

**TUTURAN MEMINTA GURU BAHASA INGGRIS NON-
PENUTUR ASLI DALAM PENGAJARAN DI KELAS**

DISERTASI

**Diajukan untuk memenuhi syarat mendapatkan gelar Doktor Ilmu
Linguistik**



AGIS ANDRIANI

1402261

**PROGRAM STUDI LINGUISTIK
SEKOLAH PASCA SARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2021**

Tuturan Meminta Guru Bahasa Inggris Non-Penutur Asli dalam Pengajaran di Kelas

Oleh

Agis Andriani

Dr. UPI Bandung, 2021

M.Hum dalam Linguistik UPI Bandung , 2012

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor Linguistik (Dr.) pada Sekolah Pascasarjana

© Agis Andriani 2021

Universitas Pendidikan Indonesia

Agustus 2021

Hak Cipta dilindungi undang-undang.

Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

HALAMAN PENGESAHAN

**TUTURAN MEMINTA GURU BAHASA INGGRIS NON-PENUTUR ASLI
DALAM PENGAJARAN DI KELAS**

oleh

Agis Andriani
NIM 1402261

Disetujui dan Disahkan oleh

Promotor



Dadang Sudana, M.A., Ph.D.
NIP. 196009191990031001

Kopromotor



Wawan Gunawan, M.Ed., Ph.D.
NIP. 197209162000031001

Penguji



Prof. Dr. Cece Sobarna, M.Hum
NIP. 196407281991031001

Penguji



Prof. Dr. Bachrudin Musthafa, M.A., Ph.D.
NIP. 195703101987031001

Penguji



Iya Lukmana, M.A., Ph.D.
NIP. 196611271993031002

Mengetahui,
Ketua Program Studi Linguistik
Sekolah Pascasarjana
Universitas Pendidikan Indonesia,



Wawan Gunawan, M.Ed., Ph.D.
NIP. 197209162000031001

ABSTRAK

Agis Andriani (2021). Tuturan Meminta Guru Bahasa Inggris Non-Penutur Asli dalam Pengajaran di Kelas

Tuturan meminta guru bahasa Inggris non-penutur asli adalah tindak tutur yang memiliki maksud bahwa penutur menginginkan mitra tutur melakukan tindakan yang terdapat pada maksud inti meminta dan terjadi pada saat praktek pengajaran di kelas. Namun, karena berada pada dua bahasa dan dua budaya, kemampuan penguasaan bahasa target menjadi unsur utama yang menunjukkan ciri kemahiran berbahasa dan membedakan guru non-penutur asli dengan penutur asli dalam menggunakan bahasa Inggris untuk pengajaran di kelas, khususnya tuturan meminta.

Penelitian ini melibatkan seorang guru bahasa Inggris non penutur asli perempuan dengan tingkat kemahiran bahasa Inggris pada rentang *Intermediate-advanced*, berusia 31 tahun, telah mengajar selama enam tahun, dan memiliki sertifikat pendidik untuk pengampuan mata pelajaran Bahasa Inggris tingkat sekolah menengah atas. Untuk memenuhi triangulasi metode, observasi, wawancara dan dokumentasi dilakukan untuk memperoleh data penelitian. Observasi secara longitudinal melalui perekaman dan catatan lapangan selama satu semester di sekolah menengah atas terpadu berbasis pesantren di Kota Tasikmalaya, Jawa Barat, dilakukan di kelas 10-12 dengan para siswa berlatar belakang non penutur asli bahasa Inggris. Untuk memenuhi unsur kredibilitas penelitian, data tuturan meminta dan catatan lapangan dari observasi, dilengkapi dengan informasi dari wawancara dengan guru serta foto-foto, arsip RPP dan silabus dari proses dokumentasi. Tahap analisis data meliputi tahap manajemen data, dan tahap analisis eksploratif, koding dan tahap intepretasi yang melibatkan penggunaan teori Blum-Kulka, dkk (1989) dari kerangka *CCSARP (cross-cultural speech act realisation project)*, untuk landasan analisis tuturan meminta, dan selanjutnya ditampilkan dengan *NVIVO 12 plus*. Hasil penelitian menunjukkan bahwa realisasi tuturan meminta guru Bahasa Inggris non penutur asli ditampilkan dengan *head act* (maksud inti) tuturan meminta dengan strategi tidak langsung konvensional yang disertai tuturan penyerta (*supportive moves*) dengan tipe peringan permintaan (*mitigating*) sebagai pemberi alasan (*grounders*), dan modifikasi internal dengan tipe penurunan dampak (*downgraders*) berupa pertanyaan (*interrogative*). Realisasi tersebut menghasilkan pola-pola meminta penutur berupa pola pengulangan, dan pola alih dan campur kode sebagai akibat pengaruh latar belakang bahasa pertama guru bahasa Inggris non-penutur asli, yaitu bahasa Sunda dan Bahasa Inggris, yang berdampak pada respon mitra tuturnya, baik secara verbal dan nonverbal. Dampak yang berkaitan dengan perpektif meminta dan penggugah meminta (*alerters*) tersebut, memproyeksikan kekhasan tuturan meminta penutur dengan latar belakang non penutur asli bahasa Inggris yang menjadi identitasnya terkait konteks pengajaran bahasa Inggris di pesantren. Kekhasan tersebut yang terindikasi akibat pengaruh *deference* yang berimplikasi pada identitas guru non-penutur asli bahasa Inggris, adalah semakin tidak langsung tuturan meminta disampaikan, semakin santun permintaan guru. meskipun pengaruh tujuan pengajaran dan komunikasi pada saat interaksi di kelas menjadi pertimbangan lain untuk menentukan strategi tuturan meminta, tuturan penyerta dan modifikasi internal tuturan meminta. Selanjutnya, pendekatan kuantitatif disarankan untuk pengujian efektifitas penggunaan strategi meminta tidak langsung guru non-penutur asli bahasa Inggris

Kata kunci: tuturan meminta, tuturan penyerta, modifikasi internal meminta

ABSTRACT

Agis Andriani (2021). The Request of Non-Native English Teacher in Classroom Teaching

The request of non-native English teachers is a speech act that has the intention that the speaker wants hearer to perform an action that is contained in the core intent of request and occurs during teaching practice in the classroom. However, because it is located in two languages and two cultures, the ability to master the target language is the main element that shows the characteristics of language proficiency and distinguishes non-native-speaking teachers from native speakers in using English for classroom teaching, especially request.

This study involved a female non-native English teacher with an English proficiency level in the Intermediate-advanced range, 31 years old, has been teaching for six years, and has an educator certificate for teaching English subjects at the high school level. To fulfil the method triangulation, observation, interviews and documentation were conducted to obtain research data. Longitudinal observations through recording and field notes for one semester at an integrated pesantren-based senior high school in Tasikmalaya City, West Java, were carried out in grades 10-12 with students from non-native English backgrounds. To fulfil the credibility of the research, data on requesting and field notes from observations are complemented by information from interviews with teachers as well as photographs, lesson plans archives and syllabus from the documentation process. The data analysis stage includes the data management stage, the exploratory analysis stage, coding and interpretation stage which involves the use of the theory of Blum-Kulka, et al (1989) from the CCSARP (cross-cultural speech act realization project) framework, for the basis of requesting speech analysis, and further displayed with the NVIVO 12 plus. The results of the study indicate that the realization of the request of non-native English teachers is displayed with a head act (core intent) of requesting with a conventional indirect strategy accompanied by accompanying speech (supportive moves) with the type of mitigation request (mitigating) as a reason (grounders), and internal modification with downgraders in the form of questions (interrogative). This realization produces patterns of request in the form of repetition patterns, and patterns of code switching and mixing as a result of the influence of the first language background of non-native English teachers, namely Sundanese and Indonesian, which has an impact on the response of the interlocutor, both verbally. and nonverbally. The impact related to the perspective of request and alerters is projecting the uniqueness of the speech asking speakers with non-native English backgrounds which becomes their identity related to the context of teaching English in Islamic boarding schools. This peculiarity, which is indicated due to the influence of deference which has implications for the identity of non-native English speakers, is that the more indirect the speech asking for it is, the more polite the teacher's request will be. Although the influence of teaching and communication objectives on interaction in the classroom is another consideration for determining the strategy of request, accompanying speech and internal modification of requesting. Furthermore, a quantitative approach is suggested for testing the effectiveness of using the indirect asking strategy of non-native English teachers

Keywords: requesting , supportive moves, internal modifications

DAFTAR ISI

LEMBAR PENGESAHAN.....	ii
LEMBAR HAK CIPTA.....	iii
LEMBAR PERNYATAAN.....	iv
GLOSARIUM.....	v
ABSTRAK.	viii
ABSTRACT.....	ix
KATA PENGANTAR.....	x
DAFTAR ISI.....	xv
DAFTAR TABEL.....	xvi
DAFTAR DIAGRAM.....	xvii
DAFTAR SKEMA.....	xviii
DAFTAR FOTO.....	xix
DAFTAR GAMBAR.....	xx
DAFTAR LAMPIRAN.....	xxi
BAB 1 PENDAHULUAN.....	1
1.1 Latar Belakang Masalah.....	1
1.2 Rumusan Masalah Penelitian.....	7
1.3 Tujuan Penelitian.....	8
1.4 Manfaat Penelitian.....	9
1.4.1 Manfaat Teoretis.....	9
1.4.2 Manfaat Praktis.....	10
1.5 Definisi Operasional.....	10
1.5.1 Realisasi Tuturan Meminta.....	10
1.5.2 Guru Bahasa Inggris.....	10
1.5.3 Pengajaran Bahasa Inggris.....	11
1.6 Struktur Disertasi.....	11

BAB 2 KAJIAN PUSTAKA.....	12
2.1 Pragmatik Bahasa Antara (<i>Interlanguage Pragmatics</i>) dalam Pembelajaran Bahasa Kedua	12
2.2 Tuturan.....	17
2.3 Tuturan Meminta.....	19
2.4 <i>Head Act</i> (Maksud Inti Meminta).....	21
2.5 Tuturan Penyerta (<i>Supportive Moves</i>).....	23
2.6 Modifikasi Internal (<i>Internal Modifications</i>).....	26
2.7 Tuturan Meminta dalam Konteks Pengajaran Bahasa Inggris.....	31
2.8 <i>Felicity Conditions</i> (Kondisi Kepatutan).....	36
2.9 Kesantunanan (<i>Politeness</i>) dan Kehormatan (<i>Deference</i>).....	37
2.10 Penelitian Relevan Tuturan Meminta.....	40
BAB 3 METODE PENELITIAN.....	43
3.1 Desain Penelitian.....	43
3.2 Data dan Sumber Data.....	46
3.3 Seting.....	46
3.4 Partisipan.....	48
3.5 Teknik Pengumpulan Data	49
3.6 Triangulasi dalam Penelitian.....	60
3.7 Teknik Analisis Data	61
BAB 4 TEMUAN DAN PEMBAHASAN	74
4.1 Temuan.....	74
4.1.1 Realisasi Tuturan Meminta Berdasarkan <i>Head Acts</i> Meminta, Tuturan Penyerta Meminta, dan Modifikasi Internal Tuturan Meminta Non-Penutur Asli Bahasa Inggris	75
4.1.1.1 Maksud inti Tuturan Meminta Penutur	75
4.1.1.1.1 <i>Mood Derivable</i>	75
4.1.1.1.2 <i>Hedged Performative</i>	78
4.1.1.1.3 <i>Locution Derivable</i>	78

4.1.1.1.4	<i>Want Statement</i>	79
4.1.1.1.5	<i>Suggestory Formula</i>	79
4.1.1.1.6	<i>Preparatory</i>	80
4.1.1.1.7	<i>Strong Hint</i>	81
4.1.1.1.8	<i>Mild Hint</i>	82
4.1.1.2	<i>Supportive Moves</i>	83
4.1.1.2.1	<i>Aggravating</i>	84
4.1.1.2.2	<i>Mitigating</i>	84
4.1.1.3	<i>Internal Modifications</i>	89
4.1.2	Kekhasan Pola-Pola Tuturan Meminta Dari Realisasi <i>Head Acts</i> Meminta, Tuturan Penyerta Meminta, Dan Modifikasi Internal Tuturan Meminta Non Penutur Asli Bahasa Inggris Penutur Pada Interaksi Dengan Mitra Tutur Non Penutur Asli Bahasa Inggris.....	92
4.1.3	Dampak Kekhasan Pola-Pola Tuturan Meminta Tersebut Pada Interaksi Dengan Mitra Tutur Non Penutur Asli Bahasa Inggris...94	
4.1.3.1	Dampak Verbal	95
4.1.3.2	Dampak Nonverbal	99
4.1.3.3	Faktor-Faktor Perspektif Meminta Dan Penggugah Meminta (<i>Alerters</i>) Pada Dampak Meminta.....	100
4.2	Pembahasan	120

4.2.1	Realisasi Meminta Guru Bahasa Inggris Non Penutur Asli Identik dengan Interogatif.....	124
4.2.2	Pola Meminta Tidak Langsung Konvensional Khas Guru Bahasa Inggris Non Penutur Asli adalah Penggunaan <i>Please</i> dan <i>Okay</i> dalam Meminta.....	130
4.2.3	Realisasi Figur Guru Bahasa Inggris Non Penutur Asli Terkait Dampak Tuturan Meminta	137
4.2.4	Implikasi Tuturan Meminta Guru Bahasa Inggris Non Penutur Asli pada Identitas Guru dan Efektifitas Instruksi dalam Pengajaran Bahasa Inggris.....	141
BAB 5 SIMPULAN DAN SARAN-SARAN.....		148
5.1	Simpulan	148
5.2	Saran-Saran.....	150
DAFTAR PUSTAKA.....		152
LAMPIRAN.....		165

DAFTAR TABEL

Tabel 2.1 Perbedaan guru Bahasa Inggris penutur asli dengan non-penutur asli.....	33
Tabel 3.1 Jumlah bentuk tuturan meminta pada masing-masing data praobservasi.....	44
Tabel 3.4 Jumlah sesi dan fokus wawancara.....	56

DAFTAR GAMBAR

Gambar 3.1 Tampilan file-file yang telah diimpor.....	63
Gambar 3.2 Proses membuat <i>nodes</i>	65
Gambar 3.4 <i>Explore diagram</i> untuk visualisasi sebaran tuturan meminta.....	66
Gambar 3.7 Sebaran fungsi dalam sebaran tuturan meminta.....	67
Gambar 3.8 <i>Comparison diagram</i> untuk tuturan meminta dan tuturan penyerta...	68
Gambar 3.5 Presentasi tuturan meminta.....	69
Gambar 3.6 Fungsi tuturan meminta dalam sebaran.....	71
Gambar 3.3 Membuat topik-topik dalam bentuk <i>Nodes</i>	72
Gambar 3.9 Visualisasi <i>query</i> yang menghasilkan <i>word cloud</i>	73
Gambar 4.1 <i>Word cloud</i> siswa.....	126
Gambar 4.2 Kata dominan dalam meminta pada praobservasi.....	130
Gambar 4.3 Kata dominan dalam meminta setelah observasi.....	130

DAFTAR PUSTAKA

- Abdolrezapour, P., & Eslami-Rasekh, A. (2012). The effect of using mitigation devices on request compliance in Persian and American English. *Discourse Studies*, 14(2). <https://doi.org/10.1177/1461445611433789>
- Achiba, M. (2018). Learning to Request in a Second Language. In *Learning to Request in a Second Language*. <https://doi.org/10.21832/9781853596131>
- Ahangari, S., & Shoghli, M. (2011). *Investigating Request Strategies between Iranian EFL Learners and Canadian Native Speakers of English in Various Social Situations*. 26.
- Ainurrosidah, L., & Ulfatin, Nurul & Wiyono, B. B. (2018). Pembentukan Karakter Peserta Didik pada Sekolah Berbasis Pesantren melalui Implementasi Kurikulum Terpadu. *Jurnal Adminitrasi Dan Manajemen Pendidikan*, 1(2), 160–170.
- Al-marrani, Y., & Sazalie, A. (2019). Polite Request strategies by Yemeni Females : A socio-pragmatic study. *Modern Journal of Applied Linguistics*, 2(6), 478–516. [http://www.mj.al.org/removedprofiles/2013/Polite Request strategies by Yemeni Females.pdf](http://www.mj.al.org/removedprofiles/2013/Polite%20Request%20strategies%20by%20Yemeni%20Females.pdf)
- Al-Otaibi, S. (2015). Saudi EFL Students' Knowledge in Pragmatics - Making Requests. *Arab World English Journal*, 6(2). <https://doi.org/10.24093/awej/vol6no2.23>
- Alakrash, H. M., & Bustan, E. S. (2020). Politeness Strategies Employed by Arab EFL And Malaysian ESL Students in Making Request. *International Journal of Academic Research in Business and Social Sciences*, 10(6), 1–11. <https://doi.org/10.6007/IJARBS/v10-i6/7257>
- Alcon-Soler, E. (2008). Introduction. In E. Alcon-Soler (Ed.), *Learning How to Request in an instructed Language Learning Context* (p. 9). Peter Lang.
- Alwasilah, A. C. (2009). *Pokoknya Kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif* (5th ed.). Pustaka Jaya.
- Alzeebaree, Y., & Yavuz, M. A. (2017). Realization of the speech acts of request and apology by middle eastern EFL learners. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(11), 7313–7327. <https://doi.org/10.12973/ejmste/79603>
- Aryanto, Bayu, Hadi, S. & H. T. (2020). Validitas dan Reliabilitas Tes Melengkapi Wacana pada Penelitian Pragmatik Bahasa Antara (Interlanguage Pragmatics). *Jurnal Bahasa, Sastra Dan Budaya*, 16(1). <http://publikasi.dinus.ac.id/index.php/lite/article/view/3388>
- Austin, J. . (1962). *How to do things with words*. Calderon Press.
- Azigwe, JB, et all. (2016). The Impacts of Effective Teaching Characteristics in Promoting Students Achievements in Ghana. *Procedia - Social and Behavioral*

Sciences, 51, 51–61.

- Bach, K & Harnish, R. M. (1979). *Linguistic Communication and Speech Acts*. MIT Press.
- Bara, B. . (2010). *Cognitive Pragmatics, the Mental Process of Communication*. MIT Press.
- Bardovi-Harlig, K. (2001). *Pragmatics in Language Teaching* (K. R. Rose & G. Kasper (Ed.)). Cambridge University Press.
- Bebee, Leslie M. and Cummings, M. C. (1996). *Speech Acts Across Cultures Challenges to Communication in a Second Language* (J. Gass, Susan M and Neu (Ed.); pp. 65–88). Mouton de Gruyter.
- Behrens, S.J & Parker, J. . (2010). *Language in the Real World, An Introduction to Linguistics*. Routledge Taylor & Francis Group.
- Bergman, M. L., & Kasper, G. (1993). *Interlanguage pragmatics* (G. Kasper & S. Blum-Kulka (Ed.)). Oxford University Press.
- Bleiker, J., Morgan-Trimmer, S., Knapp, K., & Hopkins, S. (2019). Navigating the maze: Qualitative research methodologies and their philosophical foundations. *Radiography*, 25, S4–S8. <https://doi.org/10.1016/j.radi.2019.06.008>
- Blum-Kulka, S., & House, J. (1989). *Cross-cultural Pragmatics: Requests and apologies*.
- Blum-Kulka, S., & Olshtain, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns. *Applied Linguistics*, 5, 196–213.
- Blum-Kulka, S., House, J., & Kasper, G. (1989). *Cross-cultural pragmatics: Requests and apologies* (G. Blum-Kulka, S., House, J., & Kasper (Ed.)). Ablex Publishing Corporation.
- Blum-Kulka, S & Olshtain, E. (1986). TOO MANY WORDS: LENGTH OF UTTERANCE AND PRAGMATIC FAILURE. *Studies in Second Language Acquisition*, 8(2), 165–179.
- Blum-Kulka, Shoshana; House, Juliane; Kasper, G. (1989). *Cross-Cultural Pragmatics: Request and Apologies* (G. Blum-Kulka, Shoshana; House, Juliane; Kasper (Ed.); volume XXX). Ablex Publishing Corporation.
- Blum-kulka, Shoshana., Danet B., Gerson, R. (1985). the language of requesting in israeli society. In J. Forgas (Ed.), *language and social situation* (pp. 113–141). Springer Verlag.
- Blum-Kulka, Shoshana and Levenston, E. A. (1987). Lexical-Grammatical Pragmatic Indicators. *Studies in Second Language Acquisition*, 9(2), 155–170.
- Blum-kulka, S. (1982a). Learning how to say what you mean in a second language: A study of speech act performance of learners of Hebrew as a second language. *Applied Linguistics*, 3(1), 29–59. <https://doi.org/https://doi.org/10.1093/applin/III.1.29>

- Blum-kulka, S. (1982b). Learning how to say what you mean in second language: study of speech act performance of learners of Hebrew as a second language. *Applied Linguistics*, 3, 29–59.
- Blum-kulka, S. (1987). indirectness and politeness in requests:same or different? *Journal of Pragmatics*, 11, 145–160.
- 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. <https://doi.org/10.1093/applin/5.3.196>
- Blum-Kulka, S. (1983). Interpreting and performing speech acts in a second language: A cross-cultural study of Hebrew and English. In N. Wolfson & E. Judd (Ed.), *A cross-cultural study of Hebrew and English* (pp. 36–55). Newbury House.
- Blum-Kulka, Shoshana. (1982). how to say what you mean in a second language study of the speech act performance of learners of hebrew as a second language. *Applied Linguistics*, 3, 29–59.
- Blum-Kulka, Shoshana. (1983). *interpreting and performing speech acts in second language cross cultural study of hebrew and english* (J. N, Wolfson & E (Ed.); Sociolingu). MA.
- Blum-Kulka, Shoshana. (1985). Modifiers As Indicating Devices: The Case Of Requests. *Theoretical Linguistics*, 12(2–3). <https://doi.org/https://doi.org/10.1515/thli.1985.12.2-3.213>
- Bobykina, I. (2015). My Philosophy of Teaching Foreign Languages. *Procedia - Social and Behavioral Sciences*, 186, 684 – 687. <https://doi.org/10.1016/j.sbspro.2015.04.076>.
- Boxer, Diana and Zhu, W. (1997). Discourse and Second Language Learning. In S. Wortham, Stanton, Kim, Deoksoon, May (Ed.), *Discourse and Education (Third Edition) Encyclopedia of Language and Education* (3rd ed.). Springer. <https://doi.org/DOI 10.1007/978-3-319-02243-7>
- Boxer, D. (1995). Ethnographic interviewing as a research tool in speech act analysis: The case of complaints". In J. Gass, Susan M., and Neu (Ed.), *Speech Acts Across Cultures: Challenges to Communication in a Second Language* (pp. 217–240). Mouton de Gruyter.
- Brosh, H. (2008). Perceived Characteristics of the Effective Language Teacher. *Foreign Language Annals*.
- Brown, P& Levinson, S. (1978). *universal of language usage: politeness phenomena* (E. Goody (Ed.); pp. 56–324). Cambridge University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Canale, M. (1983). *Language and Communication* (& R. W. S. J. C. Richard (Ed.)). Longman.
- Candlin, C.N. & Mercer, N. (Ed.). (2001). *English Language Teaching in its Social*

Context. Routledge.

- Castillo-Montoya, M. (2016). *Preparing for Interview Research: The Interview Protocol Refinement* (Vol. 21, Issue 5).
- Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807–815. <https://doi.org/10.1016/j.cptl.2018.03.019>
- Chen, Y. shan. (2016). Erratum: Corrigendum to “Developing Chinese EFL Learners’ Email Literacy through Requests to Faculty”: (Journal of Pragmatics (2015) 75C (131–149) (S0378216614001064) (10.1016/j.pragma.2014.05.009)). In *Journal of Pragmatics* (Vol. 103, p. 73). Elsevier. <https://doi.org/10.1016/j.pragma.2016.08.003>
- Cohen, Louis, Manion, Lawrence, and Morrison, K. (2018). *Research Methods in Education* (eight edit). Taylor & Francis. <https://ejournal.poltektegal.ac.id/index.php/siklus/article/view/298%0Ahttp://repository.unan.edu.ni/2986/1/5624.pdf%0Ahttp://dx.doi.org/10.1016/j.jana.2015.10.005%0Ahttp://www.biomedcentral.com/1471-2458/12/58%0Ahttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&P>
- Cohen, A. (1996). *Speech Acts Across Cultures Challenges to Communication in a Second Language* (J. Gass, Susan M and Neu (Ed.)). Mouton de Gruyter.
- Cohen, A. & E. O. (1981). Developing a measure of sociolinguistic competence: The case of apology. *Language Learning*, 31, 13–134.
- Cordón, A. I. F. (2015). The teacher’s competence ‘Promoting use and reflection on language’ in an oral interaction task. *Procedia - Social and Behavioral Sciences*, 178, 94 – 99. <https://doi.org/doi: 10.1016/j.sbspro.2015.03.152>
- Cresswell, J. W. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research* (Fourth edi). Pearson.
- Cutting, J. (2002). *Pragmatics and Discourse: A resource book for students*. Routledge.
- D, H. M. P., & Sciences, H. (2019). *Request Strategies and Level of Request Directness in Moroccan Arabic and American English*. 24(8), 10–20. <https://doi.org/10.9790/0837-2408081020>
- Daskalovska, N., Ivanovska, B., Kusevska, M., & Ulanska, T. (2016). The Use of Request Strategies by EFL Learners. *Procedia - Social and Behavioral Sciences*, 232(April), 55–61. <https://doi.org/10.1016/j.sbspro.2016.10.015>
- Ellis, R. (1992). Learning to Communicate in the Classroom: A Study of Two Language Learners’ Requests. *Studies in Second Language Acquisition*, 14(1), 1–23. <https://doi.org/DOI: https://doi.org/10.1017/S0272263100010445>
- Faerch, C., & Kasper, G. (1989). Internal and external modification in interlanguage request realization. In & G. K. S. Blum-Kulka, J. House (Ed.), *Cross-cultural pragmatics: Requests and apologies* (pp. 221–247). Ablex Publishing

Corporation.

- Farahiana, M & Rezaee, M. (2012). A case study of an EFL teacher's type of questions: an investigation into classroom interaction. *Procedia - Social and Behavioral Sciences*, 47, 161 – 167. <https://doi.org/10.1016/j.sbspro.2012.06.63>.
- Farrugia, B. (2019). WASP (write a scientific paper): Sampling in qualitative research. *Early Human Development*, 133, 69–71. <https://doi.org/10.1016/j.earlhumdev.2019.03.016>
- Flowerdew, J. (2008). Speech Act and Language Teaching. *Language Teaching*, 21(2), 69–82. <https://doi.org/10.1017/S0261444800004936>
- Francis, C. (1997). Talk to Me! The Development of Request Strategies in Non-Native Speakers of English. In *Talk to Me! The Development of Request Strategies in Non-Native Speakers of English*. (Vol. 13, Issue 2, p. 23).
- Fraser, B; Nolen, W. (1981). The association of deference with linguistic form. *International Journal of Sociology of Language*, 27, 93–109.
- Fraser, B & Nolen, W. (1981). The Association of deference with linguistic form. *International Journal of Sociology of Language*, 27, 93–109.
- Fraser, B. (1983). *Language and communication* (R. . Richards, J.C., Schmidt (Ed.)). Longman.
- Gordon, Tuula, Holland, Janet, and Lahelma, E. (2001). Ethnographic Research in Educational Settings. In L. Atkinson, Paul, Coffey, Amanda Delamont, Sara, Lofland, John, and Lofland (Ed.), *Handbook of Ethnography* (pp. 188–203). Sage Publication.
- Gu, X.-L. (2011). The Effect of Explicit and Implicit Instructions of Request Strategies. *Intercultural Communication Studies XX*, 1, 1.
- Guba, E.G & Lincoln, Y. . (1982). Epistemological and Methodological Bases of Naturalistic Inquiry. *ECTJ*, 30, 233–252.
- Gumperz, J. J. (1978). The conversation analysis of interethnic communication. In E. Lamar Ross (Ed.), *Interethnic Communication*. University of Georgia Press.
- Habermas, J. (1970). Introductory remarks to a theory of communicative competence inquiry. In *Recent Sociology*. McMillan.
- Hall, J.K & Smotrova, T. (n.d.). Teacher's Self Talk: Interactional Resources for managing Instruction and Eliciting Emphaty. *Journal of Pragmatics*, 47, 75–92. <https://doi.org://dx.doi.org/10.1016/j.pragma.2012.11.017>
- Hassal, T. (1999). request strategies in indonesian. *Pragmatic*, 9(4), 585–606.
- Hassal, T. (2003). Requests by Australian learners of Indonesian. *Journal of Pragmatics*, 35, 1903–1928.
- Haugh, M. (2010). Respect and deference. *Interpersonal Pragmatics*, January 2010, 271–288. <https://doi.org/10.1515/9783110214338.2.271>

- Heigham, J & Croker, R. (2009). Qualitative Research in Applied Linguistics a Practical Introduction. In R. Heigham, J & Croker (Ed.), *Qualitative Research in Applied Linguistics a Practical Introduction* (p. 165). palgrave macmillan.
- Hernández, T. A., & Boero, P. (2018). Explicit instruction for request strategy development during short-term study abroad. *Journal of Spanish Language Teaching*, 5(1), 35–49. <https://doi.org/10.1080/23247797.2018.1459278>
- House, J., & Kasper, G. (1987). *Perspectives on language in performance* (W. Loerscher & R. Schulze (Ed.)). Narr.
- Huang, Z. (2018). Native and Non-Native English-Speaking Teachers in China. In *Polytechnic Journal of Humanities and Social Sciences* (Vol. 1, Issue 1). Shanghai Jiao Tong University Press, Springer. <https://doi.org/10.25156/ptjhss.v1n1y2020.pp13-17>
- Hurford, J. R. B. H. and M. B. S. (2007). *Semantics: A Coursebook*. Cambridge. Cambridge University Press.
- Hussein, N. O., & Albakri, I. S. M. A. (2019). The Role of Strategies on Developing Iraqi Learners' Usage of Request in EFL Classroom. *International Journal of English Literature and Social Sciences*, 4(5), 1337–1341. <https://doi.org/10.22161/ijels.45.14>
- Hymes, D. (1974). Ways of Speaking. In S. R, Bauman & J (Ed.), *Explorations in the ethnography of speaking*. Cambridge University Press.
- Idrus, F. (2016). *Exploiting the CIPRS Model to Analyse Request Performance Used by Second Language Speakers in an Intercultural Setting*. 12(6), 47–53. <https://doi.org/10.3968/8563>
- Jaworski, A. & Coupland, N. (2006). *The Discourse Reader*. Routledge.
- Kachru, Y. (1994). Cross Cultural Research and the Classroom. Pragmatics and Language Learning. *Monograph Series*, 39–51.
- Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Blackwell.
- Kasper, G. & Blum-Kulka, S. (1993). *Interlanguage Pragmatics* (S. Kasper, G. & Blum-Kulka (Ed.)). Oxford University Press.
- Kasper, G. (1992). Pragmatic transfer. *Second Language Research*. <https://doi.org/https://doi.org/10.1177/026765839200800303>
- Kasper, G. (1999). *Data Collection in Pragmatics Reserach*. <http://hdl.handle.net/10125/40802>
- Kaya, Y. (2013). Quan Qual 1. *European Journal of Education*, 48(2), 311–325.
- Khorshidi, H.R. & Nimchahi, A. B. (2013). Motivation and Interlanguage Pragmatics in Iranian English Language Learners. *English Language Teaching*, 6(6). <https://doi.org/doi:10.5539/elt.v6n6p86>
- Kissine, M. (2013). *From Utterances to Speech Acts*. Cambridge University Press.

- Koike, D. A. (1989). Pragmatic Competence and Adult L2 Acquisition: Speech Acts in Interlanguage. *The Modern Language Journal*, 73(3), 279–289. <https://doi.org/https://doi.org/10.2307/327002>
- Koike, D. A. (1994). Negation in Spanish and English suggestions and requests: Mitigating effects? *Journal of Pragmatics*, 21(5), 513–526. [https://doi.org/10.1016/0378-2166\(94\)90027-2](https://doi.org/10.1016/0378-2166(94)90027-2)
- Kotorova, E. (2015). Expressing REQUEST in German and Russian: a Communicative-pragmatic Field Analysis. *Procedia - Social and Behavioral Sciences*, 206, 36 – 45. <https://doi.org/doi: 10.1016/j.sbspro.2015.10.020> .
- Kuhn, E. D., Blum-Kulka, S., House, J., & Kasper, G. (1991). Cross-Cultural Pragmatics: Requests and Apologies. *Language*, 67(1). <https://doi.org/10.2307/415556>
- le Pair, R. (1996). Spanish request strategies: a cross-cultural analysis from an intercultural perspective. *Language Sciences*, 18(3–4), 651–670. [https://doi.org/https://doi.org/10.1016/S0388-0001\(96\)00040-X](https://doi.org/https://doi.org/10.1016/S0388-0001(96)00040-X)
- Leech, G. (1983). *Principles of Pragmatics*. Longman.
- Levinson, S. C. (2008). *Pragmatics*. Cambridge University Press.
- Li, D. (2000). The Pragmatics of Making Requests in the L2 Workplace: A Case Study of Language Socialization. *The Canadian Modern Language Review*, 57(1), 58–87. <https://doi.org/DOI: 10.3138/cmlr.57.1.58>
- Li, S. (2014). The effects of different levels of linguistic proficiency on the development of L2 Chinese request production during study abroad. *System*, 45, 103–116. <https://doi.org/https://doi.org/10.1016/j.system.2014.05.001>
- Liamputong, P. (2008). Doing Cross-Cultural Reserach: Methodological and Ethical Challenges. In P. Liamputong (Ed.), *Doing Cross-Cultural Reserach* (Vol. 34). Springer. <https://ejournal.poltektegal.ac.id/index.php/siklus/article/view/298%0Ahttp://repository.unan.edu.ni/2986/1/5624.pdf%0Ahttp://dx.doi.org/10.1016/j.jana.2015.10.005%0Ahttp://www.biomedcentral.com/1471-2458/12/58%0Ahttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&P>
- Liddicoat, M. C. and 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. <https://doi.org/https://doi.org/10.1075/ara1.25.1.02coo>
- Llurda, E. (2005). *Non-Native Language Teachers. Perceptions, Challenges, and Contributions to the Profession*. Springer Science+business media.Inc.
- Margalef-Boada, T. (1993). *Research methods in interlanguage pragmatics: An inquiry into data collection procedures*. Indiana University.
- Maros, M., & Halim, N. S. (2018). Alerters in Malay and english speech act of request: A contrastive pragmatics analysis. *3L: Language, Linguistics, Literature*, 24(1).

<https://doi.org/10.17576/3L-2018-2401-06>

- Masouleh, F. A., Arjmandi, M., Vahdany, F. (2014). The Effect of Explicit Metapragmatic Instruction on Request Speech Act Awareness of Intermediate EFL Students at Institute Level. *Universal Journal of Educational Research*, 2(7), 504–511. <https://doi.org/DOI: 10.13189/ujer.2014.020702>.
- McPherson, K. (2006). Proceedings of the International Conference on Critical Discourse Analysis: Theory into Research. In T. Lê (Ed.), *The sociocultural context for language learning: Unpacking feedback interactions* (pp. 502–511). Faculty of Education University of Tasmania.
- Medgyes, P. (1992). Native or Non-Native: who's worth more? *ELT Journal*, 46(4). <https://doi.org/https://doi.org/10.1093/elt/46.4.340>
- Megaib, M., Wijana, I. D. P., & Munandar, A. (2019). *International Journal of Linguistics , Literature and Translation (IJLLT) ISSN : 2617-0299 Politeness Strategies of Request Used between Libyan Students and their Lecturers Using English as a Foreign Language. 1962*. <https://doi.org/10.32996/ijllt.2019.2.4.20>
- Miles, Matthew B., Huberman, A. Michael., Saldana, J. (1994). *Qualitative Data Analysis A Methods Sourcebook* (third edit). Sage Publication. <https://ejournal.poltektegal.ac.id/index.php/siklus/article/view/298%0Ahttp://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://dx.doi.org/10.1016/j.jana.2015.10.005%0Ahttp://www.biomedcentral.com/1471-2458/12/58%0Ahttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&P>
- Moradi, K & Sabeti, G. (2014). A Comparison of EFL Teachers and EFL Students' Understandings of 'Highly Effective Teaching.' *Procedia - Social and Behavioral Sciences*, 98, 1204 – 1213. <https://doi.org/doi: 10.1016/j.sbspro.2014.03.535>
- Morse, J.M., & Field, P. A. (1996). The Purpose of Qualitative Reserach. *Nursing Reserach*, 1–17. https://doi.org/10.1007/978-1-4899-4471-9_1
- Munková, D., Stranovská, E., Fráterová, Z., & Ďuračková, B. (2013a). Identity vs. Foreign Language and Culture in Production of Speech Acts. *Procedia - Social and Behavioral Sciences*, 84, 361–366. <https://doi.org/10.1016/j.sbspro.2013.06.567>
- Munková, D., Stranovská, E., Fráterová, Z., & Ďuračková, B. (2013b). Identity vs. Foreign Language and Culture in Production of Speech Acts. *Procedia - Social and Behavioral Sciences*, 84, 361–366. <https://doi.org/10.1016/J.SBSPRO.2013.06.567>
- Myers, L. (2018). Incidental Instruction of English Oral Request Pragmatics: Why and How. *ORTESOL Journal*, 35, 17–26.
- Najafabadi, S. A., & Paramasivam, S. (2012). Iranian EFL learners' interlanguage request modifications: Use of external and internal supportive moves. *Theory and Practice in Language Studies*, 2(7). <https://doi.org/10.4304/tpls.2.7.1387-1396>
- Neddar, B. A. (2012). Short Notes on Discourse, Interlanguage Pragmatics and EFL

- Teaching: Where do We Stand? *Procedia - Social and Behavioral Sciences*, 46, 5687–5692. <https://doi.org/10.1016/j.sbspro.2012.06.498>
- Nguyen, T. Q. T. (2015). Conducting semi-structured interviews with the Vietnamese. *Qualitative Research Journal*, 15(1), 35–46.
- Nugroho, A. (2019). Request Realizations of Indonesian Esp Lecturers. *A Journal of Culture English Language Teaching Literature & Linguistics*, 6(1), 1. <https://doi.org/10.22219/celticumm.vol6.no1.1-13>
- Nurjamily, W. O. (2015). Kesantunan Berbahasa Indonesia dalam Lingkungan Keluarga. *Humanika*, 3(15).
- Nurochim. (2016). Sekolah Berbasis Pesantren Sebagai Salah Satu Model Pendidikan Islam dalam Konsepsi Perubahan Sosial. *Jurnal Pemikiran Islam*, 1(1), 69–88. <https://doi.org/DOI:10.21154/al-tahrir.v16i1.320>
- Olshtain, E. (1989). *Cross-Cultural Pragmatics: Requests and Apologies* (and G. K. S. Blum-Kulka, J. House (Ed.)). Ablex.
- Olshtain, E. & S. B.-K. (1985). Degree of approximation: nonnative reactions to native speech act behaviour. In S. M. Gass & C. G. Madden (Ed.), *Input in second language acquisition* (pp. 303–325). Newbury House.
- Park, S. K. (2012). A study of the relationship between Korean non-native English speaking teachers' prior teaching experience and their L2 pragmatic competence. In *ProQuest Dissertations and Theses*.
- Pedoman Guru Mata Pelajaran Bahasa Inggris*. (2014). Perbukuan, Pusat Kurikulum Dan Pengembangan, Badan Penelitian Dan Kebudayaan, Kementerian Pendidikan Dan.
- Qi, X., & Lai, C. (2017). The effects of deductive instruction and inductive instruction on learners' development of pragmatic competence in the teaching of Chinese as a second language. *System*, 70(2), 26–37. <https://doi.org/10.1016/j.system.2017.08.011>
- Rajabia, S., Azizifara, A., & Gowhary, H. (2015). The Effect of Explicit Instruction on Pragmatic Competence Development; Teaching Requests to EFL Learners of English. *Procedia - Social and Behavioral Sciences*, 199, 231–239. <https://doi.org/10.1016/j.sbspro.2015.07.511>
- Ren, W. (2019). Pragmatic development of Chinese during study abroad: A cross-sectional study of learner requests. *Journal of Pragmatics*, 146(xxxx), 137–149. <https://doi.org/10.1016/j.pragma.2019.01.017>
- Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language Teaching*, 42(3), 147–180. <https://doi.org/10.1017/S0261444808005612>
- Roberts, J. (1992). Face-Threatening Acts and Politeness Theory: Contrasting Speeches From Supervisory Conferences. *Journal of Curriculum and Supervision*, 7(3), 287–301.

- Rose, K. R. (2000). An Exploratory Cross-Sectional Study Of Interlanguage Pragmatic Development. *Studies in Second Language Acquisition*, 22(1), 27–67. <https://doi.org/10.1017/S0272263100001029>
- Ruytenbeek, N., Ostashchenko, E., & Kissine, M. (2017). Indirect request processing, sentence types and illocutionary forces. *Journal of Pragmatics*, 119, 46–62. <https://doi.org/10.1016/j.pragma.2017.07.011>
- Samar, R. G., & Ahmadi, A. H. (2014). Teaching Requestive Downgraders in L2: How Effective are Written vs. Oral Output-Based Tasks? *Procedia - Social and Behavioral Sciences*, 98, 532–541. <https://doi.org/10.1016/j.sbspro.2014.03.449>
- Sanjaya, I. N. S., & Sitawati, A. A. R. (2017). the Effect of Grammatical Accuracy and Gender on Interlanguage Request Strategy. *TEFLIN Journal*, 28(2), 212–235. <http://journal.teflin.org/index.php/journal/article/view/462>
- Sato, S. (2008). Use of “Please” in American and New Zealand English. *Journal of Pragmatics*, 40(7), 1249–1278. <https://doi.org/10.1016/j.pragma.2007.09.001>
- Saville-Troike, M. (1996). *Sociolinguistics and language teaching* (S. L. M. & N. H. & Hornberger (Eds.)). Cambridge University Press.
- Searle, J. R & Vanderveken, D. (1985). *Foundations of Illocutionary Logic*. Cambridge University Press.
- Searle, J. R. (1969). *Speech acts*. Cambridge University Press.
- Searle, J. R. (1970). *Speech Act: An Essay in the Philosophy of Language*. Cambridge University Press.
- Seidman, I. (2006). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. (third edit). Teacher College Press. <https://doi.org/10.1037/032390>
- Shahrokhi, M. (2012). Perception of dominance, distance and imposition in persian males’ request speech ACT strategies. *Procedia - Social and Behavioral Sciences*, 46, 678 – 685. <https://doi.org/doi:10.1016/j.sbspro.2012.05.181>
- Sharpe, T. (2008). How can teacher talk support learning? *Linguistics and Education*, 19, 132–148. <https://doi.org/doi:10.1016/j.linged.2008.05.001>
- Shively, R. L. (2011). L2 pragmatic development in study abroad: A longitudinal study of Spanish service encounters. *Journal of Pragmatics*, 43, 1818–1835. <https://doi.org/https://doi.org/10.1016/j.pragma.2010.10.030>
- Spradley, J. P. (2016). Ethnographic Interview. In *The SAGE Encyclopedia of Communication Research Methods*. Waveland Press. <https://doi.org/10.4135/9781483381411.n168>
- Stranovská, E., Munková, D., Fráterová, Z., & Ďuračková, B. (2013). Analysis of Politeness Speech Acts in Slovak and Foreign Language Texts of Requests in the Context of Cognitive Style. *Procedia - Social and Behavioral Sciences*, 82, 764–769. <https://doi.org/10.1016/j.sbspro.2013.06.345>

- Stuckey, H. (2015). The second step in data analysis: Coding qualitative research data. *Journal of Social Health and Diabetes*, 03(01), 007–010. <https://doi.org/10.4103/2321-0656.140875>
- Szczepaniak-Kozak, A. (2016). Interlanguage Pragmatics of EFL Advanced Learners: Insights from a Longitudinal Study into the Development of the Speech Act of Request in the Polish Context. In Pawlak M (Ed.), *Classroom-Oriented Research Second Language Learning and Teaching*. Springer. https://doi.org/https://doi.org/10.1007/978-3-319-30373-4_13
- Taguchi, N. (2006). An analysis of appropriateness in a speech act of request in L2 English. *Pragmatics*, 16(4), 513–533.
- Takahashi, Satomi & DuFon, M. A. (1989). *Cross-Linguistic Influence in Indirectness: The Case of English Directives Performed by Native Japanese Speakers*.
- Takahashi, T. and Beebe, L. . (1987). The development of pragmatic competence by Japanese learners of English. *Japan Association for Language Teaching*, 8, 131–155.
- Takahashi, T. and Beebe, L. . (1993). Cross-linguistic influence in the speech act of correction. In G. Kasper & S. Blum-Kulka (Ed.), *Interlanguage Pragmatics* (pp. 138–158). Oxford University Press.
- Takahashi, S. (1996). Pragmatic Transferability. *Studies in Second Language Acquisition*, 18(2), 189–223.
- Tan, K. H. & Atieh F. (2012). Utilizing formulaic request strategies in an ESL classroom. *Procedia - Social and Behavioral Sciences*, 59, 42 – 46. <https://doi.org/doi: 10.1016/j.sbspro.2012.09.243>.
- Tannen, D. (1995). *The Power of Talk: Who gets Heard and Why*.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4, 91–112.
- Thomas, Jenny. (1995). *Meaning in Interaction: an Introduction to Pragmatics*. Taylor & Francis.
- Thuruvan, P., & Yunus, M. M. (2017). The speech act of request in the ESL classroom. *3L: Language, Linguistics, Literature*, 23(4), 212–221. <https://doi.org/10.17576/3L-2017-2304-16>
- Trosborg, A. (1995). *Interlanguage Pragmatics: Requests, Complaints, and Apologies*. Mouton de Gruyter.
- Ur, P. (2002). The English Teacher as Professional. In J. C. & Willy A. R. Richard (Ed.), *Methodology in Language Teaching*. Cambridge University Press.
- Wachuku, U. N. (2017). Interlanguage Request Production of Nigerian Learners of English as a Second Language. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 3(3), 94–103. <https://doi.org/10.18844/gjhss.v3i3.1535>
- Walters, J. (1981). Variation in the Requesting behaviour of Bilingual Children.

International Journal of the Sociology of Language, 27, 77–92.

- Woods, P. (1986). *Inside Schools, Ethnography in Educational Reserach*. Routledge & Kegan Paul plc.
- Yanfen, L. & Yuqin, Z. (2010). A Study of Teacher Talk in Interactions in English Classes. *Chinese Journal of Applied Linguistics*, 33(2), 76–86.
- Yazdanfar, S., & Bonyadi, A. (2016). Request Strategies in Everyday Interactions of Persian and English Speakers. *SAGE Open*, 6(4).
<https://doi.org/10.1177/2158244016679473>
- Yule, G. (2003). *Pragmatics*. Oxford University Press.
- Zamani, R. & Ahangari, S. (2016). Characteristics of an Effective English Language Teacher (EELT) as Perceived by Learners of English. *International Journal of Foreign Language Teaching & Research*, 4(14), 69–88.
- Zerey, Ö. G. (2014). Requests In Turkish-Speaking Pre-School Children: A Classroom Discourse Perspective. *Turkish Studies - International Periodical For The Languages, Literature And History of Turkish or Turkic*, 9(6), 1207–1223.
- Zerkina, Natalia, Y. L. & Natalia K. (2015). Axiological linguistics and foreign language teaching. *Procedia - Social and Behavioral Sciences*, 199, 254 – 260.
<https://doi.org/Doi:10.1016/j.sbspro.2015.07.515>