

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Dr. Said Ahmed Mahrous Ahmed

Lecturer of Curriculum and TEFL Methodology

Faculty of Education, Aswan University

Abstract

The aim of the present study was to investigate the effect of a peers' collaborative dialogue-based program on developing speech acts production and willingness to communicate among preparatory stage EFL students. The study used the pre-posttest quasi-experimental one group design. The participants of the study were thirty five second year preparatory stage EFL students. The participants received instruction on the intended speech acts and role-played different situations where they engaged in collaborative dialogues in which they needed to use speech acts appropriately. The instruments of the present study included a speech acts production test prepared by the researcher and a willingness to communicate questionnaire. The test and the questionnaire were administered to the participants before and after the treatment. Data were treated statistically using SPSS. Results of the study revealed that the peers' collaborative dialogue-based program was found to be effective in developing speech acts production and willingness to communicate among preparatory stage EFL students.

Key words: Peers' collaborative dialogue, speech acts production, willingness to communicate, preparatory stage EFL students

برنامج قائم علي الحوار التشاركي مع الأقران لتنمية استخدام الأفعال اللغوية و الرغبة في التواصل لدي طلاب اللغة الإنجليزية كلغة أجنبية بالمرحلة الاعدادية

د. سعيد أحمد محروس أحمد

مدرس المناهج وطرق تدريس اللغة الإنجليزية كلغة أجنبية

كلية التربية - جامعة أسوان

مستخلص :

هدفت الدراسة الحالية الي بحث أثر برنامج قائم علي الحوار التشاركي مع الاقران في تنمية استخدام الأفعال اللغوية والرغبة في التواصل لدي طلاب اللغة الانجليزية كلغة أجنبية بالمرحلة الاعدادية. استخدمت الدراسة التصميم شبه التجريبي ذو المجموعة الواحدة والقياس القبلي والبعدي. تكونت عينة الدراسة من 35 طالبا وطالبة من طلاب اللغة الانجليزية كلغة أجنبية بالصف الثاني الاعدادي. تم تدريب الطلاب علي استخدام الأفعال اللغوية المستهدفة من خلال بعض الأنشطة والتدريبات و تمثيل بعض المواقف باستخدام الحوار التشاركي مع الاقران. اشتملت ادوات الدراسة الحالية علي اختبار استخدام الأفعال اللغوية من إعداد الباحث، و استبيان الرغبة في التواصل. تم تطبيق الاختبار والاستبيان علي عينة الدراسة قبل وبعد البرنامج. تمت المعالجة الاحصائية للبيانات باستخدام الحزمة الاحصائية للعلوم الاجتماعية SPSS. أظهرت نتائج الدراسة أن البرنامج القائم علي الحوار التشاركي مع الاقران ذو فاعلية في تنمية استخدام الأفعال اللغوية والرغبة في التواصل لدي طلاب اللغة الانجليزية كلغة أجنبية بالصف الثاني الاعدادي.

الكلمات المفتاحية : الحوار التشاركي مع الأقران، استخدام الأفعال اللغوية، الرغبة في التواصل، طلاب اللغة الانجليزية كلغة أجنبية، المرحلة الاعدادية

1. Introduction

Pragmatics, a subject within linguistics, focuses on how people perform, interpret, and respond to language functions in a social context. Learning a language involves more than learning grammar and lexis. The rules of proper communication, such as how to speak appropriately in a situation or understand another person's intention, are critical skills to master in order to become a fully competent speaker in another language. Learners need to have a range of linguistic forms at their disposal in order to perform language functions (e.g., greetings), but at the same time, they need to understand the sociocultural norms and rules that govern the usage of these forms (e.g., what to say to greet a certain person).

Speech acts (e.g., requests, greetings, refusals, apologies, etc.) have been the most popular goals of instruction because of their clear connections among linguistic forms, language functions, and social context. Typically, syntactic forms and strategies used to achieve speech acts are taught in conjunction with situational variables that determine the degree of politeness and indirectness of the forms (Taguchi, 2013).

Austin (in Tsui, 1994: 4) explains that speech acts are acts that refer to the action performed by produced utterances. In line with this, Yule (1996: 47) states that speech act is action which is performed via utterances. Here, people can perform an action by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. The conveyed utterances are paramount to the actions performed.

Research on foreign/second language (FL/L2) acquisition indicates that affective factors like attitude, anxiety, and motivation have an effective role in language achievement and proficiency. One of these affective factors is willingness to communicate (WTC), a variable which affects authentic communication in FL/L2 and has been considered as a good predictor of frequency of communication.

Kang (2005) reported that teachers will have more active learners by making them more willing to communicate. Students with high willingness to communicate (WTC) are more likely to use the target language in authentic communication and function as autonomous learners by making independent efforts to learn language. He also believes that students with high WTC will have their learning opportunities and become involved in learning activities both inside and especially outside the classrooms.

Different approaches to foreign/second language (FL/L2) learning contribute to our understanding of FL/L2 pragmatic development. These approaches can be classified into cognitive and social ones. While the cognitive approaches focus on the role of intrapersonal factors, social approaches put emphasis on interpersonal factors and view the language learning as a social practice. Within the social approaches lies the sociocultural theory (SCT).

According to sociocultural theory (SCT), language development is basically a social process. It is the interaction of the individual with parents, peers and society that gives rise to cognitive development. Thus, there is a reciprocal interaction between the individual and the environment and the individual cannot be regarded as separable from

the social setting in which s/he functions. Knowledge, based on this view, is not owned solely by the learner, but is also a property of social settings and the interface between the person and the social context (Foster & Ohta, 2005).

Although previous research has contributed to our awareness of FL/L2 pragmatic development, it has offered a narrow view on pragmatic acquisition, and perhaps it is the time to shift the frame of reference from cognitive approaches to social ones and investigate FL/L2 pragmatic learning in a broader social context.

Swain (2000) stated that the collaborative dialogue shifts the focus from cognitive approaches to the sociocultural theory (SCT) of mind (Vygotsky, 1978). It offers a more dynamic and learner-centered framework for language acquisition. During the collaborative dialogue, according to Swain, Brooks, and Tocalli-Beller (2002), language serves as social and cognitive mediational means; it is a cognitive tool due to its meaning-making function, and it is a social tool for communication with others.

Since the introduction of collaborative dialogue, a number of studies have been conducted addressing the role of collaborative dialogue in the development of different aspects of FL/L2 (e.g., Davin & Donato, 2013; Edstrom, 2015; Memari Hanjani & Li, 2014; Villarreal & Gil-Sarratea, 2019). However, when it comes to FL pragmatics, the studies are scarce (e.g., Chen, 2016; Taguchi & Kim, 2016). Given the opportunities that dialogic interaction is likely to offer to FL/L2 learners to attain appropriate FL/L2 pragmatic norms; it seems that collaborative dialogue is a suitable framework for studying FL/L2 pragmatics.

1.2 The Problem of the Study

The main aim of learning a foreign language is to use it for meaningful and effective communication both inside and outside the classroom. The researcher observed that many second year preparatory stage EFL students tend to avoid FL communication and may not use the opportunities to learn language through authentic communication. Since the adoption of the communicative approach, the focus has passed to the achievement of functional abilities in the target language with the final purpose of understanding and producing language that is appropriate to communicative situations in accordance with specific sociocultural parameters. Failure to do so may cause misunderstandings and sometimes communication breakdowns as well as the stereotyping of the target language learners as insensitive or rude.

Kasper and Roever (2005, p. 317) remind us of the difficulties that learners face in order to acquire the pragmatics of a FL/L2 because “they have to learn not only how to do things with target language words but also how communicative actions and the “words” that implement them are both responsive to and shape situations, activities, and social relations”.

Though developing speech act production and willingness to communicate are vital, the misuse of speech acts in Egyptian EFL class leads to a misunderstanding due to the inappropriate use of the speech acts uttered. Students may have different interpretations of a simple utterance said by the teacher. This is caused by the failure of deciding to use either direct or indirect speech acts in certain situations. Also, Egyptian EFL students are not highly willing to

speak in language classes, and that such attitude is not innate, but is a result of growing up in a cultural and educational environment in which teacher is not seen as a facilitator of the learning process but as an authority.

The foreign language classroom may expose students to a limited environment to foster pragmatics proficiency. There is consensus among pragmatics practitioners and theoreticians that the opportunities for human interaction are rather restricted and the materials to which students are exposed are decontextualized (Lyster, 1994; Kasper & Rose, 1999; Kasper, 2001). Alternatively, some researchers propound that textbook conversations are rather limited and unreliable sources of input to tap on pragmatics learning (Bardovi-Harlig et al., 1991; Boxer & Pickering, 1995; Gilmore, 2004). Moreover, Rose (1999) states that large classes, limited contact hours, and little opportunity for intercultural communication are some of the features of the English as a foreign language (EFL) context that impede pragmatic proficiency.

For English learners, it is not enough to speak or write grammatically correct English in real communication. They also need to use pragmatically appropriate English. However, English education worldwide has not placed emphasis on instruction of pragmatic usage and students usually have few opportunities to receive pragmatic instruction in English classrooms. As a result, many EFL/ESL learners have difficulty using appropriate expressions in situations where they need to show politeness or express refusal and apology in English. They are sometimes considered to be rude by native speakers because they lack pragmatic knowledge (Osuka, 2009).

What the researcher of the present study has witnessed in language classrooms is that when presented with an opportunity to speak, most second year preparatory stage students are not eager to take part in classroom discussions. This has always been a concern among language educators, since after all; language learners need to practice in order to learn a foreign language successfully. Otherwise, they will not be able to use what they have learned for communication in real situations. Many language learners complain that they are not good at speaking skill. In fact, this could be a result of their unwillingness to speak and inadequate speaking practice in language classrooms.

Moreover, based on interviews with EFL teachers, and as a supervisor of teaching practice program, the researcher noticed that second year preparatory stage EFL students tend to avoid or devalue oral communication and are not as willing as others to speak up and take part in classroom discussions and activities. So, the researcher conducted a pilot study on the second year preparatory stage EFL students using a speaking test prepared by the researcher. The test included role-play based dialogues between students in which they were asked to respond to different situations by producing different speech acts. The results of the pilot study revealed that the majority of students (82%) were not willing to communicate and encountered difficulties in producing speech acts (e.g. requests, refusals and apologies).

To sum up, problem of the present study can be stated as follows: second year preparatory stage EFL students cannot perform speech acts because they may not know the idiomatic expressions or

cultural norms in the foreign language or they may transfer their first language rules and conventions into the foreign language, assuming that such rules are universal. As a result, second year preparatory stage EFL students are reluctant to speak in language classrooms. In an attempt to find a solution for this problem, the present study will investigate the effect of a Peers' collaborative dialogue-based program on developing speech acts production and willingness to communicate among preparatory stage EFL students.

1.3 Aims of the Study

The current study aimed at:

- 1- Investigating the effect of a peers' collaborative dialogue-based program on developing second year preparatory stage EFL students' speech acts.
- 2- Investigating the effect of a peers' collaborative dialogue-based program on developing second year preparatory stage EFL students' willingness to communicate.

1.4 Questions of the Study

This study was an attempt to answer the following questions:

1. What is the effect of a program based on peers' collaborative dialogue on developing speech acts production among preparatory stage EFL students?
2. What is the effect of a program based on peers' collaborative dialogue on developing preparatory stage EFL students' willingness to communicate?

1.5 Hypotheses of the Study

Hypotheses of the present study can be stated as follows:

1. There is a statistically significant difference between the mean scores of the study participants on the speech acts production pre–posttests in favor of the post.
2. There is a statistically significant difference between the mean scores of the study participants in the pre and post administrations of willingness to communicate questionnaire in favor of the post administration.

1.6 Significance of the Study

The results of this study can be helpful for second year preparatory stage EFL students, teachers and course designers. It might help students develop their pragmatic proficiency through producing speech acts appropriately and increase willingness to communicate through the application of peers' collaborative dialogue. Moreover, using the peers' collaborative dialogue–based program in developing speech acts production and willingness to communicate among preparatory stage EFL students, the current study suggests a modification of the teaching methods currently adopted to develop speaking competence in Egyptian preparatory stage schools.

1.7 Delimitations of the Study

The present study was delimited to the following:

1. Thirty five second year preparatory stage EFL students, Mansour Amin Mashally Preparatory School, Edfu Educational Administration, Aswan.
2. Most common speech acts which are included in the English language syllabus presented to second year preparatory stage EFL students, the first semester of the academic year 2020/2021.

3. The peers' collaborative dialogue-based program.

1.8 Definitions of Terms

1.8.1 Collaborative dialogue

According to (Swain, 2000), collaborative dialogue is a cognitive and social activity in which speakers are engaged in problem solving and knowledge building.

In the present study, collaborative dialogue can be operationally defined as collaborative speaking tasks in which second year preparatory stage EFL students learn to negotiate, co-construct, and use different speech acts.

1.8.2 Speech acts

Marquez (2000) defines speech acts as using the language to do something or make others do something. Thanking, requesting, and promising are examples of speech acts.

Moreover, Yule (1996, p. 47) states that "speech acts is action which is performed via utterances".

In the present study, the researcher adopts Yule (1996) definition of speech acts as an operational one.

1.8.3 Willingness to communicate (WTC)

MacIntyre, Baker, Clement, and Donovan (2002) define WTC as a state of readiness to enter a discourse at a particular time with a specific person or persons using a foreign/second language.

Doucette and MacIntyre (2010) defined willingness to communicate as "a readiness to speak in the L2 at a particular moment with a specific person, and as such, is the final psychological step to the initiation of L2 communication".

In the present study, the researcher adopts Doucette and MacIntyre (2010) definition of WTC as an operational one.

2. Review of Literature

2.1 Peers' collaborative dialogue

Vygotsky's (1978) SCT emphasizes the causal relationship between social interaction and cognitive development, including language learning. At the heart of the SCT, lies social interaction as leading to cognitive development. According to Vygotsky (1978), an individual and the social context are interwoven, and parents, teachers, and peers as well as the social and cultural beliefs, values, and attitudes affect how the knowledge is constructed.

Central to SCT is the role of the collaborative dialogue to go beyond "the unidirectional help of the expert to the novice" (Swain & Watanabe, 2013, p. 4) and to refer to peer-peer interactions during which all learners have opportunities for learning and act simultaneously as experts and novices. Lantolf, (2006) stated that, based on the SCT, learning is an integrated activity of learners' self and adult mentoring or collaboration with more knowledgeable peers. While collaboration, learners use and reflect on language, and in so doing, the language use and language learning occur simultaneously.

Collaborative dialogue has been defined as dialogue in which speakers are engaged in problem solving and knowledge building (Swain, 2000). Collaborative dialogue may be about anything (e.g., mathematics, physics, language). During collaborative dialogue, one or both speakers may refine their knowledge or come to a new or deeper understanding of a phenomenon. Speakers (or writers) are using language as a cognitive tool to mediate their own thinking and

that of others. Speaking produces an utterance, a product (an artifact) that can be questioned, added to, discredited, and so forth. This action of co-constructing meaning is collaborative dialogue, and is a source of language learning and development.

According to Taguchi and Kim (2016), collaborative dialogue generates moments in which learners are deeply engaged in language processing by thinking through FL rules, verbalization of the rules, negotiation, recycling, and co-construction of FL knowledge. Over the last two decades, several studies (e.g., BENGHOMRANI, 2011; Edstrom, 2015; Fernández & Blum, 2013; Murphy, 2007; Shehadeh, 2011; Zarei & Keshavarz, 2011) have provided empirical support for the role of collaborative dialogue in interlanguage development. However, most of the existing studies have focused on vocabulary and grammar, overlooking the pragmatic and discourse aspects. Although a few studies (e.g., Chen, 2016; Taguchi & Kim, 2016; Takimoto, 2012) have recently focused on collaborative dialogue as an instructional intervention in the format of meta-pragmatic discussion, the literature is rather scarce, and the findings are yet inconclusive.

Takimoto (2012) compared the differential effects of consciousness-raising instruction with and without a meta-pragmatic discussion on the acquisition of requests. The experimental groups were exposed to some request forms and were required to rate the appropriateness of the utterances and to provide some suggestions to make the requests more appropriate. While one group completed the task individually, the other group did it collaboratively. The

findings revealed the positive effects of the learners' collaborative dialogue on the production of the request speech act.

Chen (2016) examined the effect of learner–learner interactions on the learners' performances in a pragmatic multiple–choice discourse completion task (MDCT). The participants were required to complete two similar versions of a test in two consecutive sessions, once individually and once again in collaborative pairs. Their interactions were audiotaped as they were doing the task. In the third session, focus–group interviews were implemented to assess the participants' attitudes toward the task. The MDCT results revealed the outperformance of the collaborative pairs compared with their individual–work counterparts. The analysis of peer–peer interactions further revealed features like politeness, repair, tone of voice, relevance, transparency, and clarification. As for the participants' perceptions, all the participants expressed positive opinions on learner–learner interactions.

Taguchi and Kim (2016) explored the effect of task–based pragmatic instruction on the acquisition of the request speech act in collaborative– and individual–task groups. Having received the direct meta–pragmatic information, the two treatment groups were engaged in a dialogue–construction task during which they completed drama scripts based on the given scenarios. The learners were also required to vocalize their thoughts while doing the task. After the treatment, the post–test was administered and the results indicated the better performance of the collaborative group.

2.2 Speech acts

The speech act theory is a theory of language originated by Austin (1962) and developed by Searle (1969). Contrary to linguistics and semantics restricting their work to the linguistic structures created, the speech act theory takes into account the non-linguistic communication situations, as well. Austin (1962) in this regard focuses on the relationship between language and act. According to this, while using the language people do not produce only an isolated series of sentences, but also perform an action. In other words, by using the language they either do something or make others do something. Thanking, requesting, promising and et al are some of them (Marquez, 2000).

Searle (2000) highlights that speech act is presented in real language use situations. Accordingly, he says that the basic assumption on the speech act theory should be that the smallest unit in human communication is the implementation of certain types of acts. According to Bachman (1990), these acts in communication cases are associated with the functional dimensions of language. As opposed to morphological, syntactic and rhetorical dimensions regarding organization of the language structures, pragmatic dimension are associated with producing and understanding speech acts. These two dimensions function reciprocally in communication.

In addition, Hidayat (2016) stated that speech act, a variety of verbal communication and also a subdivision of pragmatics, often takes place in verbal and nonverbal communication. There are certain aims beyond the words or phrases when a speaker says

something. Austin (in Tsui, 1994: 4) explains that speech acts are acts that refer to the action performed by produced utterances.

Austin (2009) indicates that three acts can occur simultaneously while performing a statement. One of these is the locutionary act. This describes only the action of saying something. Illocutionary act, on the other hand, is to do something by saying something. Perlocutionary act is related to the conclusion of something said. It tells the effect left on the hearer.

Searle (1975) classified speech acts into five main categories, depending on the speaker's attitude and intended results: Assertive: the speaker presents the propositional content as a representation of a state of affairs in the real world (reporting, announcing, answering, etc.); Commissive: the speaker commits her/himself to doing some future action (promising, swearing, guaranteeing, etc.); Directive: the speaker attempts to get the hearer to take a particular course of action (ordering, requesting, advising, forbidding, etc.); Expressive: the speaker manifests her/his attitude towards the propositional content (apologizing, thanking, greeting, etc.); and Declarations: the speaker brings about the state of affairs represented in the proposition by successfully performing the speech act (christening, resigning, etc.) (cited in Escandell-Vidal (2012, p. 632).

A fundamental feature of pragmatic competence is the ability to recognize the specific speech act that a speaker performs. Language is used for performing a variety of actions. Moreover, being able to recognize the actions that people perform with their utterances is a significant component of successful language use (Huth & Taleghani-Nikazm, 2006). Thus, it is necessary to teach learners

appropriate pragmatic realizations patterns of speech acts in the target language classroom.

Classroom research concentrating on FL/L2 learners pragmatic development strongly suggests that pragmatic components (e.g. speech acts) are taught more successfully with an explicit approach (Huth & Taleghani-Nikazm, 2006; Koike & Pearson, 2005; Takimoto, 2008). FL/L2 learners appear to accelerate their ability to express more native-like speech act performance with explicit instruction. As a result, in SLA the findings in the studies encourage the use of instruction, explicit or implicit, to guide English language learners (ELLs) to notice pragmatic norms and consequently to produce speech acts in a contextual dialogue (Koike & Pearson, 2005).

Speech acts are, in fact, the most studied component of pragmatics. Studies usually focus on one or more speech acts (e.g. requests) (Holtgraves, 2008). A great number of empirical studies have examined the effects of instruction on pragmatic features using speech acts (Grossi, 2009).

In a study done in the UK by Halenko and Jones (2011), the experimental group of Chinese ESL students who were given six hours of explicit instruction on the use of request strategies showed considerable improvement in their pragmatic understanding on a post-test compared to the Chinese ESL students who received no instruction. This study demonstrates that even though both groups of learners were exposed to the English language environment on a daily basis, instruction can make a difference and accelerate the use of more pragmatically accurate language.

Derakhshan and Eslami (2015) investigated the effectiveness of consciousness-raising video-driven prompts on the development of two-commonly used speech acts of apology and request for sixty (22 male and 38 female) upper-intermediate Iranian EFL learners who were randomly assigned to three groups of twenty (discussion, role-play, and interactive translation). The three groups were exposed to 36 extracts including 18 requests and 18 apologies taken from different episodes of the Flash Forward, and Stargate TV series and the film Annie Hall. Results of the multiple choice discourse completion test (MDCT) indicated that learners' awareness of requests and apologies benefit from all three types of instruction, but the results of the Scheffe test illustrated that the discussion group outperformed the other two groups.

Kondo (2008) investigated the effect of awareness-raising instruction on the pragmatic development of Japanese EFL learners. Thirty-eight intermediate-low Japanese learners in two separate classes (18 in each) received instruction on refusal forms. In each class, students were divided into four groups for discussions, each group consisting of four to five students. The content of class discussions after analyzing their own speech act performance revealed that the instructional procedure raised awareness concerning various pragmatic aspects in the speech act of refusals. Kondo (2008) reported that "Pragmatic Transfer" was raised in the discussions along with the learners' choices of refusal strategies.

Takimoto (2006) evaluated the relative effectiveness of two types of input-based instruction, consciousness-raising instruction (the consciousness-raising task only) and consciousness-raising

instruction with feedback (the consciousness-raising task + reactive explicit feedback) for teaching English polite request forms, involving 45 Japanese EFL learners. The results indicated that the two treatment groups outperformed the control group.

Kargar, Sadighi, and Ahmadi (2012) investigated the relative effectiveness of different types of pragmatic instruction on the production of apologetic utterances in an Iranian EFL context. Two collaborative translation tasks and two structured input tasks with and without explicit pragmatic instruction were used. The participants were 150 university low-intermediate EFL learners in four experimental groups and one control group in pre-tests, post-tests and two month follow-ups consisting of an oral pragmatic discourse completion task (OPDCT), mobile short message tasks and telephone conversation tasks. The results of the study showed that pragmatic instruction may enhance interlanguage pragmatics. The researchers found that the participants receiving explicit pragmatic instruction outperformed the implicit and control groups, and the two collaborative translation task groups showed better retention of pragmatic knowledge.

2.3 Willingness to communicate

There are many factors that influence language learning process. To many language practitioners, motivation is a key element in the process of learning a second/foreign language. In communicative classrooms, teachers who favor communicative language teaching like to have motivated students who demonstrate high degree of willingness to communicate in the second/ foreign

language. A lack of willingness results in ineffective interaction and language production.

The concept of “willingness to communicate” (WTC) was originally developed by McCroskey and associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1990, 1991), to capture the trait-like personality that individuals display in first language (L1) communication. MacIntyre and associates applied the WTC construct in a second language context (MacIntyre & Charos, 1996; MacIntyre, Dörnyei, Clément, & Noels, 1998).

WTC, which is actually the intention and desire to initiate communication, plays a key role in learning a FL/L2 language. Some researchers (e.g. MacIntyre, Baker, Clement, & Donovan, 2003; MacIntyre, Dörnyei, Clément, & Noels, 1998) have argued that a fundamental goal of FL/L2 education should be the encouragement of willingness to communicate in language learning, because WTC is expected to facilitate the language learning process so that higher WTC among students leads to increased opportunity for practice in FL/L2 and authentic language use.

Willingness to communicate in a foreign/second language (FL/L2 WTC) has recently become an important concept across disciplines of foreign/second language learning and communication. It has been proposed that pedagogic goals should be to increase learners' FL/L2 WTC so as to facilitate language learning.

There has been plenty of research conducted on the willingness to communicate construct and the interrelationships among the variables that are thought to have an impact on individuals' degree of willingness to communicate. Zarrinabadi and Addi (2011)

investigated the relation between Iranian EFL learners' willingness to communicate inside and outside the classroom and their language learning orientations. The authors concluded that language orientations correlate more closely with WTC outside rather than inside the classroom.

Barjesteh, Vaseghi, and Neissi (2012) explored Iranian EFL learners' perceptions of their willingness to initiate communication across four types of contexts and three types of receivers. The study concluded that Iranian EFL learners are willing to initiate communication in familiar situations such as group discussions or when communicating with their friends; they are less willing to communicate in unfamiliar situations such as public speaking.

Hamouda (2013) investigated the causes of the non-participation of students in EFL classrooms at Qassim University. The participants of the study were first-year, non-English EFL majors at Qassim University. The questionnaire used in the study comprised 66 items extracted from instruments used in previous studies. The findings indicated that most of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes.

Burroughs, Marie, and McCroskey (2003) examined the relationships of communication apprehension and self-perceived communication competence with willingness to communicate among Micronesian and American students who were studying in

Micronesia. The participants were 131 undergraduate college students. Results revealed that Micronesian students reported that they had less communication competence than the American peers. Moreover, they were seen to be more apprehensive in communication and hence less willing to communicate than the American counterparts. Results confirm the existence of a positive correlation between self-perceived communication competence and willingness to communicate, and a negative correlation between communication apprehension and willingness to communicate.

In a study conducted in an EFL setting, Cetinkaya (2005) tried to examine Turkish college students' degree of willingness to communicate whenever they had the opportunity to communicate. The results of the study demonstrated that students were to some extent willing to communicate in English, and that they were more willing to communicate in pairs or small groups rather than large groups. Furthermore, a negative correlation was found between students' perception of their language proficiency and their communication apprehension. In other words, the students believed that the higher their language proficiency, the lower their communication anxiety will be. It was found that willingness to communicate is directly affected by perceived communicative competence and indirectly influenced by motivation via self-confidence.

Yu (2009) examined willingness to communicate among Chinese EFL learners, and how it is related to communication apprehension and self-perceived communicative competence. Using a quantitative research method and administering a battery of

questionnaires to a group of 235 Chinese university students, the researcher sought the objectives of the study. Results confirmed that willingness to communicate, communication apprehension, and self-perceived communicative competence are interrelated.

To date, all the research studies conducted on WTC and its related predictors have emphasized the importance of creating willingness to communicate or speak among language learners and how such willingness is influenced by or related to some factors. The problem is worse in Arab countries (e.g. Egypt). Egyptian learners are perceived more reticent in language classes and are not highly willing to communicate in language classes, and that such attitude is not innate, but is a result of growing up in a cultural and educational environment in which teacher is not seen as a facilitator of the learning process but as an authority. The present study, therefore, is an attempt to improve speech acts production and WTC among preparatory stage EFL students using peers' collaborative dialogue.

3. Methodology

The present study used the one group pre-post quasi-experimental design. This group was tested before and after implementing the experiment.

3.1. Participants

The participants of the present study were thirty five second year preparatory stage EFL students, Mansour Amin Mashally Preparatory School, Edfu Educational Administration, Aswan.

3.2 Instruments and Materials

The researcher prepared and used the following instruments in order to fulfill the aims of the present study:–

3.2.1 The Speech Acts List

The current study concerned with the common speech acts which are included in the English language syllabus presented to second year preparatory stage students, the first semester of the academic year 2020/2021. See (Appendix 1).

3.2.2 The Speech Acts Production Test

3.2.2.1 Test Description

The speech acts production test (Appendix 2), aimed to test the students' performance on the production of the intended speech acts the present study is concerned with. The test consists of eleven questions in which students are requested to respond orally to the offered situations (What would you say in the following situations). To answer the questions correctly, students have to make apologies, make invitations, say congratulations, introduce one self and other people, use greeting expressions, express gratitude, refuse an offer politely, offer help, make suggestions, request politely, and make a complaint. The speech acts production test was piloted by administering it to 35 second year preparatory stage students (they were not included in the study group), in order to determine the following:

- The suitability of the test for the participants.
- The simplicity/difficulty of the test items.
- The clarity of the test instructions.

3.2.2.2 Test Validity and Reliability

The test was given to EFL jurors to judge its validity. The EFL jurors agreed that the test is valid and measures the intended speech acts. In addition, the validity coefficient of the speech acts production

test was calculated using the square root of the reliability coefficient. Based on that, the test validity coefficient was (.77) which is considered acceptable. Thus, the test is valid and can measure participants' speech acts production before and after intervention. Moreover, the test-retest method was used to estimate the test reliability. The students were first tested on the 2nd of October 2020. Two weeks later, they were retested. The correlation coefficient was (0.78).

3.2.2.3 Scoring the Speech Acts Production Test

The researcher prepared a speech acts production rubric (Appendix 3) to score the speech acts production test used in the present study.

3.2.2.4 The Speech Acts Production Rubric

The rubric prepared by the researcher to score participants' speech acts production after taking the test. Five levels of performance were described on a five-point rating scale (arranged from 1 to 5). The highest performance level was represented by "5", while the lowest performance level was represented by "1".

To ensure the validity of the speech acts production rubric, it was submitted to a panel of EFL jurors and experts. The jurors were asked to comment on the suitability of each level of performance to each speech act. The scoring rubric was modified according to the jurors' comments and suggestions. For the final form of the scoring rubric, see (Appendix 3).

3.2.3 Willingness to Communicate (WTC) Questionnaire (Appendix 4)

In the present study, the researcher used the WTC questionnaire developed by McCroskey (1992), widely used in previous research (e.g., (McCroskey and Richmond, 1991; Hashimoto, 2002)) and previously demonstrated to have high reliability and strong content and construct validity, to measure students' willingness to communicate. The questionnaire included 25 items on different situations in which a person might strike a conversation with someone else. The researcher modified the original questionnaire, which had a scale based on percentages, so that each item was measured on a Likert scale, ranging from (1 to 5). The participants were asked to indicate on a scale from 1 to 5 how willing they were to communicate (where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree).

The WTC questionnaire was used before the implementation of the peers' collaborative dialogue sessions to measure the level of the participants' willingness to communicate. Moreover, the questionnaire was used after the implementation of the peers' collaborative dialogue sessions in order to investigate the effectiveness of the peers' collaborative dialogue in increasing the participants' willingness to communicate.

3.2.3.1 Validity

To achieve the content validity of the WTC questionnaire, it was submitted to a panel of EFL jurors and experts. The jurors were asked to judge the questionnaire face validity in terms of clarity of items and suitability for the participants' level. All jury members

indicated that the WTC questionnaire is clear and suitable for the participants of the present study and valid for measuring their willingness to communicate.

3.2.3.2 Reliability

The test re-test method was used to determine the reliability of the WTC questionnaire. The WTC questionnaire was administered to a group of second year preparatory stage students (N=35), then it was administered to the same group again after two weeks. The Pearson correlation between the two administrations was (.80). This means that the WTC questionnaire is a reliable tool to measure the participants' willingness to communicate.

3.2.3.3 Scoring the WTC Questionnaire

Under the guidance of the researcher, the participants were asked to complete the WTC questionnaire and choose one of the options (1 = almost never willing, 2 = sometimes willing, 3 = willing half of the time, 4 = usually willing, and 5 = almost always willing). The student who chooses 'almost always willing' with all statements will receive a score of five for each of the twenty five statements. Such a student will receive a total score of one hundred-twenty five marks, the maximum score possible. A student, who chooses 'usually willing' to all statements, will receive a score of four for each statement or a total score of one hundred marks and so on. The high the student's score is, the high is his willingness to communicate.

3.2.4 The Peers' Collaborative Dialogue-based Program

The aim of the peers' collaborative dialogue-based program was to help second year preparatory stage EFL students develop their speech acts production and willingness to communicate inside

or outside the classroom. The peers' collaborative dialogue-based program was implemented in the first semester of the academic year 2020/2021. The program lasted for 2 months and consisted of twelve sessions; each of which took 2 hours. The first session was devoted to the introduction of the nature and procedures of peers' collaborative dialogue for the second year preparatory stage students. The remaining sessions were instructional sessions through which the students were trained to participate in collaborative dialogues through different situations designed specifically to encourage the students use the appropriate speech acts and develop their willingness to communicate. For the final form of the peers' collaborative dialogue-based program used in the present study, see appendix (6).

4. Results of the Study

The results of the current study are presented in light of the hypotheses of the study using the Statistical Package for Social Sciences (SPSS) version 19. The results are stated as follows:

4.1. Hypotheses (1)

The first hypothesis states that "There is a statistically significant difference between the mean scores of the study participants on the speech acts production pre-posttests in favor of the post". The following table presents students' mean scores, standard deviations, t-value and level of significance in the speech acts production pre-posttests.

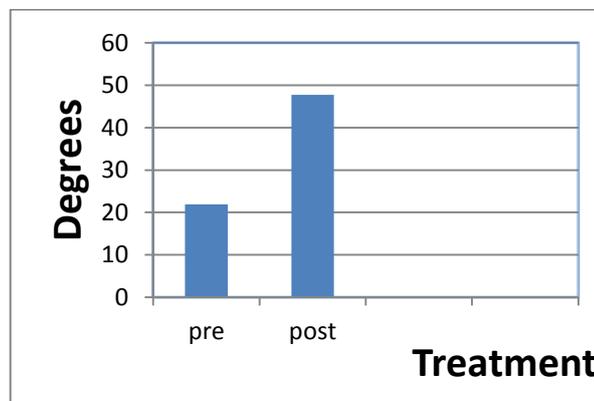
Table (1): The t-value, mean scores, standard deviations, and level of significance in the speech acts production pre-posttests.

Skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig.
The speech acts production	Pre	35	21.91	2.46	43.84	34	0.05
	Post	35	47.74	1.99			

As table (1) indicates, the mean score of the study participants in the speech acts production posttest is higher than their mean score in the pre-test, where “t-value” is (43.84) which is significant at the (0.05) level of significance. Consequently, the first hypothesis was confirmed.

The results of the first hypothesis revealed that there was a statistically significant difference between the mean score of the study participants on the speech acts production pre-posttest in favor of the post. As indicated in table (1), the study participants showed more development in their speech acts production in the post assessment than in the pre assessment. This proved and confirmed the first hypothesis statistically. This development as indicated in Figure (1) can be related to the administration of the Peers' collaborative dialogue-based program.

Figure (1): The mean scores of the study participants in the speech acts production pre–posttests



The effect size of the Peers' collaborative dialogue–based program is indicated in the following table:

Table (2): The effect size of the Peers' collaborative dialogue–based program on the speech acts production

Skill	t-value	μ^2 value	d-value	Effect size
The speech acts production	43.84	.98	7.41	Large

As indicated in table (2), the development of the study participants' speech acts production can be related to the use of the Peers' collaborative dialogue–based program which is found to be effective in developing students' speech acts production.

4.2. Hypotheses (2)

The second hypothesis states that “There is a statistically significant difference between the mean scores of the study participants in the pre and post administrations of willingness to communicate questionnaire in favor of the post administration”. The following table presents students' mean scores, standard deviations,

t-value and level of significance in the pre and post administrations of willingness to communicate questionnaire.

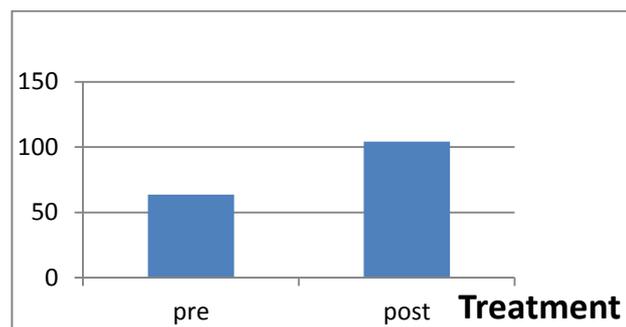
Table (3): The t-value, mean scores, standard deviations, and level of significance in the pre and post administrations of willingness to communicate questionnaire

Scale	Measurement	N	Mean	S.D	T-Value	D.F	Sig.
Willingness to communicate	Pre	35	63.54	5.38	36.88	34	0.05
	Post	35	104.17	2.66			

As table (3) indicates, the mean score of the study participants in the post administration of the willingness to communicate questionnaire is higher than their mean score in the pre administration, where "t-value" is (36.88) which is significant at the (0.05) level of significance. Consequently, the second hypothesis was confirmed.

The results of the second hypothesis indicated that there was a statistically significant difference between the mean scores of the study participants in the pre and post administrations of the willingness to communicate questionnaire in favor of the post administration. Table (3) indicated that t-value was significant at 0.05 level. This proved and supported the second hypothesis statistically. Figure (2) illuminates these results:

Figure (2): The mean scores of the study participants in the pre and post administrations of willingness to communicate questionnaire



The present study focused on developing the second year preparatory stage EFL students' willingness to communicate through the offered activities, tasks, and exercises in the Peers' collaborative dialogue-based program. These activities motivated each student to share experiences and challenge ideas without conflict, show respect for other people's ideas, build on other people's ideas, and listen carefully in order to understand what is being said. Moreover, the participants were trained to apply Peers' collaborative dialogue. As a result, the post assessment has indicated that the second year preparatory stage EFL students' willingness to communicate was improved due to the influence of the Peers' collaborative dialogue-based program. The following table presents the effect size of the Peers' collaborative dialogue-based program on the study participants' willingness to communicate:

Table (4): The effect size of the Peers' collaborative dialogue-based program on the study participants' willingness to communicate

Scale	t-value	μ^2 value	d-value	Effect size
Willingness to communicate	36.88	.97	6.23	Large

5. Discussion

The primary purpose of the present study was to develop speech acts production and willingness to communicate among second year preparatory stage EFL students through using the Peers' collaborative dialogue-based program. The program offered a more dynamic and learner-centered framework for language acquisition among the study participants through various purposeful and well-designed speaking activities and tasks. The results of the present study showed that the Peers' collaborative dialogue-based program has improved the study participants' speech acts production and willingness to communicate. These improvements can be due to the effectiveness of using the Peers' collaborative dialogue-based program, and the activities and tasks offered through the sessions, to the study participants.

Using collaborative dialogue enables learners to negotiate and co-construct L2 pragmatic knowledge. Learners can discuss target pragmatic forms and contextual features associated with them. In other words, collaborative dialogue generates moments in which learners are deeply engaged in language processing by thinking through L2 rules, verbalization of the rules, negotiation, recycling, and co-construction of L2 knowledge. During collaborative dialogue, students may refine their knowledge or come to a new or deeper understanding of a concept, event, or phenomenon.

Also, using collaborative dialogue enables learners to speak clearly and concisely, listen with an open mind, use questions to explore ideas and ensure understanding, make sure that they and everyone in the group understands, manage the talk to make sure

that goals are met, keep the talk focused on the goal, manage challenges and objections with sensitivity, and finally encourage others to contribute.

The findings of the present study are consistent with the results of some recent studies (e.g., Chen, 2016, Taguchi & Kim, 2016; Nguyen, 2013; Takimoto, 2012) which have documented that collaborative activities lead to better L2 pragmatic performance. These studies have provided evidence that the effectiveness of collaboration goes beyond the micro-level skills, and the pragmatic skills might benefit from collaborative tasks as well.

6. Conclusion

The current study investigated the effect of a Peers' collaborative dialogue-based program on developing speech acts production and willingness to communicate among second year preparatory stage EFL students. Results indicated that the students' speech acts production and willingness to communicate were developed, as a result of studying the Peers' collaborative dialogue-based program. The results of the current study show that Peers' collaborative dialogue may be regarded as a means to help students acquire and develop pragmatic competences. Through collaborative dialogue, learners, regardless of their linguistic abilities, provides mutual support to each other in order to solve the linguistic problems that they encounter. Some of the forms that the students collaboratively constructed are successfully reused in future.

7. Recommendations of the Study

In light of the results of the present study, the following recommendations are suggested:

1. Speech acts e.g. apologizing, inviting, congratulating, introducing one self and other people, greeting, refusing, making suggestions, requesting, offering help, and complaining should be given more attention when designing English language programs.

2. Willingness to communicate should be given more attention when designing English language programs.
3. Training English language teachers on the use of peers' collaborative dialogue in teaching speaking skills in general, and speech acts production in particular, to their students.
4. Training EFL students on the use of peers' collaborative dialogue to develop their speaking skills in general, and speech acts production in particular.
5. Training EFL students on the use of peers' collaborative dialogue to develop their willingness to communicate.
6. EFL teachers should clarify the importance of EFL speaking skills in general, and speech acts production in particular, to their students. In addition, they should illustrate the importance of peers' collaborative dialogue as it helps the students to deeply engage in language processing and co-construction of L2 knowledge.

8. Suggestions for Further Research

Within the delimitations and results of the present study, the following points are suggested for further research:

- Investigating the effect of a peers' collaborative dialogue-based program on developing speech acts production and willingness to communicate among primary stage students.
- Investigating the effect of a peers' collaborative dialogue-based program on developing speech acts production and willingness to communicate among secondary stage students.
- Finding out the effect of a peers' collaborative dialogue-based program on developing students' attitudes towards EFL speaking.

References

- Alcón-Soler, E. (2005). Does instruction work for pragmatic learning in EFL contexts?. *System*, 33(3), 417-435.
- Aufa, F. (2013). The assessment tool of L2 learners' pragmatic competence: Written discourse completion test (WDCT). *International Proceedings of Economics Development & Research*, 68 (19), 113-117.
- Austin, J. L. (2009). *Soylemek ve yapmak*. (R. Levent Aysever, Trans.). Istanbul: Metis.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L.F. (1990). *Fundamental Considerations in Language Testing*. Oxford, Oxford University press.
- Bardovi-Harlig, K., Hartford, B., Mahan-Taylor, R., Morgan, M.J., & Reynolds, D. (1991). Developing pragmatic awareness: Closing the conversation. *ELT Journal*, 45, 4-15.
- Bardovi-Harlig, K., & Hartford, B.S. (2005). *Interlanguage Pragmatics: Exploring Institutional Talk*. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey.
- Barjesteh, H., Vaseghi, R., & Neissi, S. (2012). Iranian EFL learners' willingness to communicate across different context-and receiver-types. *International Journal of English Linguistics*, 2, 47-54.
- Benghomrani, N. (2011). *The effects of cooperative learning on second year LMD students' performance in English tenses* (Master's thesis). Retrieved from <http://bu.umc.edu.dz/theses/anglais/BEN1283.pdf>

- Boxer, D., & Pickering, L. (1995). Problems in the presentation of speech acts in ELT materials: The case of complaints. *ELT Journal*, 49, 44–58.
- Burroughs, N., Marie, V., & McCroskey, J. (2003). Relationships of self-perceived communication competence and communication apprehension, to willingness to communicate: A comparison of first and second languages in Micronesia. *Communication Research Reports*, 20(3), 230–239.
- Cetinkaya, Y. B. (2005). Turkish college students' willingness to communicate in English as a foreign language (Unpublished doctoral dissertation). Ohio State University.
- Chen, Y. (2016). The effect of learner-learner interactions on a multiple-choice discourse completion task. *Learning, Culture and Social Interaction*, 9, 55–67.
- Davin, K., & Donato, R. (2013). Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals*, 46 (1).
- Derakhshan, A. & Eslami, Z. (2015). The Effect of Consciousness-raising Instruction on the Pragmatic Development of Apology and Request. *The Electronic Journal for English as a Second Language*. 18, 4, 1–24.
- Doucette, J. & MacIntyre, P. (2010). Willingness to communicate and action control. *System*, 38(2): 161–171.
- Edstrom, A. (2015). Triads in the L2 classroom: Interaction patterns and engagement during a collaborative task. *System*, 52, 26–37.

- Escandell-Vidal, V. (2012). Speech Acts. In J. Hualde, A. Olarrea, & E. O'Rourke (Eds). *The Handbook of Hispanic Linguistics*, First Edition. Blackwell Publishing Ltd.
- Eslami-Rasekh, Z., Mirzaei, A., & Dini, S. (2015). The role of asynchronous computer mediated communication in the instruction and development of EFL learners' pragmatic competence. *System*, 48, 99-111.
- Fernández, A., & Blum, A. (2013). Collaborative writing in pairs and small groups: Learners' attitudes and perceptions. *System*, 41(2), 365-378.
- Foster, P., & Ohta, A. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, 26, 402-430.
- Gilmore, A. (2004). A comparison of textbooks and authentic interactions. *ELT Journal*, 58, 362-374.
- Grossi, V. (2009). Teaching pragmatic competence: Compliments and compliment responses in the ESL classroom. *Prospect*, 24(2), 53-62.
- Hamouda, A. (2013). An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, 1, 17-34.
- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *Second Language Studies*, 20(2), 29-70.
- Hidayat, A. (2016). Speech Acts: Force Behind Words. *English Education: Jurnal Tadris Bahasa Inggris*, 9 (1), 1-12.
- Holtgraves, T. (2008). Conversation, speech acts, and memory. *Memory and Cognition*, 36 (2), 361-374.

- Huth, T., & Taleghani-Nikazm, C. (2006). How can insights from conversation analysis be directly applied to teaching L2 pragmatics?. *Language Teaching Research*, 10(1), 53–79.
- Kang, S. J. 2005. Dynamic emergence of situational willingness to communicate in a second language. *System*, 33, 277–92.
- Kargar, A., Sadighi, F., & Ahmadi, A. R. (2012). The Effects of collaborative translation task on the apology speech act production of Iranian EFL learners. *The Journal of Teaching Language Skills (JTLS)*, 4(3), 47–78.
- Kasper, G. (2001). Classroom research on interlanguage pragmatics, In K.R. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 33–60). New York: Cambridge University Press.
- Kasper, G., & Blum-Kulka, S. (Eds.). (1993). *Interlanguage pragmatics*. New York: Oxford University Press.
- Kasper, G., & Rose, R. (1999). Pragmatics and SLA. *Annual Review of Applied Linguistics*, 19, 81–104.
- Kasper, G., & Rover, C. (2005). Pragmatics in second language learning, In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 317–334). Mahwah: Lawrence Erlbaum Publishing.
- Koike, D. A., & Pearson, L. (2005). The effect of instruction and feedback in the development of pragmatic competence. *System*, 33(3), 481–501.
- Kondo, S. (2008). Effects on pragmatic development through awareness-raising instruction: Refusals by Japanese EFL learners, In E. Alcón & A. Martínez-Flor (Eds.), *Investigating pragmatics in foreign language learning, teaching and testing* (pp. 153–176). Great Britain: Cromwell Press Ltd.

- Lantolf, J. P. (2006). Sociocultural theory and L2: State of the art. *Studies in Second Language Acquisition, 28*(1), 67–109.
- Lyster, R. (1994). The effect of functional–analytic teaching on French immersion student’s sociolinguistic competence. *Applied Linguistics, 15*, 263–287.
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology, 15*, 3–26.
- MacIntyre, P., Baker, S., Clément, R., & Donovan, L. (2002). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning, 52*(3), 537–564
- MacIntyre, P., Baker, S., Clément, R., & Donovan, L. (2003). Talking in order to learn: Willingness to communicate and intensive language programs. *Canadian Modern Language Review, 59*(4), 589–607.
- MacIntyre, P., Clement, R., Dornyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal, 82*, 545–562.
- Marquez, R. R. (2000). *Linguistic politeness in Britian and Uruguay; A contrastive study of requests and apologies*. Philadelphia: John Benjamins Publishing Company.
- McCroskey, J. C., (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly, 40*(1): 16–25
- McCroskey, J., & Baer, J. E. (1985). Willingness to communicate: The construct and its measurement. Paper presented at the annual

convention of the Speech Communication Association, Denver, Colorado.

- McCroskey, J., & Richmond, V. P. (1987). Willingness to communicate. In J. C. McCroskey & J. A. Daly (Eds.), *Personality and interpersonal communication* (pp. 129–156). Newbury Park, CA: Sage.
- Memari Hanjani, A., & Li, L. (2014). Exploring L2 writers' collaborative revision interactions and their writing performance. *System, 44*, 101–114.
- Murphy, P. (2007). Reading comprehension exercises online: The effect of feedback, proficiency and interaction. *Language Learning and Technology, 11*(3), 107–129.
- Osuka, N. (2009). Japanese learners' refusal and apology problems: A pilot study. In A. M. Stoke (Ed.), *JALT2009 Conference Proceedings*. Tokyo: JALT The first semester of the academic year 2019/2020.
- Rose, K.R. (1999). Teachers and students learning about requests in Hong Kong, In E. Hinkel (Ed.) *Culture in second language teaching and learning* (pp. 167–180). Cambridge: Cambridge University Press.
- Searle, J. R. (2000). *Soz edimleri*. (R. Levent Aysever, Trans.). Ankara: Ayrac yayinevi.
- Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing, 20* (4), 286–305.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.),

-
- Sociocultural theory and second language learning* (pp. 97–114). Oxford: Oxford University Press.
- Swain, M., & Watanabe, Y. (2013). Languaging: Collaborative dialogue as a source of second language learning. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 3218–3225). Hoboken, NJ: Wiley–Blackwell.
- Swain, M., Brooks, L., & Tocalli–Beller, A. (2002). Peer–peer dialogue as means of second language learning. *Annual Review of Applied Linguistics* 22(1), 171–185.
- Taguchi, N. (2013). Individual differences and development of speech act production. In C. A. Chapelle (Ed.). *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.
- Taguchi, N., & Kim, Y. (2016). Collaborative dialogue in learning pragmatics: Pragmatics related episodes as an opportunity for learning request–making. *Applied Linguistics*, 37(3), 416– 437.
- Takahashi, S. (2010). Assessing learnability in second language pragmatics. In A. Trosborg (Ed.), *Pragmatics across languages and cultures* (pp. 391–422). Berlin: De Gruyter Mouton.
- Takimoto, M. (2006). The effects of explicit feedback and form–meaning processing on the development of pragmatic proficiency in consciousness–raising tasks. *System*, 34(4), 601–614.
- Takimoto, M. (2008). The effects of deductive and inductive instruction on the development of language learners' pragmatic competence. *Modern Language Journal*, 92(3), 369–386.
- Takimoto, M. (2012). Metapragmatic discussion in interlanguage pragmatics. *Journal of Pragmatics*, 44 (10), 1240–1253.

-
- Tsui, A., B. (1994). *English Conversation*, Fourth Edition. Oxford: Oxford University Press.
- Villarreal, I., & Gil-Sarratea, N. (2019). The effect of collaborative writing in an EFL secondary setting. *Language Teaching Research*. doi: <https://doi.org/10.1177/1362168819829017>.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press.
- Yu, M. (2009). Willingness to communicate of foreign language learners in a Chinese setting (Unpublished doctoral dissertation). Florida State University.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press
- Zarei, A., & Keshavarz, J. (2011). On the effects of two models of cooperative learning on EFL reading comprehension and vocabulary learning. *Modern Journal of Language Teaching Methods*, 1(2), 39–54.
- Zarrinaabadi, N., & Abdi, R. (2011). Willingness to communicate and language learning orientations in Iranian EFL context. *International Education Studies*, 4, 206–214.

Appendices

(Appendix 1): List of Common Speech Acts

- Apologizing.
- Inviting.
- Congratulating
- Introducing one self and other people.
- Greeting.
- Expressing gratitude.
- Refusing.
- Making suggestions.
- Requesting.
- Offering.
- Complaining.

(Appendix 2): The Speech Acts Production Test

What would you say in the following situations:

- The teacher asked about your book but you left it at home.
- You want to invite your partner to see the circus.
- Your friend passed an exam, you want to congratulate him.
- Your father asked you to introduce yourself to his friend.
- You want to greet your teacher and classmates.
- Your friend gave you a ruler; show your appreciation to him.
- A friend invited you to have dinner; but you are on a diet.
- Your friend wants to keep fit and asked you to advise him.
- You want your friend to close the window because it's cold.
- Your friend is very tired; you want to carry his luggage.
- You want to complain about the pizza you have just ordered because it's too salty.

(Appendix 3): The Speech Acts Production Rubric

Speech Act	Scoring Point	Statements
Apologizing	5	The student uses appropriate apologizing expressions correctly.
	4	The student usually uses appropriate apologizing expressions correctly.
	3	The student sometimes uses appropriate apologizing expressions correctly.
	2	The student rarely uses appropriate apologizing expressions correctly.
	1	The student doesn't use appropriate apologizing expressions correctly.
Inviting	5	The student uses appropriate inviting expressions correctly.
	4	The student usually uses appropriate inviting expressions correctly.
	3	The student sometimes uses appropriate inviting expressions correctly.
	2	The student rarely uses appropriate inviting expressions correctly.
	1	The student doesn't use appropriate inviting expressions correctly.
Congratulating	5	The student uses appropriate congratulation expressions correctly.
	4	The student usually uses appropriate congratulation expressions correctly.
	3	The student sometimes uses appropriate congratulation expressions correctly.
	2	The student rarely uses appropriate congratulation expressions correctly.

	1	The student doesn't uses appropriate congratulation expressions correctly.
Introducing one self and other people	5	The student introduces his/her-self and other people correctly.
	4	The student usually introduces his/her-self and other people correctly.
	3	The student sometimes introduces his/her-self and other people correctly.
	2	The student rarely introduces his/her-self and other people correctly.
	1	The student doesn't introduce his/her-self and other people correctly.
Greeting	5	The student uses appropriate greeting expressions correctly.
	4	The student usually uses appropriate greeting expressions correctly.
	3	The student sometimes uses appropriate greeting expressions correctly.
	2	The student rarely uses appropriate greeting expressions correctly.
	1	The student doesn't use appropriate greeting expressions correctly.
Expressing gratitude	5	The student uses appropriate gratitude expressions correctly.
	4	The student usually uses appropriate gratitude expressions correctly.
	3	The student sometimes uses appropriate gratitude expressions correctly.
	2	The student rarely uses appropriate gratitude expressions correctly.
	1	The student doesn't use appropriate gratitude

		expressions correctly.
Refusing	5	The student uses appropriate refusal expressions correctly.
	4	The student usually uses appropriate refusal expressions correctly.
	3	The student sometimes uses appropriate refusal expressions correctly.
	2	The student rarely uses appropriate refusal expressions correctly.
	1	The student doesn't use appropriate refusal expressions correctly.
Making suggestions	5	The student uses appropriate suggestion expressions correctly.
	4	The student usually uses appropriate suggestion expressions correctly.
	3	The student sometimes uses appropriate suggestion expressions correctly.
	2	The student rarely uses appropriate suggestion expressions correctly.
	1	The student doesn't use appropriate suggestion expressions correctly.
Requesting	5	The student uses appropriate requesting expressions correctly.
	4	The student usually uses appropriate requesting expressions correctly.
	3	The student sometimes uses appropriate requesting expressions correctly.
	2	The student rarely uses appropriate requesting expressions correctly.
	1	The student doesn't use appropriate requesting expressions correctly.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students
Said Ahmed Mahrous Ahmed

Offering	5	The student uses appropriate offering expressions correctly.
	4	The student usually uses appropriate offering expressions correctly.
	3	The student sometimes uses appropriate offering expressions correctly.
	2	The student rarely uses appropriate offering expressions correctly.
	1	The student doesn't use appropriate offering expressions correctly.
Complaining	5	The student uses appropriate complaining expressions correctly.
	4	The student usually uses appropriate complaining expressions correctly.
	3	The student sometimes uses appropriate complaining expressions correctly.
	2	The student rarely uses appropriate complaining expressions correctly.
	1	The student doesn't use appropriate complaining expressions correctly.

(Appendix 4): The Willingness to Communicate Questionnaire

This questionnaire is composed of some statements concerning your feelings about communication with other people in English. This is NOT a test. There are no 'right' or 'wrong' responses to the statements that follow. A response is only 'right' if it reflects your personal reaction, and the strength of your reaction, as accurately as possible.

NOW please read through the statements and respond quickly.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I like to talk with an acquaintance in an elevator.					
I am eager to talk with a stranger on the bus.					
I enjoy speaking in public to a group (about 30 people) of strangers.					
I prefer to talk with an acquaintance while standing in line.					
I like to talk with a salesperson in a store.					
I try to volunteer an answer when the teacher asks a question in class.					
I enjoy talking in a large meeting (about 10 people) of friends.					
I prefer to talk to my teacher after class.					
I like to ask a question in class.					

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

It is interesting for me to talk in a small group (about five people) of strangers.					
I like to talk with a friend while standing in line.					
I am willing to talk with a waiter/waitress in a restaurant.					
I feel comfortable talking in a large meeting (about 10 people) of acquaintances.					
I am interested in talking with a stranger while standing in line.					
I feel comfortable presenting my own opinions in class.					
I like to talk with a shop clerk.					
I feel confident when I speak in public to a group (about 30 people) of friends.					
It is interesting to talk in a small group (about five people) of acquaintances.					
I do prefer to participate in group discussion in class.					
I enjoy talking with a garbage collector.					
I feel at ease when talking in a large					

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

meeting (about 10 people) of strangers.					
I am willing to talk with a librarian.					
I like to help others answer a question.					
I enjoy talking in a small group (about five people) of friends.					
I am willing to speak in public to a group (about 30 people) of acquaintances.					

(Appendix 5): The Peers' Collaborative Dialogue–Based Program

Session One

Goal Setting and Introduction

Objectives of the session

By the end of this session, the second year preparatory stage EFL students should be able to:

1. Identify the importance of Peers' collaborative dialogue, and speech acts in general and for them in particular.
2. Recognize what are speech acts, why they are important and how to be used in general, and in language learning contexts in particular.
3. Realize that using Peers' collaborative dialogue in language learning improves and motivates their learning abilities.
4. Acquire positive attitudes towards using Peers' collaborative dialogue to develop their speech acts production and willingness to communicate.

Materials

- PowerPoint presentation.
- Handout papers.
- World Wide Web.

Procedures of the session

- Introducing and illustrating the aim of the Peers' collaborative dialogue–based program to the second year preparatory stage EFL students.
- Introducing the speech acts to the second year preparatory stage EFL students.
- Illuminating the definition and the importance of Peers' collaborative dialogue to the second year preparatory stage EFL students.
- Assessing the second year preparatory stage EFL students' understanding of the session through the given activities.

The Role of the Students

The second year preparatory stage EFL students are asked to be active and positive participants. They are suggested to appreciate the role of Peers' collaborative dialogue in language learning in general and in speech acts in

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students
Said Ahmed Mahrous Ahmed

particular. Moreover, the second year preparatory stage EFL students are encouraged and motivated to use peers' collaborative dialogue that may help them enhance their speech acts production.

Content of the Session

The content includes the following topics:

1. Definition of peers' collaborative dialogue and speech acts.
2. The importance of peers' collaborative dialogue for EFL students.
3. The importance of speech acts for EFL students.

Evaluation

Answer the following questions:

1. What is peers' collaborative dialogue?
2. Why is peers' collaborative dialogue important for EFL students?
3. What are speech acts?
4. Why are speech acts important for EFL students?

Session Two

Using appropriate apologizing expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate apologizing expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into pairs (a student and a partner).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (Oops, sorry. / Sorry about that, I'm sorry for.../ I'm sorry that... / I apologize for..., I'm so sorry. / I'm really sorry, I should have... / I shouldn't have..., I deeply regret / Please accept my apologies) with students to help them use appropriate apologizing expressions.
4. The researcher asks the students to use the following expressions (Oops, sorry/Sorry about that, I'm sorry for.../I'm sorry that.../ I apologize for..., I'm so sorry. / I'm really sorry, I should have... / I shouldn't have..., I deeply regret / Please accept my apologies) during the activities of the session.
5. The students are asked to visit the following link related to making an apology:
<https://www.espressoenglish.net/20-ways-to-say-sorry-in-english/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate apologizing expressions):

- You kept someone who is phoning you on hold for a long time.
- You lost the book you borrowed from your friend.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

Evaluation:

With partners, students are asked to role-play the following situation (Use appropriate apologizing expressions):

- A child who has broken someone's window.

Session Three

Using appropriate inviting expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate inviting expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into pairs (a student and a partner).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (Do you feel like ...?, Do you want to?, Would you like to ...?, Would you like ...?, What about ...?, I would like you to, Would you be interested in?, Why don't you, How about, I invite you to....) with students to help them use appropriate inviting expressions.
4. The researcher asks the students to use the following expressions (Do you feel like ...?, Do you want to?, Would you like to ...?, Would you like ...?, What about ...?, I would like you to, Would you be interested in?, Why don't you, How about, I invite you to....) during the activities of the session.
5. The students are asked to visit the following link related to making an invitation:
<https://basicenglishspeaking.com/making-invitations-english-different-ways-invite-someone/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner:

- Invite your partner to have breakfast with you tomorrow morning.
- Your partner invites you to go to the movies tonight.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

Evaluation:

With partners, students are asked to role-play the following situations:

- Accept a wedding invitation.
- Invite your friend for walk.

Session Four

Using appropriate congratulation expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate congratulation expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into pairs (a student and a partner).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (Congratulations!, Congrats!, Way to go!, Well done!, Keep up the good work!, Such wonderful news) with students to help them use appropriate congratulation expressions.
4. The researcher asks the students to use the following expressions (Congratulations!, Congrats!, Way to go!, Well done!, Keep up the good work!, Such wonderful news) during the activities of the session.
5. The students are asked to visit the following link related to offering Congratulations:
<https://www.londonschool.com/nordic/blogg/how-offer-your-congratulations-english/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner:

- Offer Congratulations to your partner for his success.
- Offer Congratulations to your teacher for his new car.

Evaluation:

With partners, students are asked to role-play the following situations:

- Congratulate your sister for her new baby.
- Congratulate your partner for their new home.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

- Congratulate your brother for his new job.
- Congratulate your father for his promotion.

Session Five

Introducing one–self and other people

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Introduce one–self and other people.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into pairs (a student and a partner).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (My name is ..., I'm, Nice to meet you; I'm ..., Pleased to meet you; I'm ..., Let me introduce myself; I'm ..., I'd like to introduce myself; I'm....., have you met....?, I'd like you to meet ..., I'd like to introduce you to..) with students to help them introduce one–self and other people.
4. The researcher asks the students to use the following expressions (My name is ..., I'm, Nice to meet you; I'm ..., Pleased to meet you; I'm ..., Let me introduce myself; I'm ..., I'd like to introduce myself; I'm....., have you met....?, I'd like you to meet ..., I'd like to introduce you to..) during the activities of the session.
5. The students are asked to visit the following link related to introducing one–self and other people: <https://www.learning-english-online.net/speaking/essential-phrases/small-talk/introducing-yourself/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role–play the following situations with your partner:

- You are at a business meeting and the manager asked you to introduce yourself.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

- You are at a friend's party and have brought your brother along. You want to let your friends know who is with you.

Evaluation:

With partners, students are asked to role-play the following situations:

- This is the first English class, and you want to introduce yourself to the teacher.
- Introduce your brother to your friend.

Session Six

Using appropriate greeting expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate greeting expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into pairs (a student and a partner).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (Hello, How are you?, Nice to see you; good to see you, Pleased to see you; How's your day?, How's your day going, Good morning, Good afternoon, or Good evening, How have you been?, How do you do?) with students to help them use appropriate greeting expressions.
4. The researcher asks the students to use the following expressions (Hello, How are you?, Nice to see you; good to see you, Pleased to see you; How's your day?, How's your day going, Good morning, Good afternoon, or Good evening, How have you been?, How do you do?) during the activities of the session.
5. The students are asked to visit the following link related to using appropriate greetings: <https://7esl.com/greetings/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate greeting expressions):

- You are at a business meeting; you want to greet the manager.
- You are at a friend's party where you meet a new friend for the first time.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

Evaluation:

With partners, students are asked to role-play the following situations
(Use appropriate greeting expressions):

- This is the first day at school; you have not seen your friend for a long time.
- You visited your friend at home and met his father.

Session Seven

Using appropriate gratitude expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate gratitude expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into pairs (a student and a partner).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (Thank you very much, Thank you so much, I appreciate your consideration/guidance/help/time, I sincerely appreciate, My sincere appreciation/gratitude/thanks, My thanks and appreciation, Please accept my deepest thanks) with students to help them use appropriate gratitude expressions.
4. The researcher asks the students to use the following expressions (Thank you very much, Thank you so much, I appreciate your consideration/guidance/help/time, I sincerely appreciate, My sincere appreciation/gratitude/thanks, My thanks and appreciation, Please accept my deepest thanks) during the activities of the session.
5. The students are asked to visit the following link related to using appropriate gratitude expressions: <https://www.speakconfidentenglish.com/say-thank-you-english/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate gratitude expressions):

- Your colleague offers to get you some coffee from the cafeteria.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

- Your friend calls and remembers you on your birthday.

Evaluation:

With partners, students are asked to role-play the following situations
(Use appropriate gratitude expressions):

- Your friend stayed late to help you finish homework.
- You had a stressful and difficult day at school. Your sister prepared lunch for you.

Session Eight

Using appropriate refusal expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate refusal expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into groups (5 students for each group).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (No way, Absolutely not, No Chance, Not if you paid me, No, full stop, Not likely, I don't want to, I'd rather not, No but thanks for asking) with students to help them refuse an offer appropriately when speaking.
4. The researcher asks each group to apply the following expressions (No way, Absolutely not, No Chance, Not if you paid me, No, full stop, Not likely, I don't want to, I'd rather not, No but thanks for asking) during the activities of the session.
5. The students are asked to visit the following link related to using appropriate refusal expressions: <https://www.ihbristol.com/useful-english-expressions/example/refusing-1>., and <https://www.english-at-home.com/refuse-an-offer/>.
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate refusal expressions):

- Your colleague asks you about going skiing this weekend.
- Your friend invites you to go to the cinema with him tonight.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

Evaluation:

With partners, students are asked to role-play the following situations
(Use appropriate refusal expressions):

- Your friend asks you about coming to the barbecue at the tennis club.
- Your friend invites you for a concert on Friday.

Session Nine

Using appropriate suggestion expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate suggestion expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into groups (5 students for each group).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (What about/How about, why..., let's..., could) with students to help them make suggestions appropriately when speaking.
4. The researcher asks each group to apply the following expressions (What about/How about, why don't we..., let's..., could) during the activities of the session.
5. The students are asked to visit the following link related to using appropriate suggestion expressions: <https://englishstudyonline.org/making-suggestions/> and <https://www.englishlessonviaskype.com/making-suggestions-in-english/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate suggestion expressions):

- Going to a music festival.
- Going to the cinema tonight.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

Evaluation:

With partners, students are asked to role-play the following situations
(Use appropriate suggestion expressions):

- Ask your friend about going for a walk.
- Your friend has got a low score in English, help him and make suggestions for this problem.
- Your friend is unhappy at his job, help him and make suggestions for this problem.

Session Ten

Using appropriate requesting expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate requesting expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into groups (5 students for each group).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (Will/Would/Can/Could you please..., Do you mind...?, Do you think you could...?, Would it be possible for you to...?, Would you mind...?, Can/could you... for me, please?, Can/Could I ask you to...) with students to help them make requests appropriately when speaking.
4. The researcher asks each group to apply the following expressions (Will/Would/Can/Could you please..., Do you mind...?, Do you think you could...?, Would it be possible for you to...?, Would you mind...?, Can/could you... for me, please?, Can/Could I ask you to...) during the activities of the session.
5. The students are asked to visit the following link related to making requests appropriately: <https://basicenglishspeaking.com/making-requests-english/>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate expressions to make requests):

- Ask your friend to give you the book.
- Ask your friend to open the window for you.
- Ask your friend to come to your birthday party.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

Evaluation:

With partners, students are asked to role-play the following situations
(Use appropriate expressions to make requests):

- Ask your friend to repair your computer.
- Ask your friend to take you to the dentist.

Session Eleven

Using appropriate offering expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Use appropriate offering expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into groups (5 students for each group).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (Would you like...?, Do you want...?, Would you care for...?, How about...?, Who wants...?, Who would like.....?, Can I get you...?,) with students to help them make offers appropriately when speaking.
4. The researcher asks each group to apply the following expressions (Would you like...?, Do you want...?, Would you care for...?, How about...?, Who wants...?, Who would like.....?, Can I get you...?,) during the activities of the session.
5. The students are asked to visit the following link related to using appropriate offering expressions: <https://englishwithatwist.com/2014/07/29/english-skills-11-ways-of-offering-something-to-someone/> and <https://basicenglishspeaking.com/making-offers-english/>.
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate offering expressions):

- You are at the bus station, ask your friend to read a magazine while you're waiting.
- You are at the airport and there is someone can't find his gate.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

Evaluation:

With partners, students are asked to role-play the following situations
(Use appropriate offering expressions):

- Your friend can't write an email for the science teacher.
- Your friend is ill and can't go to the pharmacy.

Session Twelve

Using appropriate complaining expressions

Objectives of the Session:

By the end of this session, the second year preparatory stage EFL students should be able to:

- Using appropriate complaining expressions.

Procedures of the Session:

Procedures of the session are as follows:

1. The students are assigned into groups (5 students for each group).
2. The researcher discusses the objectives of the session with the students.
3. The researcher discusses the following expressions (I have a complaint to make, Sorry to bother you but..., I'm sorry to say this but..., I'm afraid I've got a complaint about..., Excuse me but there is a problem about..., I want to complain about...) with students to help them use appropriate complaining expressions when speaking.
4. The researcher asks each group to apply the following expressions (I have a complaint to make, Sorry to bother you but..., I'm sorry to say this but..., I'm afraid I've got a complaint about..., Excuse me but there is a problem about..., I want to complain about...) during the activities of the session.
5. The students are asked to visit the following link related to making complaints appropriately: [https:// http://languagelearningbase.com/87611/useful-expressions-to-complain-in-english-politely](https://http://languagelearningbase.com/87611/useful-expressions-to-complain-in-english-politely) and <https://www.myenglishpages.com/english/communication-lesson-complaininig.php>
6. The researcher provides the second year preparatory stage EFL students with important comments and suitable feedback. Also, he answers their questions, and revises their work.

Materials:

- World Wide Web.
- Handout papers.

Activities of the Session:

Role-play the following situations with your partner (Use appropriate complaining expressions):

- You are at the restaurant; the pizza is just too salty.

A program based on peers' collaborative dialogue for developing speech acts production and willingness to communicate among preparatory stage EFL students

Said Ahmed Mahrous Ahmed

- You are in a shop and there is a pricing error.
- The airline lost your baggage.

Evaluation:

With partners, students are asked to role-play the following situations
(Use appropriate complaining expressions):

- You are in a shop and there is a poor service.
- The hotel laundry ruined your favorite shirt.