



## Request Strategies Pragmatic Study By Iraqi Elf University Learners

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### ABSTRACT

This study explaining pragmatic consciousness EFL learners depending strategies of request, using in acquisition pragmatic capability in the academic besides the social communication. The research offered by a public programmer leading to the prioritizes are in need of English learners to improve the capability of using request in a successful way in social besides the academic communications.

This research targeted for illustrating the strategies essential role to develop the awareness learners' pragmatic of undergraduate Iraqi EFL learners. Besides, lots of learners of English language failing to provide pragmatic capability of the way of using request by associating their meanings utterances, deliberate the language users' intention. A developed studies on the strategies effectiveness to increase students 'pragmatic consciousness in EFL teaching.

Discussing improving language learners' pragmatic capability significance considered one of the important needs of the successful communication. focusing on requests speech act being speech act most regularly studying.

The current research showing an intermediate level Iraq EFL learners tending of using conventional indirect strategies for making requests besides using different structures depending the internal besides external modifications for making their requests more polite, yet request strategies choice in the formal conditions not different to a large extent from that informal contexts used .

**Keywords:** Pragmatic consciousness, strategies of Request, EFL students, polite request, communication.



## Section One: Review and Methodology

### 1.1. Introduction

EFL students should be capable of utilizing language in a suitable way for the occasion in order to communicate efficiently in cross-cultural settings. EFL students could communicate effectively in EFL situations by having a high level of pragmatic consciousness. In another meaning, communication is a decisive element of any community life since students feeling the necessity of engaging with one another in order to achieve certain objectives. Learners could communicate with variety of speakers in a range of circumstances because to the concept of language (Hussein and Albakri, 2019). According to language instruction, there existed a lot of attention to the work being done to help EFL students in developing pragmatic ability.

Since some researchers (Canale, et al , 2019) pointed out that deliberate just vocabularies or syntaxes being inadequate to be considered proficient learner of language in social or educational communication, inter language pragmatics (ILP) studies are sadly one of the neglected areas in this field. Even a highly proficient English student might find it difficult for interacting with the targeted language speakers.

Consequently, in order to realize communication among lots of nationalities in various contexts.

English learners needed to understand besides possessing communicative competency, comprising linguistic and pragmatic competence. Language proficiency included rules for vocabularies, spelling, and sentences, whereas pragmatic proficiency is concerned with the way language is used by learners and choosing the suitable expression for the situation (Leung, 2005).

Additionally, (Hymes ,1972) research found that teaching communicative language in EFL/ESL situations having highly priority on pragmatic capability as one of its main elements. A study used by (Hussein, and Seng ,2019) revealed that pragmatic language instruction focusing on aiding the learners for creating meaning instead of achieving grammatical structure or syntactic forms. Pragmatic language instruction focused on the language meaning used in social or cultural communication.

Moreover, (Hussein and Elttayef ,2018) suggested that communicative proficiency is a pragmatic competence element of in EFL learners. Such pragmatic ought to be ineffectively and knowingly chosen so as to be additional testable, teachable, entertaining, and motivated in FL contexts. So, it is essential for learning diverse cultures or practices associated with a foreign language.

English language learners can learn various socio-cultural languages and develop pragmatic consciousness through pragmatic training.

English language learners could learn numerous socio-cultural languages and improve pragmatic consciousness through pragmatic training, enabling them to speak with ease. EFL students occasionally displaying pragmatic aptitude once their spoken or written output is polite also appropriate for social situations. Furthermore, according to (Koike ,1989), pragmatic competence is the capacity of utilizing language for expressing social or cultural requirements while adhering to the proper standards and manners.



Learners ought to recognizing pragmatic instruction, in strategies of certain teaching request, the students employing in their expressions, and discover novel strategies the students employed to complete communication objectives in various states for realizing communication learners' purposes in schools besides universities besides developing learners' pragmatic consciousness of EFL classroom (Hussein, Albakri and Seng, 2019).

This might assist language teachers in developing EFL learners' speech acts of request in various contexts and assist foreign student to be additional pragmatically and socially aware of his own expressions.

### 1.2. The Study Issue

The fundamental issue in EFL contexts, notably in the Iraq environment, was discovered. When speaking in English, which is their second language, EFL college students can seem to lack pragmatic awareness. Additionally, thinking majors and graduates English language of Iraq having problems depending communication in English, in academic expressions besides in street situational conversions (Albakri and Seng, 2019). This is based on our teaching of English experience being a foreign language at educational universities besides institutions in Iraq.

Additionally, despite the growing attention in teaching pragmatic in numerous study methods, some in-depth research on the consequences of teaching pragmatic has been undertaken.

A less detailed study is done on the teaching pragmatic effects on learners of Iraqi EFL, where lots of foreign language teaching lacks sufficient teaching pragmatic. Particularly, no key strategies depending on facilitating communication among the students (Hussein and Albakri, 2019).

Consequently, students of Iraq appear to communicate little during speaking English with others, particularly when engaging in face-threatening behaviors. Additionally, researchers have found in earlier studies like (ibid) that even if language learners have all of the lexical and syntactic elements necessary to convey their message, they might still be incapable of doing so since they lack the requisite pragmatic consciousness. though certain Iraqi students appear pragmatically proficient while speaking Arabic, their competency may not always be mirrored in their proficiency with a second language (ibid).

Iraqi students must therefore learn pragmatic awareness, appropriate communication techniques, and cultural awareness of their own expressions in order to communicate with people of diverse nations. (ibid)

### 1.3. The Purpose of the Research

There hasn't been any empirical study recently to explain the way request techniques affecting EFL students' pragmatic consciousness in the setting of Iraq. The current study, tries explaining pragmatic consciousness of Iraqi students' request tactics use in an EFL university. Among the prominent pragmatics tactics is the request approach, which is more frequently heard in learners' everyday utterances in a variety of contexts.

It is the phrase that is most frequently used in a foreign language course. Therefore, employing request skills developed in class may assist Iraqi EFL students in becoming more pragmatic in EFL contexts. Results from numerous studies (Albakri, and Seng, 2019) emphasizing the significance of request techniques to improve English students'



pragmatic consciousness are also relevant.

#### 1.4. Literature Review

##### 1.4.1. EFL Learning and Teaching of Earlier Researches Pragmatics in

(Alcón-Soler, 2005) pointed out that diverse studies on pragmatics in EFL besides teaching are essential for assisting students of language to develop request outcomes, besides using request for communicating professionally in diverse situations. Moreover, empirical researches are depended on (ibid) pointed out that EFL students pragmatic considered an communicative ability aspect in the classroom, also different studies (Albakri, 2019) regarding pragmatics in EFL and teaching pointed out "it is essential to aid students of language to improve request outcomes, using request to communicate effectively in diverse situations, besides, empirical researches are depended on (Elttayef, 2018) pointed out that EFL students pragmatic considered an communicative ability aspect of in the classroom.

Such things ought to be carefully chosen so that they are more teachable, testable, and entertaining in the FL classroom. Additionally, according to the empirical research used by (Hussein and Albakri, 2019), pragmatic language instruction places more emphasis on the purpose of students' language use in communication in EFL classrooms compared with what it does on grammatical knowledge. These research results offering considerable proof to enhance the improvement for request of EFL students approaches to improve communication in FL contexts and build pragmatic consciousness.

In this section, different studies (Alcón-Soler, and Albakri, 2019) on pragmatics in EFL and teaching pointed it is important to help language students to develop request outcomes besides the using request to communicate efficiently in diverse environments. besides, empirical researches depended by (Elttayef, 2018) suggested that EFL students pragmatic being communicative ability an aspect in the classroom

In addition, a number of investigations have found that pragmatic education helps English language learners in the classroom become more pragmatically aware (Bachman and Albakri, 2019) confirmed syntactic improvement is not an pragmatic aptitude equivalent level guarantee besides even exceptional learners might not be capable of comprehending the targeted purposes besides subjects in setting (Eslami-Rasekh, 2005). Such as, language learner might succeed in any test or sheet of answer, yet since they lack pragmatic awareness and communication skills, they are unable to use similar language effectively in situations of real-life.

The absence of pragmatic consciousness and lacking of communicative acts. Furthermore, a study by and (ibid) suggested that teaching pragmatic awareness should incorporate pragmatic consciousness by using various activities/duties in daily lessons. They also pointed out that exceptional learners' communicative performances generally having pragmatic disappointments. According to the results of earlier studies, pragmatic training is considered as one of the main topics assisting language learners to develop pragmatic consciousness.

Essentially, there are numerous valuable activities for teaching pragmatic consciousness in language learning, and they may be divided into two categories: activities giving students opportunity to practice communicative skills and activities to improve their pragmatic consciousness.



Activities designed to improve pragmatic consciousness are showing the way language forms used by language learners used efficiently in context (Eslami, Rasekh, 2005). As an illustration, Schmidt's work from 1993 mentions pragmatic consciousness duties involved being aware of associated practices, their pragma-linguistic objectives, and the socio-pragmatic limits these specific forms possessed.

Group projects, classroom debates, and extracurricular cultural exchanges are other activities that provide chances for communicative application. Results showed that these two activities help in the pragmatic consciousness of EFL students improvement.

#### **1.4.2. Research from the past on how teaching pragmatics affects students' pragmatic awareness.**

Many studies illustrated that students are conscious of strategies of the language learning pragmatic consciousness component. The outcomes demonstrated that the learners presented extra pragmatic awareness using in acting social or academic dialogue (Tuncer, 2009). Previous research is done to determine the implication pragmatic instruction importance to develop students' pragmatic consciousness. The most important steps in raising students' pragmatic awareness in EFL lessons involved teaching pragmatic through the use of methods.

Therefore, the results find a statistically important variance between two (experimental and control) groups in usage strategies to develop pragmatic consciousness. Moreover, it is worth mentioning, teaching pragmatic characteristics via usage of strategies assisted them to develop their pragmatic consciousness particularly the requests usage (Albakri, and Seng, 2019).

The results showed that the two groups (experimental and control) used different tactics for increasing pragmatic awareness, which was statistically different. Furthermore, it was shown that teaching pragmatics through the use of strategies improved language learners' pragmatic awareness, particularly with regard to the use of requests (ibid).

#### **1.5. 1984's Kulka and Olshtain**

The study of (Blum-Kulka and Olshtain ,1984), considered the requests and apologies realization patterns in eight languages by native and non-native speakers, is one of the most pragmatic ability. Thorough cross-cultural studies.

They employed a discourse achievement test besides request patterns typology focusing on the situational, cross-cultural, and individual inconsistency, there are three separate kinds. Their research results revealing cross-cultural variation wealth and demonstrated the way situational and cultural elements combining to influence the manner of speech acts realized.



## Section Two: EFL Student from Iraq

### 2.1. EFL student from Iraq

It is discovered that when Iraqi EFL students attempt to converse in their foreign language “English” they regularly lack pragmatic proficiency because Arabic is their native language. With the time, the students' use of the English language to interact with others appears to be less courteous.

This happened exactly when the kids involving in the primary three face-threatening behaviors. (Cohen, 2008) suggested that learners of “language” could have totally the grammatical structures and items lexicon, yet remained fully fail to communicate their meaning being lack the pragmatic or functional information for doing so.” Despite the fact that some pupils appear to be pragmatically adept when conversing in the English language, (Daskalovska et al, 2016) suggested that speakers of the second language usually not facing no difficulty with direct strategies while making requests being often the same as their native languages. Nevertheless, difficulties appear when indirect strategies involving since might not usually be capable of transferring their pragmatic competence of the first language when speaking second language.

To meet their communication objectives. This could assist second-language speakers in becoming more conscious of their own utterances from a cultural and pragmatic perspective. The difficulties countering the second language learners are also suggested by (Pratama et al. ,2017), linking pragmatic input absence from second language learning contexts to the lack of pragmatic awareness. The ability to use grammar correctly is crucial for learning a second language. When they produce courteous, culturally appropriate spoken or written language, ESL speakers demonstrate pragmatic competence. In order to shed light on English as the second language

According to (Koike, 1989), pragmatic competence is the capability of “understanding and formulating speech acts” by the speaker. Considered pragmatically complete guarantees that communication purposes fulfilled in a successful way while preventing possible miscomprehension besides misinterpretation. It might be an excellent idea for identifying frequent speech acts, the students depended in their expressions besides considering polite ways, the speakers adopted to accomplish their communication objectives so as to support pragmatic proficiency in the second language classroom, besides giving English as a second language (ESL) teachers vision on the way to promote the pragmatic proficiency of their ESL students, this might assist the speakers of the second-language to become extra culturally and pragmatically conscious of expressions.

More decisively, it is shown the EFL students at an institution or university in Iraq occasionally seem to lack teaching request of speech acts when attempting to communicate in English. It is occurred as a result of pupils not understanding the way the asking speech act might affect the improvement of their communication. (Cohen, 1996) suggested that though possessing all lexical elements and linguistic context, language learners are incapable of communicating their message. Moreover, they lack the communication drills required to designate their objective through request spoken act.



Students seem to be proficient in their native tongue in an Iraqi context when speaking Arabic, yet this aptitude in the language doesn't translate into skill in the culture.

According to (Rulon and McCreary, 1986), students communicate with one another more than they do with the teacher when asking for demonstration or confirmation. According to Ellis, ESL students making requests for require, aid, permission, and desirable objects in classrooms. It is evident that the requests made by EFL students are "functionally driven."

Even though earlier research has revealed a variety of methods that EFL students can make requests, more researches are required to fully understand the intricate request-making process by EFL students in the classroom, mostly in Iraq setting.

More importantly, request learning speech act helped EFL students to use their second or foreign language in a successful way and supported students in having productive conversations ( Abdul Sattar and Farnia, 2014) confirm that sufficient teaching request speech act acquisition is significant for foreign languages use since extensive speech act request assists EFL learners in using language besides functions for efficient and understandable communication.

By the similar way, request speech acts is basic act in teaching besides learning each language also important side in English language development. (Nivis and Hussein, 2015) pointed out that request speech act learning considers as the most significant side in academic achievement for foreign or second language students. Furthermore, request teaching speech act having a effective role inside the EFL classroom ,can be effective in promoting skills of learners' communication, and social-culture expressions (Bataneh and Hussein, 2015).

The teaching of request speech act involving various request forms, request tactics, politeness markings, expressions of request, information, hedges, and conversational structure, according to another study by (Kasper and Rose ,2001). These elements raise language learners' understanding of how language is used in the classroom setting. As a result, request teaching speech act playing a significant part in raising knowledge of communicative language of Iraqi EFL students, and the instructor could utilize it to explain the key features of the English language.

## **2.2. The significance of pragmatic study significance in skills of the instruction English.**

Several investigations lunched by the researchers clarifying and detecting this subject significance in teaching process besides learning to discover the issues and obstacles of studying the subject when study language becoming an teaching necessary part of English language for English Departments of TEFL students as a subject in curriculum.

Numerous studies and academic works have examined the function of language and pragmatics in instruction. They demonstrated how students' aptitude for pragmatics assists in their comprehension of daily communications. In their research, argued and showed that reading and interpreting literary works and tales from several angles, rather than just literal ones.

Furthermore, emphasizing pragmatic and philosophical readings of texts will encourage and expand students' vocabulary because in-depth readings of texts improve vocabulary



and grammar abilities.

Another study looked at the issue and found that the insufficiency and absence of pragmatic competence can be linked to EFL learners' inability to communicate and convey their message. They added that this type of pragmatic competency equips learners and speakers with the knowledge necessary to convey the message and intention that they wish to convey to the addressee. Speech behaviors that are unacceptable in a cultural and social context, such as asking for things or placing orders, continue this process (Afzal and Rezapoorian, 2014).

Analyzing and investigating revealing pragmatics can be decisive in helping ESL students become proficient. Giving students who are learning English as a second language access to course books' practical material assists in promoting their capacity to focus on and evaluate texts. In this study, a tourism discourse completion test is used to measure students' proficiency in language usage. The results of this study showed that pragma-linguistic and sociolinguistic incompetency are the main reasons why the hotel employees and guests are incapable of effectively communicate and exchange information. This result illustrates that there is a difference between the form and the substance in terms of understanding and comprehension. It is a failure in the pragmatic ineffectiveness of the students, demonstrating that there is mere less concepts and speech acts such as ordering, requesting, and apology are used in this. Nonetheless, university-level TEFL students should understand the way to use speech acts in written texts besides dialogue to illustrate to them speech act purpose generally and pragmatics specifically. They are going to be better able to focus besides comprehend text's context and content as a result.

The linkage between linguistics and language education is comparable to understanding a car engine. This study associates culture to two things: learning the language and knowing the language. If a driver encountering trouble or a problem during operating a car, he or she should be more acquainted with the engine and other vehicle elements. If the driver is conscious of the way to operate the car safely and properly. Consequently, they demonstrated "if language teachers having some knowledge, for instance, in general, language traits of the particular language he/she teaches, exactly, the linkage between language teaching besides linguistics is similar. He can demonstrate and explain the meaning of the language by demonstrating this association between language and linguistic expertise, also clarified the study several other elements, yet I will merely discuss pragmatic language.

A major in linguistics offering vision into all sides language, included the specific language in context. Learning numerous sides of human language, like sound, pragmatics, the language in use besides another topic, is a must for linguistics majors. Furthermore, it illustrates the way words evolve over time. This proficiency in linguistics and language use allowing pupils to decipher and understand the full idea and the texts plot and/or dialogues by digging deeper into their meaning.

One more story relying on pragmatic analysis between individuals in various groupings according to gender and age. The researchers exerted an effort to investigate thanks, one of the main pragmatics ideas affecting everyday individuals. One of the most often used speaking acts, thanking is a significant tool. The participants in this study are asked to list



the words they frequently used to express gratitude to others. The participants are 117 individuals picked randomly from various socioeconomic backgrounds, including wealthy, impoverished, educated, and uneducated individuals. The authors expressed appreciation for data analysis using Cheng's taxonomy of eight techniques. The study results revealed the most popular tactics employed by participants under the age of 30.

Regarding gender, the study found that among the male participants from a particular Iranian city, "thanking, positive feeling, and appreciation" are the most commonly utilized pragmatic tactics. The pragmatic tools and techniques female participants most often employing are "thanking and positive feeling."

TEFL and EFL/ESL learners can benefit from and apply the study's results so as to advance their pragmatic competence. In terms of the study's result, it was determined that factors like participant age and gender had little to no influence on the way the study's use of speech act instruments such as thanking and other techniques evolved.

Explicit instruction effect OF reading skills of college students was studied by researchers including "Moody and Jianda" Clear instruction might be best beginning point for creating an environment ,the students might involve with the targeted language besides increasing knowledge when developing their comprehension, due to research on the strategy training effectiveness on various approaches of language learning.

another researchers, like "Zainal, Abdullah, and Tariq," mentioned and illustrated problems with high school instructors' perspectives on instructing and teaching language through literature in their research. It is not simple to teach and learn a second language because it calls for guidelines and techniques to improve both the language and the learning process. According to the study's results, teaching English to language learners effectively and engagingly involves using literature in general and short stories in particular.

## Section Three

### Request Techniques used by Iraqi Elf University Students

#### 3.1. Requests Strategies

Requests are face-threatening actions that put the speaker's and the hearer's faces in danger, according to (Brown and Levinson,1978), since "to make a request, the speaker impacts on the hearer's claim to action freedom and freedom from obligation" (Blum-Kulka and Olshtain, 1984, p. 201). For lessening burden, speakers frequently make indirect requests that seem more courteous and keep the hearer's face intact. Three main levels of directness of request methods are described. (ibid)

The act is implemented on two levels: A. the most direct, clear level, achieved by demands syntactically specified, like imperatives, per formatives, and "fudging per formatives"; B. the conventionally indirect level, involving measures that refer to contextual information.

Non-conventional indirect level, also known as the open-ended group of indirect strategies (hints), realizes the request either by relying on contextual cues (e.g., "It's cold



in here") or by making mere partial references to objects or elements required for the act performance. Nine different kinds of request strategy sub-levels are further classified into these three levels, "forming a scale of indirectness." (Table 1). The first five tactics are classified as direct, the next two as conventional indirect, and the final two as nonconventional indirect.

**Table 1. Categories of Request suggested by Blum-Kulka (1987, p. 133)**

Descriptive category	Examples
1. Mood Derivable	Move your car.
2. Performative	I'm asking you to move your bike
3. Hedged Performative	I would like to ask you to move your motorcycle
4. Obligation statement	You'll have to move your bike.
5. Want statement	I would like her to tidy up the room I want him to move his bike.
6. Suggestive Formulae	How about sleeping early? Why does not he come and tidy up the mess you made yesterday?
7. Query Introductory	Could you clean up the mess in the bedroom? Would you mind moving your bike?
8. Strong Hints (A)	We have left the room in right mess.
9. Slight Hints (B)	We don't want any crowd (as a request to move the bus).

Speakers also have other options for reducing the request, including adjuncts to the head act, request perspective, syntactic besides another down graders and upgraders, also another primary request strategy types (Blum and Olhstain, 1984, p. 203-205).

Relating with request perspective, the request could be speaker-oriented (Do you believe/could borrow your records from yesterday meeting?), hearer-oriented (So, could we please wash the room?), or the speaker and hearer-oriented. It might not be a terrible idea to get it washed up as it is dusty and impersonal.

Syntactic down graders including interrogatives usage (Could you do all the arrangements?), negation (Look, excuse me. I wonder if you wouldn't mind giving me a hand?), the past tense (I wanted to ask for a another chance), and embedded 'if' clause (I would appreciate it if you send me a message). Another down graders can be consultative devices (Do you think I could borrow your records from yesterday meeting?), understatements (Could you clean it a bit before I begin?), hedges (It would really help if you did something about the room) and down toners (Will you be able perhaps to give me a lift?). In the group of upgraders belong intensifiers (remove this mess, its nauseating) and expletives (You still haven't washed up that dirty mess!).

Among the external improvements is confirming availability (Are you heading toward the city? Is it possible for me to join you, if so? Obtaining a promise in advance (Will you do me a favor? Could you lend me your hat today, please?", sweeteners (You have nice handwriting, would it be possible to lend me home work for a couple of days?),



grounders (Judith, / missed class yesterday, may I borrow your homework?), and disarmers (Excuse me, / hope you don't think I'm being forward, but is there any possibility of a lift home?) and cost-cutting measures. Excuse me, but if you're going supermarket, could you give me a lift? I just missed the train, and there won't be another train for two hours.

Direct requests do not present a challenge for second language learners since they are similar in almost all languages. Learners of second languages might run into issues with indirect requests. Even while indirect request methods have been ingrained in a person's home tongue and are a crucial component of their pragmatic competence, being not continuously transferable to a diverse language. According to (Blum-Kulka, 1982, p. 33), "conventional indirect speech acts represented interdependence distinct case between language conventions and conventions associated with language use " and that this interdependence might vary between languages and cultures. Consequently, at a time of learning new languages, the learner is in need of strategies learning considered suitable in that language. The objective this research represented by investigating strategies of request use by EFL learners in Iraq.

### 3.2. Request Classifications

The Discourse Completion Tests "DCT" included six request situations:

A. Requests to an individual in an authority position:

(1) Your duty is due to the next day. You haven't complete it yet because you have been tired. You ask your instructor, with whom you enjoy a good working relationship to request some more time. To him or her, you say:

(2) You are a member of a nonprofit organization and have chosen to invite a well-known figure to deliver a speech. Your group has designated you to contact this individual and request that they give a speech regarding ecological disasters. You walk up to the person and say:

B. Requests to an unknown person

(1) The meeting just wrapped up. The next bus won't arrive for another hour after yours just gone. The pair in the seat next to you arrived by automobile and they reside on the same street. You'd want to ride along with them.

(2) You're strolling in a park. You want to light up a cigarette, but you are missing your matches. On an adjacent bench, someone is smoking cigarettes.

C. Make a friend request (equal status)

(1) You missed two class meetings last week because you are ill. You would like to borrow Judith's class notes from a buddy because the exam is coming up shortly.

(2) Ruth, one

The Common European Framework of Reference for Languages (CEFR) states that students at the B2 level should know and be capable of applying structures as follow:

Please + VP is required.

Please, VP important.

Please, would/can/could you...?

Please, would you mind...?

Please answer this question: "Do you think you could?"



Declarative clauses plus question marks

It would be wonderful if + condition

I don't think so, plus complement clause

Do you believe you could...? 2013; (Mitkovska et al., p. 177)

### 3.3. Result

The current study results illustrated that pupils in the five classrooms made request of every type for various pragmatic purposes. Instructors are urged to encourage students to use requests for a pragmatic functions variety in a deliberate and acceptable manner while also seeing the classroom as a social setting the same as another social contexts in everyday life. EFL teachers are advised to make more requests inside the EFL classroom for communication purposes so as to promote the educational process so as to make the study results more applicable to another contexts,

For a comprehensive understanding of students' complicated behavior in making requests in EFL classes, the direct type of request can be more separated into subcategories. More research is required on the actions taken by teachers and student-teachers while making requests. The current research concentrated on the actions taken by students' general improvement of language skills.

Lessons in ESL that are specifically designed for students and teach them the way to be more polite or pragmatically competent might be beneficial. Prior to graduating from secondary school, students should develop communicative and pragmatic competence introductory level, as this will help them in their future settings of university education and employment. Requests are regularly made in a variety of contexts, so being capable of doing so politely and directly could help students to become more effective English speakers.

Though Iraq is not an English-speaking nation, (Saad et al., 2014) suggested that it is distinct from another nations offering a hybrid-linguistic environment where Arabic is the primary language and Kurdish is the secondary language. As a result, speaking English with pragmatic. Being pragmatically proficient in English might enable individuals to succeed in their tertiary education besides employment environments. The tactics results use for promoting students' pragmatic consciousness are statistically diverse, according to analysis. This review also demonstrates the need for more research in various studies to pinpoint factors might influence the way students approach pragmatic awareness and the tactics using for acquiring it.

The researcher then tries to pinpoint the contribution of methods to the growth of learners' pragmatic awareness in light of the successful results. Then, he makes an effort to concentrate on effective methods for raising pragmatic awareness in EFL College.



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