

In the overall category of external modification, one could argue that the specific information supplied in the elaborated and timed versions (i.e., names, background to the relationship, contextual details) are inducing the respondents to perform more supportive work and use alerters. This may be the case. On the other hand, in real social interactions, participants are always surrounded by the context, are privy to background to the relationship, they know the names of their interlocutors and often have ready-made excuses to call upon when they need to make requests. In the elaborated and timed situations, respondents were given this same information and the option, as they would have in real life, to use it or not. In fact, in the original version (Version I) Extension situation, five respondents noted in parentheses that they would give a reason for not being able to complete their paper even though they were unable to formulate one at the time in writing. So the urge to mitigate the head act in some way is present, if not in the actual responses, at least in the respondents' minds.

Other Results

Finally, the Blum-Kulka et al.(1989) coding scheme was abandoned in order to examine qualities of the data which the coding scheme was not able to capture. We saw examples in data from the elaborated and timed versions (Versions II and III) of respondents constructing dialogues with their imaginary interlocutor, and even including paralinguistic information such as the next example illustrates:

Example 7. Version III - Timed: Music Situation

" I would knock on her door and say, 'Would you please turn down your music down.'" (not as a question). She will say OK and sorry. I will smile firmly and say, "Thanks."

Some even combined an initial one-sided dialogue with a very elaborate narrative preamble to the request, as the example below shows.

Example 8. Version III - Timed: Notes Situation

" Hey Tom, how's it going? Have you been keeping up with the 76ers? No? Well, I tell you last week's game was incredible. Yeah, it went into triple overtime and the 76ers won. Afterwards, my roommates dragged me out to the local bar and we had a few drinks. Unfortunately, I was a bit hung over and missed class. I know I've already borrowed your notes twice this semester but I was wondering if I could see last week's notes. I have an old exam and we should study for the final together next week. I'll give you a call. Hey, take care and go 76ers!"

Again, it seems that when subjects are invited into a richer interpersonal context, even on paper, they are able to envision a more complex

relationship with their interlocutor and are able to call upon a much wider array of linguistic resources.

Summary and Conclusion

In summary, no significant differences were found across versions in either measure of the request head act itself, specifically: 1) the distribution of head act request strategies across the three major categories, direct, conventionally indirect, or nonconventionally indirect, or 2) forms of internal modification to the head act, namely the frequency of lexical and syntactic softening devices. The preference for conventionally indirect request strategies in this study is consistent with previous DCT studies of requests (Blum-Kulka et al., 1989) and studies of naturally occurring requests.

However, significant differences in response data were found between the unelaborated and both elaborated versions (between Versions I and II and between Versions I and III) on the following measures:

- 1) Mean length of entire request act in both the elaborated and timed versions (Versions II and III) was two to three times longer than the mean length of the request act in the original Version I, in five out of six situations.
- 2) In the category of external modification there were two findings: the mean number of supportive moves was two to three times greater in both the elaborated and timed versions (Versions II and III) than in the original version (Version I) in five out of six situations; furthermore, the frequency of alerters was three times greater in both the elaborated and timed versions (Versions II and III) than in the original version (Version I) in four out of six situations.

Finally, no differences were found on any measure between the elaborated version (Version II) and the timed version (Version III).

The limitations of this study include the lack of distracter items in the questionnaire so that respondents would not be able to infer the subject of the study and the, as yet, unfinished check on inter-rater reliability. Since the design of this study failed to compare the original version with and without a 30-second pause, it was not possible to really ascertain whether the variation in response data for the timed version was a factor of the elaborated situational prompts or a factor of the additional time subjects were asked to ponder each situation, or a combination of both.

In conclusion, it appears that certain components of the request act are sensitive to variation in the internal structure of the DCT, but others are not. When these findings are placed alongside those studies which compare oral data with written DCT data, some interesting patterns emerge. The head act appears to be a 'hard-wired' component of requests. This is

borne out by the remarkable regularity with which conventionally indirect strategies occur in data gathered by both elicited and observational methods. When we look beyond the head act, to the external parts of the request, the data elicited by means of elaborated DCT situations look more like oral face-to-face interactions than do data elicited by means of the typically brief, context-impovertished DCT situations. When subjects are given more information in the situations, they appear to modify their discourse in ways closer to natural conversation.

Therefore, it may be that certain types of written prompts are more powerful than others, and that some are strong enough to simulate the psychosocial dimension of live situations. If this were the case, researchers might be able to trust a written instrument to elicit speech act data more comparable to natural speech. A great deal more research needs to be conducted on the limits of such methods, and careful consideration given to the overall value of elicited written data in investigations of speech behavior. Nevertheless, examining the internal structure of data collection instruments is an important and fruitful area for further study.

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Appendix A

Situations in Version 1 (Rose, 1992)

- 1) You are trying to study in your room and you hear loud music coming from another student's room down the hall. You don't know the student, but you decide to ask them to turn the music down. What would you say?
- 2) You missed class and need to borrow a friend's notes. What would you say?
- 3) You need a ride home from school. You notice someone who lives down the street from you is also at school, but you haven't spoken to this person before. You think they might have a car. What would you say?
- 4) A student in the library is making too much noise and disturbing other students. The librarian decides to ask the student to quiet down. What will the librarian say?
- 5) Your term paper is due, but you haven't finished it yet. You want to ask the professor for an extension. What would you say?
- 6) A professor wants a student to present a paper in class a week earlier than scheduled. What would the professor say?

Appendix B

Checklist for variables

Situations

CONTENT

1 2 3 4 5 6

Gender of interlocutor

Social Distance

Role relationship

Requestive goal

Length of acquaintanceship

Imposition/Privacy(hearer's perception)

Frequency of interaction(explicit)

Optionality of relationship(explicit)

Compliance likelihood of interlocutor

Setting and scene (time, place,

circumstances and psychological)

Appendix C

Situations in Versions 2 and 3

- 1) It is 10:30 p.m. on a Wednesday night and you have a paper due the next day. You are trying to finish the paper and you can't concentrate because you hear loud music coming from another student's room down the hall. You decide to ask her to turn the music down. The music has been on at this volume for half an hour. You have occasionally seen the student, Lucy Row, in the same dorm during the past six months. She is a student like you but you have never spoken to her. You have heard other people in the dorm complain about the volume of her music on several occasions although you never have because you usually study in the library. However today the library closed early. You are only half way through and you know that the professor for this class is very strict and does not give extensions. What would you say?
- 2) You are at the end of a history class and you are sitting next to Tom Yates. You missed last week's class and need to borrow his notes. He has been in the same program as you for one year and see him socially about once a month in a group. You will also be taking classes together in the future.. He is a good note taker and one of the best students in the class. You have borrowed his notes twice before for the same class and the last time you borrowed them he was reluctant to give them up. In two weeks you both have the final exam for your class. What would you say?
- 3) It's 5.30 p.m., your last class has just finished and you need a ride home. You realize that a fellow classmate who was supposed to give you a ride is not in class today. You have a lot of books with you tonight, the snow has made walking difficult and you need a ride home from school. As you come out of class, you see Alice Thomas, an assistant professor in the department who teaches a class that ends at the same time as yours. She lives on the same street as you and she is standing talking to some other students. She is smiling and laughing. You have never spoken to her before but you have seen her on occasion in the department in the last few months and have both nodded to each other once or twice in the neighborhood. You know that she has a car and once saw her give a lift to one of the students. What would you say?

4) It is the end of the working day on Friday. You are a librarian and have been working in the University Reserve Room for two years. You like your job and usually the Reserve Room is quiet. Today, a student is making noise and disturbing other students. You decide to ask the student to quiet down. The student is a male student who you have often seen work on his own in the past two months but today he is explaining something to another student in a very loud voice. A lot of students are in the library and they are studying for their mid-term exams. You notice that some of the other students are looking in his direction in an annoyed manner. What would you say?

5) Your term paper is due for a course in your major, but you haven't finished it yet. You want to ask the professor for an extension. You had a lot of difficulty collecting data for the paper, but you think you finally have enough and the paper will be really good if you could have another week to put it together. Your professor is Dr. Robert Smith, senior member of the department and possibly your thesis advisor, if things go as you hope they will. You have done well in this course up to now, and he is aware of the problem with data collection. You took one course with Dr. Smith at the beginning of your studies a year and a half ago and got an A, but you haven't had much opportunity to interact with him since then. You have an appointment with Dr. Smith a few days before the paper is due. You know he rarely gives extensions on term papers because he is usually very busy and immediately after this semester is over he will leave the campus to do field work. However, you think you might have a chance because the paper is on a topic he is interested in. You are in his office now. What would you say?

6) You (an associate professor teaching a course in psychology) want a student to present a paper in a class a week earlier than scheduled. It is the middle of the term and topics were assigned at the beginning of the course. The presentation is 15-minute class summary and critique of a supplementary journal article. Your student is Nancy Porter, a very competent student who always contributes to class discussions and is very well prepared for class. Even though you have never had her in class before this semester, she has a reputation as one of the best students in the department. You want her to present next week instead of three weeks from now because her article is more relevant to next week's lecture. However, midterm exams are next week and you know she has a heavy course load. She has made several contributions during this class, and has been given some good feedback from you. You ask her if you could see her for a minute after class. The students have all left and you are talking to her alone. What would you say?

Version #3

INSTRUCTIONS: Please read each situation and imagine yourself in it. Please reflect for 30 seconds and then write down what you would say. Use as much or as little space as you need. Finally, please answer the questions that follow each situation.

1) It is 10:30 p.m. on a Wednesday night and you have a paper due the next day. You are trying to finish the paper and you can't concentrate because you hear loud music coming from another student's room down the hall. You decide to ask her to turn the music down. The music has been on at this volume for half an hour. You have occasionally seen the student, Lucy Row, in the same dorm during the past six months. She is a student like you but you have never spoken to her. You have heard other people in the dorm complain about the volume of her music on several occasions although you never have because you usually study in the library. However today the library closed early. You are only half way through and you know that the professor for this class is very strict and does not give extensions. What would you say?

YOU:

How imposed upon do you think Lucy will feel?

| | | | | |
|---------------------|--|----------------------------|--|----------------------|
| not imposed upon | | moderately imposed upon | | very imposed upon |
|---------------------|--|----------------------------|--|----------------------|

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

How likely do you think Lucy is to comply?

| | | | | |
|------------|--|-------------------|--|-------------|
| not likely | | moderately likely | | very likely |
|------------|--|-------------------|--|-------------|

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Request Strategies

Direct

Clean up this mess, please.

Mood Derivable

I'm asking you not to park the car here.

Explicit Performative

I would like you to give your lecture a week earlier.

Hedged Performative

Madam, you'll have to move your car.

Locution Derivable

I'd really wish you'd stop bothering me.

Scope Stating

Conventionally Indirect

How about cleaning up?

Suggestory Formula

Could you clear up the kitchen please?

Preparatory Condition

Nonconventionally Indirect

You've left this kitchen in a right mess.

Strong Hint

I'm a nun. (In response to a persistent boy)

Mild Hint

(Blum-Kulka et al., 1989)