

Socio cultural Transfer in Punjabi ESL Speech Behaviors: Case Study of Request Patterns

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ABSTRACT

This exploration study has examined the effects of Punjabi language and its sociocultural speech norms in the realization patterns of speech act of requests by Punjabi ESLs. The data were collected by using the Discourse Completion Test (DCT), which was developed on the basis of the observational field notes. There were three groups of the participants in this study i.e. one target group (P-ESL) and two reference groups (Punjabi L1 & English L1). By using the semantic formulas as unit of analysis, the responses of native Pakistani ESLs were compared with the responses of native Punjabi speakers (Punjabi L1) and of native English speakers (English L1), to detect whether sociocultural language transfer had occurred. The statistical devices; frequencies and percentages for the selection and the content of the semantic formula for the core request patterns and the supportive move strategies were used for the purpose of analysis. The framework for the data analysis was adapted from the coding scheme of the most pivotal research project in cross-cultural and interlanguage studies— Cross-Cultural Speech Act Realization Project (CCSARP) by (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989). The finding exposed a clear evidence of sociocultural transfer from the Punjabi language to English language in the English spoken by the Punjabi ESLs. This exploration study helped to advance the cross-cultural communication by having mindfulness about the distinctions in the social shows to evade the correspondence failures and to limit the oblivious repulsiveness among English and Punjabi native speakers.

KEYWORDS: Interlanguage pragmatics; Pragmatic competence; Speech act; Semantic formula; Sociocultural transfer; Coding scheme; Communication failures

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1. INTRODUCTION

Different nations in the world possess their own particular cultures which demonstrate some "universalities and particularities" (Wei, 2009. p. 1). Culture and language are closely interconnected in a way that sociocultural conventions designate our way of thinking and speaking (Sapir, 1949; Whorf, 1956, as cited in Liu, 1995). Therefore, every culture shows its own one of kind informative examples in its verbal conduct. During the cooperation of individuals having a place from various societies,

they are slanted to have translations of the expressions of social "others" at the premise of their own local language frameworks or as indicated by the show of their own social settings. The non-native speakers may have the suitable syntactic and lexical awareness of the target language yet at the same time they neglect to impart easily. It might happen on account of their absence of pragmatic information of the objective language. This propensity leads towards mistaken assumptions and makes 'pragmatic failure' which is

the failure to comprehend what is implied by what is said (Thomas 1983). This pragmatic failure because of the negative exchange of first language convention (L1) to the subsequent language may likewise be considered as hostile, or even sometimes as racially partial or impolite. That is basic circumstance which brings forth hostile generalizations. That's why it is a generalization that Punjabis (Punjabi speakers) are impolite. Therefore, interlocutors should attend to cultural mode of the message in addition to its form. In other words, a successful communication strains grammatical long with sociolinguistic competence (Canale & Swain, 1980; Richards, 1980). Speech act studies contribute to provide beneficial information about sociocultural values underlying speech societies' communicative system.

2. Background and motivation of the study

In 1980s, the ideas of communicative competence (Canale and Swain, 1980) and pragmatic competence (Bachman, 1990) were examined. Afterwards, several research studies were completed in the fields of cross cultural and interlanguage pragmatics. The studies investigated how students' pragmatic practices veered off from native speakers' as a direct result of pragmatic exchange (Kasper, 1992) or native cultural-specific interactional style (Kasper and Blum-Kulka, 1993). The investigation of cross-cultural speech act realization project (CCSARP) (Blum-Kulka, House and Kasper, 1989) was among the earliest studies in cross-cultural/interlanguage studies on the speech act.

Speech practices are represented by culturally explicit social limitations which illuminate speakers regarding what to state, to whom, and in what settings (Gumperz and Hymes, 1972; Hymes, 1962). Subsequently, when the individuals from various cultural backgrounds, cooperate one another, they unknowingly make culturally acquired arrangements of requirements to create their personal speech and to assess their questioners. These constraints comprise of various linguistic standards, favored correspondence styles, and elucidations of others' utterances. In such kind of circumstances, correspondence breakdowns/failures are often unavoidable. Since a

person could not discrete a language from his identifiable way of life, nor could individuals separate themselves from native cultural standards of speaking, L2 students, paying little heed to their degree of capability (see, e.g., Bardovi-Harlig and Hartford, 1990; Eisenstein and Bodman, 1986), discover sending and getting messages utilizing their L2 an incredible test. This test may bring L2 students to move components of their L1 speech conventions when associating with native speakers of their L2 learned language. Therefore, Sociocultural transfer (ST) is the utilization of one's own cultural norms of talking into one's learned language. Sociocultural transfer (ST) causes what Thomas (1983, 1984) named 'Sociopragmatic failures,' characterized as the "befuddle which emerges from cross-cultural various evaluations inside the social parameters influencing linguistic choice, size of burden, social separation among speaker and listener, relative rights and commitments, and so on." (Thomas, 1984, p. 226). Wolfson (1989) utilizes the terms pragmatic transfer and sociolinguistic transfer conversely, and characterizes these as "the utilization of standards of talking from person's possessive speech community when talking or writing in a subsequent language" (p. 141). Proof of ST in L2 speech behavior is oftentimes referenced in the existing writing. For instance, Jaworski (1994) investigates that exceptional Polish students of English had problems in perceiving and utilizing standard welcome and reflected the welcome structure, for example, "how are you (doing)" as an inquiry. Robinson (1992) found that feminine Japanese students of English sensed uncomfortable denying in English on the grounds that rejecting was dejected in Japan.

The purpose of this study is to examine whether or not Social Transfer from Punjabi to English would be evident in the English spoken by Punjabi EFL Learners. This study will advance the cross-cultural correspondence among English and Punjabi native speakers by taking consciousness of contrasts in the cultural conventions in asserting demands. That will maintain a strategic distance from correspondence breakdowns and to limit oblivious unpleasantness. Making request is the most delicate speech act as an order it includes the speaker's push to gain the favor of the listener. It is considered as the hardest speech act for second language learners, since it calls for extensive cultural and linguistic skill that requires a high level of appropriateness

for their successful completion (Blum-Kulka and Olshtain, 1984:206).

Literature review uncovers, the appeals are generally examined speech acts, particularly for L2 studies (e.g. Blum-Kulka, 1991, Trosborg, 1995). One huge investigation is the Cross-Cultural Speech Act Realization Project (CCSARP). As Blum-Kulka, House and Kasper 1989:1 call attention to, speech acts are "one of the most compelling notions in the study of language use". The Cross-Cultural Speech Act Realization Project (CCSARP; Blum-Kulka and Olshtain 1984) investigations two speech acts: requests and apologies over a scope of languages and cultures. Takahashi (1995) accomplished an investigation to inspect how high-and low-capability EFL students' discernments impact the alienation of five Japanese circuitous request systems identical to English. Hassall (1997; 2001; 2003) looked at the request procedures, inside and outside alterations acknowledged by 20 Australian students of Indonesian whose language capability went from low to high and by 18 Indonesian native speakers (NSs) with the tool of intuitive pretends in 24 circumstances. Fukushima (2000) directed a cross-cultural investigation to inspect the creation and view of request reactions of native speakers of 133 Japanese (collectivistic culture) and 121 British (individualistic culture) in the circumstances where circumstantial facts; Status, Distance, and Degree of Imposition were well-ordered. Byon (2004) led an investigation to look at how request practices of female members of two assorted societies—Koreans (speaking to community) and Americans (speaking to independence)—collaborated with various contextual variables. Hsiang-Lin Chen (2006) conduct his research studies about the Chinese EFL Interlanguage Request patterns. The aim of that review was to explore Chinese EFL interlanguage request designs in both perception and production point of view. Dong, X. (2009) exposed request patterns in three main languages of the world- Chinese, English & Russian in fourteen requestive situations by using DCT. The analysis was at the base of essential requests designs and of inner and outer alterations (supportive moves) within the requests. Ahmed, K. (2012) in his work Politeness in Requests: Pragmatic Perception of Politeness in Requests across academic cultures of English L1s and Punjabi ESLs, investigated relatively politeness of the pragmatic insight in 'request pattern' crosswise

over culture of native English speakers (EL1s) and native Punjabi speakers learning English as second language (P-ESLs) in academic settings.

1. Method

1.1 Participants

The study was conducted on three groups of the participants. The total number, were 90, and every group consisted of 30 participants in each. The target group consisted of 30 Pakistani Punjabi speaking L2 learners of English (P-ESL) from Pakistan. One reference group was of 30 Pakistani natives Punjabi speakers (PL1) and the other was of 30 native English speakers (EL1) from English speaking countries. All the participants were university students. They were almost homogenous in term of gender, age and level of education.

Target group (P-ESL):

The participants in P-ESL were native Punjabi speaking, learning English language as their major in the departments of English language in four different institutions/universities of Pakistan, with no direct exposure to English language culture because they never spent time in any native English speaking countries and their liberty to English language was only possible in English classes and electronic media. Thus, they had no direct native English language cultural influence on their speech behavior.

Reference group-I (PL1):

The participants in group PL1 were the native Punjabi speaking university students studying Punjabi language and literature as their major from three well reputed institutes of Punjab, Pakistan. The participants were from the department of Punjabi language & literature, university oriental college, university of the Punjab; department of Punjabi, Govt. Islamia college civil lines; and department of Punjabi, Govt. Shalimar college, Punjab Pakistan.

Reference group-II (EL1):

The participants in (EL1) were the native English language speakers from UK and Canada. They were enrolled in different institutes in a variety of undergraduate courses.

1.2 Instrumentation for data collection and procedures

For the data collection, the Discourse completion Test (DCT) was used for this research study. The benefits of DCT have been pleaded by the greater part of analysts. Initially, DCT is not just a useful information mechanism which marks it feasible to gather viably huge size of data in a brief timeframe (Beebe and Cummings, 1996; Johnston, Kasper and Rose, 1998) yet additionally a suitable mean to get increasingly stereotyped recipes and systems utilized in regular speech acts (Barron, 2003; Blum-Kulka et al, 1989). 2nd, locality factors, for example, social separation, social status or the level of nuisance and so on., can be properly organized. In DCT nine request circumstances were made. These nine circumstances are of three irregular classifications from high request level circumstances (demand nearly extraordinary support or from publicly superior recipient), middle request level circumstances (demand approximately center degree of support or from socially equal recipient), and low request level circumstances (demand for some minor support or from socially equal addressee), It is interesting to describe that the researcher did not include any situation where speaker ask for some favor from some socially inferior addressee as it may be considered as a command or order to comply with. Each State in DCT demonstrates more or less particular conditions of request in scholastic situations and the operant are approached to give their reactions by envisioning these circumstances as original.

As Hudson, Detmer and Brown (1995, as cited in Martinez -flor & Alcon soler, 2007) asserted the list of the DCT must be in relation in manner of contextual setting to pupils. Therefore, nine state of affairs in the DCT were intricate with the acquainted educational matters because all the participants were students.

The Target group P-ESL provided their written responses on the English version of DCT. The researcher personally visited the English language students in different institutes of Punjab, Pakistan. Regarding the English DCT for the target group (P-ESL), by following the Matsumura's (2001) proposal, pupils were questioned to think themselves in other country educating English language. By the instruction delivered by Martinez-Flor and Alcon-Soler (2007), the assessment directions were provided to ESL in both L1 and L2 because a detailed consideration of how the given task should be done is important to target group participants of this study.

For reference group-I, The English DCT was translated into Punjabi version. The translation created the identical DCTs in English and Punjabi. The content validity and language equivalence of Punjabi version was achieved under the supervision of three professor Doctors of Punjabi and English languages; Dr. Muhammad Ijaz & Dr. Naveed Shahzad (department of Punjabi language & literature, university oriental college, university of the Punjab, Pakistan) and Dr. Muhammad Kamal Khan (Allama Iqbal open university, Pakistan). The participants from this group provided their responses in Punjabi language by imagining the confrontation of these situations in real life. For reference group-II, The responses from English native speakers were elicited by emails.

1.3 Data Analysis:

For the purpose of analysis, the present research study has adapted the coding scheme of the most famous and profound research project in cross-cultural and interlanguage studies— Cross-Cultural Speech Act Realization Project (CCSARP) by (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989: 275). This study analyzed native and non-native speakers' communicative performances in request and apology in diverse social settings over eight cultures and languages with the instrument Discourse Completion Tasks (DCT) and by applying a coding scheme. This coding scheme is a universally valid and most acceptable scale for the analysis of speech acts on a directness scale in interlanguage and cross cultural speech act studies. This coding design and scheme of CCSARP was later widely used to analyze speech acts in many interlanguage and cross cultural studies on other speech acts such as apology (Holmes, 1990; Trosborg, 1995; Rose, 2000), expressing thanks (Eisenstein & Bodman, 1986; Aston, 1995), complaints (Cohen & Olshtain, 1993; Olshtain & Weinbach, 1993; Tatsuki, 2000), tributes (Wolfson, 1989; Nelson, Bakary & Batal, 1996) and particularly requests (Weizman, 1989; Trosborg, 1995; Hsiang-Lin Chen, 2006; Dong, X 2009). So the researcher has decided to adapt CCSARP coding schema to analyze his data.

By using this coding scheme a 'request' can be divided in 3 sections. First part is an alerted for example attention getter or in manner of speech then a "head act/core request part" of request (Blum-Kulka & Olshtain, 1984:200), that is, 'the minimal unit which can realize a request, and "adjuncts to the head act"—supportive moves (i.e., external & internal modifications) (Blum-Kulka et al, 1989) as exemplified below

Following is the elaborated example of segmentation of request statements obtained from the English L1 data by utilizing the coding scheme of (CCSARP).

Sir---It's terrible to have some emergency at home, due to which I won't be able to see you as per appointment...If possible, could you please rearrange an appointment for me. That would be a great favour...thank you

Example

| | |
|---|---|
| A | B |
| “Sir”---- / It's terrible to have some emergency at home, due to which I won't be able to see u | |
| C | D |
| <u>please rearrange an appointment for me.. /</u> | Das per Appointment/ ...If possible, <u>could you</u> |
| E | |
| That would be a great favour...thank you | |

| |
|--|
| A: [Alerter] Sir---- |
| B: [External Modification]It's terrible to have some emergency at home, due to which I won't be able to see you as per appointment... |
| C: [Internal Modification]If possible, |
| D: [Core Request]could you please rearrange an appointment for me. |
| E: [External Modification]That would be a great favour...thank you |

| Coding scheme of head act/core Request part (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989) | |
|--|--|
| Direct Strategies | |
| 1. Mood Derivable | Mood derivable are those utterances, in which the grammatical mood of the verb displays strong illocutionary forces. Imperative is the major form of mood derivable. |
| 2. Performatives | These are those utterances in which the illocutionary force is clearly defined to soften the mood of utterances in requests. |
| 3. Hedge Performatives | Hedge performative are those utterances,in which the illocutionary force of the verb is altered by using hedging impressions. |
| 4. Locution Derivable | These are those utterances thatshow the obligation of the hearer to carry out the act for which the speaker asks for. |
| 5. Want Statement | Want are the utterances which show the speaker'sneed that the listencarries the action. |
| Conventional Indirect | |
| 6. Suggestory Formulae | These are those utterances which have a suggestion to perform an act. |
| 7. Query Preparatory | Query preparatory are those utterances, whichshows references to preparatoryconditions. It is displayed as conventionalized in any specific language. |
| Non-Conventional Indirect | |
| 8. Strong hints | These are those utterances, which contain partial reference to objects, elements or favor needed to the requester for the implementation of the act of request. |
| 9. Mild Hints | Mild hind is that utterances that make no direct or straight reference to the request properly, but are interpretable as requests in contexts. |

| Coding scheme of head act/core Request part (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989) | |
|--|--|
| 1. Preparators | By this strategy speaker prepares the mind of the hearer for a request to avoid unexpected effect upon the hearer. |
| 2. Pre-Commitment | The requeatee tries to get a pre-commitment or promise from the requester in advance to fulfill his request. |
| 3. Grounders | The speakers provide some logic, reasons or explanations to justify his act of request. Grounder may be uttered before or after core request part. |
| 4. Disarmers | By this strategy speaker attempts to evade refusal by justifying or |

| | |
|----------------------------|--|
| | presiding out any conceivable objection early from the hearer. |
| 5. Rewards | The speaker tries to compensate the listener in return by presenting some incentive or benefit if the appeal is granted. |
| 6. Imposition minimizers | The requester tries to minimize the degree of imposition in requests by giving cautious remarks about the sensitivity of the act or request. |
| 7. Sweetener | The speaker tries to increase the likelihood of compliance by praising the objects on request or by flattering the requestee. |
| 8. Thanking/Appreciations | By this strategy the speaker expresses his gratitude or appreciation if the request is fulfilled. This type of strategy is used usually at the end of request utterance. |
| 9. Apology | The speaker embraces apology as “strategic disarmers” (Trosborg, 1995: 384) for the face-threatening act. The speaker excuses the listener for disturbing, interrupting or bringing troubles for the listener by the requests of the speakers. |
| 10. Direct Appeal | The speaker looks for the hearer’s sympathy by imploring the listener’s directly to fulfill his requests. |
| 11. Self-Criticism | The speaker denounces himself for making such kind of request and to bother the listener. |
| 12. Acceptance of Denial | By this strategy speaker tries to minimize the imposition of the request by putting an open option before the listener to deny the speaker’s request. |
| 13. Claim for Relationship | The requestee attempts to develop harmony with the requester by emphasizing on a relationship to increase the opportunity of possible degree of compliance. |
| 14. Forbearance | By this strategy the speaker tries to commit with the listener to avoid any future act of same request from the listener if once the request is granted. |

2. RESULTS AND DISCUSSION

After gleaning the data from the participants, it was analyzed by using the semantic formulas as units of analysis. All data were coded according to the classification of Cross-Cultural Speech Act Realization Project (CCSARP) by (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989: 275). The statistical devices frequency and percentage of the use of core request and supportive move strategies, according to the above mentioned classification procedure, were used for the analysis purpose.

4.1 Use of Core request patterns

The core request is the head act or the core part of the request. It is the part which carries the

real motive of the speaker, according to the classification of the Cross-Cultural Speech Act Realization Project (CCSARP) by (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989: 275).

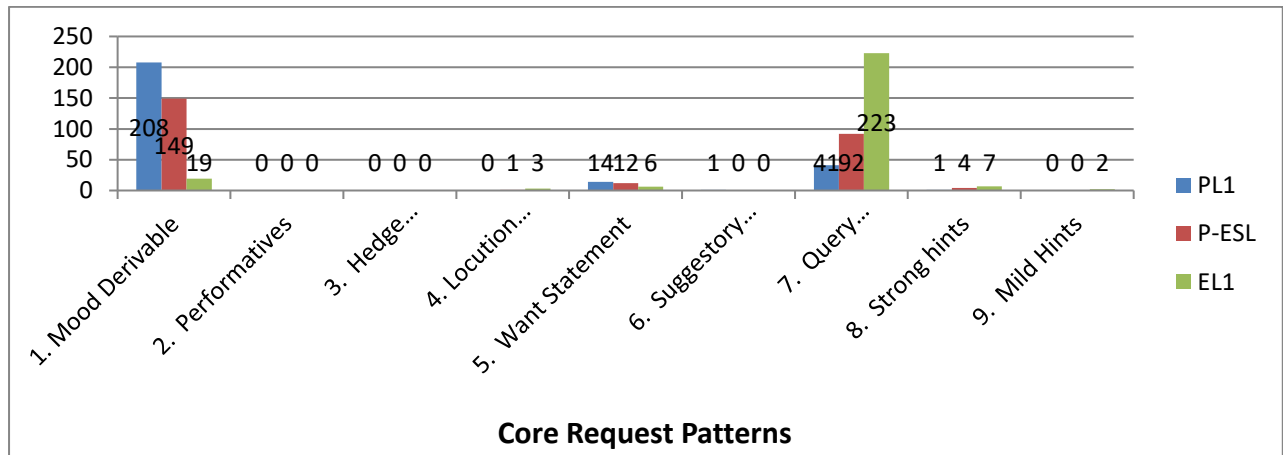
The study was conducted on three groups of the participants (PL1,P-ESL & EL1.). The total number, were 90, and every group consisted of 30 participants in each. So the total set of responses from each population group must be 270 (30 × 9). However, from PL1 data 265, from P-ESL data 258, and from EL1 data 260 responses were obtained. The others were the situations where participants refused to request in spite of their potential need due to politeness and mannerism.

| Core Requests Strategies | Reference Group-I | | Target Group | | Reference Group-II | |
|----------------------------|-------------------|-------------|--------------|-------------|--------------------|-------------|
| | Punjabi L1 | | Punjabi ESL | | English L1 | |
| | No. | % | No. | % | No. | % |
| Total Core Requests | 265 | 100% | 258 | 100% | 260 | 100% |
| Direct Strategies | | | | | | |
| 1. Mood Derivable | 208 | 78.5% | 149 | 58% | 19 | 7.3% |
| 2. Performatives | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Hedge Performatives | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Locution Derivable | 0 | 0 | 1 | 0.3% | 3 | 1.1% |
| 5. Want Statement | 14 | 5.9 | 12 | 4.6% | 6 | 2.3% |
| Conventional Indirect | | | | | | |

| | | | | | | |
|---------------------------|----|------|----|-------|-----|-------|
| 6. Suggestory Formulae | 1 | 0.3 | 0 | 0 | 0 | 0 |
| 7. Query Preparatory | 41 | 15.5 | 92 | 35.6% | 223 | 85.7% |
| Non-Conventional Indirect | | | | | | |
| 8. Strong hints | 1 | 0.3 | 4 | 1.5% | 7 | 2.7% |
| 9. Mild Hints | 0 | 0 | 0 | 0 | 2 | 0.8% |

Distribution of Core Request Strategies used by PL1, P-ESL & EL1

The more vivid picture of the choice of core request strategies by PL1, P-ESL & EL1 can be seen in the below diagram.



The above table & digram depicts the clear evidence of the effects of native cultural norms on P-ESL speech behavior. The most frequent use of core request strategy by PL1 is Mood derivable (78.5%) while EL1 make comparatively very less use of this strategy (7.3%). The target group (P-ESL) under the effect of their native culture make a considerably very high use of Mood derivable strategies while speaking in English language (58%). In the same way English (EL1) make a very frequent use of Query preparatory formula as their choice of core request strategy (85.7%) while this strategy is lesser in use by PL1 just 15%. However the target group under the influence of their native norms just use (35.6%) of query preparatory while speaking in English language. The same trend on a small scale is visible in the the strategy of Want statements. Therefore, Social Transfer from Punjabi to English is very obvious in the English spoken by Punjabi EFL in uttering the core or essential part of the requests.

There are some examples from the data collected:

Mood Derivable (Punjabi-ESL data)

Please help me to do this assignment, I cannot understand what exactly it is.(P-ESL)

Kindly guide me the way towards cafeteria.(P-ESL)

Mood Derivable (Punjabi L1 data)

السلام و علیکم بھائی جان! میں اس کالج میں نواں طالب علم آنے میں ہوں بھوک لگی ہے،
میںوں کھانے کی باتیں کرتا ہوں۔ مہربانی فرمائیے کہ میںوں کھانے کی طرف سے دیکھ دو۔

English Translation:
Assalam o Alikum! Brother I am a new student in your college and today is my first day... and I am very hungry..... Therefore.. pleasetell me the way to Canteen. (PL1)

معاف کرنا پڑا پار میں بہت تھکیا ہوا ہوں اک کرسی لیا دے۔ اللہ تیرا بھلا کرے۔

English Translation:
I am sorry but I am very tired... give me a chair... God bless you (PL1)

Mood Derivable (English L1 data)

Shuks! Left money home..Hey buddy Give me some..wanna buy these books (ELI)

hey !it's mine Hunn.....thanx(ELI)

Mood derivable request strategy, are not necessarily impolite or rude with the expression like Please, kindly or any alerters placed before or after the core request parts for the sake of politeness and mannerism. Most the use of mood derivable in data obtained from PL1 and P-ESL is in this pattern.

Query Preparatory (Punjabi ESL data)

Dear, I need a favor. I have to attend a matrimonial ceremony. Could you please lend me your car for a day if that possible. (P-ESL)

Aslamulekum. I am your junior. I need some assistance pertaining to an assignment. would you kindly help me out? (P-ESL)

Query Preparatory (Punjabi L1 data)

میرے عزیز، ہم جماعتی! ان اسٹاڈنٹوں نے جماعت وچ اک کتاب دا نام دسایا سی۔ جو کہ سر دورو پاروں مینوں سمجھ نہ آسکیا۔ کیہ تہی براہ کرم مینوں اوہ نام فیروز دس دوگے۔

English Translation:

My Dear classfellow! Today, our respected teacher told a name of the book in class session. I could not understand because of headache. Can you please tell me that name?

یار میں اک ویاتے جانا اے۔ مینوں اک دن واسطے تیری گڈی مل سکدی اے؟

English Translation:

Friend! I have plan to go on a wedding ceremony.. can I have your car for one day?

Query Preparatory (Punjabi L1 data)

Hi, how are you? Well, I'm going to this wedding this weekend. I know it might be a bit cheeky to ask, and of course feel free to say no, but may I borrow your car? I know it's new. I'll take the greatest care of it of course. I'll owe you a favour too. Big time "Godfather" style (LOL). Either way is fine. (ELI)

Excuse me do you know where cafeteria is? (ELI)

Want Statements (Punjabi ESL data)

Sir I want to sit but there is no chair. (P-ESL)

Want Statements (Punjabi L1 data)

اسلم السلام علیکم! کی حال اے تیرا مینوں اک ضرورت آن پئی اے تے مینوں تیری تیرے کول آنا پے گیا اے۔ مینوں اپنے رشتے داراں دے ویادے جانا اے تے مینوں تیری جلدی دی لوڈ اے مینوں اک دن واسطے تیری گڈی چاہندی اے۔

English Translation:

Aslam..... Assalam o alikum! How are you?...yar I came to you for some favor..i have to go on a wedding ceremony of my relatives.. so I need your new car for one day.

Want Statements (English L1 data)

Hey Buddy! I need your car for the wedding tonight...where's the key? (ELI)

4.2 Use of supporting moves in Data

The supporting moves are the various linguistic chunks which are used by the speakers to support their core request part. These are not produced by the speaker for the sake of communication rather they are used for the sake of politeness to decrease the possibility of face-threatening act. They support the core requests in the sense that they may justify, modify or disarm the excessive imposition of the request executed in core request part. The researcher explored three kinds of supporting moves from the data by using the coding scheme of Cross-Cultural Speech Act Realization Project (CCSARP) by (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989: 275).

- 1) Use of External modifications
- 2) Use of Internal Modifications
- 3) Use of Alerters

4.2.1 Use of External Modifications

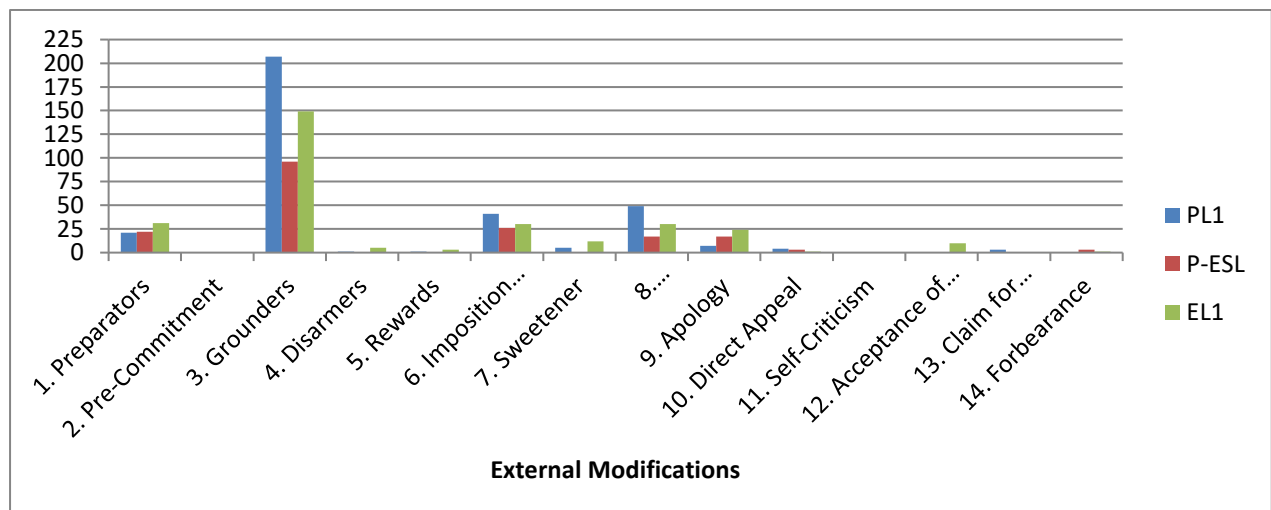
The External modifications are the supporting moves external to the core request part. They are the independent linguistic structures other than the core request strategies. They are used to be polite and to increase the possibility of compliance. According to the classification of the Cross-Cultural Speech Act Realization Project (CCSARP) by (Shushana Blum-Kalka, Juliane House & Gabriele Kasper, 1989: 276) the external modifications can be divided into various types (For details, see 3.7) as given in the following table.

The given table shows the frequencies and percentages of the types of external modifications employed by Punjabi L1, Punjabi ESL & English L1.

| External Modifications | Punjabi LI | | Punjabi ESL | | English L1 | |
|------------------------------|------------|-------|-------------|-------|------------|-------|
| | No. | % | No. | % | No. | % |
| Total External Modifications | 339 | 100% | 184 | 100% | 295 | 100% |
| 1. Preparators | 21 | 6.1% | 22 | 11.9% | 31 | 10.5% |
| 2. Pre-Commitment | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Grounders | 207 | 61.0% | 96 | 52.1% | 149 | 50.5% |
| 4. Disarmers | 1 | 0.2% | 0 | 0 | 5 | 1.6% |
| 5. Rewards | 1 | 0.2% | 0 | 0 | 3 | 1.0% |
| 6. Imposition minimizers | 41 | 12.0% | 26 | 14.1% | 30 | 10.1% |
| 7. Sweetener | 5 | 1.4% | 0 | 0 | 12 | 4.0% |
| 8. Thanking/Appreciations | 49 | 14.4% | 17 | 9.2 | 30 | 10.1% |
| 9. Apology | 7 | 2.0% | 17 | 9.2 | 24 | 8.1% |
| 10. Direct Appeal | 4 | 1.5% | 3 | 1.6% | 1 | 0.3% |
| 11. Self-Criticism | 0 | 0 | 0 | 0 | 0 | 0 |
| 12. Acceptance of Denial | 0 | 0 | 0 | 0 | 10 | 3.3% |
| 13. Claim for Relationship | 3 | 0.8% | 0 | 0 | 0 | 0 |
| 14. Forbearance | 0 | 0 | 3 | 1.6% | 1 | 0 |

Distribution of External Modification patterns by PL1, P-ESL &EL1

The more vivid picture of the choice of the use of external modifications as supportive moves by PL1, P-ESL & EL1 can be seen in the below diagram.



The above table and diagram suggest that the maximum number of external modifications is used by the PL1 group, they used total 339 external modification, while ELI group used total 285 with their core requests. As compared two both reference groups the use of external modifications by the target group P-ESL1 is low they used 185 external modifications as the supportive moves for their requests. The data suggests that the participants use more external modification while using their first language. On contrary to the core request parts the proportions of using different type of external modification is identical in the data. Therefore no clear evidence of Socio Transfer from Punjabi to English is visible in case of External modifications. The grounders are the most used

type from all three groups of the participants. Thanking & Appreciation, Imposition minimizer and preparators are also frequently used external modifications by the participants.

4.2.2 Use of Internal Modification

Internal modifications are those linguistic units which are the part of core requests in their syntactic structures. The speakers use internal modifications by modifying the head of request with the addition of a chunk of linguist structure to make it polite and to increase the possibility of compliance.

| Internal Modifications | Punjabi LI | | Punjabi ESL | | English L1 | |
|---|------------|-------|-------------|-------|------------|-------|
| | No. | % | No. | % | No. | % |
| Total Request Statements | 265 | 100% | 258 | 100% | 260 | 100% |
| Request Statements with Internal modifications | 20 | 5.5% | 11 | 4.2% | 45 | 17.3% |
| Request Statements without internal modifications | 245 | 94.4% | 247 | 95.8% | 215 | 82.7% |

Distribution of Internal Modification used by PL1, P-ESL & EL1

Table shows that the use of internal modification is remarkably more in English L1 data 17.3% as compared to Punjabi L1 data 5.5%. Therefore the evidence of Social Transfer in the speech behavior of target group P-ESL is evident in the case of internal modification their use of internal modification is just 4.2% of the data.

Alerters are those linguistic expressions, which are used to attract the attention of the hearers towards speaker. In other words they are used to alert the listener towards the upcoming act of any speech. The terms of address and attention-getters are the two broad types of alerters.

| Alerters | Punjabi LI | | Punjabi ESL | | English L1 | |
|-------------------|------------|------|-------------|-------|------------|-------|
| | No. | % | No. | % | No. | % |
| Total | 150 | 100% | 154 | 100% | 185 | 100% |
| Terms of Address | 105 | 70% | 95 | 61.7% | 58 | 31.3% |
| Attention Getters | 45 | 30% | 59 | 38.3% | 127 | 68.7% |

Distribution of Alerters used by PL1, P-ESL & EL1

Table suggests that the use of alerters is considerable more in English L1 data as compared to Punjabi L1 data. It is also obvious from the data that the English speakers prefer to use Attention getters (68.7%) as compared to terms of address, while on the other hand Punjabi speakers like to use terms of address (61.7%) as compared to attention getter. There is clear evidence of Sociocultural transfer from the data of Target group (P-ESL). Their frequency of the use of alerters is alike to reference group PLs and they also prefer to use term of address (70%) as alerter as compared to Attention getters (30%).

Examples of supportive moves from the data:

Example: 1 (Punjabi ESL data)

Sir kindly it's a request to you to give another appointment. I know it is hard for you to give time again but I will grateful to you if you give me your precious time again. (P-ESL)

A B C D
 Sir / kindly it's a request to you to give another appointment. / I know it is hard for you to
E
 give time again / but I will grateful to you if you give me your precious time again.

[External Modifications]

D: [Imposition minimizer] I know it is hard for you to give time again.
E: [Thanking/Appreciation] but I will grateful to you if you give me your precious time again.

A: [Alerter] Sir
B: [Internal Modification] Kindly it's a request to you to give another appointment
C: [Core Request] Kindly it's a request to you to give another appointment

Example: 2 (Punjabi L1 data)

یار دراصل میں آج کتاباں لین آیا سی۔ پر میں جلدی وچ اپنا بٹو اگھر بھل گیا واں۔ مینوں کچ پیسے
 دے۔ بطور قرضہ، تینوں شام واپس دے دوں گا۔

Translation:

Friend! Actually today I came to buy books but in hurry I forgot my wallet at home. Give me some money as loan! I will return you in the evening.

A B C
 Friend! /Actually today I came to buy books but in hurry I forgot my wallet at home./ Give
D
 mesome money as loan! I will return you in the evening.

[External Modifications]

C: [Grounder] Actually today I came to but book but in hurry I forgot my wallet at home.
D: [Imposition minimizer] I will return you in the evening.

A: [Alerter] Friend!
B: [Core Request] Give me some money as loan!

Example: 3 (English L1 data)

"Ooh, would it be ok to borrow some money? I've forgotten my purse. I'll pay you back? Thanks". (ELI)

A B C D
 Ooh,!would it be ok to borrow some money? I've forgotten my purse. I'll pay you back?
E
 Thanks".

[External Modifications]

C: [Grounder] I've forgotten my purse.
D: [Imposition minimizer] I'll pay you back.
E: [Thanking/Appreciation] Thanks

A: [Alerter] Ooh,
B: [Core Request] would it be ok to borrow some money?

3. Conclusion:

This paper attempted to give a cross sectional layout of English and Punjabi cultures to expose the evidences of Sociocultural Transfer (ST) from Punjabi to English by Punjabi ESL in speech act of requests. It was found that the Punjabi ESL mostly choose direct strategy mood derivable for executing their core requests under the influence of their Punjabi cultural norms while the English L1 mostly prefer Conventionally indirect strategy query preparatory to ask for core requests. The evidences of sociocultural transfer are also found in the use of internal modifications as supportive moves. The use of internal modifications is more common in English culture as compared to Punjabi culture so the Punjabi ESL are found to follow their native culture norms by using minimum internal modifications within their core requests. Moreover, the use of alerters by Punjabi ESL is also found in the same pattern of their native Punjabi culture on contrary to English L1. Punjabi L1 prefer to use address forms, while English L1 like to use attention getters in most of the cases as alerters. The use of external modifications provides a different picture, data shows that the speakers use more external modifications while using their first language. Therefore, no clear evidence of Sociocultural transfer from Punjabi to English is visible in case of External modifications used by Punjabi ESL as supportive moves to their requests.

This study provides some pedagogical implications. The findings of this study demonstrate that the speech act studies provide valuable information about the sociocultural norms and conventions of any speech community. This helps to L2 learners and L2 instructors to aware about the need of extra awareness not only of grammar even though in relation of the sociocultural linguistic norms of L2 speech community.

From cross-cultural perspective, the results of this study demonstrate how the speech act of request, which is considered as the most sensitive speech act, is accomplished in both culturally and linguistically varied sets (Punjabi and English). This may benefit to forecast the potential situations where there is the likely hood of happening pragmatic failures or communication break downs.

This study faced some limitations as well. This research has been conducted on a small scale, so the findings may not be generalized to all Punjabi ESL. The future researches can be conducted on bigger samples. Further, more variables like age, gender, social class and education level may be added. The same kind of studies can be conducted on other cultures to show cross-cultural pictures of linguistic norms. The more future studies may help to bring more universal harmony among the people of the world.

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