

REFERENCES

- Ahmed, W. K., & Maros, M. (2017). Using hedges as relational work by Arab EFL students in student-supervisor consultations. *GEMA Online Journal of Language Studies*, 17(1). <https://doi.org/10.17576/gema-2017-1701-06>
- Al-Ageel, H. (2016). *Requesting behaviour of Saudi Arabian women in contemporary Arabic-speaking situations* [Unpublished doctoral dissertation]. RMIT University.
- Alakrash, H. M., & Bustan, E. S. (2020). Politeness strategies employed by Arab EFL and Malaysian ESL students in making request. *Social Sciences*, 10(6), 10-20.
- Al-Ali, M. N., & Alawneh, R. (2010). Linguistic mitigating devices in American and Jordanian students' requests. *Intercultural Pragmatics*, 7(2), 311-339.
- Alaoui, S. M. (2011). Politeness principle: A comparative study of English and Moroccan Arabic requests, offers and thanks. *European Journal of Social Sciences*, 20(1), 7-15.
- Alasqah, N. (2021). *Interpersonal apology strategies and response to apology in Saudi Arabia*. Nottingham Trent University (United Kingdom).
- Aldera, A. S. (2017). Teaching EFL in Saudi Arabian context: Textbooks and culture. *Journal of Language Teaching and Research*, 8(2), 221-228.
- Aldhulaee, M. (2011). *Request mitigating devices in Australian English and Iraqi Arabic: A comparative study* [Unpublished master's thesis]. Deakin University.
- Al Khasawneh, F. (2021). An Analysis of Mitigating Devices of Request Used by Saudi EFL Learners. *International Journal of English Language Studies*, 3(11), 57-64.
- Al-Qahtani, A. A. (2020). Teaching pragmatic competence in EFL context: the case of Saudi EFL teachers. *Asian EFL Journal*, 27(4), 137-164.
- Al-Gahtani, S., & Alkahtani, S. A. (2012). Request strategies by second language learners of English: Pre-and post-head act strategies. *Studies in Literature and Language*, 5(2), 16-28.
- Al-Gahtani, S., & Roever, C. (2012). Proficiency and sequential organization of L2 requests. *Applied Linguistics*, 33(1), 42-65.
- Al-Ghamdi, A., & Al-Saddat, I. (2002). The development of the educational system in Saudi Arabia. Riyadh: Tarbiat Al Ghad. *Assessment in Education: Principles, Policy & Practice*, 7(1), 143-155.
- Al-Haq, F. A. A., & Smadi, O. (1996). The status of English in the Kingdom of Saudi Arabia (KSA) from 1940-1990. *Contributions to the Sociology of Language*, 72, 457-484.

- Al-Harbi, H.M., & Mahfoodh, O. H.A. (2021). The production and comprehension of apology strategies: effects of English language proficiency. *Journal of Language and Linguistic Studies*, 17(Special Issue 1), 69-85.
- Alhaysony, M. (2017). Language learning strategies use by Saudi EFL students: the effect of duration of English language study and gender. *Theory & Practice in Language Studies*, 7(1), 18-28.
- Al-Issa, A. (2005). When the west teaches the east: Analyzing intercultural conflict in the classroom. *Intercultural Communication Studies*, 14(4), 149.
- Aljohani, O. (2016). A comprehensive review of the major studies and theoretical models of student retention in higher education. *Higher education studies*, 6(2), 1-18.
- Al-Khaza'leh, B. (2018). Influence of social power on perception of speech act of apology by Jordanian second language speakers. *Journal of Language and Linguistic Studies*, 14(1), 211-229.
- Allami, H. and Naeimi, A. (2011). A cross-linguistic study of refusals: An analysis of pragmatic competence development in Iranian EFL learners. *Journal of Pragmatics*, 43, pp. 385-406.
- Almathkuri, J. (2021). Influence of Social Power and Distance on Request Strategies in Saudi Arabic. *International Journal of Linguistics*, 13(3), 95-109.
- Al-Marrani, Y. M. A., & Sazalie, A. (2010). Polite request strategies by male speakers of Yemeni Arabic in male-male interaction and male-female interaction. *The International Journal of Language Society and Culture*, 30, 63-80.
- Al-Momani, H. S. (2009). *Caught between two cultures: The realization of requests by Jordanian EFL learners* (Publication No. 3369961) [Doctoral dissertation, Indiana University of Pennsylvania]. ProQuest Dissertations and Theses Global.
- Almujaiwel, S. (2018). Culture and intercultural in Saudi EFL textbooks: A corpus-based analysis. *Journal of Asia TEFL*, 15(2), 414.
- Almulla, M. (2018). Investigating teachers' perceptions of their own practices to improve students' critical thinking in secondary schools in Saudi Arabia. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(3), 15.
- Al-Nasser, A. S. (2015). Problems of English language acquisition in Saudi Arabia: An exploratory-cum-remedial study. *Theory and Practice in Language Studies*, 5(8), 1612-1619.
- Alsakaker, S. M. (2020). The Speech Act of Requesting by Saudi ESL Learners. Indiana University.
- Al-Salloum, H. (1991). *History of the educational movement in the Kingdom of Saudi Arabia*. 3rd ed. Graphic International Printing Services.

- Al-Seghayer, K. (2005). Teaching English in the Kingdom of Saudi Arabia: Slowly but steadily changing. *Teaching English to the World: History, Curriculum, and Practice*, 125-134.
- Al-Seghayer, K. (2011). *English teaching in Saudi Arabia: Status, issues, and hallenges*. Hala Printed Co.
- Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. *International Journal of English Linguistics*, 4(5), 17-26.
- Al-Shboul, Y., & Maros, M. (2014). Condolences strategies by Jordanians to an obituary status update on Facebook. *GEMA Online® Journal of Language Studies*, 13(3), 151-162.
- Alshraah, S. M., & Daradkeh, A. A. (2021). Contrasting the Request Act Used by EFL\ESL Native-Arabic Speakers in Arabic and English Situations. *International Journal of English Literature and Social Sciences*, 6(3), 395-408.
- Al-Sobh, M. A. (2013). An analysis of apology as a politeness strategy expressed by Jordanian university students. *International Journal of Humanities and Social Science*, 3(2), 150-154.
- Alsulayyi, M. N. (2017). A contrastive study of the use of apology strategies by Saudi EFL teachers and British native speakers of English: A pragmatic approach. *International Journal of English Linguistics*, 7(1), 45-57.
- Altasan, A. (2016). The pragmalinguistic competence in requests: a comparison between one native and two non-native speakers of English. *American Journal of Educational Research*, 4(4), 353-359.
- Al-Zahrani, M. (2008). Saudi secondary school male students' attitudes towards English: An exploratory study. *Journal of King Saud University - Languages and Translation*, 20, 25-39.
- Aribi, I. (2012). A socio-pragmatic study of the use of requests in English by Tunisian EFL learners. *Journal of Second Language Teaching & Research*, 2(1), 87-120.
- Atamna, E. (2016). Requests politeness strategies in Algerian learners of English academic emails. *Human Sciences Journal*, 27(2), 5-29.
- Atawneh, A. M. A. H. (1991). *Politeness theory and the directive speech-act in Arabic-English bilinguals: An empirical study* (Publication no. 9219306) [Doctoral dissertation, State University of New York at Stony Brook]. ProQuest Dissertations and Theses Global.
- Austin, J. L. (1962). *How to do things with words*. Oxford University Press.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.

- Bagaric, V., & Djigunovic, J. M. (2007). Defining communicative competence. *Metodika*, 8(1), 94-103.
- Bardovi-Harlig, K. (2002). A new starting point? Investigating formulaic use and input in future expression. *Studies in Second Language Acquisition*, 24(2), 189-198.
- Bardovi-Harlig, K., Mossman, S., & Vellenga, H. E. (2015). The effect of instruction on pragmatic routines in academic discussion. *Language Teaching Research*, 19(3), 324-350.
- Barnawi, O. Z., & Al-Hawsawi, S. (2017). English education policy in Saudi Arabia: English language education policy in the Kingdom of Saudi Arabia: Current trends, issues and challenges. In *English language education policy in the Middle East and North Africa* (pp. 199-222). Springer.
- Barron, A. (2003). *Acquisition in interlanguage pragmatics: Learning how to do things with words in a study abroad context*. John Benjamins Publishing.
- Barron, A., Gu, Y., & Steen, G. (Eds.). (2017). *The Routledge handbook of pragmatics*. Taylor & Francis.
- Bataineh, A. (2014). The effect of teaching literature on EFL students' pragmatic competence. *Journal of Education and Practice*, 5(3), 137-156.
- Beebe, L. M., & Takahashi, T. (1989). Do you have a bag? Social status and patterned variation in second language acquisition. In S. Gass, C. Madden, D. Preston, & L. Selinker (Eds.), *Variation in Second Language Acquisition: Discourse and Pragmatics* (pp. 103-125). Multilingual Matters.
- Bejanyan, K., Marshall, T. C., & Ferenczi, N. (2015). Associations of collectivism with relationship commitment, passion, and mate preferences: Opposing roles of parental influence and family allocentrism. *PloS One*, 10(2), e0117374.
- Bella, S. (2011). Mitigation and politeness in Greek invitation refusals: Effects of length of residence in the target community and intensity of interaction on non-native speakers' performance. *Journal of Pragmatics*, 43(6), 1718-1740.
- Bilal, A. K. L., Ariff, T. N. A. Z., & Sidek, H. H. M. (2018). Influence of social power on perception of speech act of apology by Jordanian second language speakers. *Dil ve Dilbilimi Çalışmaları Dergisi*, 14(1), 211-229.
- Binasfour, H. S. (2014). *Apology strategies: A comparison of Saudi English learners and native speakers of American English* (Doctoral dissertation, Southern Illinois University Carbondale).
- Blum-Kulka, S. (1987). Indirectness and politeness in requests: Same or different? *Journal of Pragmatics*, 11(2), 131-146.
- Blum-Kulka, S. (1989). Playing it safe: The role of conventionality in indirectness. In S. Blum-Kulka, J. House, & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 37-70). Ablex.

- Blum-Kulka, S. (1991). Interlanguage pragmatics: The case of requests. In R. Philipsen, E. Kellerman, L. Selinker, M. Sharwood-Smith & M. Swain (Eds.), *Foreign language pedagogy: A commemorative volume for Claus Faerch* (pp. 255-272). Multilingual Matters.
- Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied linguistics*, 5(3), 196-213.
- Blum-Kulka, S., & Olshtain, E. (1986). Too many words: Length of utterance and pragmatic failure. *Studies in Second Language Acquisition*, 8(2), 165-179. <https://doi.org/10.1017/s0272263100006069>
- Blum-Kulka, S., House, J., & Kasper, G. (1989). *Cross-cultural pragmatics: Requests and apologies*. Ablex.
- Blum-Kulka, S., House, J., Freedle, R., & Kasper, G. (Eds.). (1989). *Cross-cultural pragmatics: Requests and apologies*. Greenwood.
- Bou-Franch, P. (2012). Pragmatic transfer. *The Encyclopedia of Applied Linguistics*. <https://doi.org/10.1002/9781405198431.wbeal0932>
- Brown, P. & Levinson, S.C. (1978) Universals in language use: politeness phenomena. In Goody, E. (Eds.) *Questions and politeness: Strategies in social interaction* (pp. 56-311). Cambridge University Press.
- Brown, P., Levinson, S. C., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
- Buda, R., & Elsayed-Elkhoully, S. M. (1998). Cultural differences between Arabs and Americans: Individualism-collectivism revisited. *Journal of Cross-Cultural Psychology*, 29(3), 487-492.
- Burke, M., & Kraut, R. (2008, November). Mind your Ps and Qs: the impact of politeness and rudeness in online communities. In *Proceedings of the 2008 ACM conference on Computer supported cooperative work* (pp. 281-284).
- Byon, A. S. (2004). Sociopragmatic analysis of Korean requests: Pedagogical settings. *Journal of Pragmatics*, 36(9), 1673-1704.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Cerqueiro, F. F. (2017). Performative verbs in requests: evidence from eighteenth-century letters. *Cuadernos de Investigación Filológica*, (43), 233-248.
- Chen, R. (2001). Self-politeness: A proposal. *Journal of Pragmatics*, 33(1), 87-106.
- Culpeper, J. (2011). *Impoliteness: Using language to cause offence* (Vol. 28). Cambridge University Press.

- Churchill, E. (2001). The effect of a study abroad program on request realizations by Japanese learners of English. *Kanagawa University Language Studies*, (24), 91-103.
- Choraih, M. A., Loutfi, A., & Mansoor, A. (2016). The importance of pragmatic competence in the EFL curriculum: Application and implications. In *Arab World English Journal, December 2016 ASELS Annual Conference Proceedings*. <https://dx.doi.org/10.2139/ssrn.2895549>
- Cohen, A. D. (2004). The interface between interlanguage pragmatics and assessment. *The Interface Between Interlanguage, Pragmatics and Assessment: Proceedings of the 3rd Annual JALT Pan-SIG Conference*. <https://hosted.jalt.org/pansig/2004/HTML/Cohen.htm>
- Cohen, A. D., & Olshtain, E. (1981). Developing a measure of sociocultural competence: The case of apology 1. *Language Learning*, 31(1), 113-134.
- Cook, M., & Liddicoat, A. J. (2002). The development of comprehension in interlanguage pragmatics: The case of request strategies in English. *Australian Review of Applied Linguistics*, 25(1), 19-39.
- Cowley, S. J. (2009). Distributed language and dynamics. *Pragmatics & Cognition*, 17(3), 495-508.
- Crain, S., & Lillo-Martin, D. C. (2008). *An introduction to linguistic theory and language acquisition*. Blackwell.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Crystal, D. (1997). *The Cambridge encyclopedia of language* (Vol. 2). Cambridge: Cambridge University Press.
- Cummins, J. (1983). Language proficiency and academic achievement. *Issues in Language Testing Research*, 108-129.
- Daskalovska, N., Ivanovska, B., Kusevska, M., & Ulanska, T. (2016). The use of request strategies by EFL Learners. *Procedia-Social and Behavioral Sciences*, 232, 55-61.
- Deveci, T., & Hmida, I. B. (2017). The request speech act in emails by Arab university students in the UAE. *Dil ve Dilbilimi Çalışmaları Dergisi*, 13(1), 194-214.
- Dippold, D. (2009). Face and self-presentation in spoken L2 discourse: Renewing the research agenda in interlanguage pragmatics. *Intercultural Pragmatics*, 6(1), 1–28. <https://doi.org/10.1515/iprg.2009.001>
- Economidou-Kogetsidis, M. (2013). Strategies, modification and perspective in native speakers' requests: A comparison of WDCT and naturally occurring requests. *Journal of Pragmatics*, 53, 21-38.

Eelen, G. (2014). *A critique of politeness theory: Volume 1*. Routledge.

Eisenstein, M., & Bodman, J. W. (1986). 'I very appreciate': expressions of gratitude by native and non-native speakers of American English. *Applied Linguistics*, 7(2), 167-185.

Ellwood, C. (2008). Indirect complaint in the language classroom: Cross-cultural contrasts between French and Japanese students of English. In M. Pütz & J. Neff-van Aertselaer (Ed.), *Developing Contrastive Pragmatics: Interlanguage and Cross-Cultural Perspectives* (pp. 155-180). Berlin, New York: De Gruyter Mouton. <https://doi.org/10.1515/9783110207217.2.155>

Elyas, T., & Al Grigri, W. H. (2014). Obstacles to teaching English in Saudi Arabia public schools: Teachers' and supervisors' perceptions. *International Journal of English Language Teaching*, 2(3), 74-89.

Elyas, T., & Badawood, O. (2016). English language educational policy in Saudi Arabia post 21st Century: enacted curriculum, identity, and modernisation: A critical discourse analysis approach. *FIRE: Forum for International Research in Education*, 3(3). <https://doi.org/10.18275/fire201603031093>

Elyas, T., & Picard, M. (2010). Saudi Arabian educational history: Impacts on English language teaching. *Education, Business and Society: Contemporary Middle Eastern Issues*, 3(2), 136-145. <https://doi.org/10.1108/17537981011047961>

Fareh, S. (2010). Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected? *Procedia-Social and Behavioral Sciences*, 2(2), 3600-3604.

Farnia, M., & Suleiman, R. R. R. (2016). An interlanguage pragmatic study of expressions of gratitude by Iranian EFL learners—A pilot study. *Malaysian Journal of ELT Research*, 5(1), 33.

Faruk, S. M. G. (2014). English textbooks and the objectives of ELT in Saudi Arabia: Gaps and rationale. *Buletinul Stiintific al Universitatii Politehnica din Timisoara, Seria Limbi Moderne*, (13), 47-56.

Febriani, Y., & Hanidar, S. (2019). Request strategies in the American TV series *Full House*. *Lexicon*, 6(1). <https://doi.org/10.22146/lexicon.v6i1.50308>

Félix-Brasdefer, J. C. (2007). Pragmatic development in the Spanish as a FL classroom: A cross-sectional study of learner requests. *Intercultural Pragmatics*, 4(2), 253-286.

Fraser, B. (1990). An approach to discourse markers. *Journal of Pragmatics*, 14(3), 383-398.

Garcia, P. (2004). Pragmatic comprehension of high and low level language learners. *Tesl-Ej*, 8(2), n2.

- Ghazzoul, N. (2019). Linguistic and pragmatic failure of Arab learners in direct polite requests and invitations: A cross-cultural study. *Theory and Practice in Language Studies*, 9(2), 223-230.
- Ghawi, M., & Johnson, D., (1993). Pragmatic transfer in Arabic learners of English. *Journal of Second Language Acquisition and Teaching*, 1(1), 39-52.
- Geyer, N. (2007). Self-qualification in L2 Japanese: An Interface of Pragmatic, Grammatical, and Discourse Competences. *Language Learning*, 57(3), 337-367.
- Goffman, E. (1967). *Interaction ritual: Essays on face-to-face interaction*. Aldine.
- Golato, A. (2003). Studying compliment responses: A comparison of DCTs and recordings of naturally occurring talk. *Applied Linguistics*, 24(1), 90-121.
- Golato, A. (2017). Naturally occurring data. In A. Barron, Y. Gu, & G. Steen (Eds.), *The Routledge handbook of pragmatics* (pp. 21-26). Routledge.
- González-Lloret, M. (2021). Online collaboration through tasks for L2 pragmatic development. In M. P. G. Mayo (Ed.), *Working collaboratively in second/foreign language learning* (pp. 199-226). De Gruyter.
- Green, M. (2010). *Speech acts*. Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/entries/speech-acts/>
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan, *Speech acts* (pp. 41-58). Brill.
- Grice, P. (1989). *Studies in the way of words*. Harvard University Press.
- Haddad, M. (2017). *The use of request strategies in L2 English: The case of upper-secondary students in a Swedish context* [Thesis, Mälardalen University]. Digitala Vetenskapliga Arkivet. <http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1181301&dswid=-1874>
- Halupka-Rešetar, S. (2014). Request modification in the pragmatic production of intermediate ESP learners. *ESP Today*, 2(1), 29-47.
- Hamblin, R. (1978). A transcultural education rationale. National Multilingual Multicultural Materials Development Center, Cultural issues in education: A book of readings, 3-9.
- Hassall, T. (2012). Pragmatic development in study-abroad contexts. *The Encyclopedia of Applied Linguistics*. <https://doi.org/10.1002/9781405198431.wbeal0928>
- Hassall, T. (2001). Modifying requests in a second language. *IRAL - International Review of Applied Linguistics in Language Teaching*, 39(4), 259-283. <https://doi.org/10.1515/iral.2001.005>
- Harwood, N. (2014). Content, consumption, and production: Three levels of textbook research. In N. Harwood (Ed.), *English language teaching textbooks: Content,*

consumption, production (pp. 1-41). Palgrave Macmillan. doi: 10.1057/9781137276285_1

- Holtgraves, T., & Yang, J. N. (1992). Interpersonal underpinnings of request strategies: General principles and differences due to culture and gender. *Journal of Personality and Social Psychology*, 62(2), 246.
- Horn, L. R. (2006). The border wars: A neo-Gricean perspective. *Where Semantics Meets Pragmatics*, 16, 21-48.
- Hofstede, G. (1980). Culture and organizations. *International studies of management & organization*, 10(4), 15-41.
- House, J., & Kasper, G. (1987). Interlanguage pragmatics: Requesting in a foreign language. *Perspectives on Language in Performance*, 2, 1250-1288.
- Hudson, T., & Brown, J. D. (Eds.). (2001). A focus on language test development: Expanding the language proficiency construct across a variety of tests (Technical Report #21). *The Electronic Journal for English as a Second Language*, 6(2).
- Hulstijn, J. H. (2015). *Language proficiency in native and non-native speakers: Theory and research*. John Benjamins Publishing.
- Hussein, N. O. & Albakri, I. (2019). The importance of the speech act of request in the Iraqi EFL classroom. *International Journal of Applied Linguistics and English Literature*, 8(2), 34.
- Hussein, N., & Albakri, I. (2019). Iraqi learners' problems in learning speech act of request in EFL classroom. *Journal of Education and Practice*, 10(4), 54-57.
- Hunston, S. (2002). Pattern grammar, language teaching and linguistic variation: applications of a corpus-driven grammar. In R. Reppen, S. Fitzmaurice, & D. Biber (Eds.), *Using corpora to explore linguistic variation* (pp. 167-183). John Benjamins Publishing.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.
- Fathi Huwari, I. (2018). A study of apology strategies in English: A case study on Jordanian and Asian undergraduate students at Zarqa University. *Arab World English Journal*, 9(1), 335-349. <https://doi.org/10.24093/awej/vol9no1.24>
- Huwari, I. F., & Al-Shboul, Y. (2015). A Study on the Perception of Jordanian EFL Learners' Pragmatic Transfer of Refusals. *Advances in Language and Literary Studies*, 6(1), 46-54.
- Hymes, D. (1972). On communicative competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics: selected readings* (pp. 269-293). Penguin.

- Dalmau, M. S., & i Gotor, H. C. (2007). From "Sorry very much" to "I'm ever so sorry": Acquisitional patterns in L2 apologies by Catalan learners of English. *Intercultural Pragmatics*, 4(2), 287-315.
- Jalilifar, A. (2009). Request strategies: Cross-sectional study of Iranian EFL learners and Australian native speakers. *English Language Teaching*, 2(1), 46-61.
- Jiang, X. (2006). Suggestions: What should ESL students know? *System*, 34(1), 36-54.
- Kasper, G. (1988). *Variation in interlanguage speech act realization*. University of Hawai'i Working Papers in English as a Second Language. <http://hdl.handle.net/10125/38589>
- Kasper, G. (1999). *Data collection in pragmatics research*. University of Hawai'i Working Papers in English as a Second Language. <http://hdl.handle.net/10125/40802>
- Kasper, G. (2000). Data collection in pragmatics research. In H. Spencer-Oatey (Ed.), *Culturally speaking: Managing rapport through talk across cultures* (pp. 279-303). Continuum.
- Kasper, G., & Blum-Kulka, S. (1993). *Interlanguage pragmatics*. New York.
- Kasper, G., & Roever, C. (2005). Pragmatics in second language learning. In E. Hinkel (Ed.), *Handbook of research in second language learning and teaching* (pp. 317-334). Mahwah, NJ: Erlbaum.
- Kasper, G., & Rose, K. R. (2002). Pragmatic development in a second language. *Language Learning: A Journal of Research in Language Studies*, 52, supplement 1.
- Kasper, G., & Rose, K. R. (Eds.). (2001). *Pragmatics in language teaching*. Ernst Klett Sprachen.
- Karagöz, T., & Isisag, K. U. (2019). An Investigation into the Request Realization Patterns of Turkish ELT Students. *Novitas-ROYAL (Research on Youth and Language)*, 13(1), 84-102.
- Khankar, Q. I. (2001). *Identify the most important problems of language curriculum English for the first grade secondary school from the viewpoint of the parameters province Taif* [Unpublished master's thesis]. Umm al-Qura University.
- Khorshidi, S., Mobini, F., & Nasiri, M. (2016). Iranian English teaching applicants' request and apology speech acts: Special focus on language proficiency. *Journal of Language Teaching and Research*, 7(3), 534-541.
- Koike, D. A. (2008). *A grammar of L2 pragmatics: Issues in learning and teaching*. Heinle Cengage Learning.

- Kılıçkaya, F. (2010). The pragmatic knowledge of Turkish EFL students in using certain request strategies. *Gaziantep University Journal of Social Sciences*, 9(1), 185-201.
- Kramsch, C. (2007). Re-reading Robert Lado, 1957, *Linguistics across Cultures. Applied linguistics for language teachers. International Journal of Applied Linguistics*, 17(2), 241-247.
- Lakoff, R. (1977). What you can do with words: Politeness, pragmatics and performatives. In *Proceedings of the Texas Conference on Performatives, Presuppositions and Implicatures* (pp. 79-106).
- Lambert, W. E., Tucker, G. R., & d'Anglejan, A. (1973). Cognitive and attitudinal consequences of bilingual schooling. *Journal of Educational Psychology*, 65(2), 141.
- Lee, J. M. (2015). *English for airline purposes in Taiwan: directive speech acts for the check-in counters* [Doctoral thesis, The University of Edinburgh]. Edinburg Research Archive. <https://era.ed.ac.uk/handle/1842/16211>
- Leech, G. N. (1983). *Principles of pragmatics*. Longman.
- Leech, G. N. (2014). *The pragmatics of politeness*. Oxford University Press.
- Lenchuk, I., & Ahmed, A. (2013). Teaching pragmatic competence: A journey from teaching cultural facts to teaching cultural awareness. *TESL Canada Journal*, 30(7), 82-82.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
- Lin, L. C. (2014). Understanding pronunciation variations facing ESL students. *International Journal of Humanities and Social Science*, 5(1), 16-20.
- LoCastro, V. (2013). *Pragmatics for language educators: A sociolinguistic perspective*. Routledge.
- Locker, J., & Buzard, G. (1990). A dictionary of transcription control sequences. *DNA sequence*, 1(1), 3-11.
- Locher, M. A., & Watts, R. J. (2005). Politeness theory and relational work. *Journal of Politeness Research. Language, Behaviour, Culture*, 1(1). <https://doi.org/10.1515/jplr.2005.1.1.9>
- Loutfi, A. (2016). Pragmatic transfer in Moroccan EFL learners' requests. *Asian Journal of Education and e-Learning*, 4(1), 15-24.
- Mahboob, A., & Elyas, T. (2014). English in the kingdom of Saudi Arabia. *World Englishes*, 33(1), 128-142.
- Marmaridou, S. (2011). Pragmalinguistics and sociopragmatics. In W. Bublitz & N. R. Norrick (Eds.), *Foundations of pragmatics* (pp. 77-106). De Gruyter.

- Marzban, A., & Davaji, S. (2015). The effect of authentic texts on motivation and reading comprehension of EFL students at intermediate level of proficiency. *Theory and Practice in Language Studies*, 5(1), 85-91.
- Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.
- McSweeney, B. (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith-a failure of analysis. *Human relations*, 55(1), 89-118.
- Meier, A. J. (1995). Passages of politeness. *Journal of Pragmatics*, 24(4), 381-392.
- Mey, J. L. (2007). Developing pragmatics interculturally. In I. Kecskes & L. R. Horn, *Explorations in pragmatics* (pp. 165-189). De Gruyter.
- Minkov, M., & Hofstede, G. (2012). Is national culture a meaningful concept? Cultural values delineate homogeneous national clusters of in-country regions. *Cross-Cultural Research*, 46(2), 133-159.
- Mir, M. (1995). The perception of social context in request performance. In F. Bouton & Y. Kachru (Eds.), *Pragmatics and language learning monograph series* (pp. 105-120). University of Illinois at Urbana-Champaign.
- Mohamed, H. (2019). Request strategies and level of request directness in Moroccan Arabic and American English. *IOSR Journal of Humanities And Social Science*, 24(8), 10-20.
- Nelson, G. L., Carson, J., Batal, M. A., & Bakary, W. E. (2002). Cross-cultural pragmatics: Strategy use in Egyptian Arabic and American English refusals. *Applied Linguistics*, 23(2), 163-189.
- Nguyen, T. T. M. (2008). Modifying L2 criticisms: How learners do it? *Journal of Pragmatics*, 40(4), 768-791.
- Niezgoda, K., & Röver, C. (2001). Pragmatic and grammatical awareness: A function of the learning environment? In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 63-79). Cambridge University Press. doi: 10.1017/CBO9781139524797.008
- Nurani, L. M. (2009). Methodological issue in pragmatic research: Is discourse completion test a reliable data collection instrument? *Jurnal Sosioteknologi*, 8(17), 667-678.
- Ogiermann, E. (2009). *On apologising in negative and positive politeness cultures* John Benjamins Publishing.
- Olshtain, E. (1989). Apologies across languages. In S. Blum-Kulka, J. House & G. Kasper (Eds.), *Cross-cultural pragmatics: Requests and apologies* (pp. 155-173). Ablex.

- Pinto, D. (2005). The acquisition of requests by second language learners of Spanish. *Spanish in Context*, 2(1), 1-27.
- Qari, I. (2017). *Politeness study of requests and apologies as produced by Saudi Hijazi, EFL learners, and British English university students* [Doctoral thesis, University of Roehampton]. University of Roehampton Research Explorer. <https://pure.roehampton.ac.uk/portal/en/studentTheses/politeness-study-of-requests-and-apologies-as-produced-by-saudi-h>
- Qari, I. (2019). The Gender of the Addressee as a Factor in the Selection of Apology Strategies: The Case of Saudi and British. *International Journal of Society, Culture & Language*, 7(1), 83-95.
- Qorina, D. (2012). Realization of apology strategies by English department students of Pekalongan University. *Language Circle: Journal of Language and Literature*, 7(1), 93-105.
- Rababah, L. (2017). Investigating Arabic to speakers of other languages (ASOL) lecturers' attitudes towards utilizing flipped classroom instruction (FCI): A qualitative study at Jordanian public universities. *International Education Studies*, 10(7), 94-102.
- Rahman, A., Zuhair, A. A., & Abid, R. Z. (2015). Utilization of request mitigators by Omani learners of English and native speakers: A comparative study. In *2nd International Conference on "New Directions in Multidisciplinary Research & Practice" (NDMRP-2015)*.
- Rastegar, S., & Yasami, F. (2014). Iranian EFL learners' proficiency levels and their use of apology strategies. *Procedia-Social and Behavioral Sciences*, 98, 1535-1540.
- Reiter, R. M. (2000). *Linguistic politeness in Britain and Uruguay: A contrastive study of requests and apologies*. John Benjamins Publishing.
- Roever, C. (2009). Teaching and testing pragmatics. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 560-577). Blackwell.
- Rose, K. (2000). An exploratory cross-sectional study of interlanguage pragmatic development. *Studies in Second Language Acquisition*, 22(1), 27-67. doi:10.1017/S0272263100001029
- Rouissi, I. (2014). Requests as Impositions: negative face among Saudi learners of English. *International Journal of Humanities and Cultural Studies*, 1(3), 344.
- Safont-Jordà, M. P. (2008). The speech act of requesting. In E. A. Soler (Ed.), *Learning how to request in an instructed language learning context* (pp. 41-64). Peter Lang.
- Saleem, T., Anjum, U., & Naz, A. (2018). Pragmatic transfer in Pakistani English Speakers Apology Responses: Impact of social power. *FWU Journal of Social Sciences*, 12(2), 74.

- Sattar, H., Lah, S. C., & Suleiman, R. R. R. (2009). Iraqi postgraduates' production and perception of requests: A pilot study. *International Journal of Language, Society and Culture*, 29(29), 56-70.
- Sari, D. R. (2017). Request strategies in *Pride and Prejudice* movie. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa & Sastra*, 1(1), 24.
- Scarcella, R. (1992). Interethnic conversation and second language acquisition: Discourse accent revisited. In S. M. Gass & L. Selinker (Eds.), *Language transfer in language learning* (pp. 109-137). John Benjamins Publishing.
- Schauer, G. A. (2006). Pragmatic awareness in ESL and EFL contexts: Contrast and development. *Language Learning*, 56(2), 269-318.
- Schneider, J. (2005). Teaching grammar through community issues. *ELT Journal*, 59(4), 298-305.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
- Searle, J. R. (1975). Indirect speech acts. In P. Cole & J. L. Morgan (Eds.), *Speech acts* (pp. 59-82). Academic Press.
- Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1-23. <https://doi.org/10.1017/S0047404500006837>
- Shah, S. R., Hussain, M. A., & Nasseef, O. A. (2013). Factors Impacting EFL Teaching: An Exploratory Study in the Saudi Arabian Context. *Arab World English Journal*, 4(3), 104-123.
- Shahzadi, A., Bhatti, A. G., & Khan, M. (2021). Speech acts across cultures: A comparative study of Chinese and Pakistani students' request and politeness strategies. *Sir Syed Journal of Education & Social Research*, 4(2), 1-12.
- Shardakova, M. (2005). Intercultural pragmatics in the speech of American L2 learners of Russian: Apologies offered by Americans in Russian. *Intercultural pragmatics*, 2(4), 423-451.
- Stern, H. H., & Allen, J. P. B. (1992). *Issues and options in language teaching*. Oxford University Press.
- Sperber, D., & Wilson, D. (1986). *Relevance: Communication and cognition*. Harvard University Press.
- Syarifuddin, S. (2017). Improving of EFL learners' speaking proficiency through speaking activities inside and outside the classroom: a theoretical review. *LET: Linguistics, Literature and English Teaching Journal*, 2(2), 73-83.
- Tai, H. Y., & Chen, Y. S. (2021). The effects of L2 proficiency on pragmatic comprehension and learner strategies. *Education Sciences*, 11(4), 174.

- Tabachnick, B. G., & Fidell, L. S. (2007). *Experimental designs using ANOVA*. Thomson/Brooks/Cole.
- Tabatabaei, S., & Farnia, M. (2015). Learner's English Proficiency and their Pragmatic Competence of Refusal Speech Acts. *Beyond Words*, 3(1), 53-77.
- Taguchi, N. (2006). Analysis of appropriateness in a speech act of request in L2 English. *Pragmatics*, 16(4), 513-533.
- Taguchi, N. (2015). "Contextually" speaking: A survey of pragmatic learning abroad, in class, and online. *System*, 48, 3-20.
- Taguchi, N., & Yamaguchi, S. (2019). Implicature comprehension in L2 pragmatics research. In N. Taguchi (Ed.), *The Routledge handbook of second language acquisition and pragmatics* (pp. 31-46). Routledge.
- Takahashi, T., & Beebe, L. M. (1993). Cross-linguistic influence in the speech act of correction. *Interlanguage Pragmatics*, 138, 158-169.
- Takimoto, M. (2012). Assessing the effects of identical task repetition and task-type repetition on learners' recognition and production of second language request downgraders. *Intercultural Pragmatics*, 9(1), 71-96.
- Tanaka, L. (2015) *Japanese questions: discourse, context and language*. Bloomsbury Publishing.
- Tawalbeh, A., & Al-Oqaily, E. (2012). In-directness and politeness in American English and Saudi Arabic requests: A cross-cultural comparison. *Asian Social Science*, 8(10), 85.
- Tello Rueda, Y. (2006). Developing pragmatic competence in a foreign language. *Colombian Applied Linguistics Journal*, (8), 169-182.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4(2), 91-112.
- Trosborg, A. (1995). Statutes and contracts: An analysis of legal speech acts in the English language of the law. *Journal of Pragmatics*, 23(1), 31-53.
- Trosborg, A. (2011). *Interlanguage pragmatics: Requests, complaints, and apologies*. De Gruyter.
- Umar, A. M. A. T. (2004). Request strategies as used by advanced Arab learners of English as a foreign language. *Umm Al-Qura University Journal of Educational & Social Sciences & Humanities*, 16(1), 42-87.
- Verschueren, J. (2012). *Ideology in language use: Pragmatic guidelines for empirical research*. Cambridge University Press.

- Waldvogel, J. (2007). Greetings and closings in workplace email. *Journal of Computer-Mediated Communication*, 12(2), 456-477.
- Wannaruk, A. (2008). Pragmatic transfer in Thai EFL refusals. *RELC Journal*, 39(3), 318-337.
- Watts, R. J. (2003). *Politeness*. Cambridge University Press.
- Wierzbicka, A. (2003). *Cross-cultural pragmatics*. De Gruyter.
- Woodfield, H. (2012). Pragmatic variation in learner perception: The role of retrospective verbal report in L2 speech act research. In J. C. Felix-Brasdefer & D. Koike, *Pragmatic variation in first and second language contexts: Methodological issues* (pp. 209-237). John Benjamins Publishing.
- Xiao, F. (2015). Proficiency effect on L2 pragmatic competence. *Studies in Second Language Learning and Teaching*, (4), 557-581.
- Yassin, A. A., & Razak, N. A. (2018). Request strategies: A contrastive study between Yemeni EFL and Malay ESL secondary school students in Malaysia. *Asian Social Science*, 14(12), 29-40.
- Yazdanfar, S., & Bonyadi, A. (2016). Request strategies in everyday interactions of Yazdanfar, S., & Bonyadi, A. (2016). Request strategies in everyday interactions of Persian and English speakers. *SAGE Open*, 6(4), 215824401667947. <https://doi.org/10.1177/2158244016679473>
- Yuan, Y. (2001). An inquiry into empirical pragmatics data-gathering methods: Written DCTs, oral DCTs, field notes, and natural conversations. *Journal of pragmatics*, 33(2), 271-292.
- Yule, C. U. (2014). *The statistical study of literary vocabulary*. Cambridge University Press.
- Zayed, N. M. (2014). Jordanian EFL teachers' and students' practice of speech acts in the classroom. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(5), 1-10.
- Zrekat, Y., & Al-Sohbani, Y. (2022). Arab EFL University learners' perceptions of the factors hindering them to speak English fluently. *Journal of Language and Linguistic Studies*, 18(1), 775-790.