

## **The influence of Gender on Requests Used by Iraqi Undergraduate Students in the Academic Setting**

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### **ABSTRACT**

The current paper seeks to investigate how gender influences the use of requests among University students. The paper's aim is to examine the use of requests by Iraqi male-female undergraduate students of English in the academic setting. A written Discourse Completion Task questionnaire was used to gather data from 20 male and 20 female undergraduate students of English identified via random sampling. Schauer's (2009) taxonomy was employed to analyse data. The findings indicated that females used more conventionally indirect requests than males in the academic setting. In this regard, they would inform English language instructors on teaching the most appropriate strategies of polite requests in the academic discourse.

**Keywords:** Gender; Requests; Iraqi ; Undergraduate.

### **Introduction**

Pragmatics studies the factors that govern the choice of linguistic forms in a social interaction and the effects of this choice on others. There is a large number of factors which govern such choice of linguistic forms in social interaction. Still, it is not clear what all these factors are, how they are best interrelated and how best to distinguish them from other organized areas of linguistic enquiry (Crystal, 1985). Amongst these factors are the sociocultural factors which govern the linguistic forms used to express different speech acts appropriately in the academic setting. In this sense, speech acts can be expressed directly or indirectly according to interlocutors' social factors (Leech, 2005, Stubbs, 1983).

Speech acts are firmly established aspects in pragmatics. Among these speech acts, request as the focus of this paper, is a direct "face threatening" speech act which is important and problematic for learners as well as for native speakers of English (Brown & Levinson, 1987). This is because of its wide use in everyday interaction and the different forms by which it is performed (Blum-Kulka, House, & Kasper, 1989; Ellis, 1992). So, for learners of English to request from others in English appropriately, they must master the ways in which requests are performed and perceived and the social factors that influence the performance and perception of requests. Among these social factors is gender which may influence the use of request strategies in the academic setting; the academic setting which guides interlocutors to choose the most appropriate strategies of request in their interaction (Mohammed, 2012). In this respect, Ishihara & Cohen (2014) found it necessary for learners of English as a foreign language to be pragmatically competent to use their strategies appropriately. Put differently, females may use certain request strategies that make them distinguished from males. In this sense, females may use the most polite strategies that make their requests satisfied. This depends on their pragmalinguistic competence which provides them with the various linguistic strategies of expressing different speech acts. Thus, the male-female distinction may be considered when learning the pragmalinguistic and sociopragmatic aspects of any speech act. This is for the fact that any inconsideration of either the linguistic forms or the social factors in performing requests may lead to pragmatic failure which, in turn, lead to miscommunication.

In this respect, this paper imports its importance from the fact that despite requests are universal to all languages

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and cultures, the strategies and behavior with which requests are used are different from culture to another according to gender differences and the influence of the target language's social norms. In this sense, a great deal of studies has been conducted to investigate how request speech act is used differently according to different variables, notably, speech acts (Al-Marrani & Sazalie, 2010; Ellis, 1992; Hamiloglu & Emirmustafaoglu, 2017; Iraj, Enayat & Momeni 2018; Schauer, 2006; Shams & Afghari, 2011; Woodfield, 2012; Xia, 2013).

Ellis (1992) made a longitudinal study to investigate how requests are developed in terms of learning. The study was held in a formal learning context, relying on direct observation to collect data from two young students. The period of observation lasted for over 16 to 21 months. The result of observation indicated the existence of individual differences between learners caused by the individual attitudes of learners towards the use of internal and external modification. Al-Marrani and Sazalie (2010) conducted a study to examine the most appropriate request strategies used by Yemeni native speakers of Arabic at a public university. Discourse Completion test was used to collect data from male and female participants. The findings showed the male-male Yemenis' tendency to be more direct when requesting from each other in their interaction. On the other hand, the findings revealed that the Yemenis tended to be indirect in their male-female interaction. Manasrah and Al-Delaimi (2008) examined politeness in the requests among 30 undergraduate Jordanian students at Irbid National University (Irbid-Jordan). The findings indicated that the majority of participants tended to use extra explanation while requesting and female students were inclined to use indirect request than their male counterparts.

A study entitled "The Impact of Gender in Determining Politeness Strategy with Reference to Iraqi Students of English" was undertaken in Iraq by Hameed (2010) among 27 Iraqi undergraduate students, which included nine male participants and eighteen female participants. Data was analyzed based on Brown and Levinson's perspective of the linguistic politeness. Gender factor in this study played a substantial role in identifying polite requests. The results revealed that male participants were more competent to perceive polite requests than their female counterparts. In this study, both men and women were not aware of using direct requests which may highly lead to rudeness on the part of the addressee.

In the Iranian context, an important study was implemented by Shams & Afghari (2011) to examine the influence of gender on the speakers' comprehension of request strategies in everyday-life communication. An open-ended questionnaire of 20 situations was used to collect data from 30 male and 30 female Iranian speakers of English. They were chosen randomly from Gachsaran (a city in Iran). The findings revealed that gender had no significant effect on the comprehension of requests, namely, indirect ones. This indicates that the female were frequently more indirect than the male. However, the study focused on collecting data from ordinary people of different levels and from everyday life communication. This may affect the nature of data and results validity. In this respect, it might be valid and reliable to collect data from students of the same level in the academic setting.

Woodfield (2012) also showed in her study that the student revealed more development in using request modification forms in the third phase of study than those in the first and second phase. This indicated that the more duration the students spent close to the native speakers of English, the more developed pragmatic competence was. Therefore, the differentiation in the level of non-native speakers of English studying abroad may be because they still fall back on their sociocultural backgrounds in modifying their request. This was clear in their use of external modification affected by their native languages. Ellis (1992) found that little development in request modification was shown over time. Woodfield's (2012) findings supported Schauer's (2006) who indicated that some non-native speakers who participated in his study did not show any development in the internal modification forms of request during the first five months of their residence close to native speakers of English.

Xia (2013) allocated a study to investigate the influence of gender differences on the language aspects used in different situations. The findings indicated that there were frequent differences in the use of vocabulary between males and females. The most euphemistic words were used more frequently by females than males. This may be attributed to the influence of society in which participants live. In this sense, Xia thought that the development of society might

result in fewer male-female differences. However, this study worked on differences in language aspects: vocabulary, syntax, and pronunciation, but it did not shed light on the use of speech acts. To bridge this gap, the present focused on the use of request speech act in relation to gender differences.

Khouja (2015) examined the perception of request between genders in a study entitled "The pragmatics of requests in Lebanese Arabic and English in the discourse of Lebanese students". The sample of the study contained fifty-one students at the Lebanese American University in Beirut campus. The results revealed that gender was an influential factor in which female students had more tendencies to employ conventionally indirect request in both languages than their male counterparts.

Hamiloglu and Emirmustafaoglu (2017) made a study on the use of request by 20 Turkish EFL students. The study aims to investigate the influence of gender differences in using requests by university students in Istanbul. Data was collected from emails sent by 10 male and 10 female students to their instructors. Adopting Holtgraves and Yang's (1992) coding scheme of politeness and directness, data was analysed quantitatively and qualitatively. The findings showed that females were more formal in using address expressions than males. They also indicated that despite both male and female students were careful about the use of indirect requests, females were more frequent. In the same vein, in their study on the influence of instruction on the use of apology and request speech acts, Iraj et al. (2018) illustrated that teaching pragmalinguistic strategies of speech acts under investigation explicitly was more indicative than teaching implicitly. However, despite they collect their data from the academic setting; they neglect gender differences in using these speech acts.

To sum up, so far, all the studies reviewed earlier focused on the investigation of using request in everyday interaction, the influence of gender on the linguistic aspects, and the influence of instruction on requests used in the academic setting. So far, those studies concerned how appropriate request strategies are used by students in the academic setting, the Iraqi, regardless to gender. Thus, the present paper focused on using requests by Iraqi male-female students at Iraqi public University. It aims to examine the similarities and differences between Iraqi male and female undergraduate students in using the main request strategies in the academic discourse. It also aims to determine how these students are different from or similar to each other in using sub-strategies of requests in the academic discourse. Thus, the paper hypothesizes that indirect request strategies used more frequently by females than males. It also hypothesizes that different strategies can be employed to produce requests. Therefore, the paper may add knowledge to the existing literature of requests by providing English learners with the appropriate strategies that contribute to pressing polite requests.

## **1. Methodology**

This section concerns the research design and method adopted in the current paper. It also exposes the sampling of the study. Besides, it deliberates how data was collected. In addition, it presents the coding scheme adopted and how data was analysed. The following sections illustrate these aspects in detail.

### **2.1 Research Design and Method**

The paper adopted a comparative design involving a quantitative method of data collection. The design is used to obtain data of request strategies from two groups of participants: Iraqi male and female undergraduate students.

The study used quantitative instrument, namely, written discourse completion task (henceforth WDCT) from 60 Iraqi undergraduate students. Umar (2004, p. 22) defined the written discourse completion task as "a form of questionnaire depicting some natural situations to which the respondents are expected to react". It was used in the present paper to collect quantitative data. It includes 14 common situations combined in accordance with interaction taken place in the academic setting. This means that these situations are common to the Iraqi academic discourse and their number is being sufficient and appropriate for this paper (Abdul Sattar & Farnia, 2014). The number of situations was justified on the ground of saturation, which can be defined as the process by which the major themes or questions

are identified and that no new information is obtained (Creswell, 2002).

## 2.2 Sampling

The number of undergraduate students who participated in the present study was 60 whose native language is Arabic and their major is English. These participants are exposed to the English language only inside the classroom. They are divided into two groups: 30 male and 30 female undergraduate students of fourth grade at the department of English/ College of Education for Humanities. They were aged between 22 and 25. Random sampling was used to collect data from Iraqi male-female undergraduate students. It was used as not to neglect some participants while choosing others. This means that all participants have the same chance to participate. This kind of sampling is most commonly used to collect data at the level of academic setting (Dornyei, 2007). One of the strong features of this sampling is that it provides researchers with the willing participants, a rich dataset, and the ease of collecting required data (Dornyei, 2007; Miles & Huberman, 1994). However, the selection of samples is not arbitrary but depends on certain criteria. An important criterion is that the participants have the ability to understand and express themselves in English reasonably well. In addition, they might have a good knowledge in pragmatics as they have already submitted to a course of pragmatics.

## 2.3 Data Collection

The study was implemented in September 2019, involving 60 participants whose mother tongue was not English. Prior to the collection of data, permission was obtained from both groups of undergraduate students who participated in the study. They were given a consent letter to get their agreement. After getting their agreement, the participants were given hard copies of WDCT questionnaire (See Appendix A). The distribution of situations can be indicated in the following table:

**Table A: WDCT Situations**

Situations	Interlocutors	Description
S1(assignment extension)	Student- Prof.	Student asks his/her professor for an extension of the submission deadline of his assignment.
S2 (copying notes)	Student -Lecturer	Student asks his/her lecturer for a copy of last week's notes.
S3 (asking for medication)	Student- Doctor	Student who is sick asks a doctor to prescribe him/her a medication.
S4 (opening an account)	Student-Manager	Student asks a manager to open an account in a bank.
S5 (borrowing a book)	Student-Student	Student asks another student to lend his/him a book.
S6 (joining a study group)	Student-Student	Student asks another student to join his/her study group.
S7 (cleaning a table)	Student-waiter	Student asks a waiter to clean a table.
S8 (postponing an appointment)	Student-Student	Student asks another student to postpone an appointment with his/her neighbor.
S9 (driving a car)	Student-Student	Student asks other students to try his car.
S10 (copying a notebook)	Student-Student	Student asks another student to copy his/her notebook.
S11 (borrowing computer)	Student-Student	Student asks a friend to lend him/her his/her computer.
S12 (getting notes back)	Student-Student	Student asks a friend to give his/her notes back.
S13 (passing a ball)	Student-Lecturer	Student asks his/her lecturer to pass him/her the ball.
S14 (explaining a lecture)	Student-Lecturer	Student asks a lecturer who was a study friend previously to explain a missed class to him/her.

The WDCT was adapted from Al-Momani's (2009) study. It consists of short written scenarios depicting social interactions between two interlocutors and research informants whose responses are left partly or entirely blank (Kasper & Dahl, 1991). In this respect, those informants were asked to write what he/she would say in the gaps after each situation. In addition, they were instructed on how to respond to all situations. Then, the participants were informed to complete their questionnaires during one hour. After one hour, all questionnaires were returned to be coded and analysed. The next sub-section concerns the coding scheme followed to analyse data.

#### 2.4 Coding Scheme and Data Analysis

After data collection, the participants' responses were coded accordingly. This means that their names were removed and assigned random numbers for ethical purposes. Based on Schauer's (2009) coding scheme, data obtained via WDCT were analysed quantitatively using descriptive and statistical analysis. In this regard, based on Blum-Kulka et al. (1989), Schauer (2009) classified request speech act into: obligatory element (request head act) and optional (surrounding elements like internal and external). The request head act could be realized in three main categories, which vary according to their degree of directness, i.e. from the more direct to the less. These categories are: direct requests, conventionally indirect requests and non-conventionally indirect requests. Each category subsumes subcategories representing the various semantic formulas and forms with which the head act of request might be recognized. Table (B) indicates how the main request strategies are classified:

**Table B: Main strategies of Request Head Act**

Strategy	Definition	Example
1. Direct request		
Imperatives	They are linguistic forms of request with the most direct and clear illocutionary force for they leave little for the hearer to choose from.	"Hey, move out of the way"
Hedged performatives	The illocutionary force is mitigated by preceding the performative with an immediate relevant verb. It can also be softened by using past tense modal auxiliary such as "could" or downtoners such as "maybe" and "possibly"	"So I want to ask you if we could maybe arrange a meeting during the holidays" "I could ask you to bring an article?"
Unhedged performatives	They include performative verbs that explicitly denote request illocutionary force	"I ask you to fill this questionnaire "
Locution derivable	The illocutionary intent is directly derivable from the semantic meaning of the locution	"Erm, excuse me, Bob, where is the Portland Building" You ought to play away from here."
Want statements	Desires and wishes are expressed explicitly by the speaker	"I really like you to complete it if you could find the time"
2. Conventionally Indirect Requests	Definition	Example
Suggestory formula	They can be realized in different structures. They are distinguished from others in that the illocutionary intention implies request in the meaning of suggestion.	"Let's meet tomorrow."
Availability	Requests in such a type inquire about the hearer's possible commitment. The speaker here leaves the hearer with a choice of possibility to refuse request.	"Have you got any time over the next two days to get together with me?"

Prediction	Employing such requests, the speakers here get themselves distant from imposing the illocutionary force on the hearers by formulating their requests in an impersonal way.	"Excuse me; is it possible to see you within the holidays?"
Permission	The illocutionary intent indicates that the speaker estimates the power of his interlocutor.	Excuse me, sorry, could I get through, please?"
Willingness	The illocutionary intent of such requests indicates that the speaker is aware of the freedom of the hearer to achieve the desired action. The focus is on the interlocutors	"Would you mind moving our meeting a bit?"
Ability	The illocutionary intent inquires about the psychological and mental capacity to do an action for the sake of the speaker.	"Neil, can you open the window for me please?"
3.Non-conventionally indirect request	Definition	Example
Strong hints	The illocutionary intent is not immediately derivable from the locution; however, the locution refers to relevant elements of the intended illocutionary or propositional act. Unlike preparatory strategies, hints are not conventionalized and thus require more inference activity on the part of the hearer	"Are you using your Computer?"
Mild hints	The illocutionary intent is not apparent; instead it implied in the utterance.	"I'll be really busy with some of my work this Monday."

Using the Statistical Package for the Social Sciences (SPSS 22.0), data elicited via WDCT were analysed quantitatively. As the data collected are nominal and not normal, the Chi-square test of independence was used to analyse the data as it is considered the most suitable for the analysis of data frequencies (Hatch & Lazaraton, 1991). It is non-parametric test used to analyse nominal data under investigation. It was used to measure differences and similarities in frequency of request strategies used in the academic discourse by male-female students under study.

### 3.Results and Discussion

This section concerns the analysis of request head act used by Iraqi undergraduate male-female students in the academic discourse. Request head act can be realized in three main strategies: direct, conventionally indirect, and non-conventionally indirect. Table 3.1 displays the results of the Chi-square analysis of the strategies of request head used by the Iraqi males and females in the Iraqi academic setting.

**Table 3.1: Frequency and Percentage of main request strategies used among the male and female undergraduate students in the academic setting**

Nationality	Male	Female	Male-female
<b>Main request strategies</b>	N %	N %	$\chi^2$
<b>D</b>	158 (37.91%)	83 (19.76%)	34.72 *
<b>CI</b>	240 (57.14%)	310 (73.80%)	25.09*
<b>NCI</b>	22 (5.23%)	27 (6.42%)	4.63
<b>Total</b>	420	420	

Note. D = direct, CI = conventionally indirect, NCI = non-conventionally indirect, \* $p < 0.05$

As seen in Table 3.1, the Chi-Square analysis revealed significant differences between the females and males' use of direct and conventionally indirect request strategies. Specifically, the males indicated a higher use of direct request strategies (for example, “Ahmed, return my book” or “I want your lectures”) (37.91%) than the females' (19.76%) in the academic setting. In contrast, the female tended to be more frequent in their use of conventionally indirect request strategies (73.80%) than the males (57.14%). This indicates the females' tendency to use more polite request rather than the males in the Iraqi academic setting. In this sense, it can be said that gender has a vital influence on the use of more polite and appropriate strategies in the social context and academic setting.

These findings are in line with the findings of several previous studies (Al-Momani, 2009; Hamiloğlu and Emirmustafaoğlu; Yazdanfar & Bonyadi, 2015) which indicated that female students were more frequent in using conventionally indirect requests than the males in the academic setting. This can be explained in the male students' commitment to be explicit in their request to avoid ambiguity (Faerch and Kasper, 1989). This does not mean that the males were less polite than those females as politeness might not always be associated with indirectness; rather it can also be implied with directness which refers to speakers' seriousness and clarity (Blum-Kulka, 1987). On the other hand, the females' indirect use of request might be attributed to their attempt to be more polite by minimizing the imposition of request on the part of the addressees. In addition, they might try to balance the relation between politeness, on the one hand, and avoiding ambiguity and clarity in making requests, on the other hand (Marquez-Reiter, 2000). This is to get their request more understandable and polite. Interestingly, the findings suggest that gender differences might influence the use of direct and conventionally indirect requests.

To further examine the sub-strategies whereby each of the strategies of request head act is expressed, the direct request strategy comprises five sub-strategies: ‘imperatives’, ‘hedged performatives’, ‘unhedged performatives’, ‘locution devices’, and ‘want statements’ (Schauer, 2009). The conventionally indirect request strategy, on the other hand, includes 'suggestory formula', 'availability', 'prediction', 'permission', 'willingness', and 'ability'. As for the non-conventionally indirect request strategy, it consists of 'strong hints' and 'mild hints' (Schauer, 2009). The Chi-Square test was employed to measure the male and female undergraduate students' use of request sub-strategies in the academic discourse.

As for the sub-strategies of direct strategy of request head act, the following table (3.2) indicates the results of their use by the Iraqi male and female in the academic setting.

**Table 3.2: Frequency and Percentage of direct sub-strategies of request head act used among the male and female in academic setting**

Nationality	Male	Female	Male-Female
<b>Direct sub-strategies</b>	N %	N %	$\chi^2$
<b>Imperatives</b>	42 (26.58%)	21 (25.30%)	11.96
<b>Hedged performatives</b>	38 (24.05%)	24 (28.91%)	7.465
<b>Unhedged performatives</b>	12 (7.59%)	3 (3.61%)	2.95
<b>Locution derivables</b>	1 (0.63%)	1 (1.20%)	6.56
<b>Want statements</b>	65 (41.13%)	34 (40.69%)	8.287
<b>Total</b>	158	83	

Note. \*p < 0.05

As shown in Table 3.2, the analysis showed no significant differences between the male and female's use of direct sub-strategies of request head act. This indicates that both groups tended to use similar sub-strategies in expressing direct requests. As evident, both males and females were similarly frequent in their use of three sub-strategies: want statements, imperatives, and hedged performatives. This finding is in tandem with those of most previous studies (Al-Marrani & Sazalie, 2010; Hamiloğlu & Emirmustafaoğlu 2017) which indicated a similar tendency of using direct

request sub-strategies by the males and females. This may be attributed to the nature of both languages: Arabic and English which share the same sub-strategies of direct request, namely: imperatives and want statements.

As for the sub-strategies of conventionally indirect strategy of head act, table (3.3) demonstrates that there are significant differences between the males and females' use of some conventional indirect request sub-strategies.

**Table 3.3: Frequency and Percentage of conventionally indirect sub-strategies of request head act used among the males and females in the academic setting**

Nationality	Male	Female	Male-Female
<b>Conventionally indirect request sub-strategies</b>	N %	N %	$\chi^2$
<b>Suggestive formula</b>	11 (4.58%)	10 (3.22%)	.932
<b>Availability</b>	30 (12.5)	32 (10.32%)	4.498
<b>Prediction</b>	7 (2.91%)	6 (1.93%)	6.766
<b>Permission</b>	69 (28.75 %)	107 (34.51%)	30.167**
<b>Prohibition</b>	4 (1.66%)	8 (2.58%)	2.971
<b>Willingness</b>	60 (25%)	103 (33.22%)	7.194*
<b>Ability</b>	47 (19.58%)	55 (17.74%)	4.90
<b>Opinion</b>	12 (5%)	19 (6.12%)	6.74
<b>Total</b>	240	310	

Note. \*p < 0.05.

The table indicated that Iraqi females' were higher in the use of 'permission' (for example, "May I use your laptop" (34.51%) and 'willingness' "Would you please give me your lectures" (33.22%) than the males (28.75 %) and (25%) respectively. This can be explained in the females' prestige, who would like to be more polite in their requests, especially in the academic setting. This means that the males' linguistic repertoire may be limited to the extent that it could not provide them with a wide variety of conventionally indirect strategies, which may be due to the influence of the Arabic linguistic system, that is characterised by the limited number of linguistic forms and strategies in producing requests (Al-Momani, 2009). In this sense, the findings indicate the limited use of various conventionally indirect request sub-strategies by both groups. This lends support to those previous studies (Khouja, 2015; Schauer, 2009; Xia, 2013), which indicated the less use of conventionally indirect request sub-strategies. This could be attributed to the Arabic and English's linguistic systems which are different from each other. In this sense, unlike the Arabic, the rich English linguistic system enables its speakers to use various conventions. For example, "Would it be possible?", "Is it possible?", "Could you?", or "May you?" to express 'possibility' in English, which, however, can be expressed by only one basic form *mumkin* in Arabic.

As for the sub-strategies of non-conventionally indirect strategy of request head act, table 4.5 indicates that the use of these sub-strategies by the Iraqi males and females in the academic setting is independent from gender.

**Table 3.4: Frequency and Percentage of non-conventionally indirect sub-strategies of request head act used among the Iraqi males and females in the academic setting**

Nationality	Males	Females	Males-Females
<b>Non-conventionally indirect request sub-strategies</b>	N %	N %	$\chi^2$
<b>Strong hints</b>	7 (31.81%)	9 (33.33%)	0.173
<b>Mild hints</b>	15 (68.18%)	18 (66.66%)	6.404
<b>Total</b>	22	27	

Note. \*p < 0.05



As demonstrated in Table 4.5, the Chi-Square analysis revealed no significant differences between the males and the females in the use of non-conventionally indirect request sub-strategies. This indicates that both groups similarly underused the sub-strategies of non-conventionally indirect request. This finding is in line with that of Xia (2013), which revealed a similar pattern of use of non-conventionally indirect request sub-strategies. This may be implied in both groups' tendency to be transparent and straight forward in their request. In this regard, (Blum-Kulka, 1987) stated that these types of sub-strategies are less polite than conventionally indirect request sub-strategies.

### **Conclusion**

The study aimed at investigating the influence of gender differences on the use of requests in the academic setting. To address the objective of the present paper, WDCT was used to elicit quantitative data from the Iraqi undergraduate male-female students in the academic setting. The quantitative data was analysed statistically using SPSS analysis. It focused on analyzing request strategies and sub-strategies frequency. However, in respect to the main strategies of request head act, the findings revealed significant differences as well as similarities between the Iraqi male and female undergraduate students in the use of the strategies of request head act in the Iraqi academic setting. In this sense, whilst the Iraqi males were more direct in their request than their counterpart, the latter were more conventionally indirect in their requests than the former. On the other hand, both groups tended to be similar in their non-conventionally indirect requests as they would like to be transparent and clear (Blum-Kulka et al., 1989). As for the sub-strategies of request head act, despite the analysis revealed significant differences between the males and females in using some direct ('imperative' & 'want statement') and conventionally indirect request sub-strategies ('permission' & 'willingness'), both groups used limited number of sub-request strategies. In this regard, Al-Momani (2009) stated that the use of a limited number of various sub-strategies of request is attributed to the nature of the Arabic language which has a limited number of linguistic strategies and might influence their use of the English linguistic strategies.

Anyhow, this paper is different from other studies (Hamiloglu & Emirmustafaoglu, 2017; Khouja, 2015; Xia, 2013) which had investigated the influence of gender on the use of requests in cultures other than Arabic, namely the Iraqi. However, the present paper might contribute to the existing literature by adding knowledge on the influence of gender on how requests are used by Iraqi students in the Iraqi academic setting. In addition, the paper has a pedagogical implication which implies that teaching pragmatics can inform learners of English on the most appropriate and polite strategies of request used in the academic setting. This is to avoid pragmatic failure in any academic interaction. As the case of any study, this paper has its limitations. First, it is limited to investigate the use of one speech act, namely request in the academic setting. Thus, it is recommended to conduct a paper on more than one speech act like: offer and apology. Second, social variables such as power and social distance were not covered in this paper. Thus, carrying out further studies investigating the use of request in relation to power and social distance between interlocutors in the academic setting would shed lights on how requests are used by interlocutors having different degrees of power and social distance.

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## تأثير النوع الاجتماعي على الطلبات التي يستخدمها طلاب المرحلة الجامعية الأولى في الوسط الأكاديمي

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### ملخص

تسعى هذا البحث إلى استكشاف كيفية تأثير النوع الاجتماعي على استخدام الطلبات بين طلاب الجامعة، الهدف من هذه الورقة هو دراسة استخدام طلبات الطلاب العراقيين من الذكور والإناث في المرحلة الجامعية الإنجليزية، تم استخدام استبيان مكتوب لإنجاز الخطاب لجمع البيانات من 20 طالبة و 20 طالب اللغة الإنجليزية تم تحديدها عن طريق أخذ عينات عشوائية. تم استخدام تصنيف (Schuaer 2009) لتحليل البيانات. وأشارت النتائج إلى أن الإناث يستخدمن طلبات غير مباشرة تقليدية أكثر من الذكور في الوسط الأكاديمي. في هذا الصدد، سيقومون بإبلاغ مدرسي اللغة الإنجليزية حول تدريس أنسب الإستراتيجيات لطلبات مهذبة في الخطاب الأكاديمي.

الكلمات الدالة: النوع، الاجتماعي، الأوساط، الأكاديمية.

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