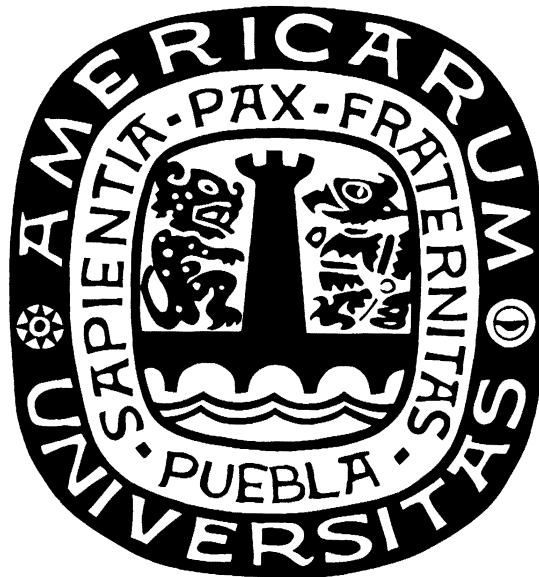


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**A Comparison of Data Collection Methods Employing Requests in
Mexican Spanish: Considering the Variable of Gender**

**Esta Tesis ha sido Leída y Aprobada por los
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**Como Requisito Parcial para
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And finally, I'm grateful to the god of my understanding: Love

This is a comparison of data collection methods along gender lines that employs requests in Mexican Spanish. The two data collection methods compared were natural data and the DCT questionnaire. The idea was to examine if gender plays a role in the deviation between data collection methods. The instrument chosen to research this question was the speech act of requests.

Key words: data collection methods, pragmatics

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Chapter 1

1.1 Introduction

As a relatively recent arrival as a social science discipline, pragmatics, generally, has largely drawn on the time-honed data collection methods of the older, more established disciplines like psychology and sociology in order to compile data to answer its research questions. These methods include techniques such as natural data (authentic discourse) collection, role plays, interviews, and multiple choice tests. There is also the discourse completion task (hereafter DCT), which is sometimes referred to as a production questionnaire or dialogue completion test.

The “classic” discourse completion task (Kasper, 1999) is often in the form of a questionnaire that provides a series of short written dialogues that include an opening situational description or prompt, followed by an open slot for one of the turns that is to be filled in by an informant, and then a rejoinder is provided that both closes the dialogue and constrains it, eliciting a specific communicative act from the informant. This written approach, along with an open-ended version of it that supplies no rejoinder and thus fewer limits or constraints on the speech act realization, is the most effective means of compiling large amounts of data quickly (Cohen, 1995; Johnston, Kasper & Ross, 1994).

Before the mid-1980’s there had been few studies comparing data collection methods that pragmatics researchers could draw upon. The notion that one method might be superior to another for a certain purpose (Brown, 2001), or

that certain methods might yield different data than others according to the gender, culture or language of the subjects was a research topic that went largely unstudied. Well after the publication of *Cross-Cultural Pragmatics: Requests and Apologies* (Blum-Kulka, House & Kasper, 1989), the series of studies by the cross cultural speech act research project (CCSARP) that examined these issues empirically and created a framework with which to do so, Kasper (1999) noted the continued lack of comparisons between data collection methods that included natural data.

Moreover, with many pragmatics researchers having been trained in different research traditions (Kasper, 1999) - the traditions of each field of study having their favored methods – the data collection methods and the guiding research philosophies have tended to vary greatly. Researchers like Manes & Wolfson (1981) argued that, ideally, it is best to collect and work with natural data obtained in natural settings, elicited from informants unaware of having been recorded and studied. The idea being that anything less than data obtained via natural data collection would lack validity owing to Labov's notion (1972) of the Observer's Paradox, wherein the researcher's presence alters language use in authentic interactions.

The ethnographic research tradition, in general, has favored the collection of natural data as providing a true representation of natural, spontaneous speech. However, as Beebe & Cummings (1995) point out, "naturalness is only one of many criteria for good data" (67), and though the "weaknesses of written data have been widely discussed...less attention has been paid to the problems

that exist with `ethnographic'[natural] data" (67). They argue, for example, that the control and the replicability other data collection methods (such as the DCT) offer make them preferable to the seeming chaos that authentic data often presents to the researcher. For natural data are often unsystematically collected, that is, the vitally important socioeconomic status, social characteristics, and the ethnicity and gender of the subjects often unreported or unknown to the researcher (Beebe & Cummings, 1995). In short, as Beebe & Cummings (1995) argue, it appears each data collection method has its strengths and weaknesses; one of the goals of the present study is to further our understanding of which method is the best to use for which purpose.

Johnston et al (1994) concur that, to gather large amounts of data quickly and efficiently within the field of pragmatic studies, the discourse completion questionnaire has been the method most widely utilized, and they add that it provides an efficient way to begin the classification of speech act realization strategies. Kasper (1999), however, notes that, though used nowadays in conjunction with natural data collection to enhance validity/credibility, the various collection methods still have rarely been formally compared in studies. There are, however, some notable exceptions (Beebe & Cummings, 1995; Hartford & Bardovi-Harlig, 1992; Kasper, 1999, among others) that will be discussed in the literature review section of this study. Considering the crucial role data collection methods play on findings as well as theory and hypothesis -building, a strong concern of pragmatics research is the examination of adequate and appropriate data collection methodologies.

Recent years have yielded a number of studies comparing natural data collection and other data collection methods by researchers like Kasper (1999), Kasper & Dahl (1991), Blum-Kulka et al (1989) and others. Moreover, a consistent theme of these studies (Kasper, 1999) has been the need for continued research in this area.

At the core of this present study is the aim to further what is understood as regards the differences in speech act performance, in this case requests in Mexican Spanish, according to the data collection method used, and in addition, to note if these data collection methods demonstrate differences in terms of the gender of the informants. A better understanding of these differences can indicate which data collection methods might be more useful and accurate in compiling data for the purposes of Spanish language pedagogy in general. That is, this kind of improved understanding could assist in the creation of teaching texts by offering improved insight into the current common usage of a given language, offering educators useful insight into the pragmalinguistic strategies employed by men and women in Mexican Spanish. This kind of data is greatly needed to add to the relatively small body of work that has been done on pragmatics in Mexican Spanish (Márquez Reiter, 2002).

Though the study of speech acts has received much attention in English, this is not the case in Spanish, and even less so in Latin American variants of Spanish. Moreover, as mentioned already, data collection methods comparisons, especially ones that compare natural data collection with other types, have received very little attention in *any* language (Hartford & Bardovi-Harlig, 1992 and

Beebe & Cummings, 1995). Perhaps most importantly, gender, as regards data collection comparisons, has been almost completely overlooked as a crucial field of study, and hence is a central focus of this present study. Consequently, this present study aims to contribute to the knowledge base regarding research methods as well as gender differences in the enactment of requests in Mexican Spanish

The general research questions guiding this study can be summarized as the following:

*Which gender utilizes more strategies to convey politeness in their request act realizations?

*Are there noticeable differences in the realization performance of requests observed in the results of data collected from natural data collection and DCT questionnaires? If so, are there gender differences in terms of inter-data collection method correlation, and what are they?

In order to examine these questions, this study collected natural data in the form of requests from a group comprised of both male and female native Mexican Spanish speakers at the Universidad de las Américas (UDLA). Then a DCT created from that data was administered to a similar group in order to compare and analyze the results of the two collection methods.

1.2 Literature Review

1.2.1 Communicative Competence

In order to make a simple request or to perform any other kind of communicative interaction with another human being it is necessary for the speaker to have internalized the community's rules for appropriate language use. Unlike the Chomskyan notion of "competence" which describes the ideal speaker-hearer whose language knowledge is perfect, innate, and socioculturally independent, Hymes (1971) introduced the concept of "communicative competence." He claimed that the ability to utilize language as a means of communication meant having the ability to use it appropriately in various social settings and contexts according to the norms of the speech community, and to have the ability to evaluate the speech act performance of others as well. Moreover, he emphasized the importance of integrating these norms and rules into a notion of competence – a competence speakers within a speech community share. Every speech community has its own rules, and in order to have communicative competence one must not only know them, but know when to apply them, and to whom in various social settings and contexts. It goes without saying, however, that what is appropriate varies from place to place and culture to culture. What is socially correct or appropriate in a small town can be seen as odd or incorrect in a large city nearby. For example, the use of *con permiso* ('with permission') when leaving a store or some public place, while not uncommon in some rural parts of Mexico, could appear a little strange in a major city.

Seizing on the work of Hymes, Canale & Swain (1980) developed one of the earliest models of communicative competence adapted for language-teaching pedagogical purposes. They argued that the knowledge of how and when to alter one's language depending on the status of the addressee represented both the sociolinguistic competence of knowing the speech acts and how to use them appropriately, and the strategic competence that represents the full knowledge of the various strategies one can employ to either bolster one's attempt to communicate or repair any lapse in communication that has occurred.

Bachman (1990), in his theoretical model of communicative language ability, poses a similar dichotomy classifying language competence into organizational competence and pragmatic competence. His notion of organizational competence has two components: grammatical competence and textual competence. The former refers to a speaker's knowledge of the vocabulary, syntax, morphology, phonology, and graphology of the language that lets him/her choose words in order to express meaning, to arrange them in phrases, and to recognize and/or express them in written symbols. The latter component, textual, refers to his/her knowledge of cohesion and rhetorical organization that help unite utterances in order to fashion text.

Pragmatic competence, the second kind of competence, is likewise divided into two components, the first, illocutionary competence, refers to a speaker's knowledge of the linguistic forms of his/her language. This is the knowledge necessary to realize most of the functions of language. The second, sociolinguistic competence, refers to a speaker's ability to realize everyday

language functions appropriately given the context and the relative social status of the participants.

In order to understand, then, what the norms or the rules of a given speech community are and how they might compare with those of another speech community, it is helpful to choose and examine some feature that is recurring within that speech community to utilize as an instrument of comparison. One such feature or instrument of comparison is the much studied speech act. One of the ways researchers have of examining these kinds of competence discussed above, of exploring the concept of communicative competence, is by studying speech act realization performance.

1.2.2 Speech Acts

According to Searle (1969), speech acts, which are socially rule-governed, represent the most basic unit of linguistic communication. They are the actions that are performed by people, through the use of language, to function within and achieve goals in their communities. He argued that the speaking of any language *is* the performance of speech acts. The study of “speech acts” was begun by Austin (1962) in order to understand how people perform various common acts like promising, complaining, and commanding. He said these acts were performed through the use of a large group of verbs he called performative verbs. He set up a classification based on their function such as: exertives (to warn or proclaim), verdictives (to assess or rank), commissives (to promise or swear), behabitives (apologize or thanks), and expositives (to accept or deny).

Another classification Austin (1962) devised divided speech acts into locutionary acts, which are the mental conception of the act not actually put into linguistic form, illocutionary acts, whereby the speaker is performing the very act he/she is uttering, and then perlocutionary acts, which are the consequence/result of an act. For example, an illocutionary act could be, *ahora los declaro marido y mujer* ('I now pronounce you husband and wife'), whereas the perlocutionary act could be, owing to the previous statement, the result: that two people are now married. Ellis (1994) said that illocutionary acts are what people utilize when trying to perform the many interpersonal actions that constitute their lives, such as complaining, apologizing, complimenting, or requesting things – these acts are the core of most interpersonal actions –and, because they determine how an utterance is to be understood, they are the most crucial acts to study (Austin, 1962).

Searle (1969,1976) expanded on Austin's speech act study, eschewing performative verbs to offer a classification based on the various functions of language broken down into five categories: representatives (assertions, claims, and reports), directives (suggestions, requests, and commands), commissives (promises and threats), expressives (apologies, complaints and thanks), and declaratives (decrees and declarations). For the purposes of this study, only directives will be discussed further in detail. Directives are speech acts that attempt to get the addressee to perform a certain action, for example, requesting a certain tape or book in a language lab. The language used can take many forms depending upon factors such as gender, social distance and social status.

A more detailed discussion of speech acts and/or speech act theory is both beyond the scope of, and not required of, this study.

1.2.3 Requests and Politeness

One of the most studied speech acts, requests, a type of directive, i.e. asking someone to perform an action of some kind, are often categorized by the politeness features required to carry them out according to a particular community's norms (Levinson, 1983). But how do we define politeness? Politeness is comprised of an intricate set of rules that reflect a given speech community's values and norms; so, though there are some universals in terms of politeness strategies, their enactments vary greatly from place to place. However, it is important to note that there is disagreement among linguists as to the meaning of politeness.

Lakoff (1973) was one of the first researchers in linguistics to adopt Grice's (1975) notion of conversational principles and, though she did not specify what she perceived politeness to be at that time, she argued that grammars should be taught not only by stressing grammatical rules, but by emphasizing pragmatic factors as well. In later studies (1979), Lakoff's concept of politeness included general notions of situational appropriateness that, as part of a general system of interactional style, classified people's interactional behavior according to how they handle interpersonal relationships. She noted the existence of what she called "women's language" which, she argued, showed a greater level of

politeness features, suggesting that women's subordinate social status, in many societies, is reflected in the language they use.

Yule (1996) states that politeness in an interaction can be defined as the manner used to exhibit an awareness of another person's face – showing an awareness of social distance or closeness. Frazer & Nolan (1981) state that if a speaker abides by the rules of a given social context, then he/she is being polite. They argue that politeness is the result of an unspoken conversational contract that the participants have entered into with each other in an effort to maintain socio-communicative interaction conflict-free. Hence it can be said that politeness is nothing but a set of constraints on verbal behavior. The general definition above is what underlies the frequent use of the words, "polite," "politeness" and "politeness features" throughout this study. However, in regard to this study's coding scheme explained in Chapter 2, the term "politeness markers" refers only to the use of *por favor* or *porfa* as per the CCSARP (1989).

Studies seem to show both differences and similarities across languages in terms of politeness in the use of requests. However, one common denominator seems to be in the varying degrees of deference shown or not shown in requests (Rintell & Mitchell, 1989, cited in Blum-Kulka et al, 1989). Deference is the symbolic, perceived subordination to the addressee by the speaker. It is often shown to addressees that are in a position of power in relation to the speaker or to those older than the speaker. Some politeness strategies are meant to increase the degree of deference with softeners like: *discúlpame* ('pardon me') or *no te molestaría si...* ('it wouldn't bother you if...'). In terms of this study, then,

it would follow that a student might request something at a language lab counter very differently if the person behind the counter is a senior professor instead of his friend who works there.

For the purpose of this study, a theoretical framework and a coding scheme that concern the analysis of politeness strategies are examined here. To begin with, one historical precursor to the coding scheme that follows in the discussion is Brown & Levinson's (1987) five categories of strategies that speakers use to try (or not) to mitigate the imposition caused by "face-threatening acts". Generally speaking, when a speaker makes an utterance that might be taken as a threat to the addressee during verbal interaction it is referred to as a face threatening act or FTA –an utterance that in some way places an imposition on the addressee.

When a speaker attempts to downgrade an FTA, it is called an "act of redress" because the speaker's utterance takes into consideration the addressee's feelings and self-image. An example of this kind of face-saving could be, *siento la molestia, pero ¿me podrías prestar tu pluma?* ('I'm sorry for the bother, but could you loan me your pen?'). In this example, the speaker has offered preemptively at least two different acts of redress: one, he/ she offers an opening softener prior to the request itself (*siento la molestia*) and then utilizes the conditional (*podrías*) to further soften the level of imposition felt by the addressee.

In Brown & Levinson's (1987) model, the participants have the choice to do or not to do the FTA, but if their choice is to do the FTA, they may choose to

do the act “on-record” (no attempt to hide what it is being done) or to do it “off-record” (pretending to hide what is being done). Moreover, if the participants choose to do the act on-record, they may choose to do the act “bald on-record,” without redress (no attempt to mitigate it) or to do it with positive politeness redress (showing solidarity to the addressee). They can also choose to do the act with negative politeness, which is redressive action addressed to the addressee’s negative face wants. That is, the speaker’s sensitivity to the addressee’s desire to have his/her freedom of action unhindered and his/ her attention unimpeded.

Included below is an explanation of Brown & Levinson’s (1987) five strategies. These five strategies reflect degrees of deference from least polite to the most polite.

1. Bald on-record: the most direct, straightforward and least complicated vehicle for a communicative act.

Example: *Dame más tiempo* (‘Give me more time’)

2. Positive Politeness: to show the addressee that his/her wants, actions, possessions or values are appreciated and/or wanted.

For example: *Si no es problema, ¿me podrías dar unos minutos más?* (‘If it’s not a problem, could you give me a few more minutes?’)

3. Negative Politeness: when the privacy and rights of the hearer are in jeopardy of being violated. Often, a speaker will add politeness strategies to a request in

order to ease the imposition. In this situation the speaker often feels forced to choose between directness and indirectness. For example, note the difference: *Lo siento, pero ¿te importaría no fumar?* ('Sorry, but would you mind not smoking?') or *No quiero ser una molestia, pero tengo asma y el humo me mata, ¿podrías dejar de fumar aquí?* ('I don't mean to be a bother, but I have asthma and the smoke really kills me, could you please stop smoking?'). In this latter example the speaker is taking all the blame for the imposition.

4. Off-record: Often an utterance has a direct literal meaning, hence it goes on record, but at the same time, it also can have an off-record function which is the aim of the speaker. For example: To someone standing next to an open window someone says, *Hombre, hace frio aquí* ('Man, it's cold in here'). Thus, the utterance on-record is the speaker declaring that the room is cold, but the off-record/indirect meaning is that the speaker wants the addressee to close the window. By hinting, the speaker leaves open multiple interpretations.

5. And not doing the face-threatening act: Silence - this strategy is used when a face-threatening act is too dangerous to commit.

Requests are face-threatening acts by definition (Brown & Levinson, 1987), and the hearers can interpret a request as an imposition, as an impingement on their freedom, or as an exercise of power by the speaker. It is clear that the abundance of linguistic options that are available for requesting

behavior speaks to the social intricacies associated with choice in mode of performance (Blum-Kulka et al, 1989).

The basis of the coding scheme utilized in this study is an organizational method of coding and analysis that can be used to categorize the various components of requests and politeness strategies. As mentioned, it comes from the series of studies done by the CCSARP, which was created by Blum-Kulka et al (1989). Primarily “concerned with interrelating the ways language is used to perform certain speech acts with the social and situational variables that potentially affect their use” (5), the researchers created a system to rank and compare the politeness strategies used in speech acts such as requests. Using the DCT as the main data collection instrument, the coding instructions recommend a segmentation process that starts with the identification of the “head act,” which is the minimal unit that can realize a request. Take for example the utterance: *Oye Pedro, dame ese libro, por favor, tengo prisa* (‘Hey Pedro, give me that book, please, I’m in a hurry’). In order to isolate the head act one disregards all but the essential core request (*dame ese libro*) because the other parts (*Oye, Pedro, por favor* and *tengo prisa*) are unessential for realizing the act. The head act can realize the request on its own.

The next step is to code all non-essential parts. *Pedro*, for example, is an “alerter” (to get the addressee’s attention), and *Tengo prisa* is a “supportive move” (meant to externally support the head act). After this segmentation process one addresses the “request perspective” to ascertain if the request is “hearer dominant,” “speaker dominant,” “inclusive” or “impersonal.” In the

example above, for example, the request perspective is primarily hearer dominant (dame). There are several more coding steps and categories that follow in the CCSARP manual, which are explained in detail in Chapter 3.

Though written in 1989, the CCSARP coding manual is still considered by many researchers to be the state-of-the-art coding scheme for pragmatics research.

1.2.4 Data Collection Methods and Comparisons

The majority of studies comparing data collection methods are found outside of the linguistics world in the fields of psychology and sociology, from which came most of the data collection methods used in pragmatics (Kasper, 1999). As mentioned briefly in the introduction, however, within pragmatics, the literature concerning data collection comparisons is very limited. Some researchers have compared laboratory (non-natural) data collection methods with one another. For example, Rintell & Mitchell (1989, cited in Blum-Kulka et al, 1989) compared a DCT with closed role plays and found they produced very similar data, though Kasper and Dahl (1991) point out that perhaps this is due to the fact that neither collection method/procedure is interactive. In other words, both types of procedures are performed by the informant alone without the interactional effect of an interlocutor. In cross-cultural and interlanguage pragmatics research there have been other methods comparisons such as the study by Rose (1994, cited in Johnston et al, 1994) in which the researcher contrasted production and assessment task questionnaires finding only slight

differences in the results. Another study had Bardovi-Harlig & Hartford (1993, cited in Johnston et al., 1994) comparing natural data on rejections collected from natural conversations with refusal data collected from two kinds of DCT. One DCT was an open questionnaire that used only a situational prompt, while the other was a dialogue completion task that used prompts in the form of suggestions that one could refuse or accept. Of the two, the more interactional (more closely approximating real discourse) dialogue task produced more extensive language, more naturalness, and fewer direct refusals compared to the natural data (Johnston et al, 1994).

More specific to this present study, however, there have been only a small number of research studies comparing natural data with other data collection methods. However, as mentioned earlier, there have been some important exceptions. One of the earliest such studies, Beebe & Cummings (1995), compared a DCT questionnaire with natural data, looking at authentic refusals performed over the telephone versus refusals elicited from a DCT. Though the DCT results did not reflect natural data in terms of range of strategies and formulas, length of responses, and number of turns needed to complete a function, the researchers found that they could model the canonical shape of refusals that people tend to have in their minds (80). Furthermore, not only did they provide a basis for an initial classification of semantic formulas and strategies, but by the very absence of strategies used and turns taken, they shed light on psychological and social factors that often affect performance in natural data (Johnston et al, 1994). In other words, a subject imagining a response to a

hypothetical scenario is unlikely to have emotions play a role in his/her speech act performance as they would in real life.

The potential for the DCT to help establish a set of typical semantic formulas and strategies for a given speech act within a language has been affirmed, if indirectly, by the study of requests by Blum-Kulka et al (1989). In that study the main request strategies, such as the level of directness and internal and external modifications to the head act, were isolated according to the results of natural data and open-ended role plays; every strategy that was found in the natural data was also found in the DCT results. In other words, the written requests displayed an accurate representation of a given speech community's perceived sociopragmatic norms. According to Beebe & Cummings (1995), those DCT results contained an "almost formulaic core of semantic content that [met] the basic social requirements of politeness and clarity" (76).

Hartford & Bardovi-Harlig (1992) also did a study of refusals that compared DCT data with natural data. The biggest difference from the other studies was that they compared the data of non-native speakers with that of native speakers, focusing on interaction where there were unequal power relations (students refusing, or not, the advice of a counselor). They found that the DCT data showed the same abbreviated turn-taking as noted by Beebe & Cummings (1995), but that the DCT data also showed a much narrower range of semantic formulas. However, Hartford & Bardovi-Harlig (1992) found they were able to utilize the DCT results to successfully test hypotheses derived from the

authentic interactions, suggesting the DCT is an excellent complimentary instrument used in conjunction with natural data collection.

Another study (Bodman & Einstein, 1988, cited in Beebe & Cummings, 1995) compared field notes of naturalistic data with DCT data and open-ended role plays that showed, much like the findings of Hartford & Bardovi-Harlig (1992), the data from the DCT to be shorter and less complex.

1.3 Summary of Methodological Precedents

Owing to the scarcity of literature on data collection method comparisons (Kasper, 1999), the methodology of this present study was derived from a wide range of studies. A number of the studies that did serve as models have been mentioned in the previous chapter, and will be examined in more detail here. This section begins by examining some studies that feature the comparisons of natural data collection and various other data collection methods, followed by several other studies from which this study's coding and analytical methodology are based upon.

The first study (Beebe & Cummings, 1995) comparing data collection methods examined DCT data results and the results of natural data in order to see how the choice of data collection method affects speech act realization performance. They compared the results of natural data recorded over the telephone with the results of a DCT. The authors found that the DCT data did not reflect natural speech with respect to range of semantic formulas and strategies, length of response and number of turns. There was a much greater level of

verbosity in the “natural” telephone data, and they noted that the DCT seemed to stifle the amount of turn-taking they found in the natural data. Kasper (1999) points out that a possible limitation of the Beebe & Cummings study could be that telephone speech act performance data is not really natural data. Moreover, another limitation could be that all the participants were women.

Another study that compared the results of natural data with the results of another type of data collection method was carried out by Hartford & Bardovi-Harlig (1992), who looked at rejections in English, employing 30 students, half of whom were native speakers of English and the other half non-native speakers of English. In this cross cultural study, the recordings of live natural data made during actual academic advising sessions were then compared with two types of DCT questionnaires – one which provided a description of the situation and a prompt to elicit a rejection and the other only a description of the situation. The authors found that the non- native speakers used more semantic formulas and more words per rejection than the native speakers, but that the differences in results between the DCT questionnaires were minimal. They claimed that the use of the DCT was an excellent compliment to the natural data in that the DCT facilitated the testing of hypotheses derived from instances in the natural data where there was insufficient data. In other words, if they developed a hypothesis based on a very small amount of natural data, they could then test it out with the results of a DCT developed for that purpose.

A study to test the effects of rejoinders in DCT questionnaires carried out by Johnston et al (1994) found that both the presence of and the type of rejoinder

used affected the responses to DCT questionnaire items. The researchers had compared the results of DCT questionnaires with closed rejoinders, open-ended rejoinders and no rejoinders to determine if they made a difference in the data. The results showed that all three types had advantages. Nearly seventy students were used. As in the study described above, roughly half were native speakers of English and the other half L2 speakers of English who were native speakers of Chinese. In this study, social distance and status differentials were not of interest to the researchers, so they eliminated those issues by choosing informants who were familiar, but not intimate, status-equal colleagues.

These studies point out that only further inquiry into the validity of methodologies and continued investigation of speech act realization will reveal the utility of much current research.

The studies above that compared data collection methods have utilized a variety of sample selection methods. One sample selection characteristic they share is in picking samples of convenience. That is, the subject populations are chosen out of groups of students available to the researchers – often the researchers' students. One possible limitation to this method is illustrated in the study by Hartford & Bardovi-Harlig (1992) where the sample group were all graduate linguistics students. It could be said that the results from such a group might not be representative of university students on the whole. As Hymes (1972) argued, one must be careful in defining a group as a speech community.

Other methodological precedents are a pair of studies by Márquez Reiter (2000, 2002) who compared role plays consisting of requests and apologies

between speakers of British English and speakers of Uruguayan Spanish to examine the linguistic politeness of the results. Though an analysis of the findings showed that conventional indirectness is the most preferred strategy for requesting in both languages and across both genders (Blum-Kulka et al, 1989, reached a similar conclusion in the CCSARP), the speakers of Uruguayan Spanish were less concerned about not using conventional indirectness, especially among people who knew each other well. The author found that social distance was the most important factor in dictating how the Spanish speakers framed their requests. Márquez Reiter (2000) sees the relatively high use of impositives amongst the Spanish speakers, in comparison with the British English speakers, who knew each other, as indicating a difference in the attitude of the maker of the request. She argues that the sureness with which the Uruguayan Spanish speakers made direct requests was done so only because they knew that the request would be granted. She adds that within their culture a request between intimates is almost expected to be direct as it gives “implicit confirmation of the closeness of their relationship” (170).

A second contrastive study by Márquez Reiter (2002) analyzes the results of role plays examining conventionally indirect requests in Peninsular and Uruguayan Spanish. It was found that despite the fact that Spaniards tend to be viewed among Latinos as more direct and abrupt than Latin Americans, there were no significant differences at the level of linguistic encoding in the results analyzed. It was determined that it is a result of other non-linguistic elements such as a lack of what Márquez Reiter calls tentativeness. As with the study

discussed above, the coding system used examined mitigating supportive moves such as grounders and also internal and external modifiers.

Also dealing with conventional indirectness in Peninsular Spanish is Haverkate (1994), who argues that Searle's (1976) propositional structure criterion based on the typological distinction between sentence types (imperatives, interrogatives and declaratives) and the illocutionary object is not sufficient to distinguish between direct and indirect requests. As an example:

1a. *Toma ese asiento* ('Take that seat')

1b. *¿Quieres tomar ese asiento?* ('Do you want to take that seat?')

According to the propositional structure criterion, 1a is a direct request and 1b an indirect request since the former exhibits a direct relationship between its imperative structure and its function as a request, while the latter exhibits an indirect relationship between its interrogative function and its requesting function. However, Haverkate argues that both utterances are direct from a pragmatic perspective because of the way they are interpreted as such by the addressee, owing to their conventionality.

In terms of the factors of social distance and social power, LoCastro's (1997) study into the effects of pedagogical intervention on the development of pragmatic competence showed that "as peers, [students] might not have felt the need to use politeness" (94-5). The groups involved in the study were purposely formed so that there would not be friends together in the same group.

Finally, perhaps the most important source in terms of methodology for this present study was the book *Cross-Cultural Pragmatics: Requests and*

Apologies (Blum-Kulka et al, 1989). The CCSARP coding scheme, DCT design ideas, and presentation of tables from this book formed the basis for much of the present study, and they are explained in detail in Chapter 2.

1.4 Assumptions

Based on the information provided in the literature review, it is assumed that the DCT employed in the present study will reflect a limited, but faithful version of the natural data. It is assumed that the DCT will probably offer a good representation of the various semantic formulas and strategies used in various Mexican communities. At the same time, based on Rintell & Mitchell (1989, cited in Blum-Kulka et al, 1989), it is thought that the politeness markers used in the natural data (*Perdón, disculpe*, etc.) will not be as present as in the DCT data because, in general, people will say they are more polite than they are. Due to the scarcity of literature on the subject, it is not possible to posit any assumptions regarding gender in data collection comparisons. On the other hand, considering some of the studies (Márquez Reiter, 2002; Rintell & Mitchell, 1989; Blum –Kulka et al, 1989; and Beebe & Cummings, 1995) that have examined Spanish, it is expected that the use of the conditional will be high in the DCT data and fairly low in the natural data. The use of the conditional is an important factor because it is the most frequently used internal modifying device (seeks to lessen the imposition of a request) observed in the data from the present study, and also because its frequency of use is an excellent source of comparison between data collection methods.

1.5 Hypotheses

Hypothesis 1: The results of the data will show that the women use more politeness features, as broadly defined by Frazier & Nolan (1981) and Lakoff (1973), across both data collection methods than the men.

Hypothesis 2: Women will show more consistency than men in their speech act performance in Mexican Spanish between the results of the DCT and the natural data.

Hypothesis 3: The results from the data will show a pattern of greater verbosity (as defined in the CCSARP) overall and more varied request strategies used in the results of the DCT data than in the natural data.

Hypothesis 4: Null Hypothesis: There will not be any differences found regarding gender in terms of the discrepancies between the two data collection methods.

Chapter 2

Methodology

2.1 Overall Design

The present study utilized a descriptive research approach, employing the collection of data in order to test hypotheses and answer research questions.

The purpose of the present study is to compare the speech act production of men and women using two different data collection methods. Natural data from UDLA students who are native speakers of Mexican Spanish were collected by tape recordings made at the service counter in the language lab (the CAL: Centro de Aprendizaje de Lenguas) of the UDLA –Puebla, México. The target feature is the speech act of requests in Mexican Spanish. Based on an analysis of the tape - recordings, a discourse completion task questionnaire (DCT) was designed, piloted, tested, revised, and then administered to a similar group of native speakers of Mexican Spanish who were also UDLA students and regular users of the CAL.

The CAL was chosen because by its very nature it is a place where requests occur. It is an area on the campus where, among other things, language students go to listen to or watch foreign language tapes or compact discs or to practice language skills on computers, and in order to access any of these materials the students must approach a service counter and request from an employee the material they require.

The data from the DCT, along with the natural data, were then coded and analyzed by the researcher according to a coding scheme based on the coding

guidelines created by the CCSARP (Blum-kulka et al, 1989). The results of both data collection methods were then compared along gender lines.

2.2 Subject/ Population

The participants who took part in this study were forty -four UDLA students, of whom twenty-two were women and twenty-two were men. All data collected were from students who are native speakers of Mexican Spanish, and all are currently enrolled, full-time undergraduate students at the UDLA who are studying a foreign language and who use the CAL on a regular basis. The men in this study ranged in age from 19 to 22 years old (an average of 20.09), and the women ranged from 18 to 24 years old (an average of 20.27). The subjects, eleven women and eleven men, who supplied the natural data were selected as a sample of convenience – they were the first 22 samples of both men and women recorded at the CAL service counter (provided they were Mexican citizens and L1 speakers of Mexican Spanish). Later, in order to obtain the data from the final DCT, a like number of twenty-two students were chosen as they were using the CAL. All of the students selected to take the DCT were students who were in the CAL on Tuesday, February 18th, 2003. Each student was approached individually by the researcher, one after another, and the whole process took approximately three hours. The average time to complete the DCT was five minutes.

All of the students shared the observable characteristics of being native speakers of Mexican Spanish, being college-aged UDLA undergraduates, and

being foreign language students. Moreover, though not a variable taken into account in this study, all but two students shared the common characteristic of coming from homes of upper middle class income levels.

2.3 Materials/ Instruments

To make the recordings of the natural data, a minidisc recorder was used (Sony Minidisc Recorder, model HZ 700). There was an initial pilot version of the DCT (see appendix A), a five- item questionnaire that was tested on four students who were working in the CAL, that was then modified with the help of the director of this thesis, Dr. Roberto Herrera, to correct a lack of clarity in the Spanish. Later, there was a final version of the DCT (see appendix B) that included additional background questions. These two instruments are described below.

2.3.1 Pilot DCT questionnaire

The pilot DCT consisted of five items - hypothetical situations that required the student to first read the prompt that described the situation, and then to write in how they would make the needed request in the most natural way possible. Each discourse sequence provided a brief description of the situation, which described the setting and the social distance and power distance the participant would encounter. The five situations and all the contextual and social distance information that went into creating the pilot DCT and the final DCT were taken directly from the natural data. They were based on five scenarios that appeared

in the natural data more than once each. The situations were then adapted into the DCT questionnaires as faithfully as possible. The DCT was written, in Spanish, by the researcher based on the instructions for constructing a discourse completion task in Blum-Kulka et al's (1989) CCSARP manual, which was originally developed to compare the speech acts realization patterns of native speakers and learners of various languages. However, unlike the "classic" DCT described in the manual, the pilot DCT was constructed as an open-ended DCT. That is, instead of having a rejoinder after the blank space provided for the participant, which is meant to limit and/or constrain the type of data elicited, the pilot DCT (as well as the final DCT) utilized no rejoinder so as to approximate more accurately the situations found in the natural data.

2.3.2 Final DCT Questionnaire

The final version of the DCT (see appendix B) utilized the same five situations as the pilot DCT; however, the Spanish was improved with native speaker assistance and the following adjustments made. In an attempt to make the participants feel more at ease, the words, *este cuestionario es anónimo* ('this questionnaire is anonymous'), were put in the heading of the DCT, and the request for their name was deleted. Also, as was done with the pilot DCT, a place to note the age of the participant was added.

Because of the integral role of the DCT in this study it is important to show the introductory prompt, which was read to the participants, and the five situations as they appeared in the DCT:

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entras en el CAL y te acercas al mostrador y dices...

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

(An English translation of the final DCT appears in Appendix C)

In the heading of the pilot DCT there was a section to indicate the participant's family's socio-economic level, but in the final DCT this category was re-written because it was found that the original, a rating system often used in the United States (*clase baja, clase media, clase media alta & clase alta*), did not correspond to the way Mexicans might describe their level of income. It was felt that for greater uniformity and accuracy, utilizing a monetary figure (*2000 pesos o menos, 2001 –4000 pesos, 4001 –6000, etc.*) would be more appropriate. This category was modeled after a questionnaire in an unpublished M.A. thesis by Garrido y Rivera (2002). This request for socio-economic information, as well as the request for age information, was written into the DCT as a way to obtain data

for use in another ongoing research project. This information is not factored into this study.

2.4 Procedure

Permission to use the CAL to make recordings and to administer the DCT to CAL students was obtained by asking the CAL director, Dr. Giles. Then over a period of several weeks in November and December of 2002, and January of 2003, samples were recorded of students approaching the CAL service counter as they made requests. There was a microphone taped to the bottom of the service counter that recorded each exchange made, usually for a period of an hour or two a day during a less -than peak time of day. This was done in order that the pressure one might experience waiting in a line behind others during a peak time would not become a variable in the research, the notion being that if pressured to get a request in, one might make requests more curt and/or brief. The researcher, seated behind the service counter, in addition to operating the minidisc recorder, would make a note of the students who were recorded and then approach them right afterwards, while they were still in the CAL. He would then explain what was being done at the counter in terms of the recording and obtained their verbal permission to use the tape. It was also explained that the researcher was a graduate student and that the data were for a master's thesis.

The samples of requests that were collected were then transcribed by the researcher. The natural data showed five basic request situations that occurred repeatedly: requesting a cassette tape or DVD, asking to borrow a pen,

requesting a locker key, asking for the whereabouts of an office or person, and asking to return something previously given out. With these five request situations the pilot DCT was designed and written.

The first pilot version of the DCT was then administered to five students in the CAL. They were picked because they were the only students studying in the CAL that day that fit the criteria for the study in terms of native language, nationality, etc. They were all approached individually by the researcher who asked if they were regular users of the CAL, if they were full-time undergraduate students at the UDLA, and if they were studying a foreign language. It was explained to them that the purpose of the DCT was research for a graduate thesis and that their most natural and first responses were sought. Furthermore, it was ascertained that they were Mexican L1 speakers of Mexican Spanish. A week later, the aforementioned adjustments were made to the DCT, and the final version was administered to 11 men and 11 women over a period of approximately three hours in the CAL. These participants were the first 11 men and 11 women who were approached who agreed to take the DCT. There were no refusals, but there were, however, several students rejected on the basis that they were not Mexican. The same procedure for the pilot DCT was followed in the administration of the final DCT; however, the instructions were read out loud to them by the researcher and they were asked if they understood them. The natural data were collected over two different weeks: the last week that classes were in session in December of 2002 and the second week of February of 2003.

2.5 Data Analysis

The results obtained from the natural data and the DCT data were coded quantitatively by the researcher according to a coding scheme based on the coding manual guidelines of the CCSARP (Blum-Kulka et al, 1989). The CCSARP coding scheme was first used to study the realization of various speech acts cross-culturally in a multitude of languages employing discourse completion task questionnaires to obtain data. In this present study the coding scheme is applied to the natural data as well; however, the coding scheme used is a variation of the CCSARP based on modifications by Márquez Reiter (2000, 2002). Hence the original CCSARP coding scheme, and the variation of it that is used in this study, are explained in the following sections.

As regards the variables of social distance and social power, it was decided not to add them as variables due to the primary focus of this study being data collection method comparison. The intention, then, was to eliminate the issue by choosing informants that were familiar, but not intimate, with the relatively status-equal employees of the CAL (Johnston et al, 1994). As the study by LoCastro (1997) shows, the perceived need to use politeness may not be very great among peers in a university setting. Toward this end, the decision was to do the natural data tape recordings only during the hours the young, non-teacher employees were working. The hope was that by this means the variables of social distance and power would not prove as big a factor in any differences observed in the results.

2.5.1 Request strategies

Requests are comprised of two general parts, the core request or “head act” and the various peripheral elements. The head act is the principal utterance that fulfils the function of requesting and it can be used without any peripheral elements.

According to the CCSARP (1989), requests are coded according to a nine-point scale based on the utterance’s directness level (direct, conventionally indirect or non- conventionally indirect). The first four sub-categories of the nine point scale - “mood derivable,” “explicit performative,” “hedged performative” and “locution derivable” - are considered to be direct or impositives (often considered less polite). The fifth through seventh: “want statement,” “suggestory formula” and “query preparatory” have been considered conventionally indirect (more polite), and the final two, “strong hint” and “mild hint,” have been considered non-conventionally indirect (not frequently used and not necessarily seen as polite).

The following is a description of the CCSARP’s coding scheme’s nine-point scale:

(Direct Impositives)

1. Mood Derivable: where the illocutionary force is signalled by the grammatical mood of the verb, e.g. -the imperative.

Dame una pluma or Un locker, porfa

(‘Give me a pen’) (‘A locker, please’)

2. Explicit Performative: utterances in which the illocutionary force is explicitly named by the speaker by using a relevant illocutionary verb.

Te estoy pidiendo una pluma

(‘I’m asking you for a pen’)

3. Hedged Performative: where the illocutionary verb is denoting that the requestive intent is modified.

Te debo pedir algo

(‘I have to ask you something’)

4. Locution Derivable: where the illocutionary intent is directly derivable from the semantic meaning of the locution or utterance.

¿Dónde está el cassette? or Deberías decirme

(‘Where’s the cassette?’) (‘You ought to tell me’)

(Conventionally Indirect)

5. Want Statement: where the utterance expresses the speaker’s desire that the event denoted in the proposition occur.

Quiero un locker, porfa

(‘I want a locker, please’)

6. Suggestory Formula: where the illocutionary intent is phrased as a suggestion by means of a framing routine formula.

¿Por qué no me das un aventón?

(‘Why don’t you give me a lift?’)

7. Query Preparatory: where the utterance refers to a preparatory condition for the feasibility of the request, for example, the ability, willingness, or possibility of complying. This is done in a way that is conventionalized in a given language.

¿Me podrías prestar una pluma?

(‘Could you lend me a pen?’)

Non-Conventionally Indirect:

8. Strong Hint: where the illocutionary intent is not immediately derivable from the locution, though the locution alludes to some elements involved in the intended illocutionary act.

(Intent: to get a ride home) *¿Te vas pa’ casa?*

(‘Are you going home?’)

9. Mild Hint: where the locution does not contain any elements that are of immediate relevance to the intended illocutionary act.

(Intent: getting addressee to lend a pen) *No sabía que trabajaras...*

(‘I didn’t know you were working...’)

Márquez Reiter (2000) modified Blum-Kulka et al’s (1989) nine point directness framework outlined above by changing the placement of some of the subcategories. She placed the want statement subcategory, which in the original scheme is designated an “impositive” or a direct request, in the category of conventional indirectness. In a want statement the illocutionary intent of the speaker is apparent from the locution, there is no ambiguity. Though its linguistic encoding is not specifically asking another to perform any act, its pragmatic interpretation is unambiguous. For example, *¿Quisiera que me prestaras tu coche?* (‘I’d like you to lend me your car’). So the speaker is uttering a simple declarative sentence that is interpreted by the addressee as a request and not as the speaker merely expressing his/ her desire. The strategy’s advantage is that the speaker is viewed as non-imposing. So, Márquez Reiter argues, from the perspective of linguistic mapping, the strategy should not be included in the direct category (impositives), but rather in the conventionally indirect category. This modification is adopted for the coding of the data in this study. It was found useful in the interpretation of the data because it corresponds with much of the reference material that focuses on Latin American Spanish (Márquez Reiter,

2000, 2002; Haverkate, 1994) that is used in the analysis in Chapter four of this study.

Another modification Márquez Reiter (2000) makes to the original CCSARP coding scheme is to divide the query preparatory subcategory (conventionally indirect) into three new categories consisting of one query preparatory category for requests phrased in the indicative, the conditional, and with more than one precondition or in suppositional future and subjunctive. Though this modified coding strategy would have lent itself well to the findings of this study, the primary focus on gender in data collection methods did not warrant the added complexity of additional subcategories.

A problem that confronted the researcher in coding the head acts in this study was concerning the use of the present indicative in requests such as, *¿Me das una pluma, porfa?* ('Give me a pen, please?'). In English this can mean literally, 'Are you giving me a pen?' or 'You're giving me a pen?' Obviously, in English this construction is more likely to be perceived as impolite; in fact, often when the indicative is used in a request like this it may be negatively phrased and followed by a tag question such as, 'You don't have the time, do you?' Though the head acts realized in the indicative were categorized as impositives in this study, it is possible that new categories need to be explored for further research in Latin American Spanish. In fact, Márquez Reiter (2000) argues that the reason for her modifications to the CCSARP coding scheme is due to Blum-Kulka et al's (1989) implicit understanding of the existence of a direct relationship between an utterance's syntactic form and its illocutionary force. She states that

this is relationship is not always clear in any language, but even less so in Uruguayan Spanish.

Finally, an informal “committee” of three native Mexican Spanish speakers, who are UDLA graduate students in American Studies, was convened off and on throughout the coding process to verify the researcher’s judgements as to certain grammatical constructions, and to judge if they perceived one utterance as more or less polite than another.

2.5.2 Request Perspective

As mentioned in Chapter two, perspective is an important source of variation in requests. Tracking conventional indirectness strategies by perspective has illustrated differences between languages (Blum-Kulka et al, 1989). For example, it has shown that most conventionally indirect strategies in Uruguayan and Peninsular Spanish are hearer orientated, which is a factor that can be analyzed and compared between data collection methods.

In a given request utterance a speaker can choose to emphasize the role of the addressee by making the request hearer orientated, such as *¿Me puedes prestar una pluma?* (‘Can you lend me a pen?’). The speaker can choose to stress his/her own role in the request by issuing a speaker- orientated request such as, *¿Puedo usar la pluma?* (‘Can I use the pen?’). The two other perspectives detailed by Blum-Kulka et al (1989) are an inclusive perspective such as, *¿Podemos empezar ahora?* (‘Can we start now?’) and an impersonal perspective as in, *¿Dónde estará la oficina?* (‘Where would the office be?’).

2.5.3 Request Modification: Internal Modifications

As discussed briefly in chapter two, requests can be internally modified by means of certain strategies called syntactic and lexical downgraders. These downgraders modify the head act internally by mitigating the imposition of the request by the choice of syntactic or lexical structures. What generally distinguishes a syntactic or lexical downgrader, regardless of language, is determining if a syntactic device is optional in a given context, and whether it has a mitigating function. Examples of syntactic downgraders are the conditional, the subjunctive, diminutives, adverbials, hedges, etc., while examples of lexical downgraders include hedges, understaters and politeness markers which, in the CCSARP scheme, means the use of *please*. Of the syntactic downgraders, the first two, the conditional and the subjunctive, are analyzed in the coding scheme in this study. Lexical downgraders are not included as a category of analysis in terms of internal request modification because the only instances of them that occurred in the data were politeness markers which have been coded with the peripheral elements in section 2.5.4. This was done because *por favor* was also used as an alerter in the data (*por favor, ¿me prestas una pluma?* 'Please, lend me a pen?').

To identify a syntactic downgrader in a sentence such as, *¿Me podrías prestar una pluma?* ('Would you lend me a pen?'), one can substitute the indicative *puedes* for *podrías*, and because it is obvious that *podrías* is optional, it is considered a syntactic downgrader.

It is important to note that, in the coding scheme of this study, the syntactic device of the simple future tense, e.g. - *¿Tendrás una pluma, porfa?* ('Will you have a pen, please?'), was coded into the conditional category because even though it is not technically the conditional, its function, to soften the imposition of the request, is nearly the same in the context of this study. The only real difference in this context is possibly the degree to which the imposition is softened.

2.5.3.1 External Modification

In order to externally modify requests, additional devices called supportive moves are used externally to the head act. For the purpose of this study, only "mitigating supportive moves" are discussed here, that is, supportive moves that attempt to mitigate the imposition of the request. These mitigating supportive moves can appear before or after the head act in a request. In the CCSARP coding scheme there are several types including "preparators" that prepare the addressee for the ensuing request by inquiring as to the potential availability or inclination of the addressee to carry out the request (*Quería preguntarte algo...* ['I wanted to ask you something...']). There are also "grounders" that give the addressee reasons, explanations and/or justifications for the intended request such as, *Mi profesor me pidió que te pidiera...* ('My professor told me to ask you...'), and "imposition minimizers" that try to reduce the imposition of the request that is placed upon the addressee, such as, *Si no estás muy ocupado...* ('If you're not very busy...').

2.5.4 Peripheral Elements

According to the CCSARP (1989), elements peripheral to the head act are those that are non-essential to the realization of a request. Within the CCSARP's coding scheme these elements include alerters, whose function is to alert or get the addressee's attention for the request act that follows. Examples of alerters are the use of one's title, his or her name, the use of *oye* ('listen') or *perdón* ('pardon'). Other elements non-essential to the head act include lexical downgraders such as politeness markers, which have been discussed in section 2.5.3. Politeness markers can act as alerters in addition to internally modifying the head act, and thus are coded and analyzed in the Peripheral Elements category in this study. This has been done for the purpose of clarity in the presentation of the results in Chapter 3. Hence in this study, the coding category of peripheral elements includes alerters, politeness markers and the use of *tú* vs *usted*. Regarding the use of *tú* vs *usted*, this subcategory was added by the researcher because of the observed frequency in the use of the formal address form *usted* as a politeness feature in the data, and because it adds another source of comparison between data collection methods.

For the purpose of the coding only, this study adopts the CCSARP definition of politeness markers as *por favor* and *porfa*. However, in terms of the analysis and the discussion, a much broader, inclusive definition of "politeness" is used. That definition of politeness, as discussed in section 1.2.3 in Chapter 1, sees politeness as the result of an unspoken conversational contract that the participants have entered into with each other in an effort to maintain socio-

communicative interaction conflict-free. So it can be said that politeness is a set of constraints on verbal behavior, and that is what is meant by the frequent use of the words “polite,” “politeness” and “politeness features” throughout this study.

2.5.5 Verbosity: Length of Speech Act

Generally, what makes a request longer is the use of alerters and supportive moves of one form or another. However, what motivates longer requests in a speaker? Rintell & Mitchell (1989, cited in Blum-Kulka et al, 1989) did a study that involved the use of judges who rated requests, and the results showed that longer, more elaborate requests were perceived as more polite and deferent than shorter requests. The more mitigating supportive moves and alerters that a request contains, the more this can contribute to the addressee’s perception of the request as more elaborate and thus more polite.

It could be argued that the reason a speaker might want his/her request to be perceived as more polite or deferential could be that he/she perceives the intended request as presenting a greater imposition, a greater face threat, and thus in need of greater mitigation. Logically, then, one could argue that the more threatening the face act or the greater the imposition involved, the greater the likelihood of a more elaborate and lengthy request.

In terms of data collection method comparison, verbosity presents a good instrument to test various methods. In accordance with Garrido y Rivera (2002), the length of the request speech acts was arrived at by adding the total number of words per request, in all the requests, and then dividing that number by the amount of requests, thus supplying the average number of words per act.

Chapter 3

Results

3.1 Nature of Results

In this chapter the results of the natural data collected through tape recordings as well as the results of the data collected with the DCT instrument are presented. The analysis of both sets of data is based upon an independent evaluation of each request act according to a number of dimensions outlined in Chapter 2. The coding categories used here comprise a number of elements in order to analyze the realization of requests: 1) request strategy types, 2) request perspective, 3) request modifications, peripheral elements such as 4) alerters, 5) politeness markers, 6) the use of *tú* vs *usted*, and 7) verbosity. The results of the analysis of the data are expressed through the use of tables that illustrate the variables of gender and the type of data collection method as regards the requests performed. The tables help to demonstrate what politeness strategies, if any, were used by the participants according to the data collection method used.

For illustrative purposes, the data, both natural and DCT, are divided into four request situations and numbered: 1) **(R1)** Requesting a cassette at the CAL service counter, 2) **(R2)** Requesting the use of a pen at the CAL service counter, 3) **(R3)** Requesting a key for a locker at the CAL, and 4) **(R4)** Asking for the whereabouts of a professor's office. All four request situations will be referred to as numbered above in the tables and accompanying discussion throughout this chapter. As per the CCSARP instructions, which direct researchers to eliminate

samples that indicate the participants' misunderstanding of a task, request situation number five (see Final DCT: Appendix B) has been omitted because its results showed that it was not always understood by the participants.

Though not a crucial element of this study, but for further clarity, the participants have been numbered in both the natural and the DCT data. The men and women participants in the natural data are numbered: S1, 2, 3, etc. When those numbers are referred to in the results tables they always indicate the same exact participant. The same is true for the DCT data. Tables displaying men's or women's data are clearly marked men or women in the heading of the table. Moreover, the accompanying commentary follows each table.

3.2 Nature of Analysis

As mentioned, the analysis of the data of this study, both natural and DCT, is based upon Blum-Kulka et al's (1989) CCSARP (Cross Cultural Speech Act Realization Project) coding scheme that was originally used to study the realization of speech acts over a range of languages such as American English, Canadian French, Hebrew, Russian, amongst others. The results of the DCT of the present study, as well as the transcriptions of the natural data, were both quantitatively analyzed to observe the frequency of use of the various request strategies, request perspective, alerters, and politeness markers. The final two coding criteria, the use of *tú* and *usted* and verbosity (length of speech act) were added by the researcher because of the obvious differences that surfaced between data collection methods during the initial coding process. Since the

CCSARP does not provide categories for them, they were created. These extra categories provided a good additional source for comparison in terms of their correlation across the two data collection methods.

First, the request strategies found in the natural data and in the DCT data are displayed and analyzed according to their level of directness (Impositive/ IM, Conventional Indirectness/ CI, or Non-conventional Indirectness/ NCI), and then by perspective (Hearer or speaker dominant). This is done first according to gender and then according to the data collection method.

Next, request modifications are addressed: internal or external modifiers that mitigate (or aggravate) the request. The internal types include “syntactic downgraders” such as the subjunctive and the conditional that soften or weaken the imposition that requests present, and “lexical downgraders” such as “understaters” that under-represent the imposition. External types include “mitigating supportive moves” such as getting a “precommitment,” “grounders” (that give reasons, justify or explain the request), or “imposition minimizers” (that try to reduce the perceived imposition).

Thirdly, the peripheral elements to the head act are addressed: the use of alerters (attention getters), politeness markers (for this study: *por favor*), and the use of *tu* vs *usted* forms.

And lastly, verbosity (length of speech act) is examined.

3.3 Request Strategies

For the sake of clarity, this section starts by presenting tables of the men's and the women's raw natural data. The participants' subject numbers are displayed first followed by the request situation number and linguistic enactment.

Table 1: Raw Natural data: Men

Subject/ Request
situation

# 1	R3	<i>¿Un locker, por favor?</i>
# 2	R3	<i>Un locker</i>
# 3	R1	<i>Buenas tardes, ¿Te molesto con este cassette, porfa?</i>
# 4	R3	<i>Buenas tardes, ¿Me das un locker, porfa?</i>
# 5	R3	<i>¿Un locker, por favor?</i>
# 6	R4	<i>¿Dónde se puede encontrar la oficina de la profesora Wilkins?</i>
# 7	R2	<i>Hola, ¿Cómo estás? ¿Me prestarías una pluma?</i>
# 8	R2	<i>¿Me prestas una pluma?</i>
# 9	R3	<i>Pásame una llave, por favor</i>
# 10	R2	<i>Préstame una pluma, por favor</i>

Table 2: Raw Natural data: Women

Subject/ Request
Situation

# 1	R3	<i>Quiero un locker</i>
# 2	R3	<i>Una llave, por favor</i>
# 3	R1	<i>¿Me das este cassette, porfa?</i>
# 4	R3	<i>Buenas tardes, por favor, ¿Me puede prestar una llave?</i>
# 5	R3	<i>Préstame una llave de locker, por favor</i>

- # 6 R1 *Por favor, ¿Me puede prestar un cassette?*
- # 7 R4 *Disculpe, ¿Por dónde estará su oficina?*
- # 8 R2 *Disculpa, ¿Me puedes prestar una pluma?*
- # 9 R3 *Por favor, ¿Me puede dar la llave de un locker?*
- # 10 R4 *Buenas tardes, ¿Cómo puedo encontrarlo?*

The two tables above show, that of the ten request samples from each gender found in the natural data, there was one instance of R1 (requesting a cassette), three of R2 (requesting a pen), five of R3 (requesting a locker key), and one of R4 (asking for the whereabouts of a teacher's office) in the men's data. In the women's data there were two instances of R1, one of R2, five of R3, and two of R4.

	<u>R1</u>	<u>R2</u>	<u>R3</u>	<u>R4</u>
Men:	1	3	5	1
Women:	2	1	5	2

In the next table (Table 3) the head act of each request from the natural data was examined to discover the level of directness of the request strategies employed by the participants.

Table 3: Natural Data: Men: Distribution of request strategies by request situation

<u>Subject/ Request</u>	<u>Request Strategy</u>
1 R3	Mood derivable/ Impositive
2 R3	Mood derivable/ Impositive
3 R1	Preparatory/ Conventional Indirectness
4 R3	Mood derivable/ Impositive
5 R3	Mood derivable/ Impositive
6 R4	Locution derivable/ Impositive
7 R2	Preparatory/ Conventional Indirectness
8 R2	Mood derivable/ Impositive
9 R3	Mood derivable/ Impositive
10 R2	Mood derivable/ Impositive

Totals:

R1: Preparatory/ CI (100% - 1 of 1)

R2: Mood derivable/ IM (66.6% -2 of 3), Prep/ CI (33.3% - 1 of 3)

R3: Mood derivable/ IM (100% - 5 of 5)

R4: Locution Derivable/ IM (100% - 1 of 1)

(IM= Impositive, CI= conventional indirectness, NCI= non-conventional indirectness)

Judging from the table above there appears to be a high incidence of impositives (80%) across all four request situations in the natural data, with the only requests utilizing conventional indirectness being R1 and R2. The same coding steps as above were taken with the DCT data in table 4 shown below.

Table 4: DCT Data: Men: Distribution of request strategies by request situation

<u>Subject/ R</u>	<u>Request Strategy</u>	<u>Subject/ R</u>	<u>Request Strategy</u>
1	R1 Preparatory/ CI	7	R1 Preparatory/ CI
	R2 Preparatory/ CI		R2 Preparatory/ CI
	R3 Preparatory/ CI		R3 Mood derivable/ IM
2	R1 Preparatory/ CI		R4 Locution derivable/ IM
	R2 Preparatory/ CI	8	R1 Preparatory/ CI
	R3 Mood derivable/ IM		R2 Preparatory/ CI
R4 Locution derivable/ IM	R3 Mood derivable/ IM		
3	R1 Preparatory/ CI	R4 Locution Derivable/ IM	
	R2 Preparatory/ CI	9	R1 Preparatory/ CI
	R3 Mood derivable/ IM		R2 Preparatory/ CI
	R4 Preparatory/ CI		R3 Preparatory/ CI
4	R1 Preparatory/ CI		R4 Locution derivable/ IM
	R2 Preparatory/ CI	10	R1 Preparatory/ CI
	R3 Preparatory/ CI		R2 Preparatory/ CI
	R4 Preparatory/ CI		R3 Mood derivable/ IM
5	R1 Preparatory/ CI		R4 Locution derivable/ IM
	R2 Preparatory/ CI	11	R1 Preparatory/ CI
	R3 Preparatory/ CI		R2 Preparatory/ CI
	R4 Preparatory/ CI		R3 Mood derivable/ IM
6	R1 Preparatory/ CI		R4 Preparatory/ CI
	R2 Preparatory/ CI		
	R3 Preparatory/ CI		
	R4 Preparatory/ CI		

Totals:

R1: Preparatory/ CI (100% - 11 of 11)

R2: Preparatory/ CI (100% - 11 of 11)

R3: Mood Derivable/ IM (54.55% - 6 of 11), Preparatory/ CI (45.45% -5 of 11)

R4: Locution Derivable/ IM (54.55% -6 of 11), Preparatory/ CI (45.45% -5 of 11)

In contrast with the natural data in table 3, the table above shows an opposite swing in results across the four request situations with an incidence of 72.7% for conventional indirectness (32 of 44). However, as with the natural data, all incidence of impositives appear in requests 3 and 4 only.

Comparing the men's data results across the two data collection methods, it is reasonable to surmise that male UDLA students indicate that they would be more polite in the self-reported data, in a hypothetical questionnaire, than they really are in the natural data.

The focus on directness in request strategies shifts to the female participants.

Table 5: Natural Data: Women: Distribution of request strategies by request situation

<u>Subject/ request</u>	<u>Request Strategy</u>
1	R3
2	R3
3	R1
4	R3
5	R3
6	R1
7	R4
8	R2
9	R3
10	R4

Totals:

- R1:** Mood derivable/ IM (50% - 1 of 2), Prep/ CI (50% - 1 of 2)
- R2:** Preparatory/ CI (100% - 1 of 1)
- R3:** Mood derivable/ IM (40%- 2 of 5), Want Statement/ CI (20%-1 of 5), Preparatory/ CI (40% -2 of 5)
- R4:** Locution derivable/IM (100% - 2of 2)

This table shows request strategies across all request situations distributed evenly at 50% impositive (5 of 10) and 50% conventional indirectness. However, unlike the men's results from the natural data that recorded no incidents of impositives, in R1 and R2 there is a 33.3% incidence of impositives.

Also contrary to the men's results, R3 and R4 showed 42.85% conventional indirectness compared to none in the men's data.

The same analysis is performed with the Women's DCT data in table 6.

Table 6: DCT Data: Women: Distribution of request strategies by request situation

<u>Subject/ R</u>	<u>Request Strategy</u>	<u>Subject/ R</u>	<u>Request Strategy</u>
1	R1 Preparatory/ CI	7	R1 Preparatory/ CI
	R2 Preparatory/ CI		R2 Preparatory/ CI
	R3 Mood Derivable/ IM		R3 Mood derivable/ IM
	R4 Preparatory/ CI		R4 Locution derivable/ IM
2	R1 Preparatory/ CI	8	R1 Preparatory/ CI
	R2 Mood Derivable/ IM		R2 Preparatory/ CI
	R3 Preparatory/ CI		R3 Mood derivable/ IM
	R4 Preparatory/ CI		R4 Preparatory/ CI
3	R1 Preparatory/ CI	9	R1 Preparatory/ CI
	R2 Preparatory/ CI		R2 Preparatory/ CI
	R3 Mood derivable/ IM		R3 Mood derivable/ IM
	R4 Locution Derivable/ IM		R4 Locution derivable/ IM
4	R1 Preparatory/ CI	10	R1 Preparatory/ CI
	R2 Preparatory/ CI		R2 Preparatory/ CI
	R3 Mood Derivable/ IM		R3 Mood derivable/ IM
	R4 Preparatory/ CI		R4 Locution derivable/ IM
5	R1 Preparatory/ CI	11	R1 Preparatory/ CI
	R2 Preparatory/ CI		R2 Preparatory/ CI
	R3 Preparatory/ CI		R3 Want Statement/ CI
	R4 Preparatory/ CI		R4 Preparatory/ CI
6	R1 Want Statement/ CI		
	R2 Preparatory/ CI		
	R3 Want Statement/ CI		
	R4 Preparatory/ CI		

Totals

- R1:** Preparatory/ CI (90.9% -10 of 11), Want Statement/CI (9.09% -1 of 11)
- R2:** Preparatory/ CI (90.9% -10 of 11), Mood derivable/IM (9.09% -1 of 11)
- R3:** Mood Derivable/IM (63.64% - 7 of 11), Want Statement/CI (18.18% -2 of 11)
Preparatory/ CI (18.18% - 2 of 11)
- R4:** Preparatory/ CI (63.64% - 7 of 11), Locution Derivable/ IM (36.36% 4 of 11)

Comparing the women's data across the two data collection methods reveals less of a contrast between the percentages of conventional indirectness across all situations. This table shows a 72.7% incidence of CI as opposed to 50% CI in the natural data (the men showed a 20% to 72.7% swing).

To further illustrate these findings, the two tables below display the percentages of the strategies used across gender and data collection method.

Table 7: Distribution of the three main request strategy types in the four request situations: Comparing men and women: Natural Data

Request Situation	Strategy Type	Men		Women	
		Instances	%	Instances	%
R1	IM	0	0%	1	50%
	CI	1	100%	1	50%
	NCI	0	0%	0	0%
R2	IM	2	66.7%	0	0%
	CI	1	33.3%	1	100%
	NCI	0	0%	0	0%
R3	IM	5	100%	2	40%
	CI	0	0%	3	60%
	NCI	0	0%	0	0%
R4	IM	1	100%	2	100%
	CI	0	0%	0	0%
	NCI	0	0%	0	0%

Totals: All requests: Men: IM = 8 (80%), CI = 2 (20%)
 Women: Im = 5 (50%), CI = 5 (50%)

Table 7 shows a high incidence of impositive use in both genders.

Table 8: Distribution of main request strategy types in the four situations:

comparing males and females: DCT Data

Request	Strategy	Men		Women	
<u>Situation</u>	<u>Type</u>	<u>Instances</u>	<u>%</u>	<u>Instances</u>	<u>%</u>
R1	IM	0	0%	0	0%
	CI	11	100%	11	100%
	NCI	0	0%	0	0%
R2	IM	0	0%	1	9%
	CI	11	100%	10	91%
	NCI	0	0%	0	0%
R3	IM	6	54.5%	4	36.4%
	CI	5	45.5%	4	63.6%
	NCI	0	0%	0	0%
R4	IM	6	54.5%	4	36.3%
	CI	5	45.5%	7	63.7%
	NCI	0	0%	0	0%

Totals: All requests:

Natural Data: Men: IM = 8 (80%), CI = 2 (20%)

Women: IM = 5 (50%), CI = 5 (50%)

DCT Data: Men: IM = 12 (27.3%), CI = 32 (72.7%)

Women: IM = 12 (27.3%), CI = 32 (72.7%)

Table 8 shows that across all request types on the DCT, the men indicated a 27.3% use of impositives while recording an 80% use in the natural data. The high rate, overall, in the use of conventional indirectness in the DCT data (both men and women 72.7%) parallels the findings from role plays in Uruguayan Spanish (Reiter, 2002) and from a DCT in Argentinian Spanish (Blum-Kulka et al, 1989). The CCSARP studies showed that this was the preferred strategy in all the diverse languages they studied.

Following the CCSARP coding manual, the notion of request perspective is examined next.

3.4 Perspective

As explained in the coding scheme in Chapter 2, the speaker's choice of request perspective offers an important source of variation in requests.

Table 9: Natural Data: Men: Request Perspective in relation to request strategy and request situation

Subject/ Request	Request Perspective	Request Strategy
1 R3	Impersonal	Mood derivable/ IM
2 R3	Impersonal	Mood derivable/ IM
3 R1	Hearer Dominant	Preparatory/ CI
4 R3	Hearer Dominant	Mood derivable/ IM
5 R3	Impersonal	Mood derivable/ IM
6 R4	Impersonal	Locution derivable/ IM
7 R2	Hearer Dominant	Preparatory/ CI
8 R2	Hearer Dominant	Mood derivable/ IM
9 R3	Hearer Dominant	Mood derivable/ IM
10 R2	Hearer Dominant	Mood derivable/ IM

Totals:

- R1:** Hearer dominant (1 of 1): Preparatory/ CI
- R2:** Hearer dominant (3 of 3): 2 Mood Derivable/ IM and 1 Preparatory
- R3:** Impersonal (3 of 5): Mood derivable/ IM
Hearer Dominant (2 of 5): Mood derivable/ IM
- R4:** Impersonal: Locution Derivable/ IM

This table shows that six out of ten (60%) of the request acts employed a hearer dominant strategy with four out of those six instances occurring in conjunction with the use of impositives, and the remaining two instances occurring along with a conventionally indirect strategy.

Broken down by request situation, however, there is a 100% incidence of a hearer dominant strategy in R1 and R2, while R3 and R4 showed an impersonal strategy in four of the six instances (66.7%) where they occurred in the data. That R3 and R4 exhibit a higher incidence of impersonal perspective (a supposedly more polite strategy) is interesting in that in all six instances an impositive (more direct, supposedly less polite) was used.

Table 10: DCT Data: Men: Distribution of request perspective in relation to request strategy and situation

<u>S / R</u>	<u>Request</u>	<u>Perspective</u>	<u>Request</u>	<u>Strategy</u>	<u>Request</u>	<u>Perspective</u>	<u>Request</u>	<u>Strategy</u>
1	R1	Hearer Dominant	CI	7	R1	Hearer Dominant	CI	
	R2	Hearer Dominant	CI		R2	Hearer Dominant	CI	
	R3	Hearer Dominant	CI		R4	Impersonal	IM	
	R4	Impersonal	IM		8	R1	Hearer Dominant	CI
2	R1	Hearer Dominant	CI	R2		Hearer Dominant	IM	
	R2	Hearer Dominant	CI	R3		Impersonal	IM	
	R3	Hearer Dominant	IM	R4		Impersonal	IM	
	R4	Impersonal	IM	9	R1	Hearer Dominant	CI	
3	R1	Hearer Dominant	CI		R2	Hearer Dominant	CI	
	R2	Hearer Dominant	CI		R3	Hearer Dominant	CI	
	R3	Hearer Dominant	IM		R4	Impersonal	IM	
	R4	Hearer Dominant	CI	10	R1	Hearer Dominant	CI	
4	R1	Hearer Dominant	CI		R2	Hearer Dominant	CI	
	R2	Hearer Dominant	CI		R3	Hearer Dominant	IM	
	R3	Hearer Dominant	CI		R4	Impersonal	IM	
	R4	Hearer Dominant	CI	11	R1	Hearer Dominant	CI	
5	R1	Hearer Dominant	CI		R2	Hearer Dominant	CI	
	R2	Hearer Dominant	CI		R3	Hearer Dominant	IM	
	R3	Hearer Dominant	CI		R4	Hearer Dominant	CI	
	R4	Hearer Dominant	CI	6	R1	Hearer Dominant	CI	
R2	Hearer Dominant	CI	R2		Hearer Dominant	CI		
R3	Hearer Dominant	CI	R3		Hearer Dominant	CI		
R4	Hearer Dominant	CI	R4		Hearer Dominant	CI		

Totals:**R1:** All Hearer Dominant: all Preparatory/ CI**R2:** All Hearer Dominant: all Preparatory/ CI**R3:** Hearer Dominant (10): Mood derivable (5) and Preparatory (5),
Impersonal (1): Mood derivable/ IM**R4:** Impersonal (6): all Locution derivable/ IM,
Hearer Dominant (5): all Preparatory/ CI

The table above shows a trend, much like that noted in the natural data, in which R1 and R2 show a high incidence of hearer dominant perspective (100% - 22 of 22). However, instead of the 66.7% incidence of impositives (directness) found in the natural data, these incidents of hearer dominant perspective employ conventionally indirect strategies in 100% of the incidents (22 of 22). In R3 and R4, there is a 68.18% use of hearer dominant perspective (compared to 33.3% in the natural data), and of that total there is a 66.7% incidence of conventional indirectness and 33.3% directness.

Table 11: Natural Data: Women: Distribution of request perspective in relation to request strategy and situation

<u>Subject/ R</u>	<u>Request Perspective</u>	<u>Request Strategy</u>
1 R3	Speaker Dominant	Want Statement/ CI
2 R3	Impersonal	Mood derivable/ IM
3 R1	Hearer Dominant	Mood derivable/ IM
4 R3	Hearer Dominant	Preparatory/ CI
5 R3	Hearer Dominant	Mood derivable/ IM
6 R1	Hearer Dominant	Preparatory/ CI
7 R4	Impersonal	Locution derivable/ IM
8 R2	Hearer Dominant	Preparatory/ CI
9 R3	Hearer Dominant	Preparatory/ CI
10 R4	Speaker Dominant	Locution derivable/ IM

Totals:**R1:** Hearer Dominant (2): Mood derivable/ IM (1) and Preparatory/ CI (1)**R2:** Hearer Dominant (1): Preparatory/ CI**R3:** Hearer Dominant (3): Preparatory/ CI (2) and Mood Derivable/ IM (1),
Speaker Dominant (1): Want Statement/ CI, and
Impersonal (1): Mood derivable/ IM**R4:** Impersonal (1): Locution derivable/ IM,
Speaker Dominant (1): Locution derivable/ IM

This table shows 60% (6 of 10) use of hearer dominant perspective across all request situations (the same as the men), and of that total, conventional indirectness was used 66.7% (4 of 6) of the time. There is a 100% (3 of 3) incidence of hearer dominant perspective in R1 and R2 with 33.3% conventional indirectness. The speaker perspective is used in conjunction with directness in R3 and R4 in nearly every incidence.

Table 12: DCT Data: Women: Request perspective in relation to request strategies and situation

<u>S / R</u>	<u>Request Perspective</u>	<u>Request Strategy</u>	<u>S / R</u>	<u>Request Perspective</u>	<u>Request Strategy</u>		
1	R1	Hearer Dominant	CI	7	R1	Hearer Dominant	CI
	R2	Hearer Dominant	CI		R2	Hearer Dominant	CI
	R3	Hearer Dominant	IM		R3	Hearer Dominant	IM
	R4	Hearer Dominant	CI		R4	Hearer Dominant	IM
2	R1	Hearer Dominant	CI	8	R1	Hearer Dominant	CI
	R2	Hearer Dominant	IM		R2	Hearer Dominant	CI
	R3	Hearer Dominant	CI		R3	Speaker Dominant	IM
	R4	Hearer Dominant	CI		R4	Hearer Dominant	CI
3	R1	Hearer Dominant	CI	9	R1	Hearer Dominant	CI
	R2	Hearer Dominant	CI		R2	Hearer Dominant	CI
	R3	Hearer Dominant	IM		R3	Impersonal	IM
	R4	Speaker Dominant	IM		R4	Impersonal	IM
4	R1	Hearer Dominant	CI	10	R1	Hearer Dominant	CI
	R2	Hearer Dominant	CI		R2	Hearer Dominant	CI
	R3	Hearer Dominant	IM		R3	Impersonal	IM
	R4	Hearer Dominant	CI		R4	Speaker Dominant	IM
5	R1	Hearer Dominant	CI	11	R1	Hearer Dominant	CI
	R2	Hearer Dominant	CI		R2	Hearer Dominant	CI
	R3	Hearer Dominant	CI		R3	Speaker Dominant	CI
	R4	Hearer Dominant	CI		R4	Hearer Dominant	CI
6	R1	Speaker Dominant	CI				
	R2	Hearer Dominant	CI				
	R3	Speaker Dominant	CI				
	R4	Hearer Dominant	CI				

Totals

- R1:** Hearer Dominant (8): Preparatory/CI (7) and Locution derivable/IM (1),
 Speaker Dominant (2): Locution Derivable/ IM,
 Impersonal (1): Locution derivable/ IM
- R2:** All Hearer Dominant: Preparatory/ CI (10) and Mood derivable/IM (1)
- R3:** Hearer Dominant (6): Mood derivable/IM (4) and Preparatory/CI (2),
 Speaker Dominant (3): Want Statement/CI (2) and Mood derivable/IM (1),
 Impersonal (2): Mood derivable/IM
- R4:** Hearer Dominant(8): Preparatory/CI (7) and Locution Derivable/IM (1),
 Speaker Dominant (2): Locution derivable/IM,
 Impersonal (1): Locution derivable/IM

The table above shows a higher rate (72.7%) of hearer dominant perspective across all request situations than the natural data, while at the same time a lower incidence (36% to 50%) of direct request strategies (impositives and locution derivables) which follows trends noted in other variants of Spanish (Márquez Reiter, 2002).

Table 13: Distribution of all request strategies by request perspective

Request Perspective	Men		Women	
	Natural	DCT	Natural	DCT
Hearer Dominant	60%	84.1%	60%	75%
Speaker Dominant	0%	0%	20%	15.9%
Impersonal	40%	15.9%	20%	9.1%

Table 13 displays the overall distribution of request strategies across all situations. It indicates that the results of the women participants showed less deviation between the data collection methods in terms of perspective. For example, as regards the hearer dominant perspective, the women showed a 15% deviation between collection methods compared to 24.1% for the men, and in terms of the impersonal perspective the women showed a 10.9% swing while the men showed a deviation of 24.1%.

Table 14: Distribution of conventionally indirect (CI) strategies by request perspective

Request Perspective	Men		Women	
	Natural	DCT	Natural	DCT
Hearer Dominant	20%	72.7%	50%	65.9%
Speaker Dominant	0%	0%	10%	6.8%
Impersonal	0%	0%	0%	0%

This table shows that an even greater disparity in terms of deviation between data collection methods exists as regards conventionally indirect requests. The women show a swing of 15.9% and the men a 52.7% deviation.

3.5 Request Modification

In this section internal modifiers, such as syntactic downgraders and phrasal downgraders, and external ones such as mitigating supportive moves are examined. As previously explained, a head act is the minimal unit which can

realize a request – it is the core of the request act. The possible external and internal modifications function as a way of upgrading or intensifying and downgrading or softening the imposition of a request. The focus of this section is concentrated on the syntactic downgraders, the conditional, and the subjunctive, and on the mitigating supportive moves, grounders (that justify, explain or give reasons for the imposition), preparators (that prepares the hearer by asking about the potential possibility from the hearer’s perspective), and imposition minimizers (that attempt to reduce the imposition).

Table 15: Internal Modification: Syntactic downgraders (the conditional and the subjunctive) viewed across data collection methods and request situations

Men

<u>Request</u>	<u>Natural Data</u> <u>Syntactic</u> <u>Downgrader</u>		<u>DCT Data</u> <u>Syntactic</u> <u>Downgrader</u>		<u>Total</u>
	<u>Conditional</u>	<u>Subjunctive</u>	<u>Conditional</u>	<u>Subjunctive</u>	
R1	0	0	6	0	6
R2	1	0	10	3	14
R3	0	0	3	0	3
R4	0	0	3	0	3
Totals	1	0	22	3	26

This table shows a 10% use of internal modifiers in the natural data, 1 instance of the conditional in R2, while in the DCT data there is a 56.8% use of internal modifiers, of which 50% is the conditional and 6.8% is the subjunctive. In the DCT data 76% of all internal modifiers appear in R1 and 2, and in the natural data the lone instance of the conditional appears in R2.

Table 16: Internal Modification: Syntactic downgraders (the conditional and the subjunctive) across data collection methods and request situations: **Women**

<u>Request</u>	<u>Natural Data Syntactic Downgrader</u>		<u>DCT Data Syntactic Downgrader</u>		<u>Total</u>
	<u>Conditional</u>	<u>Subjunctive</u>	<u>Conditional</u>	<u>Subjunctive</u>	
R1	0	0	3	0	3
R2	0	0	4	4	8
R3	0	0	2	0	2
R4	0	0	3	0	3
Totals	0	0	12	4	16

The table above shows no incidence of internal modifiers in the natural data, but a 36.4% incidence in the DCT data. This shows a differential between the data collection methods of 36.4%. The distribution of the internal modifiers across all request situations shows R1 & 2 with 68.75% of the total instances and R3 & 4 with 31.25%.

In table 17 below, the men and women's data are compared.

Table 17: Internal Modification: Total of syntactic downgraders (the conditional and the subjunctive) across gender and data collection methods

	Men Syntactic Downgrader		Women Syntactic Downgrader	
	<u>Conditional</u>	<u>Subjunctive</u>	<u>Conditional</u>	<u>Subjunctive</u>
<u>Natural</u>	1 (10%)	0 (0%)	0 (0%)	0 (0%)
<u>DCT</u>	22 (50%)	3 (6.8%)	12 (27.3%)	4 (9.09%)
Totals	23 (52.3%)	3 (6.8%)	12 (27.3%)	4 (9.09%)

Table 17 shows that the difference, in terms of the correspondence between the two data collection methods, 46.8% for the men, while as regards the women, the difference was 36.4%.

Table 18: External Modification: Mitigating Supportive Moves: Preparators (Prep), Grounders (Grdrs) & Imposition Minimizers (Minis) across gender, data collection method, and request situations

	Natural Data			DCT Data			
Men	Mitigating Supportive Move			Mitigating Supportive Move			
<u>R</u>	<u>Preps</u>	<u>Grdrs</u>	<u>Minis</u>	<u>Preps</u>	<u>Grdrs</u>	<u>Minis</u>	<u>Totals</u>
1	0	0	0	1	1	0	2
2	0	0	0	0	0	1	1
3	0	0	0	0	0	0	0
4	0	0	0	1	0	0	1
Totals	0	0	0	2	1	1	4

Women	<u>Preps</u>	<u>Grdrs</u>	<u>Minis</u>	<u>Preps</u>	<u>Grdrs</u>	<u>Minis</u>	<u>Totals</u>
1	0	0	0	0	1	1	2
2	0	0	0	0	0	0	0
3	0	0	0	0	2	0	2
4	0	0	0	0	0	0	0
Totals	0	0	0	0	3	1	4

The table above shows no incidence of mitigating supportive moves in the natural data for either men or women. In the DCT data the results across all request situations show the men and women with the same number of incidents (4) each. As regards the request situations, R1 and R2 show 75% of the instances in the men's data, while in the women's data the distribution is 50% for R1 and R2 and 50% in R3 and R4. In terms of data collection method correlation, both genders showed the same deviation of 9.09%.

3.6 The peripheral elements: Alerters, Politeness markers & the use of Tú vs Usted

As discussed in Chapter 2, in order to begin to analyse a request speech act, it is necessary to isolate the head act by disregarding those elements of the request sequence that are non-essential to the realization of the request. This section examines those non-essential or peripheral elements.

Table 19: Natural Data: The distribution of alerters, politeness markers, and use of tú vs usted across gender and request situations

R	Alerters	Men			Alerter	Women		
		Politeness Markers	Tú vs Ud	(Neutral)		Politeness Markers	Tú vs Ud	(Neutral)
R1	1	1	1	0 (0)	0	2	1	1(0)
R2	2	1	3	0 (0)	1	0	1	0 (0)
R3	1	4	2	0 (3)	1	4	1	2 (2)
R4	0	0	0	0 (1)	2	0	0	1 (0)
Totals	4	6	6	0 (4)	4	6	3	4 (2)

This table shows that the men and women had the same total instances of alerters and politeness markers: four alerters and six politeness markers. From the ten request acts in the data, these totals represent 40% and 60% respectively. As regards the use of *tú* and *usted*, the men used *tú* in 60% of the situations and in the remaining four situations a neutral form of address was used. The women's data showed a 30% use of *tú*, a 40% use of *usted*, and a 30% use of a neutral form of address.

Table 20: DCT Data: Distribution of alerters, politeness markers, and the use of tú vs usted across gender and request situations

R	Men				Women				
	Alerters	Politeness Markers	(Neutral) Tú vs Ud		Alerter	Politeness Markers	(Neutral) Tú vs Ud		
R1	6	2	5	6 (0)	10	4	6	4	(1)
R2	3	1	6	5 (0)	7	5	8	3	(0)
R3	2	3	5	5 (1)	5	7	5	1	(5)
R4	9	0	2	3 (6)	9	0	5	2	(4)
Totals	20	6	18	19 (7)	31	16	24	10	(10)

The table above shows that the men had an incidence of 45.5% as regards alerters and 13.6% as regards politeness markers, compared with 70.5% and 36.4% for the women.

3.7 Verbosity (Length of speech act)

As discussed regarding the coding of the speech acts in Chapter 2, the more mitigating supportive moves and alerters that a request contains, the more this can contribute to a perception of the request as more elaborate and thus more polite and/or deferent.

The length of the request speech acts was arrived at by adding the total number of words per request in all the requests and then calculating the average number of words per act (as per Garrido y Rivera, 2002).

Table 21: Verbosity (Length of speech act) by gender, data collection method and request situation

<u>Data</u>	<u>R</u>	Men		Women	
		<u>Total # of words</u>	<u>Average number</u>	<u>Total # of words</u>	<u>Average number</u>
Nat	R1	9	9	13	6.5
	R2	16	5.3	6	6
	R3	23	4.6	33	6.6
	R4	9	9	11	5.5
Totals		<u>57</u>	<u>5.7</u>	<u>63</u>	<u>6.3</u>
DCT	R1	98	8.9	107	9.73
	R2	67	6.09	76	6.9
	R3	68	6.18	80	7.3
	R4	98	8.9	104	9.45
Totals		<u>331</u>	<u>7.51</u>	<u>367</u>	<u>8.3</u>

This final table shows that the women used a higher average number of words per request act (6.3) across all situations in the natural data than the men (5.7). The women also used a higher average number of words per request act in the DCT data (8.3 to 7.51).

The commentaries accompanying each table in this chapter are discussed in detail in the following chapter.

Chapter 4

Discussion and Implications

In this chapter the discussion of the results of Chapter 3 is presented. The research questions and hypotheses from Chapter 1 are addressed first, and then the implications of the study are discussed. Lastly, the limitations of this study are examined followed by suggestions for further research.

4.1 Discussion of Results

The purpose of this study was to utilize the speech act of requests to investigate and later compare the speech act realization performance of men and women across two data collection methods: gathering natural data and using a DCT questionnaire.

Research Questions:

*Which gender utilizes more strategies to convey politeness in their request act realizations?

The research findings show that in the natural data the women participants in this study, in comparison with the men, used impositives to a lesser degree in their request performance by 30% (50% for the women to 80% for the men).

Correspondingly, the higher use of conventional indirectness by the women (50% to 20%) indicates a greater level of politeness (Blum-Kulka, 87).

However, though the use of impositives conveys a directness that is often perceived (in self-reported data) as less polite in a variety of languages such as Argentinian (Blum-Kulka, 87), Peninsular, and Uruguayan Spanish (Márquez Reiter, 2002), those variants of Spanish show a higher tolerance for impositives in the natural data (Márquez Reiter, 2000).

Rintell (1981) found that conventionally indirect query preparatory request forms such as 'Can you' and 'Would you' (*Me puedes* and *Me Podría*) were rated as more deferent than impositives such as imperatives or want statements. It is important to note that the above use of the term deferent corresponds with politeness.

In the DCT data, the results show parity in the use of conventional indirectness between the men and the women (72.7% to 72.7%). However, in terms of request strategies in the DCT data, an argument could be made that because 6.8% (of 72.7%) of the incidents designated conventional indirectness were want statements, the men demonstrated a higher use of polite forms, however slightly. On the other hand, according to Blum-Kulka et al's (1989) original coding scheme, want statements are coded into the impositive category.

In terms of request perspective, the results do not show substantial differences in as much as the natural data showed parity across the three types of perspective: hearer dominant, speaker dominant and impersonal. Moreover, the DCT data could be interpreted either way. That is, the DCT data showed the men with an 84.1% use of hearer dominant strategy while the women showed 75% which, because this incidence of hearer dominant occurs in tandem with

conventionally indirect strategies 70% of the time, could be construed as the men showing more deference, more politeness (Rintell, 89). However, in the natural data the women used hearer dominant/ conventional indirectness far more often (50% to 20%).

As regards request modification, in all of the data, the lone instance of an internal modifier, that is, the conditional or the subjunctive, appears in the men's natural data, though the difference is not great (1 instance to 0). The fact that the men's DCT data showed a higher incidence of internal modifiers than the women (26 to 16 instances) demonstrates that it is reasonable to surmise that male UDLA students, to a greater extent than the women, indicate that they are more polite, in a hypothetical questionnaire, than they really are.

Finally, in terms of the peripheral elements to the head act such as alerters and politeness markers, the women's DCT data revealed a higher incidence in both categories. The women's DCT data showed 47 instances of both these peripheral elements to 26 for the men with parity in the natural data (10 to 10). The only category where the men demonstrated a higher use of politeness forms was in the use of *usted* in the DCT data, but in the natural data the women had a higher incidence once again. In short, whether elicited by a DCT questionnaire or recorded from natural speech, the women in this study utilized more strategies to convey politeness in their request act realizations, but not by much. The women, as regards the natural data, showed higher incidences of use in a majority of the coding categories that generally indicate greater politeness. However, in the DCT data, the results, in terms of politeness, are

much closer. The results concerning the men and the women's use of politeness strategies are discussed in greater detail in Hypothesis 1 (p. 72).

*Are there differences in the realization performance of requests between the results of data collected from natural data collection and DCT questionnaires? If so, are there gender differences in terms of inter-data collection method reliability, and what are they?

The research findings show that there are marked differences between the results of the two data collection methods in both the men and the women's data. In general, there was a tendency to find more semantic formulas, a greater use of conventional indirectness, a greater use of politeness forms, and greater verbosity in the DCT data than in the natural data. Moreover, the correlation of the results between the two data collection methods across gender showed considerable differences, which are discussed further on in this section.

Regarding request strategies, the men's data show a deviation between the two collection methods of 52.7% concerning the use of impositives (or directness), based on a swing of 80% incidence in the natural data to 27.3% in the DCTA data. In the same category the women's data, however, shows a 22.7% deviation. It should be noted that the 80% incidence of impositives in the men's natural data are in stark contrast with the findings of Haverkate (1994) and Márquez Reiter (2002) that note a strong preference for conventional indirectness in Spanish, even noting a high of 93% when the interlocutors do not know each other well. There are a number of factors that may have contributed

to this high use of impositives. One reason could be that more than half of the data was gathered in December of 2002, which would mean that the students had been using the CAL at that point for the entire semester and thus might no longer have seen any need for any type of formality with the two young employees they had seen behind the service counter for nearly four months.

The difference in the use of conventional indirectness by the men, correspondingly, ranged from 20% in the natural data to 72.7% in the DCT data for a deviation of 52.7%. The women displayed greater inter-data collection method correlation with a deviation of 22.7% compared to 52.7% for the men.

In terms of overall request perspective, the men's data showed a deviation of 24.1% between the two data collection methods while the women's data showed a 15% deviation.

It is interesting to note that with the men's natural data results, four out of six of the instances of hearer dominant strategy occurred in conjunction with impositives (the women showed 3 of 5), which is similar to the results of several studies (Marquez Reiter, 2000, 2002) that have shown that there is a general trend amongst native speakers of several variations of Spanish to choose hearer dominant strategies to realize impositive requests. These Spanish variants range from Argentinian (Blum-Kulka, 1989) to Uruguayan and Peninsular (Márquez Reiter, 2002 and Haverkate, 1994). Those studies showed speakers of Spanish, in comparison with those of English and other languages, to have less compunction about using hearer perspective in requests, particularly requests in the indicative tense.

However, it should be pointed out that the data from the abovementioned studies were elicited through DCT questionnaires and role plays, and not natural data.

As regards request modification, in terms of internal modification such as syntactic downgraders like the conditional and the subjunctive, the men's results showed an inter-data collection method deviation of 49.09% compared to 36.4% for the women. The external modifications showed no differences.

Concerning the peripheral elements of the head act, regarding the men, the deviation between the two data collection methods was 5.5% in the alerters (from a 40% incidence in the natural data to 45.5% in the DCT data). In terms of politeness markers the deviation was 46.4%, based on a 60% incidence in the natural data to 13.6% in the DCT data.

In the women's results, the deviation between collection methods was 30.5% for alerters, based on a 40% rate of incidence in the natural data compared to 70.5% in the DCT data, and for politeness markers, the deviation was 23.6%, based on 60% in the natural data and 36.4% in the DCT data.

Regarding the use of *tú* and *usted*, in the men's results, the deviation between data collection methods concerning the use of *tú* was 19.1% based on 60% Natural data vs 40.9% DCT data. Concerning the use of *usted* the deviation was 43.2% (0% natural data to 43.2% DCT data). For the women, the deviation concerning the use of *tú* was 24.5% (30% natural data to 54.5% DCT data), and for the use of *usted*: 17.3% (40% Natural data to 22.7% DCT data).

Examining verbosity we find the difference between the men's deviation of 1.81 words per request act vs the women's 2.0 per request act seems insignificant except for the fact that the DCT data showed the longer request acts. This trend of both the men and the women's average words per request act being higher in the DCT data than in the natural data is counter to the findings of Rintell & Mitchell (1989) who found that oral data tended to be considerably longer than written data.

Finally, though the factor of the degree of imposition concerning each request situation was not analyzed in any depth, it appears, judging from the literature (Hartford & Bardovi-Harlig, 1992), that the greater degree of difficulty, that is, the greater the imposition perceived by the speaker in an intended request in real life, the greater the deviation observed in such a request between data collection methods. However, as this issue pertains to the present study, the greatest differences observed in the length of speech acts were in R4, which recorded the longer utterances across both data collection methods (not much deviation). The reason seems to have been the fact that the prompt in the DCT required the participants to use specific words (*oficina de profesor Arden*) in a way that the other request situations did not.

Based on the research findings of this study, at this point, the hypotheses tested are revisited.

Hypothesis 1: The results of the data will show that the women use more politeness features across both data collection methods than the men.

This hypothesis is partially supported. The results of this study show that in the seven categories – request strategy, request perspective, internal modification, external modification, alerter & politeness markers, the use of *usted*, and verbosity – women used the forms of these strategies, most often cited as indicating politeness in the literature, more often than the men. However, without knowing the prosodic elements and the body language that the participants used, it is difficult to ascertain if one gender is really more polite than the other. Nevertheless, based on the criteria used here, women used more politeness strategies as regards the natural data in four of the seven categories, with the men using more strategies in one category with two categories even. In the DCT data the men used more in three categories, with the women using more in two with two categories even.

Hypothesis 2: Women will show more consistency than men in their speech act performance in Mexican Spanish between the results of the DCT and the natural data.

This hypothesis is supported. Using the same seven categories used above, the data results show the women's inter-data collection method correlation was greater in four of the seven categories, with the men having a higher correlation in two of the categories, and two categories even. However, in the two categories in which the men displayed a greater correlation between collection methods (alerters & verbosity), the margins were statistically insignificant ($p > .05$).

Hypothesis 3: The results from the data will show a pattern of greater verbosity overall and more varied request strategies used in the results of the DCT data than in the natural data.

This hypothesis is supported. The results of the data show more words were used per request act in the DCT data than in the natural data, and that many more request strategies were used in the DCT data.

Hypothesis 4: Null Hypothesis: There will not be any meaningful differences found regarding gender in terms of the two data collection methods.

This hypothesis is rejected. The results show that there were some notable differences between the men and the women's data results concerning the correlation between the two data collection methods.

4.2 Implications of the study

The results of this study hold some implications for L2 teaching practice in general, but moreover, from a global perspective in a post-NAFTA world, this study and others like it that investigate Mexican Spanish pragmatics carry an ever greater importance to educators and researchers in terms of expanding the knowledge base of Mexican Spanish. From a business perspective wherein pragmatic misunderstandings could prove costly, to the ever-increasing linguistic needs of two pluralistic societies that share a border, enhancing that knowledge base and its pedagogical implications is essential.

Towards that end, this study offers a contribution to the sociolinguistic and pragmatic knowledge base concerning Mexican Spanish.

Learning a language is more than just learning the grammar of a language, it is the adopting of a new way of thinking and ultimately a new way of being, and in order to accomplish that, both the student and the teacher must have information at their disposal that can accurately describe the target language. In order to obtain such information, a greater understanding of data collection methods is paramount. From having a better comprehension of what common practice really is, as opposed to an idealized form, to training students to face more realistic situations such as initiating requests under pressure, our greater understanding of current Mexican Spanish pragmatics is dependent on improving our data collection methodology.

Given the assertions above, the pedagogical implications of studies like this present study are very important, and especially regarding the teaching of foreign languages.

Despite the fact that the importance of teaching pragmatic competence in the classroom dates back to Lakoff (1973), there have been very few empirical studies (LoCastro, 1997; Márquez Reiter, 1997) that have examined the issue. Those that have done so have shown that the ability to communicate and perform in different social contexts and situations (Hymes, 1971) is a competence that can be enhanced by instruction in L2 pragmatics (LoCastro, 1997).

One type of pedagogical benefit, for example, that is derived from new studies in Spanish pragmatics is the trend observed by Márquez Reiter (2000), who noted that among native speakers of several variations of Latin American Spanish, there is a high use of impositives in requesting strategies among people who know each other. This type of information, that can be very helpful for both student and teacher to be aware of, is supported by the results of the present study if one considers the degree of familiarity that may have developed between the interlocutors over the course of the semester.

Additionally, the present study's results concerning the high incidence of conventionally indirect requests among all the participants in the DCT data can be instructive to English-speaking learners of Spanish regarding native speaker perception of idealized vs realized politeness. For example, such a learner might fail to recognize the lack of extra politeness devices (often used in English) accompanying Spanish conventionally indirect requests and/ or their perspective orientation, and thus could come to the conclusion that there are no pragmatic differences in the manner in which requests are realized in the two languages (Márquez Reiter, 2000). More thorough understanding of current, commonly used directness strategies in Mexican Spanish could greatly aid in the avoidance of linguistic misunderstandings such as the example above.

The results of this study also have implications concerning the designing and the writing of Spanish language-teaching textbooks, an endeavor that often relies heavily on understanding data collection methods. A greater

understanding of the differences between data collection methods in terms of results, and particularly in regard to gender, could better support the creation of educational materials.

4.3 Limitations

There are various limitations to this study that will be examined in this section. The first limitation concerns the participants of this study, who were not randomly selected, but rather comprise a sample of convenience. In addition, the number of participants was small, this is especially true concerning the natural data (10 men and 10 women). Another limitation regarding the subject population is the lack of knowledge concerning their socio-economic backgrounds.

The next major limitation of this study pertains to the instruments employed to collect data. The DCT questionnaire's requestive situations were not diverse enough, that is, there were three questions that were simply variations on the same type of request: requesting an article easily within physical reach of the addressee. There was no need to have treated them separately in the analysis because they did not pose enough variation in terms of the imposition of the requests. Moreover, the fifth question on the DCT (later discarded from the analysis) was not written in a manner easily understood by the participants. Additionally, the verbal instructions that preceded the administering of the DCT were given by the researcher who is not a native speaker of Spanish, and thus might not have been given as clearly as possible, leaving room for misinterpretation.

Another limitation of this study is that the matter of social distance and social power was not addressed, though the study was designed in an attempt to avoid them as major factors as already explained in Chapter 2. However, the inclusion of the factors of social distance and social power could expand the implications of this study enormously because social distance appears to be the primary motivating factor in terms of request strategies (Márquez Reiter, 2000).

As regards the forms of analysis utilized, there are limitations concerning the lack of inferential statistics that could have buttressed any claims to statistical significance in the results. The lack of native speaker-like understanding of Spanish on the part of the researcher may well have compromised the analysis in terms of coding, and so in this respect, another limitation of this study was that there was not enough assistance from native speakers of Mexican Spanish.

A final limitation concerns the need for more reference work on data collection method comparisons and on gender differences in communication styles.

4.4 Future research

As well as further investigation of the findings of this study, there are additional areas that can be examined in future research studies on the effects of gender and data collection methods, inter-data collection method reliability, and politeness strategies in Mexican Spanish. In the list below some additional research ideas and research questions are suggested:

- Expanding this present study to consider more varied request situations that would impose different levels of imposition.
- Given that social distance appears to be such a motivating force in the choosing of request strategies, examining why certain social variables might explain the performance of certain speech acts and not others. Trying to observe if it is the nature of the speech acts themselves. In other words, performing a study to see if another speech act shows a different interaction between the same social variables and context as in this study.
- Examining Mexican Spanish request speech act realization performance in varied socio-economic settings.
- Initiating research into the use of mitigating devices in Mexican Spanish.
- Conducting more research in pragmatics and discourse pragmatics in Latin American variants of Spanish.
- Revisiting Searle's speech act categories: a study of assertives, directives, commissives, etc. to determine what combination of social variables is behind a particular speech act behavior.
- Attempting to discover if the conventionally defined and largely accepted as valid request strategy of conventional indirectness means the same across different cultures.

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Appendix A: Pilot DCT

Nombre (opcional)_____ Fecha _____ Edad ____
Sexo_____ Nacionalidad_____ Lengua Materna_____

Familia: estatus socioeconómico: clase baja, clase media, clase media alta,
clase alta

Hay que tomar en cuenta de que para todas las situaciones hipotéticas en este cuestionario haces el papel de tu mismo el estudiante. Se entra en el CAL y detrás del mostrador se encuentra a Ely y Elena, ambos empleados (no profesores) no mucho más grandes que tú.

- 1.Tu profesor te dijo que le pidieras al CAL por un cassette se llama Advanced Grammar. Entrás en el CAL y te acercas el mostrador y dices...
- 2.Necesitas una pluma para escribir algo, y por tanto te acercas el mostrador y dices...
- 3.Necesitas una llave para un locker, te acercas el mostrador y dices
...
- 4.Quieres saber donde se encuentra la oficina de profesor Ullie, se pregunta...
- 5.Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas el mostrador y dices...

Appendix B: Final DCT

Este Cuestionario Es Anónimo

Fecha _____ Sexo _____ Nacionalidad _____

Lengua materna _____ Edad _____

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

 2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

 3. Necesitas una llave para un locker, te acercas al mostrador y dices...

 4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

 5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Appendix C: Translation of the final DCT

Date_____ Sex_____ Nationality_____
 Native language_____ Age_____

What is the approximate monthly income at home? (Indicate) 2000 pesos o menos, 2001-4000, 4001-6000. 6001 –8000. 8001 –12000. 12000 o mayor

In your role as a CAL student, you have to speak with the employees (who are not professors) in order to obtain certain things from time to time. Read the following situations and try to answer them in the most natural manner you would normally use. Keep in mind that the employees are not much older than you.

1. Your professor told you to get a tape in the CAL called Advanced Grammar. You enter the CAL and approach the counter and say...
2. You need a pen to write something, so you approach the counter and say...
3. You need a key for a locker, you approach the counter and say...
4. You want to know where the office of professor Arden is, you ask...
5. You need to hand in some keys to a person who works at the CAL, you approach the counter and say...

Appendix D: Men and women's natural data

Natural data: Men:

- # 1: *¿Un locker, por favor?*
- # 2 *Un locker*
- # 3 *Buenas tardes, ¿Te molesto con este cassette, porfa?*
- # 4 *Buenas tardes, ¿Me das un locker, porfa?*
- # 5 *¿Un locker, por favor?*
- # 6 *¿Dónde se puede encontrar la oficina de profesora Wilkins?*
- # 7 *Hola, ¿Cómo estás? ¿Me prestarías una pluma?*
- # 8 *¿Me prestas una pluma?*
- # 9 *Pásame una llave, por favor*
- # 10 *Disculpe, aquí están las llaves*
- # 11 *Préstame una pluma, por favor*

Natural Data: Women:

- # 1 *Quiero un locker*
- # 2 *Una llave, por favor*
- # 3 *¿Me das este cassette, porfa?*
- # 4 *Buenas tardes, por favor, ¿Me puede prestar una llave?*
- # 5 *Préstame una llave de locker, por favor*
- # 6 *Por favor, ¿Me puede prestar un cassette?*
- # 7 *Disculpe, ¿Por dónde estará su oficina?*
- # 8 *Disculpa, ¿Me puedes prestar una pluma?*
- # 9 *Por favor, ¿Me puede dar la llave de un locker?*
- # 10 *Buenas tardes, ¿Cómo puedo encontrarlo?*
- # 11 *Se puede entregarlas a ella, porfa*

Appendix E: All women's DCT Data

DCT Data

Female # 1

1. *Mi profesor me pidió escuchar este cassette, ¿Me lo podría prestar?*
2. *¿Me podrías prestar tu pluma un momento, por favor?*
3. *¿Me das un locker, por favor? Aquí está mi credencial.*
4. *¿Me podrías decir dónde está la oficina del profesor Arden?*
5. *Estas llaves me las dio profesor Arden, ¿Serías tan amable de entregárselas?*

Female # 2

Disculpa, ¿Tienes el cassette de Advanced Grammar? ¿Me lo podrías dar?
Oye, ¿Me prestas una pluma?
Disculpa, ¿Me podrías dar una llave?
Disculpa, ¿Tú sabes dónde está la oficina del profesor Arden?
Disculpa, me dijeron que entregara estas llaves, aquí tienes

Female # 3

¡Hola! Oye ¿Me puedes prestar el cassette de Advanced Grammar, porfa?
Oye disculpa, ¿tendrás una pluma que me prestes?
Aquí está mi credencial, ¿Me das la llave, porfa?
Disculpa, ¿dónde puedo encontrar al profesor Arden?
Oye, un favor, ¿le podrías dar estas llaves al profesor? Gracias.

Female # 4

Hola, ¿Me puedes dar el cassette de Advanced Grammar, por favor?
¿Tienes una pluma que me prestes, por favor?
Me das la llave de un locker, por favor
Disculpa, ¿Me puedes decir dónde está la oficina del profesor Arden?
¿Te puedo dejar a ti estas llaves?

Female # 5

¿Me puede dar el cassette Advanced Grammar, por favor?

Oiga, ¿Me puede prestar una pluma, por favor?

¿Me daría una llave para un locker, por favor?

Oiga, ¿Usted sabe cuál es la oficina del profesor Arden?

Muchas gracias, aquí están las llaves que me prestó.

Female # 6

¡Hola! Necesito un cassette que se llama Advanced Grammar.

¿Tendrías una pluma que me prestes?

Necesito un locker

¿Sabes dónde está la oficina del profesor Arden?

Aquí están las llaves.

Female # 7

Hola, oye, ¿me puedes dar el cassette de Advanced Grammar, por favor?

¿Me puedes prestar tu pluma, porfa?

Oye, ¿Me das una llave también, por favor?

Hola, una pregunta, ¿Cuál es la oficina del profesor Arden?

Hola, te doy esto, porfa.

Female # 8

Hola, buenas tardes, ¿Tendrías por ahí el cassette de Advanced Grammar?

Hola, disculpa, ¿Podrías prestarme una pluma?

Hola, buenas tardes, vengo por una llave para un locker.

Disculpa, ¿Podrías indicarme por dónde queda la oficina del profesor Arden?

Disculpe, aquí están las llaves.

Female # 9

¡Hola! ¿Tienes el cassette Advance?

¿Tienes una pluma que me puedas prestar?

¡Buenas tardes! Una llave, por favor.

¡Hola! ¿Dónde está la oficina del profesor Arden?

Aquí tiene la llave, ¡gracias!

Female # 10

¿Me permite el folder de material en Inglés?

Por favor, ¿Me permite un bolígrafo?

Un locker, por favor.

Disculpe, ¿Dónde puedo encontrar la oficina del profesor...?

¿Me podría hacer el favor de entregarle estas llaves a ella?

Female # 11

¿Me puede dar el cassette de Advanced Grammar?

¿Me puede prestar una pluma, por favor?

Necesito una llave para un locker.

¿Me podría decir en dónde está la oficina del profesor Arden?

¿Puedes entregarle estas llaves al profesor? Gracias.

Appendix F: All men's DCT Data

DCT Data: Men

Male # 1

¿Tendrás el cassette de “Advanced Grammar?”

¿Me podrías prestar la pluma?

¿Te molesto con un locker?

Disculpe, ¿El profesor Arden?

Aquí tienes.

Male # 2

¿Me puede dar el libro focus on Grammar?

¿Tendrá una pluma que me preste?

¿Me da un locker?

Disculpe, ¿En dónde está la oficina del profesor Arden?

Aquí tiene.

Male # 3

Hola, buenas tardes, ¿de casualidad tendrá el cassette de Advanced Grammar?

Disculpe, ¿Me prestaría un segundito su pluma?

Buenas tardes, ¿Me presta una llave para el locker?

Disculpe, ¿De casualidad sabe dónde queda la oficina del profesor Arden?

Hola, vengo a entregar estas llaves.

Male # 4

Mi profesor me pidió que encontrara un cassette que se llama Advanced Grammar, ¿me lo puede prestar?

¿Podrían prestarme una pluma?

¿Me podría prestar una llave para un locker?

¿Me podría decir dónde está la oficina del profesor Arden?

¿Podrían entregarle estas llaves al profesor?

Male # 5

Hola, ¿Me puedes dar el cassette de Advanced Grammar, por favor?

Disculpa, ¿Tendrás una pluma que me prestes?

¿Me puedes dar una llave, por favor?

¿Me podrías decir dónde se encuentra la oficina del profesor Arden?

Disculpa, necesito entregar las llaves al profesor, ¿sabes dónde lo puedo localizar?

Male # 6

Buenas tardes, ¿Me podría prestar el cassette de Advanced Grammar?

Disculpe, ¿Me podría permitir una pluma rapidísimo?

Buenas tardes, ¿Me podría dar un locker?

Buenas Tardes, disculpe, ¿podría decirme cuál es la oficina del profesor Arden?

Disculpe, ¿Podría entregarle a Juan Perez estas llaves?

Male # 7

Buenas tardes, ¿Me puedes dar el cassette de Advanced Grammar?

¿Me puedes prestar una pluma?, y ahorita la regreso.

¿Me prestas una llave para el locker?

Hola, oye, ¿Dónde está la oficina del profesor Arden?

¿Puedo dejar estas llaves para una persona?

Male # 8

¿Puede prestarme el cassette Advanced Grammar?

¿Tendrá una pluma que me preste?

Un locker , por favor.

¿Dónde está la oficina del profesor Arden?

Venía para entregarle estas llaves al profesor.

Male # 9

¿Me podría dar el Advanced Grammar?

¿Podría prestarme una pluma?

¿Podría darme la llave de un locker?

Disculpe, ¿Dónde se encuentra la oficina el profesor Arden?

¿Se podría entregarle al profesor estas llaves?

Male # 10

Disculpa, ¿Me podrías prestar el cassette del Advanced Grammar?

¿Me podrías prestar tu lapicero?

¿Me das un locker?

Disculpa, ¿Cuál es la oficina del profesor Arden?

¿Le podrías entregar estas llaves a ...?

Male # 11

¿Tendrás el cassette Advanced Grammar, por favor?

¿Me podrías prestar una pluma, por favor?

¿Me das una llave, por favor?

¿Sabes dónde está la oficina el profesor Arden?

Aquí están las llaves, gracias.

Appendix G: Complete DCT Questionnaires

Females: 1: Este Cuestionario Es Anónimo

Fecha 27-Feb-03 Sexo F

Nacionalidad Mexicana

Lengua materna Español

Edad 24

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001–4000, 4001–6000, 6001–8000, 8001–12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Mi profesor me pidió escuchar este cassette, ¿Me lo podría prestar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Me podrías prestar tu pluma un momento, por favor?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me das un locker, por favor? Aquí está mi credencial.

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¿Me podrías decir dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Estas llaves me las dio profesor Arden, ¿Serías tan amable de entregárselas?

2-Este Cuestionario Es Anónimo

Fecha 27-Feb-03 Sexo F Nacionalidad Mexicana

Lengua materna Español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Disculpa, ¿Tienes el cassette de Advanced Grammar? ¿Me lo podrías dar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Oye, ¿Me prestas una pluma?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Disculpa, ¿Me podrías dar una llave?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpa, ¿Tú sabes dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Disculpa, me dijeron que entregara estas llaves, aquí tienes

3-Este Cuestionario Es Anónimo

Fecha 26-02-03 Sexo Femenino Nacionalidad mexicana

Lengua materna Castellano Edad 21

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¡Hola! Oye ¿Me puedes prestar el cassette de Advanced Grammar, porfa?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Oye disculpa, ¿tendrás una pluma que me prestes?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Aquí está mi credencial, ¿Me das la llave, porfa?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpa, ¿dónde puedo encontrar al profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices Oye, un favor, ¿le podrías dar estas llaves al profesor? Gracias.

4-Este Cuestionario Es Anónimo

Fecha 26-02-03 Sexo femenino Nacionalidad mexicana

Lengua materna español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Hola, ¿Me puedes dar el cassette de Advanced Grammar, por favor?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Tienes una pluma que me prestes, por favor?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Me das la llave de un locker, por favor

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpa, ¿Me puedes decir dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

¿Te puedo dejar a ti estas llaves?

5-Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo F Nacionalidad mexicana

Lengua materna castellano Edad 21

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Me puede dar el cassette Advanced Grammar, por favor?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Oiga, ¿Me puede prestar una pluma, por favor?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me daría una llave para un locker, por favor?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Oiga, ¿Usted sabe cuál es la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Muchas gracias, aquí están las llaves que me prestó.

6-Este Cuestionario Es Anónimo

Fecha 27 -Feb -03 Sexo femenino Nacionalidad mexicana

Lengua materna español Edad 21

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¡Hola! Necesito un cassette que se llama Advanced Grammar.

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Tendrías una pluma que me prestes?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Necesito un locker

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¿Sabes dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Aquí están las llaves.

7 -Este Cuestionario Es Anónimo

Fecha 26 -feb -03 Sexo F Nacionalidad mexicana

Lengua materna español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1.Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entras en el CAL y te acercas al mostrador y dices...

Hola, oye, ¿me puedes dar el cassette de Advanced Grammar, por favor?

2.Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Me puedes prestar tu pluma, porfa?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Oye, ¿Me das una llave también, por favor?

4.Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Hola, una pregunta, ¿Cuál es la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Hola, te doy esto, porfa.

8 -Este Cuestionario Es Anónimo

Fecha 25-feb-03 Sexo female Nacionalidad mexicana

Lengua materna español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1.Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Hola, buenas tardes, ¿Tendrías por ahí el cassette de Advanced Grammar?

2.Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Hola, disculpa, ¿Podrías prestarme una pluma?

3.Necesitas una llave para un locker, te acercas al mostrador y dices...

Hola, buenas tardes, vengo por una llave para un locker.

4.Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpa, ¿Podrías indicarme por dónde queda la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Disculpe, aquí están las llaves.

9 -Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo fem Nacionalidad mexicana

Lengua materna español Edad 18

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¡Hola! ¿Tienes el cassette Advance?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Tienes una pluma que me puedas prestar?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¡Buenas tardes! Una llave, por favor.

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¡Hola! ¿Dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Aquí tiene la llave, ¡gracias!

10 -Este Cuestionario Es Anónimo

Fecha 27-feb-03 Sexo F Nacionalidad Mexicana

Lengua materna Español Edad 18

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Me permite el folder de material en Inglés?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Por favor, ¿Me permite un bolígrafo?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Un locker, por favor.

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpe, ¿Dónde puedo encontrar la oficina del profesor...?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

¿Me podría hacer el favor de entregarle estas llaves a ella?

11 -Este Cuestionario Es Anónimo

Fecha 27 -2 -03 Sexo femenino Nacionalidad mexicana

Lengua materna Español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1.Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Me puede dar el cassette de Advanced Grammar?

2.Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Me puede prestar una pluma, por favor?

3.Necesitas una llave para un locker, te acercas al mostrador y dices...

Necesito una llave para un locker.

4.Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¿Me podría decir en dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

¿Puedes entregarle estas llaves al profesor? Gracias.

Men: 1 -Este Cuestionario Es Anónimo

Fecha 27-04-03 Sexo Masc Nacionalidad Mexicana

Lengua materna Español Edad 19

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Tendrás el cassette de “Advanced Grammar?”

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Me podrías prestar la pluma?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Te molesto con un locker?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpe, ¿El profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Aquí tienes.

2 -Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo Masculino Nacionalidad Mexicano

Lengua materna español Edad 19

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Me puede dar el libro focus on Grammar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Tendrá una pluma que me preste?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me da un locker?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpe, ¿En dónde está la oficina del profesor Arden

?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Aquí tiene.

3 -Este Cuestionario Es Anónimo

Fecha 27-feb-03 Sexo M Nacionalidad Mexicana

Lengua materna Español Edad 21

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Hola, buenas tardes, ¿de casualidad tendrá el cassette de Advanced Grammar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Disculpe, ¿Me prestaría un segundito su pluma?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Buenas tardes, ¿Me presta una llave para el locker?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpe, ¿De casualidad sabe dónde queda la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Hola, vengo a entregar estas llaves.

4 -Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo M Nacionalidad Mexicana

Lengua materna Español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Mi profesor me pidió que encontrara un cassette que se llama Advanced Grammar, ¿me lo puede prestar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Podrían prestarme una pluma?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me podría prestar una llave para un locker?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¿Me podría decir dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

¿Podrían entregarle estas llaves al profesor?

5 -Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo masculino Nacionalidad Mexicana

Lengua materna Español Edad 19

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Hola, ¿Me puedes dar el cassette de Advanced Grammar, por favor?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Disculpa, ¿Tendrás una pluma que me prestes?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me puedes dar una llave, por favor?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¿Me podrías decir dónde se encuentra la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Disculpa, necesito entregar las llaves al profesor, ¿sabes dónde lo puedo localizar?

6 -Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo Masculino Nacionalidad Mexicana

Lengua materna Español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Buenas tardes, ¿Me podría prestar el cassette de Advanced Grammar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

Disculpe, ¿Me podría permitir una pluma rapidísimo?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Buenas tardes, ¿Me podría dar un locker?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Buenas Tardes, disculpe, ¿podría decirme cuál es la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Disculpe, ¿Podría entregarle a Juan Perez estas llaves?

7 -Este Cuestionario Es Anónimo

Fecha 27 –febrero Sexo Masculino Nacionalidad Mexicana

Lengua materna Español Edad 22

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001 –4000, 4001 –6000, 6001 –8000, 8001 –12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1.Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Buenas tardes, ¿Me puedes dar el cassette de Advanced Grammar?

2.Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Me puedes prestar una pluma?, y ahorita la regreso.

3.Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me prestas una llave para el locker?

4.Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Hola, oye, ¿Dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

¿Puedo dejar estas llaves para una persona?

8 -Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo M Nacionalidad Mexicano

Lengua materna Español Edad 19

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Puede prestarme el cassette Advanced Grammar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Tendrá una pluma que me preste?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

Un locker, por favor.

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¿Dónde está la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Venía para entregarle estas llaves al profesor.

9 -Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo Masculino Nacionalidad Mexicano

Lengua materna Español Edad 20

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Me podría dar el Advanced Grammar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Podría prestarme una pluma?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Podría darme la llave de un locker?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpe, ¿Dónde se encuentra la oficina el profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

¿Se podría entregarle al profesor estas llaves?

10-Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo Masculino Nacionalidad Mexicana

Lengua materna Español Edad 21

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

Disculpa, ¿Me podrías prestar el cassette del Advanced Grammar?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Me podrías prestar tu lapicero?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me das un locker?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

Disculpa, ¿Cuál es la oficina del profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

¿Le podrías entregar estas llaves a ...?

11-Este Cuestionario Es Anónimo

Fecha 27-02-03 Sexo Masculino Nacionalidad Mexicana

Lengua materna Español Edad 21

¿Cuáles son los ingresos mensuales aproximados en tu casa? (Indica) 2000 pesos o menos, 2001-4000, 4001-6000, 6001-8000, 8001-12000, 12001 pesos o mayor

En tu papel como estudiante del CAL, tienes que hablar con los empleados (no profesores) para conseguir ciertas cosas de vez en cuando. Lee las siguientes situaciones y trata de contestarlas de la manera más natural que normalmente usarías. Toma en cuenta que los empleados no son mucho mayores que tú.

1. Tu profesor te dijo que pidieras un cassette en el CAL que se llama Advanced Grammar. Entrás en el CAL y te acercas al mostrador y dices...

¿Tendrás el cassette Advanced Grammar, por favor?

2. Necesitas una pluma para escribir algo, así que te acercas al mostrador y dices...

¿Me podrías prestar una pluma, por favor?

3. Necesitas una llave para un locker, te acercas al mostrador y dices...

¿Me das una llave, por favor?

4. Quieres saber dónde se encuentra la oficina del profesor Arden, preguntas....

¿Sabes dónde está la oficina el profesor Arden?

5. Necesitas entregarle unas llaves a una persona que trabaja en el CAL, te acercas al mostrador y dices...

Aquí están las llaves, gracias.

Appendix H: Coded Data

Natural data: Coded according to the CCSARP

MEN:

1 (3) ¿Un locker, por favor? (word total: 4)

Head act: (Me das) un locker, **Politeness marker:** por favor, **Request perspective:** impersonal, **Request Strategy:** Mood Derivable

2 (3) Un locker (word total: 2)

Head act: (Me das) un locker, **Request Perspective:** impersonal, **Request Strategy:** Mood Derivable

3 (1) Buenas tardes, ¿Te molesto con este cassette, porfa? (word total: 6)

Head act: con este cassette, **Politeness marker:** porfa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Alerter:** Buenas tardes, Use of Tu

4 (3) Buenas tardes, ¿Me das un locker, porfa? (word total:7)

Head Act: Me das un locker, **Politeness marker:** porfa, **Request Perspective:** Hearer Dominant, **Request Strategy:** Mood Derivable, **Alerter:** Buenas tardes, Use of Tu

5 (3) ¿Un locker, por favor? (word total: 4)

Head act: (Me das) Un locker, **Politeness marker:** por favor, **Request Perspective:** impersonal, **Request Strategy:** Mood Derivable

6 (4) ¿Dónde se puede encontrar la oficina de profesora Wilkins? (word total: 9)

Head Act: Donde se puede encontrar, **Request Perspective:** impersonal, **Request Strategy:** Locution derivable

7 (2) Hola, ¿Cómo estás? ¿Me prestarías una pluma? (word total: 7)

Head Act: me prestarías (una pluma), **Request Perspective:** Hearer dominance, **Request Strategy:** Preparatory, **Alerters:** Hola, ¿cómo estás?, **Syntactic Downgraders:** conditional: prestarías, Use of Tu

8 (2) ¿Me prestas una pluma? (word total: 4)

Head Act: Me prestas una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

9 (3) Pásame una llave, por favor (word total: 5)

Head Act: Pásame una llave, **Politeness marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

10 (3) Disculpe, ¿le puede dar estas llaves al profesor? (word total: 8)

Head Act: Le puede dar estas llaves al profesor, **Alerter/ Attention Getter:** Disculpe, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Usted

11 (2) Préstame una pluma, por favor (word total: 5)

Head Act: Préstame una pluma, **Politeness marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

Natural Data: Women:

1 (3) Quiero un locker (word total: 3)

Head Act: Quiero un locker, **Request Perspective:** Speaker dominant, **Request Strategy:** Want Statement

2 (3) Una llave, por favor (word total: 4)

Head Act: (Me das) una llave, **Politeness marker:** por favor, **Request Perspective:** Impersonal, **Request Strategy:** Mood Derivable

3 (1) ¿Me das este cassette, porfa? (word total: 5)

Head Act: Me das este cassette, **Politeness marker:** porfa, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood derivable, Use of Tu

4 (3) Buenas tardes, por favor, ¿Me puede prestar una llave? (word total: 9)

Head Act: Me puede prestar una llave, **Alert/ Attention Getter:** Buenas tardes, **Politeness marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Usted

5 (3) Préstame una llave de locker, por favor (word total: 7)

Head Act: Préstame una llave, **Politeness marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood derivable, Use of Tu

6 (1) Por favor, ¿Me puede prestar un cassette? (word total: 7)

Head Act: ¿Me puede prestar un cassette?, **Politeness marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Usted

7 (4) Disculpe, ¿Por dónde estará su oficina? (word total: 6)

Head Act: Por donde estará su oficina, **Alerter/ Attention Getter:** Disculpe, **Request Perspective:** Impersonal, Request Strategy: Locution Derivable, Use of Usted

8 (2) Disculpa, ¿Me puedes prestar una pluma? (word total: 6)

Head Act: Me puedes prestar una pluma, **Alerter/ Attention Getter:** Disculpa, **Request Perspective:** Hearer dominant, Request Strategy: Preparatory, Use of Tu

9 (3) Por favor, ¿Me puede dar la llave de un locker? (word total: 10)

Head Act: Me puede dar la llave, **Politeness marker:** por favor, **Request Perspective:** Hearer dominant, Request Strategy: Preparatory, Use of Tu

10 (4) Buenas tardes, ¿Cómo puedo encontrarlo? (word total: 5)

Head Act: Como puedo encontrarlo, **Alerter/ Formal Greeting:** Buenas tardes, **Request Perspective:** Speaker dominant, Request Strategy: Locution Derivable

11 (5) ¿Se puede entregarlas a ella, porfa? (word total: 5)

Head Act: Se puede entregarlas a ella, **Politeness marker:** porfa, **Request Perspective:** Impersonal, Request Strategy: Preparatory

DCT Data

Female # 1

1 -Mi profesor me pidió escuchar este cassette, ¿Me lo podría prestar? (word total: 11)

Head Act: ¿Me lo podría prestar?, **Mitigating Supportive Move:** **Grounder:** Mi profesor me pidió escuchar este cassette, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** Conditional: podría, Use of Usted

2 -¿Me podrías prestar tu pluma un momento, por favor? (word total: 9)

Head Act: ¿Me podrías prestar tu pluma?, **Politeness Marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Conditional:** podrías, Phrasal Downgrader: Understater: un momento, Use of Tu

3 -¿Me das un locker, por favor? Aquí está mi credencial. (word total: 10)

Head Act: Me das un locker, **Politeness Marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood derivable, **Mitigating Supportive Move:** **Grounder:** Aquí está mi credencial, Use of Tu

4 -¿Me podrías decir dónde está la oficina del profesor Arden? (word total: 10)

Head Act: donde está la oficina del profesor Arden, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgraders:** **Conditional:** podrías, Use of Tu

(Estas llaves me las dio profesor Arden, ¿Serías tan amable de entregárselas?) (word total: 12)

Female # 2

1 -Disculpa, si tienes el cassette de Advanced Grammar, ¿Me lo podrías dar? (word total:12)

Head Act: ¿Me lo podrías dar?, **Alerter/ Attention Getter:** Disculpa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Mitigating Supportive Move: Imposition Minimizer:** si tienes el cassette, **Syntactic Downgrader: Conditional:** podrías, Use of Tu

2 -Oye, ¿Me prestas una pluma? (word total: 5)

Head Act: ¿Me prestas una pluma?, **Alerter/ Attention Getter:** Oye, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

3 -Disculpa, ¿Me podrías dar una llave? (word total: 6)

Head Act: ¿Me podrías dar una llave?, **Alerter/ attention getter:** Disculpa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podrías, Use of Tu

4 -Disculpa, ¿Tú sabes dónde está la oficina del profesor Arden? (word total: 10)

Head Act: Dónde está la oficina del profesor Arden?, **Alerter/ Attention Getter:** Disculpa, Request Perspective: Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

(Disculpa, me dijeron que entregara estas llaves, aquí tienes) (word total: 9)

Female # 3

1 -¡Hola! Oye ¿Me puedes prestar el cassette de Advanced Grammar, porfa? (word total:11)

Head Act: Me puedes prestar el cassette de advanced Grammar?, **Alerter/ Attention Getter:** ¡Hola!, oye, **Politeness Marker:** porfa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory , Use of Tu

2 -Oye disculpa, ¿tendrás una pluma que me prestes? (word total: 8)

Head Act: tendrás una pluma, **Alerter/ Attention Getter:** Oye, disculpa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Subjunctive:** que me prestes & **Conditional:** tendrás, Use of Tu

3 -Aquí está mi credencial, ¿Me das la llave, porfa? (word total: 9)

Head Act: Me das la llave, **Politeness marker:** porfa, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, **Mitigating Supportive Move:** **Grounder:** Aquí está mi credencial, Use of Tu

4 -Disculpa, ¿dónde puedo encontrar al profesor Arden? (word total: 7)

Head Act: Dónde puedo encontrar al profesor Arden, **Alerter/ Attention:** Disculpa, **Request Perspective:** Speaker dominant, **Request Strategy:** Locution Derivable

(Oye, un favor, ¿le podrías dar estas llaves al profesor? Gracias.) (word total: 11)

Female # 4

1 -Hola, ¿Me puedes dar el cassette de Advanced Grammar, por favor? (word total: 11)

Head Act: Me puedes dar el cassette, **Politeness Marker:** por favor, **Alerter/ Attention:** Hola, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

2 -¿Tienes una pluma que me prestes, por favor? (word total: 8)

Head Act: Tienes una pluma, **Politeness Marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** Subjunctive: que me prestes, Use of Tu

3 -¿Me das la llave de un locker, por favor? (word total: 9)

Head Act: Me das la llave, **Politeness Marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

4 -Disculpa, ¿Me puedes decir dónde está la oficina del profesor Arden? (word total: 11)

Head Act: Me puedes decir dónde está la oficina del profesor Arden, **Alerter/ Attention Getter:** Disculpa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

Female # 5

1 -¿Me puede dar el cassette Advanced Grammar, por favor? (word total:9)

Head Act: Me puede dar el cassette Advanced Grammar, **Politeness Marker:** por favor,

Request Perspective: Hearer dominant, **Request Strategy:** Preparatory, **Use of usted**

2 -Oiga, ¿Me puede prestar una pluma, por favor? (word total:8)

Head Act: Me puede prestar una pluma, **Politeness Marker:** por favor, **Request**

Perspective: Hearer dominant, **Request Strategy:** Preparatory, **Use of Usted**

3 -¿Me daría una llave para un locker, por favor? (word total:9)

Head Act: Me daría una llave para un locker, **Politeness Marker:** por favor, **Request**

perspective: Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:**

Conditional: daría, **Use of Usted**

4 -Oiga, ¿Usted sabe cuál es la oficina del profesor Arden? (word total:10)

Head Act: Usted sabe cuál es la oficina del profesor Arden, **Alertter/ Attention Getter:**

Oiga, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Use of**
Usted

(Muchas gracias, aquí están las llaves que me prestó). (word total:9)

Female # 6

1 - ¡Hola! Quiero un cassette que se llama Advanced Grammar. (word total:9)

Head Act: Quiero un cassette que se llama Advanced Grammar, **Alertter/ Attention getter:** ¡Hola!, **Request Perspective:** Speaker dominant, **Request Strategy:** Want Statement

2 -¿Tendrías una pluma que me prestes? (word total:6)

Head Act: Tendrías una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Conditional:** Tendrías, and **Subjunctive:** que me prestes, Use of Tu

3 -Quiero un locker (word total:3)

Head Act: Quiero un locker, **Request Perspective:** Speaker dominant, **Request Strategy:** Want Statement

4 -¿Sabes dónde está la oficina del profesor Arden? (word total:8)

Head Act: dónde está la oficina del profesor Arden, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

(Aquí están las llaves.) (word total:4)

Female # 7

1 -Hola, oye, ¿me puedes dar el cassette de Advanced Grammar, por favor? (word total:12)

Head Act: Me puedes dar el cassette de Advanced Grammar, **Politeness Marker:** por favor, **Alerter/ Attention getter:** Hola & oye, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

2 -¿Me puedes prestar tu pluma, porfa? (word total: 6)

Head Act:Me puedes prestar tu pluma, **Politeness Marker:** porfa, **Request perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

3 -Oye, ¿Me das una llave, por favor? (word total:8)

Head Act: Me das una llave, **Politeness Marker:** por favor, **Alerter/ Attention Getter:** Oye, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

4 -Hola, una pregunta, ¿Cuál es la oficina del profesor Arden? (word total:10)

Head Act: Cuál es la oficina del profesor Arden, **Alerter/ Attention Getter:** Hola & una pregunta, **Request Perspective:** Hearer dominant, **Request Strategy:** Locution Derivable

(Hola, te doy esto, porfa.) (word total:5)

Female # 8

1 -Hola, buenas tardes, ¿Tendrías por ahí el cassette de Advanced Grammar? (word total:11)

Head Act: Tendrías por ahí el cassette de Advanced Grammar, **Alerter/ Attention Getter:** Hola & buenas tardes, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** Tendrías, Use of Tu

2 -Hola, disculpa, ¿Podrías prestarme una pluma? (word total:6)

Head Act: Podrías prestarme una pluma, **Alerter/ Attention Getter:** Hola & disculpa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** Podrías, Use of Tu

3 -Hola, buenas tardes, vengo por una llave para un locker. (word total:10)

Head Act: Vengo por una llave para un locker, **Alerter/ Attention Getter:** Hola & buenas tardes, **Request Perspective:** Speaker dominant, **Request Strategy:** Mood Derivable

4 -Disculpa, ¿Podrías indicarme por dónde queda la oficina del profesor Arden?(total: 11)

Head Act: Podrías indicarme por dónde queda la oficina del profesor Arden, **Alerter / Attention Getter:** Disculpa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** Podrías, Use of Tu

(Disculpe, aquí están las llaves.)

(word total:5)

Female # 9

1 -¡Hola! ¿Tienes el cassette Advance? (word total: 5)

Head Act: Tienes el cassette **Advance**, **Alerter/ Attention Getter:** ¡Hola!, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

2 -¿Tienes una pluma que me puedas prestar? (word total:7)

Head Act: Tienes una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Syntactic Downgrader: Subjunctive: que me puedas prestar, Use of Tu

3 -¡Buenas tardes! Una llave, por favor. (word total:6)

Head Act: (Me das) Una llave, **Politeness Marker:** por favor, **Alerter/ Attention Getter:** ¡Buenas tardes!, **Request perspective:** Impersonal, **Request Strategy:** Mood Derivable

4 -¡Hola! ¿Dónde está la oficina del profesor Arden? (word total: 8)

Head Act: Dónde está la oficina del profesor Arden, **Alerter/ Attention Getter:** ¡Hola!, **Request Perspective:** Impersonal, **Request Strategy:** Locution Derivable

(Aquí tiene la llave, ¡gracias!) (word total:5)

Female # 10

1 -¿Me permite el folder de material en Inglés? (word total:8)

Head Act: Me permite el folder de material en inglés, **Request Perspective:** Hearer Dominant, **Request Strategy:** Preparatory, Use of Usted

2 -Por favor, ¿Me permite una pluma? (word total:6)

Head Act: Me permite una pluma, **Politeness Marker:** Por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Usted

3 -Un locker, por favor. (word total:4)

Head Act: (Me da) Un locker, **Politeness Marker:** por favor, **Request Perspective:** Impersonal, **Request Strategy:** Mood Derivable

4 -Disculpe, ¿Dónde puedo encontrar la oficina del profesor...? (word total:8)

Head Act: Dónde puedo encontrar la oficina del profesor Arden, **Alertter/ Attention getter:** Disculpe, **Request Perspective:** Speaker dominant, **Request Strategy:** Locution Derivable, Use of Usted

(¿Me podría hacer el favor de entregarle estas llaves a ella?) (word total:10)

Female # 11

1 -¿Me puede dar el cassette de Advanced Grammar? (word total:8)

Head Act: Me puede dar el cassette de Advanced Grammar, **Request Perspective:** Hearer dominant, Request Strategy: Preparatory, Use of Usted

2 -¿Me puede prestar una pluma, por favor? (word total: 7)

Head Act: Me puede prestar una pluma, **Politeness marker:** por favor, **Request Perspective:** Hearer dominant, Request Strategy: preparatory, Use of usted

3 -Quiero una llave para un locker. (word total:6)

Head Act: Quiero una llave para un locker, **Request Perspective:** Speaker dominant, **Request Strategy:** Want Statement

4 -¿Me podría decir en dónde está la oficina del profesor Arden? (word total:11)

Head Act: Me podría decir en dónde está la oficina del profesor Arden, **Request Perspective:** Hearer dominant, Request Strategy: Preparatory, Syntactic Downgrader: Conditional: Podría, Use of Usted

(¿Puedes entregarle estas llaves al profesor? Gracias.) (word total:7)

DCT Data: Men

Male # 1

1 -¿Tendrás el cassette de “Advanced Grammar?” (word total:6)

Head Act: Tendrás el cassette de “Advanced Grammar, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Conditional:** Tendrás, Use of Tu

2 -¿Me podrías prestar la pluma? (word total:5)

Head Act: Me podrías prestar la pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Conditional:** podrías, Use of Tu

3 -¿Te molesto con un locker? (word total:5)

Head Act: Te molesto con un locker, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

4 -Disculpe, ¿El profesor Arden? (word total:4)

Head Act: (Dónde está) El profesor Arden, **Alertter/ Attention Getter:** Disculpe, **Request Perspective:** Impersonal, **Request Strategy:** Locution Derivable, Use of Usted

(Aquí tienes.)

(word total:2)

Male # 2

1 -¿Me puede dar el cassette Advanced (word total:8)

Head Act: Me puede dar el cassette Advanced, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Usted

2 -¿Tendrá una pluma que me preste? (word total:6)

Head Act: Tendrá una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** Subjunctive: que me preste & **Conditional:** Tendrá, Use of Usted

3 -¿Me da un locker? (word total:4)

Head Act: Me da un locker, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood derivable, Use of usted

4 -Disculpe, ¿En dónde está la oficina del profesor Arden? (word total:9)

Head Act: En dónde está la oficina del profesor Arden, **Alert/ Attention Getter:** Disculpe, **Request Perspective:** Impersonal, **Request Strategy:** Locution derivable, Use of Usted

(Aquí tiene.)

(word total:2)

Male # 3

1 -Hola, buenas tardes, ¿de casualidad tendrá el cassette de Advanced Grammar? (W.T: 11)

Head Act: tendrá el cassette de Advanced Grammar, **Alerter/ Attention Getter:** Hola & buenas tardes, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Mitigating Supportive Move: Preparator:** de casualidad, Syntactic Downgrader: Conditional: tendrá, Use of Usted

2 -Disculpe, ¿Me prestaría un segundito su pluma? (word total:7)

Head Act: Me prestaría un segundito su pluma, **Alerter/ Attention Getter:** Disculpe, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** prestaría, **Phrasal Downgrader: Understater:** un segundito, Use of Usted

3 -Buenas tardes, ¿Me presta una llave para el locker? (word total:9)

Head Act: Me presta una llave para un locker, **Alerter/ Attention Getter:** Buenas tardes, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Usted

4 -Disculpe, ¿De casualidad sabe dónde queda la oficina del profesor Arden?(word total:11)

Head Act: Sabe dónde queda la oficina del profesor Arden, **Alerter/ Attention Getter:** Disculpe, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Mitigating Supportive Move: Preparator:** De casualidad, Use of Usted

(Hola, vengo a entregar estas llaves.)

(word total:5)

Male # 4

1 -Mi profesor me pidió que encontrara un cassette que se llama Advanced Grammar, ¿me lo puede prestar? (word total: 17)

Head Act: Me lo puede prestar, **Mitigating Supportive Move: Grounder:** Mi profesor me pidió que encontrara un cassette que se llama Advanced Grammar, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Usted

2 -¿Podrían prestarme una pluma? (word total: 4)

Head Act: Podrían prestarme una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** Podrían

3 -¿Me podría prestar una llave para un locker? (word total: 8)

Head Act: Me podría prestar una llave para un locker, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podría, Use of Usted

4 -¿Me podría decir dónde está la oficina del profesor Arden? (word total: 10)

Head Act: Me podría decir dónde está la oficina del profesor Arden, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podría, Use of Usted

(¿Podrían entregarle estas llaves al profesor?)

(word total:6)

Male # 5

1 -Hola, ¿Me puedes dar el cassette de Advanced Grammar, por favor? (word total:11)

Head Act: Me puedes dar el cassette de Advanced Grammar, **Politeness marker:** por favor, **Alerter/ Attention getter:** Hola, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

2 -Disculpa, ¿Tendrás una pluma que me prestes? (word total:7)

Head Act: Tendrás una pluma, **Alerter/ Attention Getter:** Disculpa, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Subjunctive:** que me prestes & **Conditional:** Tendrás, Use of Tu

3 -¿Me puedes dar una llave, por favor? (word total:7)

Head Act: Me puedes dar una llave, **Politeness Marker:** por favor, **Request Perspective:** Hearer dominant, Request Strategy: Preparatory, Use of Tu

4 -¿Me podrías decir dónde se encuentra la oficina del profesor Arden? (word total:11)

Head Act: dónde se encuentra la oficina del profesor Arden, **Request Perspective:** Hearer, Request Strategy: Preparatory, Syntactic Downgrader: Conditional: podrías, Use of Tu

(Disculpa, necesito entregar las llaves al profesor, ¿sabes dónde lo puedo localizar?)(12)

Male # 6

1 -Buenas tardes, ¿Me podría prestar el cassette de Advanced Grammar? (word total:10)

Head Act: Me podría prestar el cassette de Advanced Grammar, **Alerter/ Attention Getter:** Buenas tardes, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podría, Use of Usted

2 -Disculpe, ¿Me podría permitir una pluma rapidísimo? (word total:7)

Head Act: Me podría permitir una pluma, **Alerter/ Attention Getter:** Disculpe, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podría, Phrasal Downgrader: Understater: rapidísimo, Use of Usted

3 -Buenas tardes, ¿Me podría dar un locker? (word total: 7)

Head Act: Me podría dar un locker, **Alerter/ Attention Getter:** Buenas tardes, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podría, Use of Usted

4 -Buenas Tardes, disculpe, ¿podría decirme cuál es la oficina del profesor Arden? (12)

Head Act: Podría decirme cuál es la oficina del profesor Arden, **Alerter/ Attention Getter:** Buenas tardes & disculpe, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podría, Use of Usted

(Disculpe, ¿Podría entregarle a Juan Perez estas llaves?)

(word total: 7)

Male # 7

1 -Buenas tardes, ¿Me puedes dar el cassette de Advanced Grammar? (word total:10)

Head Act: Me puedes dar el cassette de Advanced Grammar, **Alerter/ Attention Getter:** Buenas tardes, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

2 -¿Me puedes prestar una pluma?, y ahorita la regreso. (word total:9)

Head Act: Me puedes prestar una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Mitigating Supportive Move: Imposition Minimizer:** y ahorita la regreso, Use of Tu

3 -¿Me prestas una llave para el locker? (word total:7)

Head Act: Me prestas una llave para el locker, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

4 -Hola, oye, ¿Dónde está la oficina del profesor Arden? (word total:9)

Head Act: Dónde está la oficina del profesor Arden, **Alerter/ Attention Getter:** Hola & oye, **Request Perspective:** Impersonal, **Request Strategy:** Locution derivable, Use of Tu

(¿Puedo dejar estas llaves para una persona?)

(word total:7)

Male # 8

1 -¿Puede prestarme el cassette Advanced Grammar? (word total:6)

HeadAct: Puede prestarme el cassette Advanced Grammar, **Request Perspective:** Hearer dominant, Request Strategy: Preparatory, Use of Usted

2 -¿Tendrá una pluma que me preste? (word total:6)

Head Act: Tendrá una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Subjunctive:** que me preste & **Conditional:** Tendrá, Use of Usted

3 -Un locker , por favor. (word total:4)

Head Act: (Me da)Un locker, **Politeness Marker:** por favor, **Request Perspective:** Impersonal, Request Strategy: Mood Derivable

4 -¿Dónde está la oficina del profesor Arden? (word total:7)

Head Act: Dónde está la oficina del profesor Arden, **Request Perspective:** Impersonal, **Request Strategy:** Locution derivable

(Venía para entregarle estas llaves al profesor.)

(word total:7)

Male # 9

1 -¿Me podría dar el Advanced Grammar? (word total:5)

Head Act: Me podría dar el Advanced Grammar, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Conditional:** podría, Use of Usted

2 -¿Podría prestarme una pluma? (word total:4)

Head Act: Podría prestarme una pluma, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Conditional:** Podría, Use of usted

3 -¿Podría darme la llave de un locker? (word total:7)

Head Act: Podría darme la llave de un locker, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader:** **Conditional:** Podría, Use of usted

4 -Disculpe, ¿Dónde se encuentra la oficina del profesor Arden? (word total: 9)

Head Act: Dónde se encuentra la oficina del profesor Arden, **Alerter/ Attention Getter:** Disculpe, **Request Perspective:** Impersonal, **Request Strategy:** Locution Derivable, Use of Usted

(¿Se podría entregarle al profesor estas llaves?)

(word total:7)

Male # 10

1 -Disculpa, ¿Me podrías prestar el cassette del Advanced Grammar? (word total:9)

Head Act: Me podrías prestar el cassette del Advanced Grammar, **Alerter/ Attention Getter:** Disculpa, **Request Perspective:** Hearer, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podrías, use of Tu

2 -¿Me podrías prestar tu lapicero? (word total:5)

Head Act: Me podrías prestar tu lapicero, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podrías, Use of Tu

3 -¿Me das un locker? (word total:4)

Head Act: Me das un locker, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, use of Tu

4 -Disculpa, ¿Cuál es la oficina del profesor Arden? (word total:8)

Head Act:Cuál es la oficina del profesor Arden, **Alerter/ Attention Getter:** Disculpa, **Request Perspective:** Impersonal, **Request Strategy:** Locution Derivable, Use of Tu

(¿Le podrías entregar estas llaves a ...?) (word total:5)

Male # 11

1- ¿Tendrás el cassette Advanced Grammar, por favor? (word total:7)

Head Act: Tendrás el cassette Advanced Grammar, **Politeness Marker:** Por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** Tendrás, Use of Tu

2 -¿Me podrías prestar una pluma, por favor? (word total: 7)

Head Act: Me podrías prestar una pluma, **Politeness Marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, **Syntactic Downgrader: Conditional:** podrías, Use of Tu

3 -¿Me das una llave, por favor? (word total: 6)

Head Act: Me das una llave, **Politeness Marker:** por favor, **Request Perspective:** Hearer dominant, **Request Strategy:** Mood Derivable, Use of Tu

4 -¿Sabes dónde está la oficina del profesor Arden? (word total: 8)

Head Act: Sabes dónde está la oficina del profesor Arden, **Request Perspective:** Hearer dominant, **Request Strategy:** Preparatory, Use of Tu

(Aquí están las llaves, gracias.)

(word total:5)

