

Politeness in Request Strategies Employed by Native Speakers of Jordanian Arabic at Irbid National University

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القياسية في استراتيجيات الطلب لدى الأردنيين الناطقين باللهجة الأردنية
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ملخص:

تهدف هذه الدراسة إلى بحث القياسية في الطلب لدى الأردنيين الناطقين باللهجة الأردنية. ويتناول البحث الطرق التي يتبعها الأردنيون عند الطلب والاستراتيجيات الرئيسية والفرعية وتأثير المكانة والعلاقة ودرجة التأثير بين الطالب والمطلوب منه في اختيار التعابير المناسبة والخاصة بالطلب سواء أكانوا متساويين في المنزلة أو كان أحدهما أعلى أو أدنى من الآخر. وعلاوة على ذلك، فإن الدراسة تسلط الضوء على المضامين الحضارية المتعلقة بظاهرة الطلب وتقصي أثر الجنس على اختيار استراتيجية ما. قام الباحثان بتصميم استبانة وزعت على (٣٠) طالبا وطالبة من جامعة اربد الأهلية. أشارت النتائج إلى أن معظم المشاركين يميلون إلى استخدام الإيضاحات الإضافية أثناء عملية الطلب.

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Abstract

This study attempts to investigate the politeness in the requests produced by Jordanian people. The study deals with the ways those people request, the main and supportive strategies and the influence of status, degree of imposition and the difficulty of the task between the requester and the requestee on selecting request expressions and strategies whether it is that of equal/equal or lower/higher or higher/lower. Furthermore, the study sheds light on cultural implications related to request behaviors. The impact of gender on the choice of a certain strategy is also discussed. The researchers designed a questionnaire to achieve the purposes of the study. Thirty undergraduate male and female students of Irbid National University (Irbid Jordan) were the subjects of the study. The findings of the study revealed that the majority of respondents resorted to the use of extra explanation while requesting.

1.1 Introduction

People's needs are satisfied differently in different societies. A request is essentially a discourteous act in which the speaker (S) imposes on the hearer (H) to achieve the S's goal through communication. (Leech, 1983; Brown & Levinson, 1878). It is a dynamic action because S needs to change H's condition in order to achieve his goal. Searle and Vanderveken (1985: 199) postulate that requests have a rather polite mode of achievement. (See also Green, 1975: 121).

Grammatically, requests are distinguishable by the possibility of attaching "please" at the beginning or end of the request. They also permit an "if you will" tag. They are also reported with "ask" rather than "tell" or "demand". (See Holdcroft, 1977: 72).

Speech act theorists (e.g., Searle, 1969, 1979; and Searle and Vanderveken, 1985) and linguists (e.g., Lyons, 1977) stipulate that requests are different from orders in that they are more polite and the speaker who makes a request gives the addressee the option of refusal.

Searle (1969: 66) proposes the following rules for requests:

Propositional content condition: S predicates a future act A of H.

Preparatory condition: (1) H is able to do A. S believes H is able to do A.

(2) It is not obvious to both S and H that H will do A in the normal course of events of his own accords.

Sincerity condition: S wants H to do A.

Essential condition: Counts as an attempt to get H to do A.

If S asks H for JD 20 and gets it, that means that H has lost JD 20, and his condition has been changed. If H's condition has not changed, S has not accomplished his goal.

Thus, the definition given by Jacobs and Jackson (1983: 287) seems to be appropriate to our discussion. The request is "an attempt by the speaker to get the hearer to perform some action by virtue of the hearer having recognized such an attempt being made".

1.2 Politeness Strategies in Requests

Politeness in making a request to a group of communication strategies which S uses to achieve his goals while maintaining a good relationship between S and H. Politeness in speech is employed to keep channels of communication between participants open or free. (Nwoye, 1992: 309). S chooses the level of politeness bases on the size of the request in order to reduce the imposition of the request. For example, if S asks H for JD 100, the imposition is greater than if he asks for JD 20. However, if H carries out S's request and shares in the benefit or if only H benefits, the imposition will be smaller, (Leech,1983). If the room is very hot and S asks H to open the window, H also benefits. If S asks H to come to dinner, H benefits. This investigation of language uses and function is a growing domain. For this reason politeness in requests will be tackled since it is one of the studies of language in its social context.

1.3 Situational Factors in Requests

1. Size of request.

- Beneficiary (S, H, or both).**
- 2. Relationship between requester and requestee.**
 - a. familiarity**
 - b. power**
- 3. Other variables**
 - a. necessity of requests.**
 - b. cultural variables.**
 - c. ease to carry out requests.**

One group of factors that heavily influences request behaviors derives from the request situation. A major situational influence on requests is the degree of imposition with the desired behavior. Having to perform some significant behavior, such as carrying a requester's book out to a second room, requires a lot of the requestee's time and effort and therefore limits the requestee's ability to do other things. In contrast, simply holding a door open requires little effort by the requestee and, for that reason, presents less of an infringement on the requestee's freedom to act.

The goal of the request can reflect greater or lesser demands on the requestee: requesting information such as the time of day differs from requesting an exchange of goods, and requesting a physical action differs from requesting permission to do something, which essentially solicits the inaction of the requestee.

Obligation or the social power is another factor. Requesting your brother to get an item from the second room is quite different from asking a stranger to perform it. Older people are granted more social power than younger people. Flexibility to perform the request may lie in hints, because the requestee may offer an excuse or may pretend not to understand.

Another means of adjusting a request is by adding explanatory material (justification):

Could you carry these books? My arm hurts me.

Such an extra material is necessary to soften the request. The insertion of "please" is another common manipulation. Using "please" is highly conventional and simple since it can be inserted in different parts of the request or added to the end without a great deal of change to the rest of the utterance:

Could you please carry these bags?

Could you carry these bags, please?

"Please" remains an important feature of politeness and its omission may make a request less courteous. See Brownell and Stringfellow (1999: 443-445).

2. Cross-Cultural Studies Of Requests

There has been a great deal of work focusing on the politeness phenomenon. Cultures differ in their ways of requesting, hence variation in the usage of requests in different communities. Moreover, requests show culture specific features which lead to variation in their performance in cross-cultural situations.

Yeung (1997) examines the use of polite requests in both English and Chinese business correspondence in Hong Kong. The analysis makes use of three factors of: imposition, social distance and relative power. It is found that

only the factor of imposition has a statistically significant impact on linguistic choice in the English

data, while Chinese data do not show any statistically significant effect.

Garcia (1993) points out the strategies used by male and female Peruvian Spanish speakers when participating in two speech events: making a request service and responding to it.

Fukushima (1996) examines English production by British subjects and Japanese subjects in request situations. The results showed that more politeness strategies were employed by both in English and Japanese when the degree of imposition increased.

Van Mulken (1996) describes a difference in social norms which results in a differing distribution of politeness markers in the Dutch and French speech communities. While both the French and the Dutch subjects agree on the use of the query preparatory strategy, the former are more voluble than the latter in using supportive moves. They prefer these moves to soften a request.

The cross-cultural analysis of requests has culminated in the seminal work of Blum-Kulka et al (1989), which is both the most wide-ranging and insightful study. They are primarily concerned with applying the notions of indirectness and politeness to requests.

3. Hypotheses

1. The work hypothesizes that politeness not only decreases imposition on H but also increases approval from H for achieving the goal.
2. The social distance between S and H (familiarity) and social status (power) affect politeness strategies in requests.
3. The choice of the level of politeness in requests is affected by the necessity of the request, the ease to carry it and by the cultural variables.
4. Requests share some internal supportive moves such as oaths.
5. Male and female participants prefer the same type of strategies when making a request.

4. Purpose of the Study

This study aims at answering the following questions:

1. What are the most frequent strategies of requesting in Jordanian Arabic, henceforth (JA)?
2. What are the main factors influencing request strategies?
3. What are the cultural implications which we can detect by analyzing the way Jordanians make requests?
4. Is the speaker's choice of a certain strategy influenced by his/her sex?

Accordingly, the findings of this study are expected to be useful for textbook writers and researchers. They might be of value when designing syllabus for non-native speakers of Arabic.

5. Scope of the Study

The study is confined to request phenomenon in Jordan. It tackles requesting from a pragmatic perspective. The study relates the theoretical

description of requests to the empirical study involving requests elicited from native speakers of Arabic.

6. Data Collection

After surveying various techniques followed in collecting data, we decided to adopt the Discourse Completion Test (DCT). It consists of written extracts that embody different situations which characterize the day to day interaction. It is noteworthy to mention that the Cross-Cultural Speech Act Realization Pattern Project (CCSARP) employed this method to collect data about two speech acts, viz apologies and requests in eight different languages: German, Russian, Danish, British English, Australian English, American English, Canadian French and Hebrew.

This method gives the researcher freedom as to collecting data from a large number of informants easily and in a short time. It is effective in gathering a huge amount of data and gaining insight into social and psychological factors that may affect speech. See Beebe (1985: 10).

Apart from the advantages of this method, there are some drawbacks. Since the dialogue is written, the participants may tend to use a formal style on the questionnaire, because written language conjures up formal style of expressing self instead of the formal (natural) ones. The method also results in an omission of linguistic context and sequencing poor information on intonation. See Ervin-Tripp (1976: 27).

7. The Test

Our questionnaire is composed of (10) different discourse situations to be used as a constant element in the study which is expected to elicit requests in Jordanian society. Participants were informed that there were no right or wrong answers and that the items were to be treated as a survey more than a test.

The questionnaire was distributed among thirty undergraduate students from the department of English Language and Literature in Irbid National University. They are (15) males and (15) females whose ages are from (21-25). All of them are native speakers of Arabic. It is assumed that students stand for a homogenous community. The situations are written in Arabic. Students are told to write their answers in the dialect they actually use in everyday conversation.

To check out the validity of the situations, the questionnaire was given to three professors: two at Yarmouk University and one (a sociolinguist) at Irbid National University. The situations involved the degree of imposition, power and responsibility. (See appendix B). The interactants were asked : How do you request in the following situations? This allowed for request responses.

8. Analysis and Discussion

After various modifications, the questionnaire ended up with ten conversational situations reflecting degrees of imposition, power and obligation. Table (1) shows the distribution of situations according to power.

Table (1)
Distribution of Situations According to Power

Topic	F to E	Hi to Hi	L to Hi
Situation No	2, 3, 6, 7, 9	4, 8	1, 5, 10

In situations 1, 5, 10 apparently H is male while it is female in 3, 7, 9. It is also clear that H in situation 8 is younger than S while he is older in 1, 5, 7, 9 and 10. The typology of request pattern developed within the CCARP project are employed with slight modifications:

- | | |
|-----------------------|----------------------------------|
| 1. Giving an order | Hold the box. |
| 2. Performative | I'm asking you to carry the box. |
| 3. Obligation | You will have to move. |
| 4. Stating S's desire | I want you to carry the box. |
| 5. Suggesting | How about carrying these boxes? |
| 6. Asking H's ability | Can you carry these boxes? |
| 7. Hints | The box is very heavy. |

According to this typology, the request patterns which are indicated as the most direct are the least polite. These are the orders and performatives whereas hints which are highly indirect, are more polite. In between these two extremes are patterns that derive their relative transparency either from conventions in the wording of the speech act, or from conventions regarding the semantic content. (See Blum-Kulka, 1987: 134).

E # E responses show utterances like the following:

law s̄ m̄ h t mumkin ̄ s? ̄ l̄ k we:n t̄ ri:k ilbank?

Excuse me, how can I get to the bank?

marhaba biddi ̄ ḡ llk ̄ na mu:min ho:n wubiddi ̄ s? ̄ l̄ k min we:n t̄ ri:k ilbank?

Hello, pardon me I am not from this area can I ask you the way to the bank?

ma:zin law s̄ m̄ ht sa: 9dni fi h̄ mil iss̄ ndu:q

Mazin please help me carry this box.

jaz̄ l̄ ma zimm m̄ 9i iss̄ ndu:q

ift̄ h i ̄ ̄ iba:k 9mma:r id̄ 3̄ w ha:mi

Open the window Ammar. It got hot.

billah tift̄ h i ̄ ̄ iba:k ja 9mmar

For God's sake open the window Ammar.

Hi # L expressions include ones like the following:

ihki:li m̄ ̄ 9̄ ilmuw ̄ d̄ d̄ f̄ ̄ hm̄ d̄ wugu:lilu: jmur 9l̄ jja bilm̄ kt̄ b̄

Phone Ahmed and tell him to call on me at the office.

hā i ilm̄ ̄ rra i ̄ a:ī a iddu:s 9l̄ rid̄ 3̄ li hā ̄ 9e:b

Oh boy, this is the third time you step on my foot. What a shame!

L # Hi expressions include ones like:

s̄ j̄ idi ilwazi:r bism̄ 9̄ 9̄ nn̄ k inn̄ k r̄ d̄ 3̄ ul muht̄ r̄ m̄ wutixdim

inna:s ana ̄ a:b kul tumu:hi iddirasa:t il9ulja biddi maq̄ 9̄ d̄

My lord, the minister, I heard a lot about you that you are an esteemed man and you help people. My ambition is to have a seat in higher studies.

mumkin 9mmu: ti9ti:ni ilmðmmlðhð | wei

Can you, uncle, pass the salt!

However, Jordanian speakers of Arabic use sub-formulas together with the main strategies in the expression of the request. Such supportive moves, according to Blum-Kulka et al (1989: 123) are units which are external to the request, which modify its impact by aggravating or mitigating its force. These may include:

1. Expressions of apology by using some of the expressions, e.g., law sðm ht mð9le: [Excuse me].
2. Solicitors such as mi | | a:n ðlla, law tðkðrrðmt [for God's sake].
Many subjects responded with a prayer:
ðiih ij9a:k [May God give you good health].
3. An acknowledgment of bothering, e.g., g ðllðtak [I bothered you],
ra:h ðku:n Øgi:l dðmm | weija [Excuse my language].
4. Forms of address and honorifics, such as: 9mmu: xa:la, zðlð ma, hðdirtak, hðd3d3 [uncle, aunt, man, your excellency and old respectable woman], respectively.

Whenever the addressee is higher in rank, the responses included honorific addresses.

5. Reprimanding, such as:
9e: b [shame], ingðl9i [Get out].
6. Swearing, such as:
mðl9u:n |ðrðf [Damn its honor].
7. The addition of explanatory material for why the assistance is needed. Such material serves to soften the request. It indicates S 's acknowledgment that he or she is asking something "extra" of H. The explanatory material justifies the request, which suggests to the requestee that the requester is aware of the imposition being made. "The requester must essentially construct a small narrative when incorporating explanatory material into a request". Brownell and Stringfellow, (1999: 445). Consider the following narrative developed by S while addressing the minister:

I came to meet your highness regarding a subject emphasized by our prophet (peace be upon him), i.e., knowledge-seeking. I heard about your generosity, ...etc.

The more formal the situation is, the longer and more elaborate the request. Because of the religious background of the Arab society, requests are either preceded or followed by a prayer or some of the prophet's sayings and recommendations.

Looking at the distribution of the Jordanian speakers' strategies, we see that they are not limited to equal status.

They were given by friends, directors, strangers, etc. Table (2) shows the distribution of the participants' responses.

Table (2)
Distribution of the Participants' Responses

Item No.	1		2		3		4		5		6		7		8		9		10	
Strategy No	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1			1		7	2	0	2			7	7	1		0	2	2			
2	1		2	2	2	3	2	7			0	2	7	2	2	2	3	3	1	
3			2		2										3	3	2		2	
4	4	2	6		3	2	2	2	7	2		0	0	3	2	1			1	7
5								1	3						1	3	3			
6	2	1	2	1	2	2	2	1	2	1	1	1	2	9			3		3	7
7	1				2			1	1				1	1			2		3	1
4-6	2																			
4-7	5	0																		
7-5										1										
7-6									1	1										

The results presented in Table (2) refer to the request situation for each level and indicate the number of usages of each strategy by males and females. From examining the data presented in Table (2) we find that, for example, neither males nor females select strategy (1) which is the imperative as far as strategy No. (1) is concerned. This strategy, of course, represents the least degree on the scale proposed by Leech (1983: 108):

Indirectness



Less Polite



One male used strategy No. (2); while no female did. None of the participants used strategy No. (3); while four males used strategy No. (4) and two females used the same strategy. The number of females, who used strategy No. (6) is eight compared to two males, which indicates that females are more polite than males since this strategy expresses ability which is less direct. Five males and five females mixed strategy No. (4) with strategy No. (7), i.e., in addition to hints they express their desires while requesting. Strategy No. (7) represents the highest degree of indirectness which entails more politeness. More flexibility is granted to the requestee if the intended behavior is not even mentioned in the utterance, in which case the requester is using a hint: *inxilə9 dəhri* [I got a backache]

Since the addressee is greater in power (a minister), both sexes expose more politeness towards him. Power affects politeness strategies in requests. S needs to use a higher level of politeness when requesting a superior.

In item (2) which represents E # E level, the adoption of strategies concentrate around No. (4) which represents six and ten for males and females, respectively. Strategy No. (4) represents the middle of the scale (4 out of 7) which indicates a point in between as far as politeness is concerned. This is expected since H is equal and he is a stranger. Less directness (which means less

politeness) is exposed through situation No. (3) which is E # E. However the percentage of females who expose politeness is slightly more than males. In situation No.(4) which represents a higher to lower status, the number of males who expose the least degree of politeness is five compared to two females. About half of the females (seven of them) prefer the performatives :

linda ihki:li mə9ə əhməd

Linda phone Ahmed.

The use of the vocative concommit such strategies. More than half of the females (8 of them) resort to strategy No. (6) (expressing ability) which represents a high degree of politeness in their requests of their teacher. Intimate friends prefer directness. This is clear in situation No (6) where nine males (60 %) resort to giving an order, compared to seven (40.66%) females in the same strategy. However five females (33.33%) prefer to cater a middle way (choosing strategy No. 4) while no males do so. Nine females, (60%) choose strategy No.(6) when requesting an old woman, compared to two, i.e. (13.33%) males of the same strategy. Males expose less politeness than females in the same situation when six of them (40%) resort to performatives while only two (13.33%) females do so. Both males and females expose a very low degree of politeness towards the boy in situation No. (8). The poor boy is resented by both. He is often scolded and nicknamed ?9ma (blind), and məl9u:n (Damned) *mið] ʃa:jif* [can't you see]

qillat ðdðb [impoliteness]

Males and females vary their requests to the old woman in the eighth strategy. While an almost equal number of males is distributed along the strategies, we notice that six females prefer strategy six and three prefer strategy seven which indicates that 30% resort to high politeness compared to 16.66% males in the same degree. A similar result is obtained from situation (10) although the highest percentages center around the fourth strategy for males and females.

The horizontal reading of Table (2) reveals the fact that the majority of responses concentrate around strategy No. (4) and the ones below it on the scale of less politeness. The table does not reveal a significant distinction between males and females. Moreover hints are rarely used. This is probably due to the fact that Jordanian speakers do not consider hinting a polite way of making a request and they prefer directness to ambiguity.

Since the statistical differences between males and females are slight, we expose the percentages of both in their use of request strategies at E # E, Hi # L and L # Hi.

Table (3)
The Use of Request Strategies of E # E Level

Strategies	Situation 2	Situation 6	Situation 7	Situation 9
Order	3.33%	53.33%	3.33%	6.66%
Performative	26.66%	23.33%	26.66%	6.66%
Obligation	6.66%	0%	0%	20%
Stating S's Desire	53.33%	16.66%	26.66%	6.66%
Suggesting	0%	0%	0%	10%
Asking H's Ability	10%	6.66%	36%	30%
Hints	0%	0%	6.66%	16.66%

From examining the data presented in Table (3) we find that the highest percentage for strategies appear in situation (6) for the strategy of orders and situation (2) for the strategy of stating desire. This is attributable to the fact that H in situation (2) is a classmate and in (6) a stranger; therefore no obligation might be felt towards them:

biddi ɔgɔllbak wbiddi ɔs?lɔk min we:n ittɔri:k lilbank

Pardon me, I need to know how to get to the bank.

iftah iʃʃiba:k

Open the window.

Table (4) below shows the percentages scored at the two situations to Hi # L rank.

Table (4)
The Adoption of the Main Request Strategies by Higher to Lower Ranks

Strategies	Situation 4	Situation 8
Order	23.33%	30%
Performative	36.66%	26.66%
Obligation	0%	20%
Stating S's Desire	26.66%	10%
Suggesting	3.33%	13.33%
Asking H's Ability	10%	0%
Hints	0%	0%

Table (4) shows that the highest percentages are 36.66% for situation (4) and 60% for situation (8).

The percentages reflect that the speakers expose harmony with H who is a female in situation (4), while the little boy is roughly treated except by some female respondents. Females use softer words. Again hinting received 0%. This is probably attributed to the fact that the hearer could have difficulty in deciphering the intent correctly because the interpretation of the message has to depend upon contextual knowledge.

Table (5) shows the adoption of the main request strategies by lower to higher ranks

Strategies	Situation 1	Situation 5	Situation 10
Order	0%	0%	0%
Performative	3.33%	0%	3.33%
Obligation	0%	0%	0%
Stating S's Desire	20%	33.33%	50%
Suggesting	0%	10%	0%
Asking H's Ability	33.33%	40%	33.33%
Hints	3.33%	6.66%	13.33%

Table (5) shows that orders and obligations are never used in the three situations and suggesting is the only used in situation (5). This is attributable to the fact that H is higher in status and/or power. The highest percentages are exposed by asking about H's ability which occupies 33.33% for situation (1) and (10) and 40% for situation (5):

biddi ɔgɔllbɔk duktor tigdɔr t9i:d ilmuha:dɔra:t

Sorry to bother you doctor, can you repeat the lectures?

S wants to restore harmony and to be on good terms with H.

Conclusions:

In this study the following conclusions are observed:

1. The participants use explanatory material in the majority of strategies especially when the degree of imposition increased. Larger degrees of imposition require more justification to soften the affront of the requestee's face.

Supportive strategies are acts that may precede or follow the head ones and may serve as downgrades to check an availability. They may serve as attempts to obtain a precommitment or they may provide a reason for the request.

2. With the main strategies, the subjects use honorific addresses, such as hadratk (your excellency) had3d3i (old respectable man), 9ɔmmi (uncle), jazɔlɔmeh (man).

These, and the courtesy expressions, such as "9ju:ni (my eye), habi:bi (dear love) aim at lessening the severity of the request. Generosity in the Arab society is highly emphasized. It has also been found that females use more courtesy expressions than males.

This is in conformity with Smith's (1999 : 59) opinion who says that "one aspect of femininity training is modesty in speech". Although Jordanian people are aware of the emotional appeal of their words, it has been observed that bald addressing is used.

3. Sex of the responder did not affect the type of request or the strategy adopted.

4. Power has a much higher significance level than social distance. Speakers tend to use syntactically direct questions that contain semantic aggravations

with listeners of lower status than they are and to use syntactically indirect requests that contain semantic softness with listeners of higher status.

5. More politeness strategies were employed when the degree of imposition increased. In situation (2) when the degree of imposition is low, almost half of the participants used direct requests.

6. It has been observed that speakers prefer hint strategies when they address a person higher in status, and the use of hints in such social situation is attributed to politeness. However, hinting does not necessarily indicate more politeness. This is in agreement with Blum-Kulka's (1987 : 131) argument that the pragmatic clarity of the message is an essential part of politeness.

7. In reviewing request realization in the data I would suggest that the Approbation Maxim (maximize praise of others) works very well for the description of requesting behavior.

8. Perhaps the most salient finding is that the subjects agreed on the use of the query preparatory strategy as the clearly preferred strategy for the formulation of a request.

Appendix A *Key to Symbols*

S = Speaker

H = Hearer

A = Act

E # E = Equal to Equal

Hi # L = High to Low

L # Hi = Low to High

EFL = English as a Foreign language

JA = Jordanian Arabic

M = Male

F = Female

Key to Phonetic Symbols

1. Jordanian Arabic Vowels

/i:/	as in	/ikti:r/	very
/i/	as in	/ihna/	we
/a:/	as in	/wa:d3ib/	duty
/a/	as in	/qarja/	village
/o:/	as in	/jo:m/	day
/u:/	as in	/ru:h/	go
/e:/	as in	/le:l/	night

II. Jordanian Arabic Consonants

/ʔ/	as in	/da:ʔim/	long lasting
/b/	as in	/ba:b/	door

/p/	as in	/sôpt/	Saturday
/ts/	as in	/jihtʃi/	he speaks
/dʒ/	as in	/dʒad/	really
/d/	as in	/da:r/	house
/ð/	as in	/ðahab/	gold
/d/	as in	/dami:r/	conscience
/t/	as in	/ti:n/	figs
/t/	as in	/ta:lib/	student
/f/	as in	/fəhma:n/	understood
/g/	as in	/jigbal/	he accepts
/x/	as in	/xu /	take
/g/	as in	/ʃugul/	work
/h/	as in	/hala:l/	crescent
/h/	as in	/hilweh/	beautiful
/k/	as in	/lknafeh/	sweet
/q/	as in	/Iqba:l/	a female
name			
/i/	as in	/tawi:l/	tall
/!/	as in	/walla/	by dod
/m/	as in	/ma:ʃi/	all right
/n/	as in	/na:r/	fire
/r/	as in	/ʃa:9ir/	poet
/s/	as in	/sala:m/	peace
/s/	as in	/səndu:q/	box
/ʃ/	as in	/ʃimma:m/	melon
/θ/	as in	/θo:r/	ox
/w/	as in	/waqet/	time
/j/	as in	/jəmi:n/	right
/z/	as in	/zei/	similar to
/9/	as in	/sum9a/	reputation
/d/	as in	/muwadaf/	official

Appendix B

الاستبانة

عزيزي المشارك

السلام عليكم ورحمة الله وبركاته، أما بعد....

تحتوي هذه القائمة على عدة مواقف تتطلب من الشخص المجيب كيفية عمل طلب مؤدب. وعليه تم كتابة عدة مواقف في اللهجة المحلية الدارجة. يرجى كتابة الطلب المناسب بالطريقة التي تتحدث بها الناس في حياتك اليومية، علماً بأنه قد استخدمت لغة المذكر للإشارة للجنسين. شاكرين تعاونكم معنا.

الجنس: ذكر..... أنثى.....
العمر:.....
محل الإقامة: ريف..... حضر..... بادية.....
الخلفية التعليمية للأبوين:.....
أساسي..... ثانوي..... جامعي..... غيرها تذكر

.....

١. ستقابل الوزير لتطرح عليه قضيتك في الحصول على مقعد في الدراسات العليا. ماذا تقول؟
٢. أنت سائح أوقفت شخص ما لتسأله عن الطريق إلى البنك.
٣. طلبت من صديقك الحميم (مازن) ليساعدك في حمل صندوق ثقيل.
٤. أنت مدير شركة وطلبت من سكرتيرتك (ليندا) مخابرة موظف في الشركة.
٥. بعد مرور شهر على تسجيلك في كورس الأدب في الجامعة طلبت من أستاذك أن يعيد النقاط الرئيسية في المادة الدراسية التي تم تغطيتها.
٦. أثناء المحاضرة شعرت أن الجو داخل الغرفة أصبح حاراً طلبت من زميلك عمار أن يفتح النافذة.
٧. أثناء وجودك في المؤسسة المدنية تفحصت جهاز تكييف وبعد محاولة قراءة التعليمات الخاصة به وجدت أنها طويلة ومعقدة. طلبت من البائعة والتي هي امرأة في الخمسينات من عمرها أن توضح لك التعليمات والمواصفات.
٨. أثناء وجودك في صف طويل لغرض انتظار دورك للحصول على استمارة طلب الحصول على جواز سفر كان في الدور صبي يقف خلفك وللمرة الثالثة يدوس على قدمك من غير قصد. ماذا تقول له لتوقف عن ذلك؟
٩. في عيادة مزدحمة لحد الأطباء تبحث عن مكان للجلوس وشاهدت امرأة في الخمسينات من عمرها تجلس لوحدها إلا أنها وضعت أمتعتها على كرسي بجانبها. ماذا تقول لها لتزيل تلك الأمتعة؟
١٠. بدأت وجبتك في مطعم ولاحظت أنه لا يوجد ملح على طاولتك وكان هناك رجل في الخمسينات من عمره يجلس على الطاولة المجاورة ماذا تقول له لكي يعيرك المملحة؟

The English Translation of the Questionnaire

The situations: How do you request in the following situations?

1. You will meet the minister to get a seat for higher studies.

e.g. walla jaseidi biddi dgra w?bu:jð mam9u: |jgðri:ni

da:xli:n 9lð!!a Øummð 9le:k ixa tigdar ti9ti:nð

miq9ðd wuzei majgu:lu intð kðri:m wihna nista:hil

By God my lord I want to continue my studies. My father has nothing to

support me. I beseech God that you grant me a seat. It is said that you

are generous and we deserve (it).

2. You are a tourist you stopped somebody to ask him for the way to the bank.

e.g. widi ?s?lak wðla?sð lak 9an ðnu:bð k we:n ittri:k lilbank

I want to ask you and I don't want to ask you about your sins, where can I find the bank?

3. You requested your close friend Mazin to help you carry a heavy box.

e.g. ma:zin tð9a:l sa:9idni 9la ʃa:n nihmil issðndu:q

Come Mazin, help me to carry the box.

4. You are a manager of a company. You asked your secretary Linda to phone an employee.

e.g. Linda ihki:li mð9ð hal muwadaf

Linda phone the employee.

5. After two months from your registration in the literature course in the university you requested your professor to repeat the main points in the covered material.

e.g. law sðmðht duktor iða mumkin t9i:dli innuqa:t irrði:sijj

Doctor, please repeat the main points.

6. During the lecture you felt hot. You asked your friend Ammar to open a window.

e.g. billah ja 9mmar tiftah iʃʃuba:k

For God's sake, Ammar, open the window.

7. You are at a store trying to buy an air-conditioner. You discover that the warranty is long and difficult to read. You ask the sales person who is a woman in her fifties to explain the warranty.

e.g. mumkin tigri:li ittð9 li:mat li?ðnni miʃ fa:him

Could you read the instructions, because I don't understand?

8. Waiting in a line for getting a passport form, the teenage boy in line behind you has just stepped on your foot for the third time what do you say to get him to stop?

e.g. ib9id id3re:k ʃwei 9ni: ma?dfiʃðk

Get your feet away or else I'll push you.

9. You are looking for a seat in the crowded waiting room of a doctor's office. You see a woman in her fifties sitting alone, with her packages on another chair. What do you say to get her to remove her packages?

e.g. billah jahad3d3a tgi:min hðl ðgra:d bididi ðg9ud

For God's sake respectable old woman remove these packages. I want to sit.

10. You are beginning your dinner in a restaurant, and you see that there is no salt on your table. Sitting at the table next to you is a man in his late fifties. What do you say to get him to lend you his salt?

e.g. iða mafi:ha galaba bðgdðr a:xuð ʃweijatmilðh

If it does not bother you, can I take some salt?

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