

REQUEST STRATEGIES BY THAI LEARNERS OF ENGLISH  
AND AMERICAN EXCHANGE STUDENTS

A THESIS

BY

JUTHAMARD SUTTIPANYO

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE MASTER OF ARTS DEGREE IN ENGLISH

AT SRINAKHARINWIROT UNIVERSITY

MARCH 2007

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AN ABSTRACT

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This study investigated the use of request strategies by Thai learners of English and American exchange students, focusing on the use of request head acts and the internal modification (devices used to soften or intensify request imposition). The data were elicited through the writing discourse completion test (DCT) adapted from the CCSARP project on request (Blum-Kulka's *et al.*, 1989). Twenty-two English majors of Srinakharinwirot University and twenty-two American exchange students were subjects of this study. The results revealed that on studying the use of request head act strategies by Thai learners of English and American exchange students, the conventional indirect request (CI) was the most preference strategy of both groups, followed by the direct request (D), and the non-conventional indirect request (NCI) respectively. In the use of direct request forms, the want statement was the sentence form frequently used by both Thai learners and Americans. The direct request was found highly used by Thai learners in making requests to the superiors. The CI request head acts produced by Thai learners were less various than those of Americans in sentence forms (e.g. can I/you, I was wondering if I/you could) and internal modifiers (e.g. please, possibly, do you think, I was wondering). The absence of internal modifiers in the head acts was frequently found in Thai learners' CI; they could not convey politeness through the use of a variety of internal modifiers, making their competence on conducting sentence forms limited.

กลวิธีการขอร้องภาษาอังกฤษของนักศึกษาไทยที่เรียนภาษาอังกฤษ  
และนักศึกษาแลกเปลี่ยนชาวอเมริกัน

บทคัดย่อ  
ของ  
จุฑามาส สุทธิปัญญา

เสนอต่อบัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ  
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การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาวิธีการขอรับเป็นภาษาอังกฤษของนักศึกษาไทยที่เรียนภาษาอังกฤษและนักศึกษาแลกเปลี่ยนชาวอเมริกัน โดยมุ่งศึกษาที่คำขอรับ (request head acts) และส่วนตกแต่งภายใน (internal modifications) ข้อมูลที่ใช้ในการศึกษาได้มาจากการตอบแบบสอบถามเกี่ยวกับการขอรับที่ดัดแปลงมาจากโครงการ CCSARP (Blum-Kulka et al., 1989) โดยกลุ่มตัวอย่างสองกลุ่ม คือ นักศึกษาชั้นปีที่ 4 วิชาเอกภาษาอังกฤษ คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ จำนวน 22 คน และ นักศึกษาแลกเปลี่ยนชาวอเมริกัน จำนวน 22 คน ผลการศึกษากลวิธีการขอรับเป็นภาษาอังกฤษของนักศึกษาไทย พบว่า กลวิธีการขอรับที่นักศึกษาไทยและนักศึกษอเมริกันนิยมใช้มี 3 กลวิธี โดย ทั้งสองกลุ่มใช้ การขอรับแบบอ้อม ค้อมตามธรรมเนียมปฏิบัติ (Conventional indirect request: CI) มากที่สุด ใช้การขอรับแบบตรงไปตรงมา (Direct request: D) มากเป็นอันดับสอง และใช้การขอรับแบบอ้อมค้อมที่ไม่เป็นไปตามธรรมเนียมปฏิบัติ(Non-conventional indirect request: NCI) น้อยที่สุด ในการใช้วิธีขอรับแบบตรงไปตรงมา (D) พบว่ารูปแบบประโยคที่นักศึกษาไทยและนักศึกษอเมริกันใช้มากที่สุดคือการอ้างถึงความต้องการของผู้พูด(the want statement) นอกจากนี้ นักศึกษาไทยใช้การขอรับแบบตรงไปตรงมา (D) กับผู้ฟังที่มีสถานภาพต่ำกว่ามากกว่าใช้กับผู้ฟังสถานภาพเท่ากันหรือสูงกว่า ในการศึกษาการขอรับแบบอ้อมค้อมตามธรรมเนียมปฏิบัติ (CI) พบว่า นักศึกษาไทยใช้ส่วนตกแต่งคำขอรับภายใน (Internal modifiers) น้อยกว่านักศึกษอเมริกันมาก ทำให้ความหมายหรือระดับของความสุภาพในการขอรับของนักศึกษาไทยขาดหายไปบางส่วน และทำให้นักศึกษาไทยใช้รูปประโยคขอรับได้ไม่หลากหลายเท่านักศึกษอเมริกัน

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Juthamard Suttipanyo

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# **CHAPTER 1**

## **Introduction**

### **1.1 Background of the study**

In Thailand, although English has been studied as a foreign language (L2) for several years, Thai people cannot communicate well in English. The study on the level of English speaking proficiency of Thai people by Naksakul revealed that less than 25% of high-educated Thais could speak English fluently and accurately (Siriphotchanakorn. 2005: 3; citing Naksakul. 1996). Moreover, the level of English speaking proficiency of Thai students at the high school level was that of ‘mechanical skills level’; they could pronounce words, repeat sentences, or narrate conversations without understanding the meaning of those words (ibid.).

To succeed in L2 communication, language learners should have a communicative competence which is the ability to use the target language effectively and appropriately (Fraser. 1978: 10; Scarcella & Brunak. 1981: 59; Thomas. 1983: 95). To acquire L2 communicative competence, learners should learn not only “the linguistic forms of a language” but also “the knowledge of when, how, and to whom it is appropriate to use these language forms” (Scarcella & Brunak. 1981: 59).

A number of studies have been conducted to investigate language learners’ communicative competence (Boxer & Pickering. 1995; Kasper. 1999; Bardovi-Harlig. 2001). Many studies show that advance learners, who have a very good knowledge on grammar, sometimes perform target language (L2) inappropriately in some particular situations. Learners’ communicative competence were studied through their speech act

performances such as requesting, apologizing, making questions, giving refusals or compliments, etc. (e.g. Searle. 1969, Blum-Kulka, House & Kasper. 1989; Rintell & Mitchell. 1989; Boxer & Pickering. 1995; Kasper. 1999; Bardovi-Harlig. 2001; and Eslami-Rasekh, Eslami-Rasekh & Fatahi. 2004). In order to reveal communicative competence of Thai learners of English, this study examines how Thai learners make requests in everyday situations.

Requests are studied for the reason that it is an interaction that learners would probably frequently use in everyday communication. When making requests, the speaker is asking hearer to do something. The hearer is imposed upon, and the speaker usually profits (Kitao. 1990). Since requests can put imposition on the hearer, and if the speaker does not make requests appropriately, s/he may miss the goal, or the hearers may interpret the requests as an order which can bring about serious misunderstanding across cultures (Iwai & Rinnert. 2001: 159).

Several studies were conducted to investigate learners' communicative competence through their request performances.

Blum-Kulka (1982, 1983) conducted a study to compare the requests performance of Canadian learners of Hebrew with that of both native speakers of Hebrew and English. The findings revealed that learners' requests were close to native speakers' because some language forms could be translated word by word from English to Hebrew. However, the advanced learners' requests sometimes revealed their incompetence that is they failed to convey their intended meaning in the utterances when they translated requests from the first language to the target language.

House and Kasper (1987) conducted a comparative study on request performance by Danish and German learners of English and native speakers of English. They reported that, in a particular situation, nonnative speakers used higher levels of directness in

requests than native speakers and also used fewer internal modifiers (devices used to soften or intensify request imposition). Moreover, different groups of learners differed from each other in the way they deviated from native use. For example, Danish learners tended to use more, whereas German learners used less internal modifiers than the British native speaker.

Iwai and Rinnert (2001) conducted a comparative study to investigate request strategies used by English speakers from four different countries: Japan, Hong Kong, Singapore, and the United State of America. The results revealed that there were different request patterns using among the four groups. The finding implied the necessity for raising awareness of the different pattern of language used across regions. With such awareness, English speakers from different regions can learn to communicate more effectively and avoid cross-cultural misunderstanding from different norms of strategy used.

Many studies on requests by foreign language learners in western countries and in some Asian countries are often conducted, but the researcher found no published studies focus on the request performances by Thai learners of English. Therefore, to provide better understanding on Thai learners' communicative competence, this study aims to study how Thai learners perform English requests. The results can help teachers to guide Thai students to develop their communicative competence and to help them produce more native-like language and avoid miscommunication in the cross-cultural communication.

## **1.2 Research questions**

The research questions were as follows:

1. What are request head act strategies used by Thai learners of English and American exchange students?

2. Which strategies do Thai learners have difficulty acquiring?

3. To what extent, what are politeness strategies which Thai learners of English and American exchange students employed in their request head acts?

### **1.3 Purposes of the study**

The purposes were as follows:

1. to investigate request strategies used by Thai learners of English and American exchange students, focusing on request head act strategies and internal modifiers employed in request head acts.

2. to identify strategies which Thai learners have difficulty acquiring.

3. to what extent, to identify politeness strategies which Thai learners of English and American exchange students employed in their requests.

### **1.4 Significances of the study**

The results of this study may be beneficial in the following respects:

1. The results reveal the use of request head act strategies and internal modifiers by Thai learners of English and American exchanged students. Such results may provide the readers better understanding in the use of English request forms.

2. The study may be useful for researchers and teachers who would like to have a model to analyze students' request performance in order to examine students' communicative competence.

3. The results may be useful for the development of teaching methods, teaching materials, and syllabus designs for Thai learners of English classrooms to guide Thai students to develop their communicative competence henceforth.

### 1.5 Scope of the study

Two hundred sixty-two request head acts performed by Thai learners of English and American exchange students were analyzed in the following areas:

1. Request strategies investigated in this study were the use of request head act strategies and the internal modification in request head acts.
2. Politeness concerned with the relationship between the use of request head act strategies and the social status relations (requests by inferior to superior, between equal status, and by superior to inferior) was analyzed.
3. Grammatical errors made by participants (e.g. misspelling '*relavant*' for '*relevant*', collocation errors '*you has borrowed*' for '*you have borrowed*') were not included in the analysis.

### 1.6 Definition of terms

**1. Request head acts** are “the minimal unit which can realize a request; it is the core of the request sequence” (Blum-Kulka, et al. 1989: 275). An example of requests is shown below. The request head act is underlined.

“Excuse me Dr. Johnson. I have been ill for the past week and haven’t been able to work on my term paper. I don’t think I’ll be able to finish it before the deadline. Can you give me an extension?”

Request head acts can be performed in three level of directness: direct (D), conventional indirect (CI), and non-conventional indirect (NCI)

**1.1 Direct requests (D)** are request head acts that directly states speakers want or desire through the use of imperative with or without internal modifiers such as “*give me an extension, please.*”

**1.2 Conventional indirect requests (CI)** are request head acts produced in the conventional form of requests such as “*can I borrow your money?*”, “*would you mind lending me your umbrella?*”

**1.3 Non-conventional indirect requests (NCI)** are request head acts that gives hints to the hearer. For example, the speaker asks the hearer “*Have you read this book yet? Have you finished this book?*” to signal hearer that s/he want to borrow the book from the hearer.

**2. Internal modifications** are the internal modifiers elements within the request head acts which serve to either soften or intensify the force of requests such as the use of politeness marker ‘*please*’, or understaters ‘*some, little, a bit*’.

## **CHAPTER 2**

### **Review of the related literature**

Some related literature involving requests and some politeness in requests is reviewed in this chapter.

#### **2.1 Speech act of requests**

The following section reviews the related literature involving the feature of requests and the request sequences.

##### **2.1.1 The feature of requests**

Requests are “pre-event acts which express the speaker’s expectation of the hearer with regard to forthcoming action, verbal or nonverbal” (Blum-Kulka *et al.* 1989: 11). In making requests, thus, the speaker puts imposition on the hearer. The larger the request is, the greater the imposition is on the hearer. If the size of the imposition is too large, the hearer may reject the request, and the speaker will not achieve the goal and may be embarrassed. Therefore, the speaker has to minimize the imposition in order to get the hearer’s compliance with a request, to maintain a good relationship with the hearer, or at least to make a good impression if the hearer is a stranger (Kitao. 1990).

Kitao (1990: 3) suggested that the speaker always realizes imposition in requests as the “absolute imposition.” However, in actual situations, the hearer perceives the size of the imposition in terms of “relative imposition,” which is affected by various factors, rather than in terms of “absolute imposition.”

Two factors that affect relative imposition are the relation of the “social distance” and the “social status” between the interlocutors (Scollon & Scollon. 1983: 44).

The relation of the “social distance” between the interlocutors refers to familiarity. If the familiarity between S and the hearer is high, the relative imposition is smaller. For example, if the speaker and the hearer are brothers, the hearer may not feel much relative imposition when the speaker asks the hearer for some money. If the speaker and the hearer are classmates, when the speaker asks the hearer for some money, the relative imposition becomes bigger. That is to say, the more familiarity, the smaller the relative imposition (Kitao. 1990: 3).

The “social status” refers to power in the relation between the interlocutors. If the hearer is more powerful than the speaker, the relative imposition of requests becomes bigger. For example, the boss may perceive more relative imposition when his/her employee asks him/her to turn down the music during the work period. Meanwhile, the employee feels smaller relative imposition or may not feel any imposition when the boss asks him/her to do such thing (Kitao. 1990: 3-4).

Kitao (1990: 4) posed three important situational factors which also affect relative imposition in requests: the necessity of the request, the ease of carrying out the request, and the cultural differences.

The “necessity of the request refers” to how seriously the speaker needs to impose on the hearer with the request. For example, if the speaker and the hearer are at the cashier in a cafeteria, and the speaker finds that s/he has lost his/her purse. The speaker, then, has to borrow the hearer’s money, and the hearer will probably understand that the speaker has no choice. In contrast, if the speaker asks for some money to pay a bill due for next week, in this case, the necessity is lower and the hearer may feel more relative imposition. That is to say high necessity makes relative imposition smaller (ibid.).

The “ease of carrying out the request” refers to the degree of difficulty involved. If the hearer is very rich, \$100 is not much, but if the hearer is poor, even \$20 is a lot of

money. Thus, whenever the speaker asks the hearer for \$20, the absolute imposition is the same, but the relative imposition is much smaller for a rich person than for a poor person (Kitao. 1990: 5).

The last situational variable on making requests is “cultural differences”. The amount of relative imposition for the same request in the same situation may vary from one culture to another. In Western culture, it would be easy for a student to ask his/her teacher to open the window. In Thai culture, asking a teacher to do such a thing is considered inappropriate because Thai people live in a hierarchical society that is the older will always be respected. If the student wants the window open, he/she should do it him/herself. Thus, whenever the speaker (student) asks the hearer (teacher) to open the window, the absolute imposition is the same, but the relative imposition is much bigger for a Thai teacher than for a Western teacher (ibid.).

In summary, making requests put imposition on the hearer. The speaker realizes imposition in requests in term of absolute imposition, but the hearer does not feel an absolute imposition directly. Rather, the hearer feels relative imposition, which is affected by the relative distance (familiarity and power in the hearer’s relationship with the speaker) and the situational factors (the necessity, the ease of carrying out the request, and the cultural differences).

### **2.1.2 The request sequences**

The request sequences are proposed by Blum-Kulka, House, and Kasper (1989) in their Cross-Cultural Speech Act Realization Project (CCSARP). The CCSARP was conducted to investigate cross-cultural variation in two speech acts: requests and apologies. The CCSARP established reliable sequences of requests and apologies realization under different social variations across languages and cultures (Blum-Kulka, et al. 1989: 273).

The request sequences may include the alerter, the pre-posed supportive moves, the request head act, optionally elaborated with the internal modification, and the post-posed supportive moves (Blum-Kulka, et al. 1989: 17). For example:

Hey Mandy. We're in English class together. You apparently borrowed the book from our teacher. I was wondering if I could borrow it tomorrow because my discussion is in 2 days.

A request sequence is as follows:

| <b>Request</b>                                                                     | <b>Request feature</b>                                          |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Hey Mandy                                                                          | = alerter                                                       |
| We're in English class together. You apparently borrowed the book from our teacher | = pre-posed supportive move                                     |
| {I was wondering if }I could borrow it tomorrow                                    | = the request head act with an internal modifier in the bracket |
| because my discussion is in 2 days.                                                | = post-posed supportive move                                    |

A request sequence can be realized in three main categories: head acts, the internal modifications of the head acts, and the external modifications of the head acts. A summary of the request realization are shown in Figure 1.

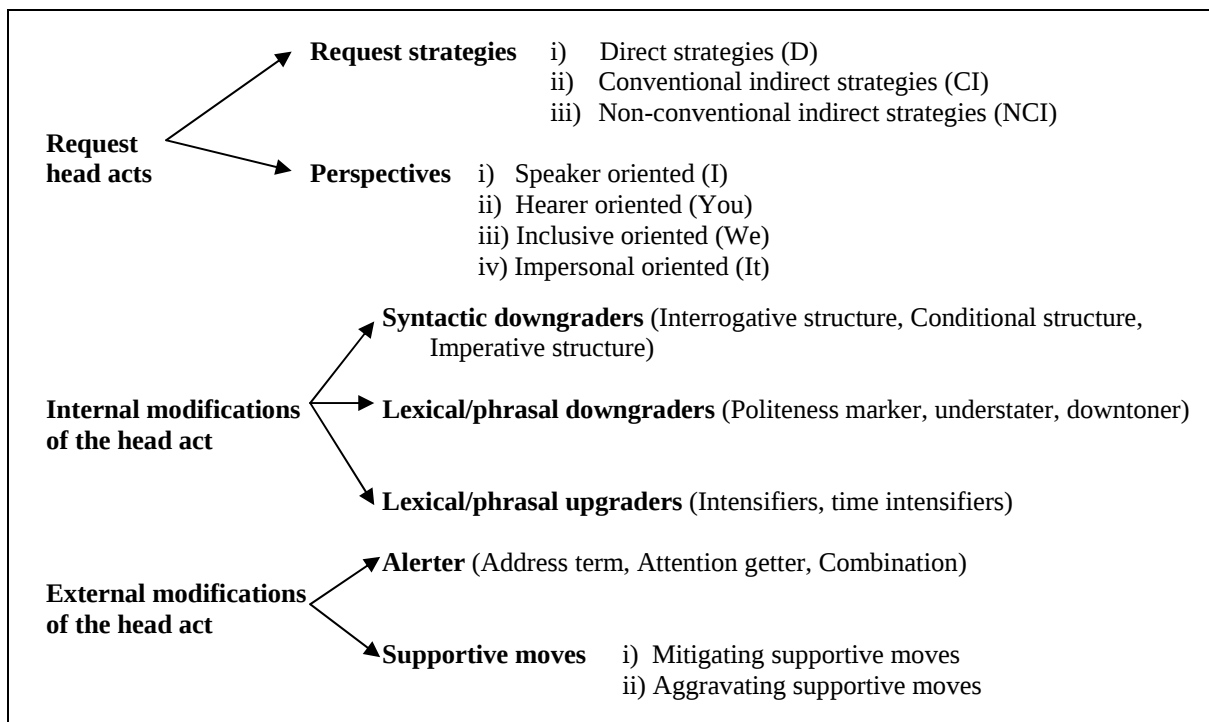


FIGURE 1 THE SUMMARY OF THE REQUEST REALIZATION  
(Blum-Kulka et al. 1989: 275-289)

### A) Request head acts

“A request head act” defined by Blum-Kulka et al. (1989: 275) is “the minimal unit which can realize a request; it is the core of the request sequence.” Request head acts can be realized on two dimensions: request strategies and perspectives.

**a) Request strategies.** Request head acts are classified into three strategies according to the level of directness: the direct strategy (D); the conventional indirect strategy (CI); and the non-conventional indirect strategy (NCI).

**i) Direct strategy (D).** The speaker performs request head acts directly, which includes:

TABLE 1 THE DIRECT STRATEGY (Blum-Kulka, et al. 1989: 278-279)

| Direct strategy                                                                                                                                 | Example                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <u>Mood derivable.</u> The speaker performs utterances in which the grammatical mood of the verb signals illocutionary force.                   | <i>Read your paper or you fail the class.</i>                                                         |
| <u>Performatives.</u> The speaker performs utterances in which the illocutionary force is explicitly named.                                     | <i>I am asking you to present a paper a week earlier.</i>                                             |
| <u>Hedged performatives.</u> The speaker performs utterances in which the naming of the illocutionary force is modified by hedging expressions. | <i>I have to ask you to present a paper a week earlier.<br/>(I'd like to/wanted to ask you to...)</i> |
| <u>Obligation statements.</u> The speaker performs utterances which state the obligation of the hearer to carry out the act.                    | <i>You need to present this week.<br/>(You'll have to/should/must/ought to...)</i>                    |
| <u>Want statement.</u> The speaker performs utterances which state the speaker's desire that the hearer carries out the act.                    | <i>I would like you to present your paper a week earlier.</i>                                         |

**ii) Conventional indirect strategy (CI).** The speaker performs request head acts with the conventional form of requests, which includes:

TABLE 2 THE CONVENTIONAL INDIRECT STRATEGY (Blum-Kulka, et al. 1989: 280)

| Conventional indirect strategy                                                                                                                                                                        | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Query preparatory.</u> The speaker performs utterances containing reference to preparatory conditions such as ability, possibility, and willingness, as conventionalized in any specific language. | <ul style="list-style-type: none"> <li>▪ Utterance concerning H's ability <ul style="list-style-type: none"> <li>- <i>Can/Could</i> you lend me some money?</li> <li>- Do you think <i>you can</i> give me that book?</li> </ul> </li> <li>▪ Utterance concerning H's willingness <ul style="list-style-type: none"> <li>- <i>Would you mind</i> making your presentation next week?</li> <li>- I was wondering <i>if I could ask for</i> an extension.</li> </ul> </li> <li>▪ Utterance concerning possibility <ul style="list-style-type: none"> <li>- <i>Would it be possible</i> to present your paper next week?</li> <li>- <i>Is there anyway I</i> could have some extension?</li> </ul> </li> </ul> |
| <u>Suggestory formulae.</u> The speaker performs utterances which contain a suggestion to do x.                                                                                                       | <p><i>How about</i> reading that book together?</p> <p><i>Why don't</i> we study together?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**iii) Non-conventional indirect strategy (NCI).** The speaker performs request head acts indirectly by giving hints to the hearer. The NCI strategy includes:

TABLE 3 THE NON-CONVENTIONAL INDIRECT STRATEGY (Blum-Kulka, et al. 1989: 281)

| Non-conventional indirect strategy                                                                                                                      | Example                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <u>Strong hints.</u> The speaker performs utterances containing partial reference to the object or the element needed for the implementation of the act | Have you read this book yet? Have you finished this book?<br>(Intent: asking for a book)          |
| <u>Mild hint.</u> The speaker performs utterances that make no reference to the request proper but are interpretable as requests by context             | Nancy, could you help the class studying it in easy.<br>(Intent: asking for earlier presentation) |

**b) Perspectives.** A request head act can be realized from the viewpoint of the speaker, the hearer, both participants, or any explicit mentioning of the actor can be avoided. The four choices of perspective in performing requests are as follows:

**i) Speaker oriented.** S names him/herself as an actor in his/her requests:

Can *I* borrow some money?

**ii) Hearer oriented.** H is named as an actor in the requests:

Could *you* lend me that book?

**iii) Inclusive oriented.** The interlocutors are the actors in the requests:  
*Could we study together?*

**iv) Impersonal oriented.** The interlocutors are avoided to be named.  
 The speaker uses impersonal pronouns like people, one, they, it, etc.

*Would it be possible to extend the due date?*

Since requests are inherently put imposition on the hearer, avoidance to name the hearer as an actor can reduce the level of imposition in request head acts (Blum-Kulka et al. 1989: 19). Therefore, the requests become more polite when the hearer is not named.

## **B) The internal modifications of the request head acts**

The internal modifications are the internal modifier elements within the request head acts. They serve to either soften or intensify the force of the request head acts. The three types of internal modifications are: the syntactic downgraders, the lexical/phrasal downgraders, and the lexical/phrasal upgraders (Blum-Kulka et al. 1989: 281-286).

**a) The syntactic downgraders** modify the request head acts internally by mitigating the impositive force of the request head acts by means of syntactic choices. Syntactic downgraders include interrogative structure '*Could you do X?*', conditional clause '*I was wondering if I could do X.*', or tag '*You could do X, couldn't you?*' (Blum-Kulka et al. 1989: 281-283).

**b) The lexical/phrasal downgraders** comprise a large number of mitigating devices such as politeness markers '*please*', consultative devices '*Do you think*', understaters '*a bit, a little*', downtoners '*possibly, perhaps*', and subjectivizer '*I was wondering*' (Blum-Kulka et al. 1989: 283-285).

c) **Lexical/phrasal upgraders** are elements which function to increase the impact of the request head acts, such as intensifiers ‘Clean up that *disgusting* mess’, and time intensifier ‘You’d better do X *right now/immediately*’ (Blum-Kulka et al. 1989: 285-286).

### C) The external modifications of the head acts

The external modifications are the external modifier elements of the request head acts. They serve to either soften or intensify the force of the request head acts (Blum-Kulka et al. 1989: 287-289). The external modifications include:

a) **An alerters** is an opening element precedes the actual request. It serves as an attention getter for noticing H on an upcoming speech act. An alerter includes the name and address terms ‘*Jenny, Professor*’ or attention getters ‘*Hello, Excuse me*’.

b) **Supportive moves** are a unit of utterance(s) external to the request head acts occurs either before or after the request head acts. It serves to mitigate or aggravate request head acts. There are two types of supportive moves: mitigating supportive move, and aggravating supportive move.

i) **The mitigating supportive moves.** The speaker uses these moves to redress the request head acts and reduce imposition in requests, which include:

TABLE 4 THE MITIGATING SUPPORTIVE MOVES (Blum-Kulka et al. 1989: 287-288)

| Mitigating supportive moves                                                                                                                       | Example                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Grounder</u> . The speaker gives reasons, explanations, or justifications for his/her request.                                                 | I was wondering if you could give me an extension on the term paper <i>because I was horribly ill last week and was unable to finish.</i> |
| <u>Preparator</u> . The speaker prepares the hearer for the ensuing request by announcing his/her will, or by asking for the hearer’s permission. | Hello Dr, Johnson. <i>I have a question to ask you.</i>                                                                                   |
| <u>Disarmer</u> . The speaker tries to remove any potential objections the hearer might raise upon.                                               | <i>I know you have to work very hard for the midterm examination, but could you make your presentation next week?</i>                     |

TABLE 4 THE MITIGATING SUPPORTIVE MOVES (continue)

| Mitigating supportive moves                                                                                                                                          | Example                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Checking on availability</u> . The speaker checks on the hearer's availability before making requests in order to show his/her awareness of the hearer's privacy. | <i>Are you busy this coming week?</i>                                                                                                                        |
| <u>Precommitment</u> . The speaker tries to commit the hearer before making requests.                                                                                | <i>Could you do me a favor?</i>                                                                                                                              |
| <u>Greeting</u> : The speaker notices the hearer through greeting before making requests.                                                                            | <i>Hey, what's up Jenny? How ya doin? Look I'm out of money and I totally have to buy this book for class</i>                                                |
| <u>Gratitude</u> : The speaker expresses his/her gratitude after making requests.                                                                                    | <i>Is there any way you can possibly have your paper done next week? ... I would really appreciate it.</i>                                                   |
| <u>Compliment</u> : The speaker compliments the hearer before or after making requests.                                                                              | <i>I would like you to present next week ... But I believe in you. You are a great student, ...</i>                                                          |
| <u>Strong will</u> : The speaker shows his/her will after making requests.                                                                                           | <i>Jenny, I don't have enough money, could I borrow some money for this book? I'll give it back when we get home.</i>                                        |
| <u>Promise of reward</u> . The speaker offers the hearer a reward to make the hearer feel that the request does not cost too much on him/her.                        | <i>Could you present a paper to me next week because the lecture is about it next week? I will give you a couple extra points on your midterm if you do.</i> |

**ii) The aggravating supportive moves.** These moves serve to increase imposition in requests and to make requests more powerful. The aggravating supportive moves include:

TABLE 5 THE AGGRAVATING SUPPORTIVE MOVES (Blum-Kulka et al. 1989: 288-289)

| Aggravating supportive moves                                                                                            | Example                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <u>Threat</u> . The speaker threatens the hearer to ensure compliance with his/her requests.                            | <i>You should go before the police come! The smoking area is over there!</i>                 |
| <u>Moralizing</u> . The speaker prefaces requests with moralizing to increase the impositive force of his/her requests. | <i>Would you mind smoking outside? You are imposing your carcinogenic habit upon others.</i> |

Some supportive moves, like grounder, can serve as non-conventional requests by themselves, for example:

Hello Mandy, Have you finished reading this book? *I have to use this book for the class discussion in the next two days.*  
(Intend: asking for a book)

In short, the request feature includes an alerter, a request head act which optionally redress with the internal modifiers, and the supportive moves which either precede or follow the request head act.

## **2.2 Politeness in requests**

Since requests put imposition on the hearer, politeness is applied in making requests in order to get the hearer's compliance and retain a good relationship. In this section, politeness theories and literature related to politeness in requests are reviewed.

### **2.2.1 Politeness theory**

Politeness is a communicative strategy which people use to maintain and develop relationships. Lakoff (1975) states that politeness is something developed in societies in order to reduce conflicts in personal interaction. Furthermore, she explains that many types of behavior can be called polite, and some forms of politeness are linguistic and some are non-linguistic.

Linguistic politeness is defined by Ide (1989: 225) as the language usage associated with smooth communication, which is realized through the speaker's use of intentional strategies to allow his/her message to be received favorably by the hearer. Smooth communication is also realized through the speaker's choice of expressions to conform to the expected and/or prescribed norms of speech appropriate for the contextual situation in individual interactions.

Brown and Levinson (1978: 131) discuss politeness phenomena from the notion of “face,” a “public self-image” that every member of the society wants to claim for him/herself. There are two aspects of face—positive and negative. “Positive face” is the want or desire to be liked, appreciated and approved of in certain respects, whereas “negative face” refers to the want or desire for freedom of action, freedom from imposition, and rights to non-intrusion into individual privacy.

Based on this notion of face, Brown and Levinson (1978: 134) propose two types of politeness, positive and negative politeness. “Positive politeness” is used to satisfy the hearer's needs for approval and belonging (maximizing the positive face) while “negative politeness” functions to minimize the imposition on messages to the hearer (maintaining the negative face). That is positive politeness expresses friendliness whereas negative politeness expresses respect.

In everyday interaction, many communicative activities cause imposition on either or both participants’ face. That is, they involve “face-threatening acts” (henceforth: FTAs). The FTAs are “those acts that by their nature run contrary to the face want of the hearer and/or of the speaker” (Brown and Levinson. 1978: 70). Speech acts which are inherently FTAs include requesting, disagreeing, contradicting, criticizing, advising, and questioning (ibid.).

Brown and Levinson (1978: 74-81) identify five strategies of doing FTAs: 1) the baldly on record; 2) the on record with positive politeness; 3) the on record with negative politeness; 4) the off record; 5) not do the FTAs. The following section provides short explanation of these five strategies.

**Strategy 1** Do the FTA on record baldly without mitigating action. The speaker may perform the request "baldly" without attempt to acknowledge the hearer’s face wants by using imperative. For example:

*Give me some money.*  
*Read your paper or you fail the class.*  
*I want you to present your paper earlier than scheduled.*

**Strategy 2** Do the FTA on record with redressive action using positive politeness.

S may perform the request which concerns the hearer's positive face by using positive politeness strategies. The ways to achieve positive politeness are included:

TABLE 6 THE POSITIVE POLITENESS STRATEGY (Brown and Levinson. 1978: 76)

| Positive politeness                                                                                                    | Example                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Making small talk</i> before or after making requests; this strategy includes 'friend' talk, joking, giving reasons | <i>"Have you done a presentation, Nancy? I think your topic is more relevant to my next week's lecture. Do you mind, if you will present your topic early?"</i>                                                                                               |
| <i>Using in-group markers</i> which are included slang, expression like 'ya know,' the inclusive 'we,'                 | <i>"Hey Mandy, whats up. Is that the book we need for class? Are you done with it because I need to use for class."</i>                                                                                                                                       |
| <i>Showing and making agreement</i>                                                                                    | <i>"Could you lend it to me just for two days or maybe I could just get a copy that would really help me out."</i>                                                                                                                                            |
| <i>Expressing an interest in and noticing H</i> which can be done by greeting                                          | <i>"Hi, Mandy, how are you? (Smiling) I come to find out that we both have the same class that requires to read that book."</i>                                                                                                                               |
| <i>Offering promise or asserting reciprocity exchange</i>                                                              | <i>"I was wondering if you would mind making your presentation a little bit earlier than scheduled. I realize you are very busy, but I would take this into consideration in my grading of your presentation."</i>                                            |
| <i>Making compliment</i>                                                                                               | <i>"I would like you to present next week because your topic is related to my lecture next week. I know it might be hard for you. You have to study for the exam. But I believe in you. You are a great student, it would not be too hard for you right."</i> |

**Strategy 3** Do the FTA on record with redressive action using negative politeness.

The speaker might perform the request with negative politeness to show respect on the hearer's negative face. Negative politeness strategies are included:

TABLE 7 THE NEGATIVE POLITENESS STRATEGY (Brown and Levinson. 1978: 78)

| Negative politeness                                                                                                                                                                                                                  | Example                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Being indirect</i>                                                                                                                                                                                                                | "Nancy, your topic is very relevant to next week's lecture. <i>Is there any way you could present your project earlier?</i> "                                                              |
| <i>Hedging</i> which is an included particle such as just, maybe, kind of, sort of, expressions such as 'I just wonder if'                                                                                                           | "You don't have to get into many details, <i>just</i> make your friends understand the topic."<br>"It is pouring outside and <i>I was wondering if</i> I could use one of your umbrellas." |
| <i>Giving deferential and address terms</i>                                                                                                                                                                                          | "Excuse me, <i>professor</i> . Could I talk about my paper, <i>sir?</i> "                                                                                                                  |
| <i>Making pre-sequences to directive</i> which is the lexical of phrasal features functioned mainly to signal the up coming directives. The pre-sequences to directives include 'please,' 'I'm sorry,' 'Excuse me,' 'I'll tell you,' | "Nancy. <i>Sorry to do this</i> , but you have to present your paper next week."                                                                                                           |
| <i>Thank you close</i>                                                                                                                                                                                                               | "Is there any way you can possibly have your paper done next week? If not, I understand, but <i>I would really appreciate it.</i> "                                                        |
| <i>Impersonalizing</i> which includes the use of passive, avoid pronoun I and you, nominalise the FTA                                                                                                                                | " <i>It is inappropriate to smoke in this area.</i> "<br>" <i>Smoking in public place is inappropriate.</i> I wonder whether I could ask you to smoke in the smoking area over there."     |

**Strategy 4** Do the FTA off record. The speaker may "go off-record" in performing the request. The speaker performs the act in a vague manner (such as hinting)

that could be interpreted by the hearer as some other acts and may not achieve the goal.

For example:

*Have you read this book yet? Have you finished this book?* (Intent: asking for a book)

Say nothing, but search for the pen in a pencil case, in a bag, under a table. (Intent: borrowing a pen)

**Strategy 5** Do not do the face-threatening acts (FTAs). Performing no request and gaining no goal.

Five strategies for doing FTAs are summarized as demonstrated in Figure 2 below.

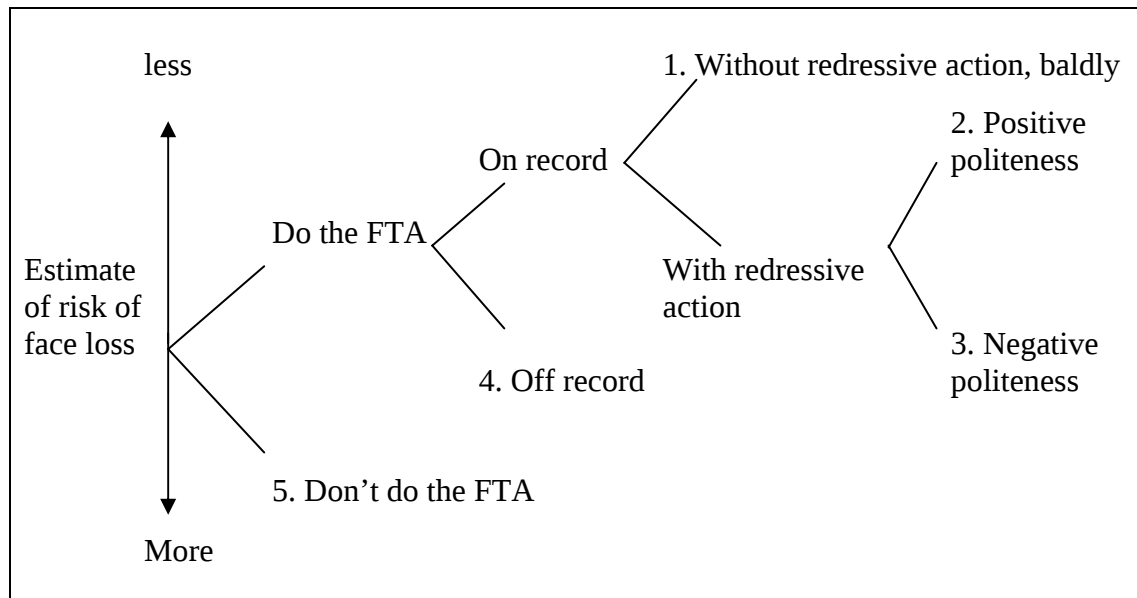


FIGURE 2 POLITENESS STRATEGIES FOR DOING FTAs  
(Brown and Levinson. 1978: 74)

Brown and Levinson's (1978: 79) five politeness strategies show different levels of politeness. The five strategies of politeness are claimed to be dependent on the risk of face loss involved. This risk factor increases as one moves up the scale from strategy 1 to 5; that is, the greater the risk of face loss, the more polite the strategy.

The degree of this risk or weight of imposition is determined by the effect of three variables (Scollon and Scollon. 1995: 41-44), which are power, distance, and ranking of impositions.

*The power status variables (P)* between the interlocutors are realized in two types: +P relationship, and –P relationship (Scollon and Scollon. 1995: 41-42).

- *The +P relationship* refers to relationship of the interlocutors in a hierarchical structure that is one participant has more power than the other.
- *The –P relationship* involves the situation where there is little or no hierarchical difference between participants.

*The social distance variable (D)* or the degree of solidarity and familiarity between the participants can be found in two different relations: +D relationship, and –D relationship (Scollon and Scollon. 1995: 42-43).

- *The +D relationship* refers to the unfamiliar or distance relationship.
- *The –D relationship* refers to the familiar or close relationship.

*The ranking of impositions variable (R)* in the particular culture will influence politeness strategies. When the ranking of imposition is high, there will be an increasing use of negative politeness. On the other hand, when the ranking of imposition is low, there will be an increasing use of positive politeness (Scollon and Scollon. 1995: 44).

In short, in everyday communication, one should have to show an awareness of the hearer's face, both positive and negative, and to avoid face- threatening acts (FTAs). When FTAs are unavoidable, the speaker has many ways to do FTAs such as doing FTAs baldly on record, redressing the FTA with positive or negative politeness, do FTAs off record, or not doing FTAs. Besides, three social variables which are the social distance, the power status, and the ranking of impositions also play an important role on the choice of politeness level.

### 2.2.2 The relationship between politeness and requests

In Brown and Levinson's terms (1978: 131), requests are "face-threatening acts" (FTAs) which threaten the hearer's negative face—a person's desire for freedom of action and freedom from imposition. The speaker has to apply politeness in his/her requests in order to decrease imposition and to increase approval for achieving the goal. In this section, the relationship between the request feature and the linguistic politeness in requests are reviewed.

#### 2.2.2.1 Politeness and indirectness in request

Since requests can threaten the hearer's negative face, they call for mitigations. Making requests indirectly is another choice to make requests more polite (Brown & Levinson. 1978: 133). This is because the hearer has more freedom of choice in which the speaker gives the hearer options to interpret the imposition as a request or as other speech acts. For example, the utterance '*Where is my pen?*' can be interpreted as both an interrogation and a request hint. If the hearer misinterprets the utterance, the speaker does not achieve the goal. This phenomenon can occur when requests are too indirect.

Directness is usually associated with impoliteness; however, in some culture, such as Polish and Israeli, direct requests and offers carry positive meaning (Blum-Kulka & House. 1989; citing Wierzbicka. 1985). Therefore, it could not be concluded that politeness and indirectness are related in linear fashion (Blum-Kulka & House. 1989). The evidence of this claim is shown in politeness ratings of request head act strategies in Blum-Kulka and House's (1989) studies on request behavior of American English, Hebrew, British English and German respectively. The results showed that the highest rating for politeness in request head act strategies was granted to

the conventional indirect strategy (CI); not to the non-conventional indirect strategy (NCI).

The important part of politeness is the pragmatic clarity of the message, and politeness is based on the two needs which are the pragmatic clarity and the avoidance of commanding (Blum-Kulka. 1987: 131; citing Rinnert & Kobayashi. 1999: 1174). Therefore, the conventional indirect request (CI) that both provides clarity and avoids commanding is considered to be the most polite strategy, not the non-conventional indirect request (NCI) which lacks clarity.

In conclusion, the indirect requests are considered more polite than the direct requests (D), and of the indirect requests, the conventional indirect requests (CI) are more polite than the non-conventional indirect request (NCI). However, in some cultures directness is preferred in some particular contexts. If the learners' first and second languages are very much different from each other in the use of directness level in request head acts, learners may perform or use inappropriate level of directness in the target language performance. In this study, therefore, the level of directness in request head acts applied by Thai learners of English is focused.

#### **2.2.2.2 The relationship between politeness and the presence and the absence of the internal modifiers**

Since the internal modifiers can mitigate the imposition in request head act, the presence and the absence of the internal modifiers (such as politeness marker '*please*,' hedges '*somehow*,' etc.) play an important part on politeness in requests (Blum-Kulka and House. 1989)

Faerch and Kasper (1989: 243) points out that since the internal syntactic and lexical/phrasal modifiers mitigate imposition on requests, their politeness function is implicit rather than explicit. The interlocutors normally do not attend to the presence of

the internal modifiers in their speech, but they do notice the absence of the internal modifiers. The following conversational exchanges between a German learner of English (L) and a native speaker of English (N) evidence the native speakers' expectation of the presence of the internal modifiers in speech acts (Faerch & Kasper. 1989: 243; citing Kasper. 1981: 161f).

*[N has taken L's library seat]*

L: hey what did you do

N: pardon

L: you put my books on the other side and it's my seat now

*[a bit later]*

L: you wouldn't be angry if you er come back and you see that there's something er that there's somebody other

N: *well at least I would ask them the other person if they er if they needed long to complete their work or or if I **if I could possibly** have my seat back **but I wouldn't come up and say hey what are you doing with my seat***

N suggests L to reform the request with appropriate internal modification 'could I possibly...'. N's responses to L's unmodified complaint/request suggest us that language users (native speaker) have expectation for internal politeness marker (ibid.).

In short, since internal modifiers show politeness implicitly, their absence can cause an impolite or inappropriate request. Therefore, in this study the researcher investigates the use of internal modifiers by Thai learners of English in order to uncover their communicative competence on the internal modification of the request head acts.

## 2.3 Previous studies on requests

The studies of request strategies are reviewed in this section.

Blum-Kulka (1982, 1983) conducted a study to compare the speech act performance in making requests of second language learners of Hebrew with that of both native speakers of Hebrew and English. Using a discourse completion test (DCT) as her

elicitation instrument, Blum-Kulka collected the data from 19 native speakers of Hebrew and 42 native speakers of Canadian English (32 out of 42 people are second language learners of Hebrew). The findings revealed that learners' performance of requests were close to native speakers' usage because certain forms could be translated word by word from one language to the other. However, they found that even the request production of advanced language learners also contain errors that is the meaning or illocutionary force and some politeness value of the utterance was very often lost.

Blum-Kulka, House, and Kasper (1989) conducted the Cross-Cultural Speech Act Realization Project (CCSARP) in order to investigate cross-cultural and intralingual variation in two speech acts: requests and apologies. The CCSARP design was based on a two-way comparison of native and nonnative language use in a variety of languages. A number of interlanguage pragmatic studies have been conducted by using the CCSARP design; a great deal of data on interlanguage pragmatic phenomena was revealed. A significant phenomenon uncovered from the analysis is that of "verbosity"—learners tend to generate their requests with unnecessary or inappropriate information. Blum-Kulka and Olshtain (1986) found that learner's requests were longer than those of native speakers. Learners of Hebrew tend to embed their requests by adding a great deal of explanations and unnecessary or inappropriate information in their supportive moves.

House and Kasper (1987) conducted a comparative study on request performance by Danish and German learners of English and native speakers of English. They reported a similar trend of verbosity for Danish and German learners of English. They confirmed the findings that "verbosity" seems to be a language learning specific phenomenon. They further showed that, in particular situation, nonnative speakers use higher levels of directness in requests than native speakers and also use fewer syntactic downgraders. Moreover, different groups of learners differ from each other in the way they deviate

from native use. For example, Danish learners tend to use more, whereas German learners use less, lexical internal modifiers than the British native speaker.

To sum up, a number of interlanguage pragmatic studies investigated the request performance of language learners. The results revealed that although learners can perform requests closely to the performance of the native speakers, learners fail to convey some intention and politeness value in making their requests in the target language. Moreover, learners always performed requests that contain a great deal of unnecessary information, making requests wordy. Finally, learners use level of directness and request modifiers quite different from the native speakers' usage.

## **CHAPTER 3**

### **Methodology**

This chapter describes the procedures employed to collect and analyze the data.

#### **3.1 Instrument: A discourse completion test (DCT)**

In this study, the discourse completion test (DCT), a written elicitation questionnaire, is used to collect the data for two reasons. First, as pointed out by Nelson Al-Batal, and Echols (2002), the DCT enables the researcher to control situation variables for all groups of participants. The request strategies by each group of participants could be compared directly. Second, the DCT allows the researcher to gather a large amount of data in a short period of time and to control certain variables such as age group of participants (Blum-Kulka et al. 1989).

##### **3.1.1 The pilot study**

The researcher designed the first draft of the discourse completion test (DCT), a written elicitation questionnaire containing eight situations as follows:

- S1 A university professor asks a student to make her presentation a week earlier than scheduled.
- S2 A university professor asks a student to look after his/her cats for one week.
- S3 A student asks his/her teacher who lives in the neighborhood to give him/her a lift home
- S4 A student asks his/her teacher to give him/her an extension on a term paper.
- S5 A student asks his/her classmate to give him/her a book.
- S6 A man/woman asks his/her older friend for some money to buy a book.
- S7 A man/woman asks his/her younger friend for some money to buy a book.
- S8 A man/woman asks a friend of the same age for some money to buy a book.

Two out of eight situations (situation 1 and 3) were adapted from the CCSARP project on request (Blum-Kulka et al. 1989), and the wordings in the two

situations were modified and given more detail about the setting and the relationship between the interlocutors.

The DCT was tried out with ten fourth-year English major students studying in the second semester of the academic year 2004 at the Department of Western Languages, Srinakharinwirot University. The results of the pilot study showed that commented by most participants, situation 3 rarely happened in Thailand. Therefore, the researcher changed S3 from “A student asks his/her teacher who lives in the neighborhood to give him/her a lift home” to “A student asks his/her teacher to lend him/her an umbrella.

The pilot study also showed that most participants plausibly copied their response of S7 and S8 from S6. Therefore, S7 and S8 were finally cut out and the researcher changed some information in S6 from “A man/woman asks his/her *older* friend for some money to buy a book” to “A man/woman asks his/her *friend* for some money to buy a book.” The total number of the situations was six.

### **3.1.2 The final distributions of the DCT**

A final revised DCT consists of two parts. Part I is the participants’ personal information. Part II is the discourse completion test consisting of six different situations which were rearranged and categorized into three main sections as follows (see full text of the DCT in Appendix A):

Section 1 an everyday situation context:

S1 A man/woman asks his/her friend for some money to buy a book.  
(Money)

Section 2 a university context (the participants are asked to take a university student role):

S2 A student asks his/her classmate to give him/her a book. (Book)  
S3 A student asks his/her teacher to give him/her an extension on a term paper. (Extension)

S4 A student asks his/her teacher to lend him/her an umbrella. (Umbrella)

Section 3 a university context (the participants are asked to take a university professor role):

S5 A university professor asks a student to make his/her presentation a week earlier than scheduled. (Presentation)

S6 A university professor asks a student to look after his/her cats for one week. (Cat-sitting)

The situational variations which are the participants' role relationship such as the social status are shown in Table 8 below.

TABLE 8 THE SITUATIONAL VARIATIONS IN THE DCT

| Request situation: | Situational variation: | Social status | Request direction: |
|--------------------|------------------------|---------------|--------------------|
| S1 Money           | Between friends        | S = H         | Between equal      |
| S2 Book            |                        |               |                    |
| S3 Extension       | Student to teacher     | S < H         | Upward request     |
| S4 Umbrella        |                        |               |                    |
| S5 Presentation    | Teacher to student     | S > H         | Downward request   |
| S6 Cat-sitting     |                        |               |                    |

Note: S = H: Speaker and hearer have equal status;  
 S < H: Speaker has lower status than hearer;  
 S > H: Speaker has higher status than hearer

As shown in Table 8, S1 Money and S2 Book are the request situation between friends. In S3 Extension and S4 Umbrella situation, requests are made by student to teacher. In S5 Presentation and S6 Cat-sitting situation, requests are made by teacher to student. Since a request is a face-threatening act, requesting an unfamiliar person should apply more politeness strategies than did to a familiar one. In this study, the social distance between the speaker and the hearer was set as a distance relationship, enabled us to investigate the influence of different social status on the use of politeness strategies in requests.

Each situation informs the setting and the social dominance between the interlocutors and the reason why making requests, and ends with the task that asks the

participants to make a request. The response space lengthened from 2.5 to 3 inches is provided after each situation. An example of the situation is shown below.

**Situation 1:** It is 5 p.m. You are at a book store which is a one-hour drive from home. You find out that the book you want is the last one. You don't have enough money to buy it, but you have to use it in class tomorrow. The store will close at 6 p.m., so you cannot return home to get money. Luckily, your best friend, Jenny, is walking into the store. You decide to borrow some money from her. What would you say?

### 3.2 Subjects

There were two groups of subjects in this study: Thai learners of English and American exchange students. Seventy copies of the DCTs were sent out (thirty-five copies for each group). Fifty-eight copies were return, but only twenty-two copies of Thai learners of English and twenty copies of American exchange students were responded completely. The uncompleted responses were cut out, and twenty-two completed responses of both groups of participants were analyzed. Therefore, the subjects in this study included:

1. The first group consisted of 22 fourth-year English majors (henceforth: Thai learners) studying in the first semester of academic year 2005 at the Department of Western Languages at Srinakharinwirot University (SWU) in Bangkok, Thailand. All participants were in 19 – 22 age group (mean age: 20.9). While no test of language proficiency was undertaken on the subjects, their English proficiency can be categorized as intermediate level, regarding to their Grade Point Averages (GPA) in the English program (GPA : % of the number of the subjects—3.00-3.49 : 63.6% ; 2.50-2.99 : 27.3%, and 3.50-4.00 : 9.1%)
2. The control group consisted of 22 native speakers of American English (henceforth: Americans), exchange students, studying Thai language in the first semester of academic year 2005 at Thammasat University (TU) in Bangkok, Thailand. All

participants were in 18 – 24 age group (mean age: 21.3). Data from this group enabled the researcher to compare request strategies of Thai learners and Americans.

The same situations in the DCT were used to elicit requests from both Thai learners of English and Americans. Data were obtained through the DCT and were collected in the classrooms. The participants were asked to complete the DCT without time limit. Thai learners were asked not to use dictionaries in order to elicit their actual communicative competence.

### **3.3 Data coding**

The data of each group were coded according to Blum-Kulka et al.'s CCSARP coding scheme (1989). One of the purposes of the CCSARP investigation is to categorize different forms of request realization under different social constraints across a number of languages and cultures, making different groups of data comparable to each other (Blum-Kulka' et al. 1989: 275). Therefore, the CCSARP coding scheme can provide reliable request forms that are comparable for this study.

In this study, the use of request head act strategies and the internal modifications were focused. Therefore, the two main coding schemes are: (1) request head act strategies and (2) the internal modifications.

#### **3.3.1 Request head act strategies**

The request head acts were analyzed through the selection of strategy choices. The data were analyzed according to the level of directness: direct requests (D), conventional indirect requests (CI), and non-conventional indirect requests (NCI) as follows:

**(a) Direct requests (D).** Request head acts were coded as direct requests when the speaker's intent is appeared directly in his/her words. Direct requests include utterances that use direct grammatical mood (imperative) or performative verb.

For example:

- Yo, dude, *gimme* some money real quick (American response)
- I *have to ask you to present* a paper a week earlier. (Thai learners response)
- I really *need to use* that book before the discussion (American response)

**(b) Conventional indirect requests (CI).** This type of request includes the locution which uses a conventional indirect request, a query preparatory.

For example:

- *Could you* lend me that book? (Ability: Thai learners response)
- *Do you think I could borrow a few dollars until tomorrow?* (Willingness: American response)
- *I was wondering if it is possible* to present your paper next week. (Possibility: American response)

**(c) Non-conventional indirect requests (NC).** Head acts were coded when the locutions give hints to the hearer. For example:

*Nancy, could you help the class studying it in easy.*  
(Intent: asking for earlier presentation: American response)

### 3.3.2 The internal modifications of the head acts

The internal modifiers in each head act were coded in two aspects: lexical/phrasal downgraders, and lexical/phrasal upgraders.

**(a) Lexical/phrasal downgraders.** The presence of lexical/phrasal downgraders, such as politeness markers '*please*', understaters '*a bit, a little*', downtoners '*possibly, perhaps*', consultative devices '*do you think*', and subjectivizer '*I was wondering*' were counted.

**(b) Lexical/phrasal upgraders.** The presence of lexical/phrasal upgraders, such as intensifiers '*really*', and time intensifiers '*right now*', were counted.

In short, the coding scheme in this study is divided into two main categories, which are the selection of request head act strategies, and the internal modification, as shown in table 9.

TABLE 9 THE SUMMARY OF THE CODING SCHEME

| Coding scheme    |                           | Sub scheme                                                   |
|------------------|---------------------------|--------------------------------------------------------------|
| Request features | Request strategies        | ▪ Direct request (D)                                         |
|                  |                           | ▪ Conventional indirect request (CI)                         |
|                  |                           | ▪ Non-conventional indirect request (NCI)                    |
|                  | The internal modification | ▪ Lexical/phrasal downgraders<br>▪ Lexical/phrasal upgraders |

### 3.4 Data analysis

The data analysis in this study was done as follows:

1. The data of each group were coded using the Blum-Kulka's et al. (1989) CCSARP coding scheme.
2. Any errors in grammar, spellings and punctuation marks were ignored.
3. The data of each group were counted and calculated in percentage, and then were compared and analyzed according to the research questions.

In short, 22 Thai learners of English and 22 native speakers of English (Americans) participated in this study. The data were collected through a discourse completion test questionnaire (DCT) used to elicit requests from both groups of participants. Then, the data were coded through the use of the Blum-Kulka et al.'s (1989) CCSARP coding scheme. Finally, the data were compared and analyzed according to the research questions.

## **CHAPTER 4**

### **Findings and Discussion**

This chapter presents findings and discussion on the request strategies and politeness employed by Thai learners of English and American native speakers. The analysis is divided into two sections as follows:

4.1 The frequency of request head act strategies used by Thai learners and Americans.

4.2 The production of request head act strategies. This section includes the sentence forms of each request head act strategies and the use of directness levels in request head acts to the hearer of varying status (inferior to superior, between equal status, and superior to inferior). The results are reported as follows:

4.2.1 The direct requests (D)

4.2.2 The conventional indirect requests (CI)

4.2.3 The non-conventional indirect requests (NCI)

#### **4.1 The frequency of request head act strategies used**

This section presents the frequency of request head act strategies by Thai learners of English (henceforth: Thai learners) and American native speakers (henceforth: Americans).

The request head act is the minimal unit realizing a request; it is the core of the request sequence (Blum-Kulka et al. 1989: 275). Request head acts of Thai learners and Americans were produced in three levels of directness: direct request (D), conventional indirect request (CI), and non-conventional indirect request (NCI). Some request head

acts by both groups are modified with the internal modifications. Examples of request head act strategies are shown below.

**A) Examples of the direct request head acts (D):**

- (1) *Student asks teacher for extension: response by Thai learner*  
Please give me more few days, I will send to you.

In (1), the request head act is ‘*Please give me more few days*’ and the internal modification is politeness marker ‘*please*.’

- (2) *Student asks teacher for extension: response by American*  
I am sorry for asking, but I really need an extension.

In (2), the request head act is ‘*I really need an extension*’ and the internal modification is the intensifier ‘*really*.’

**B) Examples of the conventional indirect request head acts (CI):**

- (3) *Student borrows money from friend: response by Thai learner*  
Jenny! Can you lend me some money?

In (3), the request head act is ‘*Can you lend me some money?*’ and the internal modifications are the use of interrogative form and the understater ‘*some*.’

- (4) *Student borrows money from friend: response by American*  
Hey Jenny, Can I borrow some money to buy this book?

In (4), the request head act is ‘*Can I borrow some money to buy this book?*’ and the internal modification is the use of interrogative form and the understater ‘*some*.’

**C) Examples of the non-conventional indirect request head acts (NCI)**

- (5) *Teacher asks student to make earlier presentation: response by Thai learner*  
If you have problem in presentation tell me.

In (5), the request head act is ‘*If you have problem in presentation tell me*.’ and the internal modification is the use of conditional form.

- (6) *Teacher asks student to make earlier presentation: response by American*  
Nancy, could you help the class studying it in easy?

In (6), the request head act is ‘*could you help the class studying it in easy?*’ and the internal modification is the use of interrogative form.

All request head acts produce by both groups were categorized, calculated, and presented as shown in Table 10.

TABLE 10 THE DISTRIBUTION OF THREE MAIN REQUEST HEAD ACT STRATEGIES

| Request strategies                       | Thai learners (%) | Americans (%) |
|------------------------------------------|-------------------|---------------|
|                                          | N = 132           | N = 129       |
| Direct strategy (D)                      | 18.9              | 18.6          |
| Conventional indirect strategy (CI)      | 75.8              | 76.0          |
| Non-conventional indirect strategy (NCI) | 5.3               | 5.4           |

As shown in Table 10, Thai learners produced a total of 132 request head acts, of which 75.8% ( $n = 100$ ) were conventional indirect request head acts (CI), 18.9% ( $n = 25$ ) were direct request head acts, and 5.3% ( $n = 7$ ) were employed as non-conventional indirect request head acts (NCI). Americans produced a total of 129 request head acts, of which 76% ( $n = 98$ ) were CI, 18.6% ( $n = 24$ ) were D, and 5.4% ( $n = 7$ ) were NCI. These findings show that the use of request head act strategies by Thai learners was not different from that of Americans. The most frequently used strategy by Thai learners and Americans is CI, followed by D, and the least frequently used strategy of both groups is NCI.

To sum up, on studying the frequency of request head act strategies used by Thai learners of English and American native speakers, CI is the most preference request head act strategy by both Thai learners and Americans, followed by D, and NCI respectively.

## 4.2 The production of request head act strategies

The following section presents findings and discussion on the three request head act strategies: direct request head acts (D), conventional indirect request head acts (CI), and non-conventional indirect request head acts (NCI). The sentence forms of each strategy are presented and the influence of social status relations (inferior to superior, between equal status, and superior to inferior) on the uses of directness level are discussed.

## 4.2.1 Direct request head acts (D)

### 4.2.1.1 Forms of direct request head acts

Sentence forms of direct request head acts used by Thai learners and Americans were shown in Table 11.

TABLE 11 SENTENCE FORMS OF DIRECT REQUEST HEAD ACTS

| Sentence forms of Thai learners<br>(N = 25) |      | Sentence forms of Americans<br>(N = 24) |      |
|---------------------------------------------|------|-----------------------------------------|------|
|                                             | (%)  |                                         | (%)  |
| <b>Want statements</b>                      |      | <b>Want statements</b>                  |      |
| I want/have to do X.                        | 44.0 | I (really) need to do X.                | 37.5 |
| I would like to do X.                       | 28.0 | I was hoping you would do X.            | 29.2 |
| I want/have to ask you to do X.             | 12.0 | I want/have to ask you to do X.         | 16.7 |
|                                             |      | I would like to do X.                   | 8.3  |
| <b>Imperatives</b>                          |      | <b>Imperatives</b>                      |      |
| Do X.                                       | 16.0 | Do X.                                   | 8.3  |

Table 11 shows that two main forms of direct request head acts were used by Thai learners and Americans: the want statements, and the imperatives.

The want statement was the most frequently used of direct request forms of both Thai learners (84%) and Americans (91.7%). The want statement forms frequently used by Thai learners were '*I want to do X*' (44%), '*I would like to do X*' (28%), and '*I want/have to ask you to do X*' (12%). Meanwhile, Americans frequently used the want statement form '*I need to do X*' (37.5%), '*I was hoping you would do X*' (29.2%), '*I want/have to ask you to do X*' (16.7%) and rarely used the form '*I would like to do X*' (8.2%). According to Blum-Kulka et al. (1989), the use of perspective 'I' instead of 'you' in request can reduce the level of imposition in requests; therefore, the requests become more polite where the hearer is not named. Since the want statement forms state the speaker's needs, demands, wishes and desires instead of put imposition on the hearer, these forms can be considered as the most polite way to make a direct request. Therefore,

in this study, the want statement was the most frequently used direct request form of both Thai learners and Americans.

The imperative normally signals an order, and its unmodified form is only supposed to be used by a speaker who has power over the hearer; otherwise, it can be considered very impolite (Hong, 1999: 1). In this sense, this strategy is the least preferred way of making a request in English; hence, in this study, Americans rarely used the imperative form ( $n = 2$ ). On the other hand, the imperative was used by Thai learners almost two times as often as Americans did (Thai learners: 16% vs. Americans: 8.3%). However, all of the imperatives produced by Thai learners and Americans were modified with politeness marker '*please*' in order to soften the imposition of request.

In sum, the most frequently used direct request forms of both Thai learners and Americans was the want statement. The imperative form was used by Thai learners quite often than by Americans; however, all the imperatives in this study were mitigated with the politeness marker '*please*.'

#### **4.2.1.2 The use of direct requests to the hearers of varying statuses**

This section illustrates the influence of the power dominance variables (equal and unequal status) on the use of direct request head acts of Thai learners and Americans. The direct request head acts given to the hearers of varying status were discussed: a request from a student to a teacher (upward request), a request from a student to a student (equal status request), and a request from a teacher to a student (downward request).

Figure 3 shows the distribution of the direct request (D) by Thai learners of English and Americans across three social status variations.

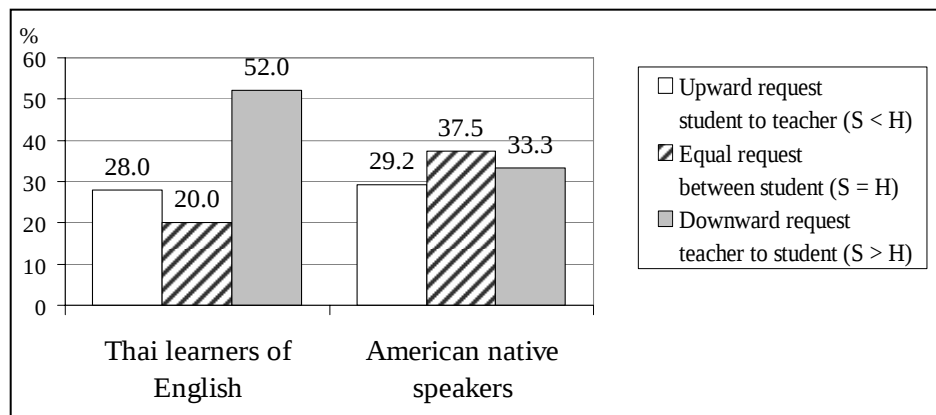


FIGURE 3 THE DISTRIBUTION OF DIRECT REQUEST STRATEGY TO THE HEARERS OF VARYING STATUSES

In Figure 3, making requests to superiors ( $S < H$ ), Thai learners used the direct request upward as frequently as Americans did (Thai learners: 28% vs. Americans: 29.2%). In equal status situations ( $S = H$ ), Thai learners used direct requests less frequently than Americans did (Thai learners: 20% vs. Americans: 37.5%). In making requests to inferiors ( $S > H$ ), Thai learners used direct request much more frequently than Americans did (Thai learners: 52% vs. Americans: 33.3%). The findings showed that the frequency of direct request used across three social status variations by Thai learners and American was different. Thai learners used the direct request downward more frequently whereas Americans used the direct request to friends more frequently.

Regarding politeness in the direct request head acts, the directness is considered the least polite way to make speech act, but it gives the hearer the most clarity. Politeness is based on the two needs: the pragmatic clarity and the avoidance of commanding (Blum-Kulka et al. 1989: 131). In some cultures (e.g. German and Polish), the use of directness should not be considered impolite, but rather, it should be seen as a way of expressing closeness and affiliation (Pavlidou. 2000; Wierzbicka. 2003). Having the most pragmatic clarity but putting the most imposition on hearer, the direct request, in

this study, is less frequently used than the conventional indirect request (CI) but more popular in use than the non-conventional indirect request (NCI) by both Thai learners and Americans.

As shown in Figure 3, Thai learners tend to use the direct requests (D) to the inferiors. In the Thai culture, a hierarchal society, the use of direct requests by teachers to students is acceptable and common. In this study, direct request was frequently used by Thai learners when they took the teacher role requesting the student (S > H). It is observed that the use of direct requests by Americans was not different across the three status variations. It is plausible to say that different social status does not have much effect on Americans use of directness. In the American culture, university teachers and students probably pay respect to each other in the same way. Since the direct requests put imposition on the hearer directly, the hearer can interpret the requests as an intrusion on freedom of action, or as an expressive of dominance (Blum-Kulka et al. 1989: 11). Therefore, directness was not popular in use between teacher and student interactions by Americans. If learners make requests too directly, hearers (English native speakers) may perceive the requests as an order and may get angry, resulting in miscommunication. Therefore, the use of direct requests should be recommended and discussed in class.

In addition, the findings further showed that Americans used direct request to friends a bit more frequently than they did upward and downward. The findings of the directness in Americans data may confirm previous studies (Pavlidou. 2000; Wierzbicka. 2003) that the use of directness to friends is the expression of closeness and affiliation.

To sum up, in the use of direct request forms, both Thai learners and Americans used the same sentence forms: the want statements. In the use of direct requests to the

hearer of varying social statuses, Thai learners used direct requests downward more frequently while Americans used direct requests to friends more frequently.

#### 4.2.2 Conventional indirect request head acts (CI)

##### 4.2.2.1 Forms of conventional indirect request head acts

Sentence forms of conventional indirect request head acts used by Thai learners and Americans were shown in Table 12.

TABLE 12 SENTENCE FORMS OF CONVENTIONAL INDIRECT REQUEST HEAD ACTS

| Thai learners (N = 25)            | %    | Americans (N = 24)                | %    |
|-----------------------------------|------|-----------------------------------|------|
| Can/Could you                     | 40.6 | Can/could I                       | 19.4 |
| Can/could I                       | 32.7 | Would you mind                    | 14.3 |
| Would you mind                    | 14.9 | Can/Could you                     | 12.3 |
| May I                             | 5.8  | I was wondering if you can/could  | 11.2 |
| Will/Would you                    | 4.0  | Is there anyway I/you can/could   | 10.2 |
| If it is possible can/could I/you | 1.0  | I was wondering if I can/could    | 9.2  |
| I was wondering if I can/could    | 1.0  | If it is possible can/could I/you | 8.2  |
|                                   |      | Would it be possible              | 5.1  |
|                                   |      | Will/Would you                    | 5.1  |
|                                   |      | Do you think I can/could          | 2.0  |
|                                   |      | Do you think you can/could        | 2.0  |
|                                   |      | May I                             | 1.0  |

From Table 12, it is seen that Thai learners considerably differed from Americans on the use of conventional indirect request sentence forms. Thai learners frequently used the form '*Can/Could you do X?*' (40.6%) and '*Can I do X?*' (32.7%), while Americans use these two forms less frequently than Thai learners did (12.3% and 19.4% respectively). On the other hand, while Americans frequently used the form '*Is there anyway I/you/we can/could,*' (10.2%), '*I was wondering if I/you can/could*' (9.2%), and '*If it is possible can/could I/you*' (8.2%), Thai learners hardly ever used these forms (1%). The findings showed that Thai learners can perform only the simple modalized request forms such as '*Can I/you,*' '*Could I/you,*' '*Would you (mind),*' and '*May I*'. Unlike Thai learners, Americans produced many different forms of requests: interrogative forms '*Can/ Could I/you,*' conditional forms '*If it is possible I/you can/could.*'

Americans made their request more politely by adding some internal modifiers such as the understater '*Is there anyway*,' the consultative device '*Do you think*,' or the subjectiviser '*I was wondering*' into the modalized request forms, representing a more conventionalized way of introducing requests and expressing politeness in English (Sifianou. 1999). Thai learners hardly used these lexical and syntactic internal modifications in their requests. It seems to be difficult for Thai learners to add these internal modifiers in their requests. Table 13 shows the use of internal modifiers in CI by Thai learners and Americans.

TABLE 13 THE INTERNAL MODIFIERS USED IN THE CONVENTIONAL INDIRECT REQUESTS

| Internal modifiers  | Examples                         | Thai learners (%) | American (%) |
|---------------------|----------------------------------|-------------------|--------------|
|                     |                                  | N = 78            | N = 137      |
| Politeness marker   | <i>please</i>                    | 71.4              | 34.2         |
| Downtoner           | <i>possibly, Is there anyway</i> | 1.5               | 22.6         |
| Subjectiviser       | <i>I was wondering</i>           | 1.5               | 20.7         |
| Consultative device | <i>Do you think</i>              | 2.7               | 10.4         |
| Understater         | <i>some, a bit, little</i>       | 20.2              | 10.3         |
| Intensifier         | <i>now, real quick</i>           | 2.7               | 1.8          |

As shown in table 13, Thai learners made a total of 78 internal modifiers, of which 71.4% were the politeness marker '*please*' and 20.2% were the understater '*some, little*'; they rarely used the consultative devices (2.7%), the intensifiers (2.7%), the downtoners (1.5%), and the subjectivisers (1.5%) in CI. On the other hand, Americans made a total of 137 internal modifiers which are the politeness marker (34.2%), the downtoner (22.6%), the subjectiviser (20.7%), the consultative device (10.4%), the understater (10.3%), and the intensifier (1.8%). The findings obviously show the lack of internal modifiers in Thai learners CI request, which is consistent with most previous studies (Faerch & Kasper. 1989; Hassall. 2001). This issue leads to the question whether the absence of internal modifiers makes Thai learners' requests inappropriately. According to Faerch and Kasper (1989), since internal modifiers implicitly imply politeness, their absence can imply impoliteness or inappropriateness as

well. Although the lack of internal modifiers is not found in requests of native speakers, this does not mean that the learners' request is inappropriate. In this study, some requests of Americans are also unmodified with the internal modifiers or being a "bare head act". Then, the bare head acts produced by the learners are still considered as acceptable. However, Hassall (2001) points out that the apparent lack of internal modification by learners greatly limits their options for making requests. Thus, Thai learners can perform requests with limited request forms (as shown in Table 12) and some politeness value will be lost. This finding is in line with Blum-Kulka's study (1982, 1983) that learners' performance of requests were close to native speakers' usage but the meaning or illocutionary force and some politeness value of the utterance often lost.

#### 4.2.2.2 The use of conventional indirect request head acts to the hearers of varying statuses

This section presents the use of conventional indirect request head acts (CI) by Thai learners of English and Americans across three power dominance variations (inferior to superior, between equal status, and superior to inferior). Figure 4 shows the distribution of CI by Thai learners and Americans across three social status variations.

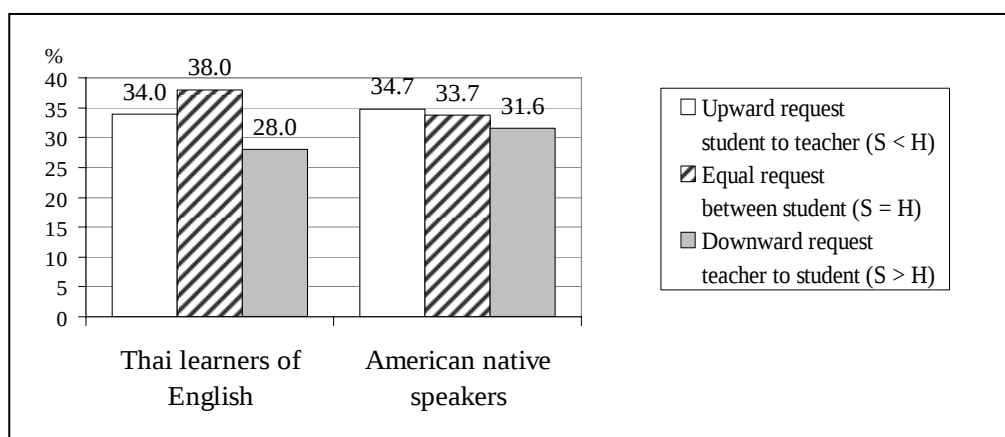


FIGURE 4 THE DISTRIBUTION OF THE CONVENTIONAL INDIRECT REQUEST STRATEGY TO THE HEARERS OF VARYING STATUSES

From Figure 4, Thai learners used conventional indirect requests (CI) to friends (38%) more often than they did to the superiors (34%) and the inferiors (28%) while Americans used CI to the hearers of varying statuses with similar frequency (upward: 34.7%, between equal: 33.7%, downward: 31.6% ). The findings show that Thai learners used CI to friends more frequently while Americans used CI to superiors more frequently.

In the use of politeness on the conventional indirect requests (CI) across the three social status variations, regarding politeness theory of Brown and Levinson (1978), being indirect is the way to express negative politeness (minimizing the imposition on messages to the hearer or maintaining the negative face—a want or desire for freedom of action and freedom from imposition). That is to say using CI can convey negative politeness.

As shown in Figure 4, in making requests to friends, Thai learners used CI more often than they did in other situations. In the equal status situation, a student asks his/her friend to lend him/her some money to buy a book. Thai learners may think that borrowing money from a friend is a threatening act that put imposition on the hearer's negative face; therefore, they frequently used CI to minimize the imposition or to show that they do not mean to put imposition on the hearer's negative face.

In making request to the inferiors ( $S > H$ ), both Thai learners and Americans used CI less often than they did in other situations. In this situation, a teacher asks a student to present his/her paper to the class earlier than scheduled. Since the teacher has higher status than the student, the student's negative face is less concerned. When the negative face is less concerned, the negative politeness is less needed. In this sense, both Thai learners and Americans used less CI in making request to the inferiors.

In short, in the use of sentence forms and internal modifiers in conventional indirect request (CI), Americans produced various forms of CI and frequently used internal modifiers in their request head acts. In the mean time, Thai learners produced limited sentence forms, and infrequently used the internal modifications, reducing some politeness value of the utterance. Regarding the use of CI across three status variations, while Americans preferred using CI upward, Thai learners often used CI to friend. CI was least found in downward requests by both Thai learners and Americans.

### **4.2.3 The non-conventional indirect request head acts (NCI)**

#### **4.2.3.1 Forms of non-conventional indirect request head acts**

In this section, some examples of the non-conventional indirect strategy (NCI) used by Thai learners and Americans are discussed.

The non-conventional indirect strategy (NCI) is a request that asking the hearer to do the action through the use of strong hints, utterances containing partial reference for the implementation of the act. Since the non-conventional indirect request gives hints to the hearer, there is no exact form of this request strategy. Some NCI examples produced by Thai learners and Americans are shown below.

(7) *A student borrow a book from a classmate: Thai learner response*

Have you read this book yet? Have you finished this book?

(8) *A student borrow a book from a classmate: American response*

Hey Mandy. I was wondering if you are almost done using the book.

In (7) and (8), both Thai learners and Americans gave hint in a similar way, that is they asked whether the hearer finished reading the book, showing the intention to borrow the book. In (8), the use of internal modifier '*I was wondering*' and the use of conditional sentence by Americans, indicating that the use of internal modifiers

is an important feature of Americans. In this case, it is possible that Americans may use the internal modifier '*I was wondering*' to signal a request—a non-conventional indirect request.

#### 4.2.3.2 The use of the non-conventional indirect request head acts to the hearers of varying statuses

This section presents the influence of the power dominance variables on the use of non-conventional indirect request (NCI) of Thai learners and Americans.

Figure 5 shows the distribution of non-conventional indirect request (NCI) by Thai learners and Americans across three social status variations.

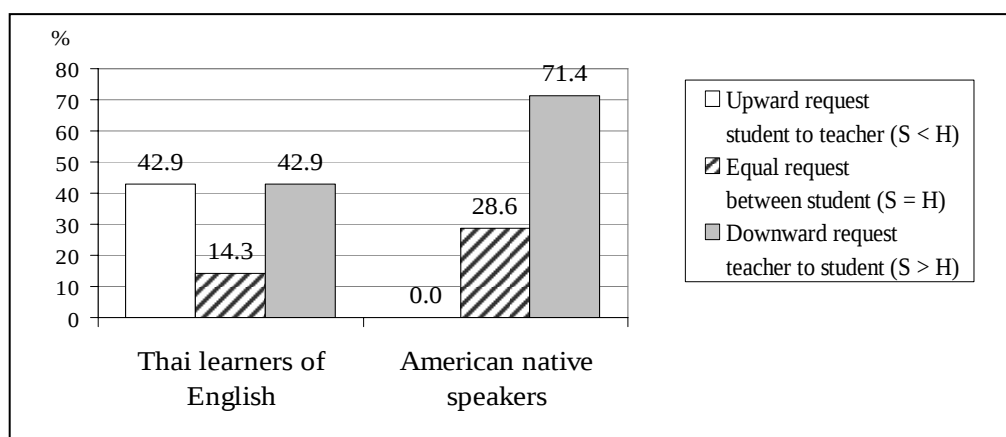


FIGURE 5 THE DISTRIBUTION OF THE NON-CONVENTIONAL INDIRECT REQUEST STRATEGY TO THE HEARERS OF VARYING STATUSES

As shown in Figure 5, when making requests with persons of lower and higher statuses ( $S < H$  and  $S > H$  situations), Thai learners frequently used non-conventional indirect requests (NCI) both upward and downward equally (42.9%), and they occasionally used NCI to friends. Americans frequently used NCI to inferiors (71.4%), occasionally used NCI to friends (28.6%), but never used NCI to superiors. These findings showed that while NCI was frequently given downward by Americans, it was least used between people of equal status by both Thai learners and Americans.

Regarding politeness in the non-conventional indirect strategy (NCI), politeness is based on two needs: the pragmatic clarity and the avoidance of coerciveness (Blum-Kulka et al. 1989); the NCI which is the most indirect strategy but lacks clarity becomes the least polite way on requesting. In this study, the non-conventional indirect strategy (NCI) was the least preference strategy among both Thai learners (n = 7) and Americans (n = 7) in all situations.

In conclusion, regarding the use of request head act strategies by Thai learners of English and American exchange students, the conventional indirect strategy (CI) is the most frequently used strategy of both groups, followed by the direct strategy (D), and the non-conventional indirect strategy (NCI). In the production of direct request head act, the want statement was the most frequently used form of both Thai learners and American. The direct request was found highly used by Thai learners in making request to the superior. The use of CI request head act by Thai learners was different from that of Americans in the use of sentence forms and the internal modifiers. Thai learners could not convey politeness through the use of various internal modifiers, resulting in their sentence forms being limited.

## **CHAPTER 5**

### **Conclusion and Recommendation**

This chapter makes a conclusion on the use of request head act strategies by Thai learners of English and American exchange students. Then the recommendations, limitations, and suggestions of the study are presented respectively.

#### **5.1 Conclusion**

This study aims to investigate request head act strategies used by Thai learners of English and American exchange students. The findings from this study indicate similarities and differences in the use of request head act strategies and the internal modifications among Thai learners and Americans.

On studying the request head act strategies used by Thai learners of English and American exchange students, it was found that the use of request head act strategies by Thai learners was similar to that by Americans. The most frequently used request head act strategies by both Thai learners and Americans was conventional indirect strategy (CI), followed by direct strategy (D), and non-conventional indirect strategy (NCI) is the least frequently used by both groups.

The most frequently used direct request form of both Thai learners and Americans was the want statement—stating what the speaker wants or desires. The imperative form was used by Thai learners quite often than was by Americans; however, all the imperatives in this study were mitigated with the politeness marker ‘please.’ In the use of direct requests across different social status variations, Thai learners used direct requests

to the inferiors more often than Americans did. It is plausible to say that if Thai learners are not aware of the difference of the preference of directness, these may lead to miscommunication or encounter a communication breakdown.

In the use of conventional indirect requests (CI) with the hearer of different status, Thai learners often used CI to friends while Americans use CI upward. CI was least found in downward requests by both Thai learners and Americans. In the use of sentence forms and internal modifiers in conventional indirect requests (CI), Americans produced various forms of CI and frequently used internal modifiers in their request head acts. In the mean time, Thai learners produced limited sentence forms, and infrequently used the internal modifications, decreasing some politeness value in the utterance. In real life, the limited competence in using various sentence forms and the absence of internal modifiers can possibly lead to a failure in communication. One of the reasons for their failure can partly be related to Thai learners' limited knowledge of linguistic choices such as the use of modal verbs and syntactic forms. Thai learners appear to use only two modal verbs 'can' and 'could' in the majority of their CI requests. Only a small number of Thai learners are able to use other modals such as 'would' as in 'Would you mind'. The other failure may come from the absence of the internal modifiers. During interaction, the interlocutors normally do not attend to the presence of the internal modifiers in their speech, but they do notice the absence of the internal modifiers (Faerch & Kasper, 1989). Since the internal modifier helps reinforce imposition in the interaction, its absence can cause request sounds less polite, probably leading to failure.

Regarding the use of the non-conventional indirect strategy (NCI), it was the least frequently used by both Thai learners and Americans. Using NCI strategy seems easy to Thai learners; however this strategy can cause a miscommunication to Thai learners if their NCI is too indirect.

## 5.2 Recommendation

Some recommendations for developing learners' communicative competence were provided in the following section.

### 5.2.1 Recommendation for pedagogical dimension

Findings of this study revealed that the learners had limited competence on the use of request sentence forms and internal modifiers. Therefore, teachers should introduce more variety of request forms used in particular situations to the class such as the use of conditional forms (*If it is possible can/could I do X?*), and the use of modalized forms plus modifiers (*I was wondering Is there anyway I can/could do X?*). Learners should be taught to add proper politeness markers in their request. Moreover, the relationship between the situational variations (social status, social distance, and ranking of imposition) and the levels of politeness in request forms (how the native speakers use such request form in particular situations) should be suggested, discussed, and practiced in class.

### 5.2.2 Recommendation for learners

To accomplish the goal in making requests in English, learners should learn how to use a proper request in a particular situation. This study suggests that learners should learn more on when/how to use internal modifiers, when/how to employ directness and indirectness, which level of directness should be used in particular situations, and which request strategy conveys the proper politeness. Learners can learn this matter through the movies, international TV programs like talk shows, contemporary novels or short stories, or any source that contains request interactions. These can help learners to better understand how native speakers use proper requests in particular situations.

### **5.3 Limitation of the study**

Time constraints did not allow the researcher to randomly select the subjects from all English major students studying in the Department of Western Language at SWU and at other university. Due to the small number of the participants (22 for each group), the findings may not be generalized to all levels of Thai learners of English or American students. These findings are specific to a particular group of students and to the specific context described in this study. Therefore, there should be more participants participating in the further study.

### **5.4 Suggestions for further studies**

Suggestions for further studies are provided below.

1. There should be studies of request strategies and politeness features by the other group of participants such as Thai learners of English from different university or Thai learners of English of other educational levels, in order to uncover request features and pragmatic competence of Thai learners of English in a wide range. The results from such study can be generalized and be used to guideline a course syllabus henceforth.
2. There should be studies of request strategies and politeness in request conducted through the spoken data, such as role play or a natural conversation, in order to study request features of the actual spoken language of Thai learners of English.
3. There should be studies of strategies and politeness of Thai learners of English in other speech acts such as refusals, compliments, greetings, etc. in order to gain more understanding on EFL learners' communicative competence which can be used as a guideline for the development of teaching methods and syllabus designs for the EFL classroom.

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## **APPENDIX**

## **APPENDIX A**

DISCOURSE COMPLETION TEST (DCT)

## Appendix A1: Part I Discourse Completion Test (DCT) for American exchange students

**A Survey on Requests**

Juthamard Suttipanyo  
 Graduated student, M.A. (English)  
 Faculty of Humanities,  
 Srinakharinwirot University,  
 Bangkok, Thailand  
 e-mail: jsuttipanyo@yahoo.com

Dear Respondent,

The main objective of this questionnaire is to collect a large number of English speakers' performance of requests. The cross-cultural comparisons will be made upon the completion of this survey. Please read the directions and answer the questions below.

I would very much appreciate your help with my research. The information you provide will be used only for purposes of this study. None of your personal information will be shown in the study. If you have any questions about this questionnaire, please feel free to send me e-mail.

Sincerely,

Juthamard Suttipanyo

|                                     |
|-------------------------------------|
| <b>Part I: Personal information</b> |
|-------------------------------------|

**Please fill in the blanks and put an X in the appropriate circle in the following.**

Age: \_\_\_\_\_

Sex:    ☐ Female            ☐ Male

Your nationality: \_\_\_\_\_

Your mother tongue(s): \_\_\_\_\_

Other languages that you can speak: \_\_\_\_\_

The main language you use at school is: \_\_\_\_\_

The main language you use at home is: \_\_\_\_\_

The main language you use with your friends is: \_\_\_\_\_

The city/town where you were brought up: \_\_\_\_\_

## Appendix A2: Part I DCT for Thai learners of English

### A Survey on Requests

I would very much appreciate your help with my research. The information you provide will be used only for purposes of this study. None of your personal information will be shown in the study.

Sincerely,  
Juthamard Suttipanyo  
Graduated student, M.A. (English)  
Faculty of Humanities,  
Srinakharinwirot University

#### Part I: Personal information

Please fill in the blanks and put an X in the appropriate circle.

Age: \_\_\_\_\_ Sex:    ☐ Female    ☐ Male

1. Your current grade point average (GPA) in the English Program is

- ☐ 3.50 - 4.00                      ☐ 2.50 - 2.99  
☐ 3.00 - 3.49                      ☐ Less than 2.50

2. How long have you studied English?

- ☐ More than 15 years  
☐ 10-15 years  
☐ Less than 10 years

3. Outside the class room, how many native speakers of English do you communicate with?  
(Including interacting by e-mail, online chatting)

- ☐ More than 8 people                      ☐ 1-4 people  
☐ 5-8 people                                  ☐ 0 (skip to no. 4)

3.1 How often do you communicate with them?

- ☐ Everyday  
☐ 4 -6 times a week  
☐ 1 - 3 times a week

3.2 How long do you spend talking/chatting with them each time?

- ☐ Longer than 2 hours  
☐ 1 hour - 2 hours  
☐ 1-60 minutes

4. Do you watch English TV programs/ listen to English radio stations?

- ☐ Yes                      ☐ No

4.1 How often do you watch English TV programs/ listen to English radio stations?

- ☐ Everyday  
☐ 4 -6 times a week  
☐ 1 - 3 times a week

4.2 On average, how long do you watch English TV programs/ listen to English radio stations each day?

- ☐ Longer than 2 hours  
☐ 1 hour - 2 hours  
☐ 1-60 minutes

Appendix A3: Part II DCT for both Thai learners of English and American exchanged students

**Part II: Discourse Completion Test**

**Guidance notes**

Please read the following guidance notes carefully.

1. Please read the given situations carefully. Then please **respond as naturally as possible** in the space provided. Write down exactly what you most probably would say in each situation.

2. In circumstances where you feel non-verbal communication (i.e., making some action like smiling or coughing) would take place, please also state this in your answer.

**(Example)** You are at the library. You want to write down the book references on your notebook, but you do not have a pen. You want to borrow a pen from Nicky, your class mate. What would you say?

*Hey, Nicky. (Smiling) Can I borrow your pen? I forgot mine.*

3. Please complete all situations in this questionnaire.

4. PLEASE WRITE CLEARLY.

**Section 1 Everyday situation context: be yourself in making requests**

**Situation 1:** It is 5 p.m. You are at a book store which is a 1-hour drive from home. You find out that the book you want is the last one. You don't have enough money to buy it, but you have to use it in class tomorrow. The store will close at 6 p.m., so you cannot return home to get money. Luckily, your friend, Jenny Wilson, is walking into the store. You decide to ask to borrow some money from her. What would you say?

**Section 2 University contexts: take a university student role in making requests**

**Situation 2:** You want to borrow research on writing from your teacher, but another student has already borrowed that book for two days. Two days later, hoping the book has been returned, you come to borrow it again, but that student has not returned it yet. Your teacher, then, gives you the student's name and her phone number. It's Mandy Light, a student from another faculty who is taking the same English class as you. You have to read that book to prepare for class discussion in the next two days. Now, you see Mandy come out of the canteen holding that book in her hands. What would you say?

**Situation 3:** You had a cold last week. It was severe enough to make you stay home and rest. Although your cold is almost gone now, you know that you will not be able to finish the term paper due in two days. Therefore, you want to ask the professor, Dr. Robert Johnson, to give you an extension. Although you don't have an official medical excuse, you have done well in this course up to now. You know he rarely gives extensions on term papers because he is usually very busy, and he will leave the campus to do field work immediately after this semester is over. You are in his office now. What would you say?

**Situation 4:** It is 6:30 p.m. Your last class has just finished. It's raining heavily. You and your friends have neither an umbrella nor a raincoat. You come into the teacher's office to hand your paper to your advisor. Your advisor, Professor Alice Row, is clearing up her desk. You see that she has two umbrellas, and you once saw her lend a student an umbrella. Then, you decide to ask her if you can borrow her umbrella. What would you say?

### Section 3 University contexts: take a university professor role in making requests

**Situation 5:** You are a university professor. You have assigned students to make a presentation on different topics in the next two weeks. The presentation is a 15-minute critique of a journal article. You want one student, Nancy Smith, to present a paper a week earlier than scheduled because her topic is more relevant to the next week's lecture. However, the midterm exam is next week, and you know she has to study hard. After class, the students have all left, and you are talking to her alone. What would you say?

**Sit 6:** You are a university professor. Near the end of the semester, you have to attend an international seminar in another city for a week. You have two cats in your apartment, so you have to ask someone to look after and feed them. You don't have any close friends or relatives in your neighborhood, but one student, Alex Smith, lives next door to you, and she is a cat lover. Your cats are quite familiar with her because she always plays with them and gives them snacks. You want to ask Alex to look after your cats. Now, Alex is in your office. What would you say?

Your comments and suggestions you consider relevant to this section:

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Thank you for your valuable information.

## **APPENDIX B**

### **REQUEST RESPONSES BY THAI LEARNERS OF ENGLISH AND AMERICAN EXCHANGE STUDENTS**

**APPENDIX B1**  
**Upward requests of Thai learners of English and  
American exchange students**

## Appendix B1: Upward requests of Thai learners of English and American exchange students

### Situation 3 student asks teacher for extension

| Thai Learners of English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | American exchange students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>1. Dr. Robert Johnson, I really have a problem to tell you. I had a cold last week, it was so severe that I could not finish my work in time. I have done part of it. I really try to do but it's beyond my ability. You know that I have never turned in the paper late because I love your subject. This time is a really emergency. I am sorry. Please give me an extension. I will never turn the paper late again.</li> <li>2. Excuse me, Dr. Robert, May I bother you a moment? (smiling) I would like to ask you an extension and allow me to send you a research by e-mail. Because I would like more time to do the best with this research.</li> <li>3. I had something to ask for from you since I have been ill for a long time but I was eager to let you know that I wanted to attend and finish a term paper. As you know that I did well on your subject so you have no worries about my paper work <u>if you will extend the time for me</u> and that I will appreciate your greatly. I understand that you're very busy so I don't want to disturb you but I beg for my chance as I hope you can see my attention that I did for your class.</li> <li>4. I'm sorry that I couldn't do the term paper because I was got sick. Please give me more few days, I will send to you.</li> </ol>                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>1. I know it is terribly inconvenient for you Dr. Johnson, but I've been ill and was hoping to receive an extension on the term paper. Is that possible?</li> <li>2. I am sorry for asking, but I really need an extension. I have been too sick to do any work, but am very serious about your course. What do you think?</li> <li>3. Hey, Dr. Johnson, I wanted to ask you for an extension on my paper because I've been really sick this week and there's no way I can get it in before ... (two days from now). I know you don't usually give extensions, but can you make an exception in this case? You can take off points if you feel it's necessary.</li> <li>4. Hi Dr. Robert. I came today to ask for an extension on my term paper. I've had this really bad cold since last week. I have most of the paper done but I just got this cold all of sudden and it has slowed me down.</li> <li>5. Hi Dr. Johnson. This past week I was very sick &amp; I was not able to finish my term paper. Now I know you don't usually give extensions, but I was hoping you would make an exception this one time since I am such a good student and I was sick this past week. Would that be alright?</li> <li>6. Mr. Johnson, I have been sick for a week and could use an extra day for the paper.</li> </ol> |
| <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Ability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Ability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>1. Can you give me an extension on term papers please?</li> <li>2. I have just recovered. I can't finish my term paper in time. Can you give me an extension?</li> <li>3. Can you give an extension of the term paper for me?</li> <li>4. Professor Johnson. Last week, I had a cold, and I was only stay in the bed, so I will not able to finish the paper in two days. Can you give me some extension? I promise to hand in the paper by this week.</li> <li>5. Dr. Robert, Because I had a cold last week, but I don't have an official medical excuse to give you for assure my sickness and I cannot able to finish the term paper. Could you allow me to extense the term paper next time.</li> <li>6. Dr. Robert Johnson, could you give an extension on term paper please?.</li> <li>7. I'm very sorry Mr. Johnson. I had a severe cold last week, but now I've been better. However, I cannot finish the paper on schedule. Could you extend the paper due? I'll do my best to finish.</li> <li>8. Excuse me. Last week I had a cold, so I cannot finish the term paper. Could you give me an extension?</li> <li>9. Sorry Prof Johnson, I know you are very busy and have to leave the campus after this semester is over, but I'm afraid that I cannot hand in the term paper in two days because I'm just recover from the cold last week. I need more time to do it, but I will finish it as soon as possible. Could you allow me to hand in it after the dead-line for 2 days?</li> </ol> | <ol style="list-style-type: none"> <li>1. Excuse me Dr. Johnson. I have been ill for the past week and haven't been able to work on my term paper. I don't think I'll be able to finish it before the deadline. Can you give me an extension?</li> <li>2. Dr. Johnson. (smiling) You know that I am a good student but I was wondering if you could give me an extension on the term paper because I was horribly ill last week and was unable to finish. Thanks.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Willing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Willing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>1. Excuse me Dr. Johnson, I just wonder that can I hand in your term paper a bit later if I cannot make it in two days?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ol style="list-style-type: none"> <li>1. Dr. Johnson. I have been sick all last week and wasn't able to work on my paper. I am doing well in the class and if I was well enough to work on it I would have. Can I have an extension?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>I had a cold last week. It spent a long time to get well, so my term paper won't be finished in time. May I ask you to send it a little late.</li> <li>Dr. Robert Johnson, I know I have to hand my term paper in two days, but I've just feel better. Do you mind, if I ask you give an extension?</li> <li>Dr. Robert Johnson, would you mind to give me an extension on my term paper? I know that you are very busy and you will leave the campus after this semester, but I had a cold last week. I must stay home and rest, so I hope you could give extension on my term paper.</li> <li>Prof. Johnson, Would you mind to extend the time for my term paper? Since, I had a cold last week, so still don't have anytime to do you paper.</li> </ol> | <ol style="list-style-type: none"> <li>Hey Dr. Johnson, I haven't been feeling very good lately, do you think I can get an extension on my term paper.</li> <li>Hello Dr, Johnson. I have a question to ask you. I know you don't usually do this, but I was wondering if I could have an extension on the term paper. I've been really sick this past week, and have not been able to accomplish as much as I had chopped.</li> <li>Hi Dr. Johnson, I know that you don't usually do this but I was wondering if I could get an extension on my paper. I have been extremely sick for the last week and I need a day or two to finish the paper.</li> <li>Dr. Johnson, I have been sick for the past week. I am just now getting over the cold I had. I was not able to accomplish anything on my paper and I was wonder if you would allow an extention [extension].</li> <li>I know you don't usually give extensions but I feel I have a reasonable excuse to warrant such a fine gift of confidence in my paper. Would you mind if I had a day or two more to perfect my paper.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p style="text-align: center;">Possibility</p> <ol style="list-style-type: none"> <li>Excuse me professor, I had a cold last week, and I think I can't send my term paper due in two days. Thus, tomorrow can I send it at your e-mail?</li> <li>Dr. Robert, would you please give me an extension? I've got a cold last week and I just discovered from it. I can't finish the term paper in two days.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                | <p style="text-align: center;">Possibility</p> <ol style="list-style-type: none"> <li>I know the paper is due in two days but I have been very ill and could use an extension if it is possible.</li> <li>Dr. Johnson, is there any way I could have an extension on that paper? I've been really sick last week.</li> <li>Professor Johnson, I really hate to ask, but I've had a terrible cold the past few days and have been sick in bed and don't think I'm going to be able to complete the term paper due in a few days. Is there any way we could work something out so I could have an extra couple of days so I can complete the assignment to the quality I am capable of?</li> <li>Mr. Johnson I have been very sick for the last week and did not have a good chance to work on my term paper. Is there any way I could get a day or two extension? I could E-mail it to you if that is better for you. (smiling)</li> <li>Excuse me. I know you're very busy all the time, but I have a problem to discuss. I was very ill last week, you probably noticed that I didn't attend class. I stayed in bed the whole week and it was impossible for me to work on term paper. Is there any chance that you could give me a little bit more time because I'm afraid I won't finish it on time.</li> <li>Hi, Dr. Johnson. (Smiling, but nervous) I come to meet with you because I have a problem. Last week had a horrible cold that I am now getting over. Because of this cold I wasn't able to finish my term paper. Therefore I am asking you if it is possible if I can have an extension on the term paper. I am very aware of you not giving extensions, but because I don't have a medical excuse can you look at how well I have been doing in your class to let you know that I will have it done.</li> </ol> |
| <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ol style="list-style-type: none"> <li>Excuse me! Do you have free time? I want to consult about term paper.</li> <li>Excuse me. When do have free time, Dr. Robert? I want to consult you about my term paper.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><i>NOTHING. I would quit being a baby and write it.</i></p> <p><i>- I would suck it up and pull on all nighter.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

### Situation 4 student asks teacher for borrowing umbrella

| Thai Learners of English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | American exchange students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ol style="list-style-type: none"> <li>Excuse me, (smiling) Can we help you clear up your desk? (during helping her) (sadding) It's raining heavily and what a pity! My friend and I have forgotten umbrellas, today. Do you have an umbrella? (smiling) I would like to borrow one for my friend and I.</li> <li>Excuse me. My friends and me are going to go home, and it is raining. We have no umbrella, so we want to borrow from you.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Professor, could I ask a favor? We don't have an umbrella and would like to borrow one of yours if you do not need it.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p style="text-align: center;">Ability</p> <ol style="list-style-type: none"> <li>Miss Row, It's raining heavily outside. So I would like to borrow your umbrella. Can you allow me to borrow your umbrella?</li> <li>Excuse me, do you have to use that umbrella today? Could you lend me an umbrella?</li> <li>Hello, teacher (smiling), could you please lend me an umbrella if you don't use it? But I don't want you to soak from raining if you do not have any raincoat or umbrella. Unluckily, I don't have/ have neither an umbrella and raincoat today and don't know who can help me. Luckily, I see you have an umbrella and that make me feel glade that you may help me.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p style="text-align: center;">Ability</p> <p>Hey, Dr. Row. Um, I notice you have two umbrellas there (smiling) and I was wondering if you might be able to spare one for your poor umbrella-less students on their long walk home. (smiling as if joking)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p style="text-align: center;">Willing</p> <ol style="list-style-type: none"> <li>Excuse me. Can I borrow your umbrella?</li> <li>Excuse me! Can I borrow one of your umbrella? I will give it back tomorrow.</li> <li>(Asked and politely) Excuse me, professor, Can I borrow your some umbrella. I cannot go back home.</li> <li>I and my friends don't have an umbrella, and it is too late for getting home. Can I borrow your umbrella? And I will send it back tomorrow.</li> <li>Excuse me Professor, My friends and I have not brought any umbrella. Can I borrow one of your umbrella?</li> <li>Could I borrow your umbrella please?</li> <li>Excuse me, (smiling) Professor Alice Row, Could I borrow one of your umbrellas? I forgot mine.</li> <li>Excuse me, (smiling) Could I borrow your umbrella? It's raining heavily outside, and I have to back home now.</li> <li>Excuse me, Professor Alice Row, are that umbrellas yours? Now, it's raining. Could I borrow one for us?</li> <li>May I borrow your umbrella please?</li> <li>May I borrow you the umbrella please?</li> <li>Excuse me! Professor, May I borrow your umbrella? We don't have an umbrella, and it's raining heavily.</li> <li>Excuse me, Professor Row. Would you mind if I borrow your umbrella?</li> <li>Excuse me Professor Row, would you mind if I would like to borrow your umbrella?</li> <li>Would you mind if I will borrow your umbrella?</li> <li>Excuse me Prof Row, since it's raining heavily outside, would you mind to lend us your umbrella?</li> </ol> | <p style="text-align: center;">Willing</p> <ol style="list-style-type: none"> <li>Mrs. Row, can I please borrow your extra umbrella</li> <li>It is raining so bad outside! Is it okay if I borrow your umbrella?</li> <li>Hi, Professor Row. (Smiling while I am dripping wet) it's raining outside and I have notice that you have two umbrellas. If it is okay with you can I borrow one of your umbrellas?</li> <li>Professor Row, could I borrow an umbrella from you?</li> <li>Hello Prof. I was wondering if I could borrow your umbrella because we don't have any. And since you're driving in a car, maybe we could use it then?</li> <li>Mrs. Row. (smiling) It is pouring outside and I was wondering if I could use one of your umbrellas. I would really appreciate it. Thanks.</li> <li>Excuse me, professor. It's raining quite hard (smile). Could I borrow one of your umbrellas, please. I will give it back as soon as possible.</li> <li>Hey Professor Row, I was curious if I could borrow your other umbrella. It's raining pretty hard outside &amp; I appear to have forgotten mine at home. I'll return it right away tomorrow in class.</li> <li>Hi Mrs. Row, and I was wondering if you had another umbrella that I could borrow? I'll bring it back to class next time.</li> <li>Mrs. Row, could we use your spare umbrella today. (smiling)</li> <li>Excuse me, Ms. Row. We forgot our umbrella so if there is no one using that one could we borrow it? (smiling)</li> <li>Professor, I forgot to bring an umbrella today, would you mind if I borrow one of yours until tomorrow?</li> <li>Would you mind if I borrowed that extra umbrella? My friends and I forgot ours and it's pouring outside. I'll bring it back tomorrow.</li> <li>Would you mind letting me borrow an umbrella?</li> <li>Would you mind if I borrowed one of your umbrellas? I forgot mine.</li> </ol> |

| Possibility                                                                                                                                    | Possibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| -                                                                                                                                              | <ol style="list-style-type: none"> <li>1. Would you do me a huge favor&amp; let me borrow that umbrella for today.</li> <li>2. Forgive me for asking, but would it be possible to borrow one of your umbrellas.</li> <li>3. Hello Professor Row. I'm just about to walk home, and I think it's pouring outside. Would it be possible for my friend and I to borrow your umbrella for the walk home and return it to you tomorrow?</li> <li>4. Professor Row, (smiling) would it be possible for me to borrow an umbrella and return it to you tomorrow? It's really raining outside.</li> </ol> |
| <b>Non-Conventional indirect request</b>                                                                                                       | <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Professor, it's raining heavily outside, and we have to go home now. Do you have any umbrella to lend us? I'll give it back tomorrow for sure. | <i>-I wouldn't ask to use the umbrella. I'd run home in the rain.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**APPENDIX B2**  
**Equal status requests of Thai learners of English and**  
**American exchange students**

## Appendix B2: Equal status requests of Thai learners of English and American exchange students

### Situation 1 student asks student for borrowing money

| Thai Learners of English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | American exchange students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Yo, dude, gimme some money real quick.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Ability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>Well, Jenny I need to buy the book for the class tomorrow. Can you lend me some money? I will give money back to you tomorrow. OK?</li> <li>Jenny! Can you lend me some money?</li> <li>Hi, Jenny. (smiling) Can you lend me a dime? I would like to buy this book but the price is higher than what I had in mind.</li> <li>Hey Jenny, I'd like to buy this book, but I don't have enough money. Can you lend me some money? I'll give it back to you tomorrow.</li> <li>Jenny! I have to buy this book for class tomorrow, but I have not enough money to buy it. Could you lend me that money?</li> <li>Hey Jenny! Could you lend me your money for buying a book, please? I have to use it in class tomorrow.</li> <li>Hi! Jenny I have a problem. Could you lend me some money to buy a book please? I'll surely give it back to you tomorrow.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>Hey, Jenny. What's up? I'm so glad you're here because I need to buy this book and I don't have enough money! Can you spot me \$__?</li> <li>(smiling) Hey Jenny, good to see you. I have a little problem here. I really need this book for a class but I forgot to take enough money. Can you lend me some money until tomorrow that would really help me out. Thanks a lot.</li> <li>Hey Jenny, I was wondering if I could ask you of a favor. I need to get you this book for a class tomorrow but I am short a few dollars to buy it &amp; it's the last one. You think you could help me out and spot me the money &amp; I'll pay you back tomorrow at school?</li> <li>Hey, what's up. I was going to buy a book that I need for class tomorrow but I realized I don't have enough money. I was wondering if you could possibly lend me the money to buy the book and I would pay you back.</li> <li>Jenny, could you help me out and lend me some money (smiling).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Willing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Willing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>Jenny, Can I borrow your money? Tomorrow I'll give you back.</li> <li>Hello Jenny, I'm glad to meet you. I have some problems to bother you. Could you help me? I left my wallet at home. Can I borrow your some money for buying the book? I'll return money to you next time? (Asked)</li> <li>Can I borrow your money for buying the book? It is the last one in the book store, and I have to use it tomorrow. I'll return money to you when I come back home.</li> <li>Hello Jenny (Smiling) It's good to see you. I really need to buy this book. I have to use it in class tomorrow but I forgot to bring my money. Can I borrow your money? I'll pay you back tomorrow.</li> <li>Hello Jane, Can you help me something? I'd like to borrow you money because I don't have enough money to buy it but I have to use it tomorrow. It's necessary for me. Can I borrow your money?</li> <li>Jenny, Can I borrow you some money?</li> <li>Hi! Jenny. Can I borrow your money? My money is not enough to buy that book.</li> <li>Hey, Jenny. (smiling) Can I borrow your money? I must buy a book which I will use in class tomorrow, but I don't have enough money.</li> <li>Jenny, Can I borrow some money?</li> <li>Can I borrow your money, please?</li> <li>Jenny, can I borrow your money to buy this book. I need it for tomorrow class. I'll pay you back immediately.</li> <li>Hello, Jenny, could you please help me, please? I'm in terrible now and need some help from whom I'm close with. Luckily, I find you here and really want your support as I don't have enough money to buy a needed book. Can I borrow your money? I would appreciate it if you lend me today. (smiling)</li> </ol> | <ol style="list-style-type: none"> <li>Hey Jenny, Can I borrow some money to buy this book? I'll pay you back when I get home.</li> <li>Hey Jenny, can I ask you a favor. I need to buy this book for class tomorrow but I'm short on cash, can I borrow \$3.26 from you? I'll pay you back tomorrow. I'm so sorry, I wouldn't be asking you if I had the money myself.</li> <li>Hey, what's up Jenny? How ya doin? Look I'm out of money and I totally have to buy this book for class. Can I borrow some, I'll pay you back tomorrow.</li> <li>Hey, Jenny! (SMILING) I'm kind of in trouble. I need to buy a book for class tomorrow but I don't have enough money for it. Can I borrow some money from you?... I'll pay you back as soon as possible.</li> <li>Hey Jennie. (smiling, happy to see her) I am taking this class and it requires this book. I just realize that I don't have enough money to pay for the book, and there is no time for me to drive home and back in time before the store closes. If it is possible can I borrow the money and I'll pay you back tomorrow.</li> <li>Explain my situation then say can I borrow some money and I'll pay you back as soon as I get home.</li> <li>Oh Jenny, thank God you're here, I have a huge favor to ask. I need this book for class tomorrow but I don't have enough cash on me and it's the last one, do you think I could borrow the difference and I'll pay you back in class tomorrow?</li> <li>Hey Jenny, what's up? (smiling) Do you think I could borrow a few dollars until tomorrow? I have to use this book tonight but I forgot to get some out of the bank.</li> <li>Hey Jenny (smiling) how are you doing? I have a favor to ask of you. Could I borrow a few dollars to buy this book I need for class. I will pay you back right away tomorrow. Thanks.</li> <li>Jenny, I don't have enough money, could I borrow some</li> </ol> |
| 13. Jenny, do you have a lot of money? I have to use this book in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>class tomorrow, and I don't have enough money to buy it. Could I borrow some money to buy this book?</p> <p>14. Hey, Jenny. (smiling) Could I borrow your money? I have to buy a book for my tomorrow class, but I do not have money.</p> <p>15. Hi Jenny! I have a problem. May I borrow some money to buy this book? I have to use it in class tomorrow. Thanks.</p> | <p>money for this book? I'll give it back when we get home. (smiling)</p> <p>11. I would say to Jenny that I need a big favor and ask if I could borrow the money until tomorrow.</p> <p>12. May I borrow some money? I will pay you back right away.</p>                                                                                             |
| Possibility                                                                                                                                                                                                                                                                                                                                                               | <p>Possibility</p> <p>1. Hey Jenny! I am in trouble! I do not have enough money for this book and I need it for school. Is there any way I can borrow some money? Please?</p> <p>2. Hey Jenny, can I ask you a big favor? Will you please let me borrow some money for this book I need for class? Thanks! I'll give you the money later tonight.</p> |
| <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                  | <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                              |
| -                                                                                                                                                                                                                                                                                                                                                                         | <p>1. Hey Jenny, do you have some money I could borrow? (smiling)</p> <p>2. Hey Jenny, how are you? (smiling) you don't happen to have (x) dollars that I could borrow, do you? I really need this book for class, and didn't bring enough money with me. I don't have time to go back home.</p>                                                      |

### Situation 2 student asks student for a book

| Thai Learners of English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | American exchange students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>1. Mandy (in a serious voice), I have just talked to a teacher. She said that the book is with you and told me to get it from you. Please give to me. Have you finished reading it? Can you let me read it first I will return you tomorrow if you have not finished it.</p> <p>2. Excuse me, have you finish reading this book? I would like to borrow and prepare for class discussion in the next two days.</p> <p>3. Hello Mandy, Have you finished reading this book? I have to use this book for the class discussion in the next two days. If you don't finish it, I will borrow it to make a copy for 30 minutes. Then I will return it to you.</p> <p>4. Hi! I'm [name surname]. I'm from Faculty of Humanities. I want to use a book that you borrow from teacher. When do you return that book?</p> <p>5. Excuse me. I am the student at the same English class as you, and I know from teacher that you borrowed the book that we have to use for doing the task. So, I come to meet you and I want to borrow it for a few hours to copy the book. I will give you back later.</p> | <p>1. Hey Mandy, how are you? I really need to use that book before the discussion, are you almost through with it?</p> <p>2. Hello, Mandy? Hey, I'm Kate. We have the same English class. Are you going to be finished with that book at any time in the next two days? I just need it one night to get ready for our class discussion.</p> <p>3. Hey Mandy, I was curious if you were almost done with that book because I as well need to read it for a class?</p> <p>4. Hey Mandy, whats up. Is that the book we need for class? Are you done with it because I need to use for class.</p> <p>5. If you are almost done, I need these books after you're done.</p> <p>6. Hey Mandy. I was wondering if are almost done using the book because I have to read it for a class discussion in two days.</p> <p>7. Mandy you done with that book? I really need to read it for class.</p> |
| <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Ability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>1. Excuse me, (smiling) May I bother you a moment? I am taking the same English class as you. I went to borrow the teacher' book but he said you have borrowed it for 2 days. (requesting) So, I would like to prepare for class discussion in the next 2 days with that book. If you have already read it, can you give me the book?</p> <p>2. Hey Mandy Do you remember me? I'm a student at the same English class as you. I've come to see the teacher to borrow that book (point to the book), and the teacher said it's with you now. If you don't have anything to do with this book, can you give it to me now?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>1. [I would explain the situation and then:] Could you lend it to me just for two days or maybe I could just get a copy, that would really help me out.</p> <p>2. Hey Mandy, what's up? Um, I talked to ... (teacher's name) and he told me you have ... (book name) checked out right now. I really need it for my presentation the day after tomorrow (worried face). So, do you think you could lend it to me or do you think you'll be finished with it soon?</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Willing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Willing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>1. Mandy, Can I borrow book in your hands?</p> <p>2. Canteen (?!?!), Do you finish the book that you borrow from teacher? Can I borrow it? I will return the book to the teacher when I finished.</p> <p>3. Do you study English class with me? Do you prepare the class discussion yet? Can I borrow the book from you? And I will return it to the teacher.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>1. Can I have those books now?</p> <p>2. Hey Mandy, can I borrow that book for a little while</p> <p>3. Hi, Mandy, how are you? (Smiling) I come to find out that we both have the same class that requires to read that book. I was just wondering if it is okay, can we study together. If not after you finish the book can I use it after you finish?</p> <p>4. Hey Mandy. We're in English class together. You</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p>4. Hi Mandy! How are you? Do you finish reading the book you borrowed from the teacher? Can I borrow it after you? Can you tell you[me] when I can have it?</p> <p>5. Mandy, have you finished reading that book yet? If yes, can I borrow it next?</p> <p>6. Hello Mandy! I've known that you borrowed the research from my teacher. Can I have it, because I have to use it.</p> <p>7. Hello Mandy Light, I'm taking the same English class with and need to use that book before class for 2 days. If you already read it, could you give it to me now?</p> <p>8. Hello Mandy Light! Could I borrow the book which in your hand? I must use it for class discussion in the next two days. If you can give the book to me today, I'll return the book to you tomorrow.</p> <p>9. Hello. Are you Mandy? I'm Pill, student in the same English class as you. I have to use this book and our teacher told me that you borrowed it for two days. Could I ask for this book? Because I'm the next student that would like to borrow it.</p> <p>10. Hi! Mandy (smiling) Could I borrow the book that you just take from our teacher? I have to read that book to prepare for my class discussion in the next week, and I will return you tomorrow.</p> <p>11. Hello! Mandy I want to take the book that you has borrowed from the teacher two days ago. I need it to read for class discussion in the next two days. May I borrow it then?</p> <p>12. Would you mind if I will borrow the book that you borrowed it from the library?</p> <p>13. Mandy, Is that book you borrow for researchion on writing? If you search already, would you mind if I borrowing from you?</p> | <p>apparently borrowed the book from our Ajan [teacher]. I was wondering if I could borrow it tomorrow because my discussion is in 2 days.</p> <p>5. Hey Mandy. (smiling) I was wondering if I could get that English book from you. I really need it for class and I will return it to you right when I am done.</p> <p>6. When you are done with these books, could I look at them?</p> <p>7. Are you Mandy? I'm in an English class with you. I was wondering if I could borrow a book from you so I can study? (Inquiring facial expression)</p> <p>8. Excuse me Mandy, I believe you have an overdue book I'm trying to check out. Would you mind lending it to me or returning it please?</p> <p>9. Hey Mandy, would you mind letting me use the book that the teacher lent you. I have to read it in two days.</p> |
| <p>Possibility</p> <p>Hello, Mandy (smiling). Will you give me a book which you already read it for me? I need it for class discussion but I don't read it yet so I hope I can't have a book soon. I would appreciate you if you help me by giving the book for me. I will read it as fast as possible and then I will return it to the teacher (in order to/ so) that our class mate can have it for reading.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Possibility</p> <p>1. Excuse me Mandy. Is there anyway I could use the book as I really need it and you have already had it for two days.</p> <p>2. Oh, hey Mandy. Is there any way that I could use that book soon. I have to read it to prepare for a class. (smiling)</p> <p>3. Hey Mandy (smiling)! Is there any chance I could borrow that book from you to study for the test tomorrow?</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Non-Conventional indirect request</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Non-Conventional indirect request</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Have you read this book yet? Have you finished this book?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Excuse me, Mandy? I need that book for our English class and I know you've had it for a while. Can we work something out so I could use it as well?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**APPENDIX B2**  
**Downward requests of Thai learners of English and  
American exchange students**

## Appendix B3: Downward requests of Thai learners of English and American exchange students

### Situation 5 teacher asks student for earlier presentation

| Thai Learners of English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | American exchange students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ol style="list-style-type: none"> <li>1. Nancy. Do you have the problem whether I want you to present the research on next week. I know you have to study hard, but your topic is more relevant to next week's lecture. Could you present it?</li> <li>2. Nancy, I think your topic is suitable to the next week's lecture, so I would like you to present your topic in next week. If you want any consultation, you can ask me.</li> <li>3. Nancy, I would like you to present next week because your topic is related to my lecture next week. I know it might be hard for you. You have to study for the exam. But I believe in you. You are a great student, it would not be too hard for you right. You don't have to get into many details, just make your friends understand the topic. OK, see you next week Bye Bye!</li> <li>4. Nancy! I know you have to study hard because it has midterm exam, but I want you to present a paper a week earlier than scheduled because your topic is more relevant to the next week's lecture.</li> <li>5. Ms Smith, I think we have a little problem about your presentation because your topic is more relevant to next week's lecture. So, I have to ask you to present a paper a week earlier.</li> <li>6. Nancy, your topic is useful for your friends in next week's lecture. Do you present a paper [a] week earlier than scheduled?</li> <li>7. Nancy, I'd like you to to give a presentation earlier than we made a date already since your topic is a nice and interesting one. So I wish you could have it done before Mid-Term Exam so that you can give full attention on the exam coming. I hope this won't disturb you from studying as I wish you have good grades (smiling).</li> <li>8. Ms. Smith, I know that you have to study hard since the midterm exam in next week. However the topic of your presentation is more relevant to the next week's lecture. I'm afraid to tell you that you have to present a paper a week earlier than scheduled. Can you possibly do this?</li> <li>9. Miss Smith, I have something to ask you. I know you has to study hard, but I want you to present a paper a week earlier than scheduled because your topic is more relevant to the next week's lecture.</li> </ol> | <ol style="list-style-type: none"> <li>1. Read your paper or you fail the class.</li> <li>2. I was hoping you would be open to giving your presentation a week early Nancy. Do you think you will have time even with the midterm next week as well?</li> <li>3. Nancy, I'm sorry to do this to you but you need to present this week. It will be difficult but it will be good for your work habits.</li> <li>4. Hi Nancy. I know you are probably busy studying for midterms, but I was hoping you would be able to give your presentation earlier than the date you have been assigned to. The reason is that topic matches the lecture much better. Would that be possible?</li> <li>5. I know you're quite busy studying on your exams, but your topic is really more relevant to the next week's lecture. Therefore I would like you to present your paper a week earlier, if that's fine with you. Could you do this for the class?</li> <li>6. Hey Nancy, I was hoping that it would be alright if you present your paper a week earlier than scheduled because your topic is more relevant to that week's lecture. It will be entirely up to you, but think about it for a day &amp; get back to me. Thanks!</li> <li>7. Nancy, I was thinking about having you a present a week earlier than scheduled because I believe your presentation would benefit the class now rather than later. What do you think?</li> <li>8. Nancy, the reason why I have decided that you should present a paper a week is because the topic of your paper. The type of topic you have is more relevant to next weeks lecture, so I figure that would be a big help. I understand that this will allow you to study even harder for the exam, but I believe you can handle it.</li> </ol> |
| <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p style="text-align: center;">Ability</p> <ol style="list-style-type: none"> <li>1. Can you please present your topics next week?</li> <li>2. Nancy! Can you present your assignment a week earlier than scheduled because your topic are more relevant to the next week's lecture?</li> <li>3. Nancy, can present one week before because there are more lecture next week. [????!????]</li> <li>4. Nancy, Can you present your paper earlier? (smiling) Don't worry much about the presentation. Your topic is more relevant to the next week's lecture, therefore, I hope your friends will have deeper knowledge form the presentation. Certainly, I will specially consider you. (smile broadly)</li> <li>5. Can you present your assignment a week earlier? I think that your topic is interesting?</li> <li>6. Nancy, (smiling) Could you present you topic earlier than scheduled? Because you topic really be relevant with the</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p style="text-align: center;">Ability</p> <ol style="list-style-type: none"> <li>1. If you can, could you give the presentation next week? It fine, if you can't.</li> <li>2. Nancy. (smiling) I know that you are going to be really busy with midterms but I was wondering if you could present early?</li> <li>3. Hi Nancy. I wanted to talk to you about your presentation. I was wondering if you could present next week instead of the week after because your presentation would be more relavant to next week's lecture. Now I know the midterm is also next week so please think carefully about this before you decide.</li> <li>4. I know that next week is a busy week. I wouldn't ask you to do anything that I didn't think you could handle. Could you present a paper to me next week because lecture is about it next week. I will give you a couple extra points on your midterm if you do.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| lecture of next week.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Willing</p> <ol style="list-style-type: none"> <li>1. Nancy, You got a very interesting topic and it is more relevant to the next week's lecture. So I want to ask you that "Can you present a paper a week earlier than scheduled?"</li> <li>2. Have you done a presentation, Nancy? I think your topic is more relevant to my next week's lecture. Do you mind, if you will present your topic early?</li> <li>3. Nancy Smith, I know you have to study hard in recent days, but I hope you could present your presentation earlier than scheduled because your topic is very relevant to the next week's lecture. Would you mind if I ask you to present earlier?</li> <li>4. Nancy, could you tell me about your study? Is it too hard? Would it be convenient if I ask you to present a paper a week earlier than scheduled? That's important for our class because your topic is more relevant to the next week's lecture.</li> </ol> | <p>Willing</p> <ol style="list-style-type: none"> <li>1. Hey Nancy, would you like to present your paper a week earlier for a few bonus points?</li> <li>2. Hello Nancy. I was wondering if you would mind making your presentation a little bit earlier than scheduled. I realize you are very busy, but I would take this into consideration in my grading of your presentation. It is up to you, but I would really appreciate it.</li> <li>3. Hey, Nancy, do you mind presenting your topic earlier than the rest of the class</li> </ol>                                                                                                                                                                                                                                                                                                       |
| <p>Possibility</p> <p>Nancy, I know you'll have the midterm exam next week, but if it is possible if I'd like you to present your presentation next week as well? Because your topic is more relevant to the next week's lecture.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Possibility</p> <ol style="list-style-type: none"> <li>1. Hi, Nancy. I have a request to make of you, if you can do it. Your topic is what we'll be discussing next week. Do you think there's any way you can have your presentation ready by then. I know we have the exam, so if you can't do it, that's fine.</li> <li>2. Nancy, your topic is very relevant to next week's lecture. Is there any way you could present your project earlier?</li> <li>3. I was wondering if it would be possible for you to do your presentation early. Your subject is very relevant and it would be good if you did it early. If you could do this I would try and grade you very favorably (favorably).</li> <li>4. Is there any way you can possibly have your paper done next week? If not, I understand, but I would really appreciate it.</li> </ol> |
| <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Non-Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ol style="list-style-type: none"> <li>1. Nancy, next week we will learn about "... " and it is relevant to your topic. I think if you can present your paper next week, it will be useful for other students. So what do you think?</li> <li>2. If you have a problem in presentation tell me. [???</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>1. I know that your presentation isn't supposed to be for another two weeks and the mid term is coming up, but <u>your topic could really contribute a lot to next week's lecture</u>. If you present next week you would really be helping me out and I'd appreciate it and take the circumstances into consideration.</li> <li>2. Your topic is relevant to our presentation &amp; it would be great if you could rush it in early.</li> <li>3. Nancy, could you help the class studying it in easy.</li> </ol>                                                                                                                                                                                                                                                                                            |

### Situation 6 teacher asks student for cat-sitting

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| <b>Thai Learners of English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>American exchange students</b>                                                                                                                                                             |
| <b>Direct request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Direct request</b>                                                                                                                                                                         |
| <ol style="list-style-type: none"> <li>1. At the end of the semester, do you have a free time? I have to go for an international seminar for a week, so I want you to look after my cats: you can bring them to your house.</li> <li>2. Alex, I have to attend an international seminar in another city for a week. So I want to ask you to look after and feed my cats. Can you help me?</li> <li>3. Do you help me to look after my cats?</li> <li>4. Alex, (smiling) I have an international seminar in another city for a week near the end of the semester. So (smile broadly) will you do me a favour? I would like you to look after and feed my cats. (pleasing) They are quite familiar with you, right?</li> </ol> | -                                                                                                                                                                                             |
| <b>Conventional indirect request</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Conventional indirect request</b>                                                                                                                                                          |
| <p>Ability</p> <ol style="list-style-type: none"> <li>1. Alex, Can you look after my cats for a week please?</li> <li>2. Alex, I have to attend a seminar in another city. The point is that my cat must be left alone. I noticed that my cats love you</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Ability</p> <ol style="list-style-type: none"> <li>1. Alex, I have to go out of town for a week at the end of the semester. Can you watch my cat? I would really appreciate it.</li> </ol> |

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| <p>and you love my cats. Can you look after them for a few days. I won't be gone so long. I'll pay you for the look after.</p> <p>3. Alex, I have to go to another city for a week. I can't take cats with me. Can you help me to look after them please?</p> <p>4. Miss Smith! I want some help. Can you look after my cats? I have to attend an international seminar in another city.</p> <p>5. I will not stay home in the end of the semester. Can you look after my cats for me?</p> <p>6. Alex, I won't be home for a week, so can you look after my cats for me, please.</p> <p>7. Miss Smith, I will not be here for a week, and I am worry about my cats. Could you take care of them for a week for me?</p> <p>8. Do you busy in these day, Alex? I would like to ask you to look after my cats because I'm going to another city for a week. Could you look after my cats?</p> <p>9. Alex, I have to attend a seminar next week. And I can't take my cats with me. Could you look after and feed them for a week? I see that my cats are quite familiar with you.</p> <p>10. Alex, I have to attend to an international seminar in another city for a week. Could you look after my cats for a week?</p> <p>11. Alex! Could you please look after my cat for two weeks, because I have to go to seminar?</p> <p>12. Alex. You are the person who I can reliable to look after my cat because I have to attend an international seminar in another city for a week. Could you help me look after cat?</p> | <p>2. Hi, Alex, I'm going out of town next week and I was wondering if you could look after my cats for me. They certainly love you and they're no trouble at all. I can pay you to watch them for a few days.</p> <p>3. Hey Alex, I'm going to be out of town next week for business. I need someone to look after my cats and I was wondering if you could help me out. I would pay you for the week.</p> <p>4. Alex, could you look after my cats while I'm gone, please?</p> <p>5. Alex, could you do me a favor &amp; look after my cats next week?</p> <p>6. Alex, I know this might be weird but I have to go out of town and was wondering if you could look after them [cats] and feed them. I see you playing with them so I know you would be good to them. It would mean a lot to me.</p> <p>7. Could you help out by looking after my cats. (smiling)</p>                                                                                                                                                                                |
| <p style="text-align: center;">Willing</p> <p>1. Alex, I have something to ask if you would love to look after my cats when I go for a seminar soon. I thought I won't have any worries if I leave my two cats with you because you're a cat-lover and that will be great for my cats. Also you can enjoy playing with them as long as I leave home (smiling).</p> <p>2. Smith, Would you mind if I ask you to look after my cats for a week? I've to attend an international seminar in another city for a week, and I cannot bring them go with me. (smile)</p> <p>3. Alex Smith (smiling), Would you mind if I ask you to look after my cats for a week? I have to attend an international seminar in another city for a week, and I can't bring them go with me. I hope you could help me because my cats are familiar with you, and I know you are very love my cats. Could you help me?</p> <p>4. Would you mind if I would like to give you look after and feed my cats? I have to attend an seminar for a week.</p> <p>5. Mr. Alex, because I have to go to attend an international seminar in another city, do you mind to look after my cat for a week?</p>                                                                                                                                                                                                                                                                                                                                                | <p style="text-align: center;">Willing</p> <p>1. Alex, hey I was wondering if you could do me a favor. I am going out of town and I need someone to look after my cats. Would you be willing?</p> <p>2. Alex, can I ask a favor? I know you like cats and I have to go out of town. Would you mind looking after them?</p> <p>3. Alex, I have a favor to ask you. I'm going out of town for a week and don't have anyone to look after my cats. Would you mind looking after them for me while I'm gone? I'd really appreciate it.</p> <p>4. Excuse me Alex, I'm glad you are here because I wanted to ask a favor of you. Would you mind looking after my cats while I'm away at a seminar for a week?</p> <p>5. Alex, would you mind looking after my cats while I'm away? I'll pay you.</p> <p>6. Alex, I have a question for you. Would you mind looking after my cats all next week? I have a seminar next week in Chicago and I won't be home to care for them.</p> <p>7. Hey Alex, would you mind looking after my cats for the next week?</p> |
| <p style="text-align: center;">Possibility</p> <p>-</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p style="text-align: center;">Possibility</p> <p>1. Will you watch my cats for a week.</p> <p>2. Alex, I have to go out of town for a week, could you possibly keep my cats while I'm gone (smile)?</p> <p>3. Hi, Alex. How are you? Are you busy this coming week? I was wondering if you would be able to cat sit for me and have to leave them for a week long seminar.</p> <p>4. Hey, Alex, I was wondering if you weren't busy next week if you could possibly cat-sit for me? I'll be away at a seminar next week and since you love cats and my cats love you, I figured they would be in good hands with you?! (smiling)</p> <p>5. Hi Alex. (with a smile) I noticed you're getting along quite well with my cats. Would it be possible for you to look</p>                                                                                                                                                                                                                                                                                  |

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|                                                                                                                                                                                                                              | <p>after them for a week around the end of the semester that would really help me. I have to attend this seminar in (city name) and I don't know anybody else who could take care of my cats. Could you do that for me, please?</p> <p>6. Alex, is there any possibility you can look after my cat for a week? I will pay you for your services. It would really help me a great deal.</p>                                                                                                                                                                                                                                                 |
| <p><b>Non-Conventional indirect request</b></p> <p>Alex, I have to attend to an international seminar in another city for a week. Thus I must leave 2 cute cats in apartment and nobody take care them. Can you help me?</p> | <p><b>Non-Conventional indirect request</b></p> <p>1. Hey Alex, how are chasses going for you? Great... This up coming week I have to go to a seminar out of town &amp; I need someone to look after my cats while I'm away. I know how much you love cats &amp; you live right next door, would it be asking too much? I'll even through in a little extract money in there for you, for your troubles.</p> <p>2. Alex, I am going away for a seminar and I will be gone for a week. I don't have anyone to take care of my cats and since you are closer and the cats like you [,] are [you] free to feed them until I make it back?</p> |

## VITAE

**VITAE**

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