Politeness strategies in requests by Norwegian learners of English
in comparison with native English speakers

%n a society where interaction between strangers pays more attention to the negative face wants, it would be rude to ignore the distance between the spea er and the addressee and tal as if we now him better than we do) (eyerhoff, *+' ', p" 13,"

    %n cultures such as the Aapanese and Berman, it is very important to address a professor correctly by paying attention to the negative face and use terms such as s)Aapanese,, or ≠ 𝒮)Berman,, etc" to show distance between the spea er and the addressee" %n other societies, the interaction between strangers is more friendly and casual" This means that people in these societies tend to pay more attention to positive face wants" %t would be considered impolite to tal to an addressee in such a way that it draws attention to the distance between the interlocutors" Australians are a good e7ample of this positive face want because they are generally very informal and friendly, which tends to separate them from other ! nglish spea ers) (eyerhoff, *+' ', p" 13,"

The Speech Act of equest

Olum#; ul a and @Ishtain)' 31: , defined request as an utterance or segment)s, that may include)a, address terms,)b, head act,)c, and adDunct)s, to head act)p" *++," There are different strategies when it comes to the reali9ation of the request and the level of directness that will play a part in how politely the request is made" Olum#; ul a and @Ishtain specified three levels of directness that could be seen as universal)p" *+' ,6

! 7plicit level, the most direct form of request, which includes imperatives"
Conventionally indirect level, which includes conte7tuali9ed predictions that include   ⁒⁒and   ⁒⁒ in the request form"
Nonconventional indirect level in which the request will be made more as a hint"

These three levels of directness were divided into nine request categories, illustrated in Table ')reproduced from Olum#; ul a, '314, p" '// #'/:E Olum#; ul a F @Ishtain, '31:, p" *+'#*+*,, which form an indirectness scale starting with the e7plicit type of requests and ending with the most indirect requests"

Table '

& '   (   ) *⁒ +

	Gescriptive Category	! 7amples
! 7plicitly	(ood derivable'	Clean up the itchen" (ove your car"
	Performative	%$m as ing you to move your car"
Conventions in the wording"	Hedged Performative	% would li e to as you to move your car"
Conventions regarding semantic content" These can be potential requests by social convention"	@bligation Statement	Hou$ll have to move your car"
	<ant statement	% would li e you to clean the itchen" % want you to move your car"
	Suggestory 2ormulae	How about cleaning up! < hy don$t you come and clean up the mess you made last night!
Conventional indirect"	J uery Preparatory	Could you clean up the mess in the itchen!
&east direct6 Hints	Strong Hints)A,	Hou$ve left the itchen in a right mess"
	(ild Hints)O,	<e don$t want any crowding)as a request to move the car,"

%n requests, Gittrich and Aohansen and ; ulins aya)*+'', speculate that face may be lost when the request is made in a less#than#polite manner)p" /1+1," According to Orown and &evinson, cited in Gittrich, Aohansen, and ; ulins aya)*+'', p" /1+1,, indirectness in requests lowers the face threat that may occur" Thus, requests might not be made by using the literal meaning but more as an utterance and hints" Orown and &evinson$s formula for calculating indirectness in requests is6

%ndirectness K Lequest si9e M Power)of hearer over spea er, M social distance

)cited in Gittrich et al", *+'', p" /1+3,

-Lequest si9e. refers to the type of request that is made and how much of an imposition it has" -Power. refers to the status distance between the hearer and the spea er" -Social distance. indicates whether the listener and spea er now each other well on a personal level or if they are strangers)Gittrich et al", *+'', p" /1+3," To ma e a request more indirect and polite, the word   may be added and the

request itself will be made in an indirect manner rather than e7plicitly' The usage of formal titles when addressing the listener to emphasi9e the social distance will seem more polite in an indirect manner"

However, the use of politeness and indirectness in requests will differ between cultures" Gittrich et al"

Table *

@rigin	Bender and Age

ma ing the request in ! nglish" These two participants have lived in an ! nglish spea ing environment and may have adapted the politeness form in a social conte7t"

The Norwegian participants would as to borrow a bi e from a friend in Norwegian by using positive politeness strategies, such as໔

&#xxxxx; 1 !໔5໔À p£ŧE R%a2? à6+ 2" Ð 1* ° 9!·ó À £!0>' 2 à ÀY @
    can % borrow bi e your
)can % borrow your bi e,

Sof'N@ e,

Comparing the differences in Norwegian and ! nglish requests becomes more interesting when loo ing at the components of the requests" Oy considering what type of components the Norwegian spea ers use when composing a request to a friend in Norwegian)Table : "' ,, and comparing it to the components they use in their ! nglish request)Table : "*,, we can see that the participants use the same amount of components in requests made in both languages, but they change what type of components they use"

Table : "'
) *% . / # (

	Pete			Sofia			&ucie		
	Address terms	Head act	Ad𝔻uncts	Address terms	Head act	Ad𝔻uncts	Address terms	Head act	Ad𝔻uncts
Oorrowing a bi e		'			'			'	
As ing for a ride	'	'			'		'	'	
Oorrowing money	'	'	'		'	'	'	'	'

Table : "*
) *% . / #   (

	Pete			Sofia			&ucie		
	Address terms	Head act	Ad𝔻uncts	Address terms	Head act	Ad𝔻uncts	Address terms	Head act	Ad𝔻uncts
Oorrowing a bi e	'	'	'		'	'		'	'
As ing for a ride	'	'	'		'			'	'
Oorrowing money	'	'	'		'	'		'	

The only participant that stic s out by applying more components is Pete" This participant has also been a part of an ! nglish spea ing society for a longer period, and this may be why he applies more components to his ! nglish requests" Oy adding more components, his requests seem more indirect, which reflects a more polite request manner"

Comparing the results of the Norwegian spea ers to those of the native ! nglish spea ers in Table : "/, we can see that the native ! nglish spea ers use more ad𝔻unct components in one request than the Norwegian spea ers of ! nglish"

Table : "/
) *% . / # (

	Nic			Steve	Loy
	Address terms	Head act	Ad𝔻uncts	Address	

D

communicative competence and such see out as ‰ need that
)communicative competence, it loo s li e ‰ could,

very much so it had been very o ay if ‰ could get borrow that
)really use it so it would be great if ‰ could borrow it,

This request shows more awareness of the positive face wants because Pete is addressing the teacher by

&oo ing at a similar type of request, but with a greater imposition when having to as the professor for an e7tension on a term paper, we can see that two of the Norwegian spea ers use positive politeness strategies in ma ing their requests6

&ucie6

6 # 4 '% 1 1   1#
would it be ability to get one e7tend deadline on this assignment here
)would it be possible to get an e7tended deadline on this assignment,

#% 0 0 1 # 0 ' ' ' 1
you now % have wor ed so hard through whole semester but now
as you now % have been wor ing hard through the semester but now,

0   # 5
struggling % little and need some e7tra days
)%$m struggling and % need some e7tra days,
SofwgSDfOc,he prb @gnmenw,

Nic 6   So %'ve been wor ing really hard lately but %'m Dust really struggling to get this paper done" And

To raise students$ awareness of these differences, politeness strategies have to be taught" As mentioned in the literature review, <atts)*++/, was in support of this view' However, we all have the right to choose how we want to spea " %t should not be e7pected that learners from different language bac grounds now how to apply politeness in their second language without being aware of the pragmatics found in the target language" The learners$ cultural aspects may transfer into the target language and give the impression that learners are being impolite when in fact they are not aware of this" <ith this in mind, the learners should be able to apply the language form they prefer"

@ne of the limitations of this study was the small number of participants" %f % had had more participants, % might have found different answers to how politeness is applied in both Norwegian and ! nglish" @ne of the Norwegian participants found it hard to spea ! nglish to me which might have had an effect on the requests she made" The participants may have felt that % was Dudging their ! nglish and were afraid that they were not using it correctly" Oecause of this, they thought more about how to provide the correct version of ! nglish rather than to give me a more spontaneous answer, which would have been more useful for the study"

Another limitation was that the study was supposed to be a role#play conte7t" However, % did not manage to enact the role#plays with the participants, so the protocol ended up being an oral survey, in which % read a scenario, and then the participants replied with what they would have said to ma e the requests" %t may have wor ed better if % had played the role of the friend hy to be if %sf e

%de, S")' 313," 2ormal forms and discernment6 Two neglected aspects of universals of linguistic politeness"
– %   % ⅔ %   +   ?+% %   # 7   %   + ′ ′ %   ,)1,, ** /#*: 1"
Aohansen, S" H")*++1," .   ′   %#   %# &   (#   ′   %
′   #   #   %   *%   " Goctoral dissertation" The Gepartment of
&iterature, Area Studies and ! uropean &anguages, @slo, Norway6 University of @slo"
(eier, A" A")' 338," Gefining politeness6 Universality in appropriateness ⨍   %   , !A): ,, /: 8#/85"
(eyerhoff, (")*+'' ," 7   #%   %   )*nd ! d"," New Hor 6 Loutledge"
<atts, L" A")*++/,"   " Cambridge6 Cambridge University Press"

Appendi(A
Scenarios for   equests to A #riend in English and Norwegian

Norwegian6
'" Gu mᵠ pᵠ buti   en fSr middag men du mᵠ vTre tilba e innen ' + min" Gu spSr vennen din om du an lᵠne sy   elen hans=hennes"

*" Gu vett at vennen din har en he tis   helg men du trenger s yss til flyplassen tidlig ISrdag morgen" Gu spSr vennen din om ᵠ ᵠSre deg til flyplassen lo   en 8 om morgenen"

/" Gu har problemer med ᵠ betale leia denne mᵠneden og du vet at vennen din nettopp fi   ' *8+   r av

Appendix