

The pragmatics of requesting in the Canadian workplace: A  
comparative investigation of requests presented in  
workplace ESL textbooks and oral discourse completion  
task responses

by

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## **Abstract**

Within the workplace, pragmatic competence contributes to the performance of difficult speech acts such as requests (Wigglesworth & Yates, 2007). A prevalent concern in teaching second language (L2) pragmatics involves pedagogical materials (Bardovi-Harlig, 2017). Although previous research has found discrepancies in pragmatic language seen in L2 textbooks and elicited responses via discourse completion tasks (DCTs) (e.g. Pablos-Ortega, 2011), workplace language textbooks have seldom been investigated. Therefore, the present study used speech act typologies (Alcón, Safont & Martínez-Flor, 2005; Trosborg, 1995) and criteria for conventional expressions (Bardovi-Harlig, 2012) to identify the most frequently-occurring requests in 17 workplace language textbooks. The same process was applied to 30 native English speakers' elicited, audio-recorded oral DCT responses. Significant differences were found in the frequency of request types identified in the textbooks and elicited responses. The results suggest that workplace language textbooks provide insufficient pragmatic input for L2 learners who are preparing for the workplace.

*Keywords:* instructed L2 pragmatics, conventional expressions, speech acts, textbooks, workplace discourse

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## Chapter 1: Introduction

### 1.1 Research gap and guiding questions

In consideration of developing a sense of identity and acceptance, L2 pragmatic competence may be considered an important aspect of successful integration into target speech communities for L2 learners. Moreover, models of communicative competence (e.g. Bachman, 1990; Celce-Murcia, Dörnyei, Z., & Thurrell, S., 1995) have also emphasized the importance of pragmatic competence. Broadly speaking, pragmatic competence may be defined as the ability to communicate and interpret meaning in social situations (Taguchi, 2015). This type of competence may be further divided into two types of knowledge. Generally speaking, *pragmalinguistic competence* involves knowledge of particular forms used to perform pragmatic functions such as requests (Bardovi-Harlig, 2017). Furthermore, this type of competence involves knowledge of *conventional expressions*, which may generally be described as recurrent expressions used by a particular speech community in certain social situations (Bardovi-Harlig, 2012). On the other hand, *sociopragmatic competence* involves knowledge of how contextual factors inform which speech acts – requesting, complimenting or refusing for example – are appropriate to use, and how. Ultimately, both of these types of pragmatic competence are instrumental for L2 learners who wish to successfully participate in a target speech community.

Perhaps one of the most challenging yet critical contexts where L2 pragmatic competence is needed is within the workplace. The Ottawa Local Immigration Partnership (OLIP) reports that new immigrants face unique economic challenges unlike Canadian-born residents, and furthermore, the number one need expressed by newcomers

to Canada is employment (Murphy, 2010). Second language acquisition (SLA) researchers have also recognized this expressed need for newcomers to acquire and maintain employment, and previous L2 pragmatics research has investigated interactions in occupational contexts ranging from factories (Daly, Holmes, Newton & Stubbe, 2004) to formal business meetings (Williams, 1988).

In order to further define the nature of workplace interactions, Goffman (as cited by Koester, 2010) describes *the front stage* of a workplace as a place where interactions between an employee and customers or patients occur, which contrasts with *the back stage* where interactions between coworkers, or employers and employees take place (p. 13). As highlighted by previous L2 workplace language research (e.g. Holmes & Marra, 2002; Holmes, 2006; Holmes & Riddiford, 2011), these important back stage interactions often comprise pragmatic language. Cohen (2008) aptly notes that pragmatic error is more likely to be attributed to the speaker's character than language ability. Moreover, these concerns become heightened in workplace interactions where relationships are asymmetrical (Heritage, 1997) and unique constraints exist on what is considered appropriate to say (Drew & Heritage, 1992). In consideration of research investigating back stage workplace interactions for L2 instruction, Newton and Kusmierczyk (2011) note that "success depends not only on the ability to perform work but also on managing social aspects of interaction at work" (p. 80). Ultimately, this research focusing on back stage interactions highlights the importance of rapport-building and relationship maintenance amongst colleagues, which is especially important for employment retention and growth.

According to Newton and Kusmierczyk (2011), approaches to teaching L2 workplace discourse may involve employability skills, such as Canada's *essential skills* or the *core competencies* seen in New Zealand, for example. More often, this research often involves focusing on specific speech acts such as refusals or complaints (Newton & Kusmierczyk, 2011). In recent years, the teaching and use of L2 workplace requests has become a popular speech act to investigate (e.g. Holmes & Riddford, 2011; Wigglesworth & Yates, 2007). This is likely due to both its high frequency of occurrence within the workplace (Newton & Kusmierczyk, 2011), as well as the high risk of pragmatic error associated with this face-threatening speech act (Trosborg, 1995). For these reasons, the present study focuses on the speech act of requests.

In terms of teaching speech acts to L2 learners, exposure to appropriate input is described as the first necessary step in acquisition (e.g. Martínez-Flor & Usó-Juan, 2010). Besides the L2 instructor and learners themselves, the most likely source of pragmatic input in the L2 classroom are textbooks, and previous research has shown that instructors seldom consult supplementary sources to teach pragmatics (Vellenga, 2004). For these reasons, analyzing L2 workplace textbooks as potential pragmatic input is an important first step in developing L2 pragmatic competence in the workplace. Previous research investigating pragmatic input has used corpora (e.g. Bardovi-Harlig, Mossman & Vellenga, 2015) or discourse completion tasks (e.g. Pablos-Ortega, 2011) to identify discrepancies between the pragmalinguistic forms used by native speakers and what is presented in teaching materials. As stated by Bardovi-Harlig (2017), inauthentic teaching materials and limited theoretical support for curricular development continue to be current issues in instructed L2 pragmatics research.

Despite the important role of L2 pragmatic competence in workplace discourse, very little empirical research has investigated workplace language training materials through the lens of pragmatics and speech act theory. Williams (1988) found discrepancies between the language of business meetings through a comparison of naturally-occurring data with what was presented in business English textbooks. However, the potential of workplace language textbooks as pragmatic input has not since been revisited, particularly within a North American context. As well, very little research has analyzed teaching materials for L2 pragmatics used in a Canadian context (e.g. Diepenbroek & Derwing, 2013). Therefore, the present study uses pragmatics and speech act theory to investigate how the speech act of requests are presented in workplace language textbooks. The guiding research questions are as follows:

1. How are requests – defined and categorized by speech act typologies – presented in workplace language textbooks?
2. How are requests – defined and categorized by speech act typologies – realized in elicited native English speakers' responses to workplace situations?
3. How are conventional expressions used to perform requests in workplace language textbooks similar or dissimilar to conventional expressions used in elicited requests from native English speakers?

In order to answer these research questions, the present study used a sequential mixed-methods approach to analyze requests presented in workplace language textbooks. In phase one of the study, L2 workplace language textbooks used in Canada were qualitatively coded and analyzed using speech act theory. Frequency of occurrence was

documented for each request strategy identified using speech act theory as an analytical framework. Subsequently, the same process was applied to the analysis of elicited requests taken from native English speakers' responses to an oral discourse completion task (ODCT). Finally, a bottom-up analysis was applied to both datasets to extract the most frequently-occurring conventional expressions used for workplace requests. Overall, significant differences were found in the frequency of request strategy types.

## **1.2 Organization of thesis**

The present study is organized into 5 chapters. Chapter 2 provides an in-depth discussion overviewing the theoretical background of pragmatics and speech act theory, the role of formulaic language in pragmatics. This chapter then shifts to a pedagogical discussion involving models of communicative competence, instructed L2 pragmatics and the role of teaching materials in instructed contexts. Following this, Chapter 3 describes the methodological process used by the present study to answer the guiding research questions. Chapter 4 presents the results of phase one and phase two of the present study, followed by a discussion of the results as they relate to the literature on L2 pragmatics and workplace discourse. Finally, Chapter 5 provides a conclusion, which includes pedagogical implications, recommendations for future research, as well as limitations of the present study.

## Chapter 2: Literature review

### 2.1 Introduction

Briefly stated, the present study seeks to investigate the language used to realize workplace requests, as seen in workplace language textbooks and native English speakers' elicited responses, respectively. More specifically, this study explores the language of workplace requests using a theoretical framework informed by both pragmatics and SLA theory. As previously stated, L2 pragmalinguistic knowledge encompasses an understanding of the particular forms used to realize a pragmatic speech act such as requests. To further analyze how pragmalinguistic information is presented in workplace language textbooks, both speech act theory and phraseology are used in the present study. As noted by Bilbow (1997), speech act theory provides "face validity" and "practical transparency" for L2 learners to better understand how people perform functions with language. In a similar vein, the study of pragmatic formulaic language can be used to identify recurrent "strings or expressions used for specific pragmatic purposes" (Bardovi-Harlig, 2012). More importantly, these recurrent expressions may signal knowledge and even membership of a particular speech community. These two theoretical frameworks run parallel to each other, yet are highly interrelated. Therefore, the purpose of this chapter is to outline each theoretical framework, and then subsequently illustrate how the two frameworks have come together in previous research. Moreover, this chapter will provide an overview of the literature that have investigated L2 teaching materials through the lens of speech act theory and phraseology. Ultimately, this chapter will posit the subsequent methodological process and analysis within the existing literature.

## 2.2 Pragmatics

### 2.2.1 Background and speech act theory

To begin, it is important to define pragmatics generally, and subsequently outline how such definitions figure into a present-day understanding of L2 pragmatics, especially as it relates to phraseology. Leech (1983) provides an explanation of pragmatics, as it relates to linguistics (p. 11). *Pragmatics* may generally be defined as “the study of how utterances have meanings in situations” (Leech, p. x). Thus, the study of pragmatics emphasizes how language is used in context. As previously mentioned in Chapter 1, L2 pragmatic competence encompasses the ability to communicate and interpret meaning in social interactions (Taguchi, 2015). Linguists have further discerned between *pragmalinguistics* and *sociopragmatics*, which are definitions that can be applied to L2 pragmatic competence. While the former points to the “particular resources” a language provides to convey particular functions, the latter speaks more to the specific contextual factors – different cultures, social classes and hierarchies, for example – that inform how language is used (Leech, p. 10-11). For the case of requests, an example of pragmalinguistic knowledge may involve a native English speaker’s use of modals *could* and *would* when making a polite utterance. Conversely, an example of sociopragmatic knowledge could be a student’s understanding that a request directed towards a professor should be articulated differently than a request directed towards a close friend, depending on other contextual factors.

A salient definition and explanation of speech act theory is also key to understanding the significance of formulaic language in relation to pragmatics. Speech act theory may complement the identification of formulaic language using a top-down,

typological approach according to pragmatic functions. Broadly speaking, a *speech act* may be defined as the performance of language. As described by Searle (1969), “talking is performing acts according to rules” (p. 22). As further stated by Bardovi-Harlig (2017), “speech act theory conceptualizes utterances not just as stating propositions, but ultimately as a way of doing things with words; hence the concept of *act*” (p. 225). In his seminal publication on the philosophy of language, Searle (1969) outlined five categories of speech acts: asserting and explaining are *representatives*, requesting and advising are *directives*, promising and threatening are *commissives*, apologizing and complimenting are *expressives*, and declaring war and hiring/firing someone from a job are *declaratives*. The first three categories of speech acts in particular have been widely researched in the field of pragmatics (Ronan, 2015).

In another publication, Searle (1975) emphasized that *indirect speech acts* in particular require a certain knowledge of the speaker’s background – or more broadly the speech community’s background – in order to understand and respond appropriately. Searle uses the simple example of the question: *can you pass the salt?* The indirect speech act here is a request, which is stated as a question of ability. Here, Searle (1975) alludes to the importance of formulaic sequences that are used to express indirect speech acts. To illustrate the difference between an utterance and an indirect speech act, Searle compares two requests that are both grammatically correct:

- *Are you able to reach that book on the top shelf?*
- *Is it the case that you at present have the ability to reach that book on the top shelf?*

In this example, Searle illustrates that idiomaticity is a key element of indirect speech acts, as well as the conventionality of the utterance. Similar descriptors may be used to discern a formulaic utterance from a non-formulaic utterance. On a final note, Searle highlighted the importance of pragmatic knowledge in consideration of semantic opaqueness: “how do I know he has made a request when he only asked me... about my abilities?” (p. 82). Here, Searle uses the example of requests posed as ability questions to emphasize the indirect nature of speech acts. For these reasons, knowledge of formulaic sequences used to express certain speech acts is vital for effective communication. Yet, the semantic opaqueness and indirectness of these expressions often poses challenges for L2 learners to notice and therefore acquire pragmatic language simply from exposure (Schmidt, 1990).

### **2.2.2 Speech act theory: the case of requests**

For the purpose of this thesis, it is pertinent to link more contemporary speech act theory that may be used to define and categorize the speech act of requests. Speech act theory in particular presents what Cohen (2008) describes as a transparent way of organizing and categorizing the “patternized” and “routinized” language to perform functions such as requests. Such transparency and face validity may benefit L2 learners who must use their pragmalinguistic knowledge to effectively recognize and produce language functions such as requests. As will be shown in the next chapter, such theory

may also be used to develop an analytical framework to identify and code requests in samples of language.

Trosborg (1995) defines a *request* as “an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act which is for the benefit of the speaker” (p. 187). The act may be a request for non-verbal goods and services, or a request for verbal goods and services (p. 187).

Furthermore, the nature of requests are impositive, meaning that the speaker wishes to “influence the intentional behaviour of the hearer in order to get the latter to perform, primarily for the benefit of the speaker” (Haverkate, as cited by Trosborg, 1995). Perhaps most notably, as requests require a certain degree of imposition, this particular speech act is described as a “face-threatening act.” This last aspect of requests – paired with their relatively frequent use in social interaction – has led to a number of studies investigating requests for the purpose of SLA and instructed L2 pragmatics (e.g. Blum-Kulka & Olshtain, 1984; Campillo, 2008; Kim & Taguchi, 2015; Rose & Ono, 1995; Schauer, 2004; Usó-Juan & Martínez-Flor, 2008; Wigglesworth & Yates, 2007). Overall, it is important to highlight that speech act theory and pragmatics research has established particular typologies used to categorize pragmalinguistic strategies.

In the case of requests, cross-cultural research (Blum-Kulka & Olshtain, 1984; Trosborg, 1995) has established typologies to categorize requests on a continuum of directness to indirectness, as well as whether certain types of indirect requests are hearer-based or speaker-based. These typologies established a distinction between the request *head act*, which may be described as the independent component of the speech act, and the request *modification device*, which is used to “mitigate or aggravate the propositional

content” and adjust the degree of politeness of the request (Campillo, 2008). For example, *could you pass the salt?* features only a request head act, whereas *could you pass the salt, please?* presents both a request head act and modification device. These typologies have been established and tested over the past few decades primarily through the use of elicited data, either using discourse completion tasks (DCTs) or roleplays. These data collection methods will be further explained later in the literature review as well as in the subsequent methodology chapter.

For the purpose of this study, it should be noted that not all utterances used in speech acts are necessarily formulaic, even though pragmatic formulaic language is often used to realize particular speech acts. For example, pragmatic strategies categorized by speech act typologies for requests include single lexical items such as *please, just* or *maybe*. This will be further discussed in the next chapter when the analytical framework is explained in more detail.

### **2.2.3 Pragmatics in L2 contexts: models of communicative competence**

Broadly speaking, discussions of pragmatics and sociolinguistics in relation to L2 communicative competence took off during the 1980s and 1990s (e.g. Bachman, 1990; Celce-Murcia et al., 1995). Since then, pragmatics has been addressed as one integral component of models of communicative competence, and such models largely inform L2 teaching and assessment practices. It is important to note that models of communicative competence emphasize what the learner can *do* with the language, rather than strictly what they *know* about the language.

Celce-Murcia et al. (as cited in Celce-Murcia, 2008) proposed a shift towards *socio-cultural competence*. As earlier articulated by Coulmas (1979) and other

sociolinguists, this type of competence involves the cultural knowledge “needed to interpret and use a language effectively” (p. 42). Additionally, formulaic competence involving knowledge of routine formulae, chunks and lexical frames is acknowledged as a unique and important aspect of communicative competence in the updated model (Celce-Murcia, 2008). Finally, in consideration of pragmatics, all of these competencies may be further complemented by *interactional competence*. According to Celce-Murica, interactional competence is comprised of actional competence, which may be described as “knowledge of how to perform common speech acts” such as complaints or apologies (p. 48). Interactional competence also involves conversational competence, which includes strategic aspects of conversing, such as understanding the turn-taking system, opening and closing conversations, or interrupting (p. 48).

Ultimately, these updated components of communicative competence place an emphasis on context and culture, and highlight the importance of instructed L2 pragmatics, both as it relates to knowledge of speech acts and conventional expressions used in context. Thus, each component of the updated models of communicative competence informs the teaching of pragmalinguistic forms to L2 learners in the classroom. Coulmas (1979) speaks to the importance of these competencies by highlighting the difficulties L2 learners experience in actually producing “conversational interaction” (p. 254). More specifically, several challenging aspects of routine formulae for L2 learners hoping to become a part of a new speech community or culture are noted. To begin, Coulmas aptly highlights that there is not always a one-to-one equivalent for an expression in another language, and in fact, some sequences that exist in one language may not exist in another, such as a response to a sneeze (p. 256). As well, difficulties

arise when the semantic “weight” of a formulaic sequence is unknown (p. 256). For example, English speakers use the phrase *how are you doing* as a greeting, which differs from the literal meaning of the utterance. Yet, speakers with different L1 backgrounds might understand this routine as an inquiry about their mental and physical well-being. Overall, even early research conducted by sociolinguists such as Coulmas exemplifies the difficulties of acquiring L2 pragmatics in terms of both pragmalinguistic and sociopragmatic knowledge.

## **2.3 Pragmatic formulaic language**

### **2.3.1 Background**

Within the field of applied linguistics, there has been a growing body of research investigating formulaic language in various contexts, both as it relates to acquisition of first languages and second languages. Accordingly, as highlighted by Wray and Perkins (2000), the multi-faceted nature of formulaic language has led to over forty different well-established terms being used to describe this phenomenon in applied linguistics research. It is important to note that not all of these terms are interchangeable. In fact, many of these terms may point to slightly different functions and characteristics of formulaic language, as well as differing research aims outlined by linguists (Myles & Cordier, 2017). Despite this perceivable lack of uniformity regarding terminology, Wood (2015) states there is a “general consensus” on the definition of formulaic language insofar that it is: multiword, having a single meaning or function, and prefabricated or stored holistically as if it is a single word (p. 3). The last characteristic is especially difficult for empirical research to establish, and the present study will focus on the social value of formulaic language, rather than the psycholinguistic aspects of it.

To further narrow down the type of formulaic language that is pertinent to pragmatics, Nattinger and DeCarrico's (1992) pedagogically-oriented description of formulaic language may be used as a starting point to discern between different types of sequences. According to Nattinger and DeCarrico, formulaic language can broadly be categorized into three groups: *collocations*, *syntactic strings* and *lexical phrases* (p. 36). Perhaps the most relevant group for the present study is *lexical phrases*, which are considered to have assigned pragmatic functions, and may be further divided into two subcategories. The first subcategory includes fixed strings of specific lexical items – *what on earth*, *at any rate* or *by and large*, for example – whereas the second subcategory may be described as “generalized (productive) frames,” which contain grammatical units and “specific lexical items” used to convey pragmatic functions (Nattinger & DeCarrico, p. 37). For example, a conventional request – *modal + you + VP* – would fall into the latter category. Thus, the form of formulaic sequences may be fixed or flexible, but in consideration of instructed L2 pragmatics, lexical frames in particular hold pedagogical value for L2 learners. Namely, use of formulaic language provides L2 learners with perceived fluency and comprehensibility, as well as the possibility of storing and retrieving chunks of language as if they were a single lexical item (Wood, 2015). Perhaps more importantly, the use of formulaic language has been characterized as a means of accessing target speech communities, pragmatically speaking (Bardovi-Harlig, 2012).

### **2.3.2 Functions of formulaic language**

In addition to the discussion of different categories seen in types of formulaic language, it is important to discuss the functional rationale for research in this field, especially in relation to SLA. In terms of spoken contexts, there is a general trend in

phraseological research that investigates one of two functions of formulaic language, or both at once. The first function typically investigated addresses how formulaic language is possibly used to reduce mental processing efforts. Another prevalent trend in the research is to investigate the functions of formulaic language in social interaction. Of course, these two categories overlap, and to further illustrate this, Wray (2000) makes an important distinction between the speaker and hearer. More specifically, Wray lists processing short-cuts, time-buyers and manipulation of information as the main functions of spoken formulaic language, as utilized by the speaker (p. 475). Conversely, in social interaction, the speaker may use formulaic language to manipulate others in order to satisfy needs, and also assert an identity on both an individual level as well as a member of a certain group or community (p. 476). The functions that involve mental processing are beyond the scope of this study. However, they speak to the potential benefits of reduced cognitive load for L2 learners. As well, in spoken contexts, access even to lexical frames reportedly requires less creativity – and thus, perhaps cognitive effort – to produce as opposed to novel, creative utterances (p. 474).

Conversely, according to Wray (2000), the functions of formulaic language encompassing social interaction benefit both the speaker and the hearer, as sequences are said to ease the hearer's comprehension of input. These formulaic sequences also signal a familiarity with the hearer's sociopragmatic knowledge, which may be attributed to a certain group or speech community. The latter three functions are especially pertinent in consideration of pragmatics and SLA. Wray aptly states, "formulaic language can be used to assert both our individual and our group identity. They enable us to make statements about our sameness and differentness, and to jostle for position within the hierarchy" (p.

477). Thus, efforts made to investigate the functions of formulaic language in social interaction has emphasized how L2 learners can communicate more effectively, sociopragmatically speaking. After outlining both the pertinent categories and functions of formulaic language on pragmatics, it is equally as important to provide more insight on how pragmatic formulaic language has been discussed in the literature.

#### **2.4 Pragmatic formulaic language**

During the 1960s and 1970s, many sociolinguists and philosophers of language (e.g. Coulmas, 1979; Hymes, 1972; Searle, 1969; 1975) began to construct their empirical and theoretical discussions of pragmatics in response to Chomsky's Transformational Generative Grammar (1965). While Chomsky's widely discussed model focused solely on linguistic competence and performance, this model largely omitted sociopragmatic knowledge. As a result, it was only applicable to homogenous speech communities (Hymes, 1972). Sociolinguists argued that such notions of the "ideal speaker-listener" were problematic (Hymes, 1972, p. 273), and for these reasons there was a push to look beyond homogenous speech communities. More importantly, these linguists sought to define and operationalize linguistic competence and performance in cross-cultural and multi-lingual contexts involving L2 speakers. Thus, linguists began to articulate, investigate and theorize the link between pragmatics and conventional utterances, or speech that could be considered formulaic.

Perhaps one of the first seminal publications that explicitly linked formulaic language and pragmatics together was produced by Coulmas (1979). In response to Transformational Generative Grammar, Coulmas proposed the concept of *routine formulae*, which is Coulmas' choice of terminology used to describe pragmatic formulaic

sequences (p. 239). Coulmas highlights one of the salient features of formulaic sequences as it relates to pragmatics, which is that these sequences are “closely bound to specific social situations” and “highly predictable” (p. 239). Thus, in contrast to Chomsky’s notion of infinite possibilities through grammar, Coulmas uses examples of routine formulae to demonstrate how social conventions inevitably limit how language is creatively used. This was later reiterated by Pawley and Syder’s (1983) discussion of “the puzzle of natively like selection,” which also highlighted native-speaker’s use of repetitive utterances, rather than novel and creative speech. Pawley and Syder also aptly noted that these “lexicalized” expressions may be considered as part of a “speech community’s common dictionary,” and that a key component of these expressions are that they may be seen as part of a social institution (p. 209).

While formulaic sequences were and still are defined as highly repetitive and situationally dependent, Coulmas (1979) also extended her conceptualization of pragmatic formulaic language to include cross-cultural comparisons, a direction in SLA research now widely discussed. More tangibly speaking, Coulmas provided a list of criteria that may allow linguists to better understand how pragmatic formulaic sequences are used *in context*. These criteria apply to both the participants using the sequence (sex, age, social status, positions of authority) and the politeness relations, which includes the social setting (p. 244). These contextual factors may be considered sociopragmatic variables that impact how the speaker chooses to articulate themselves. Of course, it should be noted that each individual condition may have a stronger or weaker impact depending on the culture. Ultimately, Coulmas’ criteria used to describe context draws

parallels with other publications encompassing speech act theory and pragmatics (e.g. Leech, 1983; Searle, 1969).

Coulmas (1979) also highlights the difficulty of recognizing and acquiring formulaic sequences used in an unfamiliar speech community, and this is especially pertinent for L2 learners. As noted earlier in discussion of context, Coulmas warns that even social situations deemed “universal” may emphasize or dismiss differing contextual factors. In turn, the importance of different contextual factors may warrant different types of speech acts, or utterances that are more or less polite. Additionally, the correct or incorrect usage of such pragmatic formulaic sequences may affect the speaker’s perceivable “membership of a group,” regardless of accurate pronunciation or grammar (p. 252). Finally, Coulmas describes routine formulae as “a password giving access to the group where it is habitually employed in some situation” (p. 252). This last statement is still a key consideration for researchers investigating the link between L2 pragmatics and formulaic language today (Bardovi-Harlig, 2012).

#### **2.4.1 Defining and operationalizing pragmatic formulaic language**

As previously mentioned, terminology used to describe formulaic language will greatly vary from one research context to another. Accordingly, the criteria used to identify formulaic language also adjust slightly. Considering the specific aims of the present study, a pragmatically-oriented set of criteria may be used. To begin, Bardovi-Harlig (2012) highlights how working definitions of pragmatic formulaic language draw on both sociolinguistics and research in formulaic language. Bardovi-Harlig uses the term *formula*, which may be defined as a frequently-occurring expression attributed to a specific speech community. On the other hand, this term also refers to formulaic

sequences that cannot be analyzed and broken down according to the rules of grammar (p. 207). To further specify the terminology encompassing pragmatic formulaic sequences, Bardovi-Harlig (2013) distinguishes between *formulae* and *conventional expressions*. It is important to note that while both terms may be used to describe the same string of words as it relates to pragmatics, there is a difference in what characteristics of the sequence are being emphasized and investigated. The distinction is similar to Wray's (2000) earlier articulations involving the functions of formulaic language. Formulae points to the psycholinguistic aspect of pragmatic formulaic language; that is, the mental processing and storage of recurrently used utterances. Conventional expressions, according to Bardovi-Harlig (2013), signal the importance of the utterance in terms of its social value, which she describes as the "speech community's preference for a particular string of words" (p. 2). Thus, for the purpose of this thesis, pragmatic formulaic language will henceforth be referred to as conventional expressions.

Myles, Hooper and Mitchell's (1998) working set of criteria (p. 325), further adapted by Bardovi-Harlig (2012), may be used in the present study to identify conventional expressions. This is because the following criteria takes into consideration both the general defining features of formulaic language while also acknowledging the context and target speech community as important criteria. The five descriptors, used in the present study to identify conventional expressions, are as follows:

- At least two morphemes in length;
- Phonologically coherent, that is fluently articulated and non-hesitant;
- Used repeatedly and always in the same form;
- Situationally dependent;
- Community-wide in use.

It should be noted that using the descriptor of phonological coherence was beyond the scope of the present study, whereas the other four characteristics of conventional expressions were utilized.

While conventional expressions address single formulaic sequences, a *semantic formula* refers to a series of formulaic sequences which together create a speech act (Bardovi-Harlig, 2017). This may be illustrated through the speech act of apologizing, for example. As stated by Bardovi-Harlig (2017), the speech act of apologizing may require several formulaic sequences, including: an apology, an explanation, a promise the same mistake will not happen again, and perhaps an offer to fix the mistake (p. 225). In the case of requests, a semantic formula may include an apology, a request, an explanation, and an expression of gratitude. Semantic formulas may be investigated using a bottom-up, frequency-based approach, but speech act theory can also inform the categorization of pragmatic strategies realized through the use of formulaic language.

It is important to acknowledge that some of the descriptors used to identify conventional expressions (Bardovi-Harlig, 2012; Myles et al., 1998) may be difficult to operationalize. To begin, Bardovi-Harlig (2013) acknowledges the challenge of measuring “community-wide in use” from a frequency-based approach. Unlike other types of formulaic sequences that are typically investigated using a purely frequency-

based approach – lexical bundles or collocations, for example – particular speech acts and conventional expressions might occur much less frequently in naturally-occurring speech. For example, while thanking expressions may occur more frequently across many different types of contexts, impolite expressions (e.g. Culpeper, 2010) are much more difficult to identify using corpora unless it is highly contextualized. Relatedly, deciding what constitutes “the same form” is challenging, especially in consideration of lexical frames and also also particular characteristics of spoken speech, such as pauses and hesitations.

Despite these challenges of identifying conventional expressions according to the criteria established by previous research, definitions of conventional expressions may be tested by investigating how they are operationalized and also how they are identified in spoken or written language (Bardovi-Harlig, 2012, p. 209). Speaking to the specific aims of this study, it is important to finally highlight how the identification of conventional expressions may inform material development for the purpose of teaching pragmatics in instructed L2 learning contexts.

## **2.5 Instructed L2 pragmatics**

### **2.5.1 Pragmatic awareness: noticing pragmalinguistic forms in input**

From a pedagogically-motivated standpoint, research has illustrated many reasons why pragmalinguistic forms are beneficial for L2 learners. In consideration of the conventional expressions, pragmatic utterances that are formulaic are beneficial for the purposes of fluency, processing, comprehensibility, and most importantly perceivable knowledge of a speech community’s conventions (Wood, 2015). Yet, as emphasized by the literature (e.g. Wray, 2000), formulaic language is “extremely difficult for second

language learners to master” (p. 468). Conventional expressions are no exception to this rule, and as previously noted (e.g. Coulmas, 1979), differing sociopragmatic norms are just one reason why learners may not be able to notice or acquire these sequences on their own. Similarly, knowledge and use of certain speech acts such as requests signals familiarity with a target speech community (Cohen, 2008), but as previously mentioned, these strategies do not necessarily transfer from the L1 to the L2.

In terms of acquiring pragmalinguistic forms, Schmidt’s (1990) discussion of consciousness, learning and interlanguage pragmatics in L2 contexts points to the importance of *noticing* salient features in input. According to Schmidt, simply being exposed to pragmatically appropriate input is not enough to acquire L2 pragmatic competence. Instead, learners need to notice both the forms and contextual cues that inform a speaker’s decision on what pragmalinguistic strategies are appropriate to use. This is also emphasized by Coulmas (1979), who suggested that understanding the meaning of conventional expressions such as *don’t mention it* or *my pleasure* involves “the inspection of their context of use,” and “judgements of appropriateness,” as well as knowledge of the form (p. 241).

These suggestions for acquiring L2 pragmatics are grounded in Schmidt’s noticing hypothesis (1995; 2001), which suggests that converting input into intake must occur via consciousness-raising. In this sense, *intake* refers to “what learners consciously notice” (p. 149). Therefore, L2 instruction plays an important role in helping learners notice pragmalinguistic forms that are often opaque and used in a way that diverges from their L1 sociopragmatic knowledge. Moreover, according to Schmidt’s noticing hypothesis, noticing happens on two levels: awareness at the level of noticing, and at the

level of understanding. This may be demonstrated in L2 pragmatics through the initial identification of forms in input without explicit discussion, and then subsequently, through recognition of pragmalinguistic forms with explicit formulation of rules (Takahashi, 2013). Ultimately, this process may be described as *pragmatic awareness*, and it has been described as the necessary first step in developing substantial pragmatic competence (Takahashi, 2010).

### **2.5.2 The potential of textbooks as pragmatic input for L2 learners**

Accordingly, a prevalent rationale in L2 pragmatics research involves the evaluation of pedagogical materials used to teach different types of conventional expressions and associated speech acts such as thanking, refusing, negotiating or complimenting, for example. As highlighted by Vellenga (2004), textbooks are a prominent source of pragmatic input in the L2 classroom, and instructors seldom consult outside pedagogical sources when teaching pragmatics. Correspondingly, a lack of authentic pragmatic input used in L2 classrooms continues to be a current issue seen in the literature (Bardovi-Harlig, 2017).

Research responding to this concern typically analyzes the pragmalinguistic information – conventional expressions and forms used to realize speech acts – seen in teaching materials, as well as the surrounding sociopragmatic information. More specifically, studies in pragmatics analyzing teaching materials may take one of two directions. To begin, many studies have focused solely on one or many series of second or foreign language teaching materials to reveal a lack of relevant sociopragmatic and pragmalinguistic information (e.g. Diepenbroek & Derwing, 2013; Limberg, 2016; Vellenga, 2004). Researchers have adopted this approach to focus specifically on the

speech act of requests, as seen in English as a second or foreign language textbooks (e.g. Barron, 2016; Campillo, 2008; Usó-Juan, 2008).

Conversely, the present study adopted the second approach to investigating L2 teaching materials as pragmatic input. This approach analyzes the pragmalinguistic forms presented in teaching materials by comparing the identified conventional expressions and speech act strategies with elicited or naturally-occurring speech. Previous studies have focused on various speech acts to reveal significant discrepancies between these different sources of pragmatic input (e.g. Pablos-Ortega, 2011; Schauer & Adolphs, 2006; Williams, 1988). In light of these findings, it may be suggested that the pragmalinguistic forms seen in teaching materials used in second or foreign language learning contexts often do not reflect what native speakers would say (Vellenga, 2004).

To conclude their review of instructed L2 pragmatics research, Félix-Brasdefer and Cohen (as cited by Bardovi-Harlig, 2017) provide four recommendations for teaching pragmatics: raising awareness, providing pragmatic input, teaching grammar as a communicative resource, and facilitating producing or production practice (p. 228). Accordingly, one of the suggested key components of effectively teaching L2 pragmatics is to provide pragmatic input that reflects how the language is used by members of the target speech community.

### **2.5.3 Approaches to investigating ESL textbooks as pragmatic input**

For the purpose of this study, it is important to further discuss approaches to L2 pragmatics research that have identified discrepancies between teaching materials and elicited or naturally-occurring data. While corpora are a commonly utilized resource in applied linguistics research in many different subfields, instruments used to elicit

responses are much more specific to pragmatics research. The most commonly used instrument in pragmatics research to elicit written or spoken responses are *discourse completion tasks* (DCTs). DCTs present written or aural scenarios that participants must respond to, either in a single-turn or through multiple-turns (Bardovi-Harlig, 2009). Each scenario typically contains important sociopragmatic information such as speaker-hearer relationship, imposition of the situation, and social power that functions to inform the respondent's choice in pragmalinguistic forms used (Brown & Ahn, 2011). These aspects of DCT scenario design will be further outlined in the next chapter. Ultimately, what should be highlighted by the use of either elicited or naturally-occurring speech in pragmatics research is the importance of context. For this reason, pragmalinguistic forms, and conventional expressions in particular, are not typically investigated using a strictly frequency-based approach. As previously mentioned, there are also particular expressions used in speech acts or semantic formulas that are sociopragmatically valuable, despite their infrequent occurrence in everyday speech. Ultimately, then, the aim is to identify the most frequently-occurring expressions used in specific contexts.

One example of this approach to researching pragmalinguistic forms may be seen in Schauer and Adolphs' (2006) study on thanking expressions. The research design compared naturally-occurring speech with elicited responses from 16 native English speakers. Although the study did not include a direct analysis of teaching materials, Schauer and Adolphs' rationale was based on previous studies that found discrepancies between naturally-occurring speech and teaching materials. Atypically, this study adopted a more quantitative approach by first using the Cambridge and Nottingham Corpus of Discourse in English (CANCODE) to identify thanking expressions.

Subsequently, Schauer and Adolphs (2006) compared this data with responses elicited from a written DCT.

Similar to other studies investigating conventional expressions (e.g. Culpeper, 2010), Schauer and Adolphs' (2006) findings highlighted important considerations for research design. Although written DCTs are one of the most commonly used instrument in pragmatics research, Bardovi-Harlig (2017) aptly notes that there is a mismatch of modality when using written elicited data to investigate spoken discourse. For these reasons, oral DCTs (ODCTs) may be considered a more viable instrument for research investigating spoken discourse. For example, Bardovi-Harlig (2009) used an ODCT to elicit conventional expressions from native English speakers and non-native English speakers. Here, Bardovi-Harlig piloted 77 ODCT scenarios using a 50 percent cut-off rate to identify 32 scenarios. More specifically, only scenarios that elicited conventional expressions matching the targeted speech act at least 50 percent of the time were used. Expressions extracted from the ODCT were later used to design a judgment of appropriateness task completed by L2 learners.

Another limitation of Schauer and Adolphs' (2006) study may have been an overall lack of comparability between the generalized situations extracted from the CANCODE and the highly contextualized discourse completion task items. Accordingly, the results of Schauer and Adolphs' study demonstrated that some frequent thanking expressions elicited in the discourse completion task were nonexistent in the CANCODE. This was especially true for semantic formulas such as *thanking + confirming a commitment*, or *thanking + intending to reciprocate* (p. 127). Nevertheless, the results of Schauer and Adolph's study confirms that research addressing pragmalinguistic forms

must take into consideration the context before frequency alone. In terms of pedagogical implications, the semantic formulas yielded from discourse completion tasks are potentially valuable and conventional in particular situations that were outlined by the scenarios.

In another study focusing directly on pragmalinguistic forms presented in textbooks, Pablos-Ortega (2011) analyzed the speech act of thanking in 64 Spanish as a foreign language textbooks. This resulted in a list of 249 thanking expressions extracted from the teaching materials. In addition to an analysis of the pragmalinguistic forms (e.g. Bardovi-Harlig, 2009; Schauer & Adolphs, 2006), Pablos-Ortega (2011) was also interested in how the expressions seen in textbooks were perceived by native Spanish speakers. Therefore, a questionnaire was designed using the most frequently-occurring expressions found in the Spanish textbooks, and scenarios were created in order to contextualize these utterances (p. 2419). Subsequently, 100 native Spanish speakers rated each expression on a Likert scale of 1-5 for appropriateness (p. 2425). Similar to a traditional DCT, the speakers were given an opportunity to write a more appropriate expression if they wished. Ultimately, Pablos-Ortega found that the thanking expressions in textbooks were often oversimplified. Moreover, while complex expressions are less frequently used for thanking in Spanish, more complex expressions are arguably valuable for L2 learners to learn and acquire as a whole. The implications of this study suggest that it is perhaps beneficial for L2 learners to be exposed to examples of language from a variety of contextualized sources. Moreover, it may be suggested that teaching materials targeted at novice language learners – as Pablos-Ortega investigated – could include more

complex conventional expressions that may be learned holistically, despite the learners' lower proficiency in the target language.

Ultimately, previous studies (Bardovi-Harlig, 2009; Pablos-Ortega, 2011; Schauer & Adolphs, 2006) using elicited or naturally-occurring data to inform teaching materials demonstrates a need for pragmatic language to be contextualized. Although using corpora is pedagogically advantageous, as instructors can provide samples of contextualized expressions to language learners, it is not always possible or feasible to use corpora in pragmatics research. As stated by Bardovi-Harlig (2013), researchers and instructors using corpora to teach conventional expressions gain the element of authenticity, yet elements of comparability and context are lost. In light of this, other approaches to collecting samples of conventional expressions may be used. As will be further explained in the next chapter, this study will use an ODCT. While there are also the cited limitation of presenting single-turn scenarios, using an ODCT to gather elicited response enhances the oral-for-oral match for modality, and also allows for more participants, logistically speaking. This instrument also allows the researcher to modify items – pragmatically-oriented scenarios requiring responses – so that they are highly comparable with situations presented in teaching materials.

Accordingly, the use of an ODCT for the present study allows for a more contextualized investigation of conventional expressions and speech acts used in the workplace. In consideration of workplace discourse, previous research has investigated the use of speech act strategies and conventional expressions in a variety of different institutional contexts (e.g. Holmes, 2003; Holmes & Riddiford, 2011; Wigglesworth & Yates, 2007; Yates, 2010). While there is a multitude of different theoretical and

empirical approaches to investigating language in the workplace – either through the use of naturally-occurring or elicited data – there are potentially strong pedagogical implications for research that focuses on the use of speech act strategies and conventional expressions in the workplace.

## **2.6 Conclusion**

The purpose of this literature review was to illustrate the strong link between pragmatics, speech act theory and formulaic language. Moreover, through models of communicative competence, the importance of acquiring conventional expressions for SLA may be better understood. Ultimately, as demonstrated by previous research, there are still often significant discrepancies involving the pragmalinguistic and sociopragmatic information presented in textbooks when compared to elicited or naturally occurring-data. Although Diepenbroek and Derwing (2013) analyzed the potential of English as a second language (ESL) textbooks in a Canadian context to teach both pragmatics and fluency, specific pragmalinguistic forms were not identified nor compared to a second set of data.

In perhaps one of the only studies that investigated workplace pragmatics in textbooks was Williams' (1988) study on the language of business meetings. In this study, Williams compared naturally occurring data with what was presented in 30 business textbooks on meetings. Although Williams did not adopt a specific analytical framework grounded in pragmatics and speech act theory, a comparison of speech acts (e.g. agreeing, disagreeing, and expressing opinions) revealed many differences in the ways language was used in real business meetings. More specifically, the language seen in the corpus contained many false starts, lengthy explanations, redundancy and

repetition, and ultimately “lacked the overtly polite forms that were taught” (p. 51).

Moreover, Williams noted that “a wide range of forms were generally used to realize the functions” (p. 51). As highlighted by this chapter, L2 pragmatic competence contributes to the effective performance face-threatening speech acts such as requests, and the stakes of pragmatic error become heightened in workplace interaction. Nevertheless, a study analyzing more current workplace language textbooks – with a focus on L2 pragmatics – have not since been revisited since Williams’ (1988) study.

Therefore, the purpose of the present study is to investigate how the speech act of requests are presented in workplace language textbooks, and subsequently, how requests in similar contexts are realized in elicited responses provided by native English speakers, through an ODCT. Thus, the study seeks to answer the following questions:

1. How are requests – defined and categorized by speech act typologies – presented in workplace language textbooks?
2. How are requests – defined and categorized by speech act typologies – realized in elicited native English speakers’ responses to workplace situations?
3. How are conventional expressions used to perform requests in workplace language textbooks similar or dissimilar to conventional expressions used in elicited requests from native English speakers?

The next chapter will provide a description of the methodological process of the present study.

## Chapter 3: Methodology

### 3.1 Overview and procedures

This chapter will further elaborate on the methodological process that was used to answer the guiding research questions. This study utilized a sequential mixed-methods, cross-sectional research design (Dörnyei, 2007). Two main datasets were analyzed: workplace language textbooks, and native English speaker responses elicited through an ODCT. The initial analysis for both datasets involved qualitative coding based on Trosborg's (1995) typology of requests and Alcón et al.'s (2005) typology of request modification devices, respectively. After identifying request head acts and modification devices in both datasets, this study subsequently utilized a descriptive analysis to identify the frequency of occurrence for types of requests and request modification devices. In addition to the coding and analysis based on speech act theory, both datasets were analyzed using the criteria (Bardovi-Harlig, 2012; Myles et al., 1998) to identify frequently-occurring conventional expressions.

The data were collected during two separate periods of time. Phase one of the data collection involving the workplace language instruction materials was conducted over one month (October, 2017). A total of 17 workplace language teaching textbooks from 4 series were collected and analyzed to investigate the presentation of requests. Subsequently, a 24 item, single-turn ODCT was designed and delivered online to create a corpus of elicited responses from 30 native English speaking participants. The second phase of data collection involving the ODCTs took place over a period of three weeks between February and March 2018. In order to increase comparability between the two

datasets, the scenarios presented in the ODCT were based on the contextual information and recurring scenarios presented in the workplace language textbooks.

The purpose of phase one of the data collection was to analyze current workplace language textbooks and assess how request strategies are presented to L2 learners. The purpose of phase two of the study was to provide a comparison of requests identified in the workplace language textbooks with elicited requests from native English speakers. As well, the purpose of phase two of the study was to better understand how responses elicited from ODCTs may potentially supplement currently available workplace language textbooks. Ultimately, this study sought to determine pragmatic strategies and target forms for L2 learners encompassing workplace requests, in addition to further informing curriculum and materials development for instructed workplace language in a Canadian context. Accordingly, the following chapter will be divided into three sections: phase one involving the workplace language textbooks, phase two involving the ODCT data, and phase three describing the data analysis.

### **3.2 Phase 1: Workplace language textbooks**

As previously discussed, a key issue in L2 pragmatics is the prevalent disparity between language presented in textbooks when compared to elicited or naturally-occurring data. For the purpose of this study, it was important to begin by consulting workplace language textbooks available in a Canadian L2 learning context. Besides the L2 instructor and the learners themselves, textbooks may be considered the main source of pragmatic input in the classroom. Moreover, as previously mentioned, instructors often do not consult other sources when teaching pragmatics to L2 learners (Vellenga, 2004). For these reasons, it was important to first collect and analyze workplace language

textbooks in order to determine the potential of workplace language textbooks as pragmatic input.

### **3.2.1 Selection of workplace language textbooks**

Considering the objective and context of this study, it was important to select textbooks that were published specifically for spoken workplace contexts, and targeted ESL learners. Although numerous types of teaching materials exist online, only published workplace language teaching textbooks were consulted. This was to ensure relative consistency in the scope and sequence of language functions presented, as well as consistency in the standard of pedagogical materials submitted and reviewed by major publishers and government-funded organizations. More specifically, each textbook selected for this study utilized a form-focused approach that was sequenced according to the explicit and deliberate learning of target forms, rather than a meaning-focused approach that emphasizes an “experience” of language learning through reading stories, plays or engaging in meaningful tasks, for example (Tomlinson, 2012). Thus, requests were just one of many communicative functions presented in each textbook. The rationale for selecting form-focused materials was to align the research design in a way that could focus on the specific speech act of requests. Moreover, an explicit, form-focused approach to the learning of pragmatic target language has been supported by previous research (e.g. Alcón, 2007; Félix-Brasdefer, 2008; Takahashi, 2001), and textbooks play an important role in providing “direct information on pragmalinguistic and sociopragmatic features” when following this approach (Taguchi, 2015).

The criteria for the selection of workplace language textbooks was narrowed down again to ensure consistency in terms of context, which is an important

consideration in pragmatics research. Therefore, each selected textbook presented at least one section of requests used for spoken interactions in the “back regions” of an office setting. The decision to establish an office setting as the workplace context for this study was due to the prevalence of this setting seen in popular textbooks. The type of institution where the office interactions may occur was left open, as the selected materials purported an unspecified workplace context that could have included private, semi-private or public institutions. This is largely due to the universal rather than local nature of published textbooks, which is done in order to target a wider audience of L2 learners (Tomlinson, 2012).

Any workplace language materials that presented a workplace context targeting a specific industry or skilled trade, and consequently omitting interactions in an office setting, were excluded from this study. Some series – such as the *Lifestyle* series (Barrall, 2010a; 2010b; Dubicka, 2010; Hollett, 2010) – included workplace language as well as language for traveling or socializing. In these instances, only pages or sections of the textbook that presented requests in the specified back region office setting were included. Accordingly, any pages or sections of a textbook that presented requests outside of the office setting were excluded from the analysis. As well, any requests that involved “front region” service interactions – between an employee and client, for example – were excluded from the analysis.

In terms of targeted L2 proficiency, a range between beginner to lower and upper-intermediate and advanced levels were selected. Previous studies with a similar research design have shown that the pragmalinguistic and sociopragmatic information in textbooks is often limited, even when targeting more advanced L2 learners (e.g. Diepenbroek &

Derwing, 2013; Pablos-Ortega, 2011). Thus, it was important to analyze textbooks series that provided a range of materials targeting different L2 proficiencies.

Finally, since this study was developed and conducted in a Canadian context, it was important to consult Canadian-specific workplace language textbooks when possible. Using the aforementioned criteria, American and British workplace language textbooks with a similar format and context were also included. This was due to the limited number of Canadian-specific workplace language textbook series publicly available. All non-Canadian workplace language textbooks selected are representative of popular major publishing companies such as Pearson Longman. Moreover, these materials are all freely accessible to Canadian ESL instructors and learners, may they be located in a ESL institution or through the public library. In the end, a total of 17 individual textbooks from four series were analyzed during phase one of the study. See Table 1 below for the complete list of textbooks as well as the total number of items – request head acts and modification strategies – coded in each textbook.

Table 1

Title, publisher, number of pages and number of items coded in selected workplace language textbooks

Textbook	Publisher (Date)	# of pages	# of items coded
1. <i>Heads Up 1</i>	Delta Publishing (2014)	104	285
2. <i>Heads Up 2</i>	Delta Publishing (2014)	104	307
3. <i>Interface Canada 1</i>	Canada School of Public Service (2007)	222	501
4. <i>Interface Canada 2</i>	Canada School of Public Service (2007)	207	136
5. <i>Interface Canada 3</i>	Canada School of Public Service (2007)	203	445
6. <i>Interface Canada 4</i>	Canada School of Public Service (2007)	176	542
7. <i>Interface Canada 5</i>	Canada School of Public Service (2007)	181	765
8. <i>Interface Canada 6</i>	Canada School of Public Service (2007)	210	212
9. <i>Interface Canada 7</i>	Canada School of Public Service (2007)	212	6
10. <i>Interface Canada 8</i>	Canada School of Public Service (2007)	230	0
11. <i>Lifestyle (Elementary)</i>	Pearson Education Limited (2010)	160	141
12. <i>Lifestyle (Pre-Intermediate)</i>	Pearson Education Limited (2010)	176	99
13. <i>Lifestyle (Intermediate)</i>	Pearson Education Limited (2010)	176	173
14. <i>Lifestyle (Upper-Intermediate)</i>	Pearson Education Limited (2010)	176	156
15. <i>Workplace Plus 2</i>	Pearson Longman (2002)	102	102
16. <i>Workplace Plus 3</i>	Pearson Longman (2002)	102	116
17. <i>Workplace Plus 4</i>	Pearson Longman (2002)	102	72

Previous research investigating the presentation of speech acts in teaching materials have used a range in terms of the number of textbooks used. For example, Vellenga (2004)

analyzed 8 textbooks, while Diepenbroek and Derwing (2013) analyzed 48 textbooks, and finally Pablos-Ortega (2011) analyzed 64 course books. Ultimately, as research grounded in pragmatics emphasizes the importance of context, it was important to ensure that the aforementioned workplace context was maintained while selecting textbooks from a variety of series.

### **3.2.2 Preparing the workplace language textbooks for analysis**

After selecting the workplace language textbooks, requests were subsequently identified in the teaching materials. As previously mentioned, selected pages or sections of textbooks were analyzed instead of scanning and analyzing each textbook in its entirety. Unlike vocabulary or formulaic language research that analyzes textbooks from a purely frequency-based approach, the theoretical underpinnings of pragmatics prioritize frequency in context. Thus, it was important to analyze workplace requests presented in a context that aligned with the back region office setting. Any pages or sections, as well as any supporting dialogues or scripts typically found in the back pages of a textbook were included in the analysis. After manually searching and identifying relevant pages or sections of each textbook, each page was scanned using optical character recognition (OCR) technology. Subsequently, each scanned page was uploaded into Nvivo (2018) and organized into folders according to textbook series. Nvivo is a qualitative analysis software tool that is commonly used in social sciences research. For the purpose of this study, Nvivo also provides the necessary tools to organize and implement an analytical framework, as will be explained in the following section. Accordingly, after organizing the teaching materials in Nvivo, the next step involved qualitatively coding the requests using an analytical framework grounded in speech act theory.

### 3.2.3 Analytical framework used to identify requests head acts

After selecting and preparing each text, the next step included analyzing the teaching materials for pragmalinguistic content. As mentioned earlier, the pragmalinguistic aspect of pragmatic competence involves knowledge of the grammatical rules and forms that convey a particular speech act (Leech, 1983). As previously mentioned, studies involving speech act theory and pragmatics have established a working typology of request realization strategies (e.g. Blum-Kulka & Olshtain, 1984; Trosborg, 1995). Although Blum-Kulka and Olshtain (1984) presented one of the first working typologies of request head acts, Trosborg's (1995) seminal publication on pragmatics presented an updated version of the typology. More specifically, Trosborg used roleplays to analyze spoken interactions whereas Blum-Kulka and Olshtain (1984) relied on written DCTs to establish their typology. Since the present study is investigating spoken discourse, Trosborg's (1995) typology was selected in order to match the modality.

Similarities between both typologies (Blum-Kulka & Olshtain, 1984; Trosborg, 1995) involves the distinction between direct and indirect requests, as realized through the language used to perform the speech act. According to previous research (e.g. Blum-Kulka & Olshtain, 1984) the most frequently used type of request falls under the *conventionally indirect (hearer-based)* category. Ultimately, many studies have since utilized either typology of request head act strategies (e.g. Barron, 2016; Bilbow, 1997; Campillo, 2008; Wigglesworth & Yates, 2007), with small modifications or additions to the categories informed by their respective dataset. The present study used Trosborg's (1995) typology of request realization strategies as an analytical framework to identify

request head acts in both datasets. See Table 2 below for an explanation of the analytical framework.

Table 2

Trosborg's (1995) typology of request realization strategies

Type	Sub-type	Examples
Direct	Obligation	<i>You must/have to lend me your car.</i>
	Performatives	<i>I would like to ask you to lend me your car.</i>
	Imperatives	<i>Lend me your car [please].</i>
Conventionally indirect (hearer-based)	Ability	<i>Can/could you lend me your car?</i>
	Willingness	<i>Would you lend me your car?</i>
	Permission	<i>May I borrow your car?</i>
	Suggestory formulae	<i>How about lending me your car?</i>
Conventionally indirect (speaker-based)	Wishes	<i>I would like to borrow your car.</i>
	Desires/needs	<i>I want/need to borrow your car.</i>
Indirect	Hints	<i>I have to be at the airport in half an hour.</i>

### 3.2.4 Analytical framework used to identify request modification devices

In addition to the request itself, more recent research (e.g. Campillo, 2008; Schauer, 2004; Usó-Juan, 2008) has focused on the use of request modification devices. As previously mentioned, modification devices function to “mitigate or aggravate the

propositional content” and adjust the degree of politeness of the request (Campillo, 2008). This study focused on both the presentation of request head acts as well as modification devices, since both may be considered integral to pragmatic considerations of politeness and appropriate use of language. As highlighted by Wigglesworth and Yates (2007), request modification devices are often used by native English speakers in the workplace, yet these pragmalinguistic strategies often pose challenges for L2 learners to effectively use, if at all. Wigglesworth and Yates further observed that modification devices may function as a type of pragmalinguistic strategy used to express solidarity and maintain interpersonal relations while making difficult requests to co-workers (p. 794).

Similar to request head acts, typologies of request modification devices have developed and evolved over time from cross-cultural communication research (e.g. Blum-Kulka, House & Kasper, 1989; Sifianou, 1999) and pragmatics research (e.g. Trosborg, 1995). Perhaps the most updated version of this typology has been published by Alcón et al. (2005), and this typology is informed by a sociopragmatic perspective (see Appendix 1 for the full list of request modification devices, with examples). More specifically, Alcón et al. have drawn on previous research in pragmatics and speech act theory to establish a typology of modification devices that considers how these strategies may be used to address sociopragmatic variables such as speaker-hearer relationship, social distance or imposition.

Broadly speaking, request modification devices may be categorized by *internal modification* or *external modification*. While the former points to pragmatic modification embedded within the request head act, the latter describes accompanying modification devices that occur before or after the request head act. See Table 3 below for each type of

internal and external modification device outlined by Alcón et al.'s (2005) typology of request modification devices.

Table 3

Alcón et al.'s (2005) functional typology of modification devices in requests following a sociopragmatic perspective

Type	Sub-type	Examples
Internal modification	Openers	<i>Do you think you could open the window?</i>
	Softeners	
	• Understatement	<i>Could you open the window for a moment?</i>
	• Downtoner	<i>Could you possibly open the window?</i>
	• Hedge	<i>Could you kind of open the window?</i>
	Intensifiers	<i>You really must open the window.</i>
	Fillers	
	• Hesitators	<i>I, er, erm, er – I wonder if you could open the window</i>
	• Cajolers	<i>You know, you see, I mean</i>
	• Appealers	<i>OK? Right? Yeah.</i>
• Attention-getters	<i>Excuse me...; Hello...; Look...; Tom...</i>	
External modification	Preparators	<i>May I ask you a favour? ... Could you open the window?</i>
	Grounders	<i>It seems it is quite hot in here. Could you open the window?</i>
	Disarmers	<i>I hate bothering you but could you open the window?</i>
	Expanders	<i>Would you mind opening the window? Once again, could you open the window?</i>
	Promise of a reward	<i>Could you open the window? If you open it, I promise to bring you to the cinema.</i>
	Please	<i>Would you mind opening the window, please?</i>

Internal modification devices include four main sub-types: *openers*, *softeners*, *intensifiers*, and *fillers*. *Openers*, occurring before the request head act, serve the purpose of introducing the request as well as seeking the hearer's "co-operation" (Martínez-Flor & Usó-Juan, 2010). Examples of openers used in requests may include: *do you think*, *would you mind*, or *I was wondering if*. *Softeners* are modifying words or phrases that serve to reduce the imposition of the request. Examples of softeners include the use of lexical items and short phrases – *just*, *possibly*, *maybe*, *kind of*, *for a moment* – to express *understatements*, *downtoners* or *hedging*. Conversely, *intensifiers* such as *really* heighten the "impositive impact" of a request (p. 241). In consideration of politeness and appropriateness, previous research has shown that intensifiers are rarely used (e.g. Trosborg, 1995). Finally, *fillers* – including *hesitators*, *appealers*, *cajolers*, and *attention-getters* – are used intermittently to "fill gaps in the interaction" (Martínez-Flor & Usó-Juan, 2010). Examples of these types of modification devices could include the use of the names to get the hearer's attention, or utterances such as *You know?* or *Right?* to express solidarity.

Moving beyond modification devices embedded in the request itself, *external modification devices* consist of six subtypes: *preparators*, *grounders*, *disarmers*, *expanders*, *promise of reward*, and *please*. *Preparators* occur before the request head act in order to prepare the hearer for the request. Phrases such as *May I ask you a favour?* or *Are you busy?* are examples of preparators. *Grounders* may be categorized as the explanation or reason for the request. These utterances will vary in length, and may occur before or after the request head act. *Disarmers* refers to any utterance that appeals to the hearer and simultaneously "avoid[s] the possibility of a refusal" (Martínez-Flor & Usó-

Juan, p. 241). Phrases such as *if it's not too much trouble*, or *if you're not too busy* are examples of disarmers, which can also occur before or after the request head act.

*Expanders* are modification devices that express “tentativeness” and “are related to the repetition of the same request” (p. 241). Fulfilling the repetitive quality of this particular modification device, expanders occur after the initial request has been presented. *Promise of a reward* is a modification device that presents to the hearer “a compensation” for fulfilling the request. Finally, *please* has been categorized by previous research as its own type of external modification device due to its high frequency use with requests (e.g. Blum-Kulka & Olshtain, 1984; Trosborg, 1995). This item may occur before or after the request head act.

After identifying a suitable analytical framework for the coding of requests, as defined by Trosborg (1995) and Alcón et al. (2005) respectively, the next step was to digitally code the teaching materials using Nvivo (2018) software. Since the same coding and analysis process was applied to the elicited data, the process of collecting data during phase two of the study may be explained first.

### **3.3 Phase 2: Elicited native English speaker responses**

As previously mentioned in Chapter 2, there are different approaches to data collection in pragmatics research. The literature review of the present study has already mentioned DCTs, roleplays and naturally-occurring data. To reiterate this point, Bardovi-Harlig (2013) notes four major types of language samples that are typically used for research in pragmatics: naturally-occurring data, role plays, ODCTs, and written DCTs (p. 70). Corpus-based studies are becoming increasingly popular in the broader field of applied linguistics research, and a few studies have adopted a corpus-based approach to

investigating conventional expressions and speech acts (e.g. Bardovi-Harlig et al., 2015; Culpeper, 2010; Schauer & Adolphs, 2006). The use of corpora for research and instructional purposes in pragmatics is favourable, as it represents two-way interactions between interlocutors and therefore may be considered the most authentic of the four cited sources of data (Bardovi-Harlig, 2013).

Nevertheless, a purely frequency-based approach traditionally favoured in corpus-based research does not always lend itself well to pragmatics research. For example, a corpus may be used to identify thanking expressions in a non-specified context (e.g. Schauer & Adolphs, 2006) as thanking expressions are frequently-occurring in a multitude of different contexts. Conversely, a specific context, such as the back region office setting defined by this study, necessitates a freely-available corpus that closely matches the target speech community. For the purpose of pragmatics research, such a corpus would ideally also allow access to important contextual information such as speaker-hearer relationship or imposition of the language function being investigated, for example. Considering these challenges, and more importantly the lack of freely-available corpora that feature workplace interactions in a North American context, this study utilized an ODCT as the primary data collection instrument.

It is important to first acknowledge the limitations of ODCTs, namely that they typically cannot facilitate turn-taking as seen in corpora, or even role plays. Although previous research has designed and implemented multiple-turn DCTs, this instrument design may impose limits on how participants choose to respond. Moreover, requests may be initiated by the speaker, unlike other speech acts such as refusals which inevitably function as a response to an interlocutor's request. For these reasons, a single-

turn ODCT was considered to be a suitable means of targeting pragmalinguistic forms used by the target native English speaking speech community.

Despite these limitations of the ODCT, there are benefits to the design and implementation of this instrument in pragmatics research. Firstly, as the aim of this study is to investigate spoken language, it was important to maintain what Bardovi-Harlig (2017) describes as an *oral-for-oral* modality match. As previously mentioned in Chapter 2, issues involving a mismatch of modality have been highlighted by previous research using written DCTs to investigate spoken speech acts (e.g. Schauer & Adolphs, 2006). Moreover, there are benefits to being able to control the topic, participants, contexts, and the timing of responses. The ability to manipulate the contextual information presented in the ODCT items makes elicited responses easily comparable to the workplace language textbooks analyzed during phase one of this study. Additional aspects of the design of the ODCT in recent years have made links to criteria used in SLA research task design, such as time pressure to elicit more spontaneous responses (Bardovi-Harlig, 2013). Ultimately, the ODCT was the choice instrument in this study for these reasons, as well as the feasibility of using an online platform to circulate the ODCT amongst a larger pool of participants (n=30). After deciding on an appropriate instrument to use for this study, the next step involved designing the ODCT.

### **3.3.1 Designing the ODCT**

#### **3.3.1.1 Selection of topics for scenarios**

The objective of this study was to compare requests presented in workplace language textbooks, and then subsequently compare these requests to elicited responses from native English speakers. Therefore, an important first step in the design of the

ODCT items was to identify recurring scenarios involving requests that were presented by the teaching materials. As previously mentioned, requests were coded in Nvivo (2018) and categorized according to recurring types of scenarios being presented. The types of request scenarios ranged in terms of how directly the speech act related to work-oriented activity. For instance, one of the most common types of request scenarios presented involved requests for clarification or speech modification. An example of such a request may include: *Sorry, could you say that again, please?* (Tulip & Nicholas, 2014a).

Another commonly seen scenario involved requests to borrow an item or money. An example may include the expression: *Could you lend me 10 euros?* (Barrall, 2010a) or *I left my wallet at home. Do you think I could borrow some money?* (Slaslow, 2002). The most common scenario presented for workplace requests involved a request for assistance/task completion, meaning that these requests involved asking a co-worker or employee for help with completing a work-related task. These requests could range from getting a coffee for a co-worker, to training new staff for the manager. Other types of request scenarios less frequently presented in the textbooks included: requests to purchase/retrieve materials – *Could you pass me the binder over there, please?* (Canada School of Public Service, 2007b); requests to borrow an item: *Would it be OK to use the Canon projector for my presentation?* (Dubicka, 2010); requests for schedule modification, and requests for behaviour modification: *Could you refrain from wearing skirts that reveal your knees?* (Barrall, 2010b). After identifying common themes in terms of scenarios presented in the textbooks, the next step involved organizing and distributing these scenarios according to important pragmatic variables.

### 3.3.1.2 Socio-pragmatic information

As previously mentioned, one of the advantages of using ODCTs in pragmatics research is the ability to manipulate certain variables in each task to target both pragmalinguistic and sociopragmatic knowledge. For the purpose of this study, it was also important to manipulate the ODCT items in a way that makes the elicited responses more comparable to the textbooks. In terms of approaches to testing pragmatics – and through the same means, eliciting language samples – three variables are often considered integral to instrument design: *imposition*, *power* and *social distance* (Hudson, Detmer & Brown, 1992; 1995). Each variable may be labeled as *high* (+) or *low* (-). These categorizations were initially presented by Brown and Levinson (1987), who stated that these three variables are independent, culturally sensitive and play an important role in speech act behaviour.

The three sociopragmatic variables may be described in more detail to further inform the ODCT design. According to Brown and Ahn (2011), *+ or – power* (P) depends on the relative rank of the speaker, or if they have the assets necessary in the situation. The ODCT items were written in consideration of only the rank of the speaker, since making a request inevitably means that the hearer is understood to have the assets in question. *Social distance* (D) depends on the familiarity between the speaker and the listener. This may be illustrated by asking a stranger to hold the door open for you (+D), versus asking your friend for a ride to school (-D). While Brown and Ahn's taxonomy suggests that +D involves a stranger, this study involves hypothetical workplace situations. Thus, there is arguably always some sort of shared solidarity or a common goal when discussing workplace relationships. For the purpose of this study, +D was indicated in the ODCT

through statements such as *a co-worker you hardly know*, or *you just started working at this office*, for example. This was contrasted with indicators of –D such as *you have been working at this office for several years*, or *you and your co-workers are friends*, indicating a low level of social distance between the speaker and hearer. Finally, *imposition (I)* speaks to how big of a request is being made. As described by Brown and Ahn, the imposition is dependent on “the degree (great or small) of ‘expenditure of goods, services, or energy, required of the hearer to carry out the request’” (p. 201). A simple example of a low imposition request might involve asking your co-worker to pass a pencil, versus a high imposition request such as asking your employer for a large salary raise. That being said, the imposition of a request is highly contextual and depends to an extent on the other variables. Consequently, all of these variables needed to be adequately described in the ODCT scenarios.

A preliminary piloting process involved checking for consistency in the item design according to the three sociopragmatic variables of imposition, power and social distance. The ODCT items were distributed to three individuals of a similar background as the participants who would later complete the study. Each individual was given the initial list of ODCT items, and was asked to rate each scenario in a table with a plus or minus symbol according to the three variables. If two or more of the individuals rated an ODCT item differently than what the intended design was, the item would be revised and then subsequently piloted again. After completing this preliminary piloting process, a final list of 24 items were consolidated to represent the eight possible types of variable combinations. Each of these eight variable combinations were distributed amongst three different items. It should be noted that while the content of each scenario is largely based

on recurring themes and scenarios presented in the workplace language textbooks, inferences had to be made when no sociopragmatic information was presented with a request. Thus, not every textbook analyzed may necessarily present all of the possible variable combinations involving imposition, power and social distance. Figure 1 below shows an example ODCT item with the sociopragmatic variables accompanying it. See Appendix A for the distribution of questions in the ODCT according to item types and order in the ODCT.

+I +P +D (Employer, schedule modification, high imposition, unfamiliar)

*Work on a Saturday*

You are a manager overseeing several employees working on a big project. You have only been working in this department for a few weeks, and do not know your employees very well. After consulting your schedule, you realize that your team of employees are behind schedule. The only way this project can be done on time is by having the team work on Saturday morning. You call a meeting with your team.

*You say:*

*Figure 1.* Example ODCT item with sociopragmatic variables.

Another key concern in the ODCT item design involved discerning the appropriate quantity of sociopragmatic detail to include in the scenarios. Billmyer and Varghese (2000) investigated the effect of modifying written DCT prompts used to elicit requests, with a focus both on request head acts and modification devices. Although their study found no effect on the request head acts or internal modification devices used, enhancing the prompts with more detail was found to have a significant effect on the length of utterances and types of external modification devices used. One important limitation

noted by Billymer and Varghese's (2000) study was the length of time participants needed to complete the more detailed written DCT. Thus, it was suggested that researchers in pragmatics need to strike a balance between providing enough sociopragmatic detail in the prompts, while also minimizing the risk of participant attrition due to fatigue. This is an especially relevant concern for the present study, as a timed ODCT was used. Ultimately, each ODCT item written included information on the three most important sociopragmatic variables, but also were written using 75 words or less. These questions of timing and length of each item were addressed in the piloting process of the ODCT. Thus, after five participants piloted an initial version of the ODCT, the time limit of one minute was increased to two minutes to ensure that each participant was able to complete the ODCT to the best of their ability.

After finalizing the content of each ODCT item according to previous theory and research in pragmatics, a final stage of piloting was done with five native English speakers. This was done to ensure that each item was in fact eliciting responses in the form of requests, instead of another speech act or non-response. For piloting purposes, Bardovi-Harlig (2009) has previously used a cut-off rate of 50% for elicited responses to be articulated using the target speech act, and this cut-off rate identified four items that needed to be rewritten and then subsequently piloted again. This was the last step necessary to ensure that the ODCT was ready to be implemented. The next stage involved launching the ODCT on a web domain. See Appendix B for all 24 ODCT items included in the instrument.

### **3.3.2 Developing the online ODCT**

The next stage of the ODCT was launching an online web domain capable of hosting the instrument. Hosting the ODCT on a web domain allowed the study to be accessible to a wider pool of participants. Moreover, the option for participants to complete the ODCT without the researcher present reduces the risk of Hawthorne effect (Dörnyei, 2007). This is especially important when analyzing elicited responses used to convey speech acts, as the objective is to elicit language that is informed by the sociopragmatic prompts as much as possible. For these reasons, the web domain alexrosslinguist.ca was purchased through Canada GoDaddy (1999). Subsequently, the open source survey software Limesurvey (2003) was hosted on the web domain in order to launch the ODCT.

Although ODCTs in previous research have been hosted on the pedagogical platform Moodle (e.g. Lodge, 2016), Limesurvey (2003) was an especially optimal choice of software for the present study. To begin, the preliminary background questionnaire presented to participants (see Appendix C for the demographic questionnaire) was easily designed using Limesurvey's formatting options. The option to have each ODCT item timed – rather than the entire ODCT, including the background demographic questions – also made it easier logistically to design and implement a pragmatics instrument. Most importantly, Limesurvey is open source, meaning that it was possible to integrate an audio-recording function into each ODCT item using open source JavaScript code (Google Developer, n.d.). While this audio-recording function is especially important for data collection within pragmatics and even the broader field of applied linguistics, surveys used in the social sciences and humanities typically are not

designed to collect spoken responses. Thus, JavaScript code was written into each ODCT item's description.

One limitation of using the JavaScript code was that it was written mainly for Google Chrome users. This was discovered during the piloting process, where participants using Google Chrome and Microsoft Edge web browsers on a laptop or desktop computer successfully completed the ODCT. Conversely, while the background demographic questionnaire could be completed by all participants, some individuals were using hardware or web browsers incompatible with the audio-recording function. This piloting process therefore informed the recruitment criteria for participants, and either a computer with a built-in microphone or headphones with a built-in microphone, as well as Google Chrome or Microsoft Edge browser were required.

Each ODCT item was formatted into question groups using Limesurvey's (2003) survey template. These question groups were then divided into two question types: a *text display* question type to simply present the participant with the situational prompt, and then a *file upload* question type with the text prompting the participant to respond. Both question types were presented at the same time, allowing the participant to read the situational prompt and then audio-record their answer when ready. Once the participants audio-recorded their answer – made possible by using the JavaScript code – the file needed to be downloaded, and then uploaded using the *file upload* question type format presented by LimeSurvey (2003). This procedure was repeated for each of the 24 ODCT items. See Figure 2 below for an example of how an ODCT item appeared to the participant, including the presentation of the situational prompt, the timer and the audio-recording buttons.

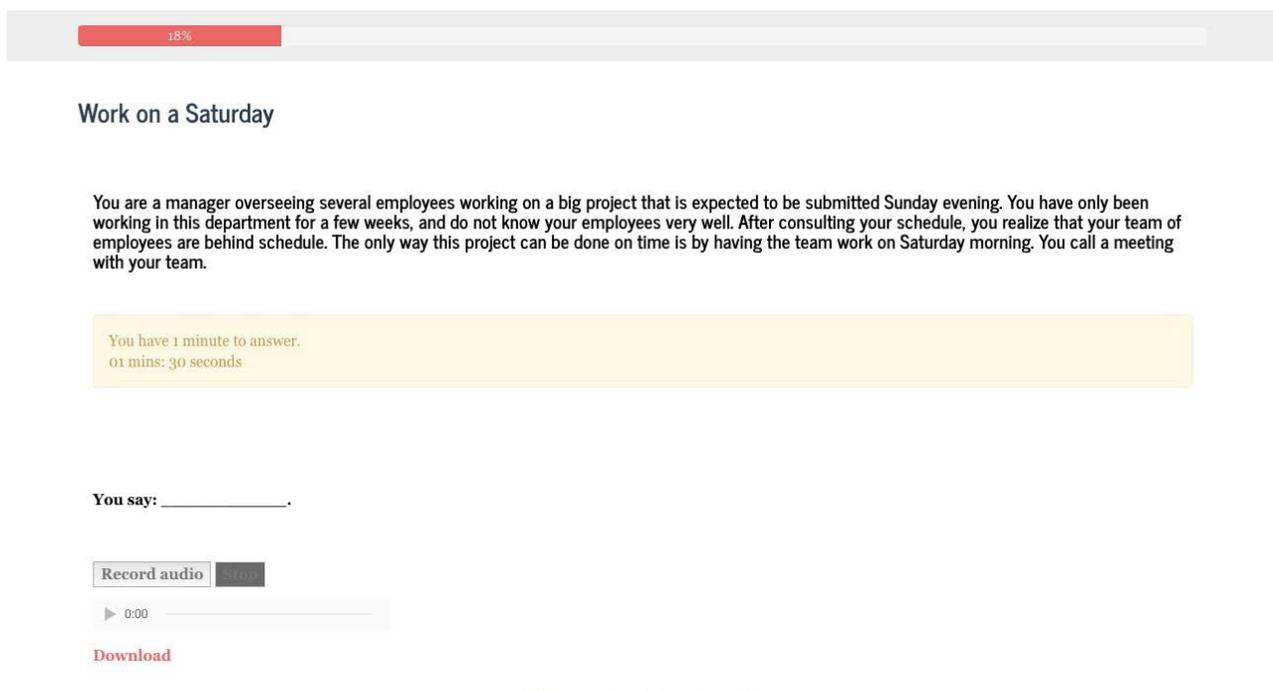


Figure 2. User interface of ODCT item from alexrosslinguist.ca.

It should be noted that it was possible for participants to play back the audio-recording and re-record their answer, although this was not explicitly stated in order to elicit more spontaneous responses. Only three audio-files submitted amongst the 30 participants appeared to have been re-recorded, as indicated by the numbered title of the submitted audio file. As previously mentioned, the time limit for each item was increased from one to two minutes to account for the time needed to read the prompt, prepare an answer and then proceed to record, download and then upload the audio file for each item. The audio file format submitted by participants to the ODCT was .webm files. These .webm files were later converted into .wav files using Movavi Video Converter (2018) to make each file compatible with Nvivo (2018) for transcribing and coding purposes.

The overall process of building the web domain, identifying and testing a suitable code to incorporate audio-recording capabilities into the design, and piloting the online ODCT for technical difficulties took a total of four weeks. Once the design and formatting of the ODCT was consolidated, the next step was recruiting participants to complete the ODCT.

### **3.3.3 Participants**

In total, 30 participants were recruited to complete the ODCT. The participants were recruited via email, in which contained a description of the study, the recruitment criteria, and a link to the ODCT website that presented the ethics form. The participants were encouraged to forward the recruitment email to any friends, family members or colleagues they knew who fit the criteria for the study. After reading the ethics form and consenting to participate, the respondents completed the background demographic questionnaire and then subsequently completed the 24 ODCT items. All responses were anonymized, although the participants were informed that there was a risk of being re-identified by the lead researcher through the audio-recorded responses. All of the participants were Canadian citizens who speak English as a first language. All of the participants resided in either the Ottawa region or in southwestern Ontario, with the exception of three participants who lived in British Columbia. The participants age ranged from 22-63 years old, with an average of 33 years. The wide range in age of the participants is representative of the Canadian working population, as well as the workplace language textbooks' targeted demographic of employers and employees. All of the participants had at least two years of full-time work experience or equivalent, as defined by Statistics Canada (2016). Similar to the range in age, the number of years of

full-time work experience ranged from two to four years (n=10), five to ten years (n=11) and eleven to twenty or more years (n=9). The participants were allowed to choose from a list of 19 groups of industries defined by Statistics Canada that they had two or more years of full-time work experience or part-time equivalent. The top three groups of industries listed by the respondents included: health care and social assistance (n=15), educational services (n=14), and administrative and support services (n=13). Although these occupations may involve responsibilities and interactions that vary between different industries, it may be assumed that all of the participants have the shared experience of interacting with co-workers, employees or employers in a public, semi-private or private office setting.

After the three-week period of data collection using the online ODCT was complete, the next step was to use Nvivo (2018) to code all of the data using Trosborg's (1995) and Alcón et al.'s (2005) typologies for the speech act of requests. In addition, Antconc (Anthony, 2018) was used to identify conventional expressions used for the speech act of requests, as presented by both datasets.

### **3.4 Coding and analysis**

#### **3.4.1 Request head acts and modification devices**

After uploading all teaching materials and audio-files into Nvivo (2018), the request head act and modification device typologies were integrated into Nvivo as a coding scheme. *Nodes* were created and categorized according to types and subtypes of request head acts and modification devices. Subsequently, any request head acts and encompassing modification devices identified in the scanned textbook pages were coded accordingly. As previously mentioned, additional nodes were created to code recurring

scenarios that presented requests within the textbooks. For example, nodes were created with the label *request for clarification*, *request for schedule modification or time off* or *request for assistance or to complete a task*. Such nodes were created in anticipation of the design of the ODCI items, which needed to present similar scenarios in order to elicit comparable data.

After coding in Nvivo (2018) was completed, code *queries* were run in order to identify the most frequently-occurring request head act and modification devices presented in both datasets. A query was completed for each set of data, respectively. In addition to code queries, visual representations of these results were created using the *hierarchy chart* and *comparison diagram* functions in Nvivo. This allowed for a more comprehensive representation of the frequency of request head act and modification device types. These visual representations could be exported into a Microsoft Word document in table format, which was then copied and pasted into Excel. Due to the differences in total number of request head acts and modification devices identified in the textbooks when compared to the elicited responses, the numbers generated by Nvivo were converted into percentages using Excel. Finally, code query results were exported into Microsoft Word documents in order to generate lists of all request head acts and modification devices coded. These lists were cleaned up and edited to ensure each coded request was complete. See Appendix D for the list of request head acts and modification devices identified, organized by textbook.

### **3.4.2 Identification and analysis of conventional expressions**

After coding all of the requests identified in the textbooks and elicited responses, a corpus of requests seen in workplace language teaching textbooks was created. The

workplace language textbooks corpus contains 3858 words. The compiled list of workplace language textbook request head acts and modification devices were formatted into Plaintext files according to textbook series, which therefore resulted in 4 Plaintext files. These files were then uploaded into Antconc software (Anthony, 2018). A similar process was used to organize the ODCT responses, which resulted in a corpus of 20,258 words. The corpus was then divided into 30 Plaintext files, organized according to each participant's number.

Antconc software has the ability to identify the most frequently-occurring conventional expressions in Plaintext files using the *Clusters/N-gram* feature. Using this feature, the size of the cluster – according to number of words – and the minimum frequency and range cut-off can be adjusted. The request expressions extracted from the textbooks were selected using an n-grams minimum size of three and a maximum size of five. The minimum range was 2, with 4 text files containing each respective textbook series. The choice to arrange the text files by series rather than individual textbooks is due to the uneven distribution of requests found in each textbook. Moreover, a complete series could be considered the publishers or editors purported ideas of how to present requests for the workplace.

Although previous corpus-based research has used a cut-off frequency of 10 occurrences per million words (e.g. Bardovi-Harlig et al., 2015), the present study uses a much smaller corpus, and therefore no minimum frequency was set. As noted by Bardovi-Harlig (2013), a key consideration in frequency-based approaches to investigating conventional expressions is ensuring the frequency and range cut-off is not so high that it eliminates expressions that are less frequent yet still pragmatically

valuable. This rationale applies to the analysis of conventional expressions found in the ODCT corpus as well. Similar to the textbook analysis, an n-gram size of three to five words was set, and a minimum range of 10 was applied. Again, the relatively small size of the ODCT corpus meant that no frequency cut-off was used. However, establishing a range of 10 – out of 30 participants – better suits the “community-wide in use” criteria for conventional expressions (Bardovi-Harlig, 2012; Myles et al., 1998).

Once all of the requests between the two datasets were coded, analyzed and organized using Nvivo and Excel, similarities and discrepancies could be identified in terms of pragmatic strategies and conventional expressions being used. The following chapter will report on the results and address the research questions.

## **Chapter 4: Results and Discussion**

### **4.1 Introduction**

This chapter will provide the results of the present study, as well as a discussion of the results as they relate to the existing literature on second language pragmatics and workplace discourse. As previously stated, the objective of this study was to investigate the presentation of requests in workplace language teaching materials through the lens of speech act theory and pragmatics. The present study also sought to identify the most frequently-occurring conventional expressions used to realize the speech act of requests: first in the selected workplace language teaching materials, and then subsequently in the elicited responses from the participating native English speakers. The following discussion will be organized according to the guiding research questions previously outlined. Pedagogical implications, limitations and recommendations for future research will be subsequently addressed.

### **4.2 Research question 1: Presentation of request head acts and modification devices in workplace language textbooks**

#### **4.2.1 Request head act strategies**

The first guiding research question was: how are requests – defined and categorized by speech act typologies – presented in workplace language textbooks?

As can be seen in Table 4 below, 482 request head acts were identified in the 17 textbooks analyzed for this study. Of the 482 request head acts identified, 386 (80.8 percent) were coded as *conventionally indirect (hearer-based)*. Following this, *conventionally indirect (speaker-based)* requests occurred 50 times (10.4 percent). Next, a total of 30 *direct* request strategies (6.2 percent) were found in the 17 textbooks

analyzed. Finally, 16 *indirect* requests (3.3 percent) – hints such as *it's hot in here, isn't it?* (Dubicka, 2010) – were identified in the textbooks.

Table 4

Request head act strategies identified in the selected workplace language textbooks

Request head act type	# of occurrences	Percentage
Conventionally indirect (hearer-based)	386	80.8%
• Ability	290	60.2%
• Permission	24	4.9%
• Suggestory formulae	5	1.0%
• Willingness	67	13.9%
Conventionally indirect (speaker-based)	50	10.4%
• Desires or needs	19	3.9%
• Wishes	31	6.4%
Direct	30	6.2%
• Imperatives	29	6.0%
• Obligation	0	0.0%
• Performatives	1	0.2%
Indirect	16	3.3%
Total # of request head acts	482	

In summary, *conventionally indirect (hearer-based)* requests were by far the most frequently presented type of head act strategy. More specifically, the majority of these requests were *ability* questions using *can you* or *could you* (60.2 percent), followed by

*willingness* questions using *would you* (13.9 percent). Although the present study focuses specifically on workplace English language textbooks, these findings align with previous research that have analyzed the presentation of requests head act strategies in English as a second or foreign language textbooks. For example, Barron (2016) investigated the pragmalinguistic presentation of requests in one German English as a foreign language textbook series. Although Barron's study calculated request strategies found within 14 selected exercises instead of calculating the overall frequency of occurrence, ability questions were also the most commonly seen conventionally-indirect (hearer-based) strategy (27.8 percent), followed by willingness questions (5.5 percent) (p. 2175). In a similar study that analyzed five English as a foreign language textbooks, Usó-Juan (2008) found all except one of the 21 request head acts identified to be conventionally-indirect (hearer-based), using either *could* or *would*. Previous research using naturally-occurring or elicited data has identified these two request strategies as the most frequently used for native English speakers (e.g. Barron, 2016; Blum-Kulka & Olshtain, 1984; Trosborg, 1995). Thus, the findings of the present study are promising in the sense that from a frequency-based perspective, the pragmalinguistic input provided by the workplace language textbooks reflects the most frequently used request strategies by native English speakers.

Accordingly, other types of request head act strategies were much less frequently seen in the 17 workplace language textbooks analyzed. Most notably, *direct* requests (6.2 percent) and *indirect* requests (3.3 percent) represent less than 10 percent of the total requests identified in the selected workplace language textbooks. Although previous research has shown *conventionally-indirect* requests are the most frequently used strategy

type, Flöck's (as cited by Barron, 2016) recent corpus-based study on requests in American and British English found a high use of direct requests in everyday conversation (p. 2175). Such findings have important implications for teaching materials development and the presentation of direct requests to L2 learners. Ultimately, the choice to use direct requests during an interaction may potentially increase the face-threatening nature of the speech act. Moreover, these interactions that occur in the workplace have arguably higher-stakes in terms of rapport-building and relationship maintenance (Beal, 1994; Bilbow, 1997; Wigglesworth & Yates, 2007). On the other hand, indirect requests such as hints are characterized as semantically opaque, and therefore possess higher "interpretive demands" according to Blum-Kulka (1987). Thus, indirect requests are often more difficult for L2 learners to notice on their own, and teaching materials can provide salient input to encourage noticing.

For these reasons, it may be argued that workplace language textbooks should provide L2 learners with more pragmalinguistic information regarding both *direct* and *indirect* requests. By providing exposure to both the forms and important contextual information surrounding these types of requests, learners may become more aware of *which* pragmatic strategies are appropriate *when*, and also *how* particular pragmatic strategies may affect the listener in these situations. However, it should be noted again that workplace discourse does differ from everyday conversation (Handford, 2007; Koester, 2010), and very few studies have investigated workplace requests through speech act theory and pragmatics (e.g. Riddiford & Holmes, 2015; Wigglesworth & Yates, 2007). Thus, more research needs to be done to further understand the use of direct

and indirect requests in the workplace, and how the use of these types of requests may differ from everyday conversation.

#### **4.2.2 Request modification devices**

The next step of the analysis involved using Alcón et al.'s (2005) framework to identify request modification devices. The results of the modification devices found in the selected textbooks are presented in Table 5 below.

Table 5

Request modification devices identified in the selected workplace language textbooks

Request modification device type	Total # of occurrences	Percentage
External modification device	204	64.8%
Disarmers	14	4.4%
Expanders	0	0.0%
Grounders	60	19.0%
Please	107	34.0%
Preparators	22	7.0%
Promise of reward	1	0.3%
Internal modification device	111	35.2%
Fillers	43	13.7%
• Appealers	18	5.7%
• Attention-getters	19	6.0%
• Cajolers	6	1.9%
• Hesitators	0	0.0%
Intensifiers	1	0.3%
Openers	51	16.2%
Softeners	16	5.1%
• Downtoner	10	3.2%
• Hedge	3	1.0%
• Understatement	3	1.0%

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Modification device total	315
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To accompany the 482 request head act strategies identified in the workplace language textbooks, 315 modification devices were found. Almost two thirds of the modification devices identified were *external* (64.8 percent), which contributed 204 occurrences to the total number of modification devices. By far, the most frequently-occurring modification device was *please* (34 percent), which was found in the selected workplace language textbooks 107 times. The next most frequently-occurring type of external modification device was *grounders* (19 percent), which was found 60 times in the workplace language textbooks. Additionally, 22 *preparators* (7 percent) and 14 *disarmers* (4.4 percent) were identified, respectively. A *promise of reward* strategy was only identified once in the 315 modification devices, and *expanders* were not seen in the workplace language textbooks at all.

Of the 315 modification devices identified in the workplace language textbooks, *internal* modification devices occurred 111 times (35.2 percent). The most frequently-occurring internal modification sub-type was *openers* which occurred 51 times (16.2 percent), followed by *fillers* which occurred 43 times (13.7 percent). A few other types of internal modification devices appeared in the textbooks less than 20 times total, including 16 *softeners* (5.1 percent) and one occurrence of *intensifiers* (0.3 percent).

Similar to the results of the request head act strategies, the results of the request modification devices analysis in the selected workplace language textbooks shows overuse of some pragmatic strategies. Most notably, *please* contributed to over a third (34 percent) of the total modification devices identified. Previous research investigating the

presentation of request modification devices in English language textbooks has found similar results (e.g. Barron, 2016; Campillo, 2008; Usó-Juan, 2008). In fact, Barron (2016) found that *please* was the only mitigation device presented in the English as a foreign language textbook series analyzed. As stated by Barron (2016), exclusively presenting *please* as an appropriate modification device for all requests may lead to overgeneralizations and overuse for L2 learners. Furthermore, *please* may in fact either soften or intensify a request, depending on the context. More specifically, Barron (2016) explains that *please* may soften a request when the three pragmatic variables – social power, distance and imposition – of a “standard situation” are neutral. It should also be noted that this particular modification device is structurally salient and simple, which makes *please* a viable pragmatic option for lower-proficiency L2 learners in particular. On the other hand, Barron (2016) states that when these three pragmatic variables are heightened, the softening function of *please* may instead be perceived as an impositive force.

For these reasons, L2 learners need to be provided with adequate pragmalinguistic and sociopragmatic information in order to discern when *please* could perceivably heighten the impositive force of the request (Barron, 2016). For example, *Interface Canada Book 1* (Canada School of Public Service, 2007) presents a requesting unit called “asking someone to do something.” In the “study” section of *Book 1* that provides the target phrases for the unit, the modals *could* and *would*, as well as *please* are presented as a way to “ask someone to do something in a more polite way” (p. 6). Similar to Barron’s (2016) findings, this textbook presents *please* in a way that could in fact heighten the imposition of the request, as the textbook suggests the following request: “would you

please close the door?” While the imposition of the request itself – closing a door – may be considered low, no sociopragmatic information is given regarding speaker-hearer relationships or social distance. Thus, L2 learners may understand this pragmalinguistic structure to be appropriate in situations where these variables are heightened. Ultimately, L2 learners need more pragmatic information in order to raise awareness of how *please* can both heighten and soften the requestive force in certain situations.

Other types of modification devices that were featured more frequently in the workplace language textbooks included *grounders* (19 percent), *openers* (16.2 percent), and *fillers* (13.7 percent). Again, these findings align with previous research (e.g. Barron, 2016; Campillo, 2008; Usó-Juan, 2008), and the use of modification devices such as *grounders* and *openers* is important in consideration of softening requests, especially in high imposition situations. Surprisingly, *preparators* were less frequently found in the present study (7 percent), despite this particular modification device being the second or third most frequently-appearing strategy in previous studies investigating English language textbooks.

The broader category of *fillers* was relatively well represented in the workplace language teaching materials, and featuring these pragmatic strategies in example dialogues may align more closely with naturally-occurring speech. It should be noted that previous research involving workplace requests has shown the importance of *attention-getters* in particular, a subcategory of fillers which involves acknowledging the hearer by their name. More specifically, Wigglesworth and Yates’s (2007) study on request mitigating strategies found that half of the 54 Australian native English speaking participants used first names to address their employer before making a request.

According to Wigglesworth and Yates, this particular pragmatic strategy may function as a means of establishing rapport, and more importantly, emphasizes an “egalitarian relationship” between employees and employers, rather than a hierarchical relationship. Conversely, only one of the 16 L2 learners presented with the same situation involving their employer used a first name as an attention-getter. Workplace language teaching materials could provide more pragmatic information about the use of attention-getters for requests, yet the present study found only 19 attention-getters (6 percent) in the 17 workplace language textbooks analyzed. While Wigglesworth and Yates’ (2007) study took place in Australia, these results show how the use of less salient modification devices may have implications for the maintenance of important workplace relationships. Research in workplace discourse emphasizes the often asymmetrical interactions that occur between individuals (Drew & Heritage, 1992), and awareness of how modification devices may function to acknowledge these differences in institutional power is important for L2 learners.

Finally, there are several modification devices that seldom appear in the workplace language textbooks analyzed. For example, *expanders* are non-existent, and *promise of reward* appears only once in the 17 textbooks analyzed, despite the often highly transactional nature of workplace discourse (Koester, 2010). The omission of expanders in the textbook is unsurprising, as written speech acts are often much more concise than spoken discourse (Yuan, 2001). Moreover, “contrived” and “easy-to-understand examples” of language are typically favoured by L2 teaching material developers (Tomlinson, 2013). On a final note, *softeners* were also much less frequent than other modification devices (5.1 percent). Overall, the workplace language textbooks

seem to emphasize *external* modification devices (64.8 percent) over *internal* modification devices (35.2 percent).

Ultimately, the findings in the first phase of this study align with previous research investigating the presentation of requests in English language textbooks, may they be workplace-specific or for English as a second/foreign language. The presentation of request strategies is largely limited to *conventionally-indirect (hearer based)* strategies. As well, regardless of the target L2 level of the textbook in question, *please* is presented prominently as an appropriate modification device to mitigate requests, even though sociopragmatic variables may impact the appropriateness of this device. Conversely, the very limited use of other request head act strategies and mitigation devices has implications for L2 learners, as currently available workplace language teaching materials may not be effective for awareness raising of pragmatic strategies. These findings draw parallels with Williams' (1988) results regarding differences in the language of business meetings as seen in naturally-occurring data and textbooks. More specifically, the present study found that the pragmalinguistic forms presented in the workplace language textbooks are structurally simple, and overuse overtly polite pragmatic strategies such as *please*. Thus, the pragmalinguistic strategies presented in the selected workplace language textbooks do not necessarily reflect how language is used in workplace interactions (e.g. Wigglesworth & Yates, 2007; Williams, 1988).

#### **4.2.3 Presentation of sociopragmatic information in workplace language textbooks**

Although the guiding research questions of the present study focused mainly on the pragmalinguistic forms seen in workplace language textbooks, it is also important to

discuss how sociopragmatic information is presented, if at all, workplace language teaching materials. As the workplace language teaching materials were analyzed and coded using speech act theory to identify the pragmalinguistic forms, any accompanying sociopragmatic information was also coded for later reference. Sociopragmatic information presented in teaching materials may involve any discussion of politeness, appropriacy, formality, register and culture (Vellenga, 2004).

As previously mentioned, sociopragmatic information is generally operationalized through Brown and Levinson's (1987) three pragmatic variables of *social distance*, *power* and *imposition*. Examining the selected workplace language teaching materials, some sociopragmatic information accompanies the pragmalinguistic forms presented for workplace requests. However, this sociopragmatic information is typically limited to metalanguage indicating that certain pragmalinguistic forms – namely modals *could* and *would* – “are used in polite requests” (e.g. Canada School of Public Service 2007e). In consideration of the three pragmatic variables used to inform a speakers' linguistic choice, questions of *how* politeness is defined and operationalized are left unanswered.

Another commonly seen instance of sociopragmatic information involves the statement “we often use” when referring to pragmalinguistic forms considered “more polite” (e.g. Canada School of Public Service, 2007f), or in order to show an understanding of “inconvenience” (Barrall, 2010b). In other instances, the social power of the hearer in situational prompts involving requests are varied. However, there is no accompanying sociopragmatic information presented alongside the prompts. This is best seen in the *Interface Canada* series (Canadian School of Public Service, 2007), which prompts the learner to consider how requests are realized to a range of individuals

including: a boss, a secretary, a friend or an employee. Yet, the textbooks make no link between the pragmalinguistic forms presented and the sociopragmatic variables of speaker-hearer relationship or social power. On the other hand, the *Lifestyle* (Barrall, 2010a; 2010b; Dubicka, 2010; Hollett, 2010) series seems to provide the most information involving speech act theory. Although there is no discussion provided regarding Brown and Levinson's (1987) three contextual variables, the series does make references to pragmatic strategies such as "softeners," "openers," and indirect "hints" (Barrall, 2010b).

Overall, the sociopragmatic information provided in the selected workplace language textbooks is limited, and does not adequately address the three pragmatic variables that are attributed to sociopragmatic knowledge. More importantly, providing pragmalinguistic forms without the necessary sociopragmatic information is inadequate for further developing pragmatic competence amongst L2 learners. These findings align with previous research (e.g. Barron, 2016; Campillo, 2008; Diepenbroek & Derwing, 2015; Limberg, 2016; Vellenga, 2004; Usó-Juan, 2008) which has found that sociopragmatic information featured in English language textbooks is omitted or very limited. Instead, the pragmalinguistic forms are often presented in isolation with no contextual information that may inform learners' questions regarding politeness or appropriateness in a given context (Vellenga, 2004). As noted by Diepenbroek and Derwing (2013), the treatment of pragmatics in textbooks often reflects how grammar is taught. Alternatively, the presentation of speech acts in textbooks should emphasize the importance of contextual information when deciding which pragmalinguistic forms to use. This information is especially important in workplace contexts involving L2

learners, as misunderstanding or failing to notice important contextual information may negatively impact interactions in the workplace.

### **4.3 Research question 2: use of request head acts and modification devices by native English speakers to realize requests in workplace situations**

#### **4.3.1 Request head acts**

The second guiding research question was: how are requests – defined and categorized by speech act typologies – realized in elicited native English speakers’ responses to workplace situations?

In the corpus of 20,272 words of elicited requests from the 30 participants, a total of 558 request head acts were identified. The requests elicited from the ODCT presented similar results in terms of the most frequently-occurring head act strategy type, which was *conventionally indirect (hearer-based)*. This strategy comprised 76.3 percent of the total request head acts identified. The frequency of the different subcategories of conventionally indirect (hearer-based) strategies differed slightly, yielding 267 *ability* questions (47.8 percent), which was followed by 115 *willingness* questions (20.6 percent). 36 *permission* requests (6.5 percent) were found, and finally, only 8 *suggestory* strategies (1.4 percent) were found in the ODCT corpus. See Table 6 below for the complete list of request head act strategies, number of occurrences and percentages found in the corpus ODCT native English speaker responses.

Table 6

Comparison of request head act strategies identified in the corpus of ODCT native

English speaker responses and selected workplace language textbooks

Request head act type	Total # of occurrences in ODCT corpus	Percentage	Total # of occurrences in textbooks	Percentage
Conventionally indirect (hearer-based)	426	76.3%	386	80.8%
Ability	267	47.8%	290	60.2%
Permission	36	6.5%	24	4.9%
Suggestory formulae	8	1.4%	5	1.0%
Willingness	115	20.6%	67	13.9%
Conventionally indirect (speaker-based)	21	3.8%	50	10.4%
Desires or needs	17	3.0%	19	3.9%
Wishes	4	0.7%	31	6.4%
Direct request	69	12.4%	30	6.2%
Imperatives	22	3.9%	29	6.0%
Obligation	31	5.6%	0	0.0%
Performatives	15	2.7%	1	0.2%
Indirect	42	7.5%	16	3.3%
Total # of request head acts	558		482	

Again, a chi-square test of independence was performed to examine the relationship between source of requests (textbooks vs. ODCT) and the occurrence of request head act type. The chi-square likelihood ratio was chosen because of the non-

parametric nature of the data and the unequal sample sizes. There was a significant difference between groups,  $X^2(4, N = 1040) = 849.848, p < .001$ . There was a large effect size as indicated by Cramer's  $V (V = .904, p < .001)$ .

Overall, despite the relatively similar results for the most frequently-occurring type of request head act, as seen in the two datasets, the elicited ODCT responses displayed differences in the other categories of request head act types. For example, only 21 *conventionally indirect (speaker-based)* requests were identified, comprising 3.8 percent of the total requests identified. Conversely, the elicited responses displayed twice as many *direct* request strategies (69 occurrences or 12.4 percent) and *indirect* request strategies (42 occurrences or 7.5 percent) when compared to the workplace language textbooks. It should be noted that the most frequently-occurring type of direct request strategies found in the corpus is *obligation* statements (31 occurrences or 5.6 percent). Such statements use either *we* or *you* pronouns and are paired with *have to* or *must*.

Similar to previous research (e.g. Blum-Kulka & Olshtain, 1984; Trosborg, 1995) *conventionally indirect (hearer-based)* requests were by far the most frequently-occurring strategy type (76.3 percent) found in the corpus of elicited ODCT responses. In fact, *ability* questions comprised almost half (47.8 percent) of all the elicited requests head acts, followed by *willingness* questions, which made up one fifth (20.6 percent) of the total request head acts elicited. These results also align with the results of the most frequently-occurring request head act strategy – conventionally-indirect ability questions – found within the selected workplace language textbooks. As the ODCT items were adapted as closely as possible to situations seen in the selected workplace language

textbooks, the results of ODCT data demonstrate that the pragmatic input provided by these teaching materials reflects the most commonly used request head act strategies.

Interestingly, differences in frequency were found between the elicited requests and the requests extracted from the workplace language teaching materials. These differences are most notable in the other three major types of request head act strategies: *direct* requests, *indirect* requests, and *conventionally indirect (speaker-based)* requests. Both direct requests and indirect requests occurred approximately twice as often in the ODCT. The results of the elicited requests show that direct requests occurred most frequently in situations where there was high imposition, and moreover, where the situational prompt put the participant (the speaker) in a position of power (an employer, manager, or supervisor). For example, in the ODCT item *dress code*, the participant is prompted to ask an employee to change their clothes in order to meet the prescribed dress code in the workplace. In this situation, five instances of direct requests involving a performative were observed. For instance, requests such as *I'm gonna have to ask you to change; I have to ask you to um... change your skirt to a skirt that is not above the knees;* or *Um, unfortunately you cannot continue to work in that outfit so I'm gonna have to ask you to change* were used to respond to this situation. The use of these *performative* direct requests here illustrates how a direct request can be appropriate in certain workplace situations. This is especially applicable in the workplace where an individual is in a supervisory role and must ensure rules are being followed.

Contrastingly, the scenarios where direct requests were presented in the selected workplace textbooks may be considered low imposition. More specifically, direct requests mainly involved completing small tasks such as *turn off the lights when you*

*leave, or pass me that envelope over there, please* (Canada School of Public Service, 2007a). For these reasons, it may be argued that workplace language textbooks need to provide more representation of different contextual variables in order to model how direct requests can be appropriately and effectively used. Moreover, it is important to raise awareness of these direct request strategies for L2 learners who may be on the receiving end of such requests.

In both the workplace language textbooks and in the elicited data from the ODCT, *indirect* requests were the least frequently-occurring head act strategy. It should be noted that in the case of the corpus of elicited ODCT responses, indirect strategies were most often seen in scenarios involving a *request for assistance/task completion*. Although indirect requests were very infrequent in the workplace language teaching materials, they also often occurred in scenarios involving a request for assistance or task completion. Such scenarios where indirect requests were seen in both the ODCT data and workplace textbooks included: assistance with a coffee machine, assistance with the office printer, or asking for assistance with instructions.

As previously mentioned, the results of the elicited request head act strategies native English speakers aligns with previous research that have investigated requests in everyday conversation. For example, Trosborg's (1995) study focused on request strategies used in everyday conversation, *conventionally indirect (hearer-based)* strategies (*ability* and *willingness* questions) were also the most frequent type of request amongst native English speakers of a similar age (20-35 years old). In Trosborg's study, conventionally indirect hearer-based strategies comprised 50 percent of the total requests analyzed (p. 225). Therefore, alternative types of request head act strategies were more

prominent in Trosborg's results. In fact, *indirect* requests in the form of hints were used 22.9 percent of the time, *conventionally indirect (speaker-based)* strategies were used 16.8 percent of the time, and *direct* requests were used 9.6 percent of the time. This differs from the overall trends of the present study, as the elicited responses from the ODCT yielded direct requests more frequently (12.4 percent) and indirect requests (7.5 percent) and conventionally indirect speaker-based requests (3.8 percent) less frequently.

#### **4.3.2 Modification devices**

Ultimately, the ODCTs yielded a significantly higher number of modification devices (2458 total) in comparison to the workplace language textbooks (315 total). Table 7 below presents the frequency of occurrence for each request modification type and sub-type.

Table 7

Comparison of request modification devices identified in the corpus of elicited ODCT responses and selected workplace language textbooks

Request modification device type	Total # of occurrences in ODCT corpus	Percentage	Total # of occurrences in textbooks	Percentage
External modification device	929	37.8%	204	64.8%
Disarmers	230	9.4%	14	4.4%
Expanders	110	4.5%	0	0.0%
Grounders	421	17.1%	60	19.0%
Please	27	1.1%	107	34.0%
Preparators	78	3.2%	22	7.0%
Promise of reward	63	2.6%	1	0.3%
Internal modification device	1529	62.2%	111	35.2%
Fillers	980	39.9%	43	13.7%
• Appealers	23	0.9%	18	5.7%
• Attention-getters	389	15.8%	19	6.0%
• Cajolers	12	0.5%	6	1.9%
• Hesitators	556	22.6%	0	0.0%
Intensifiers	46	1.9%	1	0.3%
Openers	298	12.1%	51	16.2%
Softeners	205	8.3%	16	5.1%
• Downtoner	17	0.7%	10	3.2%
• Hedge	43	1.7%	3	1.0%

• Understatement	145	5.9%	3	1.0%
Total # of modification devices	2458		315	

A chi-square test of independence was performed to examine the relationship between source of requests (textbooks vs. ODCT) and the occurrence of request modification device type. The chi-square likelihood ratio was chosen because of the non-parametric nature of the data and the unequal sample sizes. There was a significant difference between groups,  $X^2(11, N = 2761) = 895.561, p < .001$ . There was a large effect size as indicated by Cramer's  $V (V = .570, p < .001)$ .

The overall results of the modification device type differ from the workplace textbooks, as 37.8 percent are *external* modification devices, and 62.2 percent are *internal* modification devices. Of the 929 external modification devices found, 421 were *grounders* (17.1 percent). Although *disarmers* were not frequently-occurring in the workplace language textbooks, a total of 230 were identified in the corpus of elicited ODCT responses (9.4 percent). The remaining external modification devices together make up just over 10 percent of the total: 110 *expanders* (4.5 percent), 78 *preparators* (3.2 percent), 63 *promises of reward* (2.6 percent), and 27 occurrences of *please* (1.1 percent). It should be highlighted that while *please* is the most frequently-occurring modification device presented in the workplace language textbooks, this particular strategy was one of the least frequently-occurring types seen in the corpus of elicited ODCT responses.

Further examining the frequency of *internal* modification devices, *fillers* were the most frequently-occurring type of modification device seen in the elicited ODCT

responses. More specifically, *hesitators* were identified 556 times in the ODCT corpus. It is important to note that this result may be explained by the choice of instrument, as the nature of the timed ODCT items prompts participants to spontaneously produce an utterance appropriate for a certain situation. Additionally, there is a higher frequency of occurrence seen amongst *openers* which occurred 298 times (12.1 percent), as well as *softeners* which occurred 205 times (8.3 percent) in the corpus of elicited ODCT responses.

Moving on to *external* modification devices, there are some similarities that can be observed between the ODCT data and workplace language teaching materials. *Grounders* occurred fairly often both in the corpus of elicited ODCT responses (17.1 percent) and the workplace language teaching materials (19 percent). Other modification devices such as *promise of reward* (2.6 percent) and *preparators* (3.2 percent) were used relatively infrequently. As previously mentioned, *direct* request strategies involving *obligation* were frequently used by the native English speaking participants. Interestingly, this type of expression was also used as part of a *preparator* or a *grounder* used to modify the request in a way that provides an explanation or prepares the hearer for the request. As a result, the conventional expression *I have to + [verb]* occurred 24 times in the corpus for high imposition situations. In low imposition situations, the expression occurred only 12 times. The frequent use of this conventional expression, especially for high imposition situations, may be a result of the highly task-oriented nature of workplace interactions (Koester, 2010). Furthermore, the nature of these types of task-oriented interactions may become heightened when it is a high imposition situation, and

as a result, the speaker may wish to express their work-related obligation while making a request to their colleague.

In addition, perhaps one of the most interesting differences observed in the elicited ODCT responses involves the modification device *please*. Within the corpus of elicited ODCT responses, *please* occurred 27 times, making up only 1.1 percent of the total modification requests identified. These results have interesting implications for how request modification devices are presented in workplace language teaching materials. As previously mentioned, *please* is a salient and structurally simple device that can be acquired by beginner-level L2 learners. However, it is important to observe how native English speakers may opt to use other modification devices that are more structurally complex, yet are still considered appropriate in certain situations. Moreover, other request modification devices that were found in the ODCT data – such as *attention-getters* (15.8 percent) or *softeners* (8.3 percent) – will not necessarily transfer from a learner's L1 to L2 in terms of pragmatic competence (Riddiford & Holmes, 2015).

It is also interesting to note that *disarmers* were used by the participants in the present study twice as often (9.4 percent) than what was seen in the workplace language textbooks. Moreover, the pragmalinguistic forms used for the disarmers in the teaching materials differ from the forms seen in the ODCT data. For example, the expression *I know + pronoun/demonstrator + [disarming statement] + but* occurred 33 times in the corpus of ODCT responses. These *I know* statements typically functioned to acknowledge the speaker's relationship with the hearer (*I know we haven't been working together that long, but*), or acknowledge the inconvenience the request may cause the hearer (*I know it's not convenient/ideal, but*). Conversely, the textbooks presented disarmers that are

limited to acknowledging the inconvenience or the request. Examples of disarmers from the workplace language textbooks include: *I hate to complain, but* (Saslow, 2002) or *If it isn't too much trouble* (Canada School of Public Service, 2007e). The disarmers used by the participants in the present study illustrate how this device can function both as a means of addressing workplace relationships while also acknowledging the hearer's interests or feelings.

The results of how *disarmers* were used in the present study by native English speakers draws parallels with Wigglesworth and Yates' (2007) results on the use of modification devices by Australian native English speakers in the workplace. In their study, disarmers were used "extensively" by 38 percent of the 54 native English speaking participants. Furthermore, according to Wigglesworth and Yates, this particular modification device signals "empathy with the interlocutor's position" while also demonstrating an understanding of the inconvenience the request may cause (p. 794). Thus, as can be seen both in the present study and previous research, disarmers can be particularly advantageous for L2 speakers to use while making difficult requests in the workplace. Yet, the workplace language teaching materials selected do not provide sufficient pragmalinguistic forms or sociopragmatic information regarding disarmers.

The differences between the results of the ODCT data analyzed in the present study and previous research may be due to a number of factors. First, differences in the results may be explained by the choice of data collection methods used. As previously mentioned, pragmatics research typically draws on four main sources of data: roleplays (e.g. Trosborg, 1995; Wigglesworth & Yates, 2007), written DCTs (e.g. Blum-Kulka & Olshtain, 1984), naturally-occurring data (e.g. Adolphs and Schauer, 2006) or ODCTs

(e.g. Bardovi-Harlig, 2009), as seen in the present study. Using an ODCT in pragmatics research is advantageous especially when targeting a specific speech act, as contextual variables and elicited responses may be highly controlled. For the same reasons, using corpora or roleplays poses challenges for speech act research, as either dataset may yield a very low frequency of occurrence for targeted speech acts. Thus, it can be difficult to distinguish any pragmalinguistic patterns in the data. On the other hand, while ODCTs have the match of *oral-for-oral* modality (Bardovi-Harlig, 2017), the fact that ODCTs are typically single-turn instead of multiple-turn will likely impact the choice of pragmatic strategies used. For example, *conventionally indirect speaker-based* requests were the least frequently used strategy seen in the elicited ODCT responses. The infrequent use of the personal pronoun *I* may be due to the structure of the ODCT single-turn scenarios, which implicitly prompts the participant to direct their request to another individual or group.

Moreover, differences between the results of the present study in comparison to previous research were expected due to the workplace-specific contexts presented in the ODCT items. Broadly speaking, previous studies that have investigated the speech act of requests has typically done so for cross-cultural pragmatics research (Blum-Kulka & Olshtain, 1984; Trosborg, 1995). Although previous research in pragmatics has focused on spoken interactions – either speech acts or speech events – in the workplace (e.g. Chan, 2017; Daly, et al, 2004; Koester, 2002; Wood, 2009), very seldom has pragmatics research investigated the use of requests in spoken workplace interactions (e.g. Holmes & Riddiford, 2011; Wigglesworth & Yates, 2007; Yates, 2010). Although the ODCT items incorporated the important pragmatic variables previously mentioned, more research

needs to be done involving face-to-face interactions to further understand how particular request head act strategies and modification devices are used in consideration of contextual factors.

### **4.3.3 Additional pragmatic strategies used by native English speakers for workplace requests**

As noted by Cohen (2008), the field of pragmatics has drawn on both the traditional approach of isolating certain speech acts, while the emerging approach to research has involved conversation analysis of a speech event, or “situated interaction” (p. 214). Accordingly, previous research in pragmatics has shown that speech acts rarely occur in isolation (e.g. Bardovi-Harlig, 2009). Instead, a speech event – asking your boss for an extra week of vacation, or having a coffee with coworkers, for example – will likely elicit several different speech acts that together make a *semantic formula* (Bardovi-Harlig, 2017). For these reasons, it is important to discuss other pragmatic strategies and speech acts that were used in tandem with requests, as seen in the ODCT responses.

To begin, previous research investigating requests has identified *intensifiers* as an infrequently used modification device for requests (e.g. Blum-Kulka & Olshtain, 1984; Trosborg, 1995). In fact, intensifiers may heighten the imposition of a request in such a way that is inappropriate in certain contexts (Blum-Kulka, 1987). However, the corpus of elicited ODCT responses from native English speakers yielded the intensifier *really* in both high and low imposition workplace situations requiring requests. More specifically, the intensifier *really* was used not in the request itself, but instead used as a modifying device for other components of a semantic formula.

For example, in the corpus of elicited ODCT responses, the conventional expression *I'd really appreciate it* was found 11 times in low imposition situations, while *I'd really [like/love] + [to/a]* was elicited 4 times in the same low imposition situations. Thus, it is important for learners to observe how an intensifier can in fact soften the imposition of the request while heightening an expression of gratitude that is appropriate for low imposition requests. Conversely, in high imposition situations, intensifiers were used to realize apology expressions. The conventional expression *I'm really sorry* occurred 13 times in the ODCT corpus, displaying the use of a semantic formula involving an *apology + request* for high imposition requests. These were coded as the external modification device *disarmers*. As a disarmer, these apology expressions function to acknowledge the inconvenience of the request imposed on the hearer. Examining the workplace language textbooks, three instances of an apology paired with a request were found. All of these instances involved a *request for clarification*. Examples of these expressions seen in the textbooks include: *sorry, could you say that again* (Dubicka, 2010) or *sorry, could you repeat that* (Tulip & Nicholas, 2014). Here, the use of *sorry* seems to function as a polite *attention-getter*, rather than an apology formula. Overall, these differences in the function and frequency of *sorry* may be attributed to the omission of important sociopragmatic information in the workplace language textbooks.

#### **4.4 Research question 3: use of conventional expressions in workplace language textbooks and by native English speakers**

In order to further analyze the presentation of workplace requests in terms of pragmalinguistic forms, the present study also extracted the most frequently-occurring conventional expressions used to realize requests. Accordingly, the third guiding research

question in the present study was: how are conventional expressions used to perform requests in workplace language textbooks similar or dissimilar to conventional expressions used in elicited requests from native English speakers?

The most commonly used conventional expressions seen in the workplace language textbooks will be presented first, followed by the most commonly used conventional expressions seen in the corpus of elicited ODCT responses. Similarities and differences between the results of the two datasets will be further discussed, as well as implications encompassing the literature on L2 pragmatics and conventional expressions.

#### **4.4.1 Conventional expressions found in the workplace language textbooks**

To begin, conventional expressions used for workplace requests were found in the selected workplace language textbooks. As previously mentioned, Antconc's (Anthony, 2018) n-grams feature was used to extract expressions using a minimum size of three and a maximum size of five. The minimum range was 2, with 4 text files containing each respective textbook series. See Table 8 below for the list of the top 10 most frequently-occurring expressions.

Table 8

List of conventional expressions found in the selected workplace language textbooks

Conventional expression	Frequency	Range
1. [Opener] + if you could + [verb]	19	2
2. Do you think + [pronoun]	17	4
3. Can/could you tell me	16	4
4. Could you ask him/her to	13	2
5. Would it be possible/OK/all right + [preposition]	13	3
6. as soon as possible	9	2
7. I wonder if you'd/you could + [verb]	8	2
8. Could you please	7	2
9. Do you mind if I + [verb]	7	2
10. Could you give + [pronoun]	6	2

Overall, the list of the most frequently-occurring conventional expressions found in the workplace language textbooks fall under the categories of *conventionally-indirect (hearer based) ability* or *willingness* questions, as well as the *internal* modification device *openers*. It should be noted that the composition of several of the expressions display some variability. These results align with previous research (e.g. Nattinger & DeCarrico, 1992) that categorizes some formulaic sequences as “lexical frames.” As previously mentioned, one criteria used to identify conventional expressions is “used repeatedly and always in the same form” (Bardovi-Harlig, 2012; Myles et al., 1998). However, in order to better capture the frequency of particular expressions that are subject to variability, previous research (e.g. Bardovi-Harlig, 2009) has included fillable

slots with parts of speech as conventional expressions. Overall, the results of the conventional expressions found in the workplace language textbooks are unsurprising, as the focus of the present study was on requests. Therefore, the most frequently-occurring expressions reflect the analysis of requests alone, rather than a holistic analysis of the selected workplace language textbooks.

#### **4.4.2 Conventional expressions found in the corpus of elicited ODCT responses from native English speakers**

After applying the same method used to extract the most frequently-occurring conventional expressions in the selected workplace language textbooks, a list of conventional expressions taken from the corpus of elicited ODCT responses was generated. In order to satisfy the criteria of “community-wide in use” (Bardovi-Harlig, 2012; Myles et al., 1998) a minimum range of 10 was set. According to Bardovi-Harlig (2009), this criteria may be operationalized as frequent within the sample collected. Table 9 below displays the most frequently-occurring conventional expressions found in the corpus of elicited ODCT responses.

Table 9

List of conventional expressions found in the corpus of elicited ODCCT responses

Conventional expression	Frequency	Range
1. Would you mind	65	17
2. Be able to	60	16
3. A little bit	51	22
4. I'm sorry	41	21
5. Do you mind	37	17
6. Do you think	36	12
7. I have to + [verb]	36	16
8. I'd really appreciate/like/love	28	10
9. [I'm/I was] just wondering if you	28	10
10. [I'm/we're/you're] gonna have to	23	13

Overall, the list of the most frequently-occurring conventional expressions used by native English speakers displays differences in pragmatic functions when compared to the workplace language textbooks. Most notably, the conventional expressions extracted from the corpus are almost exclusively made up of the internal modification device *openers*. The results of these conventional expressions confirm the previously discussed results of pragmatic strategies used by native English speakers, especially strategies that were not frequently seen in the textbooks. For example, the apology expression *I'm sorry* occurred 41 times in the corpus and was used by 21 of the participants. This contrasts with the results of the workplace language textbooks that displayed *sorry* only 4 times.

The expression *be able to* occurred 60 times and was used by 16 of the participants. 51 of these occurrences were followed immediately by a verb, and the remaining 9 occurrences included the sequence *be able to* + [um/uh] + [verb]. This expression was often preceded by *would I* or *would you*, but other pragmalinguistic forms involving *openers* and *softeners* such as *might* were also used. Conversely, this expression only occurred once in the 17 workplace language textbooks analyzed. Other frequently used expressions such as *a little bit* to soften a request, or *I know you/you're* to disarm a request were non-existent in the workplace language textbooks. Other expressions used by the participants such as *I have to* only occurred nine times in one textbook, or *I need to* which only occurred twice in two textbooks.

In summary, the results of the third guiding research question demonstrate that while some conventional expressions frequently used by native English speakers in elicited requests are featured in the textbooks, others are not at all. Similar results investigating other speech acts have been found in a comparison between written DCT data and corpora (Schauer & Adolphs, 2006) or between written DCT data and foreign language textbooks (Pablos-Ortega, 2011). Moreover, the results confirm that modification devices are frequently used in elicited spoken requests by native English speakers. Conversely, the conventional expressions presented in the textbooks mainly focus on request head acts, and consequently provide limited pragmatic input insofar as modification devices are concerned.

## **Chapter 5: Conclusion**

In conclusion, the present study suggests that while workplace language textbooks do present accurate pragmalinguistic information regarding the most frequently used request strategies employed by native English speakers, insufficient sociopragmatic and pragmalinguistic information surrounding workplace requests are provided to L2 learners. More specifically, workplace language textbooks should provide more information involving request modification devices, especially in consideration of important contextual variables that may impact a native speaker's choice in pragmalinguistic strategies. Conversely, the results of the ODCCT informs questions of frequency and context that are not addressed in workplace language textbooks. This study has also highlighted how semantic formulas are used by native speakers, even in instances where a specific speech act is targeted and isolated for research purposes. Finally, the present study has also identified some possible reasons why certain pragmatic strategies were used more often by native English speakers in workplace situations.

### **5.1 Pedagogical implications**

Several pedagogical implications for instructed L2 pragmatics and workplace discourse may be drawn from the findings of the present study. As previously mentioned in Chapter 2, the importance of pragmatics has been highlighted by models of communicative competence (e.g. Celce-Murcia, 2008; Celce-Murcia et al., 1995). Although L2 pragmatics – and mitigation skills in particular – are difficult for learners to acquire from exposure alone (Bardovi-Harlig & Hartford, 1996; Martínez-Flor & Usó-Juan, 2010), it should be emphasized that L2 pragmatics can indeed be improved through instruction (e.g. Rose, 2005; Taguchi, 2015). In the L2 classroom, textbooks will

inevitably be used, whether they directly shape and sequence a course, or instead they are selectively used with several other resources by teachers (Tomlinson, 2012; Ishihara & Paller, 2016). For these reasons, it is important to recognize how different sources of data in pragmatics research can not only improve the quality of pragmatic input in textbooks, but also complement existing teaching materials, practically speaking.

As previously mentioned, the data collected through the ODCT presents pragmatic strategies that are largely underrepresented in the workplace language textbooks. While there is pedagogical value in the presentation of structurally salient and often simplified pragmatic expressions seen in the textbooks, the spoken elicited data presents target forms and pragmatic strategies in a more contextualized manner. As aptly noted by Bardovi-Harlig (as cited by Vellenga, 2004), one crucial component of L2 pragmatic competence is the ability to choose from a variety of pragmalinguistic forms in order to appropriately respond to a given situation. Even if workplace language textbooks are providing pragmatic input that predominantly displays the most frequently used pragmatic strategy for requests (*conventionally indirect, hearer-based* ability questions), L2 learners are essentially left with only one pragmalinguistic strategy for workplace requests. Accordingly, workplace language textbooks should provide more pragmalinguistic and sociopragmatic information regarding the use of other strategies. For example, direct requests were used in certain situations by the native English speaking participants, yet this strategy is seldom seen in the textbooks. Ultimately, when L2 learners receive pragmatic input in the classroom that overuses one pragmatic strategy, no pragmatic choice is made, and this can result in what Vellenga (2004) describes as “pragmatic failure” (p. 11).

In consideration of the elicited ODCT responses, extracted pragmalinguistic strategies may inform target forms presented in workplace language textbooks. Moreover, these elicited responses can provide a contextualized representation of various pragmalinguistic strategies that do not occur as frequently in everyday speech. More specifically, L2 learners may be exposed to less frequently-occurring pragmatic strategies – direct requests or disarmers, for example – through the elicited ODCT responses. These pedagogical implications draw parallels with Schauer and Adolphs' (2006) study, which identified a range of conventional expressions not found in a large corpus of over a million words. Furthermore, providing L2 learners with samples of the audio-recorded, elicited ODCT responses may raise awareness of characteristics of spoken discourse such as hesitators and softeners.

As previous research has shown, elicited data could also be incorporated into consciousness-raising tasks. As seen in Takimoto's (2009) study, the elicited pragmalinguistic forms could be used in receptive skills tasks involving the evaluation of appropriateness from a list of conventional expressions and speech act strategies. Additionally, awareness raising could be achieved through a comparison and analysis of the pragmalinguistic forms paired with the sociopragmatic information, as seen in the ODCT items (Taguchi, 2011). Bardovi-Harlig and Nickels (as cited in Bardovi-Harlig, 2012) used ODCT responses as input for L2 learners to respond to. In turn, this activity served as a needs assessment to observe the L2 learners' pragmatic competence in a range of contexts. Ultimately, the ODCT provides a means context-specific means of complementing already-existing textbooks that are typically written for a general

audience. This is especially important in consideration of occupation-specific workplace language training programs that must address L2 learners' individual needs.

On a final note, it is important to reiterate the purpose of instructed L2 pragmatics. As stated by Cohen (2008), the aim of L2 instruction in pragmatics is to assist learners in avoiding pragmatic error in high-stake situations, as seen in contexts such as the workplace. However, it should also be emphasized that the aim of instructed L2 pragmatics is not to be prescriptive. Instead, instructed L2 pragmatics should seek to inform learners about the choices they make with their language, and moreover, allow learners to better understand the consequences of these choices. As noted by Yates (2010), L2 learners do not necessarily want to interact in the same way as their native speaker counterparts. The pragmatic choices made using language are inherently connected with culture and identity, and each learner has their own voice and own values which may remain distinct from their target speech community.

## **5.2 Limitations**

The present study had several limitations. To begin, this study focused on the single speech act of requests. There is a possibility that the results of the ODCT may have been affected by the repetitiveness of the 24 items, which all targeted requests. As previously discussed, perhaps the biggest limitation of ODCTs in pragmatics is the fact that the instrument design typically facilitates one turn responses, rather than two-way interactions. The present study sought to improve both the accessibility and validity of the instrument by hosting the audio-recorded ODCT through an online platform. Although the timed nature of the present study's ODCT encouraged more spontaneous answers from the participants, some of the participants could not complete every ODCT

item because they ran out of time. The one turn responses may have also had an impact on some of the pragmalinguistic choices participants made. Another limitation involves the design of the DCTs generally speaking, especially in consideration of the three pragmatic variables: *power*, *imposition* and *social distance*. Raters were used during the preliminary stages of the present study to ensure there was agreement on whether each variable was implicitly presented as *high* or *low*. The terms high and low were adopted from previous research (Brown & Levinson, 1987; Economidou-Kogetsidis, 2010). However, the raters noted that in some situations, having only two options to rate a situation was insufficient. For these reasons, it may be suggested that pragmatics instruments incorporating these variables utilize a Likert-scale for design purposes. Finally, interrater-reliability could have strengthened the findings encompassing the request head acts and modification devices coded in each dataset.

### **5.3 Suggestions for future research**

While this study addressed gaps in the research regarding L2 pragmatics and workplace language teaching materials, this study has also highlighted directions for future research. To begin, research in pragmatics should continue to investigate the instrument design of ODCTs, and future research could explore the potential of interactional, multiple-turn ODCTs that incorporate media – videos or photographs – in order to enhance the authenticity of elicited responses. As technology continues to develop, future studies investigating the effect of instrument type in pragmatics could further inform the empirical approach to investigating speech acts. Relatedly, the use of the online ODCT platform in the present study could be integrated into a broader computer-assisted language learning (CALL) platform used to teach L2 pragmatics.

Future research involving the use of CALL as a means of providing input and assessment would be especially useful for L2 speakers developing pragmatic competence on the job.

In addition, the use of corpora such as the Hong Kong Corpus of English (Business) and the Language in the Workplace Project in Wellington, New Zealand has informed workplace language teaching materials and approaches to teaching pragmatics. Future pragmatics research situated in North American contexts may seek out innovative means of building workplace corpora. For the purpose of pragmatics which is highly contextual, this may be done by focusing on specific speech events that occur in the workplace – service encounters, business meetings or small talk in the office, for example – and building small but informative corpora.

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## Appendices

### Appendix A

#### ODCT distribution of sociopragmatic variables and topics

Item type	Imposition of request	Social rank	Social distance	Item distribution (ODCT# and topic)
+I +P +D	High	Boss Manager Supervisor	High (unfamiliar)	Schedule modification #3
				Assistance/task completion #17
				Behaviour modification #19
+I +P -D	High	Boss Manager Supervisor	Low (familiar)	Schedule modification #2
				Assistance/task completion #10
				Behaviour modification #20
+I -P +D	High	Employee	High (unfamiliar)	Schedule modification #12
				Assistance/task #9
				Borrow money/item #1
+I -P -D	High	Employee	Low (familiar)	Behaviour modification #11
				Assistance/task completion #8
				Borrow money/item #5
-I +P +D	Low	Boss Manager Supervisor	High (unfamiliar)	Schedule modification #21
				Assistance/task completion #15
				Speech modification #13
-I +P -D	Low	Boss Manager Supervisor	Low (familiar)	Schedule modification #14
				Assistance/task completion #18
				Assistance/task completion #6

				Schedule modification #22
-I -P +D	Low	Employee	High (unfamiliar)	Assistance/task completion #7
				Speech modification #16
				Schedule modification #23
-I -P -D	Low	Employee	Low (familiar)	Assistance/task completion #4
				Speech modification #24

## Appendix B

### ODCT items

1. Computer software: +I –P +D (Employee, borrow money/item, high imposition, unfamiliar)

You are working on a time-sensitive project for work. You realize that the software needed to complete this task is outdated on your computer. You see the software package sitting on a new co-worker's desk, who is sitting close by.

*You say:*

2. Overtime: +I +P –D (Employer, schedule modification, high imposition, familiar)

You are a regional manager at a small office firm, and you have been working with the same group of employees for a few years. You are sitting in a meeting with your employees on a Wednesday morning, when you receive an email from HR. The email states that three additional projects must be completed by Friday at 5 PM. These tasks cannot be completed without employees working overtime hours over the next two days.

*You say:*

3. Work on a Saturday: +I +P +D (Employer, schedule modification, high imposition, unfamiliar)

You are a manager overseeing several employees working on a big project. You have only been working in this department for a few weeks, and do not know your employees very well. After consulting your schedule, you realize that your team of employees are behind schedule. The only way this project can be done on time is by having the team work on Saturday morning. You call a meeting with your team.

*You say:*

4. Camera: –I –P –D (Employee, borrow money/item, low imposition, familiar)

You need to bring a camera to an event you have been assigned to attend for work. You are out for lunch with your co-worker, who is also a friend, and remember that she used a camera last week for a presentation.

*You say:*

5. Wallet: +I –P –D (Employee, borrow money/item, high imposition, familiar)

It's a work day, and you are out for a lunch break at an expensive restaurant with a few co-workers that you have known for a while. You reach into your pocket to pay for your

own bill, and realize that you left your wallet at the office, which is a 30-minute drive away.

*You say:*

6. Desk: -I +P -D (Boss, assistance/task completion, low imposition, familiar)

You need to move the desk in your office a few feet to the right. Your employee that you have known for a while is sitting beside you.

*You say:*

7. Coffee: -I -P +D (Employee, assistance/task completion, low imposition, unfamiliar)

It is your first day at your new job. You look to your left and see an espresso machine. You drink coffee, but do not know how to use this machine. A new co-worker is making themselves a coffee.

*You say:*

8. Late report: +I -P -D (Employee, assistance/task completion, high imposition, familiar)

You have several good friends that you work with on the same team. You are leaving work early this afternoon, but you were supposed to have an important report finalized. The whole team is very busy, but the report urgently needs to be sent out to the regional manager. You approach one of your co-workers – someone you are close with – who is familiar with the report.

*You say:*

9. Presentation: +I -P +D (Employee, assistance/task, high imposition, unfamiliar)

You are a new employee setting up for a presentation that you will give during an important meeting at work. As you are setting up, you realize that your computer will not work with the projector. The meeting starts in less than 5 minutes. A co-worker, who you hardly know, walks by holding a laptop.

*You say:*

10. Supplies: +I +P -D (Boss, assistance/task completion, high imposition, familiar)

You have been working as a manager at the same office for a few years. It's almost lunch time when you realize that several packages of supplies need to be prepared and sent out to another location. You forgot to do this earlier this morning, and the packages must be

sent out by 1:30 PM. You turn to your administrative assistant, who is getting ready to leave for lunch.

*You say:*

11. Music: +I –P –D (Employee, Behaviour modification, high imposition, familiar)

You are working late at the office with a co-worker you know well. You cannot finish your work unless it is silent, but your co-worker is playing music very loudly. You are aware that this co-worker strongly prefers to listen to music while working.

*You say:*

12. Time off: +I –P +D (Employee, Schedule modification, high imposition, unfamiliar)

It's November, and you just started working at a new office. You made travel arrangements a while ago to visit home for a few weeks. Your boss informs you that she would like you to work on an important project during the last two weeks of December. You haven't mentioned your plans yet.

*You say:*

13. Copies: –I +P +D (Employer, speech modification, low imposition, unfamiliar)

You are a new manager at an office firm. You need to make several copies for a meeting, but are unsure how to use this new printer. An employee you don't know well approaches you and starts to explain how to use the printer, but you can't understand what she's saying.

*You say:*

14. A meeting: –I +P –D, (Boss, schedule modification, low imposition, familiar)

You are a manager at an office. You are working with your long-time assistant on a task, when you remember that you have a meeting soon. The meeting is only an hour, but you are also expecting a few important phone calls soon. You turn to your assistant.

*You say:*

15. Emails: –I +P +D, (Boss, assistance/task completion, low imposition, unfamiliar)

You are a manager overseeing an advertising agency. You have several clients that need to be contacted via email, but you have back-to-back meetings today and no time to reply. A new employee, who is acting as an assistant for you, approaches you.

*You say:*

16. Client: -I -P +D, (Employee, speech modification, low imposition, unfamiliar)

You are an employee in a meeting with a highly-valued client that you just met for the first time. The client is discussing with you their expectations regarding an upcoming project. You hear the client say something, but it is not clear what.

*You say:*

17. Phone call: +I +P +D (Boss, assistance/task completion, high imposition, unfamiliar)

You are a manager at an office. You have organized a meeting with your employees to provide some time-sensitive information. Right before you begin, you receive a phone call from a client that you must answer. The meeting must begin on time, so you turn to your new assistant.

*You say:*

18. Water: -I +P -D (Boss, assistance/task completion, low imposition, familiar)

You are a manager in the office with an employee who you have known for a long time. You are thirsty and realize you forgot your bottle of water, but you are busy on the phone.

*You say:*

19. Incomplete work: +I +P +D (Boss, behaviour modification, high imposition, unfamiliar)

You are a manager overseeing several employees you do not know well. You realized in a very important meeting this morning that an employee submitted an incomplete report. It was also supposed to be sent two days prior to the meeting. Instead, your assistant received it this morning. You approach the employee:

*You say:*

20. Dress code: +I +P -D (Boss, behaviour modification, high imposition, familiar)

You are the supervisor for your department. You walk into a meeting on Monday morning with your employees, who have been working for you for a while. You notice one of your employees is wearing a skirt that is above the knees. Your department has a strict dress code, and the employee cannot continue work in her current outfit.

*You say:*

21. One hour: -I +P +D (Boss, schedule modification, low imposition, unfamiliar)

You are a supervisor overseeing a team of employees you do not know well. It's 4:30 PM and time to go home, but there is still a small amount of time-sensitive work that needs to be finished by 5:30 PM. You approach your team of employees.

*You say:*

22. Schedule: -I -P +D (Employee, schedule modification, low imposition, unfamiliar)

You are a new employee in the department. You typically work until 4:30 PM, but tomorrow you have an appointment scheduled at 4:30 PM on the other side of town. You approach your department supervisor.

*You say:*

23. Lunch break: SP -I -P -D (Employee, schedule modification, low imposition, familiar)

You are an employee working in a small office with co-workers and management you know quite well. Your car is at the garage – a thirty-minute drive away – and the only time you can pick it up is over lunch break.

*You say:*

24. Fast talk: -I -P -D, (Employee, speech modification, low imposition, familiar)

You are in a meeting with two of your managers to review your progress at the company you have worked at for a few years. One of the managers is discussing an important point, but they are speaking very fast.

*You say:*

## Appendix C

### Demographic questionnaire

1. Gender
  - a. Male
  - b. Female
  - c. Other
  - d. Prefer not to answer
  
2. Age:
  
3. Do you speak any additional languages besides English?
  - a. Yes
  - b. No
  
4. If yes, what language(s) do you speak?
  
5. How many years of professional work experience do you have in Canada?  
Statistics Canada defines full-time employment as 30 or more hours per week. Part-time equivalent may be considered as well. Professional work experience may be defined as: paid positions, paid or unpaid internships, clinical work, cooperatives, practica, or student teaching.
  
6. Have you ever worked in another country other than Canada?
  - a. Yes
  - b. No
  
7. If yes, where?
  
8. If yes, for how long? \_\_\_\_\_ years and \_\_\_\_\_ months.
  
9. Please select all industries that you have at least 1 year of work experience in (full-time or part-time equivalent) in Canada
  - a. Accommodation and food services
  - b. Administrative and support services
  - c. Agriculture, forestry, fishing and hunting
  - d. Arts, entertainment and recreation
  - e. Construction
  - f. Educational services
  - g. Finance and insurance
  - h. Health care and social assistance
  - i. Information and cultural industries
  - j. Management of companies and enterprises
  - k. Manufacturing
  - l. Mining, quarrying, and oil and gas extraction

- m. Professional, scientific and technical services
- n. Public administration
- o. Real estate and rental and leasing
- p. Retail trade
- q. Transportation and warehousing
- r. Utilities
- s. Wholesale trade
- t. Other (please list):

## Appendix D

### List of requests extracted from workplace language textbooks

Type	Sub-type	Form
CIHP	Ability	Alex, can you tell me how you spend most of your income?
CIHP	Ability	And also could you also give me a box of thumbtacks?
CIHP	Ability	Before I forget, can you send me those pdf files with the new project proposals? It's urgent.
CIHP	Ability	Can I ask someone to call you back in a minute?
CIHP	Ability	Can I ask you to proofread this for me?
CIHP	Ability	Can I borrow a pen, please?
CIHP	Ability	Can I borrow some money?
CIHP	Ability	Can I borrow that DVD?
CIHP	Ability	Can I borrow the keys to the storeroom? I have to get a lightbulb for the desk lamp.
CIHP	Ability	Can I cut these coupons out of your newspaper?
CIHP	Ability	Can I get back to you on that?
CIHP	Ability	Can I get you to proofread this for me?
CIHP	Ability	Can I go out for an hour?
CIHP	Ability	Can I have your ____?
CIHP	Ability	Can I have your (name), please?
CIHP	Ability	Can I have your full name, please?
CIHP	Ability	Can I have your social insurance number?
CIHP	Ability	Can I help myself to some fruit?
CIHP	Ability	Can I just check that?
CIHP	Ability	Can I leave a message for her?
CIHP	Ability	Can I leave a message?
CIHP	Ability	Can I leave a message? Could you ask him/her to call me back?
CIHP	Ability	Can I please speak to Eugene?
CIHP	Ability	Can I see that briefcase?
CIHP	Ability	Can I speak to Miss Mendoza?
CIHP	Ability	Can I speak to Miss Webber?
CIHP	Ability	Can I speak to Sheila Wilson, please?
CIHP	Ability	Can I speak to Shirley, please?
CIHP	Ability	Can I speak to Winston, please?
CIHP	Ability	Can I take a message?
CIHP	Ability	Can I take an extra half hour for lunch? I have to pick up my car at the garage.
CIHP	Ability	Can I throw out these old files?

CIHP	Ability	Can I? Thanks very much.
CIHP	Ability	Can we get back to the question of where else you've...
CIHP	Ability	Can we go round the table on this?
CIHP	Ability	Can we meet on Tuesday afternoon?
CIHP	Ability	Can you ...
CIHP	Ability	Can you ask her to call me on 554 6 9 ? OK?
CIHP	Ability	Can you buy me some stamps, please?
CIHP	Ability	Can you call her back?
CIHP	Ability	Can you check his calendar?
CIHP	Ability	Can you explain to me how it works?
CIHP	Ability	Can you explain to me how it works?
CIHP	Ability	Can you explain to me how the filing system works?
CIHP	Ability	Can you get him a new workbook?
CIHP	Ability	Can you get me the nails, please?
CIHP	Ability	Can you help me? How do I register for the conference?
CIHP	Ability	Can you help us?
CIHP	Ability	Can you just explain again, Carmel, what the problem is exactly?
CIHP	Ability	Can you tell me who the speaker is at the next seminar?
CIHP	Ability	Can you meet me at the train station?
CIHP	Ability	Can you now make any necessary changes to the activities and facilities that we offer to attract the new target customers? Oh, and...
CIHP	Ability	Can you order it for him?
CIHP	Ability	Can you read that?
CIHP	Ability	Can you retype this letter for me?
CIHP	Ability	Can you say that again, please?
CIHP	Ability	Can you show me how to set up this flipchart?
CIHP	Ability	Can you sign here, please?
CIHP	Ability	Can you spell your first name for me?
CIHP	Ability	Can you spell your first name?
CIHP	Ability	Can you spell your first name?
CIHP	Ability	Can you tell her the car won't be ready till next Friday because we've found more problems with it?
CIHP	Ability	Can you tell me ..
CIHP	Ability	Can you tell me how to get to _
CIHP	Ability	Can you tell me how to get to _____?
CIHP	Ability	Can you tell me how to get to the parking garage?
CIHP	Ability	Can you tell me the name of the company, please?
CIHP	Ability	Can you tell me the time?
CIHP	Ability	Can you tell me the time?

CIHP	Ability	Can you tell me the time?
CIHP	Ability	Can you tell me when I can bring my car in for a tune-up?
CIHP	Ability	Can you tell me where Suite 1039 is?
CIHP	Ability	Can you tell me where the refund counter is?
CIHP	Ability	Can you tell me where the toilets are?
CIHP	Ability	Can you tell us who else you've applied to?
CIHP	Ability	Can/Could I speak to Barbara, please?
CIHP	Ability	Carol, if you have some time today, could you type up the minutes of the meeting?
CIHP	Ability	Could I borrow your newspaper?
CIHP	Ability	Could I go with him?
CIHP	Ability	Could I have ... , please
CIHP	Ability	Could I have an appointment with Mrs. Clayton?
CIHP	Ability	Could I have your email address?
CIHP	Ability	Could I have your name again, please?
CIHP	Ability	Could I have your phone number again, please?
CIHP	Ability	Could I just come in here?
CIHP	Ability	Could I just make a point about that?
CIHP	Ability	Could I just say something here / make a point about that?
CIHP	Ability	Could I just say something here?
CIHP	Ability	Could I just say something here?
CIHP	Ability	Could I leave a message with you?
CIHP	Ability	Could I leave a message with you?
CIHP	Ability	Could I make an appointment with Miss Kennedy?
CIHP	Ability	Could I meet with you to discuss working overtime?
CIHP	Ability	Could I speak to ____ please?
CIHP	Ability	Could I speak to ____, please?
CIHP	Ability	Could I speak to Alex Pond, please?
CIHP	Ability	Could I speak to Alex Pond, please?
CIHP	Ability	Could I speak to Andrej, please?
CIHP	Ability	Could I speak to Barbara, please?
CIHP	Ability	Could I speak to Elizabeth, please?
CIHP	Ability	Could I speak to Mr. Black, please?
CIHP	Ability	Could I speak to Mr. Kline, please?
CIHP	Ability	Could I speak to Ms. Fowler, please?
CIHP	Ability	Could I speak to Peter?
CIHP	Ability	Could I speak to Peter?
CIHP	Ability	Could I speak to Tina Fowler, please?
CIHP	Ability	Could I speak to Wendy, please?

CIHP	Ability	Could Jeff see me next Friday?
CIHP	Ability	Could Mr. Baker see me sometime next week?
CIHP	Ability	Could we get together to discuss the PR campaign?
CIHP	Ability	Could we go back to ___ ?
CIHP	Ability	Could we have the bill, please?
CIHP	Ability	Could we meet to discuss the smoking policy?
CIHP	Ability	Could we see the menu / wine list, please?
CIHP	Ability	Could you also spell your surname for me, please?
CIHP	Ability	Could you ask her to call me back?
CIHP	Ability	Could you ask her to wait, please?
CIHP	Ability	Could you ask him to call me as soon as possible?
CIHP	Ability	Could you ask him to call me as soon as possible? He
CIHP	Ability	Could you ask him to call me back at _____?
CIHP	Ability	Could you ask him to wait, please? I'll be with him shortly.
CIHP	Ability	Could you ask him/her to call me back?
CIHP	Ability	Could you ask them to wait?
CIHP	Ability	Could you bring me her file, please?
CIHP	Ability	Could you call me back after lunch?
CIHP	Ability	Could you check my calculations?
CIHP	Ability	Could you clarify by credit card?
CIHP	Ability	Could you come (on) Monday at four thirty?
CIHP	Ability	Could you confirm [...] by e-mail, please?
CIHP	Ability	Could you confirm the new arrangements by e-mail, please?
CIHP	Ability	Could you do me a favour and bring me back a cup of coffee from the cafeteria? I can't leave the phone.
CIHP	Ability	Could you drive for a while?
CIHP	Ability	Could you fill out your time sheet, please?
CIHP	Ability	Could you get a coffee for Nicole?
CIHP	Ability	Could you get me some when you're there?
CIHP	Ability	Could you get Nicole a coffee?
CIHP	Ability	Could you give her a message, please?
CIHP	Ability	Could you give me a lift today? My car's at the garage.
CIHP	Ability	Could you give me an answer before Friday?
CIHP	Ability	Could you give me an example of that?
CIHP	Ability	Could you give me some information about the meeting?
CIHP	Ability	Could you have a look at these?
CIHP	Ability	Could you lend me 10 euros?
CIHP	Ability	Could you mail a letter for me?
CIHP	Ability	Could you meet us downstairs after lunch?

CIHP	Ability	Could you open the stockroom for me?
CIHP	Ability	Could you open those boxes and find out what's in them?
CIHP	ability	Could you pass me one of those forms over there, please?
CIHP	Ability	Could you pass me that binder over there, please?
CIHP	Ability	Could you pick up Jenny at the airport, please?
CIHP	Ability	Could you pick up some stamps at the post office on your way home?
CIHP	Ability	Could you please _____?
CIHP	Ability	Could you please get _____?
CIHP	Ability	Could you please get me a sponge from the cart?
CIHP	Ability	Could you please get me some cleanser?
CIHP	Ability	Could you please get me some towels from the cart?
CIHP	Ability	Could you please sign this authorization form?
CIHP	Ability	Could you please tell me how to get there?
CIHP	Ability	Could you possibly pick us up?
CIHP	Ability	Could you prepare these parcels for the 3:25 pick-up
CIHP	Ability	Could you put the package in my office?
CIHP	Ability	Could you repeat that last part, please?
CIHP	Ability	Could you say/explain that in another way, please?
CIHP	Ability	Could you see Mr. Bradley sometime next week?
CIHP	Ability	Could you show me how to fill out the form for travel expenses?
CIHP	Ability	Could you show me how to set up the margins?
CIHP	Ability	Could you show me how to use it?
CIHP	Ability	Could you show Mr. Kolano the conference room? He wanted to see it before the meeting.
CIHP	Ability	Could you sign here, please?
CIHP	Ability	Could you speak a bit more slowly, please?
CIHP	Ability	Could you speak a little more slowly, please?
CIHP	Ability	Could you speak up, please? I can't hear you.
CIHP	Ability	Could you spell your surname for me, please?
CIHP	Ability	Could you take the manuals to the conference room, please?
CIHP	Ability	Could you tell me ..
CIHP	Ability	Could you tell me how to get to Mr. Edward's office?
CIHP	Ability	Could you tell me how to get to the card shop?
CIHP	Ability	Could you tell me the time?
CIHP	Ability	Could you tell me what time ..
CIHP	Ability	Could you tell me where Sam's Deli is?
CIHP	Ability	Could you tell me where the police station is?
CIHP	Ability	Could you tell me where the toilet/bath room is, please?

CIHP	Ability	Could you tell me where the toilets are?
CIHP	Ability	Could you tell us who you communicate with, both inside and outside your company, and what you usually talk about?
CIHP	Ability	Could you translate the letter for Peter?
CIHP	Ability	Could you turn on the lights?
CIHP	Ability	Could you use the other phone, please?
CIHP	Ability	Could you work overtime tonight?
CIHP	Ability	Could/Can you give me your name again, please?
CIHP	Ability	Do you have a minute? ...I was wondering if I could leave the office for about an hour this afternoon. I have to see my bank manager.
CIHP	Ability	Do you think I could borrow ____ ?
CIHP	Ability	Do you think I could borrow (\$ )?
CIHP	Ability	Do you think I could borrow your camcorder for the weekend?
CIHP	Ability	Do you think I could borrow your stapler for a minute?
CIHP	Ability	Do you think I could take two days leave next week? I was thinking of visiting my sister in Toronto.
CIHP	Ability	Do you think I could try out your motorcycle?
CIHP	Ability	Do you think we could have a meeting sometime tomorrow to discuss changes in the telephone system?
CIHP	Ability	Do you think you could get your CV to us by the end of the week?
CIHP	Ability	Do you think you could go over that again?
CIHP	Ability	Do you think you could make some copies for me?
CIHP	Ability	Do you think you could phone the project managers?
CIHP	Ability	Do you think you could save a place for me?
CIHP	Ability	Do you think you could send me a copy?
CIHP	Ability	Do you think you could send me those pdf files?
CIHP	Ability	Do you think you could show me how to set this up?
CIHP	Ability	Do you think you could tell her for me?
CIHP	Ability	Hi, Ed. Could you have a look at these faucets?
CIHP	Ability	I can't make it at three. Could I come at four instead?
CIHP	Ability	I don't have my mobile with me. Can I lend / borrow yours?
CIHP	Ability	I left my wallet at home. Do you think I could borrow \$ ?
CIHP	Ability	I made a counteroffer, could I get you to reconsider?
CIHP	Ability	I was wondering if I could leave work for about an hour this afternoon. I have to see my bank manager.
CIHP	Ability	I was wondering if I could use the computer to type my assignment.
CIHP	Ability	I was wondering if we could use Room 56 for interviews next week

CIHP	Ability	I was wondering if you could proofread this for me.
CIHP	Ability	I'd appreciate it I was wondering
CIHP	Ability	I'd appreciate it if you could announce it to the staff today. They should get the information as soon as possible.
CIHP	Ability	I'd appreciate it if you could send it [the report] to him as soon as possible. He needs it urgently.
CIHP	Ability	I'd appreciate it if you could send me the Annual Report as soon as possible.
CIHP	Ability	I'd appreciate it if you could type some of the invoices.
CIHP	Ability	I'm going to be out for an hour. I wonder if you could answer my phone for me.
CIHP	Ability	I've got to give a training session this afternoon, so could you show me how to use this VCR?
CIHP	Ability	If it isn't too much trouble, could you come back next week?
CIHP	Ability	If it's not too much trouble, could you check this list of names for me? I'm sure I forgot somebody.
CIHP	Ability	if you could send it out before the end of the day.
CIHP	Ability	If you have some time, I'd appreciate it if you could read my speech and give me your opinion.
CIHP	Ability	It seems that we're running behind schedule. So could you and the rest of the team possibly work on Saturday morning?
CIHP	Ability	It would be a big help if you could finish punching holes in those sheets.
CIHP	Ability	It would be great if you could email them to me today.
CIHP	Ability	It'd be a great help if you could prepare the packages for mailing.
CIHP	Ability	Jim'll also need a list of what's finished and what's not. If it's not too much trouble, could you prepare that for him by this afternoon?
CIHP	Ability	Mr. Grant, could I leave a bit early today? I have to meet someone at 4:30.
CIHP	Ability	Mr. Sawyer, can you take line two?
CIHP	Ability	Oh no, my computer's crashed. Can I use yours?
CIHP	Ability	Oh, are you going to Allman's? If you have a chance, could you buy me some batteries for my radio?
CIHP	Ability	Oh, Mark, I won't be able to pick up the package until after five. Could you leave it for me at the front desk?
CIHP	Ability	Oh, well then, could you have him call me back sometime today at ___?
CIHP	Ability	Oh, yes. Could you ask him to wait, please?
CIHP	Ability	Roger, I wonder if you could save a seat for Mr. Heiler – just in case he's late.
CIHP	Ability	Secondly, it's important that we maximize profits, so can you identify any interior or exterior spaces that you haven't already used for your planned leisure activities and facilities?

CIHP	Ability	Sorry, could you repeat that last point again?
CIHP	Ability	Sorry, could you say that again, please?
CIHP	Ability	Sorry, could you say that again, please?
CIHP	Ability	Sorry, could you say that again?
CIHP	Ability	Susan, I didn't get a chance to go to the bank. I wonder if you could lend me some money.
CIHP	Ability	That new trainee is starting today. I'd appreciate it if you could explain the sales projections to him.
CIHP	Ability	That's what I had in mind. I wonder if you could possibly do some overtime on Thursday and Friday, please?
CIHP	Ability	The photocopier says, "Add paper." Can you show me how to do it?
CIHP	Ability	There's a special on Japan I really wanted to see tonight but I have to go out. Can I get you to tape it for me on your VCR?
CIHP	Ability	We have to finalize the plans for the trade show exhibit. Could we meet after coffee break?
CIHP	Ability	We need a few more chairs. Can we take some from the film room?
CIHP	Ability	Well, could you contact me as soon as you get them (the results)?
CIHP	Ability	Well, could you give him a message, please?
CIHP	Ability	Well, do you think you could show me how you calculate the hours for the part-time personnel?
CIHP	Ability	Well, I could really use it these days. Would it be all right if I copied it onto my laptop?
CIHP	Ability	Yes, but before I answer that, could I ask you something?
CIHP	Ability	Yes, could I have your name again, please?
CIHP	Ability	Yes, could you ask her to call me
CIHP	Ability	Yes, could you ask him to call me at 8 -7 49 as soon as possible?
CIHP	Ability	Yes, could you ask him to phone me?
CIHP	Ability	You know that Latin-American dance CD you had? I was wondering if I could borrow it for the party.
CIHP	Ability	You know tomorrow is Brad Donohue's last day and we'd like to give him a little send-off. Do you think we could take 15 minutes more for coffee break?
CIHP	Willingness	...And this morning there are pizza boxes and soda cans all over the place. Would it be possible for them to pick up some of that stuff?
CIHP	Willingness	Carol, I'm expecting an important message by fax. Will you bring through?
CIHP	Willingness	Do you mind if I leave early tomorrow?
CIHP	Willingness	Excuse me, sir, would you mind changing seats with me so I can sit next to my friend?
CIHP	Willingness	Excuse me. Would it be possible for you to turn down the music?

CIHP	Willingness	I was supposed to return the master key to Daniel, but I have to leave and he's not in his office. Will you do me a favour and give it to him when he comes back?
CIHP	Willingness	I was wondering if you'd mind buying me a ticket when you get yours. I'll give you the money.
CIHP	Willingness	I was wondering if you'd mind giving Walter a hand.
CIHP	Willingness	I wonder if you'd mind helping me move this desk.
CIHP	Willingness	I wonder if you'd mind showing them around and explaining our operation to them.
CIHP	Willingness	I wonder if you'd watch my bags for a minute. I want to go and buy a magazine.
CIHP	Willingness	I'd like to make an appointment with Mrs. Logan
CIHP	Willingness	I'd like to speak to somebody in technical support, please.
CIHP	Willingness	I've been trying to install some new software, but it doesn't work. Would you mind having a look at it when you have a minute?
CIHP	Willingness	If you have a chance, would you get me a pad when you go by the stockroom?
CIHP	Willingness	If you have a chance, would you pick me up a sandwich?
CIHP	Willingness	If you have the time, would you pick me up a sandwich?
CIHP	Willingness	If you're going to the documentation centre, will you do me a favour and return this for me?
CIHP	Willingness	If you're going to the stockroom, would you get me some file folders?
CIHP	Willingness	Oh, Claire, will you do me a favour and save a table for us at the luncheon tomorrow? We might be a bit late.
CIHP	Willingness	Oh, Martin, I wonder if you'd mind picking me up a sandwich on your way back.
CIHP	Willingness	Oh. Would you call him and tell him I'll be there?
CIHP	Willingness	OK. Send her right in. And would you get out her file for me, please?
CIHP	Willingness	Sam, would you mind taking Lawrence [through] this new price list? He's still using the old one.
CIHP	Willingness	Sandra really has trouble writing in French, so she wrote it in English. I was wondering if you'd translate it for her.
CIHP	Willingness	Well, I hate to complain, but do you think it would be possible to close the door some of the time?
CIHP	Willingness	Will you answer the phone, please?
CIHP	Willingness	Will you bring me a glass of water, please?
CIHP	Willingness	Will you do me a favour and show Mr. Jones where the library is?
CIHP	Willingness	Will you get me the price list, please? It's in the other office.
CIHP	Willingness	Will you please ask him to call me at 541-4751?
CIHP	Willingness	Would it be OK to use the Canon projector for my presentation?

CIHP	Willingness	Would it be possible for me to take my day off on Thursday this week?
CIHP	Willingness	Would it be possible for me to visit your computer centre?
CIHP	Willingness	Would it be possible for you to ____?
CIHP	Willingness	Would it be possible for you to build me a stand to put my T.V. on? That's something I really need.
CIHP	Willingness	Would it be possible for you to deliver it Saturday afternoon?
CIHP	Willingness	Would it be possible for you to gift-wrap it for me?
CIHP	Willingness	Would it be possible for you to prepare this for me?
CIHP	Willingness	Would you ask him to call me back at _____?
CIHP	Willingness	Would you be nice enough to get some supplies from the stockroom?
CIHP	Willingness	Would you be willing to consider a counteroffer?
CIHP	Willingness	Would you be willing to consider a counteroffer?
CIHP	Willingness	Would you bring me the records for 1985? They're on the top shelf.
CIHP	Willingness	Would you explain this report to me?
CIHP	Willingness	Would you give the extra copies to Louise?
CIHP	Willingness	Would you give us a lift?
CIHP	Willingness	Would you like to leave a message?
CIHP	Willingness	Would you make these corrections?
CIHP	Willingness	Would you mind dropping this off at the front desk?
CIHP	Willingness	Would you mind helping me move this desk over there?
CIHP	Willingness	Would you mind opening the door for me, please?
CIHP	Willingness	Would you mind taking Mrs. Fletcher to the printing room and introducing her to Carol?
CIHP	Willingness	Would you order some binders, please?
CIHP	Willingness	Would you please close the door?
CIHP	Willingness	Would you please take a message?
CIHP	Willingness	Would you send a copy to me?
CIHP	Willingness	Would you send me a copy?
CIHP	Willingness	Would you send them copies of the report? You can get their addresses from the secretary.
CIHP	Willingness	Would you take it to her?
CIHP	Willingness	Yes, would you ask her to call me _____?
CIHP	Willingness	Yes, would you ask her to call me at 965-9137?
CIHP	Willingness	Yes, would you have her phone me when she comes in?
CIHP	Willingness	Yes. Would it be possible for you to close the door?
CIHP	Permission	Do you mind if I borrow your pen?
CIHP	Permission	Do you mind if I help myself to coffee?
CIHP	Permission	Do you mind if I play music?

CIHP	Permission	Do you mind if I take my coffee break early?
CIHP	Permission	Do you mind if I use it?
CIHP	Permission	Is it all right if I start at 7: instead of 8: ? I work better early in the morning.
CIHP	Permission	Is it all right if I switch shifts with Tom tomorrow?
CIHP	Permission	Is it all right if I use your calculator?
CIHP	Permission	Is it O.K. if I come and see you this afternoon?
CIHP	Permission	Is it O.K. if I take a few minutes longer at lunch time? I have to drive Cheryl to the doctor.
CIHP	Permission	May I have your name, please?
CIHP	Permission	May I speak to Barbara Jenkins?
CIHP	Permission	May I speak to Mr. Livingston, please?
CIHP	Permission	Mr. Bryant, my computer isn't working properly. Is it O.K. if I use Dorothy's? She's not in today.
CIHP	Permission	Would it be OK to borrow your ID card?
CIHP	Permission	Would it be possible to have an appointment with Mr. Hoffma
CIHP	Permission	Would it be possible to see Dr. Pratt sometime this week?
CIHP	Permission	Would it be possible to see him next Thursday at around one o'clock?
CISP	Wishes/ Desires/ Needs	(Now) I need (to know) your student number?
CISP	Wishes/ Desires/ Needs	Firstly, we'd like you to think of a special promotion to get people to sign up for membership.
CISP	Wishes/ Desires/ Needs	I need a large, bright, comfortable room with a meeting table.
CISP	Wishes/ Desires/ Needs	I need a list of all the employees.
CISP	Wishes/ Desires/ Needs	I need a tape recorder.
CISP	Wishes/ Desires/ Needs	I need some envelopes.
CISP	Wishes/ Desires/ Needs	I need some three-ring binders.
CISP	Wishes/ Desires/ Needs	I need that filing cabinet for my office.
CISP	Wishes/ Desires/ Needs	I need the information as soon as possible.

	Desires/ Needs	
CISP	Wishes/ Desires/ Needs	I need to talk to you about the Bailey contract soon
CISP	Wishes/ Desires/ Needs	I really need an office with air conditioning.
CISP	Wishes/ Desires/ Needs	I really need the minutes of the meeting typed today.
CISP	Wishes/ Desires/ Needs	I want to talk to you, Martina... I want to take two months off work.
CISP	Wishes/ Desires/ Needs	I'd appreciate it if you could explain the sales projections to him.
CISP	Wishes/ Desires/ Needs	I'd appreciate it if you could send it out before the end of the day.
CISP	Wishes/ Desires/ Needs	I'd appreciate it if you could send it to him as soon as possible. He needs it urgently.
CISP	Wishes/ Desires/ Needs	I'd appreciate it if you could send me the Annual Report as soon as possible.
CISP	Wishes/ Desires/ Needs	I'd appreciate it if you could type some invoices.
CISP	Wishes/ Desires/ Needs	I'd like a room with a big table, for me and Dolores.
CISP	Wishes/ Desires/ Needs	I'd like a ticket to Warsaw for next Wednesday, please, coming back on the Friday.
CISP	Wishes/ Desires/ Needs	I'd like my own quiet office in a corner of the building if possible.
CISP	Wishes/ Desires/ Needs	I'd like some information about the white-water tour.
CISP	Wishes/ Desires/ Needs	I'd like to know if you have a flight leaving for Vancouver tonight.
CISP	Wishes/ Desires/ Needs	I'd like to know its dimensions.

	Needs	
CISP	Wishes/ Desires/ Needs	I'd like to make an appointment with Mr. Murray, please.
CISP	Wishes/ Desires/ Needs	I'd like to make an appointment with Mrs. Logan, please.
CISP	Wishes/ Desires/ Needs	I'd like to make an appointment, please.
CISP	Wishes/ Desires/ Needs	I'd like to see Jeff sometime next week about the new tax law.
CISP	Wishes/ Desires/ Needs	I'd like to see you about the report we have to do.
CISP	Wishes/ Desires/ Needs	I'd like to see you about working on the committee report.
CISP	Wishes/ Desires/ Needs	I'd like to see you sometime today.
CISP	Wishes/ Desires/ Needs	I'd like to speak to ....., please.
CISP	Wishes/ Desires/ Needs	I'd like to speak to Carol Grossman
CISP	Wishes/ Desires/ Needs	I'd like to speak to James Barrett,
CISP	Wishes/ Desires/ Needs	I'd like to speak to Mr. Duncan,
CISP	Wishes/ Desires/ Needs	I'd like to speak to Mrs. Norton, please.
CISP	Wishes/ Desires/ Needs	If you have some time, [I'd appreciate it] if you could read my speech and give me your opinion.
CISP	Wishes/ Desires/ Needs	Incidentally, we ought to meet early next week, Monday or Tuesday, to go over the plans for the conference
CISP	Wishes/ Desires/ Needs	Mr. Bradley would like to make an appointment with Mr. LaSalle for next week

CISP	Wishes/ Desires/ Needs	Now I need to know your height?
CISP	Wishes/ Desires/ Needs	We have to get together to talk about the new pricing policy
CISP	Wishes/ Desires/ Needs	We need to have a meeting to discuss grievance procedures.
CISP	Wishes/ Desires/ Needs	We need to meet to work on the budget.
CISP	Wishes/ Desires/ Needs	We'd like to arrange the factory visit for Tuesday, and the meeting with the directors on Thursday at two in the afternoon.
CISP	Wishes/ Desires/ Needs	Yes, I'd like to speak to Mr. Duncan, please.
CISP	Wishes/ Desires/ Needs	Yes. I'd like to make an appointment to see the employment counsellor.
CISP	Wishes/ Desires/ Needs	You know, we need to get together to rehearse the script for the slide presentation.
Direct	Direct	A room with two windows would be nice.
Direct	Direct	Actually, you could _____.
Direct	Direct	Actually, you could get me _____.
Direct	Direct	Actually, you could get me a sponge.
Direct	Direct	Close the window. It's cold in here.
Direct	Direct	Could you do me a favour and bring me back a cup of coffee from the cafeteria? I can't leave the phone.
Direct	Direct	Do you mind if I use your phone? I have to call home urgently.
Direct	Direct	Don't leave the books on the desk. Put it on the shelf
Direct	Direct	Don't make too much noise. Jeff is sleeping.
Direct	Direct	Fine. You can show her in.
Direct	Direct	If it's not too much trouble, could I ask you to water my plants while I'm away?
Direct	Direct	Just lock the door when you leave.
Direct	Direct	No, don't type it [the memo] yet.
Direct	Direct	No, leave it open, please.
Direct	Direct	O.K. Please tell her I'll be with her shortly.
Direct	Direct	One sugar, please – no milk.
Direct	Direct	Pass me that envelope over there, please.

Direct	Direct	Please ask him to wait.
Direct	Direct	Please show her in.
Direct	Direct	Send her right in.
Direct	Direct	Speak a little ____, please.
Direct	Direct	Take the books to my office.
Direct	Direct	Take those boxes to my office.
Direct	Direct	Turn off the lights when you leave.
Direct	Direct	Yes, just tell him that Steve Parker called. He has my number.
Direct	Direct	Yes, please ask her to call me at _____.
Direct	Direct	Yes, tell me how to get to the IT department.
Direct	Direct	You can send him in right away.
Direct	Direct	Your full name, please?
Direct	Direct	Your full name, please?
Indirect	Indirect	Are you busy? (I've got some questions I need to ask you.)
Indirect	Indirect	Are you making coffee?
Indirect	Indirect	I can't get the printer to work.
Indirect	Indirect	I can't understand these instructions,
Indirect	Indirect	I need to finish this report for the finance meeting. What am I going to do?
Indirect	Indirect	I'm looking for Room 4.
Indirect	Indirect	I'm looking for the rental office.
Indirect	Indirect	I'm looking for the service elevator.
Indirect	Indirect	I'm trying to find Dr. Fletcher's office.
Indirect	Indirect	It's hot in here, isn't it? (I'd like you to put the air conditioning on).
Indirect	Indirect	Oh dear, my computer's crashed again.
Indirect	Indirect	Oh no, I have a problem with the printer. (I need someone to help me.)
Indirect	Indirect	Oh no, my printer's jammed!
Indirect	Indirect	Thank you. But I was really hoping for a higher figure – like 10% [talking about a raise].
Indirect	Indirect	That book looks interesting.
Indirect	Indirect	Well, I don't know. They're offering a much higher salary.

## Appendix E

### List of requests extracted from corpus of elicited ODC T responses

Type	Sub-type	Form
CIHB	Ability	And, I'm wondering if there's anyone who could possibly get my bill for me until we get back and I can pay you back?
CIHB	Ability	Are you able to show me how this works so I can make myself a cup of coffee too?
CIHB	Ability	but is there any way you can help me with this report?
CIHB	Ability	Can anyone cover me?
CIHB	Ability	Can I borrow it if you got one?
CIHB	Ability	Can I borrow it?
CIHB	Ability	can I borrow that for a project I'm working on?
CIHB	Ability	Can I borrow that software package?
CIHB	Ability	Can I borrow that software sitting on your desk?
CIHB	Ability	can I borrow your camera for an event?
CIHB	Ability	Can I borrow your camera?
CIHB	Ability	Can I buy anyone lunch who can take me to my car at the garage that's about a half hour away?
CIHB	Ability	Can I sit and talk with you later on?
CIHB	Ability	can I talk to you outside for a second?
CIHB	Ability	Can I use the software disc you have?
CIHB	Ability	Can I use your computer to get something done?
CIHB	Ability	Can one of you spot me?
CIHB	Ability	Can somebody cover for me, just for today?
CIHB	Ability	can we work around that?
CIHB	Ability	Can you explain it to me?
CIHB	Ability	Can you field the phone calls and just tell them that I had uh a very important meeting I had to uh attend unexpectedly
CIHB	Ability	can you grab me a glass of water please? T
CIHB	Ability	can you handle those for me?
CIHB	Ability	can you help me move my desk?
CIHB	Ability	Can you help me with some phone calls during my meeting?
CIHB	Ability	Can you help me with this report?
CIHB	Ability	Can you just slow down a bit?
CIHB	Ability	Can you just stay by the phone and take them as they come in?
CIHB	Ability	Can you just tell everybody in the meeting that I'm gonna be a couple minutes.
CIHB	Ability	Can you keep an eye on the phones?
CIHB	Ability	Can you lend me your laptop?

CIHB	Ability	can you pass me... um my bottle of water please?
CIHB	Ability	Can you repeat that please?
CIHB	Ability	Can you repeat that please?
CIHB	Ability	Can you repeat that?
CIHB	Ability	can you repeat that?
CIHB	Ability	can you repeat what you just said?
CIHB	Ability	Can you reschedule the meeting that's supposed to happen in the next 15 minutes?
CIHB	Ability	Can you respond to these emails while I take my meetings today?
CIHB	Ability	can you show me how to use the espresso machine please?
CIHB	Ability	Can you show me how to work the coffee machine?
CIHB	Ability	can you show me how to work this machine?
CIHB	Ability	can you show me how?
CIHB	Ability	Can you slow down a little bit
CIHB	Ability	Can you slow down so that I can keep up?
CIHB	Ability	Can you speak a little bit slower?
CIHB	Ability	Can you stall while I take this call?
CIHB	Ability	Can you take a look at these emails, and draft responses for me and I'll take a look at them at the end of the day?
CIHB	Ability	Can you take over for me?
CIHB	Ability	Can you take those phone calls for me and - and just tell them I'll return their phone call when I'm back?
CIHB	Ability	Can you um make arrangements to uh go home and uh change?
CIHB	Ability	Can you use headphones?
CIHB	Ability	Can you... edit it and get it back to me as soon as possible please?
CIHB	Ability	Could I borrow that software package?
CIHB	Ability	Could I borrow you for a quick chat?
CIHB	Ability	could I borrow your laptop?
CIHB	Ability	Could I please have a sip of your water?
CIHB	Ability	Could I possibly leave early tomorrow?
CIHB	Ability	Could I start the project early?
CIHB	Ability	Could one of you guys cover my bill for me?
CIHB	Ability	Could some of you stay a little bit longer just so we can get this done?
CIHB	Ability	Could someone cover me? Next one's on me.
CIHB	Ability	Could we go back to the first step and take it a little more slowly?
CIHB	Ability	Could we talk about that?

CIHB	Ability	could you - d - wh - do you have a minute and maybe you could show me how to - how to use the machine?
CIHB	Ability	Could you change into a different outfit that's more appropriate for work before you continue with the day?
CIHB	Ability	Could you clarify your last point?
CIHB	Ability	Could you cover this for me?
CIHB	Ability	could you do me a favour, and grab me a bottle of water?
CIHB	Ability	Could you finish this report for me?
CIHB	Ability	Could you get the meeting started?
CIHB	Ability	Could you give me a hand?
CIHB	Ability	Could you give me any help finishing it up?
CIHB	Ability	Could you grab me a glass of water?
CIHB	Ability	Could you grab my water bottle?
CIHB	Ability	Could you help me get them out and then, you know, just take the extra time at the end of lunch.
CIHB	Ability	could you help me move my desk?
CIHB	Ability	could you help me pay for this?
CIHB	Ability	could you just repeat that last part for me real quick?
CIHB	Ability	Could you just respond to these emails for me?
CIHB	Ability	Could you just start over?
CIHB	Ability	Could you just um rephrase that for me again?
CIHB	Ability	could you pass the software
CIHB	Ability	could you please repeat that last part?
CIHB	Ability	could you please repeat that last part?
CIHB	Ability	could you please repeat that?
CIHB	Ability	could you please repeat the last part?
CIHB	Ability	Could you possibly sacrifice a bit of your lunch?
CIHB	Ability	Could you redo this report and hand it to me by the end of the day?
CIHB	Ability	Could you repeat it again?
CIHB	Ability	Could you repeat it just so I make sure we're on the same page?
CIHB	Ability	Could you repeat that for me?
CIHB	Ability	Could you repeat that please?
CIHB	Ability	could you repeat that please?
CIHB	Ability	could you repeat that please?
CIHB	Ability	Could you repeat what you just said, please?
CIHB	Ability	Could you repeat yourself a little bit more slowly?
CIHB	Ability	could you say that again?
CIHB	Ability	could you say that again?

CIHB	Ability	could you show me how to that again?
CIHB	Ability	Could you show me how to use the coffee machine?
CIHB	Ability	could you show me how to work the coffee machine?
CIHB	Ability	could you slow down a bit?
CIHB	Ability	Could you spot me?
CIHB	Ability	Could you stay back for just a couple of minutes to help me get these packages uh ready to s - to be sent out?
CIHB	Ability	Could you teach me how to use this thing?
CIHB	Ability	Could you teach me?
CIHB	Ability	Could you try and reschedule those calls that are coming up this hour to a later time today?
CIHB	Ability	could you uh grab me some water if you're not busy? Thanks.
CIHB	Ability	Could you uh... kinda do up some email responses?
CIHB	Ability	could you use my computer to do the stuff you're doing and I could use yours 'cause mine's not working for what I have to do...
CIHB	Ability	Could you... um... either uh let it go to my voicemail, or make very detailed notes about what uh they say and I'll return the call as soon as I can.
CIHB	Ability	do you happen to have the camera I lent to you last week, um handy with you or are you able to get it to me?
CIHB	Ability	do you mind if I come in early so I can leave at 4?
CIHB	Ability	Do you think I can borrow that install package you have on your desk?
CIHB	Ability	Do you think I can borrow that laptop just for the presentation?
CIHB	Ability	Do you think I could actually borrow your laptop for this presentation?
CIHB	Ability	Do you think I could borrow it for this presentation?
CIHB	Ability	Do you think I could borrow that?
CIHB	Ability	Do you think I could borrow yours?
CIHB	Ability	Do you think I could just borrow your laptop for this meeting and maybe you can come to the meeting
CIHB	Ability	Do you think one of you can cover me and I'll e-transfer you back when we get back to the office?
CIHB	Ability	Do you think you can give me a hand?
CIHB	Ability	Do you think you can turn it down a bit?
CIHB	Ability	Do you think you could get it done for me?
CIHB	Ability	Do you think you could help me out with that?
CIHB	Ability	Do you think you could help me, so that we could get them done quickly and take a later lunch?
CIHB	Ability	Do you think you could just grab me a cup of water?

CIHB	Ability	Do you think you could just help me move my desk real quick?
CIHB	Ability	Do you think you could just turn it down a little bit?
CIHB	Ability	Do you think you could show me how to use this coffee machine? I'm new here.
CIHB	Ability	Do you think you could take it and take some notes for me?
CIHB	Ability	Do you think you'd be able to handle that for me?
CIHB	Ability	Do you think you'd be able to help me --- just move our desk out of the way and move it to the other side of the office
CIHB	Ability	Do you think you'd be able to uh forward those to me so I'm able to get it done?
CIHB	Ability	Do you think you'd be able to um send a reply on my behalf?
CIHB	Ability	Hey, would you be able to get the meeting started for me?
CIHB	Ability	Hi, do you think I could borrow the - your software package.
CIHB	Ability	I could maybe borrow it and uh just use it for the day and then uh just give it back to you afterwards if that's cool
CIHB	Ability	I don't suppose you could possibly give me a crash course on how to use this machine, could you?
CIHB	Ability	I forgot my wallet uh at work, would one of you be able to cover me and I'll pay you back as soon as we get back to work?
CIHB	Ability	I have uhm some really important emails that have to be sent out today to some big clients, and I was wondering if you could go to this meeting for me, and take really great notes and uh send them to me when you have a chance.
CIHB	Ability	I know you're really busy but could you quickly take a look at this?
CIHB	Ability	I really appreciate all the feedback you're giving but I was wondering if you could slow down?
CIHB	Ability	I was actually wondering if I could get travel plans approved to go see my family for a couple of weeks?
CIHB	Ability	I was actually wondering if we could have a conversation about vacation time in December?
CIHB	Ability	I was hoping that you might be able to uh turn the music down?
CIHB	Ability	I was just wondering if we could take like an hour or so um after work or something.
CIHB	Ability	I was just wondering if you could give me a hand with this?
CIHB	Ability	I was just wondering, if you wouldn't mind if I could borrow that laptop,
CIHB	Ability	I was wondering if I could ask you some questions about the report you were saying- uh supposed to send over?
CIHB	Ability	I was wondering if there's any way for the timing to be flexible, or if I could work from home?

CIHB	Ability	I was wondering if you could answer it and try to um ask if I can call them back as soon as the meeting's done?
CIHB	Ability	I was wondering if you could complete this report for me?
CIHB	Ability	I was wondering if you could help me move my desk, when you get a second.
CIHB	Ability	I was wondering if you could help me respond to some of these emails?
CIHB	Ability	I was wondering if you could show me how to use this machine?
CIHB	Ability	I was wondering if you could slow down and maybe try to explain it in another way?
CIHB	Ability	I was wondering if you could start the meeting for me?
CIHB	Ability	I was wondering if you would be able to help me with responding to important - some really uh - to responding to emails from important clients?
CIHB	Ability	I would be pleased to buy you lunch @ if you could just stay here a little bit through your lunch hour and help me get these packages out.
CIHB	Ability	I'm hoping that I might be able to um install your s-uh software on my computer um because my software is actually outdated.
CIHB	Ability	I'm just uh wondering if we can delay lunch until after they get sent.
CIHB	Ability	I'm just wondering if you have a few minutes, if I draft something, if I can send it to you and you can send it on to them this afternoon.
CIHB	Ability	I'm on the phone but could you just grab me a drink of water from the cooler real quick?
CIHB	Ability	I'm sorry would you be able to repeat that one more time please?
CIHB	Ability	I'm sorry would you be able to repeat that?
CIHB	Ability	I'm sorry, could repeat what you just said?
CIHB	Ability	I'm sorry, is there any way you can turn the - your music down?
CIHB	Ability	I'm wondering if I can just lend you a pair of my headphones so I can get my work done, and you can get your work done and we can get out of here as soon as possible.
CIHB	Ability	I'm wondering if I could borrow yours
CIHB	Ability	I'm wondering if I could impose upon you to use your computer.
CIHB	Ability	I'm wondering if I just give you the list of clients could you send them a quick email and say that I - they may not get their responses 'til the very end of the day or this evening because I'm in meetings?

CIHB	Ability	I'm wondering if uh you could uh find time to come in on Saturday morning to help get the work completed.
CIHB	Ability	I'm wondering if um I could forward my phone uh to you and have you take the calls to me. It would be super helpful.
CIHB	Ability	I'm wondering if um I could use your camera for this uh assignment that I have to attend?
CIHB	Ability	I'm wondering if you could uh do - do me a big favour and just go down to the uh the um store and grab me a bottle of water?
CIHB	Ability	I'm wondering if you have any spare time to work on it this afternoon or with me over lunch, um so I can get it done on time?
CIHB	Ability	I'm wondering if you might be able to um help respond to some emails that uh I need to uh address
CIHB	Ability	I'm wondering if you might just be able to slow things down a bit.
CIHB	Ability	If anyone calls for me, could you just let them know that I will be free again within the hour?
CIHB	Ability	If I forward the emails to you, would you be able to uh respond to them for me?
CIHB	Ability	if somebody can pay my bill for - or foot the bill for this time around uh I will definitely give them the money as soon as we get back to the office.
CIHB	Ability	If we could just slow it down, just a little bit... t
CIHB	Ability	If you can get this done for me,
CIHB	Ability	If you could go home and change, and come back,
CIHB	Ability	if you could leave me this stuff and I can send this out myself, that'd be awesome.
CIHB	Ability	Is anyone able to pay for my lunch, and then I can give you cash when we get back to the office?
CIHB	Ability	Is it possible
CIHB	Ability	Is it possible for you to write down the steps, or show me the steps in order?
CIHB	Ability	Is there @any@ chance I can use your laptop for my presentation?
CIHB	Ability	Is there a chance I could use your computer?
CIHB	Ability	is there any chance at all that you can attend this meeting for me uh and take notes on the subject?
CIHB	Ability	Is there any chance I can borrow your camera for this assignment that I have to do?
CIHB	Ability	Is there any chance I can borrow your laptop?
CIHB	Ability	is there any chance I can get off work uh a little bit early today?
CIHB	Ability	Is there any chance I can use uh... your - the software... package that's sitting on your desk to complete this project.

CIHB	Ability	Is there any chance that you can show me how to use it?
CIHB	Ability	Is there any chance that you can use headphones to listen to your music?
CIHB	Ability	is there any chance that you can write an email on be- on my behalf uh just informing that these clients that I will give them an answer shortly and I realize they're expecting my response today
CIHB	Ability	Is there any chance that you could help me out?
CIHB	Ability	Is there any way I could borrow that from you?
CIHB	Ability	is there any way I could borrow that uh software that you have sitting on your desk?
CIHB	Ability	Is there any way I could come in a little earlier so I can be out of here on time?
CIHB	Ability	Is there any way someone could pay for me now and I'll cover you when we get back?
CIHB	Ability	Is there any way that I can do some of this work from home?
CIHB	Ability	Is there any way that I could do this project in advance, uh before I leave for my vacation?
CIHB	Ability	Is there any way that I could possibly borrow your computer, and transfer my file onto there to give this presentation, and then give it right back to you?
CIHB	Ability	Is there any way that I could work on this project earlier in December, or in January?
CIHB	Ability	Is there any way that you can put in headphones to listen to your music?
CIHB	Ability	Is there any way that you could do that for me, and have your lunch little later? Or leave early?
CIHB	Ability	Is there any way that you could help me with this report for this afternoon?
CIHB	Ability	Is there any way we could work around that?
CIHB	Ability	Is there any way you can say it... again?
CIHB	Ability	Is there any way you could move this - help me move this @desk@?
CIHB	Ability	Is there any way you might be able to help me uh figure out what's going on?
CIHB	Ability	Is there any way you... can get me a glass of water?
CIHB	Ability	Is there anybody@ that can pay my bill and uh I'll - I'll pay you back as soon as we get back to the office.
CIHB	Ability	s there any chance we can draft up a couple of emails or I can dictate to you uh a couple of emails that you could draft and send for me?
CIHB	Ability	So can you make sure that you stick around the desks so that uh you can catch any that come in, and um you know note that

		uh the person's called, and tell them I'll definitely get back to them as soon as I'm done with my meeting.
CIHB	Ability	so I was just wondering if you'd be able to... just give me an overview of what this report needs?
CIHB	Ability	So I was wondering if I could borrow that camera, uh possibly, and return it to you after the event.
CIHB	Ability	so I wondered if I could work through lunch, and then leave early in order to make it on time?
CIHB	Ability	So I'm hoping that everybody's gonna be able to stay and work overtime to get the project uh completed uh by it's uh due date.
CIHB	Ability	so I'm hoping that you all could come in for a couple hours on Saturday so that we can get this all finished.
CIHB	Ability	so if you can take charge of this, that'd be most appreciated.
CIHB	Ability	so if you could just take note of that, that'd be great.
CIHB	Ability	So if you could uh you know change it um that'd be appreciated.
CIHB	Ability	so if you're able to stay and work on it,
CIHB	Ability	So, is it possible for you to take care of these for me?
CIHB	Ability	Sorry to interrupt, but could you clarify this one thing?
CIHB	Ability	Think I could download some stuff on to yours and then we could use yours to do it - yours works right?
CIHB	Ability	Uh do you think you could use some headphones for your music?
CIHB	Ability	Uh do you think you guys could stay back for a little bit to finish up?
CIHB	Ability	Uh hey, could you answer this for me? And uh say I'm unavailable? And I'll call them back as soon as I can
CIHB	Ability	Uh if you could uh turn it down, I'd really appreciate it.
CIHB	Ability	Uh would you be - would you folks be able to stay around for a while so we can get it all - all wrapped up on time?
CIHB	Ability	Uh, I'm not sure what you just said, is there any way you could repeat... it?
CIHB	Ability	Uh... I'm wondering if I can borrow your laptop that seems to be compatible with this projector,
CIHB	Ability	um could you uh just repeat that for me?
CIHB	Ability	Um do you think you could give me a hand to um move it?
CIHB	Ability	Um do you think you might be able to uh just give the client a call back and see what they want and then we can kinda go from there?
CIHB	Ability	Um do you think you'd be able to cover my lunch and then I'll pay you back once we get back to the office?
CIHB	Ability	Um do you think you'd be able to show me just how to make a coffee?

CIHB	Ability	Um does anybody - uh could anybody spot me and as soon as I get back to the wallet I'll write a cheque for lunch here.
CIHB	Ability	Um I was just wondering if I could just borrow that from you, if you don't mind.
CIHB	Ability	Um is there any chance one of you can spot me some cash and I'll just pay you back when we get back to the office.
CIHB	Ability	Um would you be be able to uh start leading the uh meeting for me and as soon as I'm... finished on the phone, I'll - I'll jump right in.
CIHB	Ability	Um, do you have... a jacket you could wear? A scarf you could put around? Something you could do to um... something to change into?
CIHB	Ability	Um, I'm having trouble concentrating um I'm just wondering if you might be able to uh plug in a set of headphones to listen to your music
CIHB	Ability	Um, I'm just wondering if I could leave a little early uh to get to this appointment on time?
CIHB	Ability	We can do this in January, or uh maybe I can help you find someone else or I could do this remotely
CIHB	Ability	When you get back from lunch, can you send these packages out?
CIHB	Ability	would I be able to borrow your computer for my presentation?
CIHB	Ability	Would I be able to download that software package you have on your desk for a project that I'm working on?
CIHB	Ability	Would I by any chance be able to borrow yours?
CIHB	Ability	Would you be able to cover the tab this time and I'll actually take us out for dinner tomorrow night?
CIHB	Ability	Would you be able to direct me to the washroom?
CIHB	Ability	Would you be able to give me a hand moving it?
CIHB	Ability	would you be able to help me move this desk?
CIHB	Ability	Would you be able to repeat that for me?
CIHB	Ability	would you be able to repeat what you uh just @ said?
CIHB	Ability	Would you be able to show me how to use it?
CIHB	Ability	Would you be able to take my calls during the next hour or so?
CIHB	Ability	Would you be able to turn it down just a little bit?
CIHB	Ability	yeah I just - can you pass me the bottle of water?
CIHB	Ability	Yeah, would you be able to answer that?
CIHB	Willingness	but do you mind just slowing your speech down a little bit
CIHB	Willingness	but do you mind uh preparing and sending out... um... the packages that should've been sent out at 1:30?
CIHB	Willingness	but I'm wondering if anybody would be willing to drive me over there on lunch break?

CIHB	Willingness	but I'm wondering would you mind finishing um this up for me?
CIHB	Willingness	do @ you mind grabbing my bottle of water
CIHB	Willingness	do you @mind@ showing me how to use the coffee machine?
CIHB	Willingness	do you mind grabbing me a glass of water?
CIHB	Willingness	Do you mind helping me move my desk closer to the window?
CIHB	Willingness	do you mind helping me move the desk, please? To over there?
CIHB	Willingness	Do you mind just putting in headphones - like I can even - I can lend you mine if you want.
CIHB	Willingness	Do you mind putting headphones in?
CIHB	Willingness	Do you mind repeating it?
CIHB	Willingness	Do you mind showing me how to use this coffee machine?
CIHB	Willingness	Do you mind taking one more look over, and doing the final uh touches to it.
CIHB	Willingness	Do you mind taking over for me?
CIHB	Willingness	Does - Would anyone mind paying me?
CIHB	Willingness	Does anybody mind giving me a drive to go pick up my car?
CIHB	Willingness	Hey would you mind repeating that question again?
CIHB	Willingness	Hey, uh do you mind driving me to the garage?
CIHB	Willingness	I have to head out a little bit early today, and I was wondering if you'd be willing to help me finish up a little bit uh a little bit of that report that's due like as soon as possible?
CIHB	Willingness	I know this is last minute, but is there anyone willing to work on Saturday morning?
CIHB	Willingness	I wonder if anyone is willing to work some overtime to get these things done.
CIHB	Willingness	I'm curious to know if there's anyone that would like to work overtime hours.
CIHB	Willingness	I'm wondering if you have any spare time to work on it this afternoon or with me over lunch, um so I can get it done on time
CIHB	Willingness	I'm wondering if you wouldn't mind going down to um the meeting and just tell them I need 5 minutes and I will be there.
CIHB	Willingness	if anyone's willing to stay and help, um until 5:30, that would be excellent.
CIHB	Willingness	If uh you don't mind staying a little bit later,
CIHB	Willingness	If you - if someone wouldn't mind um paying the tab, I would graciously help them out - um maybe we can download the split wise app and we can share that way or something like that?
CIHB	Willingness	If you have a moment, do you mind helping?
CIHB	Willingness	Is anyone willing to drive me to the garage about half an hour away to pick up my car over lunch?

CIHB	Willingness	Is that one you would mind bringing?
CIHB	Willingness	is there any chance you'd be willing to take your lunch and... help me pick up my car?
CIHB	Willingness	Is there anybody that's wiling to stay um for another hour and uh we'll give you some time off at another for this uh extra our spent today?
CIHB	Willingness	is there anyone in the office that would be available to drive me to the garage to pick up my car?
CIHB	Willingness	just wondering, would you mind helping me move this desk?
CIHB	Willingness	mind if you explain how to use this machine as you're making your coffee
CIHB	Willingness	s anybody willing to stay for an extra hour to work on them
CIHB	Willingness	so do you mind putting the finishing touches on it?
CIHB	Willingness	So if I buy you lunch, would you be willing to help me out with this?
CIHB	Willingness	uh do you mind getting me a drink
CIHB	Willingness	Uh do you mind going home and changing and coming back?
CIHB	Willingness	Uh would you mind helping me out with those - with this today - with responding?
CIHB	Willingness	Uh would you mind slowing down a bit for me?
CIHB	Willingness	Uh, would one of you guys mind spotting me for lunch?
CIHB	Willingness	um do you just mind rephrasing that so I understand what your expectations are?
CIHB	Willingness	Um do you mind changing into a skirt that does?
CIHB	Willingness	Um would you mind changing into a skirt that does?
CIHB	Willingness	Um, do you mind picking those up for me, and letting them know I can call them back as soon as I get back to the meeting, or if it's something you can take care of, do you mind doing that for me?
CIHB	Willingness	Um, is there anyone who would willing to work Saturday morning?
CIHB	Willingness	Um, would that work?
CIHB	Willingness	was wondering if you would be open to me coming in a little bit early - coming in early tomorrow so that I can leave on time to get to that appointment?
CIHB	Willingness	we'd be able to switch laptops just while I complete this presentation?
CIHB	Willingness	Would - would you mind just helping me print these?
CIHB	Willingness	Would anyone be willing to drive me to the garage to get my car?
CIHB	Willingness	Would you - Would you mind doing it for me?
CIHB	Willingness	Would you be able to give me a hand moving it?
CIHB	Willingness	would you be able to help me move this desk?

CIHB	Willingness	Would you be able to show me how to use it?
CIHB	Willingness	would you be able to slow down a little bit when you're speaking?
CIHB	Willingness	would you be willing to lend me yours for the presentation?
CIHB	Willingness	Would you feel comfortable answering some client emails if one of the employees who's been here longer um helps you out with it?
CIHB	Willingness	Would you mind answering the phone?
CIHB	Willingness	Would you mind explaining it in a different way?
CIHB	Willingness	would you mind giving me a hand moving this desk?
CIHB	Willingness	Would you mind giving me a hand?
CIHB	Willingness	would you mind going out and grabbing us a couple of sodas?
CIHB	Willingness	Would you mind going through each step a little slower and um maybe we can try and work through this together?
CIHB	Willingness	would you mind grabbing me a bottle of water?
CIHB	Willingness	Would you mind grabbing me a bottle of water?
CIHB	Willingness	would you mind help me preparing these packages?
CIHB	Willingness	Would you mind helping me move my desk?
CIHB	Willingness	would you mind helping me move this desk a few feet to the right so I can uh see out the window?
CIHB	Willingness	would you mind helping me move this desk?
CIHB	Willingness	would you mind helping me move... this - my desk closer to the window?
CIHB	Willingness	would you mind helping me out by finishing this report?
CIHB	Willingness	would you mind helping me scootch this desk over a little bit?
CIHB	Willingness	would you mind if I borrow your laptop - or borrow that laptop for a presentation that I've gotta take care of?
CIHB	Willingness	would you mind if I borrowed it?
CIHB	Willingness	would you mind if I borrowed that software for - from you?
CIHB	Willingness	Would you mind if I borrowed your copy?
CIHB	Willingness	would you mind if I used that software on your desk to uh update the software on my computer?
CIHB	Willingness	Would you mind if I used your laptop for my presentation?
CIHB	Willingness	Would you mind just getting me a glass of water?
CIHB	Willingness	would you mind just subbing in for a bit?
CIHB	Willingness	would you mind just uh setting up for a minute?
CIHB	Willingness	would you mind listening to that on your headphones?
CIHB	Willingness	Would you mind looking at uh emails x, y and z and formulating a few responses, and uh directing them if they have any more questions, and I'll respond to them in the next couple of days?

CIHB	Willingness	Would you mind picking up my tab and I'll pay you back tomorrow?
CIHB	Willingness	Would you mind putting headphones in?
CIHB	Willingness	Would you mind putting some headphones?
CIHB	Willingness	would you mind repeating it?
CIHB	Willingness	would you mind repeating that last part?
CIHB	Willingness	would you mind repeating yourself?
CIHB	Willingness	Would you mind repeating?
CIHB	Willingness	Would you mind showing me how this thing works?
CIHB	Willingness	would you mind showing me how to use it?
CIHB	Willingness	would you mind showing me how to use this machine?
CIHB	Willingness	Would you mind showing me?
CIHB	Willingness	Would you mind slowing down
CIHB	Willingness	would you mind slowing down a little bit please?
CIHB	Willingness	Would you mind slowing down a little bit so that I can understand what you're saying?
CIHB	Willingness	Would you mind speaking a little slower for me?
CIHB	Willingness	would you mind speaking a little slower?
CIHB	Willingness	Would you mind spotting me
CIHB	Willingness	Would you mind starting the meeting for me?
CIHB	Willingness	Would you mind switching desks with me just while I finish up this task that needs that specific software?
CIHB	Willingness	would you mind taking a later lunch and I'll work with you, and we can prep these together?
CIHB	Willingness	Would you mind taking a look at some of these emails and responding to the ones that you can, um and the ones you can't just letting them know I will get back to them as soon as I can tomorrow.
CIHB	Willingness	would you mind telling me what happened?
CIHB	Willingness	would you mind turning down the music?
CIHB	Willingness	Would you mind turning the music down for a while?
CIHB	Willingness	would you mind uh if I could possibly put it on a USB and use your computer?
CIHB	Willingness	Would you mind uh taking them?
CIHB	Willingness	would you mind um just putting some headphones in or something
CIHB	Willingness	Would you slow down a bit?
CIHB	Permission	can I borrow that for a project I'm working on?
CIHB	Permission	can I borrow your camera for an event?
CIHB	Permission	Do you mind if I borrow your camera?

CIHB	Permission	Do you mind if I come in a little bit early so that I can finish uh earlier and make the appointment?
CIHB	Permission	do you mind if I go pick up my car during lunch today?
CIHB	Permission	Do you mind if I leave a few minutes early to make it in time for my appointment?
CIHB	Permission	Do you mind if I watch you make this coffee?
CIHB	Permission	Hey do you mind if I talk to you after this meeting in private?
CIHB	Permission	Hey, is it okay if I - you guys take the bill, and I'll get you when we're back at the office?
CIHB	Permission	I was just wondering if I might be able to borrow that?
CIHB	Permission	I was wondering if it would be okay if I left work at 4 and made up the time either by coming in earlier on another day, or staying later on another day?
CIHB	Permission	I was wondering if would be possible to get off at 3:45 so I can make this appointment, and if I could make up - make it up in some other manner.
CIHB	Permission	I'm hoping that I might be able to um install your s-uh software on my computer um because my software is actually outdated.
CIHB	Permission	I'm just wondering if I might be able to borrow yours um as I can't seem to find mine
CIHB	Permission	I'm just wondering if it would be okay if I left work a little bit early for an appointment that I have scheduled at 4:30 tomorrow?
CIHB	Permission	is it alright if I leave a bit early?
CIHB	Permission	Is it okay if I borrow it?
CIHB	Permission	Is it okay if I borrow money off one of you guys, and I'll pay you right back.
CIHB	Permission	is it okay if I have you guys stay to work overtime for the next two days, so that we can complete the project?
CIHB	Permission	is it possible for me to leave at around 4 o'clock tomorrow?
CIHB	Permission	Is it possible for me to take those weeks off?
CIHB	Permission	Is it possible for me to use your laptop for my presentation?
CIHB	Permission	Is it possible for you to write down the steps, or show me the steps in order?
CIHB	Permission	Is it possible that I can uh use it?
CIHB	Permission	so I was wondering if would be okay if I left... a little bit early to be on the - to be at the appointment on time.
CIHB	Permission	Uh do you think that I'd be able to kind of talk to them and if it's okay with that person uh switch my shifts?
CIHB	Permission	Um would it be okay if you cover for me while I run out and grab some more paper?
CIHB	Permission	Um would it be possible to try to retrieve those files with uh with your laptop?

CIHB	Permission	would I be able to borrow this software?
CIHB	Permission	Would I be able to use it for an event?
CIHB	Permission	would it be cool if you turn down your music, or uh put on some headphones?
CIHB	Permission	Would it be okay if I borrowed your camera to go to an event that I've been assigned to this week?
CIHB	Permission	Would it be okay if I leave work a little bit early?
CIHB	Permission	Would it be possible for me to leave a bit early tomorrow?
CIHB	Permission	Would that be okay uh to uh stay there? Lemme know.
CIHB	Permission	Would you mind if I borrowed yours?
CIHB	Suggestory	But, hey, can we maybe do a little bit of team building and just get this time-sensitive work done, uh that needs to be done by 5:30?
CIHB	Suggestory	I think we should maybe review what uh what's required uh so there's no confusion moving forward.
CIHB	Suggestory	Is there any volunteers that want to stay until 5:30?
CIHB	Suggestory	Let's push through until we get this done, okay?
CIHB	Suggestory	let's stay 'til 5:30, get it done and you can um leave early on another day.
CIHB	Suggestory	Shall we just uh try and start that again and go a little bit slower?
CIHB	Suggestory	so let's plan a meeting for Saturday morning so we can catch up.
CIHB	Suggestory	So, if you don't mind please uh take the next couple of minutes, and send whatever emails you have to send, call whoever you have to call, well let's uh - let's get down - let's get down to business.
CIHB	Wishes/ Desires/ Needs	I also need the meeting to start on time.
CIHB	Wishes/ Desires/ Needs	I hope I can sneak out of here a little earlier tomorrow.
CIHB	Wishes/ Desires/ Needs	I just want to adjust it so it's closer to the window.
CIHB	Wishes/ Desires/ Needs	I need a camera for work today for this uh event
CIHB	Wishes/ Desires/ Needs	I need help to get this printer working.
CIHB	Wishes/ Desires/ Needs	I need to update that on my computer.

	Needs	
CIHB	Wishes/ Desires/ Needs	I really - I really need to be able to take these days off.
CIHB	Wishes/ Desires/ Needs	I would like whoever is available to stay to help me out with it.
CIHB	Wishes/ Desires/ Needs	I'd really like a coffee
CIHB	Wishes/ Desires/ Needs	I'm gonna have to take a few minutes - leave a few minutes early um tomorrow because I have this appointment, it's been scheduled for a long time that I have to attend
CIHB	Wishes/ Desires/ Needs	so I need a lot of you to be working overtime for the next two days, so we can get this... project done.
CIHB	Wishes/ Desires/ Needs	so we might all need to come in on Saturday morning.
CIHB	Wishes/ Desires/ Needs	They have to be sent out by 1:30 so we need to get them out before you l- uh before we leave for lunch.
CIHB	Wishes/ Desires/ Needs	they need to be there by 1:30 and I forgot to do it.
CIHB	Wishes/ Desires/ Needs	um gonna need to pull together and uh get this done by Friday at 5 PM.
CIHB	Wishes/ Desires/ Needs	um I need to move my desk to the other side of the floor
CIHB	Wishes/ Desires/ Needs	Um, I just need you to email some people for me to say I just don't have any time.
CIHB	Wishes/ Desires/ Needs	Um, so we'll need people to work overtime in order to complete them in time.
CIHB	Wishes/ Desires/ Needs	Um... but if there's anyone else who would be available to do this I would greatly appreciate that.
CIHB	Wishes/ Desires/ Needs	Unfortunately I'm gonna need you guys to stay until uh we're done this work at hand,
CIHB	Wishes/ Desires/ Needs	we're gonna need some people working overtime on Saturday.

Direct	Direct	And it is gonna require uh work on Saturday morning as a team together.
Direct	Direct	Are any of you free to give me a ride to the garage today?
Direct	Direct	Do you mind getting printer paper?
Direct	Direct	Do you mind uh letting him know where I - where I went.
Direct	Direct	Give me a hand with this desk,
Direct	Direct	go find some other clothes, or to go home and change.
Direct	Direct	grabbing me just a glass of water for the meeting?
Direct	Direct	helping this client
Direct	Direct	I have to ask you to um... change your skirt to a skirt that is not above the knees, cause as you know we have strict dress code.
Direct	Direct	I know that this means that everyone will have to put in overtime.
Direct	Direct	I think I'm gonna get you to send out some email responses to some important clients that are expecting an answer from me today.
Direct	Direct	I think we're gonna have to work S - Saturday morning.
Direct	Direct	I um... wanted to ask if it'd be possible to uh leave about 15 minutes uh early to get to an appointment on the other side of town that's uh really important to me.
Direct	Direct	I wanted to talk to you about the possibility of having folks come in on Saturday morning to take care of this.
Direct	Direct	I'll give you the dates and you can see what you might be able to do.
Direct	Direct	I'm gonna give you a break so you can go and change.
Direct	Direct	I'm gonna have to ask you guys to work overtime over the next uh couple days.
Direct	Direct	I'm gonna have to ask you to change.
Direct	Direct	I'm gonna have to ask you to go home and change your skirt.
Direct	Direct	I'm gonna have to ask you to leave, uh and change so that you meet the appropriate dress codes before you can return to work.
Direct	Direct	I'm gonna have to take a few minutes - leave a few minutes early um tomorrow because I have this appointment,
Direct	Direct	I'm sorry but can I ask you to turn the music down or - or off
Direct	Direct	In order to meet our deadline, everyone's gonna have to come in on Saturday morning to get the work completed.
Direct	Direct	it looks like we're gonna have to stay another hour tonight.
Direct	Direct	just hang back a minute after the meeting's done.
Direct	Direct	just tell them that I had uh a very important meeting I had to uh attend unexpectedly.
Direct	Direct	Next time please follow the instructions, or ask me if you have any questions or if you're uncertain about anything.

Direct	Direct	Now unfortunately this is gonna require you to work a little bit more overtime hours over the next two days.
Direct	Direct	one of us is going to have to @go@ and get some paper
Direct	Direct	Put the ear plugs in
Direct	Direct	Say that again?
Direct	Direct	so I was wondering if I would be able to use your laptop to present - to - to use, to present um.
Direct	Direct	so I was wondering if you would be able to help me with responding to important - some really uh - to responding to emails from important clients?
Direct	Direct	So I'm sorry, but we're going to have to stay late until we get it done, okay?
Direct	Direct	so if anyone calls to follow up on those, just let them know that I have meetings all day today, but I'll be able to respond later on.
Direct	Direct	so we have to pull some overtime this week.
Direct	Direct	So, the only way that we can complete it is if we come in to work a little bit on Saturday morning.
Direct	Direct	the only way we can be done on time is by coming into work on Saturday morning.
Direct	Direct	The only way we're gonna be able to get this done in time is if we all work overtime hours over the next two days.
Direct	Direct	these tasks will take... uh extra time and requires us to work overtime,
Direct	Direct	Think about things Janice tells ya
Direct	Direct	This project must get done on time.
Direct	Direct	Uh so that means, uh that we have to come in Saturday morning to finish it up.
Direct	Direct	Uh which means that we're all gonna need to work overtime hours over the next two days.
Direct	Direct	Uh, I know this isn't ideal, but we will need to probably put in some overtime over the next couple of days to actually get this done on time, uh and we don't really have any other option, but to get it done.
Direct	Direct	um I hate to do this but I'm going to have to ask you guys to work on Saturday morning.
Direct	Direct	Um I'm gonna have to leave over lunch to pick up my car.
Direct	Direct	Um would it be too much to ask just to kind of move everything into that room for the meeting?
Direct	Direct	Um, guys I'm really sorry but I think we're gonna have to work on Saturday morning just to get this done on time.
Direct	Direct	Um, so I'm gonna ask all of you if you could come in and work on Saturday morning.

Direct	Direct	Um, this project has to be completed and we're behind schedule so I'm gonna have to ask the entire team to work on Saturday morning.
Direct	Direct	Um, unfortunately you cannot continue to work in that outfit so I'm gonna have to ask you to change.
Direct	Direct	Um... make - please make yourself available.
Direct	Direct	Umm unfortunately that means you're gonna have to work some overtime.
Direct	Direct	we do have to work overtime for the next two days to get these done.
Direct	Direct	we gotta get that stuff done by 5:30 okay?
Direct	Direct	we have to work 'til about 5:30 today, or until we can finish this uh small amount of time-sensitive work.
Direct	Direct	We'll have to pull a little bit of overtime.
Direct	Direct	we'll unfortunately need to come into work on Saturday morning to get all the work done.
Direct	Direct	we're gonna have to do a little bit of overtime this week to get all these projects done.
Direct	Direct	we're gonna have to work Saturday morning
Direct	Direct	we're gonna have to work some overtime in the next couple of days.
Direct	Direct	we're gonna need to stay a bit later today just until we finish uh this work.
Direct	Direct	yeah the skirt has to come down over the knees
Direct	Direct	you guys are going to have to work overtime for the next two days
Direct	Direct	you know you just really just have to do better
Direct	Direct	You're gonna have to step it up buddy.
Indirect	Indirect	Are you busy today?
Indirect	Indirect	but I have a very important um - item I have to deal with at home.
Indirect	Indirect	Do you happen to have an extra bottle?
Indirect	Indirect	do you happen to have the camera I lent to you last week, um handy with you
Indirect	Indirect	do you have headphones you can put in?
Indirect	Indirect	Do you have headphones?
Indirect	Indirect	Do you have time to get them ready?
Indirect	Indirect	do you know how to work this thing?
Indirect	Indirect	Do you think it'd be a good idea if I moved my desk?
Indirect	Indirect	Gee I'd really love a coffee.
Indirect	Indirect	I - I wasn't able to catch any of that.
Indirect	Indirect	I also have to bring a camera to an event that I'm assigned to for work.

Indirect	Indirect	I can't really work around uh loud music, so I think I'm gonna go in the other room to finish this up.
Indirect	Indirect	I just need to pick up my car at the garage.
Indirect	Indirect	I love coffee.
Indirect	Indirect	I might be a few minutes, is that okay?
Indirect	Indirect	I need to update that on my computer.
Indirect	Indirect	I was just wondering if you uh knew how to work it?
Indirect	Indirect	I was wondering if you possibly had any headphones or not?
Indirect	Indirect	I'm about to give a presentation and my computer won't work with this projector, and I noticed that yours might.
Indirect	Indirect	I'm gonna have to pick up my car, i
Indirect	Indirect	I'm gonna swing out and go pick up my car at the garage. It's 30 minutes away, so I might be a little late after my lunch break.
Indirect	Indirect	I'm having just a little trouble keeping up.
Indirect	Indirect	I'm just gonna go the other room to finish my work.
Indirect	Indirect	I'm just wondering where you got that?
Indirect	Indirect	I'm so sorry, but I've already booked the last... uh two weeks of December off to go home for a few weeks.
Indirect	Indirect	is it just good for me to go?
Indirect	Indirect	Is there any special tricks to this coffee machine?
Indirect	Indirect	Pardon me?
Indirect	Indirect	so I press this button this first?
Indirect	Indirect	Uh, hey so the project can't be finished til... this software is installed eh?
Indirect	Indirect	Um I just can't get this printer working,
Indirect	Indirect	Um it's a 30 minute drive so I'll be a little bit uh late after lunch.
Indirect	Indirect	Um, but they do need to be completed by Friday at 5 PM.
Indirect	Indirect	Um, do you happen to have anything with you that you could put on to cover up?
Indirect	Indirect	we can keep working on this, but I might have to sn- sneak away for a bit if I get a phone call during this time because it's an important call that I'm expecting.
Indirect	Indirect	What exactly did you say?
Indirect	Indirect	where did you get the camera for yours? I'm trying to figure out where - where would the - the appropriate place to get that.
Indirect	Indirect	Yeah I need it for an upcoming event. Have you returned it to the office yet?
Indirect	Indirect	Your skirt's too short.

## Appendix F

### Ethics clearance



Office of Research Ethics and Compliance  
5110 Human Computer Interaction Bldg | 1125 Colonel By Drive  
| Ottawa, Ontario K1S 5B6  
613-520-2600 Ext: 2517  
[ethics@carleton.ca](mailto:ethics@carleton.ca)

#### CERTIFICATION OF INSTITUTIONAL ETHICS CLEARANCE

The Carleton University Research Ethics Board-A (CUREB-A) has granted ethics clearance for the research project described below and research may now proceed. CUREB-A is constituted and operates in compliance with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS2).

**Ethics Protocol Clearance ID:** Project # 108428

**Project Team Members:** Ms. Alex Ross (Primary Investigator)  
Michael Rodgers (Research Supervisor)

**Project Title:** Requests in the Workplace: Comparing English as a Second Language Teaching Materials with English as a First Language Speakers' Responses

**Funding Source** (If applicable):

Effective: **January 31, 2018**

Expires: .

**Restrictions:**

This certification is subject to the following conditions:

1. Clearance is granted only for the research and purposes described in the application.
2. Any modification to the approved research must be submitted to CUREB-A via a Change to Protocol Form. All changes must be cleared prior to the continuance of the research.
3. An Annual Status Report for the renewal of ethics clearance must be submitted and cleared by the renewal date listed above. Failure to submit the Annual Status Report will result in the closure of the file. If funding is associated, funds will be frozen.
4. A closure request must be sent to CUREB-A when the research is complete or terminated.

5. Should any participant suffer adversely from their participation in the project you are required to report the matter to CUREB-A.

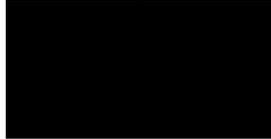
Failure to conduct the research in accordance with the principles of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans 2nd edition* and the *Carleton University Policies and Procedures for the Ethical Conduct of Research* may result in the suspension or termination of the research project.

Upon reasonable request, it is the policy of CUREB, for cleared protocols, to release the name of the PI, the title of the project, and the date of clearance and any renewal(s).

Please contact the Research Compliance Coordinators, at [ethics@carleton.ca](mailto:ethics@carleton.ca), if you have any questions or require a clearance certificate with a signature.

**CLEARED BY:**

**Date: January 31, 2018**



Andy Adler, PhD, Chair, CUREB-A



Bernadette Campbell, PhD, Vice-Chair, CUREB-A