politeness strategies	Politeness strategies	Politeness strategies
Sixth	Occasion phrases	Occasion phrases	Occasion phrases	Occasion phrases

Table 4.13 shows the most frequently used Other Types of greetings strategies by the four groups in Situation 4. From the table, it is obvious that, in general, the four groups used only two types: the Conditional Sentences strategy by the AEL, AES and the IEL groups and the Bringing Gift strategy by the SAS.

Table 4.13 Most Frequent Other Types of Strategies by Group in Situation 4

Ranking	AEL	IEL	AES	SAS
First	Conditional sentences	Conditional sentences	Conditional sentences	Bringing Gift
Second	—	—	—	—
Third	—	—	—	—
Fourth	—	—	—	—

**Situation 5:** *Your close friend Christina invites you to a party at her house. You ring the bell, and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother's name is Lisa. You SAY and/or DO.*

Figure 12. shows the use of greetings strategies by all four groups regarding Situation 5. In the figure, regarding the Body language strategy, it is clear that there

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were slight differences in the use of this strategy by the AEL, AES and the IEL groups, although there was a greater difference in usage by the SAS group. While 31% of the AEL group used this strategy in Situation 5, IEL used it 29%, AES 27%, and only 18% of the SAS group. The figure also shows that there was no big difference among all four groups when using the Oral Speech strategy. The figure reflects that the SAS used it 28%, while for the AES group it was 26%, 24% for the IEL, and 22% for the AEL. Regarding Other Types of greetings strategies, it is clear from the figure below that there were significant differences among the four groups. The AEL group usage was 50% and for the AES, 40%, while only 10% of the IEL used them and the SAS did not use them at all.

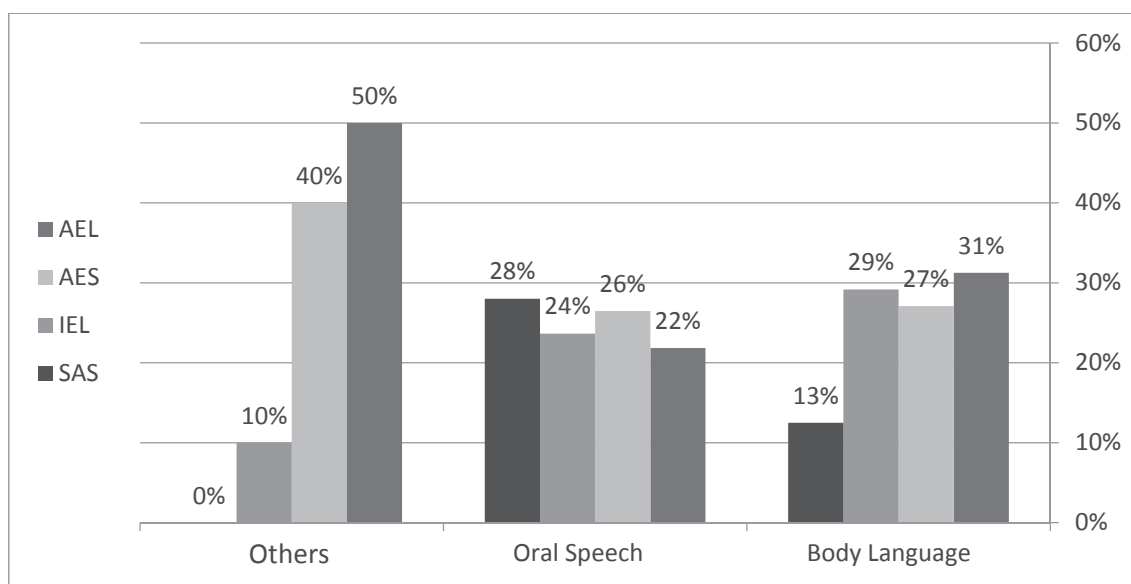


Figure 12. Overall use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 5

Table 4.14 shows the most frequently used Oral Speech strategies in Situation 5 by all four groups. From the table, it is clear that all four groups use the Initiation words strategy more than other oral speech strategies in this situation. The Interrogative sentences strategy was the second most frequently used by the AEL and SAS groups, while for the AES and IEL groups the most used was the Terms of

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Address strategy. Terms of Address was ranked third by the AEL and SAS groups, and Interrogative sentences by the AES and IEL groups. Politeness strategy was ranked fourth by the AEL and SAS groups, while the AES and IEL groups ranked the Declarative sentences strategy fourth. The Declarative sentences strategy was ranked fifth by the AEL and SAS groups, while the AES and IEL groups ranked Politeness strategies fifth. The Occasion phrases strategy was the one least used by all four groups.

Table 4.14 Most Frequent Oral Speech Strategies by Group in Situation 5

Ranking	AEL	IEL	AES	SAS
First	Initiation words	Initiation words	Initiation words	Initiation words
Second	Interrogative sentences	Terms of Address	Terms of Address	Interrogative sentences
Third	Terms of Address	Interrogative sentences	Interrogative sentences	Terms of Address
Fourth	Politeness strategies	Declarative sentences	Declarative sentences	Politeness strategies
Fifth	Declarative sentences	Politeness strategies	Politeness strategies	Declarative sentences
Sixth	Occasion phrases	Occasion phrases	Occasion phrases	Occasion phrases

Table 4.15 shows the most frequently used Other Types of greeting strategies by groups in Situation 5. The SAS group did not use this strategy at all in this situation, while the IEL group used only Conditional sentences, which were ranked first by the AES group and second by the AEL group. The Bringing Gift strategy was used only once and ranked first by the AEL group. The Non-Initiation strategy was also used only once by the four groups in this situation, being ranked second by the AES group, which addresses the research question, “How do Saudi advanced American English learners differ from native American English speaker in the greeting speech acts?”. Also proved in this section is H2: “Learner’s proficiency in

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the L2 positively correlates with L1 language proficiency”. According to the study by Nelson, Batal and Bakary (2002), American English speakers are more likely to be indirect when accepting invitations or when showing modesty, unlike Arabic speakers who prefer to use direct strategies in those situations.

Table 4.15 Most Frequent Other Types of Strategies by Group in Situation 5

Ranking	AEL	IEL	AES	SAS
First	Bringing Gift	Conditional sentences	Conditional sentences	–
Second	Conditional sentences	–	Non-Initiation	–
Third	–	–	–	–
Fourth	–	–	–	–

**Situation 6.** *You organised a party for your 10-year-old sister. The party started, and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. You SAY and/or DO.*

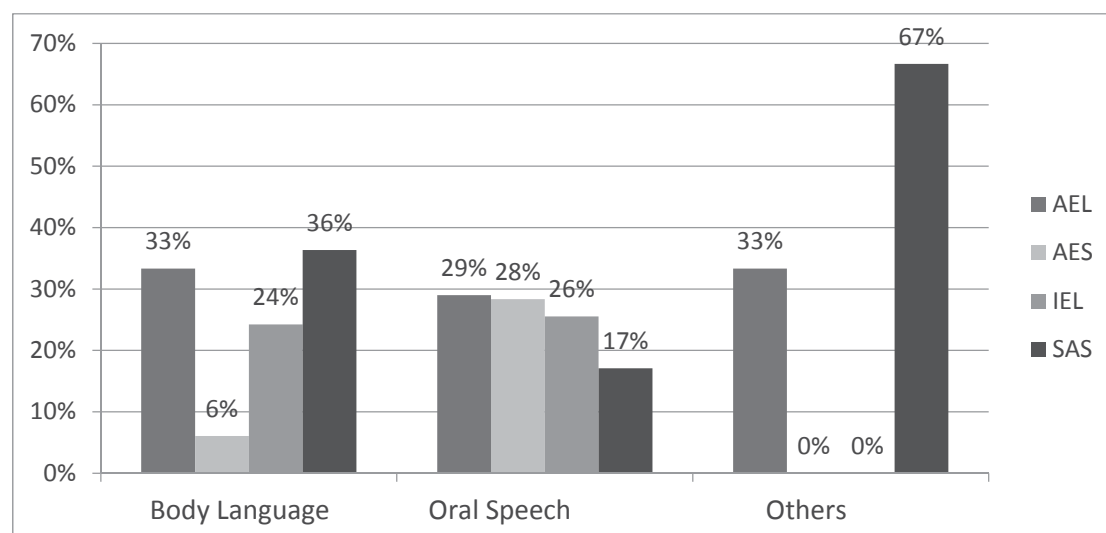


Figure 13. Overall use of Oral Speech, Body Language and Other Types of Greetings by groups in Situation 6.

Figure 13. above shows the strategies used by groups in Situation 6. It is clear that only two out of four groups used Other Types of greetings strategies, these

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were the SAS group with 67% and the AEL group with 33%. Regarding the Oral Speech strategy, it is also clear from the figure that there was no great difference between the IEL, AES and AEL groups. This strategy was used by 26%, 28% and 29% of the members respectively. On the other hand, only 17% of the SAS group used this strategy. Regarding the Body Language strategy, the chart below shows that there was no significant difference in usage between the SAS and the AEL groups. 36% of the SAS group used this strategy and 33% of the AEL group. Moreover, there was a difference between these two groups and the IEL group, where there was 24% usage, although there was a larger difference still compared to the AES group, where it was used by only 6%. Table 4.16 shows the most frequently used Oral Speech strategies by groups in Situation 6. From the table, it is clear that there was no difference between the AEL and the AES groups in the use of Initiation words strategy, which was ranked first. It was also used most frequently by the other two groups (IEL, SAS), who used Terms of Address as a second choice. The SAS group also used Terms of Address in the second ranking, but the IEL used Politeness strategies. The AEL and the AES groups ranked Politeness strategies third, while Terms of Address were ranked third by IEL and Declarative sentences ranked third by the SAS group. The AEL, AES, and the IEL groups ranked Declarative sentences fourth and the SAS, the Politeness strategy. The Interrogative sentences strategy was ranked fifth by all four groups and the Occasion phrases strategy ranked sixth, also by all four groups.

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Table 4.16 Most Frequent Oral Speech Strategies by Group in Situation 6

Ranking	AEL	IEL	AES	SAS
First	Initiation words	Initiation words	Initiation words	Initiation words
Second	Terms of Address	Politeness strategies	Terms of Address	Terms of Address
Third	Politeness strategies	Terms of Address	Politeness strategies	Declarative sentences
Fourth	Declarative sentences	Declarative sentences	Declarative sentences	Politeness strategies
Fifth	Interrogative sentences	Interrogative sentences	Interrogative sentences	Interrogative sentences
Sixth	Occasion phrases	Occasion phrases	Occasion phrases	Occasion phrases

Table 4.17 shows the most frequently used Other Type of Greetings strategies by groups in Situation 6. It is clear that the AES and the IEL groups did not use any other greeting strategies other than Oral Speech and Body Language strategies. At the same time, the AEL and the SAS groups used only one type of Other greetings strategies, the AEL members used only the Conditional Sentences strategy, and the SAS group used the Bringing Gift strategy.

Table 4.17 Most Frequent Other Types of Strategies by Group in Situation 6

Ranking	AEL	IEL	AES	SAS
First	Conditional sentences	–	–	Bringing Gift
Second	–	–	–	–
Third	–	–	–	–
Fourth	–	–	–	–

**Situation 7:** *You run into Mellisa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. You SAY and/or DO.*

Figure 4.10. shows the use of Greetings strategies by the four groups in Situation 7. It is evident that there was a significant difference among the four groups



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using Other Types of greetings strategies. While 47% of the SAS group used the strategies and 33% of the AEL group, only 16% of the AES group and 4% of the IEL group used them. It is also clear that there was a significant difference among the four groups regarding the use of Oral Speech strategies. It is noteworthy that 42% of the IEL used these strategies and 28% of the AES group, while 18% of the SAS used them and only 12% of the AEL respondents.

Also, there were significant differences among the groups regarding the use of the Body language strategy. 43% of the AES group made usage of this strategy, placing it first in the ranking; in second position was the AEL group with 24%, and in third place the IEL group with 19%. Finally, the SAS group used the Body Language strategy the least.

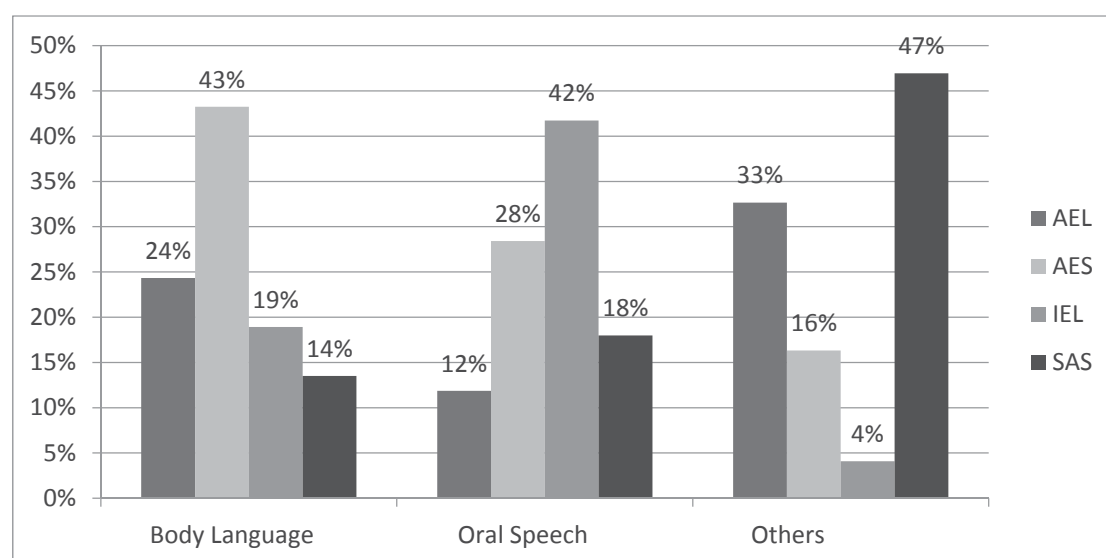


Figure 14. Overall Use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 7.

Table 14 shows the most frequently used Oral Speech strategies by groups in Situation 7. It is clear from the table that there was a little difference among the four groups in the use of these strategies. All groups ranked the Initiation words strategy

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first. The Interrogative sentences strategy was ranked second by the AEL and the SAS groups, while the AES and the IEL groups ranked the Terms of Address strategy second. The AEL and the IEL groups ranked Politeness strategies third, while the AES group ranked the Interrogative sentences strategy third. In the fourth ranking, there was a big difference between the four groups. The AEL group ranked the Terms of Address strategy fourth, while the AES group ranked Politeness strategies fourth. The IEL group ranked in fourth place the Interrogative sentences strategy and the SAS the Declarative sentences strategy. However, in the fifth ranking there was no difference between the AEL, AES and the IEL groups, all of which used Declarative sentences. Only the SAS group was different, as it ranked the Occasion phrase strategy fifth. The same situation occurred in the sixth ranking; the AEL, AES and the IEL groups ranked the Occasion phrase strategy sixth, while the SAS ranked Politeness strategies sixth.

Table 4.18 Most Frequent Oral Speech Strategies by Group in Situation 7

<b>Ranking</b>	<b>AEL</b>	<b>IEL</b>	<b>AES</b>	<b>SAS</b>
First	Initiation words	Initiation words	Initiation words	Initiation words
Second	Interrogative sentences	Terms of Address	Terms of Address	Interrogative sentences
Third	Politeness strategies	Politeness strategies	Interrogative sentences	Terms of Address
Fourth	Terms of Address	Interrogative sentences	Politeness strategies	Declarative sentences
Fifth	Declarative sentences	Declarative sentences	Declarative sentences	Occasion phrases
Sixth	Occasion phrases	Occasion phrases	Occasion phrases	Politeness strategies

Table 4.19 shows the most frequently used Other Type of greeting strategies by the four groups in Situation 7. Only two groups (AES, SAS) out of the four used

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Other Types of greetings strategies. The Ignoring strategy was the most frequently used by all groups, while the Bringing Gift strategy was the second most used by the AEL and the IEL groups. The Non-Initiation strategy was the second most used strategy used by the AES group, while the SAS used Conditional sentences. The Conditional Sentences strategy was ranked third by the AES group, while the Bringing Gift strategy was the most used by the SAS. The Bringing Gift strategy was ranked fourth by the AES group and the Non-Initiation strategy by the SAS. The research question, “How do Saudi advanced American English learners differ from native American English speakers in the greeting speech acts?”, has been answered through these findings, which is in line with the arguments by Feghali (1997), who shows the way cultural aspects affect pragmatic transfer between two language groups.

Table 4.19 Most Frequent Other Types of Strategies by Group in Situation 7

Ranking	AEL	IEL	AES	SAS
First	Ignoring	Ignoring	Ignoring	Ignoring
Second	Bringing gift	Bringing gift	Non-Initiation	Conditional sentences
Third	–	–	Conditional sentences	Bringing gift
Fourth	–	–	Bringing gift	Non-Initiation

**Situation 8:** *You enter your teacher’s office to talk to her. While you are at her office, you see one of your classmates sitting there. You have not seen the teacher and your classmate after the week’s vacation you recently had. You SAY and/or DO.*

Figure 15. shows that there was a difference between the IEL group and the other three groups in the use of Other Greetings strategies. 35% of the IEL group used

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these strategies, 25% of the AEL group and 20% of the SAS and the AES groups. There was a little difference in usage of the Oral Speech strategy among the four groups. This strategy was ranked first by the AES group, with 28%, while it was ranked second by the IEL group, with 27% and the AEL group, with 25%. The SAS group used this strategy least, with only 20%. Regarding the Body Language strategy, there was no difference between the AEL, AES and the IEL groups, as 24% of each group used it, whereas 29% of the SAS group used this strategy.

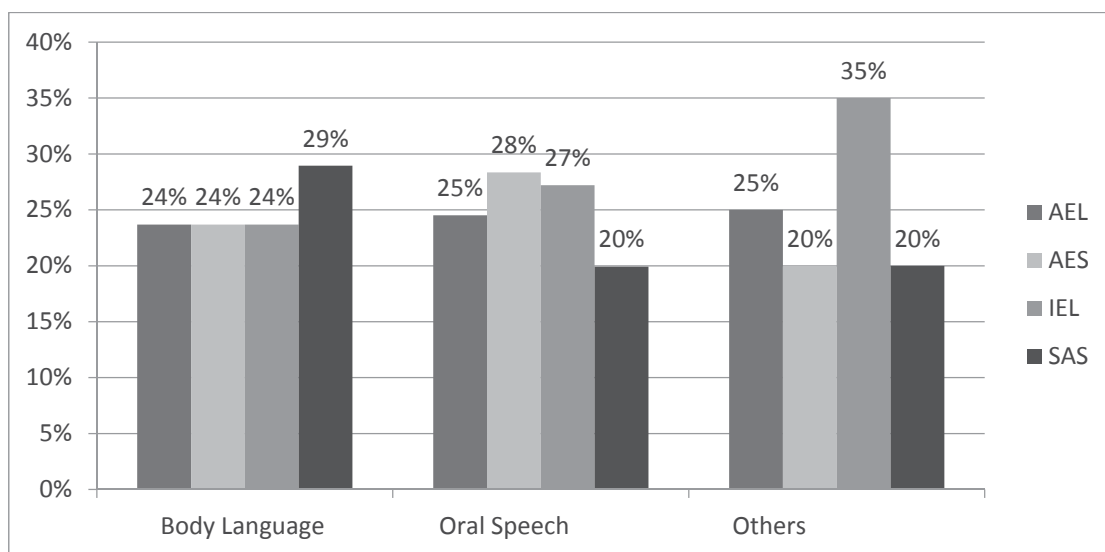


Figure 15. Overall use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 8

Table 4.20 shows the most frequently used Oral Speech strategies by all four groups in Situation 8. From the table, it is clear that there was no difference between the AEL and the AES groups regarding the use of these strategies. The most frequently used strategy by all four groups was Initiation words, and the second was the Interrogative sentences strategy. Politeness strategies were ranked third by the AEL, AES and the SAS groups, while the Terms of Address strategy was ranked third by the IEL. The Terms of Address strategy was ranked fourth by the AEL and the AES groups, while Declarative sentences were ranked fourth by the IEL and by the

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SAS, Politeness strategies. The Declarative Sentences strategy was ranked fifth by the AEL and the AES groups, while the IEL and the SAS groups ranked the Occasion phrases strategy in this position. The AEL and the AES groups ranked the Occasion phrases strategy sixth, the IEL, Politeness strategies and the SAS, Terms of Address.

Table 4.20 Most Frequent Oral Speech Strategies by Group in Situation 8

Ranking	AEL	IEL	AES	SAS
First	Initiation words	Initiation words	Initiation words	Initiation words
Second	Interrogative sentences	Interrogative sentences	Interrogative sentences	Interrogative sentences
Third	Politeness strategies	Terms of Address	Politeness strategies	Declarative sentences
Fourth	Terms of Address	Declarative sentences	Terms of Address	Politeness strategies
Fifth	Declarative sentences	Occasion phrases	Declarative sentences	Occasion phrases
Sixth	Occasion phrases	Politeness strategies	Occasion phrases	Terms of Address

Table 4.21 shows the most frequently used Other Type of greeting strategies. From the table, it is clear that only the IEL group used all types of other greetings strategies, while the other three groups used only two types, indicating a significant difference among the groups. Conditional sentences strategies were used by the AES and SAS groups in the first ranking, while the AEL used the Ignoring strategy, and the IEL group the Non-Initiation strategy. Subsequently, the Non-Initiation strategy takes the second ranking for the AEL and the AES groups, while the Ignoring strategy was second for the IEL and the SAS groups, therefore answering the research question, “What is the degree of pragmatic transfer from Arabic when Saudi advanced American English learners realise the speech act of greeting in American English?”. The presence of social status and power distance is also evident in this context, which is strong in the case of the AES group, in comparison to the SAS group, signifying

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cultural implications as addressed by Nelson et. al (2002), which further supports the hypothesis “There is no close positive pragmatic transfer between advanced Saudi English learners and intermediate learners”.

Table 4.21 Most Frequent Other Types of Strategies by Group in Situation 8

<b>Ranking</b>	<b>AEL</b>	<b>IEL</b>	<b>AES</b>	<b>SAS</b>
First	Ignoring	Non– Initiation	Conditional sentences	Conditional sentences
Second	Non– Initiation	Ignoring	Non– Initiation	Ignoring
Third	–	Conditional sentences	–	–
Fourth	–	Bringing Gift	–	–

**Situation 9.** *This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It is only her first semester at the University. It is the first day after the one week vacation you all came back from. Her name is Rachel. You SAY and/or DO.*

Figure 16. shows the use of greetings strategies by all the four groups in Situation 9. It is clear that there was no difference between the IEL and the SAS groups in the use of Other Types of greetings strategies. At the same time, there was no difference between the AES and the AEL groups in their use of Other Greetings strategies, while there were significant differences between the first two groups and the second two groups. 33% of the SAS and the IEL group used Other Types of greetings strategies, whereas 17% of the AES and the AEL groups used them. There was a slight difference among the four groups in their use of the Oral Speech strategy: 29%, of the AES group used the Oral Speech strategy while 24% of the SAS and the IEL groups used it. The group which used this strategy least was the AEL group, with

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only 22%. In the Body Language strategy, there was no difference between the IEL and the AES groups, as 28%, used this strategy and there was no difference between the AEL and the SAS groups where 22% used it.

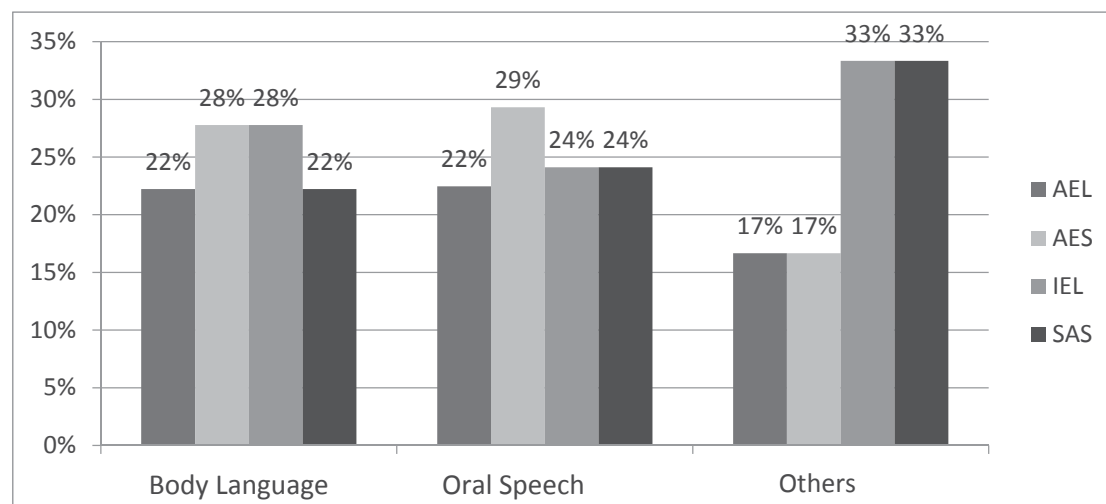


Figure 16. Overall Use of Oral Speech, Body Language and Other Types of Greetings by Groups in Situation 9.

From Table 4.22 we can see there was no difference between the AES and the IEL groups, which provided the same ranking in Oral Speech strategies. In first place in the ranking, there was no difference between the four groups, because they all used the Initiation words strategy. In second place, there was also no difference between the AES and the IEL groups as they used the same strategy (Terms of Address). However, there was a difference between the AEL and the SAS groups; the AEL group used the Politeness strategy, and the SAS group used the Interrogative sentences strategy. The Interrogative sentences strategy was ranked third by the AES and the IEL groups, while for the SAS group, in third place was the Terms of Address strategy and for the AEL group, Politeness strategies. The AES and the IEL groups ranked Politeness strategies fourth, while the AEL group ranked Interrogative sentences fourth and the SAS group, Terms of Address. In fifth place in the ranking, there was no difference among the four groups, as they all used the Declarative

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sentences strategy. Finally, the Occasion phrases strategy was ranked sixth by all four groups.

Table 4.22 Most Frequent Oral Speech Strategies by Group in Situation 9

<b>Ranking</b>	<b>AEL</b>	<b>IEL</b>	<b>AES</b>	<b>SAS</b>
First	Initiation words	Initiation words	Initiation words	Initiation words
Second	Politeness strategies	Terms of Address	Terms of Address	Interrogative sentences
Third	Terms of Address	Interrogative sentences	Interrogative sentences	Politeness strategies
Fourth	Interrogative sentences	Politeness strategies	Politeness strategies	Terms of Address
Fifth	Declarative sentences	Declarative sentences	Declarative sentences	Declarative sentences
Sixth	Occasion phrases	Occasion phrases	Occasion phrases	Occasion phrases

From Table 4.23., we see there was no difference among the four groups in the use of Other Types of strategies. All the groups used only two Other Types of greetings strategies, ranking the Ignoring strategy first and Conditional sentences second.

Table 4.23 Most Frequent Other Types of Strategies by Group in Situation 9

<b>Ranking</b>	<b>AEL</b>	<b>IEL</b>	<b>AES</b>	<b>SAS</b>
First	Ignoring	Ignoring	Ignoring	Ignoring
Second	Conditional sentences	Conditional sentences	Conditional sentences	Conditional sentences
Third	–	–	–	–
Fourth	–	–	–	–

**4.2. Qualitative Findings**

This section presents our Qualitative findings. It investigates the differences among the four groups in expressions, according to the greetings strategy used and the



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situation. Similarly, this section focuses on pragmatic transfers, providing examples of the qualitative data collected from the four groups. In the first part, we will examine the significant differences among the four groups in their expressions and pragmatic transfer, according to the Oral Speech strategies. The second part investigates the significant differences among the four groups in their expressions and pragmatic transfer, according to the Body Language strategies. And finally, the third part examines the significant differences between the four group in their expressions and pragmatic transfer, according to the Other Types of greeting strategies.

To achieve the goal of this section, the researcher used a qualitative analysis program, Maxqda10, by coding the responses of recipients according to the Categories of Coding Scheme for DCT, shown in Table 3.3.

##### 4.2.1. Oral Speech Strategies

Oral Speech strategies are employed in conveying one's thoughts, ideas, feelings and emotion. It is a facility used by one person to relate to another person (Rabab'ah, 2016).

This part of the qualitative analysis deals with the expressions and pragmatic transfer differences between the groups in Oral Speech strategies for the nine situations. Pragmatic transfer will be pointed out when it is negative or positive.

##### 4.2.1.1. Declarative Sentences

Simply, declarative sentences are complete sentences that state something. This section focuses on the expressions of the four groups which were coded as Declarative sentences for all nine situations.

##### Situation 1

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The following content contains the responses of the four groups regarding Situation 1, coded as a Declarative sentence strategy. In the examples below, Declarative sentences appeared 19 times in Situation 1 in all four groups.

It is clear from the example of the following conversation that there was no difference among the four groups in their use of Declarative sentences in Situation 1, as they almost all used the same expression. The sentence in line 1, Nice to meet you, from the AEL group, is similar to the sentence in line 3, It is good to see you, from the AES group, and the sentence in line 6, It is good to see you, from the IEL group. The sentence in line 9 is also similar >سعدت هـ كـتيرؤبذا حـصبالا >Happy to see you this morning, from the SAS group. The AES group's sentence, I miss you prof in line 3 is also similar to the IEL group's, I miss you in line 7 and the SAS group's >كـبـلـا تـشـتـقـا دـقـا > I missed you in line 8, although this expression not used by the AES group.

Regarding pragmatic transfer, when the intermediate English learners realise the speech act in American English (research question 3), we note that most expressions used by these members were affected by their mother tongue, for example >كـبـلـا تـشـتـقـا دـقـا > *I miss you*. A similar finding was obtained by Al-Khawalda and Al-Oliemat (2006), suggesting that the degree of pragmatic transfer is high with regards both intermediate and advanced English learners when speaking in English.

The same thing is clear in relation to the degree of pragmatic transfer from Arabic when the AEL realise the speech act in American English (research question 4). The AEL group used the same expressions as the IEL >كـبـلـا تـشـتـقـا دـقـا > *I miss you, prof*. This type of pragmatic transfer is referred to as negative pragmatic transfer.

Table 4.24 Declarative Sentence in Situation 1

	Group	Examples	Frequency
1	AEL	Nice to meet you	2
2	AEL	I miss you prof	1
3	AES	It is good to see you	1
4	IEL	Nice to see you again	1
5	IEL	Long time no see	2
6	IEL	it is good to see you	3
7	IEL	I miss you.	1
8	SAS	لقد اشتقت اليك >I missed you سعدت برؤيتك هذا الصباح >I am	6
9	SAS	happy to see you this morning	2

**Situation 2**

Examining the differences between the AEL and the IEL group in their realisations of American English speech acts of greetings (research question 1), from the example below we noted that there was no difference between the two groups in their expressions in Situation 2 when they used the Declarative Sentence strategy. They used the same expression, I miss you, in lines 2 and 6, while the AEL group used the expression, nice to meet you in line 1, and the IEL used nice to see you in line 4.

When focusing on the differences between the IEL and AES groups in the Greetings speech act (question 2), we found that the AES group did not produce any expressions in this situation.

Regarding negative pragmatic transfer (questions 3 and 4), the IEL and the AEL group used common expressions in Arabic >برؤيتك سعيدة >nice to see you, in lines 1 and 4, and in lines 2 and 6 >إليك أشتقت >I miss you.

Table 4.25 Declarative Sentence in Situation 2

	Group	Examples	Frequency
1	AEL	nice to meet you,	2
2	AEL	I miss you	1
3	AEL	long time no see	4
4	IEL	Nice to see you,	2
5	IEL	I so happy to meet you again	1
6	IEL	I miss you	2
7	SAS	لم اراك من مدة>I haven't seen you for a while	1
8	SAS	سعيدة برؤيتك>happy to see you	3

**Situation 3**

In this situation, there were no Declarative strategy sentences.

**Situation 4**

There was no difference between the AEL and the IEL groups in this situation, although the AEL used the expression, I missed you so much in line 1, while the IEL group used, I would tell her how much I missed her during the break in line 4. But there is a slight difference between the IEL and the AES groups in line 2, as the AES used, I cannot believe it. It is you Nataly?, which the IEL did not use. On the other hand, the AES used the sentence, I have missed you so much line 3, while the IEL used, I will tell her how much I missed her during the break in line 4.

Regarding pragmatic transfer from the Arabic language, we can see culture shared expressions, as the SAS group used the expression, I missed you most frequently, 17 times. This is an example of positive pragmatic transfer.

Table 4.26 Declarative Sentence in Situation 4

	Group	Examples	Frequency
1	AEL	I missed you so much	14
2	AES	I cannot believe it. It is you Nataly	1
3	AES	I have missed you so much	4
4	IEL	I miss you	15
5	SAS	لقد اشتقت اليك > I missed you	17
6	SAS	لم أرك منذ مدة > Its been a long time I didn't see you	4

### Situation 5

From the example below, it is clear that there was no difference between the AEL and the IEL group in their expressions in this situation, as seen in the AEL group's sentence in line 1, I will tell her how much I have the honour to meet her daughter. This is the same as the IEL group's sentence in line 11, it is such an honour to meet you, the AEL group's sentence in line 2 and the IEL's sentence in line 9, Nice to meet you. Also, there was no significant difference between the AEL and the AES groups. For example, the AEL group's sentence in line 4, I will tell her that I am glad to see her and the AES's sentence in line 5, I will tell her I am pleased to meet her, have the same meaning. Also, the two groups used the same sentence as the AEL sentence in line 2 and the AES sentence in line 6, nice to meet you.

As regards pragmatic transfer from Arabic to English, the IEL group sentence in line 7, you look so beautiful, has the same meaning as the SAS sentence in line 15, ما شاء الله يا أم دلال محلوه > O God's will mother of Dalal you're more beautiful. The sentence, peace be upon you Lisa (line 8), provided by the IEL group, is a literal translation of the Islamic Arabic sentence *asalamua alaykum*, showing negative

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pragmatic transfer, as this sentence was used by the SAS group in many situations.

As an Arabic speaker, it is obvious that this is an Arabic greeting sentence.

The sentence, nice to meet you, was used most by all four groups. It appeared four times in the AEL group (line 2), 12 times in the AES group (line 6), and only once in the IEL group (line 9) and in the SAS group with the sentence, >لكتيور دجيلا نـم> It is good to see you in line 14.

Table 4.27 Declarative Sentence in Situation 5

	Group	Examples	Frequency
1	AEL	I will tell her how much I have the honor to meet her daughter	1
2	AEL	Nice to meet you	4
3	AEL	I am really happy finally see you after what your daughter told me about you	1
4	AEL	I will tell her that I am glad to see her	2
5	AES	I will tell her I am pleased to meet her	1
6	AES	nice to meet you	12
7	IEL	you look so beautiful	1
8	IEL	peace be upon you Lisa	1
9	IEL	Nice to meet you	1
10	IEL	Missed you	1
11	IEL	it is such an honor to meet you	1
12	IEL	it is good to finally meet you	1
13	SAS	>وأقول لها فرصة سعيدة إنني التقيت بها وأشكرهم على دعوتي للحفلة I will tell her that it was a pleasure meeting them and thank them for the party invitation	1
14	SAS	>من الجيد رؤيتك it is good to see you	1
15	SAS	>ما شاء الله يا أم دلال محطوه O God's will mother of Dalal you're more beautiful	1
16	SAS	>فرصة سعيدة اني التقيت فيك It is nice to see you	1
17	SAS	>سررت بمعرفتك I'm happy to know you	1

### Situation 6

There is no difference between the AEL and the IEL group in this situation. The AEL and the IEL used similar sentences in line 1, nice to see you here and in line 12, nice to meet you. But there were some sentences used by the IEL group not mentioned in the AEL group with expressions like in line 10, thank you for coming, and in line 8,

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welcome to our house, you look cute. The same happened in the relation to the IEL and AES groups, as there were sentences in the IEL group that did not appear in the AES group, like the one in line 10, thank you for coming.

Regarding pragmatic transfer from the Arabic, there were some sentences commonly used in this situation, like the SAS group's sentence in line 11, *لننملا بي ترون*, *>كمودقب* you have lit up our house by your visit, which was not used by either the IEL or the AEL. On the otherhand, there were some expressions used by the IEL group that were frequently used in this situation, like the sentences in line 7, *فأ اشكر دك مو*, *>thank you for coming* and in line 8 *ودجوب دديعسك هنا* *>happy that you are here*, which is, therefore, considered negative pragmatic transfer. A similar finding appeared in the study by Alamrani and Zughaibi (2015) where the differences between Arab and English speakers are negligible due to the English learners' proficiency. Cultural awareness also plays a substantial role in this regard.

Table 4.28 Declarative Sentences in Situation 6

	Group	Examples	Frequency
1	AEL	nice to see you here,	3
2	AEL	I am glad to see you	4
3	AES	great to see you	1
4	AES	good to see you	1
5	IEL	welcome to our house, you look cute	1
6	IEL	thank you so much for coming even if you are busy, how kind you are	1
7	IEL	thank you for coming	2
8	IEL	happy that you are here	1
9	IEL	nice to meet you	1
10	IEL	I love you	1
11	SAS	<i>نورتى المنزل بقومك</i> <i>&gt;you have lit up our house by your visit</i>	4
12	SAS	<i>تفضلني بالدخول</i> <i>&gt;Come in</i>	6



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## Situation 7

From the example below, it is clear that there was no difference between the AES, IEL and the SAS groups in their expressions. In this situation, the AES group sentence in line 1, Nice to see you here, and the IEL group sentence in line 3, nice to meet you, are similar to the SAS group's sentence in line 7, Happy to see you **أكثر أوقات سعيدة برؤيتك**. On the other hand, there were some sentences used by the IEL group that were not used in the other groups, like the one in line 2, Thank you for coming.

Regarding pragmatic transfer, the sentences most used in this situation, such as the SAS group's sentence in line 6, **أشرفني حلو إصفاك**, >How lucky to see you and the sentence in line 5, **أفأفأه أفأفأه**, > bon appetit, were not used by the AEL and the IEL groups. This indicates that the mother tongue was not affected in this situation and is, therefore, considered positive pragmatic transfer. The findings in this section can also be related to aspects of language proficiency and cultural awareness of the two social domains, which was better in the intermediate English learners compared to the advanced group (Alamrani and Zughaibi, 2015).

Table 4.29 Declarative Sentence in Situation 7

	Group	Examples	Frequency
1	AES	Nice to see you here	1
2	IEL	thank you for coming	1
3	IEL	nice to meet you	1
4	IEL	happy that you are here	1
5	SAS	<b>أفأفأه أفأفأه</b> >bon appetit	2
6	SAS	<b>أشرفني حلوه أفأفأه أفأفأه</b> >How lucky to see you	4
7	SAS	<b>أشرفني حلوه أفأفأه أفأفأه</b> >Happy to see you	1

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**Situation 8**

In the example below, there are no significant differences between the AEL and the IEL groups in their expressions. In this situation, the sentence in line 1, It is good to be back, from the AEL group, is the same sentence as in line 4 from the IEL group. On the other hand, there were no significant differences between the AES and the IEL groups; the sentence in line 2, good to see you guys, provided by the AES group, is similar to the sentence in line 3, Nice to see you again, provided by the IEL group.

Regarding pragmatic transfer, the most used sentence by the SAS group in this situation, >ثيرك مكلت شنتقا< I missed you so much in line 5, was not used by the other groups. Hence, this shows that there was no effect of the mother tongue in this situation. It also shows that culturally shared expressions may affect the oral strategy of an individual, evident in the high usage of the expression, I missed you so much, which shows positive pragmatic transfer.

Table 4.30. Duplication of Examples in Situation 8

	Group	Examples	Frequency
1	AEL	It is good to be back	2
2	AES	good to see you guys	1
3	IEL	nice to see you again	1
4	IEL	it is good to be back	1
5	SAS	>اشتقت لكم كثيراً< I missed you so much	2

**Situation 9**

There was a similarity, to a certain extent, between the AEL and the IEL groups. There were some common sentences between the two groups, such as the sentence in line 1, nice to see you every day and the one in line 2, nice to meet you again,

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provided by the AEL group. The sentence in line 6, it is nice to see you here again and we missed you are from the IEL group, the sentence in line 4, I miss you was provided by the AEL group.

Regarding pragmatic transfer, the sentence in line 8, I missed you also the books miss you, provided by the IEL group, has the same meaning as the sentence in line 13, <اضايا أناو كتبةملا كئبلا تفتشتا دقلا> the library has missed you, and so have I. Moreover, the sentence in line 10 <اهلوقاً نكمم اني كتبةملا يودها فجو دفتقا> I can tell her that I missed her in the library, from the SAS group, has the same meaning as the sentence in line 4, I miss you, from the AEL, and the sentence in line 5, we missed you from the IEL group. These are considered instances of negative pragmatic transfer.

Table 4.31 Declarative Sentence in Situation 9

	Group	Examples	Frequency
1	AEL	nice to see you every day	1
2	AEL	nice to meet you again	1
3	AEL	I miss your pretty face,	1
4	AEL	I miss you	1
5	IEL	we missed you	2
6	IEL	it is nice to see here again	2
7	IEL	I will be very happy to see her	1
8	IEL	I missed you also the books miss you	1
9	IEL	I am glad to see you again	2
10	SAS	<امكن أقول لها اني افتقد وجودها في المكتبة> I may tell her that I missed her in the library	1
11	SAS	<اعتدنا على رؤيتك> We are used to seeing you	1
12	SAS	<لقد اشتاقت لك المكتبة وأنا أيضاً> The library has missed you, and so have I	2

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##### 4.2.1.2 Initiation Words

Initiation words are used to initiate a conversation or interaction. This section focuses on the expressions of the four groups coded as Initiation words in all nine situations.

##### Situation 1

Following the examples below it is clear that the initiation word most commonly used by all groups was Hi, which was used 12 times by the AEL group (line 1), 23 times by the AES group (line 5), and 13 times by the IEL group (line 8). This word was also the one most used by the SAS group in line 13 >هلا>Hi which was used seven times. The second word was Hello, which was used 10 times by the AEL group (line 2), 16 times by the AES group (line 6), and 11 times by the IEL group (line 9). This word had the same meaning as the word >هلا>Hi, which was frequently used by the SAS group (line 13). The expression Good morning was used six times by the AEL group (line 4), and seven times by the IEL group (line 12).

According to above description, there was no significant difference among the four groups in their use of Initiation words. Regarding pragmatic transfer, it is clear that all groups were using the same strategy, and this also shows that culturally shared expressions affect the initiation strategy of a speaker. As can be seen, and including the evidence below, the differences between the intermediate and advanced English learners were minimum, while the Saudi speakers and the English speakers also displayed a relatively greater degree of similarities in their speech act strategies, implying that they are aware of the others' culture and have a substantial degree of language proficiency related to the use of initiation words (Alamrani and Zughaibi,

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2015). This is considered positive pragmatic transfer in all the groups. Table 4.32  
Initiation Words in Situation 1

	Group	Examples	Frequency
1	AEL	Hi	12
2	AEL	Hello	10
3	AEL	greet her	2
4	AEL	good morning	6
5	AES	Hi	23
6	AES	Hello	16
7	IEL	greet her	6
8	IEL	Hi	13
9	IEL	Hello	11
11	IEL	good morning	7
12	IEL	good afternoon	1
13	SAS	هلا>Hi	7
14	SAS	مرحباً>Hello	1
15	SAS	صباح الخير>Good morning	4
16	SAS	ألقي عليها التحية>Greet her	15
17	SAS	السلام عليكم>Asalam Alaykum	22

**Situation 2**

The examples below show the Initiation words by all groups in Situation 2. It shows that the most used words were Hi which was used 23 times by the AEL group (line 1), 43 times by the AES group (line 5), and 25 times by the IEL group (line 7), and the word Hello which was used nine times by the AEL group (line 2), twice by the AES group (line 6), and 13 times by the IEL group (line 8). The examples indicated that there were no significant differences among the three groups in the use of Initiation words in this situation.

Regarding pragmatic transfer, it is clear that all groups shared the same strategy, and as such there is no sign of negative pragmatic transfer. This also shows there are culturally shared expressions, considered positive pragmatic transfer.

Table 4.33 Initiation Words in Situation 2

	Group	Examples	Frequency
1	AEL	Hey	23
2	AEL	Hello	9
3	AEL	Greeting	3
4	AEL	good afternoon	1
5	AES	Hey	43
6	AES	Hello	2
7	IEL	Hey	25
8	IEL	Hello	11
9	SAS	هلا>Hi	13
10	SAS	مرحباً>Hello	2
11	SAS	سألقي عليها التحية>I will greet her	5
12	SAS	السلام عليكم>Asalam Alaykum	24

### Situation 3

The examples below show the Initiation words used by all group in Situation 3. The most used word was Hey which was used 13 times by the AEL group (line 1), 18 times by the AES group (line 4), and 12 times by the IEL group (line 7).

On the other hand, the word Hello was used eight times by the AEL group (line 2), seven times by AES group (line 5), and four times by the IEL group (line 8). Also, the expression Good morning was used three times by the AEL group (line 3), three times by the AES group (line 6), and twice by the IEL group (line 9). All these

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examples indicate there were no significant differences among the three groups in the use of Initiation words in this situation.

Regarding pragmatic transfer, it is clear that all groups shared the same strategy and there was no sign of negative pragmatic transfer from the native language (Arabic) to the language being learnt (English). This also shows there are culturally shared expressions, which is considered positive pragmatic transfer.

Table 4.34 Initiation Words in Situation 3

	Group	Examples	Frequency
1	AEL	Hey	13
2	AEL	Hello	8
3	AEL	Good morning	3
4	AES	Hey	18
5	AES	Hello	7
6	AES	Good morning	3
7	IEL	Hey	12
8	IEL	Hello	4
9	IEL	Good morning	2
10	SAS	أهلا>Hi	15
11	SAS	مرحبا>Hello	6
12	SAS	صباح الخير>Good morning	2
13	SAS	السلام عليكم>Asalam Alaykum	13

## Situation 4

The examples below show the Initiation words used by all group in Situation 4. It is clear that the most used word was Hey, which was used 18 times by the AES group (line 5), 13 times by the AEL group (line 2), and seven times by the IEL group (line

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8). On the other hand, the word Hello was used three times by the AEL group (line 3) and only once by the AES (line 6) and IEL (line 9). Also, the expression greetings her was used three times by the AEL group (line 4), once by the AES group (line 7), and twice by the IEL group (line 10). All these examples indicate that there were no significant differences between the three groups in the use of Initiation words in this situation.

Regarding pragmatic transfer, data show that there is no negative pragmatic transfer from the native language to the language being learnt, as all groups used similar expressions. This also shows culturally shared expressions, considered positive pragmatic transfer.



Table 4.35 Initiation Words in Situation 4

	Group	Examples	Frequency
1	AEL	Welcome	1
2	AEL	Hey	13
3	AEL	Hello	3
4	AEL	Greetings her	3
5	AES	Hey	18
6	AES	Hello	1
7	AES	Greet her	1
8	IEL	Hey	7
9	IEL	Hello	1
10	IEL	greet her	2
11	SAS	ألقي عليها التحية>Greet her	4
12	SAS	أهلاً>Hi	16
13	SAS	السلام عليكم>Asalam Alaykum	9

**Situation 5**

The examples below show that there were no significant differences between the AEL, AES and the IEL groups in the use of Initiation words in Situation 5. It can be seen that the most frequently used Initiation word was Hi which was used 10 times by the AEL group (line2), 20 times by the AES group (line 6), and 15 times by IEL group (line 11). On the other hand, the word Hello was used 12 times by the AEL group (line 3), 14 times by AES group (line 7), and eight times by IEL group (line 12). Also, the word greeting was used three times by the AEL group (line 4), four

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times by the AES group (line 8), and 10 times by IEL group (line 13). The expression good evening was used five times by the AEL group (line 5), once by the AES group (line 9), and twice by the IEL group (line 14).

Regarding pragmatic transfer, we found that the expression I will say salam, appearing in line 10, was used by the IEL group with the same meaning as the expression *Assalamu Alaykum* in (line 17), which appeared 14 times in the SAS group. This is considered negative pragmatic transfer.

Table 4.36 Initiation Words in Situation 5

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	Welcoming	1
2	AEL	Hi	10
3	AEL	Hello	12
4	AEL	greeting	3
5	AEL	Good evening	5
6	AES	Hey	20
7	AES	Hello	14
8	AES	greeting	4
9	AES	Good evening	1
10	IEL	I will say Salam	1
11	IEL	I will say hi	15
12	IEL	I will say hello	8
13	IEL	I will greet her mother	10
14	IEL	good evening	2
15	SAS	هلا>Hi	4
16	SAS	أسلم عليها>I will greet her	24
17	SAS	السلام عليكم>Assalam Alaykum	14

### Situation 6

From the examples below, it is clear that the most frequently used Initiation word was Hi. It was used 22 times by the AEL group (line2), 37 times by the AES group (line 6), and 20 times by the IEL group (line 10). On the other hand, the word Welcome was used 15 times by the AEL group (line 1), six times by AES group (line 5), and 15

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times by IEL group (line 9). Also, the word Hello was used nine times by the AEL group (line 3), six times by the AES group (line 5), and 15 times by the IEL group (line 9). Finally, the words greet her were used once by the AEL group (line 4), three times by the AES group (line 8), and once by the IEL group (line 12).

According to the above, there were no significant differences between the AEL, AES and the IEL groups in the use of the Initiation words in Situation 6.

Regarding pragmatic transfer, it is clear that AEL and the IEL responses did not show negative pragmatic transfer from their native language (Arabic). This also shows culturally shared expressions, considered positive pragmatic transfer.

Table 4.37 Initiation Words in Situation 6

	Group	Examples	Frequency
1	AEL	Welcome	15
2	AEL	Hey	22
3	AEL	hello	9
4	AEL	greetings her	1
5	AES	welcome	6
6	AES	Hey	37
7	AES	Hello	6
8	AES	greet her	3
9	IEL	welcome	15
10	IEL	Hey	20
11	IEL	Hello	8
12	IEL	greet her	1
14	SAS	<ألقي عليها التحية> I will greet her	6
15	SAS	<هلا>Hi	7
16	SAS	<أهلاً>Hi	17
17	SAS	<مرحباً>Hello	6
18	SAS	<عليكم السلام> Assalam Alaykum	3

### Situation 7

The examples below show that the Initiation word Hi appeared in Situation 7 in all four groups, being used nine times by the AEL group (line 1), 38 times by the AES (line 5), and 20 times by the IEL (line 8). The Initiation word Hello was in second place being mentioned six times by the AEL group (line 2), four times by the AES (line 6), and eight times by the IEL (line 9).

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According to the above, there were no significant differences between the AEL, AES and the IEL groups in the use of the Initiation words in Situation 7. Regarding pragmatic transfer, it is clear that the AEL group was not affected by the mother tongue when using initiation words. This also shows culturally shared expressions, considered positive pragmatic transfer. Regarding the IEL group, there was a negative pragmatic transfer in the response Welcome, which was used 17 times. It shows pragmatic transfer as this expression is the literal translation of an Arabic Initiation phrase.

Table 4.38 Initiation Words in Situation 7

	Group	Examples	Frequency
1	AEL	Hey	9
2	AEL	Hello	6
3	AEL	Greeting	1
4	AEL	Good morning	1
5	AES	Hey	38
6	AES	Hello	4
7	IEL	welcome	17
8	IEL	Hey	20
9	IEL	Hello	8
10	IEL	greet her	1
11	SAS	والقي عليها التحية >I greet her	13
12	SAS	مرحباً >Hello	2
13	SAS	أهلاً >HI	5
14	SAS	السلام عليكم ورحمة الله وبركاته >Assalam Alaykum wa Rahmatu Allah wa Barakatu	2

### Situation 8

The examples below show that the Initiation word Hi appeared in situation 7 in all the four groups. It was used 13 times by the AEL group (line 1), 26 times by the AES (line 6), and 20 times by the IEL (line 8). On the other hand, the word Hello was used nine times by the AEL group (line 2) and by the AES group (line 5), and 10 times by IEL (line 9). The expression Greet her was used five times by the AEL group (line 3), five times by the AES group (line 7), and seven times by the IEL group (line 10).

According to the above, there were no significant differences between the AEL, AES and the IEL groups in the use of Initiation words in Situation 8. Regarding pragmatic transfer, it is clear that the three groups shared the same strategy and there were no signs of negative pragmatic transfer. This also shows culturally shared expressions, considered positive pragmatic transfer. Hence, the findings imply that when using Initiation words, Saudi intermediate level English learners do not differ from those of a more advanced level in their performance of American English speech acts of greeting (Rahman, 2015).

Table 4.39 Initiation Words in Situation 8

	Group	Examples	Frequency
1	AEL	Hey	13
2	AEL	Hello	9
3	AEL	Greeting	5
4	AEL	Good morning	6
5	AES	Hello	9
6	AES	Hey	26
7	AES	Greet	5
8	IEL	Hey	20
9	IEL	Hello	10
10	IEL	greet them	7
11	IEL	good morning	2
12	SAS	حسبم عليهم>I will greet them	20
13	SAS	عليكم السلام>Assalam Alaykum	10

### Situation 9

There were no significant differences between the groups regarding their use of Initiation words in Situation 9. The examples below show that the same expressions were used by all the groups. The AEL group used Welcome twice (line 1), the same word was used once by the AES group (line 5) and by the IEL group three times (line 8). Also, the word Hi was used 10 times by the AEL group (line 2), 36 times by AES (line 6), and 20 times by IEL (line 9). In contrast, the word Hello was used 15 times by the AEL group (line 3), four times by the AES group (line 7), and five times by the



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IEL group (line 10). Finally, the expression Greet her appeared once in the AEL group (line 4), and three times in the IEL group (line 11).

Negative pragmatic transfer was not present in this situation. This shows culturally shared expressions and is considered positive pragmatic transfer.

Table 4.40 Initiation Words in Situation 9

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	Welcome	2
2	AEL	Hey	10
3	AEL	Hello	15
4	AEL	Greeting	1
5	AES	Welcome	1
6	AES	Hey	36
7	AES	Hello	4
8	IEL	Welcome	3
9	IEL	hey	20
10	IEL	hello	5
11	IEL	greet her	3
12	SAS	مرحباً>Hello	6
13	SAS	اهلاً>Hi	15
14	SAS	القي عليها التحية>Greet her	10

**4.2.1.3 Interrogative Sentences**

Interrogative sentences are those intended to ask questions or to elicit an answer from the respondent. The examples below show the interrogative sentences used by the four groups in all nine situations.

### Situation 1

In this situation, the Interrogative sentences most frequently used by all groups were: how are you? how was your vacation/break? The question how are you? appeared 22 times in the AEL group (line 1), 11 times in the AES group (line 5) and 16 times in the IEL group (line 7). The expression how was your break/ vacation? appeared seven times in the AEL group (line 3), 13 times in the AES group (line 4), and nine times in the IEL group (line 7).

Regarding pragmatic transfer, the AEL, AES, IEL and the SAS groups shared similar expressions, which shows positive pragmatic transfer. Hence, this implies that culturally shared expressions do not necessarily lead to pragmatic transfer. On the other hand, a response from a member of the AEL group showed negative pragmatic transfer when she was asked about her family (line 2). Her response showed pragmatic transfer from the native language, even though there was no equivalent Arabic response to it. However, as an Arabic speaker, it is clear to the researcher that this is a greeting in the Saudi Arabian culture.

Table 4.41 Interrogative Sentences in Situation 1

	Group	Examples	Frequency
1	AEL	how are you?	22
2	AEL	I ask her about her family	1
3	AEL	How was your break?	7
4	AES	How was your break?	13
5	AES	How are you	11
6	IEL	How was your vacation?	9
7	IEL	How are you?	16
8	SAS	>كيف حالك (كيفك، أخبارك) >How are you? how are you doing?	31
9	SAS	>كيف الاجازة معك >How was the vacation with you?	4

### Situation 2

The examples below show that there were no significant differences among the four groups in the use of Interrogative sentences in Situation 2. The most frequent question was how are you? which was used 29 times by the AEL group (line 1), 20 times by AES group (line 3), and 23 times by the culturally shared IEL group (line 4).

Regarding pragmatic transfer, it is clear that two groups (AEL and IEL) were affected by their mother language when they used Interrogative sentences in Situation 2. Their question *how your college?* (line 5) and *how your studies and college?* (line 2) show that they were affected by their native language, as in the SAS response in line 7, >كيف الدراسة > *how is your studying?* This is considered negative pragmatic transfer.

Table 4.42 Interrogative Sentences in Situation 2

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	how are you, asking about herself, how it is going	29
2	AEL	how your studies and college	1
3	AES	How are you, what is up, how it is going	20
4	IEL	Who are you?, ask about her life	23
5	IEL	How your collage?	3
6	SAS	<كيف حالك، وأسألها عن حالها، كيفك شخبارك>How are you? How are you doing? How is it going?	32
7	SAS	How is studying? <كيف الدراسة>	3

### Situation 3

Regarding Interrogative sentences in this situation, there were three sentences used by all groups. The first was how was your exam? which was used 19 times by the AEL group (line 1), 17 times by the AES group (line 4) and 23 times by the IEL group (line 7). The second was who are you? which was used 12 times by the AEL group, four times by the AES group and four times by the IEL group. The third sentence was How was your break, which was used twice by the AEL group, eight times by the AES group and once by the IEL group (line 9).

Regarding pragmatic transfer, the sentences used most by the AEL, AES, SAS and the IEL groups were similar. This shows expressions common to both cultures and is considered positive pragmatic transfer.

Table 4.43 Interrogative Sentences in Situation 3

	Group	Examples	Frequency
1	AEL	Who was your exam	19
2	AEL	who are you?	12
3	AEL	how was your break	2
4	AES	How was your exam	17
5	AES	How are you	4
6	AES	ask how her break was	8
7	IEL	how was your exam?	23
8	IEL	how are you?	4
9	IEL	How was your vacation	1
10	SAS	<كيف اختبارك ان شاء الله جيد، بشريني عن اختبارك How was your exam? In shallah good? Tell me about your exam?	28
11	SAS	How are you? How is it going? How are you? > وش اخبارك، ما اخبارك؟، كيفك	22
12	SAS	<كيف كانت الاجازة معك؟ كيف كانت اجازتك How was your vacation? How was the vacation with you?	7

#### Situation 4

The Interrogative sentences in this situation have been classified into two groups. The first group contained the sentences: how are you? how you doing? used 15 times by the AEL group (line 1), 11 times by the AES group (line 4) and 14 times by the IEL group (line 5). The second group contained the sentences: how was your break/vacation? which was used five times by the AEL group (line 2), 18 times by the AES group (line 3), and 11 times by the IEL group (line 6).

Regarding pragmatic transfer, the sentences most used by the AEL, AES, SAS and the IEL groups were similar, and this shows similar cultural expressions affected

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the mother tongue which is considered positive pragmatic transfer. The results show that there was awareness from the AEL and the IEL, as they were asking general questions and not getting into detailed responses. Their responses were like the responses of the SAS وش زاجالاب يتيوسه، وش فيك اهلاأساسو، كعمه عزاجلا رخباقن يأو اهتزازج بتض >what did you do during the break? How was the vacation with you? I will ask her how she spent her vacation and where? (line 7) and كيف الحال، وش أخبارارك، وش مسوية، >How are you? How is it going? I will ask her about how she is doing (line 8).

Table 4.44 Interrogative Sentences in Situation 4

	Group	Examples	Frequency
1	AEL	How are you? How you doing	15
2	AEL	Ask her about the vacation	5
3	AES	How was your break?	18
4	AES	how are you? how she is doing, what is up	11
5	IEL	How are you? asking about everything	14
6	IEL	How was your vacation	11
7	SAS	وش سويتي بالإجازة، وش اخبار الاجازة معك، وسأسألها كيف قضت إجازتها وأين >what did you do during the break? How was the vacation with you? I will ask her how she spent her vacation and where?	16
8	SAS	كيف الحال، وش أخبارارك، وش مسوية، أسألها عن >How are you? How is it going? I will ask her about how she is doing.	10

**Situation 5**

Regarding Interrogative sentences in this situation, the most frequently used was how are you?, which was used 17 times by the AEL group (line 1), 17 times by the AES group (line 2), and 21 times by the IEL group (line 3).

There was negative pragmatic transfer in this situation. The IEL group showed pragmatic transfer from their native language (Arabic) in their expression: how are you, then ask how do you do, I would ask her about her health (line 3), which is similar to the SAS expression *وش تيمسو كيفك، لكاحا فيك، اهتخصدنا عهلأساو* >How is it going? How are you? I ask her about her health (line 4). All other expressions were similar in all the groups and this shows shared cultural expressions have affected the mother tongue as these expressions were similar to each other. There was also negative pragmatic transfer in the responses of the AEL group: how are you I ask her about herself and her family. As a Saudi Arabic speaker, it is clear that this is related to the Saudi culture, even though there was no equivalent response from the SAS group.

Table 4.45 Interrogative Sentences in Situation 5

	Group	Examples	Frequency
1	AEL	how are you I ask her about herself and her family	17
2	AES	how is everything with you, how are you	17
3	IEL	How are you? – then ask how do you do, I would ask her about her health	21
4	SAS	<i>وش مسوية كيفك، وأسألها عن صحتها، كيف حالك</i> > How is it going? How are you? I ask her about her health	31

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**Situation 6**

In Situation 6, only one Interrogative sentence was used, how are you, which was used five times by the AEL group (line 1), twice by the AES group (line 2), and seven times by the IEL group (line 3). From the example below, it clear that all groups shared similar expressions, which is considered positive pragmatic transfer. No sign of negative pragmatic transfer was present and the mother tongue was not affected by the similarity of the expressions.

Table 4.46 Interrogative Sentences in Situation 6

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	how are you, what is up?, how you doing	5
2	AES	How are you, how is it going?	2
3	IEL	how are you?	7
4	SAS	كيفك، كيف حالك، شخباركم، أسأل عن أخبارها How are you? How is it going? I ask her about how she is doing.	4

**Situation 7**

In Situation 7, only one Interrogative sentence was used, how are you. It was used six times by the AEL group (line 1), 11 times by the AES group (line 2), and seven times by the IEL group (line 3).

As for pragmatic transfer, from the example below it is clear that all groups shared similar expressions and is thus considered positive pragmatic transfer. No sign of negative pragmatic transfer was present, so the mother tongue remained ineffective despite the similarity of the expressions.



Table 4.47 Interrogative Sentences in Situation 7

	Group	Examples	Frequency
1	AEL	how are you, I ask her about herself	6
2	AES	How are you, what is up?	11
3	IEL	how are you?	7
4	SAS	كيف حالك ، وأسألها عن اخبارها، How are you? I ask her about how she is doing.	9

**Situation 8**

The Interrogative sentences in this situation have been classified into two groups. The first group contained the sentences, How/How are you? What is up?, which were used 10 times by the AEL group (line 1), five times by the AES group (line 3), and 11 times by the IEL group (line 5). The second group included: how was your break/vacation? which was used five times by the AEL group (line 2), 16 times by AES group (line 4), and five times by the IEL group (line 6).

Regarding pragmatic transfer, it is clear that all groups shared similar expressions, considered positive pragmatic transfer. No sign of negative pragmatic transfer was present, so the mother tongue remained ineffective despite the similarity of the expressions.

Table 4.48 Interrogative Sentences in Situation 8

	Group	Examples	Frequency
1	AEL	Who/How are you	10
2	AEL	how was your vacation?	5
3	AES	how are you, what is up	5
4	AES	how was your vacation	16
5	IEL	how are you, what is happened with you	11
6	IEL	How was your break?	5
7	SAS	<كيف حالكم، وأسألهم عن أحوالهم>How are you and I ask them about how they are doing	7
8	SAS	<أسألهم عن اجازتهم>I ask them about their vacation	1

### Situation 9

The Interrogative sentences in Situation 9 have been classified into three groups. The first group was: how was your break/vacation? which was used nine times by the AEL group (line 1), 24 times by the AES group (line 4), and 14 times by the IEL group (line 7). The second was: how are you? which was used seven times by the AEL group (line 3), three times by the AES group (line 5), and four times by the IEL group (line 8). The third was: how is the college/university? which was used once by the AEL group (line 2), once by the AES group (line 5), and once by the IEL group (line 9).

Regarding pragmatic transfer, from the examples below it is clear that all groups shared similar expressions, which is considered positive pragmatic transfer. There was no sign of negative pragmatic transfer.

Table 4.49 Interrogative Sentences in Situation 9

	Group	Examples	Frequency
1	AEL	how was your vacation?	9
2	AEL	how is the college?	1
3	AEL	how are you	7
4	AES	how was your vacation	24
5	AES	How are you, how is your day?	3
6	AES	how is the college?	1
7	IEL	was your vacation good, how was your vacation?	14
8	IEL	how are you?	4
9	IEL	ask her about the university	1
10	SAS	>وش أخبار الاجازة معك<How was your vacation	8
11	SAS	>كيف حالك، اتفقدها<How are you. I see how she is doing.	12
12	SAS	>كيف الدراسة معك<How is studying with you?	1

#### 4.2.1.4 Occasion Phrases

Occasion phrases are everyday pleasantries said to people to make them feel valued. In Situation 1, these strategies were not often used and were, in fact, the least used Oral strategies by the participants.

#### Situation 1

Occasion phrases were used only seven times in Situation 1, as shown below. It was only used by the AEL, IEL and the SAS groups. The AEL group (line 1) and the IEL group (line 4) used the phrase I will wish her a good day. Therefore, we can say that

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there were no significant differences between the two groups in the use of Occasion phrases in this situation.

Regarding pragmatic transfer, the meaning of the phrase used by the AEL and IEL groups was also used by the SAS >اقموفه مويدها لني منأ> I wish her a good day in line 5, which shows the effect of the mother tongue on the AEL and the IEL when they used Occasion phrases in Situation 1. This is considered negative pragmatic transfer.

Table 4.50 Occasion Phrases in Situation 1

	Group	Examples	Frequency
1	AEL	I will wish her good day	1
2	AEL	I hope you are fine?	1
3	AEL	have a nice day	1
4	IEL	then wish her a good day	1
5	SAS	>وأتمنى لها يوم موفق> I wish her a good day	1
6	SAS	>I wish you great years to come> اكل عام وانت بخير	1
7	SAS	>Happy vacation God willing> إن شاء الله كانت اجازة سعيد	1

**Situation 2**

There were no Occasion phrases in this situation. Only one AEL group member made a comment: I wish a good time to you.

**Situation 3**

There were no differences between the AEL, AES and the IEL group in their use of Occasion phrases in Situation 3. The phrase good luck was used by the AEL group five times (line 1), by the AES group (line 2) twice and once by the IEL group (line 3).

From the examples below, it is clear that AEL and the IEL groups have been affected by their mother tongue when they used Occasion phrases in Situation 3 and

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which also shows negative pragmatic transfer. The phrase used by all three groups, good luck, was also used by the SAS group, as shown in line 7: قوتوفيلاب> لك كتزميزالو: good luck to you and your colleagues.

Table 4.51 Occasion Phrases in Situation 3.

	Group	Examples	Frequency
1	AEL	good luck in your exam	5
2	AES	I hope you had a good break?	2
3	IEL	I will say good luck	1
4	IEL	I hope you did well	1
5	IEL	I hope you ready to be back	1
6	IEL	I will say good luck	1
7	SAS	>التوفيق لك ولزميلاتك>good luck to you and your colleagues	1
8	SAS	>أتمنى لك الدرجات العليا>I wish you great success	2

## Situation 4

Only the SAS used the Occasion phrase strategy in this situation. The phrase used was: هنا وعافية >enjoy your meal.

## Situation 5

Only the AEL and the IEL group used an Occasion phrase in Situation 5, as seen in the table below.

Table 4.52 Occasion Phrases in Situation 5

	Group	Examples	Frequency
1	AEL	I wish you will be good	1
2	IEL	I hope you fine	1

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**Situation 6**

There were no Occasion phrases used in Situation 6. Only the AEL and the SAS used one as shown in the examples below. Furthermore, the responses show no sign of pragmatic transfer.

Table 4.53 Occasion Phrases in Situation 6

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	I hope you to enjoy	1
2	AEL	I hope that you have fun her	1
3	SAS	وأبارك لها >I congratulate her	1

**Situation 7**

There was no comment from the four groups regarding the Occasion phrase strategy in this situation.

**Situation 8**

In Situation 8, only the IEL and SAS groups used them as shown in the examples below. Besides, responses show no sign of pragmatic transfer.

Table 4.54 Occasion Phrases in Situation 8

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	IEL	I hope you enjoyed	1
2	IEL	I hope that you are fine	1
3	SAS	Happy comeback >عوداً حميداً	1

**Situation 9**

In Situation 9, Occasion phrases appeared only six times, once in the AES group (line 1), three times in the IEL group (lines 2, 3 and 4), and twice in the SAS group (lines 5 and 6). As shown in the example below, there were differences between the AES and the IEL groups in the use of this strategy in Situation 9.

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Negative pragmatic transfer was present in the responses by the IEL group (lines 2, 3 and 4), as these responses were similar to the ones by the SAS group (lines 5 and 6).

Table 4.55 Occasion Phrases in Situation 9

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AES	I hope you had a nice break,	1
2	IEL	I hope you get a great semester	1
3	IEL	I hope it is going good	1
4	IEL	have a nice time	1
5	SAS	I hope this term is a happy semester for you >إن شاء الله يكون هالترم ترم سعيد عليك	1
6	SAS	I wish you successful studying >دراسة موفق	1

**4.2.1.5 Politeness Strategy**

Politeness strategies include considerate phrases intended to convey courtesy to another person. In Situation 1, politeness phrase strategies were not often used and was the Oral Speech strategy least used by the participants.

**Situation 1**

In Situation 1, there were no differences between the AEL and AES groups in their use of Politeness strategies. The AEL group used the expression I was your student last semester, which appeared in line 2, and the AES group used an expression with the same meaning tell her I was a student with you last semester in line 3. On the other hand, there were differences between the AEL and AES groups and the IEL group, as the expression used by the IEL group in line 4, I will ask her if she needs any help, was not used by the AEL and AES groups.

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Negative pragmatic transfer appeared in the IEL group expression in line 4, as it has the same meaning as the SAS expression in line 6: >شيءيها فدا عسأ> I will help her.

Table 4.56 Politeness Strategies in Situation 1

	Group	Examples	Frequency
1	AEL	I will introduce myself	1
2	AEL	I was your student last semester,	1
3	AES	tell her I am a student in her class	1
4	IEL	I will ask her if she needs any help	1
5	SAS	>مممكن اكلملك دقيقة>can I talk to you for a minute?	1
6	SAS	>أساعدها في شيء>I will help her	1
7	SAS	>لا أطيل الحديث>Not spend a long time talking	1

**Situation 2**

Only the AEL group used Politeness words in Situation 2 with the phrase: I introduce myself. There was no response from the SAS.

**Situation 3**

Only two groups responded to this situation and there was no major difference between them. The AEL group's sentence in line 3, can I help you, has the same meaning as the sentence in line 4, I will try to help her, provided by the IEL group.

The SAS group did not use the Politeness strategy in Situation 3. Therefore, we cannot determine if the group are affected by their mother tongue in this situation. But normally, sentences like can I help you> هل يمكنني مساعدتك and I will try to help her, سأحاول مساعدتها are used in Arabic and English, which indicates that the groups shared similar expressions and that these are culturally shared expressions and as such is considered positive pragmatic transfer.



Table 4.57 Politeness Strategies in Situation 3

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	If you need anything feels free to ask	1
2	AEL	Can I see you after the class, because I want to talk with you	1
3	AEL	Can I help you?	1
4	IEL	I will try to help her	1
5	IEL	I will introduce myself	1

**Situation 4**

There were no Politeness strategies in this situation.

**Situation 5**

There were no differences between the AEL and the AES groups in the use of Politeness strategies in this situation. Moreover, the sentence in line 4, I will introduce her to my mum, as provided by the AEL group, has the same meaning as the AES sentence in line 8 introduce myself, while the AEL group's sentence in line 1, Thank you for inviting us to your house, has the same meaning as the AES sentence in line 7, Thank you very much for having me in your home.

In Situation 5, the AEL and IEL groups showed positive pragmatic transfer and regarding the Politeness strategy, there was no sign of negative pragmatic transfer.

Table 4.58 Politeness Strategies in Situation 5

	Group	Examples	Frequency
1	AEL	Thank you for inviting me to your house	1
2	AEL	talking with her politely	4
3	AEL	I will introduce her to her mum	7
4	AEL	I will invite her to my house	1
5	AES	Thank you very much for having me in your home	2
6	AES	introduce myself	6
7	AES	I would politely and warmly say, Hello Mrs. (last name)	1
8	IEL	I will introduce myself	1
9	IEL	I will greet her politely	1
10	SAS	إسألها باحترام بالغ >I greet her very respectfully	1
11	SAS	وأدعها تحدثني حتى تنتهي وتذهب >I leave her talking to me until she ends and leaves	1
12	SAS	ماذا تأمر واستأذن منها للخروج >Would you like something? And then I ask for permission to leave.	1
13	SAS	أسوي نفسي محترمة جداً وأسلم عليها بلغة الاحترام >I act very respectful and I greet her very respectfully	1
14	SAS	أدعي لها بطولة العمر ودوام الصحة والعافية >I pray for her for a long life and health	1

### Situation 6

The most used sentence in this situation was come in, which was used 19 times by the AEL group in line 6, 20 times by the AES group in line 8, and 16 times by the IEL group in line 12. The second most frequently used sentence, I will invite her to the party, was used six times by the AEL group in line 2, six times by the AES group in

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line 10 and eight times by the IEL group in line 14. Also, the sentence Thank you for coming was used five times by AEL in line 1, and three times by AES in line 7, while the IEL group did not use it. According to the examples above, we can say that there were no significant differences between the three groups in the use of the Politeness strategies in Situation 6.

Regarding pragmatic transfer, from the responses below it is clear that all groups showed positive pragmatic transfer. Negative pragmatic transfer was only present in the Politeness strategy in line 4, which was one of the responses from the AEL group. This response is considered a result of negative pragmatic transfer, even though there was no equivalent response by the SAS group.

Table 4.59 Politeness Strategies in Situation 6

	Group	Examples	Frequency
1	AEL	Thank you for coming	5
2	AEL	I will invite her to the party	6
3	AEL	I will take her to the party	1
4	AEL	I would compliment on her clothing	2
5	AEL	I love you,	1
6	AEL	Please come in	19
7	AES	thanks for coming	3
8	AES	please come in	20
9	AES	Nice of you to come	1
10	AES	invite her in	6
11	AES	The party is this way	7
12	IEL	please come in	16
13	IEL	I will take her to my sister	7
14	IEL	invite her in	8
15	SAS	اصحبها لمكان الحفلة >Take her to the place of the party	3
16	SAS	نورتوا تفضلوا >Your visit lightened up the place, come in	1
17	SAS	تفضلي حياك >Come in, welcome	6

**Situation 7**

There were no differences among the groups in their use of Politeness strategy. The most used politeness expression in this situation was Introduce myself, which was

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used twice by the AEL group in line 4, nine times by the AES group (line 4) and three times by the IEL group (line 5).

Negative pragmatic transfer was present in the AEL group, as shown by the response in line 3, which was similar to the SAS group's response in line 7: *أدعوها* > *ناعمل كالأكل* Invite her to eat with me.

Table 4.60 Politeness Strategies in Situation 7

	Group	Examples	Frequency
1	AEL	I will introduce myself	2
2	AEL	Do you need some help	1
3	AEL	I will bring her me some coffee	2
4	AES	introduce myself	9
5	IEL	I will introduce myself	3
6	IEL	Are you busy now? If not, let us have a seat and chatting about duty	1
7	SAS	<i>أدعوها للأكل معها</i> > I invite her to eat with me	1

**Situation 8**

The IEL group did not comment on this situation, and there were no differences between the AEL and the AES groups in their Politeness expressions. They used sentences with the same meaning, such as in line 2 the AEL group's sentence: I will wait until my classmates finish; the AES sentence in line 4, Sorry, excuse me, I will just wait outside until you are done; the AEL sentence in line 2, may I have five minutes of your time and the AES sentence in line 5, I wondering if you have a minute to talk.

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As for pragmatic transfer from Arabic, it is clear from the example below that the AES, AEL and the SAS groups all shared similar expressions, which shows positive pragmatic transfer.

Table 4.61 Politeness Strategies in Situation 8

	Group	Examples	Frequency
2	AEL	May I have five minutes of your time?	2
3	AEL	I will wait until my classmates finish	7
4	AES	Sorry excuse me, I will just wait outside until you are done	5
5	AES	I am wondering if you have a minute to talk	1
6	SAS	ثم اعتذر انتظر بالخارج حتى ينتهوا من الحديث >I apologise and wait outside until they finish.	1
7	SAS	بصير محترمة>I will be respectful	1

## Situation 9

In this situation, the expressions used were those offering help, like the AEL group's sentences in line 1, I will help you in everything about university and How may I help you today? found in line 2. Similar expressions were found in the AES group's sentences: What I can do for her in line 5; Need any help finding anything? in line 7; Let me know if you need help finding anything in line 8; and Do you need help? in line 11. These were also similar in the IEL group's sentences: see what needs me to help her with in line 12; Let us see if I can help you, line 13; I will help with everything she needs, line 14; I hope I help you every day, line 15 and How may I help you today? in line 16. As such, there were no differences between the groups in the use of Politeness strategies in Situation 9.

Regarding pragmatic transfer from Arabic, it is clear that the responses of both the AEL and the IEL group contained positive pragmatic transfer, e.g. in the SAS sentence in line 19 وأقول لها تحتاجين مساعدة في البحث >I will ask her do you need help in searching, the sentence in line 25 هل تحتاجين لأي مساعدة >Do you need any help and the

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sentence in line 30 >أخبرها أنني هنا لمساعدتها وأن لا تخجل من طلب المساعدة here to help her and that she shouldn't ever be shy from asking.

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Table 4.62 Politeness Strategies in Situation 9

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	I will help you in everything about University	6
2	AEL	how may I help you today	8
3	AEL	all the books are here is good if you need a book you should talk to me, and I will give	11
4	AES	what are you looking for today?	3
5	AES	what I can do for her	7
6	AES	I will ask her if she needs help with anything and do not bring up her frequent trip	2
7	AES	Need any help finding anything?	3
8	AES	Let me know if you need help finding anything	1
9	AES	Is there anything I can help in with today?	3
10	AES	I would ask her what she was looking for, then take her to find whatever she needed	1
11	AES	do you need help	4
12	IEL	see what needs me to help her with	1
13	IEL	Let us see if I can help you	1
14	IEL	I will help with everything she need	4
15	IEL	I hope I help you every day	1
16	IEL	how may I help you today	4
17	IEL	how I can help you	6



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18	IEL	Do you need any help? If you, you can call me I am here for you	1
19	SAS	I wait and see if she needs help or I leave >وأنتظر إذ احتاجت مساعدة أو أذهب	2
20	SAS	I will ask her do you need help in searching? >واقولها تحتاجين مساعدة في البحث؟	2
21	SAS	I tell her what I know >واقفيدها في ما أعرفه	2
22	SAS	I ask her with care if she needs any help >وأسألها باهتمام ما إذا كانت تحتاج إلى مساعدة	1
23	SAS	I give her the information she needs >وأزودها بالمعلومات التي تريده	1
24	SAS	Do you need any help or some books >هل تحتاجين مساعدة أو بعض الكتب	3
25	SAS	Do you need any help >هل تحتاجين لأي مساعدة	4
26	SAS	What are the books you need today? >ما هي الكتب التي تريدينها اليوم؟	1
27	SAS	How can I help you >كيف حابه أخدمك	2
28	SAS	I tell her that I am here to help her at all times and tell her information about the library >أخبرها أنني في خدمتها طول الوقت وأزودها بمعلومات عن المكتبة	1
29	SAS	I give her the books she needs >أعطيها ما تحتاج من الكتب	2
30	SAS	I tell her that I am here to help her and that she shouldn't ever be shy from asking >أخبرها أنني هنا لمساعدتها وأن لا تخجل من طلب المساعدة أبداً	1

## 4.2.1.6 Terms of Address

Terms of Address includes the titles used to refer to people and these relate to a person's post (professor) or gender (Mr., Mrs or Ms.). This strategy is used by all the groups (AES, AEL, IEL and SAS) in each of the situations.

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## Situation 1

There were no differences between the groups in the Terms of Address strategy in Situation 1. All the groups used almost the same one. The Term of Address most frequently used in this situation was professor which was used 11 times by the AEL group (line 1), six times by the AES group (line 5), and six times by the IEL group (line 9). Also, the Term of Address, Prof Victoria was extensively used by all groups, being used seven times by the AEL group (line 2), twice by the AES group (line 6), and eight times by the IEL group (line 8).

With regards pragmatic transfer from Arabic, the examples below show that the AEL and the IEL groups' responses contained positive pragmatic transfer.

Table 4.63 Terms of Address in Situation 1

	Group	Examples	Frequency
1	AEL	Professor	11
2	AEL	Prof Victoria	7
3	AEL	Mrs. Victoria	2
4	AES	Professor Victoria	15
5	AES	Professor	6
6	AES	Mrs. Victoria	2
7	IEL	Teacher	1
8	IEL	Prof Victoria,	6
9	IEL-1	Prof	6
10	IEL	Ms Victoria,	8
11	IEL	my professor	1
12	SAS	دكتورہ حنان، >Dr. Hanan	2
13	SAS	دكتورہ >Doctor	3
14	SAS	پروفیسورہ حنان >Prof. Hanan	10
15	SAS	استاذتي >Teacher	1
16	SAS	أستاذة حنان >Teacher Hanan	6

## Situation 2

There were no differences between the groups in the use of the Terms of Address in this situation; for example, the AEL expression in line 1, your sister was used by the

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AES group in line 3 and by the IEL group in line 6. The three groups also used the name Christina; the AEL group in line 2, the AES group in line 4 and the IEL group in line 7.

Regarding pragmatic transfer, it is clear that the groups' responses displayed positive pragmatic transfer. However, there was negative pragmatic transfer in a response by a member of the IEL group, Sweet Monica in line 5. Even though it had no SAS equivalent response, as a native Arabic speaker and as seen from previous responses by the SAS, this IEL participant's response showed negative pragmatic transfer from the L1.

Table 4.64 Terms of Address in Situation 2

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	your sister	3
2	AEL	Christina	30
3	AES	your sister	2
4	AES	Christina	46
5	IEL	sweet Monica	1
6	IEL	her sister	1
7	IEL	Christina	27
8	SAS	سارة>Sarah	16
9	SAS	أختك سارة>Your sister Sarah	1

**Situation 3**

The AEL and IEL groups gave similar responses in this situation. The AEL group used expressions like sweet Abbey (line 1) and honey (line 2) and the IEL group used the expression dear (line 6). On the other hand, there were differences between the

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AES and AEL groups' responses in the use of expressions such as sweet Abbey (line 1) and honey (line 2), and a similarity in the expression Abbey (lines 3 and 4).

Regarding pragmatic transfer from Arabic, the IEL were affected by their mother tongue; this was clear in the SAS expression in line 8 > فاءو يبتلطا > my student Waffa, which was used by the IEL group in line 5, and also in the expression زيعزتي > فاءو > my dear Waffa, which used by the IEL group in line 6. This is considered negative pragmatic transfer.

Table 4.65 Terms of Address in Situation 3

	Group	Examples	Frequency
1	AEL	sweet Abbey	1
2	AEL	Honey	1
3	AEL	Abbey	21
4	AES	Abbey	22
5	IEL	my student	2
6	IEL	Dear	1
7	IEL	Abby	10
8	SAS	> وفاء Wafa	28
9	SAS	> طالبتي وفا My student Wafa	1
10	SAS	> عزيزتي وفاء، My Dear Wafa	1

## Situation 4

The Term of Address most used by the AEL and the IEL groups was Nattily. There was little difference between the two groups, as seen in the examples in the chart below. There is, however, a noticeable difference in the expressions used by two particular groups: the AES and the AEL groups. The table below shows that AES tended to use only the name, Nattily and the word girls (lines 5 and 6), while the AEL used expressions like sweetie (line 1), my best friend (line 3) and her nickname (line 4).

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Regarding pragmatic transfer, it is clear that the AEL and the IEL groups were affected by the mother tongue and is thus considered negative pragmatic transfer. This is shown in their expressions of Terms of Address. The expression used by the

SAS group >جلاءني قتيدي> my friend Najlaa in line 15 was used also by the AEL and the IEL groups in lines 3, 8 and 11. Also, one of the AEL participants used the word sweetie, which the participant misspelled to sweaty. This response is similar to the SAS expression >يا قلب جلاءني> (line 13), meaning my heart Najlaa.

Table	Group	Examples	Frequency
1	AEL	Sweaty	1
2	AEL	Nattily	17
3	AEL	my best friend	2
4	AEL	her nickname	2
5	AES	Nattily	28
6	AES	Girl	2
7	IEL	Nattily	14
8	IEL	my friend	1
9	IEL	I call her with her nickname	1
10	IEL	her name	1
11	IEL	my best friend	1
14	SAS	>نجلااء>Najlaa	1
13	SAS	>نجلاء يا قلبي>my heart Najlaa	1
14	SAS	>نجلاء>Najlaa	20
15	SAS	>صديقتي نجلاء>My friend Najlaa	1

## Situation 5

There were no differences between the AEL and IEL groups in their use of Terms of Address in this situation. The most frequent expression used was the first name without any title (Lisa) which was used by the AEL group in line 2, the AES group in line 7 and the IEL group in line 11. The second expression most used, Mrs Lisa, was used by the AEL group in line 1, by the AES group in line 5 and by the IEL group in

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line 9. Ranked third, the expression Auntie Lisa was used by the AEL group in line 4, and the IEL group in line 8. On the other hand, there were similarities and differences between the AES and the AEL groups. The similarities were found in usage of the first name, Lisa and Mrs Lisa as can be seen in lines 1, 2, 5, 6 and 7. On the contrary, the differences were in the responses of the AEL group in lines 3 and 4 which were responses not used by the AES group.

Regarding pragmatic transfer, it is clear that the AEL and the IEL group were affected by their mother tongue, which is considered negative pragmatic transfer. This is shown in their Terms of Address in this situation (lines 3, 4, 8 and 13), as these were similar to those of the SAS expressions in lines 15 > *أنتي تلخا* Auntie Um Dalal, 14 > *أنتي تلخا* Auntie and 16 > *أنتي تلخا* my aunt. There was also another expression provided by the IEL group showing negative pragmatic transfer: the expression mom (line 10) and even though there were no similar responses by the SAS, it is a well-known expression in the Saudi Arabian culture.

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Table 4.67 Terms of Address in Situation 5

	Group	Examples	Frequency
1	AEL	Mrs. Lisa	10
2	AEL	Lisa	2
3	AEL	Auntie	2
4	AEL	ante Lisa	1
5	AES	Ms. Lisa,	9
6	AES	Mrs. (last name)	5
7	AES	Lisa	7
8	IEL	untie Lisa,	4
9	IEL	Mrs. Lisa	6
10	IEL	Mom	10
11	IEL	Lisa	2
13	IEL	Auntie	2
14	SAS	يا خالة>Auntie	7
15	SAS	خالتي أم دلال>Auntie the mother of Dalal	3
16	SAS	خالتي>Auntie	4
17	SAS	أم دلال>The mother of Dalal	2

**Situation 6**

There are no differences among the groups in their use of Terms of Address in this situation. Both the AEL and the IEL used similar expressions, e.g. Taylor, which was used 24 times by the AEL in line 1, and 19 times by the IEL in line 7. Also, the expression my sweetie, which was misspelled to sweaty, was used once by the AEL group in line 2, four times by the IEL group in line 8, which also used the expression sweet Taylor used in line 11. On the other hand, there were some words used by the AEL group which did not appear in the IEL group's expressions like honey in line 4. In contrast, there were responses from the IEL group that the AEL group did not use, such as the expressions dear (line 9), lovely Taylor (line 10) and little lady (line 12).

Regarding pragmatic transfer from Arabic, it is clear that the AEL and IEL groups were affected by their mother tongue; for example, the SAS group's

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expression >حبيبتي>sweety (line 18) was used by the AEL in line 2 and by the IEL group in lines 8, 10 and 11, which can be considered negative pragmatic transfer.

Table 4.68 Terms of Address in Situation 6

	Group	Examples	Frequency
1	AEL	Taylor	24
2	AEL	my sweaty	1
3	AEL	my sister	10
4	AEL	Honey	1
5	AES	Taylor	33
6	AES	my sister	5
7	IEL	Taylor	19
8	IEL	Sweaty	4
9	IEL	my dear	1
10	IEL	lovely Taylor	1
11	IEL	sweet Taylor	1
12	IEL	little lady	1
13	SAS	>يا حلوين>Pretty ones	1
14	SAS	>يا جميلة يا ملكة الحفلة>you pretty you queen of the party	1
15	SAS	>لجين>Lujain	4
16	SAS	>عزيزتي>my dear	1
17	SAS	>حلوه>pretty	1
18	SAS	>حبيبتني>sweety	1
19	SAS	>جميله>pretty	1
20	SAS	>بأختي الجميله>my pretty sister	1
21	SAS	>أميرتي>my princess	1

## Situation 7

There were no differences between the groups in the Terms of Address in this situation. Both groups focused on the first name, Mellissa, which was used three times by the AEL group (line 1) and 21 times by the IEL group (line 4).

There was a negative pragmatic transfer from Arabic; the SAS group used the word >اختي>my sister in line 7, which the IEL also used in line 5.



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Table 4.69 Terms of Address in Situation 7

	Group	Examples	Frequency
1	AEL	Mellissa	3
2	AEL	Darling	1
3	AES	Melissa	16
4	IEL	Melissa	21
5	IEL	my sister	6
6	SAS	بثينة>Buthainah	8
7	SAS	اختي>Sister	1

**Situation 8**

There were similarities between the AEL and IEL groups in their Terms of Address in this situation; the similar responses were in lines 1, 2, 8 and 9 and the different responses were in lines 3 and 11. The similarities between the AEL and the AES groups were in lines 2, 4 and 5 and the different responses were in lines 1, 3, 6 and 7. As responses were common between the two cultures, there was positive pragmatic transfer.

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Table 4.70 Terms of Address in Situation 8

	Group	Examples	Frequency
1	AEL	Sweetie	1
2	AEL	Professor	1
3	AEL	Miss	1
4	AES	Professor	3
5	AES	my teacher	1
6	AES	my friend	1
7	AES	Guys	1
8	IEL	Sweetie	1
9	IEL	my teacher	1
10	IEL	my friend	3
11	IEL	my classmate	5
12	SAS	استاذتي/الاستاذة >My teacher	7
13	SAS	زميلتي/الزميلة >My classmate	7
14	SAS	صديقتي/الصديقة >My friend	3
15	SAS	معلمتي/المعلمة >My teacher	3

**Situation 9**

The example below shows that only the first name, without titles, was used by all groups in this situation.

Table 4.71 Terms of Address in Situation 9

	Group	Examples	Frequency
1	AEL	Rachel	18
2	AEL	dear Rachel	1
3	AES	Rachel	31
4	IEL	Rachel	19
5	SAS	نور > <i>Noor</i>	22

**4.2.2. Body Language Strategies**

Body language is the process of communication that uses gestures and movements. In general, there were no significant differences in the use of Body language strategies among the groups.

**Situation 1**

There were no differences between the AEL and the IEL groups in the use of Body language strategies in Situation 1 except for lines 3 and 4. The most frequently used Body language strategy was smile, used 11 times by the AEL group (line 1) and 6 times by the IEL group (line 9). The handshake strategy was used by three groups; it was used twice by the AEL group (line 2), the AES group (line 8) and the IEL group (line 10). As for the AES and the AEL responses, results show that the two groups were similar in one of their responses, (lines 1 and 6) and different in the responses in lines 2, 3, 4, 5 and 7.

The responses showed positive pragmatic transfer, except for the one in line 3 by the AEL group, a kiss, which is considered negative pragmatic transfer. Even though this response was not similar to any of the responses by the SAS group, kiss was a negative pragmatic transfer from the learners' native language.

Table 4.72 Body Language in Situation 1

	Group	Examples	Frequency
1	AEL	Smile	11
2	AEL	Handshake	2
3	AEL	Kiss	1
4	AEL	Hug	2
5	AES	Wave	4
6	AES	Smile	8
7	AES	make eye contact while walking	1
8	AES	Handshake	2
9	IEL	Smile	6
10	IEL	Handshake	2
11	SAS	الابتسامة>smile	6
12	SAS	المصافحة>handshake	2
13	SAS	أنظر إليه>look at him	1

**Situation 2**

Both the AEL and IEL shared the same expressions and presented no differences. The most frequent Body language strategy in Situation 2 was smile, which was used twice by the AEL group (line 1), five times by the AES group (line 5) and twice by the IEL group (line 6). The ‘handshake’ strategy was also used by the AEL and the IEL groups; it was used twice by the AEL group (line 2), and three times by the IEL group (line 9). The ‘kiss’ strategy was also chosen by the two groups, twice by the AEL group (line 3), and the IEL group (line 8). The ‘hug’ strategy was used by the same two groups, three times by AEL group (line 4) and twice by the IEL group (line 9). Finally, the AES group used one body language strategy, which was smile (line 1 and 5).

There was negative pragmatic transfer in the use of the Body language strategy in Situation 2, particularly by the AEL in line 3 and the IEL in line 8. Even though it was not one of the responses used by the SAS, it is clear that kissing is

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culturally related to their native language, as it is a distinct body language of affection among Arabs, especially Saudi Arabians.

Table 4.73 Body Language in Situation 2

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	Smile	2
2	AEL	shaking hands	2
3	AEL	I will kiss her	2
4	AEL	hug her	3
5	AES	Smile	5
6	IEL	Smile	2
7	IEL	shake her	3
8	IEL	kiss her	2
9	IEL	hug her	2
10	SAS	أصافحها>handshake	1
11	SAS	ابتسم>smile	2

**Situation 3**

In this situation, the AEL group used only Body language strategy, shake hands (line 1). This strategy was not used by the AES and the IEL groups; the AES group used the smile strategy four times (line 3), while the IEL group used it twice (line 6). The AEL body language responses were different to those of the AES group; while AEL chose to shake hands, (line1), the AES chose to maintain physical distance.

As for pragmatic transfer, the AEL group was affected by their native language when they used the Body language, as the *أصافحها* > shake hands strategy was also used by the SAS group. This is considered negative pragmatic transfer.

Table 4.74 Body Language in Situation 3

	Group	Examples	Frequency
1	AEL	check hands,	1
2	AES	Wave	3
3	AES	Smile	4
4	AES	light tone	1
5	AES	keep physical distance	1
6	IEL	Smile	2
7	IEL	hug her	1
8	SAS	مبتسمة>smile	2
9	SAS	اصافحها>shake hands	1

#### Situation 4

The examples below show that three groups used many types of Body Language strategies, like smiling, kissing, running, hugging, etc. The AEL group used the smile strategy once (line 1), as did the AES (line 8). On the other hand, an IEL group member (line 14) used the running strategy which was also used three times by the AEL group (line 2), eight times by the AES group (line 9) and once by the IEL group (line 15). In relation to the hug strategy, it was used 24 times by the AEL group (line 6), 22 times by the AES (line 11), and 22 times by IEL (line 17). At the same time there were similar Body Language strategy responses by the IEL and AEL groups in lines 1, 2, 6, 8, 9, 10 and 12; the differences in the body language responses were in line 3, 4 and 13. Regarding the differences in the Body Language strategy expressions by the AEL, kiss was used in line 3, I will try to surprise her by shouting “Boo” in line 4, I will say her name loudly in line 5 and there was also a difference in a Body Language strategy response by the AES, wave in (line 7).

As all the group members’ responses show the similarities between the two cultures, there is positive pragmatic transfer. On the other hand, there was a negative

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pragmatic transfer in the strategy >أقبلها kiss her, which used by SAS (line 21) and by the AEL (line 3).

Table 4.75 Body Language in Situation 4

	Group	Examples	Frequency
1	AEL	Smile	1
2	AEL	Running	3
3	AEL	Kiss	3
4	AEL	I will try to surprise her by shouting “boo.”	1
5	AEL	I will say her name loudly	1
6	AEL	hug her	24
7	AES	Wave	2
8	AES	Smile	1
9	AES	Run to her	8
10	AES	moving faster towards her but not running	1
11	AES	Hug	22
12	AES	catch up	1
13	IEL	with surprising and cry face	1
14	IEL	smiley faces	1
15	IEL	run and hugging her	1
16	IEL	I would hug her and catch up	1
17	IEL	I would hug her	22
18	IEL	I will probably call for her loudly	3
19	IEL	I will jump to hug her	1
20	SAS	>وأقوم بمعاانقتة I hug her	13
21	SAS	>وأقبلها I kiss her	2
22	SAS	>سأجري مسرعة واعرانقتها I run and hug her	1
23	SAS	>أصافحها I give her a handshake	1

## Situation 5

From the examples below, it is clear that there were no significant differences between the AEL and IEL groups in the use of Body Language strategies in Situation 5. The strategies most frequently used were: smile, handshake, kiss and hug. The smile strategy was used six times by the AEL group (line 2) and three times by the

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IEL group (line 9). The hug strategy was used once by the AEL group (line 5) and once by the IEL group (line 12). The handshake strategy was used four times by the AEL group (line 3), and nine times by the IEL group (line 10). In summary, there were no differences between the AEL and the IEL groups in their body language responses to this situation, except for the response used by the AEL group, which was walking a slowly (line 1), which had no similar response from the IEL responses. As to the differences and similarities between the responses of the AES and AEL groups, all the responses were similar except for the ones in lines 1 and 4.

There was a clear effect of the native language in the Body Language strategy, as in >كيس رأسها< kiss her head, provided by the SAS group (line 14) and the response kiss by the AEL and the IEL groups (lines 4 and 11). The AEL response in line 1, walk a slowly, shows negative pragmatic transfer because although the SAS group did not say exactly the same, the sentence : >أني سأكون خجولاً< I will be shy (line 13) expresses a similar idea, which is considered negative pragmatic transfer.



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Table 4.76 Body Language in Situation 5

	Group	Examples	Frequency
1	AEL	walk a slowly	1
2	AEL	Smile	6
3	AEL	shake her	4
4	AEL	Kiss	3
5	AEL	Hug	1
6	AES	Smile	3
7	AES	shake her hand	7
8	AES	Hug	3
9	IEL	Smile	3
10	IEL	Shake her hand	9
11	IEL	I kiss her	1
12	IEL	hug her	1
13	SAS	<يكون مستحية>I will be shy	2
14	SAS	<وأقبل رأسها>I kiss her forehead	1
15	SAS	<وأجلس بجانبه>I sit beside her	1
16	SAS	<سأصافح أمها بكل احترام>I will give her mother a handshake with all respect	1
17	SAS	<ابتسم>smile	1

**Situation 6**

There were no significant differences between the AEL, AES, and IEL groups in the use of Body Language strategies in Situation 6. The smile strategy was the most used, twice by the AEL group (line 1), twice by the AES group and three times by the IEL group (line 7). The hug strategy was used three times by the AEL group (line 4) and three times by the IEL group (line 9). The kiss strategy was also used twice by the AEL group (line 3) and only once by the IEL group (line 8). The difference between the AEL and the IEL groups was evident in two of the responses: shook her hand (line 2) and happy face (line 5). The AEL and AES were different in all responses, except that the AES response, smile (line 6) was the same as the AEL response in line 1.

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There was a negative pragmatic transfer in the response >نالأحضانهاذاأخسد> hug her, which was provided by SAS group (line 14) and by the AEL and the IEL groups. Moreover, the response >أقبلها> kiss her, from the AEL and the IEL groups, was also provided by the SAS group (lines 11 and 14).

Table 4.77 Body Language in Situation 6

	Group	Examples	Frequency
1	AEL	Smile	2
2	AEL	shake her hand,	3
3	AEL	Kiss	2
4	AEL	Hug	3
5	AEL	happy face	1
6	AES	Smile	2
7	IEL	smile	3
8	IEL	Kiss	1
9	IEL	Hug	3
10	SAS	>وأمسح على رأسها I pass my hand over her head	1
11	SAS	>وأقبلها I kiss her	1
12	SAS	>وابتسم I smile	1
13	SAS	>وأعفوي أقابلها بشكل مفاجئ ومفرح جداً I meet her in a surprising, very happy and natural way	1
14	SAS	>سأخذها بالأحضان hug her	6
15	SAS	>بلهفة وفرحة happy and excited	1

## Situation 7

From the example below, it is clear that the AEL and the IEL group used the same Body Language strategy, smile, in this situation. It was used six times by the AEL group (line 1) and 3 times by the IEL group (line 6). However, their responses were different in lines 4 and 5. The AES and the AEL responses had one similarity and one difference. The similarity was in the response smile (lines 1 and 3) and the difference

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was in the AES group's response, wave (line 2) which had no equivalent response from the AEL group.

Most responses demonstrated positive pragmatic transfer. Nevertheless, the IEL group's response kiss her (line 4) is a common Saudi Arabian strategy, therefore showing negative pragmatic transfer.

Table 4.78 Body Language in Situation 7

	Group	Examples	Frequency
1	AEL	Smile	6
2	AES	Wave	4
3	AES	Smile	12
4	IEL	kiss her	1
5	IEL	Hug	2
6	IEL	Smile	3
7	SAS	سأبتسم>smile	4
8	SAS	أظهر لها فرحي الشديد برؤيته her that I am very happy to see her	1

**Situation 8**

From the example below, it is clear that three groups used the same Body Language strategy, smile, in Situation 8. It was used seven times by the AEL group (line 2) and six times by IEL (line 7). The response, handshake (lines 3 and 6) was also present in both groups. The differences in the responses of these two groups were in lines 1 and 5. On the other hand, the AES and the AEL groups gave a similar response, the AES with smile (line 4), and the AEL group also in line 2.

Negative pragmatic transfer was present in an IEL group member's response, hug (line 5) which was also mentioned in the SAS group's sentence (line 11). There was also negative pragmatic transfer, as the AEL and the IEL groups' response, handshake (lines 3 and 6), was similar to the SAS group's response in line 10.

Table 4.79 Body Language in Situation 8

	Group	Examples	Frequency
1	AEL	waving my hands	1
2	AEL	Smile	7
3	AEL	Handshake	1
4	AES	Smile	6
5	IEL	Hug	1
6	IEL	Handshake	2
7	IEL	Smile	6
8	SAS	>وابتسم smile	4
9	SAS	>أضحك في وجوههم smile to them	1
10	SAS	>أصافح الزميلة hand shake the colleague	4
11	SAS	>بصارخ واحضن صديقتي shout and hug my friend	1

**Situation 9**

The most used Body Language strategy in Situation 9 was the smile strategy. It was used four times by AEL (line 1), four times by AES (line 3), and five times by IEL (line 4). The AEL and IEL were similar in their body language responses to this situation, as shown in lines 1 and 4. On the other hand, the AEL and the AES tended to use similar body language responses, as seen in lines 1 and 3. Therefore, all the groups' responses demonstrated positive pragmatic transfer.

Table 4.80 Body Language in Situation 9

	Group	Examples	Frequency
1	AEL	Smile	4
2	AES	Wave	1
3	AES	Smile	4
4	IEL	Smile	5
5	SAS	>ابتسم smile	4
6	SAS	>بسعادة وبشاش smiling	1

### 4.2.3 Other Types of Greeting Strategies

The following section will discuss responses from the groups which showed Other Types of greeting strategies, Bringing Gift and Conditional sentences.

#### 4.2.3.1 The Bringing Gift Strategy

Another greeting strategy is the Bringing Gift strategy, frequently used in the Middle East. This strategy, however, was not used extensively in the four groups.

The Bringing Gift strategy was used much less than the others mentioned in the examples below. It is clear that there was negative pragmatic transfer in both the AEL and the IEL groups, as seen in the examples from the responses to the questionnaire.

Table 4.81 The Bringing a Gift Strategy

AEL-S1	I buy coffee for her
AEL-S5	I bring a gift to your daughter
AEL-S7	buy something from the coffee shop to eat
IEL-S7	close your eyes and come with me
SAS-S4	واكون جابيه لها هدية >I bring her a gift
SAS-S4	افاجئها بشئ حلو >I surprise her with something nice
SAS-S6	أفاجئها >surprise her
SAS-S6	أريدك أن تري شيئاً >I want you to see something

#### 4.2.3.2 Conditional Sentences

Conditional sentences are the action/s that a person carries out if the conditions in the sentence are met. The groups showed differences in the use of the Conditional sentence strategy depending on the situation.

##### Situation 1

From the examples below, it is clear that there were differences among the groups in their use of Conditional sentences. The sentence in line 1, just a smile if I love her, I

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will say how are you Ms. have no equivalent response by the other groups, nor do the sentences in line 2, if the prof accept to check her hand I will do and line 4, If I feel she is not busy I will speak with her and kiss her. Therefore, responses show positive pragmatic transfer.

Table 4.82 Conditional Sentences in Situation 1

	Group	Examples	Frequency
1	AEL	just a smile if I love her I will say how are you Ms.	1
2	AEL	if the prof accept to check her hand I will do	1
3	AEL	I will talk to her and maybe hug her depend on the prof if I like her or she just like other prof	1
4	AEL	if I feel she is not busy I will speak with her and kiss her	1
5	AES	say hello and ask how her break was if I already had contact with this prof before. If not, I would smile and continue about my day	1
6	AES	if we had interacted numerous times in class and she would know who I am, and we would be able to have a conversation, I would go up to her, say hello	1
7	AES	I would not approach her, but if we made eye contact I would say hello	1
8	AES	I must likely not say or do anything unless I was very close with this prof but must I have no contact with outside of class	1
9	AES	If she notices me, I will smile otherwise I would ignore her	1
10	AES	depending on class size, if I know her well, I would say hello and maybe ask how her break were?	1
11	IEL	if she is not strict with her students I would say we miss you professor	1
12	IEL	If I did not see her, I would not go to her	1
13	SAS	إذا كانت ذو أخلاق طيبة وعاليه ومتعاطفه معنا if she is kind with us and sympathises with us	1

## Situation 2

There were differences among the groups in Situation 2 because there was no similar response provided. In line 1, the AEL group sentence was: if I know her that much, I will hug her, if not I will say where is Cristina; in line 2, the AES group's sentence was: chat if she is friendly or not busy and the IEL group's sentence was: If Christina

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is late I will ask her sister to call her in line 3. However, as there were no responses from the SAS group, there was no opportunity to determine any pragmatic transfer.

Table 4.83 Conditional Sentences in Situation 2

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	if I know her that much, I will hug her, if not I will say where is Cristina	1
2	AES	chat if she is friendly or not busy	1
3	IEL	if Christina is late, I will ask her sister to call her	1

**Situation 3**

From the example below, it is clear that there was no relation between the groups' sentences in this situation; therefore, we can say there was a significant difference among the groups in Conditional sentences in Situation 3. As for pragmatic transfer, the SAS group did not use any Conditional sentence in this situation.

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Table 4.84 Conditional Sentences in Situation 3

	Group	Examples	Frequency
1	AEL	if she is not noticing me, I will not talk to her	1
2	AEL	I would try to like not her notice me if she did not I would just walk into my destination	1
3	AES	smile and wave if she notice me	1
4	AES	If a social interaction occurs, I say “Hi Abbey, how did your exam go?”	1
5	AES	if she notice me walking in, then ask about exam	1
6	AES	If she is talking to friends, I probably will keep walking. Otherwise, I will say, Hi, Abbey, welcome back, how was your break? And then ask about the exam	1
7	AES	I would not say anything to Abbey since she does not notice me. If I walk directly past her, I would say Hello	1
8	AES	I would not do anything unless Abbey started on interaction	1
9	AES	if she would recognise me if I approached her and we would have something to talk about, I would go up to her, and say “Hi Abbey how was your break?”	1
10	IEL	if she was a special student, I might ask her about the exam	1
11	IEL	if she studied well or not, and if this subject is hard or not	1
12	IEL	if she is far away I will let her go, but if she is close I will ask her about that important exam if she passed it or not	1
13	IEL	if she did well in her exam, then I would wish her luck and leave	1
14	IEL	if she notice me and smile back, I will greet her and ask how did she do in her exam	1

**Situation 4**

There were no differences among the groups regarding the use of the Conditional sentence strategy in this situation. From the examples below, we can see that no similar conditional sentences were provided. Regarding pragmatic transfer, the SAS



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group did not give any Conditional sentence response to this situation, so pragmatic transfer cannot be determined.

Table 4.85 Conditional Sentences in Situation 4

	<b>Group</b>	<b>Examples</b>	<b>Frequency</b>
1	AEL	if Nataly is my real friend, I would catch her and chatting till the end of the day	1
2	AEL	if I am in the mood I will ask about her life and the university in general	1
3	AEL	I would say miss you if I miss her, how was your vacation? Hug	1
4	AES	If she was one of my great friends. I would run up and hug her asking her to tell me about her break	1
5	AES	if she is my best friend, I imagine I would say something funny, not a traditional greeting	1
6	IEL	If we both have time I will ask her to have a seat and spend time together	1

**Situation 5**

There were differences between the groups in the Conditional sentence strategies used in Situation 5. From the examples below, we can see there were no common conditional sentences used. As regards pragmatic transfer, the SAS group did not use any conditional sentences in this situation, so pragmatic transfer cannot be determined.

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Table 4.86 Conditional Sentences in Situation 5

	Group	Examples	Frequency
1	AEL	if she start chatting, I would just answer her questions	1
2	AES	if she goes for a handshake or hug, I reciprocate	1
3	AES	if it is the first time meeting, introduce myself	1
4	AES	If this is my first time meeting her, I would say "Hi Lisa" and offer her my hand to shake, while smiling if I have met her a time or tow. I would say "Hi Lisa" and smile	1
5	IEL	I think this is what gonna do unless if she asked me other questions so I will answer her	1

**Situation 6**

In this situation, there was only one conditional sentence response by the AEL group.

Table 4.87 Conditional Sentences in Situation 6

	Group	Examples	Frequency
1	AEL	if my sister love her, I will invite her, if she is not I will say I am sorry you cannot come in	1

**Situation 7**

In this situation, only the AES and SAS groups responded with conditional sentences, so there is not enough data for analyse.

Table 4.88 Conditional Sentences in Situation 7

	Group	Examples	Frequency
1	AES-S7	I would smile and say Hey if she saw me too	1
2	SAS-S7	لن اذهب اليها في هذا الوقت انتظر الى ان تنتهي من اخذ طعامها >I won't go to her at that time, I will wait till she finishes from taking her food and then I will greet her	1
3	SAS-S7	تتاي اسمها الاول اذا كانت هي الشخص المقصود حسلم عليها >call out her name, if she was the one I will greet her and ask about how she is and then each one of us will go back to where she was	1
4	SAS-S7	انتظرها تنتهي من وضع طعامها وأذهب للسلام عليها >I wait until she finishes putting her food and then I go to greet her	1
5	SAS-S7	إن رأيتني بادرت بالسلام >If she sees me, I will greet her	1
6	SAS-S7	ان بادلتني الابتسامة ذهبت اليها وسلمت عليها >If she smiles at me, I will go to her and greet her	1

### Situation 8

In this situation, there were only responses from the AES, IEL and the SAS groups. No differences can be analysed here because there were no conditional sentence provided by the AEL group. Regarding pragmatic transfer, the responses showed positive pragmatic transfer.

## 4. Research Results

Table 4.89 Conditional Sentences in Situation 8

	Group	Examples	Frequency
1	AES	If they are discussing something personal, I will wait outside. If not I would say hi to both and make small talk	1
2	AES	if I know the classmate well say hello to her as well	1
3	IEL	I will ask her why she sit if the teacher not available	1
4	SAS	عند الافراغ من حديثي مع استاذي أتوجه لزميلتي للترحيب >When I finish talking to my teacher, I greet my colleague	1
5	SAS	ثم إذا جاءت الاستاذة سلمت عليها وسألتها عن حالها >When the teacher comes I will greet her and ask her about how she is.	1
6	SAS	إذا انتهيت من محادثة استاذتي أحادث زميلتي >When I finish talking to my teacher, I talk to my colleague.	1

## Situation 9

In the last situation, both the AEL and the IEL groups used similar conditional sentences, so there were no differences between them. The AES and AEL also used similar conditional sentences.

As regards transfer, responses are similar between the two cultures, considered positive pragmatic transfer. This implies that language proficiency in the groups are positively correlated (Al-Khawalda and Al-Oliemat (2006).

Table 4.90 Conditional Sentences in Situation 9

	Group	Examples	Frequency
1	AEL	I will just say hello if she said that to me	1
2	AES	if she does not seem busy I would ask how her vacation was	1
3	IEL	if I always met her or helped her and know her I will ask her about the vacation	1
4	IEL	I will help her if she need help without asking why she come always	1
5	SAS	إذا لا توجد علاقة بيني وبينها اکتفي بأن ألقى السلام وأبتسم >If there was no relationship between me and her I will just greet her and smile.	1

## **5. Discussion**

This chapter aims to show a critical insight of the findings obtained in relation to the study objectives as well as the hypotheses framed. The chapter is divided into two main sections, which assess the quantitative and qualitative findings separately in order to provide a more inclusive understanding of the study research. Throughout these two sections, the findings obtained are critically evaluated on the basis of the literature reviewed at the beginning of this study in order to draw precise and realistic inferences. With the same concern, the sections of this chapter are further divided into sub-sections, covering all the major aspect of the findings retrieved through data analysis strategies. Subsequently, these inferences are summed up and presented comprehensively in the third section of this chapter. It is expected that by the end of the chapter the study draws worthy inferences that indicate the progress of this research towards its conclusion. The results in this research have focused on examining English learning skills in Saudi Arabic population. In the course of study, positive or negative pragmatic transfers, along with the linguistic proficiency of the learners, were assessed with the help of past research related to the subject area and empirical evidences from field analyses. The significance of this study if published is that there is limited research on the issue, hence, this study can contribute to further research.

### **5.1. Quantitative Findings**

As mentioned in the previous chapter, the respondents of the study were grouped in four categories: Saudi Arabic Speakers (SAS), Intermediate English Learners (IEL), American English Speakers (AES) and the Advanced English Learners (AEL).

## 5. Discussion

Through quantitative analysis, their frequency of producing words in nine given situations were evaluated, which depicted the differences in the AEL and IEL competency levels, concerning pragmatic transfer specifically, and their linguistic skills in general.

### 5.1.1. Individual Variations when Producing Words

From the results shown in Table 4.1, it can be observed that variations among individuals belonging to different groups were significant. For instance, the highest number of words produced by individuals from the SAS group was only 36, while individuals from the IEL, AES and the AEL produced a maximum of 41, 43 and 54 words, respectively.

It is also notable that, while the highest number of words varied among the individuals in different groups, the least number of words produced by individuals in almost all four groups were ‘Hi’ and ‘Hello’. There can be several reasons for the differences observed among individuals while producing words in L1 or in L2. As Chenu and Jisa (2009) state, words are “packages of concepts” rather than being “simply concepts”, which can be clearly observed from the examples of semantic verb contents used in L1 and L2. These contents are directly proportional to the quantity of words produced by an individual when transitioning from L1 to L2. This implies that if the difference is more between the semantic verb contents of L1 and L2, the individual, when transitioning in a speech act, is likely to produce fewer words and vice versa (Chenu and Jisa, 2009). Rahavard, Razaghi and Sadighi (2015) similarly identified the effects of individual goals, error rectification, affective factors, guidance received (termed 'UG access') and the ‘critical period hypothesis’ in determining the ability of individuals to produce words from L1 to L2. Gildersleeve–Neumann, Pena,

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Davis and Kester (2009), however, focused on phonological differences between L1 to L2 that can affect the number of words produced in a turn. For example, the number of vowels used in L1 may differ from L2, which can affect the words producing capacity of individuals during cross-linguistic transfer. However, it must be noted that neither of these studies addressed the dissimilarities between Arabic (L1) and English (L2).

Al-Nujaidi (2000) obtained a similar result from research based on Saudi EFL learners. According to the researcher, the degree of language proficiency and pragmatic transfer between two learner groups depends largely on five interrelated variables, which include their gender differences, self-related language proficiency, vocabulary knowledge and perceived strategies for reading. This also supports our findings that the size of vocabulary and the perceived vocabulary knowledge by the individuals affect their capacity to produce words. Thus, the findings obtained in this particular section prove Hypothesis 2, that learners' proficiency in L2 positively correlates with L1 language proficiency.

Saigh and Schmitt (2012) also offered similar results of the capacity of different learner groups to produce words, especially when focusing on native and non-native English speakers. Their research also concentrated on Arabic ESL learners, which shows the issue's relevance and helps to confirm the findings retrieved through our quantitative analysis. As implied by Saigh and Schmitt (2012), forming words when speaking in L2 has been a long-standing challenge for the Arabic speaking ESL, justifying the variations in the number of words produced in this study by each of the four groups. They also revealed that ESL learners tend to transfer the routines of L1 word formation to their L2 vocabulary, irrespective of its

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applicability in the setting. This, therefore, implies negative pragmatic transfer among the learner groups through the transfer from L1 to L2, which was also visible in the findings obtained in our study, proving Hypothesis 1, that there is positive pragmatic transfer in both Saudi advanced English learners and intermediate learners, having close results.

Therefore, the impacts of these factors on individuals' ability to produce words cannot be ignored. Communication skills in English also differed between the IEL and AEL groups, with the AEL group producing more words than the IEL group. Variations within individual performances in these groups were also noteworthy, as the majority of individuals produced a greater number of words compared to their peers in the same group. The effects can thus be more closely related with the factors identified by Rahavard et al. (2015), which concentrated on the individual differences of speech act abilities, rather than being directly affected by the semantic verb contents or phonological dissimilarities between the L1 and L2. This particular finding becomes more apparent with reference to the study by Singleton, Morgan, DiGello, Wiles and Rivers (2004), which concentrates on studying the differences between the use of vocabulary by students with hearing impairments, having English as their L1, and ESL learners. The results revealed that while there were significant differences between the two groups, ESL learners/speakers performed comparatively better than the others. On the one hand, this refutes the consideration of age, exposure and frequency of vocabulary use as common determinants of the extent of an individuals' vocabulary. On the other hand, it needs to be accepted that vocabulary capacity is correlated to the ability of the individual to learn. Nonetheless, this study can be considered limited by its methodological interpretations of the differences



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between a physically disabled group of native English speakers and an able-bodied group of non-native English speakers. This, therefore, inhibits the applicability of the arguments that might be contradictory to the real-life instances observed in our study.

For instance, the influence of self-confidence when speaking, especially in L2, might be a possible reason for the individual variations in producing words, as it is believed that individual speakers continuously seek to identify their errors while producing words. According to Broos, Duyck and Hartsuiker (2009), this is termed 'self-monitoring', which often restricts the ability of individuals to produce similar number of words as their peers in a given situation, assuming their vocabulary to be equally strong. Broos et al. (2009) also considered the significance of linguistic skills when speaking in two different languages, which in our study were English and Arabic. They noted that the degree of self-monitoring differs according to the oral proficiency of individuals in their native language and in a foreign language. Addressing this issue, Aitchison (2007) tested the similarities in errors made by L1 children and L2 adults, defining these as malapropisms, where the phonological features affect the individuals' abilities to retrieve appropriate words when greeting, thereby, affecting the quantity of words produced by them. These kinds of errors are more likely to occur in a situation which demands spontaneous speaking or production of words, as in Situation 4, where individuals in either the AES or AEL groups produced the highest number of words, while individuals in the SAS group produced the least number of words. In contrast, it was in Situations 9 and 3 that the individuals in the IEL group and those in the SAS group produced a greater number of words than in other situations which required a routine form of interaction. Nonetheless, impressions of a perceived status quo when producing words can be

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seen more in these situations than in the self-monitoring nature of the individuals, especially in the IEL and SAS groups. This answers the first research question, that Saudi intermediate learners of English differ from the advanced learners in their need to produce words and use vocabulary in American English speech act of greetings.

A closer review of the past research on the speech act strategies used by advanced and intermediate English learners also coincide in the view that both groups made certain errors due to pragmatic transfer. As revealed by Alkarazoun (2015) in this regard, Jordanian EFL undergraduate students, as with the sample groups of IEL and AEL in our study, were prone to making errors in their use of idioms. On a wider scale, such errors are most likely to inhibit the non-native English speakers' abilities to complete their speech act with minimum differences from the native English speakers. Cohen and Olshtain (1992) offer a more detailed view of the issues that such kinds of errors give rise to in the speech acts performed by non-native English speakers. According to them, transferring from L1 to L2 involves a long process of assessing, planning and executing, which often remains unnoticed, but acts as a major aspect of the nature of speech acts performed on a situational basis. The study by Cohen and Olshtain (1992), included two apology situations, two complaints situations and two requesting situations, which were considered suitable to decode the speech act by non-native English speakers in comparison to the native ones.

Overall, the total number of words produced by the four groups was 17,351, of which 18.31% was produced by the SAS group, 26.64% by the IEL, 24.91% by the AES and 30.13% by the AEL groups. However, when focusing on the quantity of word production in greeting situations, it can be seen that the IEL and SAS participants used more words in comparison to the AEL and AES participants. The

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difference in the number of words produced in varying situations is also affected by the status of the speakers and their listeners, as found by Duranti (1997). He identified six criteria in the speech act when greeting in L1 and L2 in varying situations: (1) “near–boundary occurrence”, (2) “establishment of a shared perceptual field”, (3) “adjacency pair format”, (4) “relative predictability of form and content”, (5) “implicit establishment of a spatio–temporal unit of interaction” and (6) “identification of the interlocutor as a distinct being worth recognizing” (Duranti, 1997, p. 67). The criterion which sets an apparent example of status effects on the number of words produced, is the third: “adjacency pair format”. As Duranti (1997) explained, this criterion implies that there are two sequences in speech acts of greeting; the first sequence is that the first pair part invites a particular type of reply or working from the second pair part, which in turn affects the number of words produced. For example, individuals in the AEL and AES groups produced the highest number of words, indicating their degree of confidence when speaking to the second pair part, a best friend. Hence, expectations from a peer and a person known well as regards greeting were casual, making it simpler and more straightforward for the native speakers.

Correspondingly, the influence of the native language on the communication of individuals in the IEL group proved that they are more confident when interacting with the second pair part. This supports questions 1 and 2, implying that Saudi intermediate learners and those of an advanced level differed from the native American English speakers in their cultural beliefs when using greeting speech acts. Assuming that the respondents were the first pair part, Situation 9 had clearly set their status higher when compared to the second pair part, which justifies the enhanced

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confidence among the IEL to produce more words. Again, when studying Situation 3, where individuals in the SAS group produced the highest number of words, in comparison to the other situations given to them, a similar phenomenon can be observed. Here, the respondents (i.e. the first pair part) had to greet a younger student (the second pair part), depicting the higher status or authority of the former, thus boosting their confidence to produce more words.

The stated finding, therefore, implies that the linguistic expressions used by the individuals of the SAS group depend largely on the sociolinguistic parameter of status present within them at the time of communication (Ahmad, 2015). With regards this particular finding in our study, the issues concerning acquisitional pragmatics can be applied. According to the theoretical elaboration of the notion of acquisitional pragmatics, Jung (2002) asserted that the cultural boundaries of speakers' perceptions can certainly affect their linguistic proficiencies when transferring from L1 to L2. This implies that Saudi learners of an intermediate level differ from those of an advanced level in their realisation of American English speech acts of greetings in the way they interpret and understand the culture that the two groups share, which answers research question 1.

Figure 4.1 in the previous chapter, provides a clearer insight to the situation, where individuals of higher or equal status to the respondents restrained themselves to produce lesser words in comparison to other situations. Specifically, our study findings showed that individuals were more confident and produced more words when speaking to someone of a higher status and the least with someone of a lower status. Nonetheless, this variation in producing words at the individual level was more consistent with the AEL, group when communicating with others of a different status,

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than the AES, IEL and SAS groups. This finding supports Hypothesis 2, implying that learners' proficiency of the L2 positively correlates with L1 language proficiency. The reason is that the native-like responses of the respondents and the proficiency level of the students create a conflict within the thought-processes of intermediate learners of English from Saudi Arabia (Zareva and Wolter, 2012).

According to Faerch and Kasper (1983), pragmatic competencies of individuals are not only affected by their perceived way of communicating with others belonging to a different or equal status in L1 or L2, but also by their cultural knowledge and explicit and implicit linguistic knowledge. To put it simply, greeting styles are not the same in every culture. Morkus (2009) studied the phenomenon and revealed that some cultures give more stress to non-verbal signs than the words spoken or oral proficiency.

Kirdasi (2013) further revealed that Arabs pay more attention to body language and the tone of voice rather than to the number of words used, unlike Americans. This particular phenomenon can explain the individual differences observed in the number of words produced by SAS and AES, because, in their mother tongue, Saudi Arabians place less importance on the number of words or length of their sentences and more on the correctness of their body language. In contrast, the individuals in the AES group paid more attention to making a strong impression on the listeners and getting their message across loud and clear. Therefore, it was more likely that the AES group produced more words than the SAS. In this regard, however, it must also be noted that the strategies used by the individuals to communicate depend on the situation they face and their motive behind

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communication. In the context of our study findings, these aspects will be discussed in the following sub-section.

### 5.1.2. Situational Strategies Used by Groups and their Differences

This study examined pragmatic transfer and linguistics proficiency based on nine different situations. In this sub-section, the situational strategies of communication, as were applied by the individuals in different groups, will be discussed. The respondents were observed to have used 11 forms of greeting strategies, which were put into three categories: Oral speech, Body Language and Other strategies. Common types of oral speech strategies used by the groups included declarative sentences, initiation words, interrogative sentences, occasion phrases, politeness strategies and terms of address. Other strategies used by all groups, but with varying frequencies, were bringing gifts, using conditional sentences, ignoring and non-initiation. Focusing on the responses by each group when using oral speech strategies for greeting, it can be seen that the IEL and SAS groups used them in equal measure (i.e. 25% each group), while those in the AEL group had a lower percentage of usage, with only 24%. Conversely, the AES group had the highest percentage of using oral speech strategies, amounting to 26% of the total individuals in all the groups, due to the proficiency level of the AES in their native language. This portrayed their confidence to communicate in English using oral greeting strategies in comparison to the native Arabs with different levels of proficiency in English. Related to research questions 1 and 2, this particular finding implied that the differences observed between the speech acts by Saudi intermediate learners and advanced American English speakers were due to their varying levels of proficiency and cultural perceptions. The finding also favours the second hypothesis, stating that learners' proficiency in the L2 positively

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correlated with L1 language proficiency. Also, when examining the percentage of individuals using body language strategies in greeting, the AES group had the highest frequency with 29%, followed by the AEL group 27%, the IEL group 26% and the SAS group 18%. For other strategies, however, the AEL group had the highest percentage 30%, compared to AES 26%, SAS 24% and IEL 21%. Based on these findings, the discussion hereafter focuses on the differences observed in the responses of these groups when using oral speech strategies in the nine situations.

In the first situation, the individuals had to communicate with their middle-aged female professor Victoria. The results obtained showed that while individuals belonging to the AEL group focused more on body language when speaking to someone higher of status, individuals in the SAS group focused more on oral speech. These particular findings differ from the observations made by Kirdasi (2013), indicating that Arabic speakers do not necessarily rely on their body language when interacting with someone like Professor Victoria. The significance of gender must also be taken into account in this situation where all the participants were females. Hence, the assumption that gender differences affect the quantity of words produced would not be appropriate in this situation. In this regard, it is noteworthy that the facts revealed through the research conducted by Shams and Afghari (2011), as well as by Meirbekov, Elikbayev, Meirbekov and Temirbaev (2015), indicated a positive correlation between gender and the strategies selected for the speech act when greeting. This implies that individuals of the same gender are more likely to have a friendlier speech approach than those of two opposite genders, which in turn affects their desire to produce more words. However, from a different perspective, the findings obtained here fail to identify impressions of gender on the word producing

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capacity of individuals when speaking an L2. This gap identified in the results obtained points out the need for future research on the issue.

Further analysis of the findings obtained in relation to Situation 1 revealed that individual strategies concerning oral speech differed, although not substantially, from others within the same group as well as from the other groups. The strategies used by the individuals were grouped into six forms (initiation words, interrogative sentences, terms of address, declarative sentences, occasion phrases and politeness strategies) and were ranked according to their frequency of use in each group. The results revealed that, even though all the groups used initiation words more in their greetings speech act in Situation 1 (followed by interrogative sentences, terms of address and declarative sentences) only the AES and IEL groups gave priority to politeness strategies in Situation 1 over occasion phrases, while it was vice-versa for individuals in the AES and SAS groups. Hence, in Situation 1, no difference was observed between the advanced and intermediate learners of English concerning their selection of oral speech act strategies when greeting someone with a higher status, and differences in their way of using body language were non-negligible. Therefore, the evident similarities between the IEL and AEL responses in comparison to those of the AES, clearly shows the presence of linguistic proficiency in the results. This finding hence supports Hypotheses 1 and 3, implying, on the one hand, that there is no close positive pragmatic transfer between Saudi advanced and intermediate English learners, and, on the other hand, indicating close negative pragmatic transfer between Saudi intermediate and advanced English learners. In this regard, it should be noted that there are also other aspects related to the gaps or differences identified in the oral speech acts of the AES, AEL and IEL groups in this study, which have to an extent



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been revealed by Aljumah (2011). According to him (2011), cultural stereotypes, especially with regards to power distribution within the social domain, often restrict ESL learners from performing enhanced pragmatic transfer through their oral speech act of greeting. For instance, within a classroom environment, students in Saudi Arabia are commonly perceived as unlikely to express their thoughts freely because that might be considered verbally challenging for the teacher (Al-Otaibi, 2016; Aljumah, 2011).

In Situation 2, individuals were given a different situation to respond to: meeting a friend's sister who is one year younger. The strategies selected by the individuals in Situation 2 differed substantially from their reactions in Situation 1, which indicated the possible influences of gender and age, as well as their perceived status quo. Concentrating on the frequency level of the individuals using body language strategies in their speech act of greeting, the AEL group showed a greater tendency to use it, followed by the IEL, AES and SAS groups. Their inclination towards using oral speech showed insignificant differences, where the AES scored the highest, followed by the AEL, SAS and IEL groups. Individuals in the SAS group, however, had a stronger inclination towards the usage of other speech act strategies compared to the IEL, AES and the AEL groups. Other strategies, in this situation, included bringing gifts, conditional sentences, ignoring and non-initiation. Contextually, most of the individuals in the SAS group depicted their intention to bring gifts when they approached Monica, while most of them also stated they would simply ignore her and others in the group focused on the strategies of non-initiation and using conditional sentences. In this situation, ignoring was the least attempted strategy in the IEL group, which, like the SAS and AEL groups, placed greater

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significance on bringing gifts. The interpretation of this finding supports Hypothesis 3, that there is close negative pragmatic transfer between Saudi intermediate and advanced English learners.

Conditional sentences in the situation were preferred by the AES group, followed by AEL and IEL groups. Again, the differences in the strategies chosen by the individuals in the AEL and IEL groups were insignificant in Situation 2, except that IEL showed a greater inclination towards using other strategies overall. When evaluating the differences between individuals in groups with regards their use of the six forms of oral speech, no dissimilarity was identified between the IEL and AEL groups. Observably, the responses of SAS were similar to those obtained from IEL and AEL, but were insignificantly different from that of AES. This implies that pragmalinguistic transfer was strong among individuals when speaking L2. Initially coined by Gabriele Kasper, the expression ‘pragmalinguistic transfer’ refers to “the process whereby the illocutionary force or politeness value assigned to particular linguistic material in L1 influences learners’ perception and production of form–function mappings in L2” (Barron, 2003, p. 36). Hence, applying the concept of pragmalinguistic transfer, it can be inferred from the responses gathered in Situation 2 that the individuals’ understanding of L1 had influenced their ability to speak in L2, which meant there were no differences between the speech strategies of AEL, IEL and SAS.

On one hand, the findings obtained helped in answering research questions 1 and 2, positively affirming that the differences observed between Saudi intermediate and advanced English learners and native American English speakers depended largely on their understanding of each other’s cultures. It also supported Hypothesis 2,

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implying that learners' proficiency in a L2 positively correlates with L1 proficiency. According to Zeff (2016), speech acts of greeting are often formed through the development of adjacency pairs, wherein the contact initiation is followed by a response, which then determines verbal or non-verbal speech strategies. Hence, it indicates that individuals are more likely to select their speech strategies to greet someone like Monica, depending on their expected response from her, besides being influenced by their cultural perceptions and age differences. This finding is in line with the statement by Duranti (1997) concerning adjacency theory.

In Situation 3, the individuals were given a position higher in status to their second pair part, where they needed to interact with a 17-year-old female student. The results depicted that individuals in the AES group had greater inclination towards using body language strategies when greeting and communicating with the girl. Other groups depicted insignificant differences in their speech act strategies concerning body language, oral speech and other modes of communicating. Thus, the results obtained indicated a significantly higher use of body language by the individuals in the AES group, while the IEL and SAS groups attached the highest significance to using other speech strategies in the situation. In other words, when focusing on research question 3, the degree of pragmatic transfer from Arabic was taken into consideration. In this situation, the speech act in American English by intermediate English learners showed that the differences with regards their understanding of the situation depend more on their understanding of each other's' culture. Therefore, the degree of pragmatic transfer was lower in this context as the IEL and AEL groups had significant differences in their strategies to greet and speak to the student in this

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situation. More specifically, individuals in the AES group gave body language the highest score, followed by other strategies and finally by oral speech strategies.

On the other hand, the individuals in the IEL group inclined towards using other strategies, giving the highest importance to modes of oral speech and body language strategies in their speech acts. The ranking of the types of oral speech strategies used in different groups showed no dissimilarities, which invalidates the possible impacts of linguistic competencies in this situation. In other words, the intermediate English speakers were on par with the advanced English speakers in Situation 3. The other types of strategies these individuals used, irrespective of their group divisions, also depicted no sign of differences, implying that there is no close pragmatic transfer between advanced and intermediate Saudi English learners, which supports Hypothesis 1. This implies that when interacting with someone younger and lower in status, different groups of L1 and L2 speakers follow the same practices, with negligible or no differences at all, irrespective of their pragmatic proficiency, perhaps due to their lack of need to impress or persuade the second pair part (Morkus, 2009).

In Situation 4, the second pair part in the conversation was chosen to be of the same age and well-known to the first pair part, i.e. the participant. Hence, the status was equal for both parts, which had an effect on the selection of the speech strategies by the individuals. Evaluation of the findings revealed that IEL and AEL individuals had a dissimilar approach in their speech act when greeting Nataly. When compared with the responses of the AES students, individuals in the AEL group were found to have greater inclination towards the usage of other strategies, such as conditional sentences, especially the individuals in the IEL group, who primarily used body

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language over oral speech and other strategies. In this context, the findings supported Hypothesis 2, indicating that learners' proficiency of the L2 positively correlated with L1 proficiency. Perhaps, it is due to their pragmatic proficiency and control of their L2, which shows an apparent effect of transitioning competencies from L1 to L2, in which the speakers want to create a positive impression on their second pair part (Morkus, 2009). However, individuals in the AES and SAS groups did not differ substantially with regards to their strategies in greeting Nataly. For instance, individuals in both groups provided equal significance to the other strategies, i.e. using conditional sentences when greeting someone of their age and with equal status, although SAS preferred using oral speech to body language, while AES favoured body language above oral speech.

Concentrating on the oral speech strategies used by these individuals, with respect to their groups, differences were apparently noted between AEL and IEL. This justifies the nature of the differences observed between the intermediate and advanced level Saudi learners in their realisations of American English speech acts of greetings, answering research question 1. For instance, compared to AEL, IEL showed a greater use of interrogative sentences, supposedly to learn more about their second pair part. The ranking for AEL imply that individuals in this particular group were more inclined to use terms of address correctly, with second priority given to the use of interrogative sentences, followed by initiation words and declarative sentences. The use of politeness strategies and occasion phrases were, however, similar in both the groups. The AES and SAS groups had no significant differences, except for their uses of terms of address, interrogative sentences and initiation words. Hence, the findings reveal that culture is unlikely to affect the strategies used to communicate with

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someone of equal age and status, although pragmatic proficiency and linguistic excellence play a key role, owing to which the strategies selected by the AEL and IEL groups differed substantially in this situation. However, the findings obtained by Ishihara and Cohen (2014), as well as those by Taguchi (2013), in comparison to those obtained in our study, asserted that cultural factors such as age and status do impose a positive impact on the speech act of individuals. Arguably, in this context, Nazzal and Awad (2009) offered a similar but more critical review of the differences between native English speakers and non-native Arabic English speakers. The study by them (2009) reveals an evidence-centric approach that influences the cultural backgrounds, evaluation levels, gender and specialisations, which are relatively stronger in relation to the occurrence of pragmatic transfer, especially in thanking or greeting situations.

Situation 5 emphasised the use of greeting strategies by the individuals in each of the four groups. The findings revealed that AEL, AES and IEL focused comparatively more on body language than on the degree of significance provided by SAS on using the same strategy in their speech act. Differences among each of these groups when using oral speech acts in comparison to body language were also insignificant, as observed in the given situation. From a critical perspective, this implies that oral speech and body language held almost equal significance for most of the individuals, although the responses obtained from SAS depicted a greater inclination towards the use of the oral speech act over body language when greeting the other pair part, who this time is older in age and higher in social status. When greeting Christina's mother, the degree of difference was observed more markedly with regards to their use of other speech strategies. Notably, none of the individuals

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from the SAS group tended to use other type of strategies. Compared to the participants in the AES group, those in the IEL and AEL groups indicated a stronger preference for the use of conditional sentences. This is because of the impact of nativelikeness on the responses of native Arab speakers learning English. Most individuals in the AES group also preferred the use of non-initiation strategies, unlike the participants of the IEL and AEL groups. Similarly, the AEL group chose to bring gifts for the other pair part to greet her, which was not considered relevant by the other two groups. The reason behind this is, again, the conflict between the greetings strategies of their native culture and that of the American culture at the time of communication.

Considering oral speech strategies, the AEL group responded differently to the the AES and IEL groups. This finding supports Hypothesis 2, implying that learners' proficiency in the L2 positively correlates with L1 proficiency. Prachanant (2016) studied a similar situation where cross-cultural factors were observed as affecting the speech act of two native group speakers in apology provoking situations. As revealed by Jung (2002), a strong influence of cultural knowledge can be observed in the degree of pragmatic competencies that an individual depicts when transferring from L1 to L2. Furthermore, Jung (2002) noted that language-mediated social interactions promote pragmatic competence among L2 English learners, which in turn implies that environmental conditions and exposure of the ESL learners to the foreign language have a direct impact on their linguistic expressions. Also, similarities were apparent between the responses obtained from the AEL and SAS groups, which imply that pragmatic transfer took place between these individuals, although such linguistic influences were not observed between IEL and SAS.

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In Situation 6, the first pair part (the respondent) had to greet the second pair part (Taylor), who is younger and of the same social status. This relationship reduced the degree of formality in the speech act strategies and could be why individuals in the AES, AEL and IEL groups focused more on using body language and oral speech acts. As can be observed from the findings obtained, the AEL group attached equal significance to using these two strategies, although the participants' inclination towards using other strategies was substantially greater. All the individuals from the AEL group who preferred using other strategies, chose conditional sentences as their greeting strategy. In contrast, members of the AES group preferred oral speech act strategies over body language as their way of greeting and did not attach importance to other strategies in this situation. Individuals in the IEL group also adopted a similar approach to that of the AES group, as they preferred oral speech acts over body language strategies and did not consider the use of other strategies in the given situation. On the other hand, the SAS group opted for other strategies, choosing the bringing gift strategy first, body language second and oral speech third. An in-depth evaluation of the data obtained reveals that there was no or negligible similarity among the speech act strategies used by these groups, implying that the individuals' knowledge in the L2 (in the case of AEL and IEL) was not influenced by their proficiency in L1. This finding also supports Hypothesis 2, confirming that learners' proficiency of the L2 positively correlates with proficiency in L1. The similarity in the preferences of the AES and IEL groups demonstrates the presence of linguistic proficiency within the groups. Thus, the progress of the students in terms of the language proficiency in English, and corresponding pragmatic transfer, is likely to remain obstructed, leading to the differences witnessed in the oral speech acts of the



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four groups in this study. Similarly, contradicting the findings obtained in this study regarding Situation 1, Al-Ahdal, Alfallaj, Al-Awaied and Al-Hattami (2014) implied that linguistic proficiency in English in Saudi Arabia is lacking, as learners have failed to achieve the fluency akin to their native language, signifying close negative pragmatic transfer. This finding answers research questions 3 and 4, as it shows there is a high degree of pragmatic transfer among intermediate and advanced English learners realising the speech act in American English.

The findings in Situation 7 indicate that although the status of the two pair parts is the same, there is a strong sense of social distance in this situation, which increases the level of formality in the greeting speech act. Its effects on the strategies chosen by the individuals were apparent in each of the groups. For instance, the individuals in the AES group focused mostly on their body language, giving secondary preference towards using any oral speech act strategy (see Figure 4.10). The individuals gave only 16% preference to other strategies, choosing first the strategy of ignoring the classmate, followed by strategies of non-initiation, conditional sentences and bringing gifts. Since their approach may be strongly influenced by their culture and the perceived social distance, it was markedly different from the strategies used by the IEL and AEL groups.

To greet Melissa, members of the AEL group showed a greater preference for the body language strategy, and in second place, other strategies including ignoring or bringing gifts. In contrast, the IEL group, chose oral speech strategies over body language or other speech acts. For other strategies, however, only 4% of the individuals from the IEL group shared similarities with the AES group. Focusing on the oral speech strategies used by these groups, similarities were observed between

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the AEL and SAS groups, as both groups inclined towards using initiation words and interrogative sentences in their speech act. Similarities were also observed between the oral speech strategies selected by the AES and IEL groups. This implies that there was pragmatic transfer in the AEL group, since their responses were significantly different from those of the AES group, while the IEL group showed better sociolinguistic learning of their L2, and shared more similarities with the AES group. This supports Hypothesis 2, which states that learner's proficiency in the L2 positively correlates with L1 proficiency. In this regard, Cohen and Olshtain (1992) revealed that when executing a situation-based speech act in English, non-native learners make little effort to assess the relative utterances in sufficient detail. The results showed that learners tended to use their bilingual skills in order to interpret the situation, so their knowledge of one language (potentially their mother tongue) influenced their proficiency in the L2 (Cohen and Olshtain, 1992).

In Situation 8, the respondents were asked to interact with two individuals of different status, one was their classmate while the other was their professor. The degree of formality also differed between these pair parts on the basis of their status and social distance in the provided setting. Considering the body language strategies used by the individuals in each of the groups, the findings revealed no difference between the IEL, AEL and AES groups. However, there were differences among these three groups when using oral speech strategies. The AES gave the highest preference to these strategies, in comparison to IEL and AEL, even though the observed difference was not substantial. There were greater dissimilarities among the groups in their use of other greeting strategies, where the IEL used these most, followed by the AEL. Surprisingly, in this situation, the number of times the AES and

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SAS groups used other strategies was the same and they provided identical responses. Nonetheless, when using oral speech strategies, the AEL and IEL groups showed a similar preference for using initiation words and interrogative sentences, as did the AES and SAS groups. Other responses reflect similarities between AES and AEL, but dissimilarities between IEL, AEL and AES. Responses from SAS also differed substantially from the other three groups, indicating weak pragmatic transfer from L1 to L2, which also affected their choice of other strategies in the speech act of greeting in this situation. It thereby proves that communication behaviour is common between the cultures. In line with this finding, Cohen and Olshtain (1992) further noted that the attention of non-native English speakers was directed more towards searching for related language forms than taking measures to avoid errors in grammar and pronunciation.

Finally, Situation 9 gives a clear indication of the similarities and the differences observed among the individuals in each of the groups when greeting Rachel, the second pair part, who is younger and belongs to the same social status with slight social differences. Hence, the degree of formality is less in this setting. Focusing on the responses gathered from individuals in the IEL group, strong similarities can be observed with the AES group regarding the use of body language, and with the SAS group regarding the use of oral speech and other strategies. On the other hand, when evaluating the responses obtained from the AEL group, similarities were observed with those of the SAS, based on their preference for body language. The AEL group also showed strong similarities with AES when using other strategies in their speech act, but differed from the responses of the other three groups with regards their use of oral strategies. The results showed that use of oral speech

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strategies was identical in the AES and IEL groups, whereas between the IEL and SAS groups they were different. Differences were also observed between the responses of AES and SAS, showing there was no pragmatic transfer from L1 to L2 in this situation, especially with regard to the use of oral speech strategies. The findings indicate that a close pragmatic negative relationship exists between the Saudi intermediate and advanced English learners. This particular finding was supported by Mulier, Cienki, Fricke, Ladewig, McNeill and Bressemer (2014), and Rose (2005), indicating a positive correlation between the frequency of body language and L2 pragmatics. In relation to other strategies in their speech acts, there was no difference identified in any of the four groups.

### 5.1.3. Summary of Findings

The quantitative findings of the study revealed certain significant differences among the four respondent groups (AES, AEL, SAS and IEL) concerning the number of words they could produce during their speech act in the given nine situations. The total number of words produced by the AEL group was higher than the total number of words produced by the IEL and AES groups. Differences in the number of words produced by a single participant in all nine situations was also notable, as the number of words the AEL participant provided was higher than that of the IEL and AES groups. The SAS group, on the other hand, responded with the lowest number of words. As to the total number of words by group, the AEL and AES produced less words in total than the IEL and SAS.

Data also show that the AES group use more body language strategies, followed by the AEL group, then the IEL and lastly, the SAS. As for oral speech strategy, results show that there were slight differences among the four groups. The

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AES group ranked oral speech first, followed by the SAS and IEL with the same percentage of usage. The last was the AEL group. On the other hand, there were significant differences among all the groups in their responses concerning other types of greeting strategy. Results show AEL and AES ranked this strategy in first and second place, while IEL ranked it the lowest.

Concerning the findings obtained in Situation 1, the dissimilarities became more apparent in body language and other types of greeting strategies. As for oral speech strategies, all groups ranked them the same, in the first four places, but in the fifth and sixth positions there were differences between the AEL and SAS groups' responses in the fifth position, and between the IEL and AES groups' in the sixth position. In Situation 2, there were differences among the four groups, regarding body language strategy and other types of strategies, unlike among the four groups regarding oral speech strategy. Differences in ranking of body language, oral strategies and other types of strategies were also apparent in the groups' responses. The fourth situation also showed only slight differences in the body language ranking of the AES, AEL and IEL groups, but a greater difference was shown with the IEL and SAS group. Regarding oral speech strategies, results show similarities in the usage percentages of the groups. The AEL, AES and IEL groups showed differences in their use of the other types of strategies. In the fifth situation, results show very slight differences in the ranking of body language strategies and oral speech strategies. As for other type of greeting strategy, there were significant differences between the groups in the ranking. This strategy was ranked highest by the AEL group, followed by the AES group, and then with significant difference comes the IEL group. The sixth situation shows a distinct variation in the rankings of the

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greeting strategies among the groups. Regarding oral speech strategies, results showed very slight differences in the rankings of the AEL, AES and IEL groups, while the lowest was the SAS group. Differences also appeared in body language strategy, where the AEL and IEL ranked it first and the AES group, last. Only two out of four groups, the SAS and the AEL, used other types of greetings strategies.

The seventh situation also showed variation in the rankings of the greeting strategies used by the groups. The oral speech strategy ranking showed significant differences between the groups, where the AES group ranked it first, the AEL second and the IEL third. The SAS was ranked it last. In addition, there were significant differences in the ranking of other types of greeting strategies. The SAS and AEL groups ranked them first and second, the AES third and the IEL group last. There were also significant differences in ranking the body language strategy. The highest ranking belonged to the AES group ranked it first, the AEL second, the IEL third and the SAS group, last.

In the eighth situation, there were similarities and differences in ranking greeting strategies among the groups. Regarding the ranking of the body language strategy, results show similarities among the AEL, AES and IEL groups, while the SAS group was different. As for the oral speech strategy, there were slight differences among the groups. It was ranked first by the AES group, second by the IEL, third by the AEL and last by the SAS group. The ranking of other type of strategies also showed differences among the groups with 35%, of the IEL group using them, 25% of the AEL group and 20% of the SAS and AES groups.

The ninth situation also had differences in the greeting strategies rankings among the groups. However, in the ranking of other types of greeting strategies, the

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results showed similarities between IEL and SAS groups. At the same time, there were similarities between the AES and AEL groups in their use of other types of greetings strategies, while there were significant differences between the first two groups and the second two groups. There were slight differences in the groups' use of oral speech strategies. The AES group used them most, followed by the SAS and IEL groups and lastly the AEL group. There were differences between the AEL and IEL group and the AEL and AES groups in the ranking of other types of strategies. Similarities in the rankings of the four groups indicated positive pragmatic transfer. On the other hand, negative pragmatic transfer only took place when the IEL or the AEL group showed similarities with the SAS group's responses.

### 5.2. Qualitative Findings

The qualitative section presents the findings of our research and analyse them in qualitative manner. It will discuss the differences among groups in the speech act of greeting. The pragmatic transfer, either positive or negative, will also be analysed qualitatively.

#### 5.2.1. Differences in Expressions among the Four Groups and Pragmatic

##### Transfer by AEL and IEL Groups Coded as 'Declarative Sentences'

Declarative sentences refer to simple statements that are made by individuals to convey particular information. These sentences have two parts: a subject and a predicate and they always end with a full stop. For example, "Mathew was going to school." provides a clear example of a declarative sentence (K12 Reader, 2016; Prasad, 2016).

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When dealing with declarative sentences used by the AEL and IEL, it was found that there were no significant differences in their communication behaviour in most of the situations. English was the L2 of students from both groups and Arabic their L1. Besides, they also belonged to similar cultural backgrounds, which greatly dominated their communication patterns in spite of the differences in their level of English. Moreover, these expressions were also found to be similar to those of the SAS, which clearly proves the presence of positive pragmatic transfer in the groups. This can be understood with the help of an example in the first situation, where the AEL students and the IEL students used similar expressions, such as Nice to meet you, I miss you prof and Nice to see you again, miss you, respectively. Similar expressions were also provided by the SAS, such as *اليك اشتقت لقد*, meaning I missed you, and *سعدت برؤيتك هذا الصباح*, meaning I am happy to see you this morning.

From the results obtained from the fourth and the fifth situations, similarity was evident in the communication behaviour of all the groups, which shows that greeting strategies are common in both cultures and is considered positive pragmatic transfer. The study by Kirdasi and Cheng (2013) also supported this fact, where the similarity in the greetings strategy between the Americans and Arabs in different situations is clearly illustrated in the figure below:



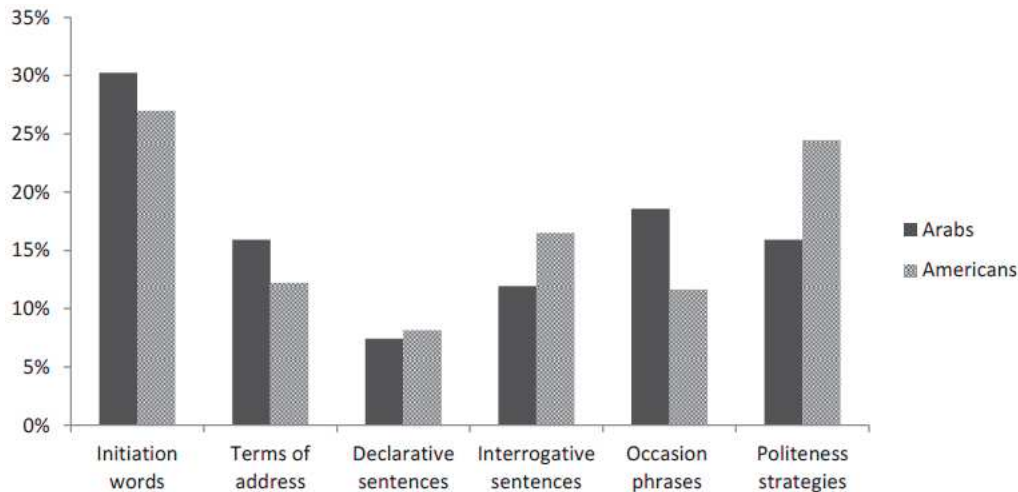


Figure 17. Results of Commonness between Arab and American Cultures  
 (Kirdasi and Cheng, 2013)

In our study, the common communication behaviour between the different cultures was illustrated in the fifth situation, where there were similarities in students' responses irrespective of their groups. The similar expressions used by the AEL and IEL were: "I will tell her how much I have the honor to meet her" and "it is such an honor to meet you", respectively. These were similar to the AES group's sentence, I will tell her I am pleased to meet her, and the SAS group's sentence: وأقول لها فرصة سعيدة إنني التقيت بها وأشكرهم على دعوتي للحفلة meaning I will tell her that it was a pleasure meeting them and thank them for the party invitation. Moreover, negative pragmatic transfer from the L1 was evident in the similarity between the IEL's declarative statement, you look so beautiful and that of the SAS, ما شاء الله يا أم دلال محلوه, which means O God's will mother of Dalal you're more beautiful. Another linguistic element evident in the fifth situation was literal translation, which refers to the word-for-word translation from Arabic into English by the IEL group in certain expressions and which was unsuitable in the given situation. Despite this, the communication behaviour they preferred was similar to that of the SAS group, which indicates

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negative pragmatic transfer in the IEL group. For example, the IEL group's response: peace be upon you Lisa is a literal translation of the Arabic expression *Asalamu Alaykum*, used by the SAS in various situations. This supports our research hypothesis that negative transfer in IEL and AEL is different. Therefore, it is in terms of cultural beliefs and linguistic proficiency that the Saudi learners of intermediate level differ from those of advanced level in their realisation of American English speech acts. It also supports Hypothesis 1, implying that there is a positive pragmatic transfer in both Saudi advanced English learners and intermediate learners, as they have close results. According to Thomas (1983), lack of knowledge concerning cultural differences may increase chances of pragmatic failure, as was observed in our last case. A similar view was presented by Spencer–Oatey and Jiang (2003), who suggested that the chances of pragmatic failure may vary widely from one situation to another, based on the intentions of the speaker. The findings obtained in this study are also in line with the views of these authors.

However, certain exceptional cases in the sixth and eighth situations also depicted language proficiency. The findings thus imply that communication behaviour was found to be similar between the AEL and IEL, because they shared a similar cultural background and both groups had Arabic as their first language and English as their second. However, the expressions were different from those of the students from the SAS group. For example, in the sixth situation, AEL students used nice to see you here and I am glad to see you, while the AES groups used great to see you and good to see you, a similar expression to the one used by the IEL, nice to meet you. These expressions were completely different from the ones by the SAS, who used نورتي >our house has a light when you visit us" and >تفضلني بالدخول >come in. This

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finding clearly proves the presence of linguistic proficiency within the groups and therefore complies with the assumption of Hypothesis 2. The absence of any responses in the third situation makes it impossible to determine pragmatic transfer in the groups, as Saudi Arabians mostly use body language to communicate because they fear that a negative speech act might lead to negative results (Office of the Deputy Chief of Staff for Intelligence, 2006). The study by Kirdasi and Cheng (2013) also portrayed similar results, where Arabs and Americans used the strategies of non-initiation and ignoring the second pair respondent if they were not seen or recognised. Hence, none of the groups in this situation used declarative sentences as a greeting strategy, which illustrates their differences and answers research questions 1 and 2.

The seventh situation illustrates the absence of communication behaviour from the AEL therefore the evaluation of the inter-language communication style is not possible. As for the other groups, they all shared similar expressions, displaying positive pragmatic transfer. The eighth situation depicts similarity in the expressions used by the AEL and IEL, as both stated, “It is good to be back”. On the other hand, the students from the IEL group used the expression “Nice to see you again”, which was similar to the AES expression, “Good to see you guys”. This clearly proves linguistic proficiency in L2. The absence of a similar expression between the AEL and IEL groups with the SAS group clearly denoted linguistic proficiency within the first two groups. In Situation 9, the SAS’s groups expression *امكن أقول لها اني افتقد وجودها* في المكتبة, meaning I may tell her that I missed her in the library, was similar to the AEL’s expression, I miss you and I miss your pretty face. Likewise, the SAS group’s expression, *لقد اشتاقت لك المكتبة وأنا أيضاً*, the library has missed you, and so I am, is similar in meaning to, I missed you also the books miss you, used by the IEL.

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However, there were similarities between the AEL group's expression, I miss you and IEL group's, "it is nice to see here again. This clearly shows negative pragmatic transfer, thereby proving our third hypothesis. A similar finding was observed in the AEL when using the Korean language in a study conducted by Lee, Kim, Kong, Hong and Long (2005). According to them, negative pragmatic transfer occurs owing to the perceived challenges of the speakers when transferring L1 to L2, especially when communicating with passive instructions. The ideas concerning passive communication, with respect to inducing negative pragmatic transfer, was also supported in the study by Moon (2001), which focused on situations that presented or provoked complaints by advanced or intermediate English speakers. Hence, while the existence of a negative pragmatic transfer is proved in these studies, the existing literature partially contradicts the findings, as the declarative sentences used showed more emphasis on politeness than passivity or refutation, which supports Hypothesis1 in our study.

### 5.2.2. Differences in Expressions among the Four Groups and Pragmatic Transfer by AEL and IEL Groups Coded as 'Initiation Words'

The words that individuals use to initiate a conversation are referred to as initiation words. The use of these words varies between people of different communities and societies (Hanan Early Language Program, 2011).

According to the findings of the groups' communication patterns, it was clear that there was no significant difference in usage of initiation words. This was due to the use of common expressions to get the attention of the second pair in all situations, comprising initiation words such as Hey and Hello. These terms also helped to make the environment comfortable for the communicators so that they could continue with

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their conversations (Kirdasi and Cheng, 2013). According to the results of the first situation, the students from the four groups used similar expressions in order to obtain the attention of their professors and even to start a conversation. In this case, the most common initiation words were Hi, Hello and Good morning and, along with other greetings, were used by the students of all four groups, thereby proving positive pragmatic transfer.

As was seen in the second situation, the AEL and IEL group's used initiation words similar to the AES group's when interacting with their friend's sister, who was not closely related to them. The initiation words used in this case by AEL and IEL, in comparison to the AES, were Hey and Hello. The majority of the SAS used >هلاHi and >عليكم السلامAsalam Alaykum, which also portrayed communication behaviours similar to those of the AEL and IEL groups' when communicating with someone younger and without a close relationship, showing positive pragmatic transfer. Similarly, common responses from the IEL and AEL groups in comparison to the AES were also evident in the case of the third situation, as they both used the initiation words, Hey, Good morning and Hello. These expressions were equally prevalent among the SAS, who used two additional expressions, >هلا meaning Hi and Asalam Alaykum. Hence, communication behaviour was shared between the Americans and Saudis cultures when using initiation words to address a student who had not noticed the speaker. This finding addresses our first question, inferring that, apart from certain differences, there are also similarities between the intermediate and advanced English learners. It therefore proves there is positive pragmatic transfer, supporting Hypothesis 1 that there is a positive pragmatic transfer in both advanced and intermediate Saudi English learners, having close results. The study conducted by

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Al-Darraj, Foo, Ismail and Abdulah (2013) also had a similar finding with regards the use of initiation words by non-native English speakers with Arabic as their L1.

The fourth situation produced similar expressions among the AEL and IEL groups in comparison to those of the AES. There was also similarity presented in the communication behaviour by SAS in this particular situation, which demonstrated positive pragmatic transfer, as the communication behaviour is common in both cultures when addressing one's best friend after a certain of time. The reason behind the commonness in this case was that these initiation words were mostly used to obtain the attention of their best friend. Considering the outcomes from the fifth situation, AEL and IEL used similar initiation words, such as Hi, Hey, Hello and Greetings. These were also found to be similar to those expressions used by SAS, <ها>Hi and <عليها أسلم>I will greet her. Moreover, the similarity in initiation words were also found in the IEL and SAS groups, responding I will say Salam and السلام <عليكم>Assalam Alaykum, respectively. Hence, the presence of positive pragmatic transfer is evident within the groups. Despite this, the communication behaviour they preferred was similar to that of the AEL and IEL groups, hence, positive pragmatic transfer was present. The word Welcome was the initiation word that proved the point of literal translation. This shows that a second language learner uses his/her L1 for strategies by using a literal translation of their L1 expression and is considered negative pragmatic transfer. In the sixth situation, IEL and AEL participants used similar expressions compared to the native English speakers and native Arabic speakers, which again demonstrates positive pragmatic transfer. This can be seen in use of the initiation words Hi, <ها> Hi, Hey and Hello as provided by students from all groups to address their sister's friend. Analysing the realisation patterns, Al-Darraj et

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al. (2013) argued that two different cultures and languages, such as Arabic and English, decipher varying illocutionary force under the influences of dissimilar values. It is this difference that affects pragmatic transfer when communicating in the L2. This finding is echoed by Jibreen (2010), who takes into consideration the theoretical concept of the speech act of greeting. This answers research question 2, indicating that the Saudi advanced American English learners differ from the native American English speakers in greetings speech acts according to the way they perceive their culture. This also applies to research question 1, stressing that the greeting acts of Saudi intermediate and advanced English learners depend on their understanding of the American culture.

Similarly, in seventh situation, the use of “Hello” by AEL and IEL, compared to AES and SAS, demonstrates that greeting strategies are common between the American and Arabic cultures in terms of communication behaviour. The eighth and ninth situations further showed linguistic proficiency in the L2, as AEL and IEL participants used expressions similar to those of the AES group, namely, “Hello” and “Welcome”. Even with a different proficiency level in English, AEL and IEL were found to use similar expressions and initiation words, due to the nativelikeness factor (Zareva and Wolter, 2012). Based on this factor, Arabic speakers learning English as their L2 tend to use a similar greeting strategy to address or get the attention of the second pair respondent. In these cases, the respondents’ native cultures greatly influenced their communication pattern. On a similar note, in the ninth situation, no differences were found in the IEL and AEL groups’ expressions, in comparison to the communication behaviours of the SAS and AES groups, who used words such as

“Hello”. The presence of positive pragmatic transfer was, therefore, more notable in this situation.

According to Jibreen (2010), the speech act reflects the psychological states of the speakers’ minds, being expressive in its own nature. As a result, it is likely to be influenced by the cultural and religious perceptions of one language (L1) when transferring to the other (L2), which was also apparent in our research. The notion was also supported by the philosophical study by Al-Hindawi, Al-Masu’di and Mirza (2013), which justifies the cultural impressions of the pragmatic transfer when using initiation words.

### **5.2.3. Differences in Expressions among the Four Groups and Pragmatic Transfer by AEL and IEL Groups Coded as ‘Interrogative Sentences’**

Interrogative sentences refer to questions that are asked to obtain information regarding unknown aspects. This can be understood with the help of the following example: “Do you speak French?” (Suong, 2009, p. 3).

Considering the qualitative analysis of the respondents’ interrogative responses in different situations, the students with variation in English speaking skills had their ways of interacting and conversing which was similar or different depending on the situation. This, therefore, helps to prove the corresponding hypothesis, determining a positive or negative pragmatic transfer among the Saudi intermediate and advanced English learners. As noted in the results from Situation 1, the students from the AEL and IEL groups used similar expressions, How are you, How was your break? and How was your vacation, to those from the AES group. The expressions were also found to be similar to the communicative behaviour of SAS, who used كيف



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كيف الاجازة معك, meaning How are you? How are you doing? and اخبارك كيفك, حالك, which means How was the vacation with you?. This, therefore, shows positive pragmatic transfer. On the other hand, there was negative pragmatic transfer in one of the expressions provided by an AEL student, I ask her about her family, as it is a common greeting in the Arabic culture, but which was not similar to any of the SAS group's responses. This supports Hypothesis 3, that there are close negative pragmatic transfers between Saudi intermediate and advanced English learners. Pragmatic transfer is, hence, quite apparent under such circumstances, as also noted by Fareh and Moussa (2008).

Additionally, in the second situation, the IEL and AEL groups used similar interrogative sentences to the SAS group to communicate with their friend's sister. All three groups showed similarities when asked about college and how their studies were going. This clearly denoted the presence of negative pragmatic transfer in the groups. However, in the third situation, the IEL and AEL were found to use similar interrogative sentences, hence, the communication behaviour showed positive pragmatic transfer. The SAS group used How is it going? and How are you?, in Arabic, ما اخبارك؟, كيفك وش اخبارك, which has a similar meaning to the expressions used by the IEL and AEL groups. The fourth situation showed positive pragmatic transfer, as both AEL and IEL groups used similar expressions about their vacation. Similar expressions were also used by the SAS and AES groups. According to Wilson and Sperber (1988), it is the mood or the psychological state of the speakers which affects the interrogative sentences in an L2. On the contrary, the findings obtained in our study focused on specific situations in a controlled setting in order to evaluate the respondents' differing moods and states of mind. Therefore, most times the

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respondents provide controlled understanding of their language proficiency. This particular finding can, hence, be related to Hypothesis 2, that learner's L2 proficiency positively correlates with proficiency in L1.

In the fifth situation, the use of interrogative sentences depicted a certain amount of negative pragmatic transfer within the groups. The interrogative sentence, How are you, then ask how do you do, I would ask her about her health, provided by the IEL group, is similar to a common greeting strategy by Saudi Arabic speakers, *وش كيف حالك* meaning, How is it going? How are you? I ask her about her health. The AEL group response, How are you, I ask her about herself and her family, presented negative pragmatic transfer as their responses were like those of the SAS group, asking also about the receiver's family. This response, even though it does not have an equivalent in the AES or SAS groups' responses, shows negative pragmatic transfer that the researcher noticed as an Arabic native speaker. However, the other expressions from all groups clearly depicted the presence of a communication behaviour common between the cultures, denoting positive pragmatic transfer. The sixth situation also represented the communication behaviour of the respondents reflecting care and concern towards their sister's friends, and where responses from all groups depicted positive pragmatic transfer. In the seventh situation, the setting was quite unpredictable, with a greater social distance, as the second pair part was not known to the first pair and, hence, all the groups preferred to stay on the top level of interaction using similar expressions, thereby depicting common communication patterns between cultures, considered positive pragmatic transfer. A better elaboration was provided by Al-Najjar (2015), who highlighted frictions often noted in Arabic and English speaking styles. Arguably, he/she

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indicated the influences of illocutionary forces in using interrogative sentences, which were limited by three causes that included seeking information, asserting something or negating a decision. When related to the findings of our study, the presence of these forces explains the similarities observed in the responses of all four groups. Hence, the finding proves Hypothesis1, indicating that there is positive pragmatic transfer in Saudi advanced and intermediate English learners, as they have close results.

Situation 8 presents the setting of the respondent with her classmate and one of her teachers. Similar expressions were used by the AEL and IEL groups compared to the AES group, including “How are you?” and asking how their vacation was. The SAS also used similar expressions, which again proved the presence of positive pragmatic transfer. Lastly, in the ninth situation, a formal setting in a college library, the AEL and IEL produced similar expressions compared to the AES when asking about Rachel’s well-being, her college/university and the way she spent her vacation. Similar expressions by the SAS shows positive pragmatic transfer. In another study, Fareh and Moussa (2008) suggested that factors that define cultural values often influence interrogative sentences in English. Assuming that the same factors are also affecting the discursive functions of Arabic, it is likely to justify the similarities observed between the groups. Our finding, thus, explains the ways in which the Saudi learners of intermediate level differ from those of advanced level in their realisation of American English speech acts of greetings.

### 5.2.4. Differences in the ‘Occasion Phrases’ Used by the Four Groups

Occasion words (also known as occasion phrases) can be defined as short-lived words, which have a close connection with a certain situation. Although these words

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are immensely empathetic and relative in nature, they do not possess any independent existence (Natalie, 2014). The unique perspective noticed in our case is that the students, irrespective of their groups, sometimes avoided the use of occasion phrases. Significant differences were also evident in the expressions, depending on the situation, as responses were provided by the first pair speakers.

In the first situation, the expressions used by the AEL and IEL groups were similar to those of the SAS group, the majority of whom expressed their wishes for professor Victoria to have a nice/good day. Considering the relevance theory, there is a similarity in the expressions with regards to L1. In relation to this theory, the respondents are expected to use expressions that can effectively communicate the desired message to the receiver (Allot, 2013). The SAS possess a unique but traditional linguistic nature of expressing their concern, such as اجازة كانت إن شاء الله سعيدة, which in English means Happy vacation, God willing. On the other hand, the absence of response by AES meant that no pragmatic transfer could be determined. In the second situation, only the AEL expressed the occasion words such as I wish a good time to you, while none of the other groups did so and, hence, determination was again not possible.

In the third situation, negative pragmatic transfer from the L1 was evident among the IEL and AEL groups in comparison to the SAS, as they used similar types of expressions. The AEL used the expression, Good luck in your exam, which is similar to one of the greeting strategies by IEL. On the other hand, the expressions used by the AES showed a completely different approach to using occasion words, as they preferred a carefree setting and a relaxed situation for the first pair speaker: I hope you had a good break?. In the fourth situation, only the SAS evaluated the social

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status, social distance and situation formality, based on which they used the expression, <هنا وعافيه>enjoy your meal. Since students from no other groups had a response for this situation, it was impossible to determine communication behaviour.

In the fifth, sixth and eighth situations, not all the groups expressions were presented, thereby limiting determination of communication behaviour, i.e. the existence of pragmatic transfer or linguistic proficiency. In these cases, the respondents mostly preferred the use of body language and other strategies of communication, such as bringing gifts or using conditional sentences of non-initiation instead of occasion phrases. In the seventh situation, none of the groups expressed any occasion word, based on the variables stated before. Situation 9 showed completely unexpected responses from the respondents, where the AEL opted not to respond to this situation, based on their social status, and the AES preferred to use the greeting strategy regarding the break spent by Rachel. However, the SAS and IEL focused on the use of similar future perspectives employing occasion words in this situation, such as hoping that Rachel Get a great semester and also hoping that she has a Nice time. This proves negative pragmatic transfer in the communication strategy of this group. Therefore, it accepts Hypothesis 1 and 3, stating that there is positive pragmatic transfer in both Saudi advanced and intermediate English learners, with close results. However, it can be seen there is also close negative pragmatic transfer between Saudi intermediate and advanced English learners. It can also be inferred that it is because the cultural knowledge and understanding of Saudi intermediate learners differ from those of an advanced level that their realisation of the American English speech act of greetings is affected.

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Tawalbeh and Al-Oqaily (2012) agreed with the notion that pragmatic transfer occurs in politeness strategies, highlighting the differences between the AES and SAS groups. According to them, while the AES group of respondents was mostly inclined towards using conventional indirectness, the SAS group was more inclined to use social variables that defined power distribution and distances. This particular result aligns well with the findings obtained in this study. A similar account was also provided by Aubeid (2012), explaining the presence of a greater "force of polite requests" in our SAS group, as compared to that in the AES group. The prevalence of cultural influences in the use of politeness strategy was also apparent in the study by Al-Khawaldeh (2014).

### 5.2.5. Differences in the 'Politeness Strategies' Used by the Four Groups

Politeness strategies refer to those speech acts which preserve the face needs of individuals by avoiding the acts threatening those needs. The Brown and Levinson's politeness theory helps in determining students' expressions on the basis of their social distance, settings, status and situation formality (Wagner, 2004). In the first situation, politeness strategies were similar among the AES and AEL groups, which showed the linguistic proficiency of the AEL group. Moreover, the expression I will ask her if she needs any help used by IEL, and أساعدها في شيء meaning I will help her used by SAS, clearly depict the presence of negative pragmatic transfer based on the relevancy theory. This also shows differences between the AEL and IEL groups. These findings answer both questions 1 and 2. The second situation revealed that AEL preferred to introduce themselves to Monica as Christina's friend to show their politeness. However, since no reaction was found among the other groups, neither pragmatic transfer nor L2 proficiency can be interpreted. In the context of the third

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situation, the AEL and IEL groups used similar expressions of politeness, but the communication behaviour cannot be determined in this situation, due to the absence of greeting strategies from the AES and SAS groups. A similar result was found in the fourth situation, as politeness strategies were absent in all the groups.

In the fifth situation, the AEL and IEL groups used similar politeness strategies in comparison to the AES group, which proved the existence of linguistic proficiency in the L2. This is illustrated in the expressions provided by three groups. The sentences used by AEL was, I will introduce her to her mom, while the one used by AES was, Introduce myself, and by IEL was, I will introduce myself. The similar expressions used by the students of all the groups while inviting Taylor to the party in the sixth situation clearly shows that communication behaviour presented positive pragmatic transfer. This can be seen in the expressions, I will invite her to the party used by AEL, Invite her in by AES and IEL, and اصحبها لمكان الحفلة meaning Take her to the place of the party by SAS. Negative pragmatic transfer was found between the AEL and the SAS in the seventh situation, based on the usage of the expression, I would compliment on her clothing by the AEL. Although a similar response was not received from the SAS, this greeting strategy is frequently used by Saudi Arabians. The expressions used by the AES, AEL and IEL groups for introducing themselves to Melissa were different from the SAS group's, which clearly shows linguistic proficiency in L2. This was evident in the expression, I will introduce my self, used by AEL students, I will introduce myself used by IEL, and introduce myself used by AES.

Regarding the examples from the eighth situation, similar expressions were provided by AEL, AES and SAS, as they preferred to wait until the class was over,

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depicting the presence of positive pragmatic transfer. The students from the AEL group responded, I will wait until my classmates finish, while the AES students responded, Sorry excuse me, I will just wait outside until you are done, and SAS students responded, انتظر بالخارج حتى ينتهوا من الحديث ثم اعتذر, which means I apologize and wait outside until they finish. A higher level of linguistic proficiency was also found among the AEL, whose polite statement in order to ask for time is also regarded as similar in the case of the expressions, May I have five minutes of your time?, used by the AEL group, and I am wondering if you have a minute to talk, used by AES participants. According to the analysis of the ninth situation, politeness strategies were similar among students of all groups, as the desire to help Rachel in finding the required book was expressed in most of the responses: the AEL response was, How may I help you today, the AES response was, Is there anything I can help in with today? and How may I help you today and the SAS group responded with, هل تحتاجين لأني مساعده, meaning Do you need any help. Therefore, it can be stated that the communication pattern in this situation was common between the American and Saudi cultures, which reflects positive pragmatic transfer. The reason behind this commonness might be the fact that both cultures believe in the incorporation of social values in communication and its significance in averting the chances of conflicts in the process of interaction (Boubendir, 2012). This represents the way in which the Saudi learners of intermediate level differ from those of advanced level in their realisation of the American English speech act of greetings, answering research question 1.



### 5.2.6. Differences in the 'Terms of Address' Used by the Four Groups

One of the most significant aspects of communication is addressing individuals. Changes in terms of address were found in relation to status, social distance and situation formality. It is regarded as the most important aspect, indicating the relationship between individuals (Yang, 2010).

Based on the results from the first and second situations, a common behaviour pattern between the cultures was evident, as similar expressions were used by AEL, IEL, SAS and AES participants. This can be seen in the terms, Professor, Professor Victoria, Teacher and Mrs. Victoria, used for addressing Victoria in the first situation. Moreover, in the second situation, the name along with the term sister was used by all the groups in order to address Monica, which indicates positive pragmatic transfer. However, the expression Sweet Monica, used by the IEL, was not similar to the responses of SAS, but since it is a common greeting strategy of Arab population, it can be considered negative pragmatic transfer. This answers question 1 in our study. Concerning the outcome of the third situation, negative pragmatic transfer was found in the IEL and SAS groups in their usage of the expression *وفاء طالبتني*, meaning my student Waffa by SAS, and in the IEL's response, my student. IEL and AEL participants used the expressions, Dear and Honey, which are similar to common phrases in Saudi Arabia, and hence shows negative pragmatic transfer in the groups. In the fourth situation, IEL and AEL members used the expressions Sweety, My best friend and My friend, respectively, which clearly shows the influence of Arabic on communication in English as they were similar in meaning to the expressions used by the SAS group. This, therefore, depicts the presence of negative pragmatic transfer in the groups. This particular finding supports Hypothesis 3, which states that there is

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close negative pragmatic transfer between Saudi intermediate and advanced English learners. According to Falasi (2014), substantial differences exist between native and non-native English speakers, especially among Emirati females with Arabic as their L1. In greeting situations, such as the one illustrated in his study, the expressions and the speech act strategies used in the Arabic culture were transferred to the English language speaking process, which resulted in a negative pragmatic transfer, so that these expressions and speech act strategies are applicable universally.

According to the outcome obtained from the fifth situation, the AEL and IEL groups used similar greetings strategies, addressing the second pair as Lisa and Mrs Lisa, in comparison to the AES group, clearly indicating the presence of linguistic proficiency in English (L2), proving Hypothesis 2, that learner's proficiency in the L2 positively correlates with L1 proficiency. In addition, the expression, Auntie, used by both AEL and IEL, was found to be similar to the one used by the SAS group *ياخاله* meaning Auntie, which further proves the presence of negative pragmatic transfer from L1 (Arabic). This clearly proves Hypothesis 1, that there is close negative pragmatic transfer between Saudi intermediate and advanced English learners.

As for the sixth situation, the expressions of the AEL, IEL and SAS groups also portrayed similar results, but with different expressions, although, Sweetie (the participant misspelled sweetie), was used by all of them, demonstrating the presence of negative pragmatic transfer. Similarities were also observed in the seventh situation between the IEL and SAS groups, who used similar expressions, My sister and *اختي* meaning sister, respectively. Since the transfer of the expressions was inconsistent in nature, this clearly proves the presence of negative pragmatic transfer in this situation from the L1, in this case Arabic. Similar expressions used when addressing the second

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pair in all four groups in the eighth situation (teacher and professor) prove that this strategy is common between both cultures, implying positive pragmatic transfer. A similar result is obtained in the ninth situation, where the name of the person in the situation was used by all groups. The only difference was that AEL members used the expression, Dear, which is widely used by natives of Saudi Arabia (SAS) and, hence, negative pragmatic transfer was shown. This answers research questions 1 and 2.

### 5.2.7. Differences in the Body Language Strategy Used by the Four Groups

Body language plays an essential role in depicting the actual meaning of the used words, including gestures, movements of hand and facial expression, among others. In the first situation, smile and handshake were common body language expressions found in all four groups and, therefore, portrayed a positive pragmatic transfer. The expression of kissing can be considered a common greeting strategy by the SAS, which was found to be a part of the AEL group's response, thereby proving the presence of negative pragmatic transfer. A similar instance was found in the second situation, where the response, Kiss, was given by both the AEL and IEL groups, and is a common Saudi Arabian expression. Positive pragmatic transfer was found with, smile, a common expression found among all groups in the second situation, which again depicts the presence of positive pragmatic transfer. The expression of kissing used by the AEL and IEL in this situation is by default similar to the common expression of the SAS, which represents negative pragmatic transfer in the groups. On the other hand, the greeting strategy handshake was used by the AEL and SAS in this situation, showing positive pragmatic transfer. In the third situation, handshake was used often by AEL and SAS members, illustrating negative pragmatic transfer.

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Finally, the smile strategy was frequently used among the AES, IEL and SAS groups, illustrating positive pragmatic transfer.

Regarding the fourth situation, the students provided a list of expressions, and the hug strategy was common to all groups, hence showing positive pragmatic transfer. Similarities were also observed among the AEL, AES and IEL groups which all used the expression, smile and which clearly proves linguistic proficiency in the L2, and supports Hypothesis 2, that learner's proficiency in the L2 positively correlates with L1 proficiency. The AEL and the SAS groups also portrayed similarity in using kiss as a strategy, while run and hug were used by IEL and SAS members, showing negative pragmatic transfer. In the fifth situation, several similar expressions (such as smiling and handshake) were used by all four groups supporting the idea that communication behaviour is common among the cultures, and which is considered positive pragmatic transfer. On the other hand, the responses, kiss and I kiss her, from the AEL and IEL groups respectively, were similar to the SAS response, وأقبل رأسها > I kiss her forehead. This clearly shows negative pragmatic transfer.

The sixth situation mostly portrayed the presence of other negative pragmatic transfers between the groups in relation to the expressions of happiness, hugging and kissing. However, the smile, being a common expression for all cultures in any kind of situation, proved that body language is common between the cultures (Ahmad, 2015). Even in the seventh situation, all groups used an expression similar to 'smile', thereby depicting the presence of positive pragmatic transfer. In contrast, both the IEL and AEL groups used another similar expression, kissing, which is the common greeting strategy between native Arabs, hence, negative pragmatic transfer is evident in the groups. Negative pragmatic transfer was present in AEL and IEL groups

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compared to the SAS group, in the use of smiling and handshake in the eighth situation. The AEL group's use of the expression, waving my hands, was not used by the IEL. Moreover, negative pragmatic transfer was evident between the IEL and SAS in the use of hugging, although the SAS response, shouting, was not used by the IEL. The only expression that was found to be similar among the four groups in ninth situation was smile, hence, communication behaviour was proved to be common between American and Arabic cultures.

### 5.2.8. Other Strategies Used by the Four Groups during Interactions, Showing Proficiency in the AEL and IEL and Pragmatic Transfer

Other strategies used to interact included bringing gifts and the use of conditional sentences. Among these two strategies, the bringing gift strategy was used less than conditional sentences. Negative pragmatic transfer was found in the AEL and IEL groups' responses, as both groups used the bringing gift strategy or surprising their second pair part, which is a Saudi Arabian custom. The bringing gift strategy serves to reduce the social distance between individuals. Based on the qualitative analysis of the situations, no similar strategies were found in the AES group's responses compared to the other three groups. The sentence, Close your eyes and come with me, as used by the IEL in the seventh situation was similar to, <افاجئها بشئ حلو> I surprise her with something nice and <أفاجئها> surprise her, used by the SAS, and is in accordance with to the relevance theory. The responses of these two groups were also similar to the ones by the AEL. The sentences they provided were I buy coffee for her, I bring a gift to your daughter, and buy something from the coffee shop to eat. This clearly indicates the presence of a negative pragmatic transfer between the groups, as they all indicated the act of giving and giving pleasure. In this regard, Ishara and Cohen

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(2014) argued that the learning process of English as a second language is strongly affected by cultural identity and language proficiency, apart from other aspects related to their knowledge. When these attributes are weak, the differences between the two languages are likely to increase, leading to negative pragmatic transfer, as observed in this case. Hence, correlating the findings obtained, it can be noted that there exists a close negative pragmatic transfer between Saudi intermediate and the advanced English learners.

The conditional sentence was the most frequently used greeting strategy, besides the ones analysed earlier, which clearly denotes that expressions are used only when the desired conditions are met. In the first situation, a negative pragmatic transfer existed from the L1 perspective, which can be illustrated in the fact that expressions with different wordings can have similar meanings. The sentences, just a smile if I love her I will say how are you Ms, I will talk to her and maybe hug her depend on the prof if I like her or she just like other prof and I feel she is not busy I will speak with her and kiss her were provided by the AEL group. These were found to be similar in meaning to the one provided by the IEL group, if she is not strict with her students I would say we miss you professor, in comparison to هذا إذا كانت ذو أخلاق طيبة وعاليه ومتعاطفه معنا >if she is kind with us and sympathises with us, from the SAS group. This implies that cross-cultural factors determine the way in which Saudi advanced American English learners differ from native American English speakers in the greetings speech act. According to the study by Prachanant (2016), the impact of cross-cultural aspects can be clearly observed in this context. There are substantial differences between the two cultures (Arabic-speaking individuals and English-

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speaking individuals), leading to the dissimilarities observed in this study and, therefore, justifying the presence of negative pragmatic transfer (Falasi, 2014).

Correspondingly, the second situation does not offer any response from the SAS and, hence, the determination of a negative pragmatic transfer is not possible. As regards the other three groups, their responses did not show any similarity, which implies no positive pragmatic transfer nor language proficiency. Likewise, concerning the outcome provided in the third situation, AEL and IEL groups mostly used similar expressions in comparison to the AES, who started up a conversation only if the second pair noticed her. This, therefore, proved that linguistic proficiency was present in the groups. In contrast, the absence of responses by the SAS restricts again the determination of a negative pragmatic transfer. Moreover, in the fourth and fifth situations, the SAS group did not provide any response; hence, it is impossible to determine the presence of pragmatic transfer. In the sixth situation, only one AEL student responded saying: if my sister love her, I will invite her, if she is not I will say I am sorry you cannot come in. The absence of expressions by the SAS and AES made a comparison impossible, thereby limiting the instances of proving the presence of linguistic proficiency or pragmatic transfer in the groups. Moreover, the presence of negative pragmatic transfer indicates the impacts of cross-cultural frictions between the two groups (SAS and AES), as found by Prachanant (2016), Falasi (2014) and Thomas (1983). This finding further explains the cultural factors that influence the difference between the Saudi advanced American English learners and the native American English speakers in the greetings speech act.

In the outcome obtained from the seventh situation, the absence of responses from the AEL and IEL groups clearly denotes that determination analysis and

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comparison are not possible. Furthermore, in the eighth situation, there was no response from the AEL group. Since the expressions used by the other groups were similar, it can be confirmed that communication behaviour showed positive pragmatic transfer. The presence of similar responses in the ninth situation between the AEL and IEL students in comparison to the AES and SAS clearly depicts that communication patterns are common between the cultures of America and Saudi Arabia and denotes positive pragmatic transfer.

### 5.3. Analysis of the Groups' Differences and Pragmatic Transfers

Discourse analysis refers to the use of a particular language, apart from the restrictions of an expression or speech act, thereby developing relationships between societies and languages. One of the basic aspects of discourse analysis is that it does not involve bias towards any of the languages, neither in spoken or in written form. This analysis section acts as a foundation for determining the use of language to address social actions, performance within different situations, identities, social relations, power, social struggle, inequality, etc. It will also help to determine the relationship between usage and the user of certain language according to the setting, situation, social distance and status (Slembrouck, 2003).

In this study, discourse analysis mostly focuses on answering the research question, analysing the way Saudi intermediate learners of English can be different from that of advanced learners with regards to pragmatic transfer. The various interactions discussed in this study are declarative sentences, interrogative sentences, terms of address, initiation words, occasion phrases, body language, politeness strategies and second strategy. The analysis of these interactions provides an in-depth



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understanding of the speech act theory and the sub-theories associated with our study, such as the politeness theory and adjacency theory. The findings generated from both the quantitative and the qualitative analyses illustrate the usage of English in order to express thoughts according to varied situations and with different types of respondents. It also provides an insight into the distinguishing attributes of respondents belonging to different groups (AEL, AES, IEL and SAS) and their way of dealing with different situations, not only in academic settings but also outside. A total of nine situations were considered for discourse analyses in order to prove the research hypotheses on English learners, mostly respondents with a Saudi Arabic linguistic background. Our findings support Hypothesis 2 implying that learner's proficiency in the L2 positively correlates to L1 proficiency. According to the study by Spencer-Oatey and Jiang (2003), Sociopragmatic Interactional Principles (SIPs) can be applied to our setting, with reference to the sociopragmatic-pragmalinguistic distinction and the cross-cultural pragmatic approaches.

### 5.3.1. Strategy Selection Criteria

Our discourse analysis section aims to determine whether the collected data belongs to specific pragmatics fields or to linguistics on a general basis. When analysing according to linguistics, the gathered data were examined from various perspectives. One of them was examining the differences in the speech acts by respondents from different backgrounds both individually as well as within their groups. This was followed by an analysis of the same data from the pragmatic transfer perspective on the one hand, and from the linguistic proficiency on the other hand. The last perspective was widely performed and helped to analyse the data effectively, deriving suitable answers to the research questions. The entire process aimed to prove the

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hypotheses related to the speech act by the four groups, that applied both indirect as well as direct strategies.

According to our first perspective, it is worth mentioning that the differences in the speech act were largely evident among the respondents in their greetings strategies not only among the groups, but also individually within each particular group. The examination of individual differences was adequately conducted by using both quantitative and the qualitative analysis, based on their level of proficiency. This helps to show that the speech act is used in different situations in order to implement greetings strategy effectively. As mentioned, investigating the correlation between individual differences and pragmatic transfer has been further critically examined with the use of SIPs. The SIPs are defined by Spencer–Oatey and Jiang (2003) as correlated with the politeness maxims and the conversational/interactive constraints. While politeness maxims in this context refer to the modesty that an individual intends to depict through their behaviour, the interactive constraints are used to define the manner in which the message is constructed by the speakers, often depicting the differences between his/her L1 and L2. This particular finding also aligns with Hypothesis 2, that learner's proficiency in the L2 positively correlates with L1 proficiency.

Once the individual and group differences had been effectively examined, the relation between the two was also investigated, according to our second perspective. These variables include language proficiency as well as pragmatic competence. The data regarding greeting strategies used by the respondents were effectively analysed in order to gather an inference of the individuals' as well as the groups' differences and similarities in the speech acts of native American and Arabian speakers in relation

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to those of intermediate and advanced English learners. In addition, it was found that the Arab population largely focused on the use of body language in comparison to other strategies, while the other speakers with knowledge of English, at least to some extent, used a completely different approach.

Finally, our third perspective clearly focused on the direct as well as indirect strategies used in the speech act on a general basis. This helped to determine the status of the speakers with different backgrounds in terms of their grasp of the English language. The differences in this case were obvious between native American speakers (AES) and Saudi Arabic speakers (SAS) in comparison to advanced and intermediate English Saudi Arabian learners. The majority of the Saudi Arabian groups were found to use more indirect strategies in their English communications, while direct strategies were found mostly in native American English speakers. Moreover, the analyses of our three specific and general perspectives also helped in understanding the differences between the two native speaker groups from America and Saudi Arabia. This explains the way in which advanced Saudi learners differ from native American English speakers in greeting speech acts. Also, with regards to the notion of SIPs, the differences become apparent when the degree of modesty expressed by the groups were similar, especially when concerning their body language and intentions, although dissimilarities persisted in terms of interactive constraints (Spencer–Oatey and Jiang, 2003).

### 5.3.2. Differences between Individuals and Groups

The differences between individuals and groups can be easily determined with the help of the results from our analyses of the total number of words that were used by the respondents. In the data analysis sections, the table which showed the ‘Total

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Number of Words and Individual Variations'. provided a clear idea on the differences in the number of words used in the four groups and also by the individuals within each group. The highest number of words (5,228) belonged to the AEL group in the nine situations, while the least number of words were provided by the SAS group (3,177 words). All the individual respondents, irrespective of their groups, had spoken a minimum of one word each. However, the highest number of words spoken by each of them was dissimilar to one another. To be precise, the maximum number of words spoken by an individual respondent from the AEL group was 54, from the AES group, 43, the IEL group, 41 and the SAS group, 36.

Similar differentiations in the words counts were also made on the basis of situations and the groups. The findings indicate that the AEL group used the highest number of words (705) in the first situation and the least (313) in the ninth situation. The AES and SAS groups uttered 607 and 485 words in the first situation, with 384 and 203 in the ninth situation, respectively. Lastly, the IEL group used 598 words in the first situation (the highest) and 465 (the least) in the ninth situation. Therefore, it can be stated that the change in the status related to the learners' grasp of the English language has a direct relation to the word count. This can be understood from the fact that the highest number of words was corresponded to the advanced learners of English, followed by the native Americans, then the intermediate learners of English and lastly the native Arabic respondents with no knowledge of English. The arguments by Ishihara and Cohen (2014) can be applied to this context, that the knowledge of speakers regarding the non-native language plays a crucial role in determining the nature and degree of pragmatic transfer. To be more precise, with limited knowledge of English language expressions, the individuals in the AES and

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SAS groups were more likely to transfer their proficiency in their native language (Arabic) to their messages in English. This implies that the degree of pragmatic transfer from Arabic (when the advanced English learners realise the speech act in American English) is strong enough to be considered. This finding is also in line with those obtained by Thomas (1983).

The differences between the groups can clearly be evaluated using the results provided in Figure 4.4 and Table 4.3, portraying the usage of greeting strategies by respondents segregated into different groups. The figure depicts that the groups, on the basis of their linguistic attributes and cultural differences, used different types of strategies to communicate in the nine situations. Furthermore, from the results obtained from our study, it is evident that native American students (AES) preferred to communicate using body language, as 29% of them opted for this greeting strategy. The majority of the IEL (26%) had opted for body language as the appropriate means of communication, while the AEL felt other strategies (such as bringing gifts, ignoring, using non-initiation words and conditional sentences) to be better options. The cultural perceptions in this context play a major role in defining the grounds on which the advanced Saudi American English learners differ from the native American English speaker in greetings speech acts. The differences observed in our case, are supported by the views presented by Ishihara and Cohen (2014) and Thomas (1983).

### 5.3.3. Proficiency in Language and Pragmatic Transfer

As mentioned, pragmatic transfer and proficiency in language are completely opposite aspects, which can effectively be distinguished based on the interpretability and usage of proper terms in L1 and L2 for depicting similar expressions (Bou-Franch, 2012). Pragmatic transfer refers to the incorporation of the L1 characteristics into L2, hence

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regarded as a sociolinguistic transfer. It also comprises the assimilation of an individual's knowledge of culture and language into their L2 learning and comprehension. This transfer can be sub-divided into two types, namely positive and negative pragmatic transfer. Positive transfer refers to the process in which the L1 facilitates the speakers learning the L2, whereas negative transfer refers to the evaluation of errors that are predominantly observed in L2 (Bou-Franch, 2012). On the contrary, proficiency in language or linguistic proficiency refers to ones' command over a particular language. The level of proficiency needs to be assessed over time in order to attain the pre-determined goals of the language learner. Proficiency in language is monitored on three factors, namely sociolinguistic, grammatical and discourse competences, especially for foreign languages learners (Leaver and Shekhtman, 2002).

On the other hand, the ranking on the usage of oral strategies, as illustrated in Table 4.4., provides an in-depth understanding of negative pragmatic transfer or linguistic proficiency within the groups. The initiation words were generally used by all the groups to obtain the attention of the second pair, as well as for starting up a conversation and was therefore ranked first. Since all the groups used a similar category of expression, communication behaviour was found to be common between the cultures. This was followed by using terms of address by AEL, AES and IEL, and interrogative sentences by SAS, which again depicted the presence of linguistic proficiency within the three groups. In spite of the differences in proficiency levels, the speech acts by AEL, AES and IEL were influenced by American culture, while Saudi Arabic natives interacted using their native communication pattern. Similarly, in third position, interrogative sentences were found to be used by the AEL, AES and

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IEL groups, while the SAS group opted for terms of address, thereby depicting the presence of linguistic proficiency within the groups. In this case, the SAS group were found to be using the principles of nativelikeness and commonality, providing different responses by them. The first three groups had positioned politeness strategies in fourth place and declarative sentences in fifth, the opposite of the SAS group's ranking, again showing similar results of linguistic proficiency. The sixth and last position were given by all the groups to the usage of occasion phrases, proving that the communication patterns were similar between both American and Arabic cultures. The studies conducted by Abuarrah, Lochtmann and Lutjerhams (2013), and by Feghali (1997), also revealed a similar finding, that the differences and similarities between the communication patterns involving Arabic speakers of English are strongly influenced by cultural parameters, which often tend to increase or decrease the friction depending on the situations and the coherent expressions used. This finding, therefore, supports Hypothesis 2, which implies that a learner's proficiency in the L2 positively correlates with L1 proficiency.

On a similar note, Table 4.5 provides an apparent inference of the other strategies when used within the groups. The AEL, IEL and SAS mostly preferred to ignore the second pair, positioning non-initiation strategies in the fourth position, in opposition to the AES group. This shows that each group represented contrary inclination towards their native cultures in providing responses. Therefore, strong L1 pragmatic transfer existed in all groups. Table 4.4, on the other hand, illustrates that communication behaviour is common between the groups, as they had all positioned initiation words, interrogative sentences, terms of address and declarative sentences in the first four positions in the first situation. Conversely, AEL and SAS had similar

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preferences for the fifth and sixth positions (occasion phrases and politeness strategies), which proved the presence of negative pragmatic transfer within the groups. In this case, nativelikeness was evident within the communication behaviour of the groups. Linguistic proficiency was evident between IEL and AES, as they opted for the use of similar strategies in the fifth and sixth positions, namely politeness strategies and occasion phrases, respectively. Negative pragmatic transfer also existed within the AEL, IEL and SAS groups in the second situation (see Table 4.6.), while oral strategies were ranked highest in the strategies among the three groups.

While considering the use of other strategies (see Table 4.5.) in a similar situation, it was found that AEL and AES placed ignoring and bringing gifts in second and third positions, whereas the others did not use any strategy in the first situation. This finding thus implies that proficiency in the English language existed in those groups. The use of other types of strategies in the second situation (see Table 4.7.) also depicted the presence of a strong pragmatic transfer within AEL, IEL and SAS, according to the similarity in their responses. As was also noted by Abuarrah et al. (2013) and Feghali (1997), the Arab culture defines communication in a manner that is substantially different from the Western culture. Therefore, the AEL, IEL and the SAS groups showed similarities in their speech acts, while the AES group depicted a different language application. On the one hand, it implies there were differences between Saudi learners of intermediate and advanced levels. On the other hand, it implies a higher degree of pragmatic transfer from Arabic in intermediate English learners compared to advanced English learners when they realise the speech act in American English.



#### 5.3.4. Direct and Indirect Strategies by Groups

Based on the aforementioned discussion, the differences in communication behaviour can be categorised into two different categories, namely direct and indirect strategies. Oral greetings strategies mostly fall under direct strategies, whereas indirect strategies comprise body language and other strategies. These strategies reflect the differences between the groups more specifically. Considering the uses of different strategies by the four groups in the first situation (see Figure 4.7.), AEL students and AES students had commonly used other strategies, which amounted to 50% and 37% respectively, and had used oral speech the least frequently, 23% and 22%, respectively and applying the indirect strategy communication. However, the other two groups, IEL and SAS, applied direct strategies using more oral greetings in comparison to the rest of the strategies, 24% and 31%, respectively. The stated data illustrate that the speakers with a higher proficiency in English had the confidence to use indirect strategies, while those with a lower level preferred to complete the communication process using direct strategies along with an indirect strategy (body language) at a certain moment. These findings support Hypothesis 2, implying that learner's proficiency in the L2 positively correlates with L1 proficiency. Indirect strategies varied depending on the cultural background (Shi and Fan, 2010).

From Figure 4.8, it can be seen that SAS and IEL used other strategies, for instance, 40% and 30% in the second situation, while AEL used body language (37%). All three groups were found to have applied indirect strategies in communication. However, the AES applied a direct strategy, oral speech (27%), to communicate with their friend's sister, Monica. Similarly, in the third situation (see Figure 4.9.), AES preferred to use body language (59%), while other strategies were

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used by IEL, which accounted for 40%, depicting the application of indirect communication strategies. The SAS and AEL groups used oral speech, therefore applying direct strategies to communicate, amounting to 32% and 27%, respectively. This clearly depicts that the IEL used indirect strategies due to their lack of confidence in the L2, while the native English speakers used indirect strategies to express their social status. Correspondingly, SAS and AEL were confident enough to use their respective languages, communicating through a direct strategy. In the fourth situation, the highest users of body language were found to be AES and IEL (30% each group), while other strategies (e.g. bringing gifts, conditional sentences, non-initiation and ignoring) were used by AEL (38%). This clearly demonstrates the use of indirect strategies in communication. The most frequent users of oral speech were found to be the SAS group, with 30% making proper use of direct strategies. Thus, this finding proves that differences existed not only among the four groups, but also within the individuals of the groups, thereby depicting the communication variations of the individual as respondents in line with the studies of Abuarrah et al. (2013), Feghali (1997) and Tannen (1984).

The sixth situation also presented differences among the groups, as other strategies were used frequently only by the AEL and SAS groups, in spite of the fact that 33% of the AEL group used body language and other strategies. These high frequencies depict the wider usage of indirect strategies in this situation. On the contrary, the direct strategy was applied by AES and IEL, that made use of oral speech (28% and 26%, respectively). The reason behind this controversial result might be that the intermediate learners of English were mostly concerned about L2, which restrained them from using their native cultural strategies, while the AES

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adhered to the principles of commonality and nativelikeness communicating through oral strategies. Considering the instances of the seventh situation, the highest users of both direct and indirect strategies were easily found. The other strategies were used by SAS and AEL, while body language and oral strategies were used by AES and IEL. Finally, a common communication pattern between the cultures was found in the ninth situation, as the results derived from all the groups regarding their usage of all the strategies were similar among them (Kirdasi and Cheng, 2013).

### 5.4. Pedagogical Implications

The following sections will discuss the pedagogical implications of our study. The skills to be imbibed in the L2 learners, the linguistic proficiency, and the learners' cultural perspective will be discussed in detail.

#### 5.4.1. Skills to Be Imbibed in the L2 Learners

Nowadays, it has become a matter of deep concern that learners of a foreign language are provided with knowledge not only of the language but also of other attributes that are intertwined with its usage. Some of the attributes that differ in every language are the cultural differences between the native language speakers and the learners as well as usage of proper words at the right time. Therefore, it is important that language teachers concentrate on the integration of both reading and writing skills. To do so, teachers need to imbibe the students' language competency with various skills: technical (for example, elaboration as well as management of information), linguistic, semiotic and metacognitive skills (*Computers and Composition Online Journal, n.d.*).

In the present scenario, keeping students' attention in class is a challenge in itself, and this can be effectively managed with the support of technical skills, which

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are associated with foreign language learning; they will enable the learners to prioritise the information provided on the website, reframe it and make proper use of the given communication tools to transmit the information to the target audience. The linguistic skills will provide the learners with the potential to obtain information about the different rationale behind effective communication, for example, usage of adequate terms at correct instances and for a given audience. It also assists in understanding the need for cultural as well as linguistic varieties. The semiotic skills, on the other hand, will ensure that they are well aware of the techniques that can be used to relate the varied semiotic codes with their respective functionalities and to make proper use of the information. Learning cognitive skills will help them to categorise and connect the information, while metacognitive skills will support the process of evaluating the need to change track during navigation as well as the modes of reading based on different features.

### 5.4.2. L2 Linguistic Proficiency

Our research comprises students from two different levels: Saudi Arabic IEL and the Saudi Arabic AEL. All these students had different levels of expertise in English and, hence, the variations in their expressions in similar situations have been effectively observed and evaluated in this study. The English learning procedures entail the overcoming of innumerable challenges with utmost confidence. One of those challenges was identified in terms of grammatical competence, where the speakers lacked guidance on grammatical issues, sentence formation as well the different acts related to communication performance. Teaching these aspects within a classroom setting would be easier in our case due to the presence of students with only Arabic as their mother tongue. Both AEL and IEL are proficient enough to understand their

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native language, which can be used as a linking language by the teachers while teaching them a foreign language. At times, this may even turn out to be a negative aspect, a linguistically homogeneous group of students may show some tendency towards the use of the L1 instead of the L2 (Meyer, 2008).

The learners within the classroom setting must mandatorily speak only in their L2, which will develop their language proficiency and competency. This needs to be handled with immense care, so that the learners' native beliefs are not affected in any way. This will not only help in instilling confidence within the learners to speak in their L2 but will also allow them to have their mistakes rectified by the teachers throughout their conversations. Moreover, it would be easier for the learners to become proficient in an L2, as they already possess expertise in their mother tongue and hence, are well-aware of the processes necessary to learn a language. They even possess adequate knowledge of the challenges that need to be faced and overcome at the initial stages of learning a new language. Therefore, some amount of speaking practice will enable the learners to acquire the L2 skills sooner (Du, 2016). To keep track of the learners' progress, L2 teachers can rank their performances based on the ten linguistic competencies provided in the table below by Gan (2012). These will help the teachers not only to understand the level of the learners' L2 but also to identify and implement accurate solutions for mitigating problems promptly.

Table 5.1 Language Competencies

<b>Language Competencies</b>
1. Making use of apt language models
2. Using L2 in the classroom
3. Maintaining fluent use of L2
4. Using L2 for explaining and giving instructions
5. Giving accurate explanations through examples of words and grammatical structures
6. Using formal language
7. Selecting proper resources for teaching L2
8. Monitoring their speech and accurate writing
9. Obtaining correct feedback on learners' progress
10. Providing input for reducing problems in the appropriate levels

#### **5.4.3. Learners Cultural Perspective**

In order to learn about a foreign language, the cultural identity of the individuals also needs to be considered. According to pedagogy, learners must be informed of cultural differences, as it is not possible to distinguish language from culture. Considering this fact realistically, L2 (English) varieties should be given higher priority, thereby ignoring pragmatic applications. This will in turn lead to cultural acquisition among students, which will further help in reducing the chances of negative pragmatic transfer in their communication patterns (Sun, 2010). Our learners, therefore, need assistance in understanding the differences between their Saudi Arabic culture and that of America, as these cultural differences have a large impact on language usage. Any sort of misconduct from teachers regarding their native culture and traditions may negatively influence the learners, thereby restricting their learning of the foreign language. At certain instances, teachers having the L2 as their mother tongue may

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turn out to become a role model for the learners, enabling them to assimilate the L2 more effectively (Meyer, 2008).

In our case, where AEL and IEL are trying to learn English, it can be observed that the influence of their traditions and religious beliefs impacts greatly on their learning style. Hence, it is the responsibility of the teachers to imbibe them with the traits required for the L2, without influencing on their native beliefs and perceptions. At times, it may also be found that older learners restrict themselves from learning new things; in such cases, the teachers need to act as a role model, thereby influencing them to accept the changes for their personal betterment. They can do so by talking to their students in their mother tongue, which will help them understand the benefits and significance of learning foreign languages (Meyer, 2008).

Our study was based on the results of DCT, a tool for data collection that uses the written format. Therefore, the basic variables of speech act or paralinguistics, (such as intonation, tone and stress) were completely absent, thereby affecting the results to some extent. This had also led to the inadequate listing of the minute details related to the addressor–addressee relationship. Nevertheless, this gap in the study will be addressed in the future in order to confirm the results, using one or more tools in combination to gain a more accurate understanding of the voice, tonal expression and gestures of the respondents. The consideration of nine situations was also a limitation for the study, as it had omitted various significant situations such as meeting one's family members or relatives after a long time span, as the responses might have varied greatly within the groups. Hence, the situations could cover other domains for retrieving different responses in future research.

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The presentation of the questionnaire could also be improved, as some questions were too lengthy, to maintain the reliability of future research. Furthermore, our study was conducted based only on the greeting speech act, whereas other forms, such as apologetic speech, could also be considered. In order to maintain the generalisability and reliability of our study, future research should also cover other speech act strategies.



## 6. Conclusions

### 6. Conclusions

Language is the process that assists individuals to communicate and interact with one another, either in writing or in verbal form. It varies among communities and is, hence, implemented in different speech acts, based on the uniqueness of sociolinguistic practices. It can also be considered as the way in which individuals within a social setting express their feelings, thereby being able to maintain an interactive bond. Since languages are varied in different parts of the world, common practices can be easily depicted with an analysis of their speech acts, the most important being greetings. This speech act is the first verbal act that every individual learns during early years and differs among communities and societies. Therefore, analysing the speech act of greeting has helped primarily to obtain information about the interactive nature of the individuals within particular societies. The difference in the usage of this speech act is evident when switching from the L1 (in our case Saudi Arabic) to the L2 (American English).

This study aimed to investigate the relationship between the performances associated with the pragmatic competence of the learners to that of their language proficiency. Besides, it aimed to analyse the degree of pragmatic shift from the L1 to the L2 regarding the usage of the greetings speech act. In fact, three different hypotheses have been proved in the different sections of this study. The first hypothesis proved that there is positive pragmatic transfer among the Saudi advanced English learners in comparison to the intermediate ones. The second hypothesis stated that there is positive correlation between the L2 proficiency of the learners and their L1 proficiency. The third hypothesis stated that there is close negative pragmatic transfer between Saudi intermediate English learners and advanced learners. All these

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hypotheses have, hence, been proved both with theories and evidence thanks to the DCT method used in this study.

### 6.1. Findings Summary

As the speech act of greetings is an essential aspect of communication, it is an important aspect to determine one's competency in a particular language. This can be inferred from the responses to the DCT session, along with literature outcomes of secondary research. In fact, the Speech Act theory is one of the most relevant in linguistics. It implies that communication is a process that requires an individual to possess the ability to gain the interest of the others to participate, thereby creating an impact on their perceptions and that the impact increases in the greetings act, as it helps in determining the varied cultural attributes of a society. Focusing on the derived qualitative and quantitative findings from the literature as well as our primary sources, this study concentrated on answering the research questions and on linking them with the hypothesis.

#### 6.1.1. Answer to Research Question 1

Both quantitative as well as qualitative results answered the first research question: “In what way do Saudi intermediate level English learners differ from Saudi advanced learners of American English in American English speech acts of greeting?”. From the findings, it can be observed that the number of words produced by the Saudi intermediate English learners (IEL) differs greatly from the advanced learners (AEL) based on their self-confidence when using the L2. Besides, the number of errors, grasp of vocabulary usage and self-monitoring also contribute in large measure in determining the differences in their speech acts. All these factors are equally worth

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noting to determine the differences in the proficiency level of the AEL and IEL, especially when communicating in the L2 (Broos, Duyck and Hartsuiker, 2009).

This can be justified with the outcomes from the DCT test on the number of words produced by each group. The findings illustrated that the 26.64% of the total words (17,351) produced by the IEL group was lower in comparison to the AEL group, which accounted for 30.13%. The answer to question 1 can also be inferred from acquisitional pragmatics, which provides a theoretical description of the speakers' perceptions on cultural boundaries. This may at times influence their linguistic proficiencies, especially when transitioning between the two languages (Jung, 2002). It can, hence, be stated that the higher influence of culture on the IEL, as compared to the AEL, the more differences between the groups, according to the speech act theory.

The differences in the speech act of greetings between the AEL and IEL groups can further be understood from the impact of religious perceptions on their communication, especially at the time of face-to-face interactions. Contextually, it can be noted that the speech acts of the Saudi native community are influenced by the religious teachings on God's supremacy. An instance was found in the responses like the expression *as-salamuAlaykum* meaning Peace be upon you and *insha 'allah*, meaning God willing (Al-Nujaidi, 2000). Therefore, Hypothesis 2 can be also proved, as the study findings depict that L2 negative/positive pragmatic transfer and linguistic proficiency, as well as the differences in the speech acts of intermediate and advanced language learners, depend largely upon certain interdependent variables such as gender, perceived strategies (listeners) and knowledge of vocabulary (speakers).

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### 6.1.2. Answer to Research Question 2

The research findings related to the question “How do advanced Saudi American English learners differ from native speakers of American English in the speech acts of greeting?” provide a detailed insight into the differences found in the greeting acts of the AEL and AES groups. Social status and social distance are significant aspects of communication; the differences in the speech acts of varied groups can be interpreted. In fact, the communication patterns of Americans and Saudis differed greatly, especially with regards their usage of oral strategies, irrespective of their proficiency in the language. This was because the communication patterns of the AEL were largely influenced by Saudi cultural perceptions, traditional beliefs and formality, which were not evident in case of the AES. Obviously, native Americans were more confident when speaking in English than the advanced learners, because it is their mother tongue. Indeed, the AES group was more concerned with avoiding grammatical errors, something that was not so important for the AEL. This differentiates the advanced Saudi learners of English and the American native speakers of English in relation to the greeting speech act (Cohen and Olshtain, 1992).

The differences already identified in the speech acts between the IEL and AEL groups can provide the answer to the second question and prove Hypothesis 3, that there are close negative pragmatic transfer results between Saudi intermediate English learners and advanced learners. The cultural stereotypes of Arabian countries have an in-depth impact on the expressions of their natives, irrespective of them being proficient in their L2. Besides the power distribution within the social boundaries, also limits the ESL in using higher pragmatic transfer in the oral speech act of greeting (Al-Otaibi, 2016; Aljumah, 2011). These students integrated both the

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politeness theory and the American speech act theory. For example, in the primary findings of this study, it was found that AES felt conditional sentences to be of foremost priority for creating a cordial bonding in communication, thereby placing the bringing gift strategy in the last position. Although the terms used by them were completely different, their intentions showed a greater degree of commonness, as both the AEL and AES groups tried to maintain the politeness theory in their communication patterns in all situations. Therefore, Hypothesis 3 is proven while answering the second research question.

### 6.1.3. Answer to Research Question 3

As we have seen, pragmatic competence plays an essential role in determining the level of pragmatic transfer from the native language over to their L2 performance. The factors to be considered for analysing the pragmatic competency of an individual are, among the most important ones: implicit as well as explicit linguistic knowledge; the speaker's perceived pattern of communication and social status; these clearly suggest that speech acts are different when there are cultural variations (Fareh and Kasper, 1992). This helps to obtain the most appropriate answer to the third research question: "What is the degree of pragmatic transfer from Arabic when intermediate English learners perform speech acts in American English?"

Pragmatic transfer has been shown in the number of words produced by the different groups throughout the DCT. Although it is easy for native Americans to speak in English, framing the statements is indeed a challenge for English L2 learners, as they need to come out of their comfort zone for the purpose of socialisation. Moreover, it was also clear from the study findings that IEL had to make use of gestures, besides English phrases and terms for communication, which further

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augmented their level of complexity when responding to the nine situations. As a result of these complexities, it was observed that IEL unintentionally used certain inappropriate terms for communication, which in turn can be wrongly perceived by the listeners. This, hence, proved a negative correlation between language proficiency and competency of IEL, which can be inferred from declarative sentences (first situation) and other expressions, such as سعيدة برؤيتك > nice to see you and أشنقت إليك > I miss you, which were mostly influenced by their native language and traditions.

Different responses in the two groups of learners (AEL and IEL), with English as their L2, were also evident since AEL adhered to the theory of linguistic competency, while IEL still complied with politeness strategies, with their communication patterns influenced by their native culture and tongue. This, in turn, showed that L1 controlled the responses of AEL, proving Hypothesis1, that there is a positive pragmatic transfer in both advanced Saudi English learners and intermediate ones with close results. The principle reason of this was that some of the expressions used by AEL were mostly considered common between both cultures. IEL were identified to be not as fluent as AEL, that showed a weak realisation of American English. This simultaneously proved Hypothesis 3, that there is close negative pragmatic transfer between intermediate Saudi English learners and advanced learners. It is also important to note that inappropriate linguistic patterns used by IEL did not change while responding to the survey. This, therefore, revealed negative pragmatic transfer among the groups in their L2.

### 6.1.4. Answer to Research Question 4

A similar approach to that of the third research question on the pragmatic competencies of the individual over L2 helps answer the fourth research question:

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“What is the degree of pragmatic transfer from Arabic when advanced English learners perform speech acts in American English?”. In this case, it was observed that AEL possess the attributes of Arabic native speakers, an influence of their mother tongue, despite their proficiency in the L2. Hence, they are likely to portray both the American traits of appreciation (e.g. value and compassion) along with their cultural beliefs, politeness strategies and social status (Al-Hindawi, Al-Masu'di and Mirza, 2013). The primary findings on the usage of declarative sentences also answers the fourth research question. In the first situation, the response of the AEL, “Nice to meet you”, is similar to the bonding approach of the AES group, It is good to see you as well as the native expressions of the Saudi Arabic speakers *سعدت برؤيتك هذا الصباح* >I am happy to see you this morning.

Responses to the answer for the fourth research question, also proved Hypothesis 1, implying that there is positive pragmatic transfer in Saudi advanced and intermediate English learners, with close results. It was also observed that L2 learners tend to transfer L1 word formation routines to the L2 vocabulary, irrespective of their proficiency or the variability in the situations and settings (Saigh and Schmitt, 2012). This increases differences in communication among both L2 English learners, which in turn proves Hypothesis 1, that there is positive pragmatic transfer in Saudi advanced and intermediate English learners, with close results. Furthermore, it becomes evident that the English expressions used by AEL are comparatively more mature and grammatically more correct compared to the IEL group, which in turn decreases the chances of a close pragmatic transfer between the groups. Nonetheless, there was evidence of negative pragmatic transfers in the responses of this group. This

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proves the other hypothesis stated in this research that there is a close negative pragmatic transfer between Saudi intermediate and advanced English learners.

### 6.2. Further Research

This study aimed to investigate the relationship between learners' pragmatic competence and language proficiency, thereby determining the extent to which pragmatic shift can be witnessed between the L1 and L2 usage, while interpreting the greetings speech strategies. The research conducted concentrated mainly on two linguistic varieties of Arabic and American, namely Saudi Arabic and American English. Obviously, this limited the scope of the research while obtaining detailed understandings of the issue. Nevertheless, future research could widen the scope of the languages (for example, with Spanish). Moreover, future research could also include both males and females as prospective respondents. The reason behind not having done this, as mentioned, is that each gender displays differences in their speech.



## **7. Resumen**

Este resumen consta de seis partes: introducción, estado de la cuestión, metodología, resultados, discusión y conclusiones. En la introducción se habla sobre cómo la cultura y el uso del lenguaje están estrechamente relacionados. En el estado de la cuestión se explican las principales teorías que existen sobre la competencia del lenguaje en los actos de habla del saludo. En la metodología, se describen las dos pruebas que se han usado para evaluar a las participantes del estudio usando una aproximación cuantitativa y cualitativa. En el apartado de los resultados se analizan las diferencias que se han hallado entre los cuatro grupos de participantes encuestados. En la discusión se ponen en relieve los hallazgos más significativos arrojados en los resultados y si responden a las preguntas de investigación. Finalmente, en las conclusiones se hace un resumen de los datos más relevantes para la investigación.

### **7.1. Introducción**

El lenguaje tiene un papel muy importante, ya que permite la comunicación entre personas con distintos perfiles lingüísticos y culturales. El lenguaje es especialmente importante cuando los individuos se comunican mediante el habla. Dado que nuestra cultura global cuenta con una vasta diversidad lingüística, el conocimiento de distintos aspectos lingüísticos es fundamental. Un ejemplo clásico de la necesidad de compartir una forma común de lenguaje se encuentra en el acto de habla del saludo, que es la base de este estudio. En los saludos, se obtienen las respuestas de las dos personas involucradas en la comunicación verbal. En la mayoría de las situaciones, saber cómo saludar es un requisito importante en el aprendizaje de las lenguas y un

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elemento significativo en los actos de habla. El acto de habla trata de la forma en que una persona saluda a otra, mediante una comunicación verbal o no verbal.

Los saludos también se pueden considerar como una ayuda para reducir el estrés o las barreras entre los individuos cuando interactúan en persona, pues promueven una interacción colaborativa entre los individuos. No siempre es necesario que los saludos se produzcan de forma verbal. Por ejemplo, en ciertas culturas estrechar las manos, junto con saludos verbales, puede ayudar a generar confianza entre el emisor y el receptor. Sin embargo, los saludos también pueden no representar una buena forma de iniciar una comunicación si no se obtiene respuesta de una de las dos personas involucradas en la interacción. Si el receptor no es capaz de interpretar correctamente al emisor, toda la conversación se vuelve imprecisa. Por tanto, el emisor debe expresar la información de modo que el receptor pueda descodificarla correctamente. Además, los saludos se pueden interpretar de distinta forma según los contextos culturales, de ahí que no exista una fórmula universal para los saludos.

Los encuentros entre personas con distintos perfiles lingüísticos y culturales tienen éxito si el idioma de la comunicación se interpreta fácilmente durante el saludo. Por tanto, un hablante de Arabia Saudí puede malinterpretar un saludo en inglés si no tiene conocimiento adecuado de la segunda lengua. Esto ocurre, principalmente, porque las palabras usadas para los saludos tienen distintos significados en los idiomas, especialmente entre el árabe y el inglés. La competencia de un hablante saudí para entender y hablar inglés depende, en gran medida, de su comprensión de la cultura extranjera. Esto implica que los aspectos inter-culturales juegan un papel fundamental en la competencia del idioma y en la pragmática. La forma en que una persona es saludada también varía entre la cultura inglesa y la saudita. En inglés, la

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persona suele ser halagada después del saludo, mientras que en árabe la conversación comienza siempre preguntando por el bienestar de alguna persona.

En Arabia Saudí, los saludos juegan un papel importante en las interacciones cara a cara. Los individuos consideran ético saludar a una persona según su cultura. Los saludos de los hablantes saudíes se asemejan a las enseñanzas religiosas que prevalecen en la sociedad. Los saludos en la zona también conllevan la intención de mostrar respeto a los ancianos y a la gente joven.

En cuanto a la cultura norteamericana, los saludos se producen tanto de forma verbal como no verbal. De hecho, los saludos en los EEUU tienen en cuenta la expresión de la persona durante la interacción. Los gestos como estrechar las manos y los abrazos también juegan un papel importante en la obtención de emociones positivas durante las interacciones entre los individuos. En efecto, los saludos y los gestos reflejan el respeto que un individuo tiene por el otro durante las interacciones sociales. Sin embargo, al contrario que en Arabia Saudí, los saludos en Norteamérica no reflejan ninguna creencia religiosa, diferencia que existe en el acto de habla de los saludos entre los estudiantes de habla arábiga e inglesa. Por ello, los estudiantes de inglés en Arabia Saudí encuentran dificultades para adaptarse a los saludos de inglés americano. Así pues, de partida nuestro objeto del estudio es explorar la competencia pragmática y el dominio del idioma del estudiante, así como averiguar el grado en que los cambios pragmáticos tienen lugar cuando el uso del lenguaje pasa de la primera a la segunda lengua.

Con cuatro preguntas de investigación, este estudio pretende examinar las diferencias relativas a la interpretación de los saludos por parte de los estudiantes

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saudíes de nivel intermedio y avanzado. Por ejemplo, la primera cuestión pregunta cómo difiere la realización de los saludos en inglés americano entre los estudiantes saudíes de nivel intermedio y avanzado. Además, la segunda pregunta trata de investigar la diferencia en el acto de habla de los saludos entre los estudiantes de inglés americano saudíes y los hablantes nativos de inglés. El punto en que la transferencia pragmática tiene lugar cuando los estudiantes de nivel intermedio aprenden sobre el acto de habla de los saludos en inglés americano se explora en la tercera cuestión. En la última pregunta se cuestiona la transferencia que tiene lugar entre los estudiantes de inglés de nivel avanzado. La investigación se ha basado en un test que consiste en averiguar qué expresiones usar en varias situaciones (*Discourse Completion Test, DCT*). Con esta prueba se pretende averiguar la competencia de los estudiantes saudíes en distintos niveles de inglés. Mediante el test se comparan, principalmente, las diferencias que existen a nivel de competencia del acto de habla entre los estudiantes de inglés como lengua extranjera de Arabia Saudí y los hablantes nativos de inglés americano en determinadas circunstancias, quedando patentes los problemas a los que se enfrentan los estudiantes saudíes de nivel intermedio y avanzado de inglés en lo que respecta al uso del acto de habla del saludo.

### 7.2. Estado de la cuestión

La revisión bibliográfica que se ha llevado a cabo en el estudio evaluó las investigaciones existentes sobre los actos de habla en inglés y en árabe, los cuales contribuyeron al desarrollo del marco teórico usado para explicar las transferencias pragmáticas que ocurren cuando se aprende una lengua extranjera. La rama de la pragmática evolucionó durante los años 1970, especialmente con las contribuciones de Charles Morris. Teóricamente hablando, la pragmática describe las razones por las

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que los individuos usan un lenguaje determinado. La bibliografía revisada también indicó que la forma en que los receptores de la información interpretan los signos usados por el emisor durante la comunicación es de interés en el campo de la pragmática. Para ser más precisos, la pragmática explica la forma en que un individuo interpreta el lenguaje. Los aspectos en los que se centra la pragmática incluyen referencia e inferencia, presuposición y consecuencia lógica, deixis y distancia, educación e interacción, estructura de preferencia y conversación, cultura y habla, situaciones y actos de habla. La deixis, en este contexto, se refiere a cualquier aspecto del uso del lenguaje. Es más, la referencia se puede considerar un facilitador mediante el cual el hablante hace al lector o receptor referirse a una cosa en particular. La presuposición es la suposición que hace el hablante antes de empezar una conversación. La coherencia sistemática que se observa en el discurso de un hablante se denomina consecuencia lógica. Como ya se sabe, la conversación es la interacción que ocurre entre dos o más individuos. Puede ser en forma de habla cara a cara o a través de una transmisión.

Asimismo, los actos de habla se consideran un componente vital de la pragmática. Según la Teoría del Acto de Habla, el papel de la comunicación no es simplemente transmitir información. Por ejemplo, mientras articula las palabras, el emisor trata de influir al receptor, además de compartir información. Esta teoría la introdujo inicialmente John Austin. Retando la idea preconcebida de que el intercambio de información es el único objetivo del habla, Austin argumentó que los actos de habla contienen principalmente tres aspectos: locución, ilocución y perlocución. La locución se define como el acto de generar sonidos, mientras que la ilocución, por otro lado, se refiere al acto desarrollado por una expresión en particular.

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Por último, el tercer elemento, la perlocución, según explica Austin, se refiere a los efectos que producen en el receptor tras escuchar un acto de habla.

El público también puede poner de su parte para entender correctamente al emisor, siempre que el emisor haga un uso correcto de la gramática en su discurso. Esto lo ilustra el concepto de competencia comunicativa, que cobró importancia durante los años 1990. Widdowson considera ‘aptitud’ al potencial que existe dentro de un individuo para acrecentar la creatividad en la comunicación. De este modo, los estudiantes saudíes podrán comprender los saludos en inglés si usan la estrategia de enmarcar las frases de modo que puedan interpretar las frases, sobre todo aquellos que tienen un nivel intermedio de inglés. Otros teóricos han mencionado que, junto con los principios gramaticales, un individuo debe ser capaz de interactuar con el público haciendo un uso correcto de las expresiones. Esta es una cuestión fundamental para ayudar a los estudiantes saudíes a interpretar el acto de habla de los saludos en inglés americano.

Así pues, la competencia pragmática se refiere a la capacidad de una persona para usar con exactitud el lenguaje, de manera que puedan interpretarlo individuos de todo tipo de contextos socio-culturales. En resumen, la competencia pragmática se puede definir como la capacidad del emisor para usar el lenguaje de forma adecuada tras tener en cuenta la competencia del público. La incapacidad del emisor para comunicarse de forma adecuada, tras tener en cuenta las necesidades socio-culturales del público, se puede denominar fracaso pragmático. Éste tiene lugar cuando el público interpreta el discurso del emisor de forma distinta. También es importante que el emisor sea educado mientras conversa. Por tanto, se puede decir que el fracaso pragmático surge cuando el emisor usa palabras complejas para saludar a los

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estudiantes de Arabia Saudí de nivel intermedio y avanzado de inglés. El emisor debe usar un inglés sencillo que puedan interpretar fácilmente los estudiantes saudíes, especialmente si se adaptan a la cultura árabe. La transferencia pragmática positiva, por otro lado, se refiere a las estrategias comunes entre las culturas. La importancia de ser educado durante una conversación se resume en la Teoría de la Educación propuesta por Brown y Levinson en 1987. Como ya se ha mencionado, la expresión facial del emisor motiva al público a escuchar su habla. En ciertos momentos, las expresiones faciales del emisor y del receptor cambian a lo largo de la conversación. El cambio de las expresiones faciales de manera negativa se denomina Acto de Amenaza de Cara (*Face-Threatening Act, FTA*). Por lo tanto, debe tenerse en cuenta en este contexto que los estudiantes saudíes de nivel intermedio no son competentes interpretando los saludos en inglés. Por tanto, si las expresiones faciales de un emisor son adecuadas, un estudiante de este nivel al menos tendrá la motivación de comprender el acto de habla. Así, las expresiones faciales pueden ser principalmente de dos tipos durante la comunicación: positivas y negativas. Los FTAs pueden llegar a ser predominantes si existen barreras inter-culturales entre el receptor y el emisor.

Los estudios sobre el acto de habla revisados críticamente en este estudio revelaron cuatro categorías: los estudios centrados en el estudiante, los estudios inter-culturales, los estudios intra-lingües y los estudios de recogida de datos. Los estudios centrados en el estudiante se centran en cómo los estudiantes de una segunda lengua ganan competencia en sus actos de habla en comparación con su lengua materna. Como su nombre indica, los actos de habla inter-culturales se centran en más de una lengua. Los estudios del acto de habla intra-lingüe se restringen a una lengua

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específica. Y los estudios de recogida de datos se basan en la efectividad de varios métodos para recolectar datos sobre los actos de habla.

En lo que respecta a la lengua inglesa, se ha observado a lo largo del estudio que las personas de habla árabe ganan competencia en los actos de habla cuando adquieren conocimiento de la lengua (en este caso el inglés) y sus correspondientes creencias culturales. En consecuencia, los estudiantes saudíes se enfrentan a dificultades a la hora de adquirir de manera adecuada los actos de habla en inglés. Esto se debería evitar, principalmente, en el caso de los estudiantes de inglés de nivel intermedio, que tienen peor dominio del lenguaje. Por ejemplo, la interpretación de la expresión *'Thank you'* depende de la forma en que el emisor la emite y simultáneamente de la relación entre el receptor y el emisor. Contextualmente, el saludo se considera un componente fundamental del acto de habla, ya que permite explorar la actitud que un individuo muestra hacia otro. Los valores culturales de un individuo también se reflejan en los saludos. En lo que concierne a los estudiantes de Arabia Saudí, algunas cuñas no verbales pueden ser útiles para explicar el significado de los saludos en inglés americano. Existen principalmente cinco formas de aproximarse al acto de habla del saludo: educación negativa, educación positiva, fuera del registro, no hacer el FTA y registro simple. Aprender las estrategias pertenecientes a los actos de habla del saludo puede llevar, por tanto, a desarrollar las relaciones personales entre los individuos. En el desarrollo de una relación, los emisores pueden hacer que los estudiantes de Arabia Saudí sean conscientes de los significados de los saludos. Además, en el contexto saudita existen ciertos factores que influyen al acto de habla del saludo, como las diferencias temporales, de edad, de sexo y de diversas situaciones. El material bibliográfico consultado insinúa que el acto de habla del



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saludo debe ser más flexible con los estudiantes de nivel intermedio que con los de nivel avanzado. Esto se debe a que el cambio pragmático es bajo en el caso de los estudiantes de nivel intermedio, debido al poco dominio que tienen del inglés. Por ejemplo, el acto de habla del saludo debe ser diferente cuando la interacción tiene lugar entre personas de distinto sexo. A su vez, es importante que el emisor tenga completo entendimiento del contexto cultural del receptor antes de saludar, lo cual evitará malentendidos entre ellos.

### 7.3. Metodología

Este capítulo describe el método usado para llevar a cabo el estudio, incluyendo detalles de los participantes seleccionados, las herramientas empleadas para recopilar la información, el estudio piloto y el análisis de los datos. La metodología también describe las estrategias de los actos de habla relativas al saludo que son más apropiadas para los estudiantes saudíes que intentan aprender inglés. La variedad seleccionada fue el inglés americano, ya que es la que se usa con más frecuencia en el sistema educativo de Arabia Saudí. En total se seleccionaron 200 mujeres que se clasifican en cuatro grupos: hablantes de árabe saudí (SAS), nativas de inglés americano (AES), estudiantes saudíes de inglés con nivel avanzado (AEL) y con nivel intermedio (IEL). Cada uno de estos grupos estaba formado por 50 participantes que tenían entre 20–25 años de edad. La precisión de los resultados del estudio queda avalada porque se investigó la adquisición de la competencia entre estudiantes de inglés de edad similar. La selección de participantes de mayor edad podría haber presentado problemas, ya que las mujeres mayores pueden desarrollar la competencia con cursos de inglés.

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Como se indicó anteriormente, se usó un test (*Discourse Completion Test DCT*) para recoger la información de las participantes, junto a un cuestionario de información personal de la muestra seleccionada. Este cuestionario se empleó para comprobar si los participantes reunían los requisitos necesarios. Asimismo, se pasó el DCT a las participantes para obtener datos sobre cómo saludarían en distinto escenarios.

La investigación se desarrolló siguiendo los principios éticos, incluyendo la participación voluntaria de las encuestadas. Además, se informó a las participantes de que sus respuestas se mantendrían en el anonimato, explicándoles el propósito de la investigación para que estuvieran informadas. Asimismo, para determinar la efectividad del cuestionario, se llevó a cabo un estudio piloto. Los resultados de éste mostraron que algunas de las preguntas debían ser eliminadas, ya que eran demasiado largas y también podían generar sospechas entre las encuestadas de que se estaba filtrando información personal. El análisis se llevó a cabo usando métodos cuantitativos y cualitativos. Los métodos cuantitativos se emplearon para evaluar la frecuencia en que las estudiantes utilizaban las estrategias de saludo. Para ello se usó el programa estadístico para ciencias sociales (*Statistical Package for Social Sciences SPSS*), que ayudó en la interpretación de las estrategias de saludo mediante gráficos y figuras. Para el análisis cualitativo se empleó el programa MAXQDA10.

### 7.4. Resultados

Como se ha indicado, los datos recopilados se examinaron usando métodos cuantitativos y cualitativos. La contabilización de las palabras, tal y como las usaron las encuestadas seleccionadas en nueve situaciones diferentes, ayudó a determinar el mayor número de palabras producidas por las estudiantes de nivel avanzado (5.228),

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mientras que el menor número de palabras lo produjo el grupo de hablantes nativas de árabe saudí. Los grupos de estudiantes de inglés de nivel intermedio y de nativos de inglés americano usaron un número moderado de palabras para responder a las nueve situaciones, en total 4.623 y 4.323 respectivamente. Esto refleja que las estudiantes de nivel de avanzado son más competentes en el uso del inglés. Sin embargo, el grupo con menor dominio de la segunda lengua pareció ser el grupo de hablantes de árabe saudí. Además, los resultados revelaron que el estatus jugó un papel significativo en la diferencia de los resultados. En las distintas situaciones, usaron un mayor número de palabras las encuestadas en discursos con participantes de mayor y menor estatus, en contraste con la interacción con las participantes de mayor e igual estatus.

Analizar los datos usando la aproximación cuantitativa ayudó a identificar las estrategias del discurso oral (frases declarativas, palabras de iniciación, frases interrogativas, expresiones ocasionales y fórmulas de tratamiento) así como las estrategias de educación. Las participantes usaron estas estrategias con mayor frecuencia que el lenguaje corporal y otros actos de habla. Además, los resultados indicaron que los grupos diferían no sólo en el uso de los actos de habla o de las estrategias sino también con respecto a los tipos y número de palabras usadas para responder a las nueve situaciones. Estas diferencias connotan la competencia de los hablantes en la segunda lengua y la transferencia pragmática de la primera lengua, junto con las diferencias de las encuestadas con respecto a los factores de estatus, escenarios (las nueve situaciones) y formalidad.

Los datos también se analizaron cualitativamente usando el programa MAXQDA10. En este análisis el foco de atención estaba en la presencia de transferencia pragmática, competencia lingüística y las diferencias en las expresiones

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entre las estudiantes encuestadas de los cuatro grupos. La transferencia pragmática negativa de la lengua materna estaba presente en los resultados tanto del grupo de nivel avanzado de inglés como del grupo de nivel intermedio de inglés, tal y como como se refleja en las expresiones usadas por las estudiantes en la mayoría de las situaciones. Las respuestas de los grupos demostraron ser similares a aquellas producidas por las nativas saudíes, no guardando relación con las respuestas producidas por las nativas de inglés americano. Esto prueba la primera hipótesis: hay similar transferencia pragmática negativa entre las estudiantes saudíes de inglés con nivel intermedio y con nivel avanzado. Además, responde a la pregunta de investigación sobre cuál es el grado de transferencia pragmática del árabe cuando las estudiantes de nivel intermedio emiten actos de habla en inglés americano.

Además de la transferencia pragmática negativa de la primera lengua, las respuestas de las estudiantes de inglés con nivel intermedio y las de nivel avanzado también contenían el factor de la competencia lingüística de la segunda lengua, lo que significa que las diferencias podían observarse en las respuestas recopiladas del grupo de nativas de inglés americano. Sin embargo, en este caso no se identificaron similitudes en las respuestas de las estudiantes de inglés con nivel intermedio o nivel avanzado y las respuestas de las saudíes, a pesar de compartir estrategias a nivel inter-cultural. Por tanto, la segunda hipótesis de que la competencia de la segunda lengua se correlaciona positivamente con la competencia de la primera lengua queda demostrada. Sin embargo, sus respuestas tenían mayor similitud con las nativas americanas, lo cual denota la influencia de la segunda lengua en el acto de habla. Las palabras de iniciación de saludo, como *'Hi'* y *'Hello'*, las usan comúnmente todos los grupos en todas las situaciones. Esta normalidad entre los grupos se consideró

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transferencia pragmática positiva. Estos resultados, que muestran rasgos en común entre las culturas, calzan con la primera hipótesis sobre la transferencia pragmática positiva tanto en las saudíes como en las estudiantes de inglés con nivel intermedio. Además, la transferencia pragmática negativa también queda evidente en el uso de palabras de iniciación (por ejemplo, *I will say salam* dicha por estudiantes de nivel intermedio), ya que es un acto de habla tradicional y común de la población saudí nativa. Esto, por tanto, llevó a la aceptación de la tercera hipótesis de que hay transferencia negativa similar entre las estudiantes saudíes de nivel intermedio y de nivel avanzado de inglés.

También queda claro que, cuando se usaron frases interrogativas, se producía una transferencia pragmática positiva en la mayoría de las situaciones mediante el uso de expresiones como *how was your break?* y *how are you?* Se dio una característica común también en las situaciones 3 y 9, con el uso de frases interrogativas como *how was your exam?* y *how was your break/vacation?* respectivamente. Asimismo, la transferencia negativa es evidente en el uso de frases interrogativas en las situaciones 2 y 5, donde el grupo de estudiantes de nivel avanzado respondió: *I ask her about her family*. Las respuestas *how are you, then how do you do* junto con *I would ask her about her health*, dadas por las estudiantes de nivel intermedio, también reflejan la transferencia negativa en la segunda situación, debido a la influencia de la lengua materna en el patrón de comunicación.

En las nueve situaciones, cuando se usaron expresiones ocasionales, se observó que la respuesta *I will wish her good day* era similar a la que dieron las estudiantes de nivel avanzado e intermedio en la situación 1. Puesto que se trata de un rasgo común de la población saudita, se detectó una transferencia negativa en estos

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grupos. Se dieron resultados similares en la situación 3, donde las estudiantes de nivel avanzado e intermedio usaron la expresión *Good luck*. Por otro lado, también se observó que no todos los grupos estaban dispuestos a usar expresiones ocasionales en todas las situaciones. Asimismo, las encuestadas evitaron usar estrategias de educación en todas las situaciones mencionadas, aunque en este caso la competencia lingüística en términos de la segunda lengua se identificó en escenarios particulares, ya que las respuestas eran comunes entre los grupos de nivel avanzado o intermedio con las nativas americanas, con una gran diferencia en el acto de habla de las encuestadas saudíes. La segunda hipótesis sobre que la competencia de la segunda lengua de las estudiantes se correlaciona positivamente con la competencia de la primera lengua queda, de este modo, probada y da respuesta a la segunda pregunta de investigación: ¿cómo se diferencian las estudiantes saudíes de nivel avanzado de inglés de las nativas de inglés americano en el acto de habla del saludo?

Las fórmulas de tratamiento, como “*sweet Monica*”, reflejan transferencia pragmática negativa de la primera lengua. El uso del lenguaje corporal en la mayoría de las situaciones, sin embargo, refleja la presencia de transferencia pragmática tanto negativa como positiva, con diferencias y similitudes. En lo que respecta al uso de otras estrategias, la transferencia pragmática negativa es evidente en la producción de expresiones que usan frases en condicional, también el llevar regalos. Por tanto, se puede inferir de estos resultados que tanto la transferencia negativa como la positiva están presentes junto con las diferencias y similitudes en las respuestas de los cuatro grupos.

### 7.5. Discusión

Los resultados secundarios de la investigación ayudaron considerablemente a interpretar los resultados principales. Las diferencias en el número de palabras usadas por las participantes de los diferentes grupos en las nueve situaciones, se justificaron explicando que las palabras se tratan en su mayoría como conceptos, lo cual es obvio en los conceptos de verbos semánticos diferentes en la primera y segunda lengua. Los resultados del estudio revelaron que una mayor distinción del verbo semántico entre ambas lenguas implicaba un menor uso de palabras, mientras que un mayor uso de palabras conllevaba considerablemente menos diferencias en los contenidos de la primera lengua y la segunda lengua. Esto también era claro en el grupo de nivel intermedio, el cual difería del grupo de nivel avanzado en el uso del acto de habla del saludo en el inglés americano como segunda lengua. Esto ayudó a responder la pregunta de investigación: ¿En qué forma las estudiantes saudíes de nivel intermedio difieren de aquellas de nivel avanzado en la producción de acto de habla del saludo en inglés americano? Sin embargo, se observaron otros factores como responsables de las diferencias en el número de palabras producidas por las participantes en base a su acto de habla, al igual que en su competencia de la lengua, en sus habilidades comunicativas, en su nivel de confianza y en las creencias personales de cada una.

Las restricciones en el uso de palabras a veces son también el resultado de la auto-monitorización, que se refiere a la necesidad que tiene el individuo de corregir sus errores durante la comunicación. Además, el estatus social del emisor y del receptor también conlleva diferencias en el número de palabras producidas en diferentes situaciones y distintos grupos. Por ejemplo, en las situaciones 3 y 9, las estudiantes de nivel intermedio de inglés usaron un mayor número de palabras en

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comparación con las nativas saudíes, algo completamente diferente a las otras situaciones. Se puede inferir, por tanto, que las participantes con un estatus social más bajo produjeron menos palabras en comparación con las encuestadas con un estatus social más alto o igual. Además, las diferencias parecían disminuir, resultando de este modo en rasgos comunes entre los grupos cuando los actos de habla dependían de sus preferencias. Esto implicaba una mayor confianza en las hablantes cuando usaban el acto de habla del saludo con receptores de un estatus social más bajo y una menor confianza cuando se comunicaban con alguien de un estatus social más alto. Esto ayuda a responder a otra pregunta de investigación: ¿cuál es el grado de transferencia pragmática que hay del árabe cuando las estudiantes de nivel intermedio producen actos de habla en inglés americano? Otro aspecto significativo que contribuye a la diferencia en el número de palabras producidas por los grupos es la expectativa, la cual tiene una influencia significativa en el nivel de confianza de las emisoras cuando se comunican con una pareja del otro grupo. Esto, a su vez, responde a la pregunta de investigación: ¿En qué modo difieren las estudiantes saudíes de inglés con nivel intermedio de aquellas que tienen un nivel avanzado en cuanto a la producción de los actos de habla del saludo en inglés americano?

En lo que respecta a las oraciones declarativas, el número de palabras usadas por el grupo de nivel avanzado difería de las nativas de inglés americano, lo cual responde a la segunda pregunta de investigación: ¿Cómo difieren las estudiantes saudíes de inglés americano con nivel intermedio de las nativas estadounidenses en el acto de habla del saludo? Se podían observar hasta cierto punto las similitudes entre las estudiantes de nivel avanzado e intermedio. La razón se podría explicar con la teoría de la transferencia paralingüística. Ésta se refiere a cómo la importancia que se



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da a la educación en la primera lengua tiende a controlar las percepciones de los estudiantes de la segunda lengua y, por consiguiente, la producción de palabras en el acto de habla del saludo. En cuanto a estrategia oral, cuando usaban oraciones interrogativas, no se observó ninguna diferencia significativa. Por tanto, se puede decir que no hubo ninguna transferencia pragmática negativa entre los grupos, sobre todo en las situaciones 7, 8 y 9. Sin embargo, sí se dio una transferencia pragmática negativa en la situación 2; asimismo, son evidentes las similitudes en el uso de oraciones interrogativas por parte de las estudiantes de nivel avanzado e intermedio con respecto a los valores de las saudíes.

Cuando se analizaron los resultados de otras estrategias orales, también se hizo evidente que la estrategia de educación contribuyó en gran medida a probar la primera hipótesis, según la cual hay transferencia pragmática positiva tanto en el grupo de nivel avanzado como en el grupo de nivel intermedio con resultados muy similares. Además, la teoría de adyacencia se implementó a las participantes cuando usaban fórmulas de tratamiento para saludar a los receptores. En estos casos, las expectativas de los receptores jugaron un papel muy importante a la hora de elegir las estrategias de saludo adecuadas. El objetivo de esta teoría es mantener el interés de los receptores en el discurso durante el proceso de comunicación. Además, el uso de fórmulas de tratamiento también ilustra las similitudes culturales en cada grupo, reflejando transferencia pragmática positiva. Las diferencias, por tanto, dieron lugar a la presencia de transferencia pragmática negativa en el grupo de nivel avanzado e intermedio debido a la influencia de su lengua materna en las expresiones utilizadas. Sin embargo, la transferencia pragmática negativa de la primera lengua era evidente en los actos de habla de las estudiantes de nivel avanzado. así, pues, responde a la

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pregunta de investigación: ¿De qué forma las estudiantes saudíes de nivel avanzado se diferencian de las americanas en la producción del acto de habla del saludo?

En la mayoría de las situaciones, la transferencia pragmática negativa era evidente entre los grupos cuando interactuaban mediante lenguaje corporal. Además, el poder de la vinculación afectiva reveló que la transferencia pragmática negativa existía cuando usaban oraciones condicionales y hacían regalos como estrategia en el acto de habla de los saludos. Así pues, se puede decir que la transferencia pragmática negativa se da predominantemente entre las estudiantes sauditas de inglés americano. Por tanto, se puede decir también que se responde a la pregunta de investigación cuál es el grado de transferencia pragmática del árabe cuando las estudiantes de nivel avanzado producen los actos de habla en inglés americano.

### 7.6. Conclusiones

Los resultados del estudio revelaron que el acto de habla del saludo es un parámetro que desvela las competencias lingüísticas de una persona. Además, la teoría del acto de habla denota que un individuo debe poseer la competencia adecuada para mantener la atención de los demás mientras entabla una conversación. Los saludos son especialmente importantes para desarrollar una relación de confianza entre el emisor y el receptor. De hecho, los análisis cualitativos y cuantitativos aportaron respuestas a nuestras preguntas de investigación.

En lo que respecta a la primera pregunta, el número de palabras usadas por las estudiantes del grupo de nivel intermedio difería de las empleadas por el grupo de nivel avanzado. Tal diferencia es inevitable cuando se usa la segunda lengua. La diferencia observada entre ambos grupos se debía principalmente a variaciones en el

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vocabulario y en la capacidad de auto-monitarización en la segunda lengua. De este modo, se observó que las estudiantes del grupo de nivel avanzado usaron un mayor número de palabras en comparación con el grupo de nivel intermedio, tal y como reveló el test. En concreto, las diferencias en el acto de habla en la segunda lengua se deben a que las estudiantes de nivel intermedio están más influidas por su cultura que las estudiantes de inglés de nivel avanzado. En el caso del grupo de árabes sauditas, se comprobó que sus saludos son religiosos, dada su cultura. La segunda hipótesis se corroboró cuando se reveló que el conocimiento del vocabulario y el sexo son factores que influyen en la competencia de un idioma. Además, el reflejo de las enseñanzas religiosas en los saludos de las estudiantes de inglés de nivel intermedio prueba la segunda hipótesis sobre que la competencia en la segunda lengua depende de su competencia en la primera lengua en su estrategia del acto de habla. Asimismo, esto aporta evidencia para la tercera hipótesis.

Los resultados de la investigación también revelaron que la distancia social y el estatus son parámetros útiles en las diferencias de los actos de habla entre las estudiantes de inglés de nivel avanzado y las norteamericanas. Por ejemplo, estos dos grupos usaban distintos tipos de estrategias orales, lo cual generaba una diferencia evidente en los actos de habla. En el caso de las estadounidenses, éstas mostraban mayor confianza en la comunicación, ya que el inglés era su primera lengua, mientras que las estudiantes de inglés de nivel avanzado cometían algunos errores en el acto de habla. Estos resultados responden a la tercera pregunta de investigación, revelando que el grado de transferencia pragmática en la segunda lengua depende de la competencia pragmática. Factores como la forma de comunicarse y el estatus social son otros parámetros importantes en este sentido, ya que reflejan las variaciones en

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los actos de habla. Finalmente, el test también mostró que las estudiantes de inglés en general acompañan con gestos su comunicación verbal cuando saludan, dándose un mayor número de errores gramaticales cuando son las estudiantes de inglés con nivel avanzado quienes saludan.

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## 9.1. Appendix A: Questionnaire for AEL and IEL Participants

### Questionnaire

"By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed."

#### Personal Information المعلومات الشخصية

1–Ageالعمر: .....

2–Nationalityالجنسية: .....

#### Education and Languages التعليم واللغات

1–What college level are you in? في أي سنة جامعية أنت؟:

أ–Freshman السنة الأولى      ب–Sophomore السنة الثانية      ج–Junior السنة الثالثة      د–Senior السنة الرابعة

2 –Native language لغتك الأم:

.....

3–Other languages you know لغات أخرى تعرفها:

.....

4–Any language other than Arabic you speak at home لغة أخرى تتحدث بها في المنزل غير العربية:

.....

5–Father's native language: اللغة الأم للأب:

.....

6–Mother's native language: اللغة الأم للأم:

.....

#### English Proficiency إتقان اللغة الانجليزية

1–How do you rate your current proficiency in English? كيف تقيم مدى إتقانك للغة الإنجليزية؟:

.....

أ–Beginning مبتدئ      ب–Intermediate متوسط      ج–Advanced متقدم      د–Superior متقن

2–How many years have you studied English? كم عدد السنوات التي أمضيتها في تعلم اللغة الإنجليزية؟:

.....

3- Have you spent time in any English-speaking country? هل سبق وأن أقيمت في إحدى الدول التي تتحدث الإنجليزية؟

أ- YES نعم      ب- NO لا

- If YES, which country(s)? إذا كانت إجابتك ب نعم فما هي تلك الدولة؟

.....

- How long did you stay in each country? كم أمضيت في تلك الدول؟

.....

- Did you study English during your stay in any of the countries? هل درست الإنجليزية خلال تواجدك في إحدى هذه الدول؟

أ- YES نعم      ب- NO لا

- If YES, in which country(s) did you study English? إذا كانت إجابتك ب نعم ففي أي دولة درست اللغة الإنجليزية؟

.....

4- How do you rate your familiarity with Western/English culture? كيف تقيم مدى معرفتك بالثقافة الإنجليزية الغربية؟

أ- Not very familiar غير معروفة جداً      ب- Somewhat familiar معروفة إلى حد ما  
ج- Very familiar معروفة جداً

5- What are your reasons for studying English? ماهي أسباب رغبتك في دراسة اللغة الإنجليزية؟

.....



**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1–You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50–55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor’s name is Prof. Victoria. **You SAY and/or DO:**

.....  
.....

2–You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before. Her name is Monica. **You SAY and/or DO:**

.....  
.....

3–You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn’t notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student’s name is Abbey. **You SAY and/or DO:** .....

.....

4–You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend’s name is Nataly. **You SAY and/or DO:**

.....  
.....

5—Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother’s name is Lisa. **You SAY and/or DO:**

.....  
.....

6— You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister’s friend. Her name is Taylor. **You SAY and/or DO:**

.....  
.....

7—You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. **You SAY and/or DO:**

.....  
.....

8—You enter your teacher’s office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven’t seen the teacher and your classmate after the one week vacation you recently had. **You SAY and/or DO:**

.....  
.....

9— This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one–week vacation you all came back from. Her name is Rachel. **You SAY and/or DO:**

.....  
.....

Thank you

## 9.2. Appendix B: Questionnaire for AES Participants

### Questionnaire

Dear participants,

My name is Rehan Megren. I am a PhD student at the University of Malaga, Spain.

I would like to have a couple of minutes from your time to help me gather data for my research.

The Research Title: The Realisation of The Speech Act of Greeting

Purpose of the Study: It aims to examine the pragmatic transfer and differences between Native speakers of English and EFL learners in the speech act of greeting. It investigates the effect of language proficiency on language competence.

Statement of Confidentiality: When participating in this research your answers will be anonymous and confidential.

Right to Ask Questions: You are more than welcome to ask any questions concerning the questionnaire. Please contact me via e-mail at: 061945469x@uma.es or [rehanmeg@gmail.com](mailto:rehanmeg@gmail.com).

I thank you very much for your time!

Best wishes,

Rehan

“By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed.”

## Personal Information

1– Age: a– under 20    b– from 20–25    c–over 25

2– Gender:    M    F

3–Have you spent any extended periods of time (more than one year) outside the US?

a– Yes    b– No

## Languages

1–Native language: .....

2–Language you speak at home: .....

3–Father’s native language: .....

4–Father’s native dialect:.....

5–Mother’s native language: .....

6–Mother’s native dialect: .....

7– Do you speak any other language/s? a–Yes    b–No

8– How do you rate your proficiency level in (these) languages?

- a- Beginning
- b- Intermediate
- c- Advanced
- d- Superior

**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1–You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50–55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor’s name is Prof. Victoria. **You SAY and/or DO:**

.....  
.....

2–You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before. Her name is Monica. **You SAY and/or DO:**

.....  
.....

3–You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn’t notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student’s name is Abbey. **You SAY and/or DO:** .....

.....

4–You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend’s name is Nataly. **You SAY and/or DO:**

.....  
.....

5—Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother's name is Lisa. **You SAY and/or**

**DO:**.....  
.....

6— You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. **You SAY and/or DO:**

.....  
.....

7—You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. You want to greet her. **You SAY and/or DO:**

.....  
.....

8—You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one week vacation you recently had. **You SAY and/or DO:**

.....  
.....

9— This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel. **You SAY and/or DO:**

.....  
.....

Thank you

### 9.3. Appendix C: Questionnaire for SAS Participants

"بتعبنتي لهذا الاستبيان اقر على موافقتي على استعمال اجاباتي لغرض هذا البحث."

#### المعلومات الشخصية

- 1-العمر: أ- اقل من 20 ب- من 20-25 ج- أكبر من 25
- 2- الجنس: ذكر انثى
- 3- هل أقمت في بلاد أخرى لفترات طويلة (أكثر من سنة) في أي البلاد اقامت وما مدة الإقامة في كل بلد؟  
أ- نعم ب- لا

#### اللغات

- 1- لغتك الأم: .....
- 2- اللغة التي تتكلم بها في البيت: .....
- 3- اللغة التي يتحدث بها الأب: .....
- 4- اللهجة التي يتحدث بها الأب: .....
- 5- اللغة التي تتحدث بها الأم: .....
- 6- اللهجة التي تتحدث بها الأم: .....
- 7- كيف تقيم مستوى معرفتك باللغة الإنجليزية؟  
أ-مبتدئ ب-متوسط ج-متقدم د-متفوق
- 8- هل تعرف لغات أخرى؟  
أ- نعم ب- لا
- 9- ما هو مستوى معرفتك بهذه اللغات؟  
أ-مبتدئ ب-متوسط ج-متقدم د-متفوق

## التعليمات:

أرجو قراءة المواقف التالية بتركيز.

بعد قراءة السيناريو أكتب ما سوف تقوله وما تفعله على الطبيعة في مثل هذه الحالة.

أرجو كتابة ما تراه مناسباً وما سيخطر ببالك سواء كان ما سوف تقوله طويلاً أو قصيراً كلاماً و فعلاً.

1- أنت طالبة في الجامعة واليوم هو اول يوم وبداية ترم جديد بعد إجازة أسبوع ما بين الترمين. رأيت البروفسورة والتي يتراوح عمرها ما بين الـ50 والـ55 في كافتيريا الجامعة. مع العلم أنك لم تريها في أسبوع الإجازة و الكافتيريا ليست مزدحمة. اسم استاذتك هو البروفسورة حنان.

سوف تقولين/ تفعلين:

.....  
.....

2- تريدين أن تأخذي صديقتك سارة من بيتها حتى تذهبن لتناول الغداء معاً. وصلت عند باب البيت وفتحت لك اختها والتي تصغرك بعام واحد. كما أنك قد قابلتها مره واحده من قبل. إسمها هو ليان.

سوف تقولين/ تفعلين:

.....  
.....

3- أنت معلمة لغة انجليزية في المدرسة. اليوم هو أول يوم وبداية ترم جديد بعد إجازة الأسبوع ما بين الترمين. وأنت تهمين بدخول المبنى رأيت تلميذتك و عمرها 17 سنه والتي تنتبه لك. المكان ليس بمزدحم. مع العلم انه قامت تلميذتك بأداء اختبار القياس الأسبوع الماضي و لم تريها في أسبوع الإجازة. اسم تلميذتك هو وفاء.

سوف تقولين/ تفعلين:

.....  
.....

4- أنت طالبة في الجامعة. اليوم هو أول يوم وبداية ترم جديد بعد إجازة الأسبوع ما بين الترمين. رأيت صديقتك المقربة لك جدا والتي تعاملك بلطف بالغ وهي يمثل عمرك تمشي في حرم الجامعة. لم ترون بعض خلال أسبوع الإجازة. اسم صديقتك هو نجلاء.

سوف تقولين/ تفعلين:

.....  
.....

5- دعتك صديقتك دلال والمقربة لك لحفلة في منزلها. عندما وصلت إلى منزلها قرعت الباب وقامت بفتحه لك. أمها تجلس في غرفة المعيشة. أرادت دلال أن تقابلين أمها فقادتك باتجاه غرفة المعيشة. وصلت إلى هناك ورأيت أمها. إسم أمها فاطمة.



سوف تقولين/ تفعلين:

.....  
.....

6- قمت بعمل حفلة لأختك البالغ عمرها 10 سنوات. بدأت الحفلة ورن جرس الباب. ذهبت أنت لفتحه. لما فتحت الباب وجدت صديقة أختك واسمها هو لجين.

سوف تقولين/ تفعلين:

.....  
.....

7- قابلت زميلة لك في الصف لا تعرفينها جيداً في إحدى المناسبات واسمها بثينة. رايتها تأخذ طعاماً لها من على طاولة البوفيه.

سوف تقولين/ تفعلين:

.....  
.....

8- دخلت مكتب استاذتك لتتحدثي معها وفيما أنت في مكتبها رأيت زميلتك جالسة هناك. كما انك لم تري استاذتك وزميلتك بعد أسبوع الإجازة.

سوف تقولين/ تفعلين:

.....  
.....

9- هذا هو اخر ترم لك في الجامعة. مع العلم انك تعملين في مكتبة الجامعة كمتطوعة. عملك هو مساعدة الطلاب لإيجاد الكتب التي يحتاجونها. هناك طالبه تأتي كل يوم للمكتبة مع العلم أنه أول ترم لها في الجامعة. اليوم هو اول يوم بعد إجازة مدتها أسبوع في الجامعة. اسمها هو نور.

سوف تقولين/ تفعلين:

.....  
.....

#### 9.4. Appendix D: Sample of the AEL Questionnaire with Responses

##### Questionnaire

"By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed."

##### Personal Information المعلومات الشخصية

1-Age العمر: 22

2-Nationality الجنسية: Saudi

##### Education and Languages التعليم واللغات

1-What college level are you in? في أي سنة جامعية أنت?

أ-Freshman السنة الأولى ب-Sophomore السنة الثانية ج-Junior السنة الثالثة د-Senior السنة الرابعة

2 -Native language لغتك الأم:

..... Arabic

3-Other languages you know لغات أخرى تعرفها:

..... English

4-Any language other than Arabic you speak at home لغة أخرى تتحدث بها في المنزل غير العربية:

.....

5-Father's native language اللغة الأم للأب: Arabic

6-Mother's native language اللغة الأم للأم: //

##### English Proficiency إتقان اللغة الانجليزية

1-How do you rate your current proficiency in English? كيف تقيم مدى إتقانك للغة الإنجليزية؟

أ-Beginning مبتدئ ب-Intermediate متوسط ج-Advanced متقدم د-Superior متقن

2-How many years have you studied English? كم عدد السنوات التي أمضيتها في تعلم اللغة الإنجليزية؟

..... 8

هل سبق وأن أقممت في إحدى الدول التي تتحدث 3-Have you spent time in any English-speaking country?  
الإنجليزية؟

أ- YES نعم      ب- NO لا

- If YES, which country(s)? إذا كانت إجابتك بنعم فما هي تلك الدولة؟  
.....

-How long did you stay in each country? كم أمضيت في تلك الدول؟  
.....

-Did you study English during your stay in any of the countries? هل درست الإنجليزية خلال تواجدك في أي دولة تواجذك في؟

أ- YES نعم      ب- NO لا

إحدى هذه الدول؟

-If YES, in which country(s) did you study English? إذا كانت إجابتك بنعم ففي أي دولة درست اللغة؟  
الإنجليزية؟  
.....

4-How do you rate your familiarity with Western/English culture? كيف تقيم مدى معرفتك بالثقافة  
الإنجليزية الغربية؟

أ-Not very familiar جداً غير معروفة جداً      ب-Somewhat familiar معروفة إلى حد ما      ج-Very familiar معروفة جداً

5-What are your reasons for studying English? ماهي أسباب رغبتك في دراسة اللغة الإنجليزية؟

because it is national language

**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50-55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor's name is Prof.

Victoria. You SAY and/or DO: .....  
..say hi and...ask about herself.....

2-You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before.

Her name is Monica. You SAY and/or DO: ask her how is going and  
tell her to come eat lunch with us.

3-You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn't notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student's name is Abbey. You SAY and/or DO: try to talk to her and

help her if she need.....

4-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend's name is Nataly.

You SAY and/or DO: talk to her friendly and spend  
most of my time with her



5-Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her.

You go to the living room and see her mother. Her mother's name is Lisa. **You SAY and/or**

**DO:** talking with them politely

6- You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. **You SAY and/or**

**DO:** say hi and welcome and tell her to come inside

7-You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. **You SAY and/or**

**DO:** say hi and try to not talk too much because maybe she is busy

8-You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one week vacation you recently had. **You SAY and/or DO:**

talk to the teacher first and after finish talk to my classmate

9- This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel. **You SAY and/or**

**DO:** talk to Rachel then tell her what she should do and give her some advice

Thank you

## Questionnaire

"By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed."

### Personal Information المعلومات الشخصية

1-Age العمر: 22 .....

2-Nationality الجنسية: السعودية .....

### Education and Languages التعليم واللغات

1-What college level are you in? في أي سنة جامعية أنت؟

أ-Freshman السنة الأولى ب-Sophomore السنة الثانية ج-Junior السنة الثالثة د-Senior السنة الرابعة

2 -Native language لغتك الأم:

..... العربية .....

3-Other languages you know لغات أخرى تعرفها:

.....

4-Any language other than Arabic you speak at home لغة أخرى تتحدث بها في المنزل غير العربية:

.....

5-Father's native language اللغة الأم للأب: العربية .....

6-Mother's native language اللغة الأم للأم: العربية .....

### English Proficiency إتقان اللغة الانجليزية

1-How do you rate your current proficiency in English? كيف تقيم مدى إتقانك للغة الإنجليزية؟

أ-Beginning مبتدئ ب-Intermediate متوسط ج-Advanced متقدم د-Superior متقن

2-How many years have you studied English? كم عدد السنوات التي أمضيتها في تعلم اللغة الإنجليزية؟

..... أربع سنوات .....

3- Have you spent time in any English-speaking country? هل سبق وأن أقمت في إحدى الدول التي تتحدث الإنجليزية؟

أ- YES نعم  NO لا

الإنجليزية؟

- If YES, which country(s)? إذا كانت إجابتك بـ نعم فما هي تلك الدولة؟

- How long did you stay in each country? كم أمضيت في تلك الدول؟

- Did you study English during your stay in any of the countries? هل درست الإنجليزية خلال تواجدك في أي من هذه الدول؟

أ- YES نعم  NO لا

إحدى هذه الدول؟

- If YES, in which country(s) did you study English? إذا كانت إجابتك بـ نعم ففي أي دولة درست اللغة الإنجليزية؟

الإنجليزية؟

4- How do you rate your familiarity with Western/English culture? كيف تقيم مدى معرفتك بالثقافة الإنجليزية الغربية؟

أ- Not very familiar جداً غير معروفة جداً  B- Somewhat familiar معروفة إلى حد ما  C- Very familiar معروفة جداً

5- What are your reasons for studying English? ماهي أسباب رغبتك في دراسة اللغة الإنجليزية؟

The key of science and it is a global language

**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50-55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor's name is Prof. Victoria. **You SAY and/or DO:** ...good morning, Prof., how are you?.....  
.....with a warm smile.....

2-You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before. Her name is Monica. **You SAY and/or DO:**...Hi..Christina...is...your sister...  
...home?.....

3-You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn't notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student's name is Abbey. **You SAY and/or DO:** .Hi...abby...if...you...need...anything.....  
.Feel free to ask.....

4-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend's name is Nataly. **You SAY and/or DO:**...hi..Nataly, how are you, long time no see.....  
.....





5-Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother's name is Lisa. **You SAY and/or DO?** Good evening... Ms. Lisa

6- You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. **You SAY and/or DO:** Hi Taylor, thanks for coming

7-You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. **You SAY and/or DO:** Don't say or do anything

8-You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one week vacation you recently had. **You SAY and/or DO:** to start a chat with a woman... smile as soon as I saw her

9- This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel. **You SAY and/or DO:** Hey Rachel, how can I help you? Feel free to ask for help

Thank you

### Questionnaire

"By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed."

#### Personal Information المعلومات الشخصية

1-Age العمر: ..... 22 .....

2-Nationality الجنسية: .... Saudi .....

#### Education and Languages التعليم واللغات

1-What college level are you in? في أي سنة جامعية أنت؟

أ-Freshman السنة الأولى      ب-Sophomore السنة الثانية      ج-Junior السنة الثالثة      د-Senior السنة الرابعة

2 -Native language لغتك الأم:

..... Arabic .....

3-Other languages you know لغات أخرى تعرفها:

..... English .....

4-Any language other than Arabic you speak at home لغة أخرى تتحدث بها في المنزل غير العربية:

.....

5-Father's native language اللغة الأم للأب: ..... Arabic .....

6-Mother's native language اللغة الأم للأم: ..... Arabic .....

#### English Proficiency إتقان اللغة الإنجليزية

1-How do you rate your current proficiency in English? كيف تقيم مدى إتقانك للغة الإنجليزية؟

أ-Beginning مبتدى      ب-Intermediate متوسط      ج-Advanced متقدم      د-Superior متقن

2-How many years have you studied English? كم عدد السنوات التي أمضيتها في تعلم اللغة الإنجليزية؟

..... 4 .....

3- Have you spent time in any English-speaking country? هل سبق وأن أقممت في إحدى الدول التي تتحدث الإنجليزية؟

أ- YES نعم  NO لا

- If YES, which country(s)? إذا كانت إجابتك بـ نعم فما هي تلك الدولة؟

- How long did you stay in each country? كم أمضيت في تلك الدول؟

- Did you study English during your stay in any of the countries? هل درست الإنجليزية خلال تواجدك في أي من هذه الدول؟

أ- YES نعم  NO لا

- If YES, in which country(s) did you study English? إذا كانت إجابتك بـ نعم ففي أي دولة درست اللغة الإنجليزية؟

4- How do you rate your familiarity with Western/English culture? كيف تقيم مدى معرفتك بالثقافة الإنجليزية الغربية؟

أ- Not very familiar جداً  B- Somewhat familiar  C- Very familiar جداً

5- What are your reasons for studying English? ماهي أسباب رغبتك في دراسة اللغة الإنجليزية؟

First, I was interested holding languages speed english, but now I would not study this language to help my country in all field

**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50-55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor's name is Prof.

Victoria. You SAY and/or DO: ...I...would...be...happy...and...go...to...say  
hi...for...her...I...always...feel...grateful...for...my...teachers...because  
they taught me so, I will ask about her and I will tell her how much I am happy  
to see her

2-You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before.

Her name is Monica. You SAY and/or DO: ...I...will...ask...her...to...go...  
out...with...us...

3-You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn't notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student's name is Abbey. You SAY and/or DO: ...I...will...try...to...help...her.....

4-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend's name is Nataly.

You SAY and/or DO: ...I...will...be...happy...to...meet...her...and...I...will  
say hi.....

5-Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her.

You go to the living room and see her mother. Her mother's name is Lisa. **You SAY and/or**

**DO:** I will be happy for her invitation.....

6- You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. **You SAY and/or**

**DO:** I will ask her to come in.....

7-You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. **You SAY and/or**

**DO:** I will have the same thing.....

8-You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one week vacation you recently had. **You SAY and/or DO:**.....

I will have conversation with them.....

9- This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel. **You SAY and/or**

**DO:** I will help her and I will be glad to help her.....

Thank you

## Questionnaire

"By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed."

### Personal Information المعلومات الشخصية

1-Age العمر: ..... ٢١ .....

2-Nationality الجنسية: المصري

### Education and Languages التعليم واللغات

1-What college level are you in? في أي سنة جامعية أنت؟

أ-Freshman السنة الأولى    ب-Sophomore السنة الثانية    ج-Junior السنة الثالثة    د-Senior السنة الرابعة

2-Native language لغتك الأم:

..... العربية

3-Other languages you know لغات أخرى تعرفها:

..... الإنجليزية

4-Any language other than Arabic you speak at home : لغة أخرى تتحدث بها في المنزل غير العربية:

.....

5-Father's native language اللغة الأم للأب: العربية

6-Mother's native language اللغة الأم للأم: العربية

### English Proficiency إتقان اللغة الإنجليزية

1-How do you rate your current proficiency in English? كيف تقيم مدى إتقانك للغة الإنجليزية؟

أ-Beginning مبتدئ    ب-Intermediate متوسط    ج-Advanced متقدم    د-Superior متقن

2-How many years have you studied English? كم عدد السنوات التي أمضيتها في تعلم اللغة الإنجليزية؟

..... ٢

3- Have you spent time in any English-speaking country? هل سبق وأن أقممت في إحدى الدول التي تتحدث الإنجليزية؟

أ- YES نعم      ب- NO لا

الإنجليزية؟

- If YES, which country(s)? إذا كانت إجابتك بـ نعم فما هي تلك الدولة؟

- How long did you stay in each country? كم أمضيت في تلك الدول؟

- Did you study English during your stay in any of the countries? هل درست الإنجليزية خلال تواجدك في أي دولة؟

أ- YES نعم      ب- NO لا

إحدى هذه الدول؟

- If YES, in which country(s) did you study English? إذا كانت إجابتك بـ نعم ففي أي دولة درست اللغة؟

الإنجليزية؟

4- How do you rate your familiarity with Western/English culture? كيف تقيم مدى معرفتك بالثقافة الإنجليزية الغربية؟

أ- Not very familiar غير معروفة جداً      ب- Somewhat familiar معروفة إلى حد ما      ج- Very familiar معروفة جداً

5- What are your reasons for studying English? ماهي أسباب رغبتك في دراسة اللغة الإنجليزية؟

because... it is important and it is language of the world

**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50-55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor's name is Prof.

Victoria. You SAY and/or DO: *good morning... Prof... how was your break?*

2-You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before.

Her name is Monica. You SAY and/or DO: *hi... Monica... how are you?*

3-You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn't notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student's name is Abbey. You SAY and/or DO: *nothing*

4-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend's name is Nataly.

You SAY and/or DO: *Nataaaa, the... I will hug her*



5-Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother's name is Lisa. You SAY and/or

DO: Peace be upon you Lisa, how are you?  
I hope you fine

6- You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. You SAY and/or

DO: Hi Taylor, welcome and take her to the party

7-You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. You SAY and/or

DO: nothing

8-You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one week vacation you recently had. You SAY and/or DO:

Hi, how are you?

9- This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel. You SAY and/or

DO: Hi Rachel, how was your vacation?  
And what courses you take now

Thank you



## Questionnaire

Dear participants,

My name is Rehan Megren. I am a PhD student at the University of Malaga, Spain.

I would like to have a couple of minutes from your time to help me gather data for my research.

The Research Title: The Realization of The Speech Act of Greeting

Purpose of the Study: It aims to examine the pragmatic transfer and differences between Native speakers of English and EFL learners in the speech act of greeting. It investigate the effect of language proficiency on language competence.

Statement of Confidentiality: When participating in this research your answers will be anonymous and confidential.

Right to Ask Questions: You are more than welcome to ask any questions concerning the questionnaire. Please contact me via e-mail at: 061945469x@uma.es or [rehanmeg@gmail.com](mailto:rehanmeg@gmail.com).

I thank you very much for your time

Best wishes,

Rehan

“By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed.”

## Personal Information

1- Age: a- under 20    b- from 20-25    c-over 25

2- Gender: M    F

3- Have you spent any extended periods of time (more than one year) outside the US?

a- Yes    b- No

## Languages

1- Native language: English .....

2- Language you speak at home: .....  
↓

3- Father's native language: .....  
↓

4- Father's native dialect: U.S. .....

5- Mother's native language: .....  
↓

6- Mother's native dialect: .....  
↓

7- Do you speak any other language/s? a- Yes    b- No

8- How do you rate your proficiency level in (these) languages?

- a Beginning
- b- Intermediate
- c- Advanced
- d- Superior

**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50-55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor's name is Prof. Victoria. You SAY and/or DO: "Hey professor Victoria!"

2-You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before. Her name is Monica. You SAY and/or DO: "Hey Monica! Is Christina home?"

3-You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn't notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student's name is Abbey. You SAY and/or DO: Nothing

4-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend's name is Nataly. You SAY and/or DO: "Nataly!!!" and hug her

5-Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother's name is Lisa. **You SAY and/or DO:** "Hi Lisa! I'm (my name), nice to meet you!"

6- You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. **You SAY and/or DO:** "Come in TAYLOR!"

7-You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. You want to greet her. **You SAY and/or DO:** DO: Just smile to greet

8-You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one week vacation you recently had. **You SAY and/or DO:** ~~DO: smile to quietly greet~~ DO: smile to quietly greet

9- This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel. **You SAY and/or DO:** "Rachel! How's it going?"

Thank you

## Questionnaire

Dear participants,

My name is Rehan Megren. I am a PhD student at the University of Malaga, Spain.

I would like to have a couple of minutes from your time to help me gather data for my research.

The Research Title: The Realization of The Speech Act of Greeting

Purpose of the Study: It aims to examine the pragmatic transfer and differences between Native speakers of English and EFL learners in the speech act of greeting. It investigate the effect of language proficiency on language competence.

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I thank you very much for your time

Best wishes,

Rehan

“By completing and returning this questionnaire, I understand that I am giving consent for my responses to be used for the purposes of this research project, of which I have been conveniently informed.”

## Personal Information

1- Age: a- under 20  b- from 20-25 c-over 25

2- Gender: M  F

3- Have you spent any extended periods of time (more than one year) outside the US?

a- Yes  b- No

## Languages

1- Native language: English .....

2- Language you speak at home: English .....

3- Father's native language: English .....

4- Father's native dialect: U.S. ....

5- Mother's native language: English .....

6- Mother's native dialect: U.S. ....

7- Do you speak any other language/s? a-Yes  b-No

8- How do you rate your proficiency level in (these) languages?

- a- Beginning
- b- Intermediate
- c- Advanced
- d- Superior

**Instructions:**

- Please read the following situations carefully.
- Write whatever you would naturally SAY and/or DO in that situation.
- Please write (in English) as much or as little as you feel appropriate for each situation.

1-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your female professor, aged 50-55, while in the University cafeteria. You have not seen each other during break. The cafeteria is not crowded. Your professor's name is Prof. Victoria. **You SAY and/or DO:** Hello Professor Victoria, how have you been?

2-You want to go pick up your friend Christina to go out for lunch. You reach her house and her sister opens the door for you. She is one year younger than you. You have met her once before. Her name is Monica. **You SAY and/or DO:** Hey Monica! What's up?

3-You are an English language school teacher. It is after the break between semesters and the beginning of a new semester. It is the first day of work in the new semester. While walking your way to enter the building, you see your student, a girl which age is 17, who doesn't notice your presence, and the entrance to the building is not crowded. Last week, your students had an important college entrance exam. You have not seen each other during break. The student's name is Abbey. **You SAY and/or DO:** Hi Abbey, busy with college entrance exams?

4-You are a university student. It is after the break between semesters and the beginning of a new semester, you see your best friend whom is very nice and the same age as you, while walking on the university campus. You have not seen her during break. Your best friend's name is Nataly. **You SAY and/or DO:** Hey Nataly, what's up? How was break?



5-Your close friend Christina invites you to a party at her house. You ring the bell and she opens the door for you. Her mother is sitting in the living room. Christina walks you there to meet her. You go to the living room and see her mother. Her mother's name is Lisa. **You SAY and/or DO:** Hi Mrs. \_\_\_\_\_, it's really nice to meet you.

6- You made a party for your 10 year old sister. The party started and the doorbell rang. You walk towards the door and open it. It's your sister's friend. Her name is Taylor. **You SAY and/or DO:** Hi Taylor, how are you? Come on in!

7-You run into Mellissa, a classmate with whom you are not very familiar, at a coffee shop. You see her having some milk and sugar from the service table. You want to greet her. **You SAY and/or DO:** Hey, what's up?

8-You enter your teacher's office to talk to her. While you are at her office, you see one of your classmates sitting there. You haven't seen the teacher and your classmate after the one week vacation you recently had. **You SAY and/or DO:** Acknowledge teacher and then Acknowledge student.

9- This is your last semester at college. You are a volunteer student/librarian at the university library. Your job is to help students find the books they need. There is a student who usually comes every day. It's only her first semester at the university. It is the first day after the one-week vacation you all came back from. Her name is Rachel. **You SAY and/or DO:** Hi Rachel, what can I help you out with today?

Thank you

## 9.7. Appendix G: Sample of the SAS Questionnaire with Responses

"بتعيني لهذا الاستبيان اقر على موافقتي على استعمال اجاباتي لغرض هذا البحث."

### المعلومات الشخصية

1-العمر: أ- اقل من ٢٠ ب- من ٢٠-٢٥ ج- أكبر من ٢٥

٢- الجنس: ذكر  انثى

٣- هل اقامت في بلاد أخرى لفترات طويلة (أكثر من سنة) في أي البلاد اقامت وما مدة الإقامة في كل بلد؟

أ- نعم  ب- لا

### اللغات

١- لغتك الأم: العربية

٢- اللغة التي تتكلم بها في البيت: العربية

٣- اللغة التي يتحدث بها الأب: العربية

٤- اللهجة التي يتحدث بها الأب: المسعودية

٥- اللغة التي تتحدث بها الأم: العربية

٦- اللهجة التي تتحدث بها الأم: المسعودية

٧- كيف تقيم مستوى معرفتك باللغة الإنجليزية؟

أ- مبتدئ  ب- متوسط  ج- متقدم  د- متفوق

٨- هل تعرف لغات أخرى؟

أ- نعم  ب- لا

٩- ما هو مستوى معرفتك بهذه اللغات؟

أ- مبتدئ  ب- متوسط  ج- متقدم  د- متفوق

## التعليمات:

-أرجو قراءة المواقف التالية بتركيز.

-بعد قراءة السيناريو أكتب ما سوف تقوله وما تفعله على الطبيعة في مثل هذه الحالة.

-أرجو كتابة ما تراه مناسباً وما سيخطر ببالك سواء كان ما سوف تقوله طويلاً أو قصيراً كلاماً و فعلاً.

١-أنت طالبة في الجامعة واليوم هو أول يوم وبداية ترم جديد بعد إجازة أسبوع ما بين الترمين. رأيت البروفسورة والتي يتراوح عمرها ما بين الـ ٥٠ والـ ٥٥ في كافتيريا الجامعة. مع العلم أنك لم تريها في أسبوع الإجازة و الكافتيريا ليست مزدحمة. اسم استاذتك هو البروفسورة حنان.

سوف تقولين/ تفعلين:

..... أهلاً يا بروفيسورة ما صباح الخير، كيف حاله  
..... أستاذة، السلام عليكم، اسم استاذتك هو البروفسورة حنان

٢-تحريدين أن تأخذي صديقتك سارة من بيتها حتى تذهبين لتناول الغداء معاً. وصلت عند باب البيت وفتحت لك اختها والتي تصغرك بعام واحد. كما أنك قد قابلتها مره واحده من قبل. إسمها هو ليان.

سوف تقولين/ تفعلين:

..... كيف حاله يا سارة، وصلت عند باب البيت وفتحت لك  
.....

٣-أنت معلمة لغة انجليزية في المدرسة. اليوم هو أول يوم وبداية ترم جديد بعد إجازة الأسبوع ما بين الترمين. وأنت تهمين بدخول المبنى رأيت تلميذتك و عمرها ١٧ سنة والتي تنتبه لك. المكان ليس بمزدحم. مع العلم انه قامت تلميذتك بأداء اختبار القياس الأسبوع الماضي و لم تريها في أسبوع الإجازة. اسم تلميذتك هو وفاء.

سوف تقولين/ تفعلين:

..... أهلاً يا ميمى، ما صباح الخير، كيف حاله  
..... ميمى، أنتي عمال اختك يا ريتك انتم يا ميمى واللاه عليكم زرين ؟

٤-أنت طالبة في الجامعة. اليوم هو أول يوم وبداية ترم جديد بعد إجازة الأسبوع ما بين الترمين. رأيت صديقتك المقربة لك جدا والتي تعاملك بلطف بالغ وهي يمثل عمرك تمشي في حرم الجامعة. لم ترون بعض خلال أسبوع الإجازة. اسم صديقتك هو نجلاء.

سوف تقولين/ تفعلين:

..... أهلاً يا نجلاء، ما صباح الخير، كيف حاله  
..... أهلاً يا ميمى

٥- دعتك صديقتك دلال والمقربة لك لحفلة في منزلها. عندما وصلت إلى منزلها قرعت الباب وقامت بفتحه لك. أمها تجلس في غرفة المعيشة. أرادت دلال أن تقابلين أمها فقادتك باتجاه غرفة المعيشة. وصلت إلى هناك ورأيت أمها. إسم أمها فاطمة.

سوف تقولين / تفعلين:

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

6- قمت بعمل حفلة لأختك البالغ عمرها ١٠ سنوات. بدأت الحفلة ورن جرس الباب. ذهبت أنت لفتحه. لما فتحت الباب وجدت صديقة أختك واسمها هو لجين.

سوف تقولين / تفعلين:

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

7- قابلت زميلة لك في الصف لا تعرفينها جيداً في إحدى المناسبات واسمها بثينة. رايتها تأخذ طعاماً لها من على طاولة البوفيه.

سوف تقولين / تفعلين:

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

8- دخلت مكتب استاذتك لتحدثي معها وفيما أنت في مكتبها رأيت زميلتك جالسة هناك. كما انك لم تري استاذتك وزميلتك بعد أسبوع الإجازة.

سوف تقولين / تفعلين:

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

9- هذا هو اخر ترم لك في الجامعة. مع العلم انك تعملين في مكتبة الجامعة كمتطوعة. عملك هو مساعدة الطلاب لإيجاد الكتب التي يحتاجونها. هناك طالبة تأتي كل يوم للمكتبة مع العلم أنه أول ترم لها في الجامعة. اليوم هو أول يوم بعد إجازة مدتها أسبوع في الجامعة. اسمها هو نور.

سوف تقولين / تفعلين:

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

"بتعبنتي لهذا الاستبيان اقر على موافقتي على استعمال اجاباتي لغرض هذا البحث."

#### المعلومات الشخصية

- ١-العمر: أ- اقل من ٢٠ ب- من ٢٠-٢٥ ج- أكبر من ٢٥
- ٢- الجنس: ذكر انثى
- ٣- هل أقمت في بلاد أخرى لفترات طويلة (أكثر من سنة) في أي البلاد أقمت وما مدة الإقامة في كل بلد؟  
أ- نعم ب- لا

#### اللغات

- ١- لغتك الأم: العربية
- ٢- اللغة التي تتكلم بها في البيت: العربية
- ٣- اللغة التي يتحدث بها الأب: العربية
- ٤- اللهجة التي يتحدث بها الأب: اللهجة المغربية
- ٥- اللغة التي تتحدث بها الأم: العربية
- ٦- اللهجة التي تتحدث بها الأم: اللهجة المغربية
- ٧- كيف تقيم مستوى معرفتك باللغة الإنجليزية؟  
أ- مبتدئ ب- متوسط ج- متقدم د- متفوق
- ٨- هل تعرف لغات أخرى؟  
أ- نعم ب- لا
- ٩- ما هو مستوى معرفتك بهذه اللغات؟  
أ- مبتدئ ب- متوسط ج- متقدم د- متفوق

## التعليمات:

-أرجو قراءة المواقف التالية بتركيز.

-بعد قراءة السيناريو أكتب ما سوف تقوله وما تفعله على الطبيعة في مثل هذه الحالة.

-أرجو كتابة ما تراه مناسباً وما سيخطر ببالك سواء كان ما سوف تقوله طويلاً أو قصيراً كلاماً و فعلاً.

١-أنت طالبة في الجامعة واليوم هو أول يوم وبداية ترم جديد بعد إجازة أسبوع ما بين الترمين. رأيت البروفسورة والتي يتراوح عمرها ما بين الـ ٥٠ والـ ٥٥ في كافتيريا الجامعة. مع العلم أنك لم تريها في أسبوع الإجازة و الكافتيريا ليست مزدحمة. اسم استاذتك هو البروفسورة حنان.

سوف تقولين/ تفعلين:

أنت طالبة في الجامعة واليوم هو أول يوم وبداية ترم جديد بعد إجازة أسبوع ما بين الترمين. رأيت البروفسورة والتي يتراوح عمرها ما بين الـ ٥٠ والـ ٥٥ في كافتيريا الجامعة. مع العلم أنك لم تريها في أسبوع الإجازة و الكافتيريا ليست مزدحمة. اسم استاذتك هو البروفسورة حنان.

٢-تريدين أن تأخذي صديقتك سارة من بيتها حتى تذهبن لتناول الغداء معاً. وصلت عند باب البيت وفتحت لك اختها والتي تصفرك بعام واحد. كما أنك قد قابلتها مره واحده من قبل. اسمها هو ليان.

سوف تقولين/ تفعلين:

أنت طالبة في الجامعة واليوم هو أول يوم وبداية ترم جديد بعد إجازة أسبوع ما بين الترمين. رأيت البروفسورة والتي يتراوح عمرها ما بين الـ ٥٠ والـ ٥٥ في كافتيريا الجامعة. مع العلم أنك لم تريها في أسبوع الإجازة و الكافتيريا ليست مزدحمة. اسم استاذتك هو البروفسورة حنان.

٣-أنت معلمة لغة انجليزية في المدرسة. اليوم هو أول يوم وبداية ترم جديد بعد إجازة الأسبوع ما بين الترمين. وأنت تهمين بدخول المبنى رأيت تلميذتك و عمرها ١٧ سنة والتي تنتبه لك. المكان ليس بمزدحم. مع العلم انه قامت تلميذتك بأداء اختبار القياس الأسبوع الماضي و لم تريها في أسبوع الإجازة. اسم تلميذتك هو وفاء.

سوف تقولين/ تفعلين:

أنت طالبة في الجامعة واليوم هو أول يوم وبداية ترم جديد بعد إجازة أسبوع ما بين الترمين. رأيت صديقتك المقربة لك جدا والتي تعاملك بلطف بالغ وهي بمثل عمرك تمشي في حرم الجامعة. لم ترون بعض خلال أسبوع الإجازة. اسم صديقتك هو نجلاء.

٤-أنت طالبة في الجامعة. اليوم هو أول يوم وبداية ترم جديد بعد إجازة الأسبوع ما بين الترمين. رأيت صديقتك المقربة لك جدا والتي تعاملك بلطف بالغ وهي بمثل عمرك تمشي في حرم الجامعة. لم ترون بعض خلال أسبوع الإجازة. اسم صديقتك هو نجلاء.

سوف تقولين/ تفعلين:

أنت طالبة في الجامعة واليوم هو أول يوم وبداية ترم جديد بعد إجازة أسبوع ما بين الترمين. رأيت صديقتك المقربة لك جدا والتي تعاملك بلطف بالغ وهي بمثل عمرك تمشي في حرم الجامعة. لم ترون بعض خلال أسبوع الإجازة. اسم صديقتك هو نجلاء.

٥- دعتك صديقتك دلال والمقربة لك لحفلة في منزلها. عندما وصلت إلى منزلها قرعت الباب وقامت بفتحه لك. أمها تجلس في غرفة المعيشة. أرادت دلال أن تقابلين أمها فقادتك باتجاه غرفة المعيشة. وصلت إلى هناك ورأيت أمها. اسم أمها فاطمة.

سوف تقولين / تفعلين:

أستدعيك بملابسك وأسمائك عن جالسك

٦- قمت بعمل حفلة لأختك البالغ عمرها ١٠ سنوات. بدأت الحفلة ورن جرس الباب. ذهبت أنت لفتحه. لما فتحت الباب وجدت صديقة أختك واسمها هو لحن.

سوف تقولين / تفعلين:

أهلا بأختي الجرس يدك

٧- قابلت زميلة لك في الصف لا تعرفينها جيداً في إحدى المناسبات واسمها بثينة. رايتها تأخذ طعاماً لها من على طاولة البوفيه.

سوف تقولين / تفعلين:

أهلاً بثينة كيفك. وشو أخبارك صديقه. هل هو اجي

تزيدتلك

٨- دخلت مكتب استاذتك لتحدثي معها وفيما أنت في مكتبها رأيت زميلتك جالسة هناك. كما انك لم تري استاذتك وزميلتك بعد أسبوع الإجازة.

سوف تقولين / تفعلين:

أقول... (مع)... أرى لك... أرى لك... أرى لك

٩- هذا هو اخر ترم لك في الجامعة. مع العلم انك تعملين في مكتبة الجامعة كمطوعة. عمك هو مساعدة الطلاب لإيجاد الكتب التي يحتاجونها. هناك طالبه تأتي كل يوم للمكتبة مع العلم أنه اول ترم لها في الجامعة. اليوم هو اول يوم بعد إجازة مدتها أسبوع في الجامعة. اسمها هو نور.

سوف تقولين / تفعلين:

أرى لك نور كيف جمالك. وكيف الإجازة. هل هي اجي

هل لا ترم. ترم. سمعته عليك