

## Lesson 11: Requests 依頼 - 2

- ▶ Request as a face-threatening act 相手のメンツに脅威をもたらす言語行動
- ▶ Request softeners (mitigators) 依頼を和らげる表現
- ▶ Request strategies 依頼のストラテジー
- ▶ The language of requests in sociocultural contexts 社会文化的コンテクストに沿った依頼表現
- ▶ Building rapport through requests 依頼の言動によって構築される人間関係

1

## Case Study - 1

### Observing request softeners in context 依頼を和らげる表現を観察してみよう

#### Expressions

- ▶ secondary school junior or senior high school 中学・高等学校
- ▶ theater (n.) auditorium 講堂、劇場
- ▶ lecturer (n.) professor 講師、教授
- ▶ take-off (n.) departure 離陸
- ▶ annual leave (paid) holidays (有給) 休暇
- ▶ hand in turn in, submit 提出する
- ▶ grab (v.) fetch, get つかむ

2

2

## Matching the request with the contexts

- a. Get us a pie, mate.
- b. If you could just grab a copy of that for a moment.
- c. I was wondering if I could have, um, 3 weeks annual leave?
- d. Would it be OK if I handed my assignment in next Monday?
- e. Could you just pop that up there for me?
- f. It'd be cool if you could move up one.

1. in an office
2. in a living room
3. in a school theater
4. in a junior high school class
5. in a lecturer's office
6. in an airplane, before take-off

3

### Negative politeness strategies

敬意を表し相手の自主独立を尊重する  
ネガティブ・ポライトネス


- *I was wondering if ... could*
- *Would it be ... if ...ed ...?*
- *If you could...*
- *um*
- *Could you...?*

### Positive politeness strategies

親しみを表現し、連帯感を強調する  
ポジティブ・ポライトネス

- *get...*
- *mate*
- *grab*
- *cool*
- *okay*
- *just*

4



**MORE POLITE/MORE INDIRECT**

*I was wonder if ~*  
*May I*  
*Do you think I could ~*  
*Is it possible to ~*  
*Would you ~* (仮定法)  
*Can I ~*

*Please ~*

**LESS POLITE/MORE DIRECT**


5

## Case Study - 2

### Observing request strategies 依頼のストラテジーを観察してみよう

Moves before or after the request head act 依頼表現の前後に使われるストラテジー

- 1. Checking on availability 相手の都合がいいか聞く**
  - a. Excuse me, do you have a minute? すみません、少しお時間ありますか
  - b. (You) got a sec(ond)? ちょっと時間ある？
- 2. Giving a reason for the request 依頼の理由を言う**
  - a. I was sick last week. 先週体の調子を崩しまして
  - b. I got the flu. インフルエンザにかかって



6

**3. Showing consideration for the listener 相手への配慮を示す**

- a. if it's not too much trouble お手数でなければ
- b. if you have time もし時間あったら
- c. for just a little bit ちょっとだけでいいから

**4. Sweetening 相手が聞いて嬉しいことを言う (ゴマをする)**

- a. I learned so much from you. 先生からは本当に多くのことを 学びましたので。
- b. You have beautiful handwriting. 字がとってもきれいだから。

**5. Expressing thanks 感謝を述べる**

- a. Thank you; that will be really helpful. ありがとうございます、本当に助かります。
- b. Thanks. That really saved my life! ありがと。大助かりした！

(adapted from Ishihara 2022)



7

**Role-play** (adapted from Ishihara 2022)

**Scenario 1:**

Kelly lives with a roommate, Pat, who is a very good friend. However, Pat likes to have his TV on loud in the evening, and Kelly has difficulty concentrating on studying during this time. Kelly wants to ask that Pat not have the TV on so loud while doing the assignment. Pat approaches Kelly and says:

8

### Sample answers - 1



Pat: So, have you finished your homework yet?

Kelly: No, I'm gonna be at it for a while.

*Do you think you could turn the TV down a bit.*

*I've got to study for a long time.*

Pat: Why not take a study break for a while and watch some TV with me?

Kelly: Dude, I can't, come on! But *would you just turn it down for a little bit? I've got to get this down.*

9

### Sample answers - 2



Pat: So, have you finished your homework yet?

Kelly: No, Pat, because I haven't been able to study, because someone has a TV on so loud.

Pat: Why not take a study break for a while and watch some TV with me?

Kelly: Um, okay, *let's make a deal. I'll watch some TV,*  
*, and then, after that, let's turn down the TV.*

10

### Sample answers - 3



Pat: So, have you finished your homework yet?

Kelly: Yeah, see, no, 'cause the TV is too dumb.

please.

Pat: Why not take a study break for a while and watch some TV with me?

Kelly: Look, I, I can't. I've got tons of work to do, okay?

All right,

11

### Scenario 2:

Carla takes a large class at a U.S. university in Minneapolis. A week before a course paper is due, she notices that she has three more long papers due the same week. She realizes that it is not possible to finish them all by their respective due dates. She decides to go to one of the instructors, Professor Johnson, to ask for an extension on the paper for his course. This is her first time talking to him in private. She approaches him after class is over and says:

12

### Sample answers - 1



Carla: Um, Professor Johnson,

Prof. Johnson: But you knew the deadline, didn't you?

Carla: I knew it, but

13

### Sample answers - 2



Carla: Um, Professor Johnson, ah, yeah,

Prof. Johnson: But you knew the deadline, didn't you?

Carla: Um, yeah, I did,

14

## Sample answers - 3



Carla: Hi, Professor Johnson, my name is Carla Philips and I'm in one of your classes.

Prof. Johnson: But you knew the deadline, didn't you?

Carla: Ah, yeah, I did, but

so

15

## Case Study - 3

Writing an email request 依頼のメールを書いてみよう  
(adapted from Akikawa & Ishihara 2010)

- ▶ Request for a letter of recommendation 推薦状の執筆を依頼
- ▶ Sociocultural context 社会文化的背景・コンテキスト
- ▶ Considering PDI PDI を考えてみよう
  - ◆ Power 力関係・社会的地位
  - ◆ Distance 社会的・心理的距離
  - ◆ Imposition 依頼の大きさ・負荷

16



► Formal email etiquette フォーマルな電子メールに関するエチケット

- ◆ Subject line 標題 (e.g., letter of recommendation)
- ◆ Opening 導入: opening salutation, greetings, etc. 呼びかけ・挨拶など
- ◆ Body 本体: a request for a recommendation letter, reasons, deadline, etc. 推薦状の依頼・理由/説明・締切など
- ◆ Closing 結び: thanks, closing salutation, signature, etc. お礼・結びのことば・署名など

17

Scenario 1:

A graduate student, Natalie, is writing Professor Cindy Atkinson to request a letter of recommendation for a job application. Natalie has known the professor through three courses. They are on a friendly basis and call each other by their first names. Natalie is writing 21 days before the due date.



(Adapted from Akikawa & Ishihara 2010: 57)

18


Subject: Letter of reference	Discourse structure
<p>Cindy,</p> <p>I was wondering if you could write me a letter of reference for the teaching positions I am applying for. The deadline I know of so far is March 3. I hope that 3 weeks notice is enough.</p> <p>I would be honored to have you as a reference as I apply for my first “real” teaching job!</p> <p>Thank you, Natalie</p>	<p>Opening salutation 呼びかけ</p>

19

**Scenario 2:**

You’ve decided to apply for a graduate school after finishing Hosei University’s Correspondence Education Program and are writing to ask Professor Jennifer Davis for a letter of recommendation. You have taken two of the professor’s courses and are writing 16 days before the due date.

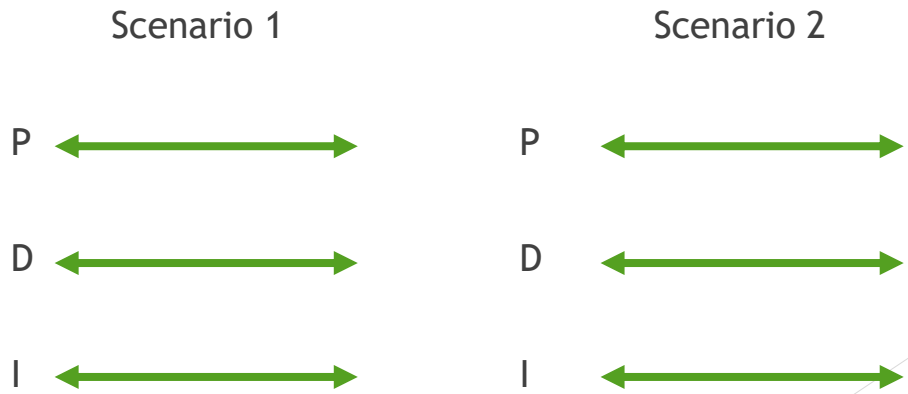
あなたは法政大学通信教育課程を修了後、大学院を受験することを決意し、ジェニファー・デイビス教授に推薦状を依頼するためメールを書いています。あなたは先生との講座を2つ受講しており、提出期限の16日前にメールしています。



(Adapted from Akikawa & Ishihara 2010: 55)

20

Analyzing PDI for the request  
依頼におけるPDI を分析しておこう



Scenario 2: Your email

Subject: Letter of recommendation

Professor Davis,

## Your Reflection 振り返り・考察

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23

## Discussion

### ディスカッション機能を用いた 話し合いフォーラム

以下について皆さんの回答をディスカッション機能使って共有し、他の受講者の方が書いた回答を読んだり、それに対してコメントしたりしてみてください。

第 10 課・11 課で依頼 について学んだことを踏まえ、取り組んでください。

- a. 第11課 Case Study3 シナリオ2の電子メールを書いてみましょう。この状況の PDI (Power, Distance, Imposition 力関係、社会的・心理的距離、相手の負荷) はどの程度かを踏まえ、opening, body, closing の三部構成にしましょう。
- b. ほかの方が書いたメールがすでにフォーラムに掲載されている場合には、3 - 4 名の方のメールと自分のメールには どのような類似点や相違点があるでしょうか。依頼表現 および依頼のストラテジーの観点から分析してみましょう。

24