Investigating the Request Strategies among the Arab International Students and Malaysian Employees at a University in Malaysia

Marwan Yahya Al-Shawesh
University Kebangsaan, Malaysia (UKM)
Bangi, Selangor, Malaysia

Supyan Hussin
University Kebangsaan Malaysia (UKM)
Bangi, Selangor, Malaysia

Abstract
This paper investigated the ways in which the Arab international students realize requests with special reference to politeness strategies as patterned by Blum-Kulka (1989). The aim was to pragmatically analyze the most preferred request strategies and the types of external modifications by those speakers in the process of making requests in the academic setting at the School of Language Studies and Linguistics (PPBL), National University of Malaysia (UKM), Malaysia. To achieve this, the data was collected and recorded from two observed situations in which the two Arab students were involved in conversations, thus, making requests with two Malaysian employees. It was analyzed based on the model of request strategies by Blum-Kulka (1982) using the frequency of occurrences of such request strategies and external modifications. The results revealed that the speakers most preferred the use of conventional direct requests followed by the conventionally indirect requests and the non- the conventionally indirect requests respectively. Moreover, it was found that the use of reasons and positive politeness expressions used as external modifications made the requests smother and mitigated their effect in such situations.

Keywords: politeness strategies in request, request strategies of arab international students, head Acts request, external modifications request

1. Introduction

Politeness is considered as one of the important terminological concepts, which is defined by Brown & Levinson (1978-1987) as the action of saying and doing things in way that the person takes into consideration the other side's feeling. The work conducted by Brown & Levinson (1987) on "politeness" and its relation to "indirectness" and "face" has attracted many researchers who have carried out several studies on conversational analysis. Since then, many linguists have investigated the communicative events and speech acts in more details and deeply. Requests, as a subcategory of directives, were seen by Brown & Levinson (1987) as intrinsically face threatening as the intention of the speaker is often considered to threaten the addressee's negative 'face want'. However, according to Félix-Brasdefer (2005), requests are defined as pre-events which are intended by speakers to initiate the negotiation of face during a conversational interaction.

As direct requests appear to be impolite and face-threatening, Brown & Levinson (1987) and Leech (1983) argued for indirectness as preference since it reflects the speaker's politeness or polite behavior. Leech (1983) suggested that it is possible to increase the degree of politeness by using more indirect illocutions: "(a) because they increase the degree of optionality, and (b) because the more indirect an illocution is, the more diminished and tentative its force tends to be" (1983: 131-32). Previous researchers such as Blum-Kulka, *et al*. (1989), House & Kasper (1989), Trosborg (1995), Sifianou (1999), Marquez Reiter (2000), Safont (2005), and have proposed an almost similar model for the discourse moves involved in Requestive Speech Acts (RSAs). A request, in their models, is a speech act consisting of an obligatory element of the core request (i.e., a Head Act (HA), and one or more optional peripheral elements that function as force modifications for the request head act. The head act is the main part of the request act and can stand on its own.

Previous studies conducted on requests among Arab students have revealed several problems faced by such speakers in requesting others for information and other purposes (Al-Ammar (2000); Al-Eryani 2007; Hiba *et al*. 2009; Awad 2012). Such researchers have pointed out at the Arab speakers' degree of directness in using request strategies and their realization of the content of strategies which might differ from one culture to another culture. As stated by Umar (2004), Arab speakers of English form their request strategies based on their cultural background when formulating their requests strategies. They may lack that level of awareness of the existing differences between the two languages including such request strategies in terms of politeness and appropriateness.

2. Statement of the Problem

Leech (1983) and Brown & Levinson (1987) considered direct requests to be rude or impolite, and tend to threaten the addresser's face. As suggested by Leech (1983), to avoid using such direct requests and increase the level of politeness in performing requests, it is better for speakers to use indirect illocutions. In addition, Thomas (1983) argued that most of our misunderstandings of others are attributed to our lack of ability to understand their intentions.

However, regarding the politeness for performing requests in the Second Language (L2) or Foreign Language (FL), Marazita (2010) stated that it is difficult for the non-native speakers to perform politeness strategies in second language while requesting. For instance, in request, politeness strategies which will be used to perform this request vary because the differences of the cultures and communication patterns. Thus, understanding other cultures is a very important factor to communicate successfully with other people around the world. Such misunderstandings

may happen when the Arab international students transfer their Arabic request strategies to Malay language literally and consequently, the meaning of their requests were misunderstood or unacceptable by others. For example, when the Arab student requests a pen from his partner in the academic setting, he will say '*I want your pen for a moment*' it may appear that he is obligating his partner to give him the pen, and additionally it may be considered an impolite request. In Arabic, this kind of request is acceptable and expresses intimacy and closeness rather than rudeness or impoliteness, so misunderstanding could occur. Several figures agreed that, cultural differences play a vital role in performing the speech act of request in all societies of the world (Mashiri, 2001; Macaulay 2001; Brasdefer 2005; Kasper; 2006, Rue and Zhang 2008; Farahat 2009; Awad 2012).

Similarly, Umar (2004:46) pointed out that "Being polite is a complicated business in any language. It is indeed very difficult to learn because it involves understanding not just the language, but also the social and cultural values of the community". This means that Arab learners of English as an FL are more likely to find it difficult to master such politeness strategies in using requests in English, thus, employed their mother tongue rules and perceptions in making appropriate and polite request. As stated by El- Shazly (1993), the Arabic culture motivates the Arabic society to request from others indirectly as it is considered a polite strategy of communicating with others, studies such as Al-Ammar (2000), Al-Eryani (2007), and Awad (2012) as previously mentioned have proved that Arab EFL speakers frequently use the direct requests strategies for getting information. Therefore, this study investigates the request strategies as one of the most important concerns of the approaches of politeness. First, it aims to identify the request strategies used by the Arab international students while requesting with the Malaysian employees in an academic setting at PPBL. Second, it aims to investigate how the Arab international students initiate request with Malaysian employees at the School of Language Studies and Linguistics (PPBL), National University of Malaysia (UKM).

3. Study Objectives
The research objectives for the presented study are:

1. To identify the request strategies used by the Arab international students while communicating with the Malaysian employees in an academic setting at PPBL.
2. To investigate how the Arab international students initiate requests when communicating with Malaysian employees at PPBL.

4. Study Questions
The present study attempts to answer the following questions:

1. What are the requests strategies used by the Arab international students while communicating with the Malaysian employees in the academic setting at PPBL?
2. How do the Arab international students initiate requests when communicating with Malaysian employees at PPBL?

5. Review of Previous Studies
This part will look at the previous studies on request strategies. Rue & Zhang (2008) conducted a study to investigate the request strategies among the Chinese and Korean speakers. They collected their data from role-plays and naturally recorded conversations. Based on the findings

of the study, it was found that the Chinese and Korean role-play data exhibited indirect head acts (conventionally indirect + hints) as the most frequently used request strategies. Additionally, it was revealed that the Chinese speakers tended to employ more conventionally indirect head acts towards familiar superiors in natural convention, Korean speakers preferred using more hints to familiar superiors, in common the two groups used a similar pattern of request strategies, non-direct head acts. Kasper (2006) conducted a study to investigate the politeness of multiple requests in oral proficiency interviews (OPI). It was revealed that two types of structurally parallel operations of mitigations and conventionally indirect request frames were used by the participants based on the researcher's observation. For the most part, interviewers consider both types of request strategies as dispensable in the subsequent version, which is identified as a pattern found in multiple requests in the same-turn as well as in other-initiated and third position repair.

Mashiri (2001) carried out a study to examine the request strategies in commuter omnibus discourse involving the bus crew and passengers. The findings showed that polite requests predominate other speech acts in commuter omnibus discourse in Harare. In this context, it was revealed that the interactional relations between the commuter crew and passengers is very volatile, thus, increasing the speakers' tendency in using FTAs. Therefore, male passengers' responses to requests in traveling (as standing passengers, squeezed in corners or seating on falling seats) tended to be more favorable because of their fear of bringing their masculinity into question. However, such politeness markers were not found to be their counterparts, females. In a similar way, slang terms were not used by male conductors for the purpose of mitigating their requests to women passengers. Macaulay (2001) conducted a study to explore the differences between male and female while requesting information. The study found that the female participants used more indirect request for asking for information which can be provocative as well as polite, and they used provocative forms which constitute an enabling strategy. Whereas the male participants preferred the use of indirect forms that foster attunement, the females preferred indirect forms that engage them in analytically in their interviews. Moreover, the females frequently used the indirect request for getting information more than the male.

Upadhyay (2003) conducted a study to revisits the link between the linguistic indirectness and politeness by examining requestive acts from naturally occurring conversational data in Nepali. The findings indicated that the participants' selection of the linguistic form to express politeness in general is impacted by their social setting in which they interacted. Moreover, it is significantly affected by the morphological aspects of the language in Nepali, which is stated to be different from that of English as politeness in English is generally expressed through syntactic (rather than morphological) variation. Farahat (2009) carried out a study to identify the linguistic expressions and the politeness strategies employed by each culture studied in situations involving Face-Threatening Acts. This study also studies the politeness phenomena in both Australian and Palestinian play in a way that avoids unwarranted generalization. It was found that how the notion of imposition was conceptualized by speakers of Australian English and Palestinian Arabic, and the codes of politeness employed in requests to counteract any threat to face differ considerably between the two groups. Conventional indirectness was preferred by speakers of Australian English whereas the strategy of apologizing was preferred by speakers of Palestinian Arabic as they provide reasons to justify their request making and using. This reflects the difference between the two groups in terms of their native cultures and languages. Awad (2012) carried out a study to investigate the request strategies among Malaysian and Libyan

postgraduate students at USM. The findings indicated that the Libyan postgraduate students tend to highly prefer using the direct request strategies while asking for information.

Several figures agreed that, cultural differences play a vital role in performing the speech act of request in all societies of the world (Mashiri, 2001, Macaulay, 2001, Brasdefer 2005, Kasper 2006, Rue and Zhang 2008, Farahat 2009, and Awad 2012). In their investigation for request strategies, they employed certain terms such as politeness, request, and head acts strategies (direct request, conventionally indirect request and non-conventionally indirect request).

Having discussed the above literature, we can conclude that studies on this topic are very rare. Therefore, this study will have to contribute more findings in this field.

6. Methodology
This section discusses the procedures for data collection and data analysis. It gives more information and clear details about the study design, data collection, study setting, recording, and participants.

6.1 Study Design
Research design is defined as "an approach to integrate various elements of a research project in a consistent and coherent fashion in order to address a predefined set of study questions" (Trochim& Land, 1982). This study used qualitative approach to identify the request strategies used by the Arab international students while communicating with Malaysian employees in academic setting at PPBL and also to investigate how the Arab international students initiate requests when communicating with Malaysian employees in academic setting at PPBL. Creswell (2005) argues that qualitative method is a type of the research in which the researcher relies on the participants' views. Therefore, it is selected for this study to reflect the students' own voice.

6.2. Data Collection
Unlike previous study, this study analyzes natural data. Yet, some researchers use DCT (Discourse-Completion Task) as an instrument for data collection (Franch 2003, Byon 2004, Guodong and Jing 2005, and Jalilifar 2009). Few researchers state that DCT is not a good instrument for data on request strategies. This is because the type of data provided by DCT does not adequately represent the length of response or the number of turns it takes to fulfill the speech act, the number of repetition and elaboration occurring in authentic situations and real life conversations and the real wording used such interaction and the actual role of occurrence (Beebe and Cummings 1985:13). Natural speech can be either collected through field-notes of ethnographic data or by means of audio recording or video recording. Such natural speech is reliable data about the way speech acts function in interaction.

6.2.1. Study Setting
6.2.1.1. Place
This study takes place at Pusat Pengajian Bahasa dan Linguistik (PPBL), UKM where employees there were selected as the participants for this study. The idea behind choosing the Arab international students is that they have problems in performing requests. The researcher worked with some of employees of PPBL in UKM. They are helpful and gave the researcher permission to record the conversation.

The researcher recorded two conversations between the EFL Arab international students and some Malaysians' employees at PPBL at UKM. The two conversations were recorded in a noisy place which was surrounded by some local and international students.

6.2.1.2. Time
The employees at PPBL office gave the researcher specific days and dates to record the discussion involving a number of the employees and the Arab international students who went to the office there to ask for information about some cases.

6.2.2. Recording:
The researcher used tape recorder to record data conducted among some Malaysian employee and Arab international students at PPBL at UKM.

6.2.3. Participants
The participants of this study were four; two Malaysian employees working in PPBL; one is a male and the other is a female and two Arab postgraduate students who are doing their master and PhD degree in UKM. At that time, the students came to PPBL to ask for certain information concerning theirs and their friends' studies and how to enrolled at the university.

6.2.4. Transcription the Data
The two conversations between the Malaysian employees and the two Arab international students were recorded and were transcribed using Gail Jefferson's notation symbol. Gail Jefferson's notation symbol is used to indicate low and rising intonations, overlaps, inaudible sounds, and pauses of the speakers. (See Appendix)

6.3. Procedures of Data Analysis
Many researchers stated that DCT (Discourse-Completion Task) is not a good instrument for such kind of data. As pointed out by Beebe and Cummings (1985:13), the type of data provided by DCT does not adequately represent the length of response or the number of turns it takes to fulfill the speech act, the number of repetition and elaboration occurring in authentic situations and real life conversations and the real wording used such interaction and the actual role of occurrence. Therefore, data collection by using a tape recorder was conducted in this project in order to obtain natural and authentic data.

The data were analyzed based on Blum-Kulka's *et al*. (1989) modified model of request strategies which are classified into two major categories namely; head acts and strategies used as external modifications to the head act. In examining and identifying the head acts, there are three degrees or sub-categories of head acts known as directness: 1) direct; 2) conventionally indirect; and, 3) non-conventionally indirect (hints). For the external modification strategies, they were identified as elements which are used by speakers to modify the head acts, and they usually precede or follow the head acts in conversations. This model has been used by several researchers such as Félix-Brasdefer (2005), Scollon and Scollon (2001), and Færch and Kasper (1989). The Statistical Package for the Social Sciences (SPSS) was used to analyze the data, and only the frequency was used to calculate the instances of occurrence of each category of these request strategies.

7. Results and discussion

7.1. Results of Head Acts and External Modifications

This section discusses the findings concerning the politeness in request strategies observed in the EFL Arab international students' interactions with the Malaysian employees in two request situations at PPBL at UKM. The results are presented based on the strategies used across the request sequence namely; head acts and external modifications. As shown in Table 1 and 2, the two Arab international students produced a total of 27 strategies in the two request situations. The instances of head acts are 18 and those identified as external modifications were 9.

Table 1. *Results of the Frequencies of Arab International Students' Request   Strategies (Head Acts)*

Head Acts			
Participants	Direct Requests	Conventionally Indirect Requests	Non- Conventionally Indirect Requests
Participant 1	6	7	0
Participant 2	4	0	1
Total	10	7	1

Table 2. *Results of the Frequencies of Arab International Students' Request Strategies (External Modifications)*

External Modification			
Participants	Precursors	Reasons	Positive Strategies
Participant 1	1	3	2
Participant 2	2	1	0
Total	3	4	2

In further analyzing and identifying the types of head acts used by the two students, it was found that the frequency of the produced direct requests was 10, 6 times for the first participant and 4 times for the second participant. This was followed by the conventionally indirect requests with a frequency of 7 times for the first participant. There was only one non-conventionally indirect request used by the second participant. For the types of external modifications used by the two speakers, there were three types namely; precursors, reasons and positive strategies. The results concerning the frequency of occurrence of such three types of external modifications showed that the precursors occurred three times, one time for the first

participant and two times for the second participant. Additionally, reasons occurred 4 times; 3 times for the first participant and one time as used by the second participant whereas positive strategies occurred 2 times only for the first participant. The results of these two major types of politeness strategies in requests and their sub-categories are discussed in further details in relation to findings of other previous studies as follows:

7.2. Discussion of Head Acts and External Modifications

7.2.1   Discussion of Head Acts

This section will discuss the results regarding the first research question. The results of the head acts as mentioned in table 1 will answer the first research question. As shown in Table 1, the results revealed that the Arab international students highly preferred the use of direct request strategies by means of want statement such as two lines (8-9, 21 & 22) provided below:

> […] I want to ask you some questions I have two of my friends I want to submit phd here so [this proposal] (.).
>
> […] I want to ask you who supervisor who is chosen for them is the supervisor (.)

Or other direct request strategies as illustrated in lines (71 & 81) below:

> […] where is the main gate
> […] you have buses here (.) =

These results are consistent with Awad (2012) in studying the Arab Libyan participants' request strategies in speaking at Universiti Sains Malaysia (USM). It was found that the participants tend to highly prefer using the direct request strategies. However, such results do not conform the findings of a study by Hiba et al. (2009) who examined Iraqi postgraduates at USM as they found that the entire group preferred conventionally indirect requests.

The results proved that the second high category of head acts was conventionally indirect requests. It was found that the two participants used such conventionally indirect request strategies through the use of if conditional sentences functioning as polite requests containing model verbs such "could" and other verbs such as "mind". The following lines (40, 41, 42, 52 & 53) illustrate the use of such types of polite request strategies. This is supported by Félix-Brasdefer (2005) as he stated that the use of indirect requests including the conditional form and model verbs is usually highly preferred by some speakers addressing a person of distant relationship. However, the least frequency of occurrence of these three types of head acts was associated with the non- conventionally indirect requests. It was occurred one time as illustrated below in line (25&26) but, it implies that Arab students do not intend to prefer such type of head acts in requests.

> […] I don't know anyone I am not in the same faculty i am in IT not in err education not in English language (.)

Based on the results, the findings concerning the first high category of head acts (conventionally direct requests) are consistent with the findings in a previous study conducted by Awad (2012), who reported that the Libyan postgraduate students tend to highly prefer using the direct request strategies. For the findings concerning the second high category of head acts (conventionally indirect requests), they matched the findings in previous studies conducted by Mashiri (2001), Macaulay (2001), Brasdefer (2005), Kasper (2006), Rue and Zhang (2008), and

Farahat (2009), as such researchers reported that the conventional indirect requests were the most common means of requesting.

7.2.2. Discussion of External Modifications

This section will discuss the results regarding the second research question. The results of the external modifications as mentioned in table 2 will answer the second research question. Thus, the analysis of the two Arab international students' conversations in these two situations revealed that the speakers quite frequently used the external modifications either precede or follow request head acts (i.e., are pre-posed or post-posed) to initiate their request. As displayed in table 2, the results showed that the speakers used precursors three times in the two situations to initiate their request. According to Blum-Kulka et al. (1989) and Félix-Brasdefer (2005), such external modifications functions to draw the addressee's attention to the request are 'attention getters' or 'attention grabbers'. In the current discourse, the two speakers employed precursors in the forms of greetings as to initiate their request and draw the employee's attention to their requests as illustrated in lines (1. 3).

alsalamulikum (.)

salamat pagi = (.)

Such precursors were used before requesting or before using the head act of request as to attract the employee's attention to what would information the speaker was about to ask or request. The speakers either used such precursors in Arabic or Bahasa Malay.

Moreover, based on the analysis of the current data, another type of external modifications named "reasons" was the most frequently used type of such external modifications in the two situations. These results show that reasons were used significantly more often than precursors across the request interaction. The interaction extracted from the exchange of information between the speakers and the employee below shows the co-occurrence of reasons and alternatives in an interaction. The reasons are underlined:

Student Male: I have my friend from yemen called me he did not have that but he is undergraduate his graduate from the secondary [school] (.)
Employee Male: [no]
Student Male: but he did not apply for ielts or tofel (.) [L. 21]
Employee (Male): ok our requirement is stated in our ( ) that all application in ukm in our English program must be tofel ( ) to but (   ) you have to get ↑ tofel and ielts (.)
 Student Male: yah (.) first time he should not be Contact ↑ with his supervisor or just (.) he fills [the application]

In the above interaction, the speaker negotiates the request with the employee and attempts to achieve or accomplish the request largely and a way or form of by stating the reason. This, according to Félix-Brasdefer (2005) assists the speaker or the person who makes a request to smooth the harshness of a direct request and to appear polite. In the above interaction, it can be noticed that after stating the reason, the speaker initiates and introduces his direct request strategy as in "first time he should not be Contact ↑ with his supervisor or just (.) he fills [the application]". The findings in this type is similar to the one by Farahat (2009) who also reported

that the strategy of apologizing was preferred by speakers of Palestinian Arabic as they provide reasons to justify their request making and using as discussed in the literature review earlier.

The analysis of the data in both situations showed that the least frequently used type of external modifications was expressions of positive politeness. They were used only two times or instances while initiating the requests. These below lines (5 & 12) extracted from the interaction in the first situation illustrate how the speaker uses such expressions of positive politeness in the form of apology or saying sorry to initiate his request. These expressions are underlined.

[ ] sorry (.) i would like to ask you about how to apply err or submit your

[ ] err sorry (.) I am not here (.)

As noticed from the above interaction, the use of such positive politeness expressions marks that positive politeness which introduces the request as in the first stance and mitigates the direct effects of a request preceded it as in the second stance.

8. Conclusion

The current paper investigated the use of the politeness request strategies observed from recorded conversations between two EFL Arab international students and a Malaysian employee at PPBL at UKM. It was found that conventional direct requests were the most common means of requesting in situations followed by the conventionally indirect requests and the non- the conventionally indirect requests respectively. Thus, the study provides some insights into the directness and requesting behaviors of the Arab international students in communicating and dealing with employees. Furthermore, such direct requests were made smother and their effect was attempted to be mitigated by using reasons and positive politeness expressions used as external modifications.

For future studies, it is suggested that more studies can look into the same direction of the current study with other speech acts such as apology and refusal in order to explain the cultural differences between native speakers of Arabic language and other cultures and languages.

About the Author:

Marwan Yahya Al-Shawesh is a PhD candidate at faculty of social sciences and humanities, University Kebangsaan Malaysia. His research interest includes teaching Englishe using CALl.

Supyan Hussin is a lecturer in language education and technology at the National University of Malaysia. His research interest includes e-learning, mobile language learning, and teacher education.

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Appendix
Transcribed Data

Jefferson Transcription Nation Symbol Used:

Jeffersonian Transcription Notation is described in G. Jefferson, Transcription Notation, in J. Atkinson and J. Heritage (eds), Structures of Social Interaction, New York: Cambridge University Press, 1984.

Symbol	Use
( )	'Inaudible utterance'.
[ ]	Brackets: Speech overlap.
(.)	Micro pause: Brief pause of less than (0.3).
(.4)	Timed Pause: A number in parentheses indicates the time, in seconds, of a pause in speech that's more than 3seconds.
hah	Laugh Syllable: Relative closed or open position of laughter.
↑	Rising intonation.
↓	Falling intonation.
=	Equal Signs: Latching of contiguous utterances, with no interval or overlap.
Italic	Code switching.
((telephone))	Telephone rings.
((coughs))	Words in double parentheses indicate transcriber's comments, not transcriptions.

The First Conversation (Participant 1)

Line No	Participant	utterance
1	Student	alsalamulikum (.)

	(Male)	
2	Employee (Male)	walikumsalam (.)
3	Student (Male)	*salamat pagi* = (.)
4	Employee (Male)	=*salamat pagi* (.) yes (.) err (.)
5 6	Student Male	sorry(.) i would like to ask you about how to apply err or submit your application err if you want to study phd here in this faculty(.) ((cough))
7 8 9 10	Employee (Male)	if you going to ((cough)) study here ((cough)) for phd you have to fill the form and go to the postgraduate center to get the form and fill the form and send err all of documents where to send it all and then proceed the process will start the process is done by the pps(.)
11		you have to go the postgraduate center in ukm (.)
12	Student Male	err sorry (.) I am not here (.)
13 14 15	Employee (Male)	for phd our requirement is 6.5 for the tofel certainly 6.5 ((telephone rings)) err in the master they have must be ielts or tofel for requirement get it necessary (.)
16	Student Male	necessary (.)
17	Employee (Male)	yah (.)
18 19	Student Male	i have my friend from yemen called me he did not have that but he is undergraduate his graduate from the secondary[school] (.)
20	Employee (Male)	[no]
21	Student Male	but he did not apply for ielts or tofel (.)
22 23 24	Employee (Male)	ok our requirement is stated in our ( ) that all application in ukm in our English program must be tofel ( ) to but ( ) you have to get ↑ tofel and ielts (.)
25 26	Student Male	yah (.) first time he should not be Contact ↑ with his supervisor or just (.) he fills [the application]
27 28 29	Employee (Male)	[ok]application must be ↑ take with the proposal and send to the faculty no need to see ↓ the lecture here because we don't know when the head of the program or the lecturer will decide in the committee (.) ok = (.)
30	Student Male	= yah (.)
31 32	Employee (Male)	ah because that's one is your proposal that will see after whether you are qualified or not it is depend on your form(.)
33	Student Male	which form (.)
34 35 36	Employee (Male)	if you see ↓ the lecturer here it is not your proposal ↑ that is one edit by the lecturer they want your proposal ↑ your proposal is not be done for is not be done anybody do this research that's

37		your research your own research ↑ (.) is it ( )
38	Student (Male)	yah (.)
39	Employee (Male)	ah yah for phd (.)
40 41 42	Student (Male)	just if you don't remind I want to ask you also about could i he selected your supervisor from internet he is looking for your staff and connect from because he wants some this dr this prof he has ( ) in his area (.)
43 44 45 46 47	Employee (Male)	ok (.) in the committee for this lecturer the committee will decided ↑ it whether she is fail the supervisor is in the necessary and sometimes we have two or three supervisor in one for the supervision for student not one ok (.) sometimes they fail because they decided in the committee they committee will decide but he can request (.)
48	Student (Male)	yah (.)
49	Employee (Male)	ok (.) [depend on his request] (.) yes
50	Student (Male)	[depend on his request] (.)
51	Employee (Male)	yah (.) he write a letter he requests that is up to the committee (.)ok =
52 53	Student (Male)	= ok (.) err if you remained could I receive it the application for ( ) the submission the application for thesis for phd (.)
54	Employee (Male)	that's why all in the [website] (.)
55	Student (Male)	[website]
56 57 58 59	Employee (Male)	and then all above the for phd and master is handle by the postgraduate center ukm (.) here ↑ is only school and then the school is only small is actually is department and then you also have the faculty small bigger the authority (.) small bigger than this (.) err here only a school (.)
60 61 62 63		maybe in your university is department ok even in the department the second stage is the faculty the more bigger than us and then faculty is after the faculty ( ) you have to go to pps that is one the is the main for and check whatever public student is to ( ) pps postgraduate center (.)
64	Student (Male)	i wonderful if you direct me or tell me the direction for the faculty = (.)
65	Employee Male	= faculty ok (.) we have a map here you can see you show the map we able
66	Student (Male)	yes this the faculty (.)
67	Employee (Male)	am ok (.)
68	Student (Male)	yah (.)
69	Employee	faculty of science social this is our school (17.) ok (.) am

	(Male)	
70	Employee Male	am yah am this is around here ok (.)
71	Student (Male)	yah where is the main gate (.)
72	Employee (Male)	the main gate is here (.)
73	Student (Male)	yah (.) is here ok it is around it is here (4.)
74	Employee (Male)	ok here (5.)
75	Student (Male)	oh the main gate and [turn left] (.)
76	Employee (Male)	[turn left] (.) ok =
77	Student (Male)	= ok (.)
78	Employee (Male)	all about the information about the university is inside our map here (.)ok =
79	Student (Male)	= ok err (5.) so (4.) if err ( ) which transportation [I should be] take (.)
80	Employee (Male)	[we have a bus] (.)
81	Student (Male)	you have buses here (.) =
82	Employee (Male)	= yah (.) we have bus here you can with in front of ours (.)
83	Student (Male)	could you tell me (.) which number (.) of buses (.) or [zone of buses] (.)
84	Employee (Male)	[err]
85	Student (Male)	i will err should take it (.)
86 87	Employee (Male)	the one you have to see ↓ in the website I also never use to bus here (.) [ok] (.)
88	Student (Male)	[yah]
89 90	Employee (Male)	ok (.) you have to see the website and you can see in the when you wait for buses this around the university (.)
91 92	Student (Male)	do you remained if I need if I want err to ask about any question to return to you (.)
93	Employee(Male)	yes ↓ you can ask you can come here (.)
94	Student (Male)	you don't remained =
95	Employee (Male)	= i don't remained
96	Student male	Yah

The Second Conversation (Participant 2)

Line No	Participant	utterance

1	Student (Male)	alsalamalikum (.)
2	Employee (Female)	walikumalsalam (.)
3 4	Student (Male)	i have question I have two friends I want to submit here to complete phd so I have this err ( ) (20.)
5	Employee (Female)	yes (.)
6	Student Male	alsalamalikum (.)
7	Employee (Female)	salam (.)
8 9	Student (male)	i want to ask you some questions I have two of my friends I want to submit phd here so [this proposal] (.)
10	Employee Female	[submit what]
11	Student (Male)	phd =
12	Employee (female)	= phd (.)
13	Student (male)	but a new phd new student (.) =
14	Employee (female)	= new student = (.)
15	Student (Male)	= new student (.)
16	Employee (female)	if [new student]
17	Student (male)	[not come]
18	Employee (female)	you must you already applied or not (.)
19	Student (male)	not apply because I got ( ) supervisor signature foe her (.)
20	Employee (female)	who is your supervisor (.) =
21 22	Student (male)	=no (.) don't know I want to ask you who supervisor who is chosen for them is the supervisor (.)
23 24	Employee (female)	normally you must know who is the supervisor he wants to chose (.) not me ↑ (.)
25 26	Student (male)	i know but I don't know anyone I am not in the same faculty i am in IT not in err education not in English language (.)
27	Employee Female	this one is your or your friends (.)
28	Student (male)	my friend not for me (.)
29	Employee (female)	better your friend comes here to ask ↑ not you (.)
30	Student	aha so how can help me ( ) [for example]

	(male)	
31	Employee (female)	[( )] ielts literature or els (.)
32 33	Student (male)	for example this one how to translate err the quran kareem to translate into English (.)
34		how to teach quran in English this one and this literature (.)
35	Employee (female)	ok (.) I give you the head of the [program]
36	Student (male)	[aha] (.) ok (.)
37	Employee (female)	[number]
38	Student (male)	[ok] (.)
39	Employee (female)	better you call [call him discussing]
40	Student (male)	[call him and explain]
41	Employee (female)	after that ( ) who is the best supervisor for you (.) ok =
42	Student (male)	= ok thank you very much (.)
43	Employee (female)	because I have no ideas (.) only ( )
44	Student (male)	hah Same me I am with [no idea] (.)
45	Employee (female)	[I see] ( ) where is your friend (.)
46 47	Student (male)	in my country Iraq he is the head of English language in university of alambar and he is the lecturer there (.)
48	Employee (female)	this one the proposal =
49 50	Student (male)	= this one the proposal and he have tofel and everything but I will go to ( ) [certificate] (.)
51	Employee (female)	[certificate and anything]
52	Student (male)	and all ( )
53	Employee (female)	ok I will give the number (.) =
54	Student (male)	= ok thank you very much (.)