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Politeness Language Patterns in Request

Feruza Yuldasheva
Bukhara State University, Uzbekistan

Abstract: *Being polite in a conversation should be considered by the speaker to the interlocutor since it is difficult. The reason why being polite is difficult for the speaker is it that needs understanding of the language, the social and cultural of the community. Besides that, politeness is not only viewed from the speaker, but it also viewed by the interlocutor.*

Key word: *politeness language patterns, syntactic realization, lexical realization, pragmatic perspective, minus-valued politeness, non-polite works, a spectrum of politeness*

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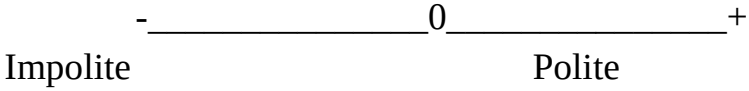
INTRODUCTION

Politeness is not only viewed from the speaker, but it also viewed by the interlocutor. It makes many experts has different perceptions about politeness. Leech (1983) stated that politeness is one of pragmatic perspective. He begins by establishing two pragmatic systems: pragmalinguistics and sociopragmatics. Pragmalinguistics includes the speakers' intentions and illocutionary acts. Hence, it refers to the more linguistics application of politeness. Meanwhile, sociopragmatics refers to how the speaker wants to be perceived socially.

Moreover, politeness could be defined as means of expressing that are used in conversation that has specific roles depending on the participant. Fraser and Nolen (1990) define politeness as a conversational contract that has a set of rights and obligations that participants must follow and can be negotiated and rearranged during a conversation. It meant that the conversational contract is based on the expectations of the members involved in a conversation and determined by the participants.

Meanwhile, Richard in Pichastor (1998) states that there are two definitions of politeness (a) how language expresses the social distance between speakers and their different role relationship (b) How to create, insist, and keep face during conversation carried out in speech community). Furthermore, being polite or impolite basically cannot be determined for sure. One of the experts has the scale in generally. Ide et al. cited in Aubed (2010) points out that politeness is a neutral concept, which we use as the label for a scale ranging from plus – through zero – to minus politeness. Thus, politeness refers to plus-valued politeness, while being impolite means minus-valued politeness and non-polite works the neutral or zero valued centre of the scale. The scale means that something can be said polite if the scale is close to plus. It can be represented by the following figure:



A figure representing scale of Politeness (Ide et all in Aubed 2012)

Eelen in Hamzah (2011) maintains that politeness is not universal, but it is shaped

by culturally specific social norms. These do not only influence how politeness is produced, but also how it is evaluated. As a result, politeness varies from culture to culture, language to language, and dialect to dialect. Successful politeness is successful communication. It depends on the right application of the right politeness at the time. Eelen supported by Watts (2003) states that politeness is not universal, but influenced and created by cultural values and that behavior ranges on a spectrum of politeness. Behavior is seen as politeness or impoliteness depending on whether it is seen on the positive or negative end of the politeness spectrum. Polite behavior is behavior that is seen as being appropriate in a certain social context, whereas impolite is seen as violating those expectations.

Moreover, Huang (2007) states that politeness is universal. It can be observed as a phenomenon in all cultures. It is used by speakers of different languages. It is also recognized as a norm in all societies. In addition, Mahmud (2008) contends that politeness is culture specific as, like all communicative acts, it carries different meanings in different cultures and it will also vary depending on certain circumstances. It meant that politeness principle does not have standard in the words meaning, depending on the society in some places.

POLITENESS LANGUAGE PATTERNS IN REQUEST

Asking other people to do things is known as making a request. Requests take many different forms and may be very polite, moderately polite or not very polite (rude). When a speaker wants the interlocutor to commit to some future action, it means of a request. According to Svartvik cited in Marzita (2009) request can be mentioned as the act to ask your hearer whether he is willing or able to do something". In politeness patterns in request, there are two types of request. The first one is syntactic realization, and the second one is lexical realization.

SYNTACTIC REALIZATION

The main important rule of a request is to make the listener understands that some actions are desired of him, but there are various ways in which this action can be achieved (Sadock 1974 in Aubed 2012). These ways are as follows:

The Imperative Sentence Types: The imperative tense in English is used to give an

order, a warning, an appeal, an advice, a suggestion, an instruction and in some cases a request to another person. Palmer (1986) request can be expressed by imperative sentence. Simply take the verbs' infinitive form (without the "to" infinitive indicator). Usually the verb will be placed at the beginning of the sentence. Levinson (1983) stated that the imperative sentence is very rarely used to issue request in English. Realization of request by the imperative sentence-type can have the following forms: 1.Give me your book, 2. Don't open the window, 3. Do study for tomorrow's test, 4. Calm down, 5. Let's go for watching a movie and Have a sit. Based on the examples above, types of requests are issued to make the listener to do something for the speaker. An imperative sentence has an understandable subject (you), and the verb is in the simple form. Moreover, sometimes people use word "please" to make imperative sentence types more polite. According to Sifianou in Martinez (2009) the word "please" has been regarded as one of the most transparent politeness markers that serves to soften the imposition carried out by request being uttered.

THE INTERROGATIVE SENTENCE-TYPES

Requests can be marked by using interrogative sentence types (Sadock, cited in Aubed (2012). Besides that, Leech (1983) stated that interrogative sentence has the meaning of questioning in request. They are either Yes/No questions or Wh-questions. Yes/no interrogatives are questions that can be answered with a yes or a no response and Wh-interrogatives sentences begin with a wh-word and call for an open-ended answer. A yes or no answer is not appropriate for these questions. The following examples are: (1) Have you got a car? (yes/no question), (2) Do you have an extra piece of paper?(yes/no question, (3) Do you have some money?(yes/no question), (4) Why don't you cook for dinner?(Wh-question) Several examples show that utterance(1) has a question force; utterance (2) requesting a piece of paper; utterance (3) needs a request for some money; whereas utterance (4) has the illocutionary force of requesting for cooking for dinner (Leech, 1983).

THE DECLARATIVE SENTENCE-TYPES:

Requests can be marked by using declarative sentence-types (Leech, 1983). In addition, Palmer (1986) mentions that declarative include types statements that command. It means the term "command" used to refer request.

The following examples are: (1) I am very hungry. (A request for some food), (2) This soup needs some salt. (A request for some salt), (3) It is cold here. (A request for closing the door or the window), (4) You won't drive the car, will you? (A request for not driving the car).

In utterance (4) the tag-question has been used to confirm what is said in the first part of the
utterance and its function is to make the request more tactful (Leech, 1983).

MODAL AUXILIARIES

Austin (1962) says that modal auxiliaries can be used for expressing the speech act of requesting. The following examples tell different realizations of this type of politeness in request requests : (1) Could you help me to move this table?, (2) Can you pour the tea into a cup?, (3) Will you get me a pillow?, (4) May I borrow your pen?, (5) Would you help me?, (6) Wouldn't you take me to the airport?

When the speaker used the modal auxiliary verb "can" means that the speaker is asking whether he is able to do the action or not. Can is used to make basic requests from a friend or co- worker. It is often used for small things. Can you is often used informally. It usually sounds less polite than could you or would you. May is used in request that little more formal than could (Thomson, 1984).

In addition, using the past tense form "would" or "could" means the speaker makes his request more tactful and polite. In a polite request, could has a present or future meaning, not a past meaning. The meaning of " would you" and " will you" in a polite request is the same. Would you is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.

LEXICAL REALIZATION

In this part, Lexical realization divided into two points. Each point has several verbs that often used in request. The following points are:

Verbs: The First Category. In the first category, there are several verbs like

“appeal”, “ask”, “favour”, “like”, “mind”, “oblige”, “request”, “want” can be used for marking polite requests (Swan, 1982, p. 386). These examples are: : (1) Can I appeal to you for help?, (2) I ask you to wash the dishes, (3) Will you favour us with delicious food?, (4) I would like to visit my grandmother, (5) Would you mind sweeping the floor?, (6) Could you oblige me with a bar of chocolate?, (7) I request you to send me some flowers, (8) I want four beautiful dresses, (9) I wish you would stop drinking. In utterance (1) the lexical verb “appeal” is used to express a “direct request” in which the speaker asks strongly for something. In utterance (2) the lexical verb “ask” can be used for request (McKay, 1982). It means that when speaker used “ask” she/he wants to request something more than just an answer, such as directions, food, or help,. In utterance (3) the lexical verb in which the verb “favour” carries the idea of request explicitly. In utterance (4) the verb “like” is used to mean “want” or “wish” particularly in polite requests. In utterance (5) the lexical verb “mind” is used in the expression “would you mind” to express a polite request. In utterance (6) the lexical verb “oblige” has been used explicitly to realize the speech act of requesting (Hornby(1976) cited in Aubed(2012)). In utterance (7) the speaker explicitly uses the lexical verb “request” for the realization of a polite request. An utterance like this is called an explicit request (Austin, 1962, p. 81). In utterances (8) and (9) the lexical verbs “want” and “wish” have been used to express request explicitly.

Verbs: The Second Category. In the second category, there are several types of lexical verbs such as “appreciate”, “thank”, “trouble”, “possibly” and “wonder” that can be used for marking polite requests. The following examples are: (1) I would appreciate your help, (2) I will thank you for the offer, (3) Could I trouble you to pass the sugar?, (4) I wonder if you wouldn’t mind dropping me home? When the speaker uses the verb in utterance (1) the lexical verb “appreciate” is implicitly related with the act of requesting. In utterance (2) the lexical verb “thank” is implicitly used to request something forcefully or widely when it expresses the meaning to be pleased with someone for something. In utterance (3), the lexical verb “trouble” realizes a polite request in an indirect way and simultaneously is used in polite requests to mean “to cause inconvenience to someone”. In utterance (4) the lexical verb “wonder” is associated with the act of requesting. It expresses a tentative request and is often said in a statement form (Ockenden, 1972, p. 30).

2.3. Politeness scale

2.3.1. Indirectness Scale

Indicating the amount of inferencing requires the listener to create the intention of the speaker's meaning. Indirectness scale shows the indirectness utterance is more polite than directness utterance. It means that the more utterances are indirect, the more the utterances are polite. On the other hand, the more utterances are direct, the more utterances are not polite (Leech, 1983P.108)

For example: **Less Polite**

1) Answer the phone
2) I want you to answer phone.
3) Will you answer the phone?
4) Can you answer the phone?
5) Would you mind answering the phone?
6) Could you possibly answer phone? **More Polite**

Textbooks are the most extensive media used in schools at present. They serve the basis of language input for learners and language practice that is used in the classroom. Goodman and Hou (2011) said that textbooks have an important role in students' learning since textbooks are important resources for learning activities in the classroom. Therefore, it is important for the students to have good quality textbooks.

Besides that, textbooks have important roles in teaching English. The teachers use textbooks to help them in transferring the materials to the students. Textbooks also provide the foundation for the content of lessons, the balance of the skills taught, and the language practiced by the students during the class activities. Liu (2005) argued that textbooks are the teaching and learning instruments for both teachers and students. Students are practicing the learning activities in the textbook, while teachers use them for teaching and giving assignments. Thus, the skills in the textbook will be embedded to the students during the learning process. They will make the teacher transfer the teaching materials easily.

Furthermore, a textbook has an important role for the teachers and students in teaching and learning English. It becomes a main element of teaching English. The importance and role of the textbook in the teaching and learning process are certainly recognized by both teachers and students. In other words, the role of textbooks relates the teachers, the students, and the success of English teaching and learning process.

Textbooks are used by the teachers in order to make their teaching more effective. Without a textbook, the teacher will find some difficulties to deliver the materials to the students. A textbook is also as a classroom management tool for interaction between the teachers and students. The textbook will save the time and give direction to the lessons and discussions.

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