



A Meta-Analysis Of Request And Apology Speech Acts In L2 Language Learning Of Arab Postgraduate Students At Malaysian Universities

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ABSTRACT

The speech Acts of Arab students have also been an interesting domain of research due to the translation of phrases by the students to the English language directly from the Arabic language. Currently, various researches have been conducted in this domain. The speech acts of requests are complaint, complement, compliment, greeting, invitation, refusal, request etc. The most commonly used among these requests and apologies which when compared to the rest of them holds a number of repetitions. This study undertakes a meta-analysis to examine the utilization of request and apology speech acts with respect to native Arab-speaking post-graduate students who communicate with their instructors in the English language. Previous studies were selected with respect to the apology and request speech acts. The studies reveal that the structural formation of the EFL Learners of the English language is like those of the native Arab speakers. It is vital for the EFL learners of Arab countries to understand the difference between standard cultural norms and practices that must be used in English-speaking social settings to avoid a pragmatic miscommunication or in other words failure of the same and hence emphasize linguistic pragmatics for the learners to get accustomed to a cultural environment of English-speaking ones which eventually envisions a communication with clarity and unambiguity.

إجراء تحليل تلوي شمولي للطلب والاعتذار في التعلم اللغوي للطلاب العرب في الدراسات العليا في الجامعات الماليزية

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الكلمات المفتاحية:

افعال الخطاب
البراغماتية اللغوية
الطلب والاعتذار
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الكمية والنوعية

الملخص

ان هذه الدراسة تقدم تحليلا تلوييا تجميعيا لسلوكيات الطلب والاعتذار التي عرضها طلاب الدراسات العليا العرب متحدثوا العربية عند التواصل مع مشرفهم باللغة الانجليزية. يشتمل التحليل على كل من الاساليب الكمية والنوعية ، بما في ذلك المقابلات وملاحظات الطلاب. بشكل عام ، يواجه طلاب الدراسات العليا الناطقين باللغة العربية صعوبة في توصيل افعالهم ونتيجة لذلك ، فانها تصنع صيغا دلالية غير مباشرة تعني ترجمة مباشرة الى اللغة المستهدفة. الطلب والاعتذار افعال الكلام شائعة الاستعمال . تشير نتائج التحليل التلوي الى ان عدم قدرة الطلاب على اداء اعمال الخطاب باللغة الانجليزية يجعلهم يترجمون حتى هذه الخطوط مباشرة وبالتالي ، ونتيجة لذلك فان جودة الخطاب تعمل ايضا ، حتى بعد نقل الطلب والاعتذار الى معلمهم ، على الملاحظة ، يعي انهم لا يدركون الخطا في اتصالهم باللغة. يتم تحليل هذه النتائج بشكل اكبر من خلال دراسة الاعمال الاخرى ذات الصلة على الطلاب وافعال الخطاب مع المدرسين بناء على المقابلة والمراقبة. ومن تم يتم التحليل التلوي ويتم رسم النتائج في شكل مؤامرة قمع مع الاشارة الى قانون الطلب والاعتذار.

1 Introduction

Communicative competence in any language is crucial for the individual for an effective interaction. The speech acts of a language

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are the basis of a communication system, especially in educational institutions. In the case of communicative competence, individuals apply kinds of speech acts to attain the goals of communication in a language[1]. In any particular situation, the feelings of the students vary. Starting from unhappiness to being irritated, the feelings vary in every situation and hence the different acts of speech thereby expressing the feelings. The scenarios that are more unappealing actuate situations in which the dissatisfactions increase[2]. This along with the social factors causes the situations of apologizing and requesting. A study was undertaken wherein interviews were carried out with college students who are native Arabic speakers, with a specific focus on analyzing the speech acts of request and apology that they employ when interacting with their supervisors. Pragmatic failure is more often found in the students in their English communication. This is due to the insufficient competence of their linguistic aspects (Thomas, 1983). Also, this occurs due to an expressive breakdown (Jia, 2007). The learning of any language can be considered as ascertaining the structure of the language. Hence the degree of competence shows the extent to which the students are familiar with the target language and hence thereby the likelihood of pursuing higher competence of the English language.

1.1 Pragmatics

In linguistics, the word pragmatics refers to the study of the exercise of natural language in the conveyance of information or in other words the study of the interconnection between the language and the user. The major components involved in the communicative competence of any language. In other words, the pragmatic competence itself is the potential of an individual to apply the language in social settings. The incompetence of the students often shows a red flag in this setting and hence there arises problems with speech acts on conveying apology or request. Knowledge of one's culture is frequently found to play a significant role in the pragmatic characteristics of the target language in which persons communicate with one another. The pragmatic aspects and the social setting of the communicated language involve its application in various situations. Due to the dearth of the communication of students in the EFL contexts, the accentuation of pragmatic instruction is done by several scholars (Derakhshan & Eslami, 2020).

1.2 Definition of Request and Apology

1.2.1 Request Speech Act

A request is basically a speech act in which the listener's freedom to action is evident. Several researchers worked on the request speech act. One among them is Brown and Levinson who considered a request as a speech act which is basically a minorly threatening one[3]. Furthermore, several other researchers worked on the request speech act for further investigation into the same[4]–[6]. All the researchers work on the common point of linguistic conventions and

more often the studies were inclined to the aspect of indirect requests.

1.2.3 Request Act

Requests are the most common of the speech acts used by an EFL learner. Even most of the communications start with a request. The illocutionary act of speech, as compared to the rest is the most frequently used in L2 language. Declaratives, imperatives, and interrogatives are the most common of the linguistic structure of requests used in communication. There is a strong connection between the idea of indirectness and the principle of redundancy.

1.2.4 Categories of request and the strategy of classification

According to the speech act theory, basically two strategies are followed. The first is the direct strategy and the next one is the indirect strategy, though both are used for achieving the same speech act. Among them the direct speech act incorporates utterances with consistency with the propositional content and the intention of the speaker. In the case of the second one, the propositional content of the speaker as well as the meaning of the speaker are different. Basically the request strategies are based upon, previous studies. Austin and Searle, Brown & Levinson, House & Kasper, Blum & Kulka studied the strategies of request used. House and Kasper too used to study the strategies used in the studies. Basically they along with[5] classified the request strategies into four forms. They are

- Direct
- Indirect
- Conventionally indirect
 - a. Hearer based
 - b. Speaker based

1.2.2 Apology Speech Act

An apology is a speech act that occurs between two participants among which one expects or considers oneself who claims themselves a compensation in which one among them expects or comprehends with regard to an offense which is created by one among them. Apologies are considered to be part of the expressive category, which also encompasses illocutionary acts with the goal of conveying the intention of the speaker (Alhusban and Alshehri, 2022).

2. Literature Review

2.1 English Pragmatics

Pragmatics is the way of interpreting information by way of communication. According to Hymes, a contextual appropriateness of any sentence based upon a linguistic structure varies. The sentence which is appropriate in one context may not be appropriate in another. This is due to the varying appropriateness of contexts as discussed in the research paper of Hymes[7]. The inappropriate often leads to other speech acts mainly apology act. Hence apart from linguistic competence, the pragmatic competence also proves to a

prerequisite for the effective communication of a L2 learner. In the research done by Johnston, it is postulated that in a social interaction, grammar along with vocabulary and a good paragraph structure should be utilised in an effective setting. Hence the L2 learners have good pragmatic competence which is otherwise crucial for the pragmatics of any language. Ishihara in the research work on pragmatics have understood the learning of pragmatics in any language and in terms of teaching as well is a vital aspect of learning a language[8].

In his research work on the English language, Wolfson found that the grammatical errors and the pronunciation errors are looked upon by the native speakers but not the pragmatic errors in it[9]. Certain learning features of pragmatism, pose multiple realisations with varying situations. This includes compositionality, inflection, modus operandi and witticism. Also these are very demanding and complex processes. The study says that the L2 learners must be careful of the common usage of speech acts of L2 including apologies, requests and even greetings. Furthermore, Ellis has researched in line with the topic to find that the acquirement and development are the major aspects of these features which are opaque and result from the input and instructions[10].

2.2 Pragmatics Instruction

The lack of input received by the L2 learners of a language as well and the irrelevant input received are some of the reasons responsible for the lack of their pragmatic ability[11]. Instruction is considered as a remedy in such cases where the input given to the L2 language is not a fruitful [12]. According to the research done by Schmidt, sentence and acknowledging are the base of enhancing the ability of L2 learners in enhancing communicative competence[13]. The research works of Sharwood gives weightage to the same in a conscious raising stage[14], [15].

2.3 Apology and request

The apology and request works have been well explored by various researchers. Alzobair talked about the speech act of apology with special respect to the types of apology strategies[16]. Similarly, Taazi studied the social constructionism of the Arab teachers in his study[17]. The study involves the usage of DCT across 10 different scenarios. The study examines the knowledge of EFL novice teachers with regards to speaking assessment. The problems faced by the Arabic speaking post-graduate students are explored by Khalil Jahbel with respect to the language as a whole[18]. The politeness strategies used in by the post-graduate students have been discussed by many researchers[2], [6], [19]. The apology and request acts are more related to the way the information is communicated. These are separately focussed by the researchers on various context especially with respect to either apology or request or both [1], [6], [16], [20].

3. Methodology of the study

The study includes both the qualitative as well as the quantitative data

collection methods.

3.1. Data Collection Procedure Involved

3.1.1 Qualitative method

The qualitative research approach entails the collection of data from observations such as works of literature for the purpose of analyzing the request and apology methods utilized by Arab post-graduate students in collaboration with their respective supervisors. The work of data collection involves the collection of data in a manual way and those from online search which includes the electronic databases. The literature was collected on L2 pragmatics mainly dealing with apology and request acts in the case of post-graduate educational background institutions. The databases used for the searches include those of Google Scholar, Elsevier, and Research Gate etc. Based upon various criteria, the papers were segregated. Using appropriate key words like apology, request, pragmatics, instructor, etc. the relevant papers were collected.

3.2. Inclusion Criteria

Certain inclusion criteria are followed in the current study for the collection of quantitative data of the study including those which are mainly with regard to the research questions. The first inclusion criterion is that all journals and papers in English were considered for the study. Then the articles published in a wide range of years were chosen. Then the articles with experimental and quasi-experimental designs were considered. After that, articles pertaining to the request and apology speech acts were chosen for the study, and after that, the necessary quantitative and statistical data was used.

3.3 Exclusion criteria

The literature works earlier than 1950 were not used in the study. The works with insufficient data is excluded in the study. The studies with indecipherable data were not considered. The studies which dealt with the speech acts of refusal were omitted. The studies in which the details are not fluent were also left out.

3.4 Quantitative method

The study employs the quantitative research technique of coding, which entails collecting data and classifying the information that cannot be reduced to numbers. The analysis is done based on the results attained from the questionnaire.

3.4.1 Coding

In the study of meta-analysis, the process of coding is done with the explanation of the information recorded and segregated across the primary studies involved in the research and the individual studies. The coding protocol involved are gender, age, design, proficiency, treatment type and the type of data collection which are represented in the form of pivotal variables as represented in table 1. According to the gender, the participants were categorised into male, female etc. Similarly the studies were categorised as explicit and implicit. The explicit ones dealt with the direct way of teaching the implicit ones the contrary. Similarly, the division was done under the type of

design used. The divisions were experimental or quasi-experimental based upon their design. The age category of the participants also divided into three. The first one is between 10 to 20, the second one is between 20 to 30 and the other is a mixed one. The proficiency level of the students were categorised into elementary, intermediate,

advanced or unreported (NR). Finally the types of data collection was divided into WDCT or mixed which includes MDCT& WDCT. Based upon the recommendations form the L2 pragmatics, the experts and peer recommendations were done. This is represented in table 1.

Table 1. The Protocol of Coding

1. Sl. No.	2. Feature Type	3. Descriptor used for the study
4. 1	5. Age	1. 10-20 2. 20-30 3. Mixed
6. 2	7. Design	1. Experimental 2. Quasi-Experimental 3. Others
8. 3	9. Gender	1. Male 2. Female 3. Others
10. 4	11. Outcome Measure	4. Unreported 1. WDCT 2. MDCT 3. Mixed
12. 5	13. Proficiency	1. Elementary 2. Intermediate 3. Advanced 4. Unreported
14. 6	15. Treatment type	1. Explicit 2. Implicit 3. Unreported

3.4.2 Analysis

Among the wide number of studies chosen in relation to apology and request, a few of them had been considered under the apology and requests of the students done towards their instructors. A few of them

were categorised into experimental and quasi-experimental type. The studies were used in the analysis table of the study. Table 2 shows the corpus of the study.

Table 2 The Design of the study corresponding works involved in research.

16. Sl. No.	17. Name	18. No. of Participants	19. Age category	20. Gender type	21. Level of Proficiency	22. Design of study	23. Method of Data Collection
24. 1	25. [21] 26.	27. 60	28. 18+	29. NR	30. Intermediary	31. Quasi-Experimental	32. Written Discourse Completion Test
33. 2	34. [22]	35. 62	36. 20-34	37. Female	38. Advanced	39. Quasi-Experimental	40. Written and Multiple Choice DCT, WDCT &MCDCT)
41. 3	42. [23]	43. 45	44. 16-20	45. Male	46. Intermediate	47. Quasi-Experimental	48. WDCT
49. 4	50. [24]	51. 60	52. Mixed	53. Mixed	54. Intermediate	55. Experimental	56. WDCT
57. 5	58. [25]	59. 120	60. 19-27	61. Not reported	62. Intermediate	63. Experimental	64. DCT
65. 6	66. [26]	67. 74	68. 20-25	69. Mixed	70. Upper-Intermediate	71. Quasi-Experimental	72. DCT
73. 7	74. [27]	75. 87	76. 20-28	77. Mixed	78. NR	79. Quasi-Experimental	80. WDCT
81. 8	82. [28]	83. 30	84. NR	85. Female	86. Intermediate	87. Quasi-Experimental	88. DCT
89. 9	90. [29]	91. 73	92. 10-14	93. Female	94. Intermediate	95. Quasi-Experimental	96. DCT
97. 10	98. [30]	99. 10	100. Pre-school	101. No reported	102. Elementary	103. Quasi-Experimental	104. DCT
105. 11	106. [31]	107. 140	108. 19-28	109. Mixed	110. Not Reported	111. Quasi-Experimental	112. DCT

Furthermore, review across the following studies was explored as

shown in table 3.

158. 16	159. [41]	160. Apology and request
161. 17	162. [20]	163. Request
164. 18	165. [42]	166. Apology and request

Table 3 represents the studies explored mainly with focus towards apology and request in a classroom level.

113. Sl. No.	114. Author, Year	115. Speech Act
116. 1	117. [32]	118. Request
119. 2	120. [17]	121. Apology and request
122. 3	123. [33]	124. Apology and request
125. 4	126. [34]	127. Apology and request
128. 5	129. [35]	130. Apology and request
131. 6	132. [36]	133. Apology and request
134. 7	135. [19]	136. Request
137. 8	138. [37]	139. Apology and request
140. 10	141. [38]	142. Apology and request
143. 11	144. [39]	145. Apology and request
146. 12	147. [18]	148. Apology and request
149. 13	150. [16]	151. Apology
152. 14	153. [40]	154. Apology and request
155. 15	156. [6]	157. Request

3.5. Publication Bias

Bias

In any meta-analysis, the reliability is influenced by publication bias, which actually happens in the case of researchers opting to publish findings with higher treatment effects over studies with minor treatment effects. As a result, because most published studies had fruitful result, in meta-analysis, there is a danger of publication. A funnel plot illustrates the publishing bias. In the scenario of no publication bias, the plot depicts a nearly the shape of a symmetrically inverted funnel. Figure 1's inspection indicates that funnel plot is unsymmetrical, implying that the meta-analysis includes publication-bias. In the publication bias represented in the figure, a few studies are actually missing in the plot side (left):

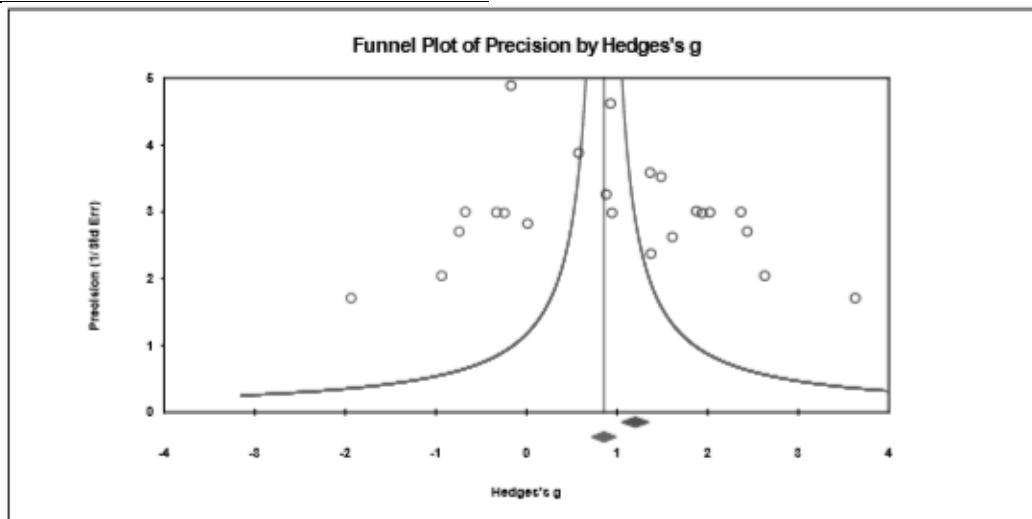


Figure 1. Representation of Funnel Plot Precision represented by Effect-Sizes for the studied Observed & Imputed for L2 Pragmatics Instruction concerned with apology and request.

For sorting out the problem of missing studies and publication bias (Duval and Tweedie, 2000). The Method is adopted, which is a

strategy for assessing missing studies and thereby adjusting the asymmetric funnel plot via re-computing [43]:

Table 4. Trim & Fill Test of Publication Bias Estimation for Instruction of Pragmatics in L2 Level of Duval & Tweedie

Values	Trimmed Studies	Fixed-Effects	Point-Estimate	Point Estimate	Random-Effects	Q-Value
			(L,U)		(L, U)	
Observed		1.21	(1.04, 1.35)	1.48	(1.03, 1.92)	131.31
Adjusted	6	0.86	(0.71, 0.99)	0.93	(0.47, 1.36)	249.64

Here (L, U) – (Upper, Lower)

The point estimate of the aggregated study and the 95 percent confidence interval are 1.21 (1.04, 1.35) coming under the category of the fixed effect model, whilst imputed point estimate is 0.85 employing the Trim & Fill Method, as shown in Table 4. (0.71, 0.99).

The point estimate and 95 percent confidence level interval for the integrated studies using the random-effects model is 1.47 (1.04, 1.92), meanwhile the imputed point estimate using the Trim and Fill Method is 0.93 (0.47, 1.36). Due to the impact of publication bias,

the recomputed combined effect indicates a shift from a large effect to that of medium.

4. Results

4.1. Overall Results of Meta-Analysis

The initial question of the study was to determine how successful requests are in educating L2 pragmatics in general. For said meta-analysis, 17 effect sizes (Hedges' g) were pooled from 10 original research conducted between 2000 and 2019, including 865

individuals from diverse Iranian backgrounds. The Average Weighted Hedges' *g*, the 95 percent prediction intervals, the two-tailed test of null, the Q-test for heterogeneity, between-study variance, and the proportion of variation across studies attributable to heterogeneity instead of sampling error are all displayed in Table 5. Plonsky and Oswald define a *d* value = 0.60 as little, 1.00 is considered as medium and 1.40 as big as a field-specific benchmark for the understanding of impact sizes in SLA[44].

For the fixed model, the overall effect size was 1.20 and SE of 0.08, a *z* value for a test of the null of 15.89, and an associated *p* value from less of about 0.001; for the random model, the overall effect size was 1.48, with a SE of 0.22, a *z* value for a test of the null of 6.68, and a

corresponding *p* value of lesser than 0.001 We found that the mean effect size was substantial among both models.

Plonsky and Oswald define the mean effect size as medium when the value of *d* (Hedges' *g*) for the fixed model is far lesser than 1.40. In the random model, the mean effect size *g* = 1.48, was observed to be higher. The Q statistic for effect size heterogeneity was 131.33, *df* = 16, and *p*.001, showing that all variance is uncertain to be attributable to sampling error. Also we infer that the true effect size is prone to change with studies. As a result, the fix model is ineffective and therefore does not correspond to the data. As a result, we used the random effect model (Borenstein, Hedges, Higgins, & Rothstein, 2013) to analyse the data:

Table 4. Results of Meta-Analyses of Univariate Random Type on the Apology and Request Instruction on Learning L2 Pragmatics

Dependent Variable	Independent Variables	N	K	G	SE	95% CI	Test of Null			Heterogeneity			Tau-Squared		
							Z	P	Q	df	p	I ²	T	se	τ ²
L2 Learning	L2 Pragmatics Instruction	866	18	1.47	0.21	[1.05, 1.90]	6.69	0.0	131.34	17	0.00	87.83	.72	.30	.85

Here,
 N represents the total no. of participants,
 K represents the no. of effect sizes,
g represents the Mean weighted effect size in Hedges' *g*,
 SE stands for the Standard error,
 CI represents the Confidence-interval,
 Z represents Z-value,
p represents *p*-value,
 Q represents Cochran's heterogeneity test;
df represents Degrees of freedom Q-test,
 τ² represents the between-study variance;
 I² represents the % of variation between studies which is because of heterogeneity instead of sampling error.

V represents the Variable

4.2. Analyses with moderators

Then the question is to analyse the moderating effects of L2 pragmatics intervention programmes on the acquisition of L2 pragmatics, especially the request and apology speech acts. Each group of moderator factors was subjected to a separate meta-regression analysis. The Q-Statistic was used to determine whether or not a given variable was a considerable one. The findings of the meta-regression moderator analyses for the moderators are shown in Table 4:

4.2.1. Age of Participants

The age of the participant is the 1st moderator used in the study in the meta-regression model. Three age intervals were used in this model: 10-20, 20-30 and mixed depending upon the age factor of the participants involved in the study. In the case of the first two intervals of 10-20, 20-30 and the mixed were decided based on the age factor of the participants in the primary studies concerned. The mean effect size for the first two intervals, 10-20 and 20-30, was observed to be considerable & substantial ie. *g* = 2.15 and 1.49, respectively).

In the case of a mixed group, the avg. effect-size of *g* which is 0.64 was considered medium. The results concerned with the meta-regression of

Qb = 4.38,

df = 2,

pb = 0.10,

τ = 0.69,

I² = 0.8753,

R² = 0.00, were insignificant, related to the possible effect on the moderator of the age of participants on learning of language. The distribution of effect sizes was also found to be diverse, with I > 75%, indicating that a significant amount (I² = 0.8753) of the variability seemed to represent real variance as shown in figure 1:

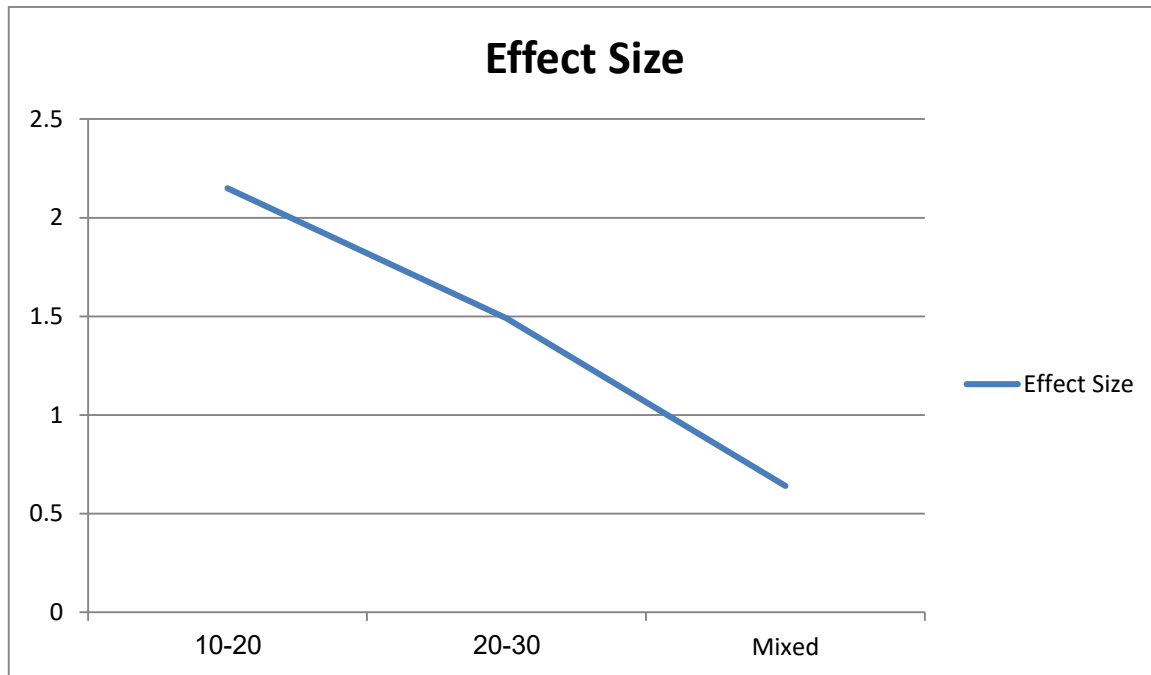


Figure 1 Age Groups

4.2.2. Participants' Gender

The gender of the participants was the second group of moderating factors (see Table 4). We considered four gender types in order to present a full view of learning requests in L2 pragmatics. The first is male, followed by female, then a mixed one and finally the publications without indicating gender. Plonsky and Oswald observed that the mean effect sizes for the male and unreported

groups, $g = 3.10$ and $g = 1.85$, respectively, were positive and substantial (2014). Based on the above baseline, the average effect sizes for the two additional groups (female and mixed) were determined for being medium ($g = 1.11$ and $g = 1.26$). The outcome of the Q-test for participant gender was equally compelling ($p = 0.05$), indicating that gender gaps account for at least some of the between-group variation (20%) as shown in figure 2:



Figure 2 Gender Type

4.2.3. Participants' Proficiency

We used meta-regression analysis to calculate the influence of the proficiency of participants for the 3rd-set of moderating variables (refer Table 4 for clarity). Five proficiency levels were meta-analysed for probable moderating effects. For elementary, $g = 0.68$. In the case of intermediate, $g = 1.56$. For upper intermediate, $g = 2.15$. Finally

for advanced and not-reported, $g = 1.68$ and $g = 1.41$. The mean effect sizes for the groups were substantial and positive, whereas the elementary group's was tiny. The Q-statistics in the case of the level of proficiency is insignificant. However, the R2 statistics represents that, at least, portion of the between-group variance (17%) is due to the differences in the level of proficiency as shown in figure 3:

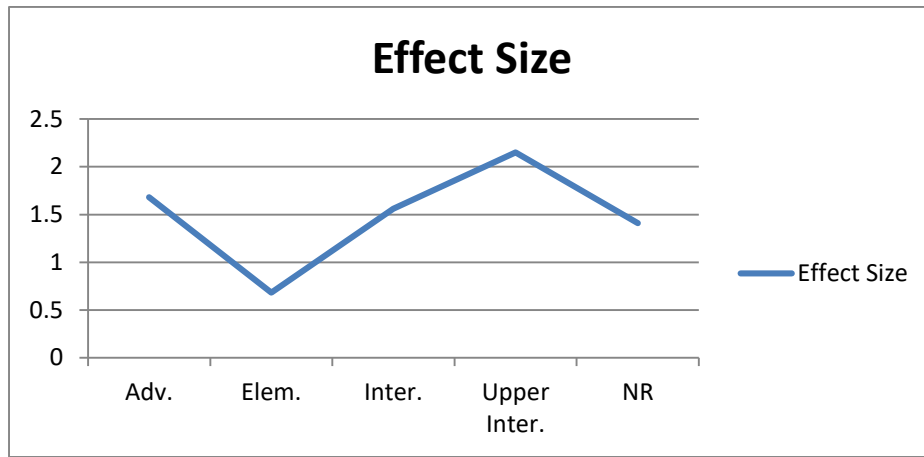


Figure 3 Level of Proficiency

4.2.4. Research Designs

In the analysis, we also estimated the moderating influence of the study designs on L2 learning achievement. The results were

insignificant in the case variables involving the design of study. The experimental and quasi-experimental tests showed a significant and beneficial impact at $g=1.73$ and $g=1.39$ shown in figure 4:

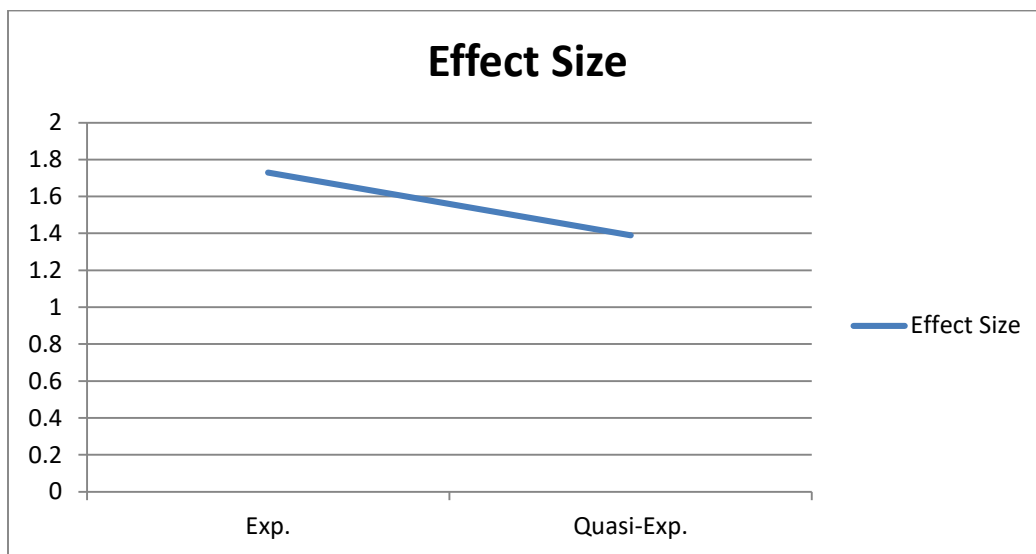


Figure 4 Design of Study

4.2.5. Treatment Types

Our following moderator was the treatment kind. On acquiring L2 pragmatics, we used two treatment kinds: explicit and implicit request instruction. The mean effect size $g = 1.54$ was deemed to significant enough for the explicit group, but positive and medium

for the implicit group, according to Plonsky and Oswald's (2014) field-specific standard for effect size interpretation. This is represented in figure 5.

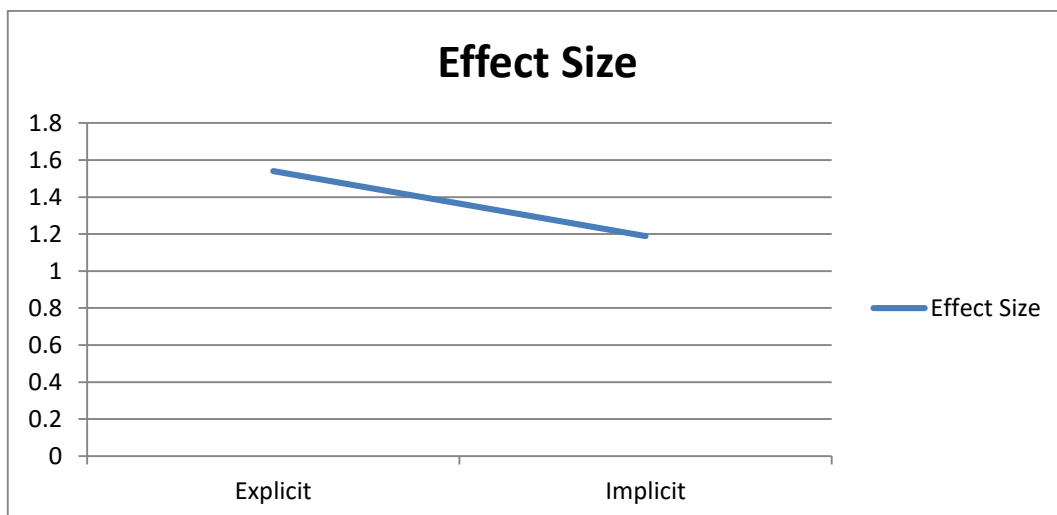


Figure 5 Treatment-Type

4.2.6. Data Collection

As shown in Table 5, we assessed the impact sizes of the data collection process technique on the learners' language acquisition scores in terms of L2 pragmatics. In this study, we looked at three different types of data gathering tools: WDC, DCT, and hybrid approaches. The mean effect sizes across all 3 groups were found to

be near, positive, and substantial, with $g = 1.59$, $g = 1.48$, and $g = 1.43$, respectively. The results of Q-statistics for data collection were insignificant. Data collecting techniques do not appear to be regarded an indicator of request instruction on learning L2 pragmatics. The moderator analysis of data collection is as represented in figure

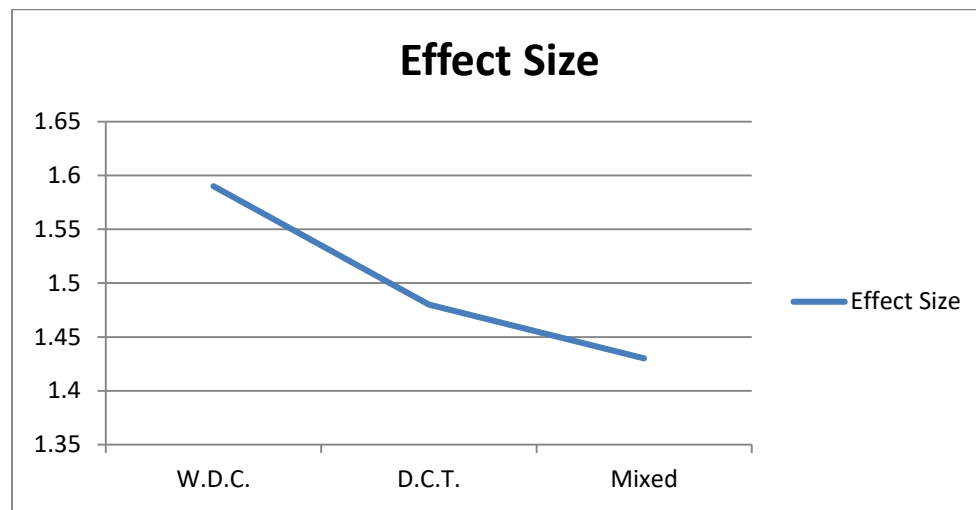


Figure 6 Data-collection

Table 5. Moderator Analysis of on Instruction of L2 Pragmatics

Moderator Type	N	K	G	95%CI	Df	Q ^b	τ	p^b	τ^2
Age category					2	4.38	0.69	0.10	87.53
10 to 20	134	4	2.15	[1.07, 3.23]					
20 to 30	527	11	1.49	[0.95, 2.04]					
Mixed category	194	3	0.64	[-0.04,1.31]					
Gender					3	8.26	0.56	0.05	85.73
M	60	5	3.10	[2.10,4.07]					
F	228	3	0.67	[-0.24,1.65]					
Mixed	394	7	1.26	[0.54,0.98]					
NR	166	3	1.85	[1.44,2.25]					
Level of Proficiency					4	4.48	0.60	0.36	85.08
Elementary type	208	3	0.68	[-0.24,1.58]					
Intermediate type	243	6	1.56	[0.64,2.48]					
Upper-Intermediate type	102	2	2.15	[1.58,2.68]					
Adv. type	218	4	1.68	[1.27,2.14]					
NR	97	2	1.41	[0.38,2.45]					
Study Design					1	0.35	0.71	0.56	87.90
Experimental design	228	4	1.73	[0.87,2.59]					
Quasi-Experimental design	639	13	1.39	[0.89,1.90]					
Type of Treatment					2	0.41	0.71	0.53	87.41
Implicit type	197	2	1.19	[-0.31,2.74]					
Explicit type	668	15	1.54	[1.10,1.96]					
Data Collection Type					2	0.03	0.84	0.97	89.14
DCT type	546	11	1.48	[0.87,2.09]					
WDC type	197	4	1.59	[0.58,2.57]					
Mixed type	125	2	1.43	[1.05,1.83]					

Where, the representation of each value is represented as shown in table 4.

A funnel plot and forest plot of the analysis is represented in figures 7 and 8.

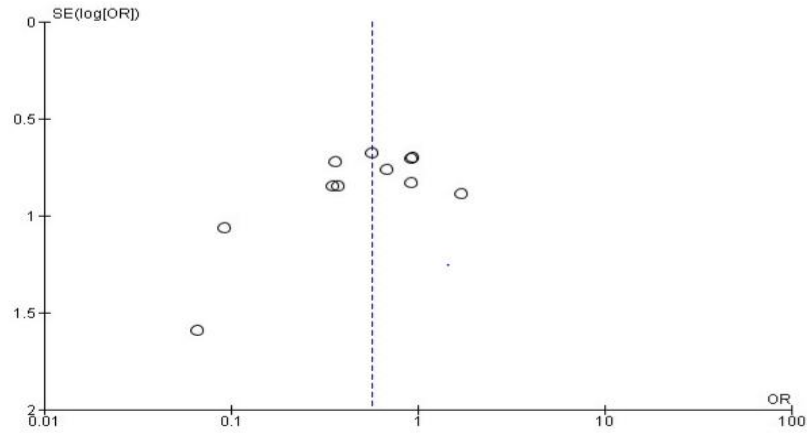


Figure 7 Funnel Plot of analysis

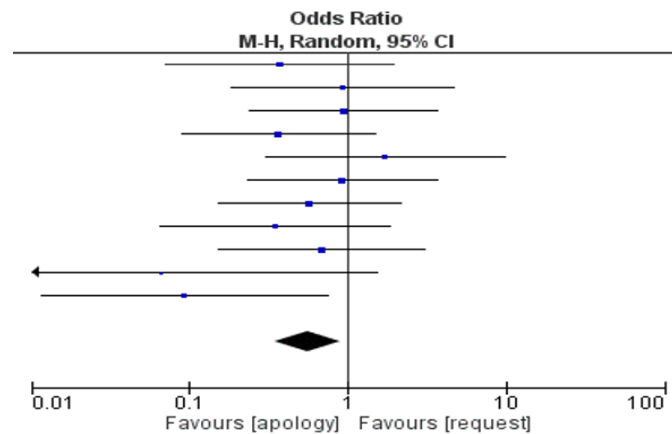


Figure 8 Forest Plot of Analysis

5. Conclusions

The study has hence explored the previous researches done in both qualitative and quantitative manner on the apology and request aspects of the students who were interviewed and observed later. A number of studies were explored which shown the effectiveness of the apology and request speech acts taught by the instructors. The conducted meta-analysis was implemented through the illustration of the findings of the study and the effect sizes of the original studies undertaken followed by the different methodologies used. The Hedge’s effect size was measured and the findings of each of the aspects were compared. The final results show that the apology and request aspects show a great variation in the pragmatics of post-graduate students. The apology being widely done among the students as well as by the students with the instructors has a greater part of the speech act undertaken. Also moderator variables are present which calls for the proficiency level and the age category used as predictors in our findings.

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