

A Study on Routine Formulas and Downgraders of Request Act in High School English Textbooks *

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Yang, Eun-Mi. (2005). A study on routine formulas and downgraders of request act in high school English textbooks. *English Language & Literature Teaching*, 11(2), 111-134.

This paper examines high school English textbooks to ascertain if they appropriately reflect the kinds and frequencies of routine formulas and downgraders of request act used by English native speakers. It is important to present authentic routine formulas in textbooks for students to acquire proper, efficient and safe communication strategies to communicate with other English speakers. For the analysis, currently available 7 series of 21 high school English textbooks under the 7th National Curriculum were selected. Each series of textbooks contains 3 school grade textbooks as High School English, High School English I, and High School English II. The results show that the high school English textbooks generally demonstrate a second reflection of the English native speakers' use of request strategies and downgraders. That is, the textbooks were found to have presented mostly casual forms of routine formulas while they have not presented sufficient coverage of elaborated polite routine formulas for requesting which English native speakers frequently use. The presence of some kinds of the frequently used downgraders was also very small in proportion in the textbooks. More effort should be given to complement the deficiency in this area by teachers and researchers.

[pragmatics/request/speech act/textbook analysis]

I. INTRODUCTION

Pragmatic areas, such as speech acts and politeness, have been highlighted in

* This work was supported by the Korea Research Foundation Grant (KRF-2003-003-A00212).

education and research of second language, since everyday and practical English was valued in an English curriculum, the goal of which is to enable the students to develop communicative competence. In Bachman's (1990) model of communicative competence, which has been widely accepted as a more descriptively adequate model, communicative language proficiency comprises of language competence, strategic competence, and psychomotor skills. Language competence is divided into organizational competence, which corresponds to grammatical and discourse competence, and pragmatic competence, which covers sociolinguistic competence as a major element.

Every society has its own common norm on the appropriate behavior. The word 'appropriateness' is used as having the equal meaning of the word 'politeness' when we propose the social aspect of communication (Meier, 1995). If the language educators teach language with the knowledge of the cultural background of the place where the target language is used, students might be able to develop more appropriate communication skills. However, before the pragmatic appropriateness in relation to the culture of the target language is emphasized, it is more important for the language learners to be equipped with proper linguistic repertoires for appropriate performance of speech acts in the first place.

The production data of the second language learners do not often accord to the target language norms pragmatically, according to the studies on the speech act of request of second language learners (e.g., Bardovi-Harlig, 2001; Blum-Kulka, 1987, 1991; Faerch & Kasper, 1989; Kasper & Blum-Kulka, 1993; Rose, 2000; Jae-Suk Suh, 1998; Eun-Mi Yang, 2000). It has been argued that one of the main factors to nonnative speakers' deviant use of language appears to be their restricted L2 linguistic knowledge, or difficulty in accessing it smoothly. Other factors include negative transfer of sociopragmatic and pragmalinguistic norms from their native language, or nonnative perceptions of L2 sociopragmatic norms, and so forth (Blum-Kulka, 1991).

There have been several studies on the interlanguage pragmatics of Korean English learners (e.g., Sun-Joo Chun, 1992; Young-Sook Jeon, 1996; Mee-Na Kim, 1997; In-Su Koh, 1995; Young-In Moon, 1996; Kyung-Sook Paik, 1998; Kyung-Ja Park & Nakano, 1999; Jae-Suk Suh, 1998, Eun-Mi Yang, 2000, 2001a, 2001b), and mostly they revealed fairly limited or deviant use of English by Korean learners in terms of pragmatic appropriateness. Those studies claimed that the pragmatically restricted use of English by Korean English learners was mainly due to the learners' inaccessibility to sufficient linguistic data in pragmatic areas. For the students in Korea who learn English as a foreign language, classroom textbooks are the major source of language

data. In many cases they are the only source of language input that is crucial to their language acquisition. Thus, it is important that the target language data be naturally reflected in the classroom textbooks.

This paper is a subsequent research finding following the investigation of middle school English textbooks (Eun-Mi Yang, 2004) to capture the whole picture of the presentation of the linguistic data for request acts in secondary school English curricula in Korea. Same as in the previous study on middle school textbooks, the purpose of this study is to compare the request acts and politeness strategies appeared in high school English textbooks and to examine if they properly reflect the use by English native speakers. Among the strategies of request act, the kinds and frequencies of routine formulas, which are habitually used formulaic expressions and essential means for safe communication between the interlocutors with different cultural backgrounds, are going to be investigated with a particular emphasis in this study.

II. LITERATURE REVIEW

Interlanguage pragmatics studies the second language acquisition and the use of second language in pragmatic area. Since the Blum-Kulka, House and Kasper's culminating study (1989), interlanguage pragmatics has been an area which has attracted considerable attention from many researchers internationally and domestically (Bardovi-Harlig, 2001; Sun-Joo Chun, 1992; Young-Sook Jeon, 1996; Kasper, 2001; Mee-Na Kim, 1997; Kyung-Sook Paik, 1998; Kyung-Ja Park & Nakano, 1999; Rose, 2000; Jae-Suk Suh, 1998; Eun-Mi Yang, 2001a, 2001b, 2002).

Social actions performed through utterances are generally called speech act, and their realizations and the circumstances that are appropriate for each speech act may be similar or different in different cultures (Celce-murcia & Olshtain, 2000). The speech act of request is one that has attracted the most attention from researchers and language educators among the speech acts, such as complaint, compliment, refusal, apology, and greeting. Analyses on cross-cultural request act in different cultural background were carried out by many researchers, and among them Blum-Kulka, House, and Kasper (1989) have taken a leading role triggering various related research in this area. The fact that English has become a medium of international communication reinforces the language educators' responsibility to prepare the students to perform various speech acts appropriately between interlocutors with

different cultural backgrounds.

Choosing appropriate routine formulas and politeness devices are the most important abilities in interlocutors' pragmatic competence. In order to mitigate the imposition by the speaker, all languages appear to have conventionalized indirect realizations of speech acts. Each language has a repertoire of speech act realizations that enable the language user to be a polite interactant (Celce-Murcia & Olshtain, 2000). Many researchers (e.g., Beebe & Takahashi, 1989; Cook, 1985; Wolfson, 1989) have studied how second/foreign language learners express politeness in relation to the various social contexts since Brown & Levinson (1987) maintained that there exists a universal principle in linguistic politeness on the basis of social variables. They argued that social power, social distance, social status, and age are the important variables in expressing politeness between interlocutors. They propose language learners be familiar with the cultural characteristics in regards to the politeness, which native speakers share, to develop their pragmatic ability.

Many researchers pointed out Korean English speakers' lack of pragmatic ability in carrying out speech acts. They investigated Korean English learners' interlanguage features in various speech acts, such as request (e.g., Jae-Suk Suh, 1998; Eun-Mi Yang, 2001a, 2001b), complaint (e.g., Sun-Joo Chun, 1992; Young-In Moon, 1996), compliment (e.g., Sun-Joo Chun, 1992; Young-Sook Jeon, 1996; Kyung-Sook Paik, 1998), and apology (Kyung-Ja Park & Nakano, 1999), and revealed the Korean English learners' deviant or limited use of routines and expressions. In the area of request acts, Korean English learners were found to use such a restricted variety of conventionally indirect strategies and downgraders for request acts that they frequently look abrupt or impolite regardless of their intention (Eun-Mi Yang, 2001a, 2001b). It was also claimed that these pragmatically unsatisfactory interlanguage features are often due to the learners' first language interference and the learners' exposure to insufficient language data. The studies suggest that the way how to express politeness in speech acts be emphasized in English education for a realistic use of language, the aim of which is successful communication (Jae-Suk Suh, 1998; Eun-Mi Yang, 2001b). It was recommended that teaching materials, including textbooks, contain authentic use of the politeness devices. So far, a lot of research findings on this fact have been reported, but the investigation if these findings have been actually applied into the teaching materials is still in a beginning stage.

The national educational curriculum in Korea has undergone 7 revisions since its first establishment in August 1955. The 7th curriculum was introduced in December 1997, and it emphasized practical, everyday communicative English education for the

purpose of maximizing English fluency (Ministry of Education, 1997). The English textbooks under the 7th curriculum were first made use of in classrooms in 2001, and now they are used in classrooms of all grades. English is a required course for all students from the 3rd to 10th grade. The textbook, High School English is used by the students in 10th grade, and High School English I, High School English II, English Reading, English Conversation, English Writing are offered as elective course textbooks for the students in the 11th and 12th grades.

The contents and class activities in the textbooks under the 7th curriculum were compared and analyzed in various areas by many researchers (e.g., Bok-Myung Chang, 2001, 2003; Jung-Won Hahn, 2001; In-Ki Hwang, 1999; Mae-Ran Park & Kang-Oak Suh, 2003; Beom Yoo, 2002). Despite the variety of research on English textbooks, there was very little examination on speech acts presented in English textbooks. Among them, Bok-Myung Chang (2001, 2003) investigated the presentation proportions of the different kinds of speech acts in textbooks and evaluated middle school and university students' discourse competence through the Discourse Completion Tasks (DCT). She argues that secondary English education doesn't directly affect the students' discourse competence on the ground of her DCT result and speculated that this tendency is due to the textbooks which provide limited variations of expressions. Kyung-Suk Kim (1999) attempted to suggest appropriate orders of presentation with reference to the strategies of six speech acts in elementary and secondary English curricula.

In Eun-Mi Yang's (2004) research, which studied how the kinds and frequencies of routine formulas and downgraders of request act are presented in Korean middle school English textbooks, it was found that casual routines of conventionally indirect request strategies by English native speakers were fairly well reflected, while they did not provide more elaborated polite conventions. It was also indicated that a few kinds of textbooks were of necessity to be improved in the aspect of a variety of social relationships between interlocutors. Syntactic downgraders, such as tense and aspect, and a phrasal downgrader, subjectiviser, which are frequently used mitigating devices by native speakers, did not appear at all or only a few were presented in the textbooks.

III. METHOD

1. Research Questions

The same research questions were posed to guide this research in achieving the goal of the present study as in the previous study (Yang, 2004) which examined middle school English textbooks as follows:

- 1) How are the request acts dealt with in high school English textbooks under the 7th national curriculum with reference to the interlocutors' social variable backgrounds?
- 2) Do they reflect the kinds and frequencies of formulaic expressions and downgraders used by English native speakers?
- 3) What aspects are to be considered more into the development of English curricula for secondary education in Korea on the basis of the result of this study and previous study on middle school English textbooks?

2. Subject

The subjects of the analysis are 21 textbooks in seven different series of high school English textbooks under the 7th curriculum containing three different grade textbooks for 10th, 11th, and 12th grade students (See Appendix). Each textbook selected for this analysis is for teaching the four skills of English and has a series as High School English, High School English I, and High School English II with mostly same authors for one series of textbooks. The textbooks which are not published in a series were excluded in this study because they are not suitable to examine the presentation orders of request act strategies. Eight kinds were published in a series, but among them 7 kinds which were available to get were used as subjects for this study.

The high school English textbook series were titled as H1 to H7 without any specific order for the purpose of this research only. Then each series of textbooks was divided into 3 represented as 0, I, and II for High School English, High School English I, and High School English II respectively in this study. In most high schools High School English is taught for 9th grade students, High School English I is for 10th grade students, and High School English II is for 11th grade students. To examine the types and frequencies of routine formulas and downgraders for request acts dealt with in the textbooks, all the dialogues in the listening and speaking activities were

examined page by page except the sentences in reading passages.

3. Data Analysis

The data analysis method was replicated from the researcher's previous study on middle school textbooks (Yang, 2004). For analyzing the types of routine formulas and downgraders for request acts, the types of social variables in each request act were examined first. The social variables examined in this study are social power and social distance between interlocutors. The social power and social distance between the interlocutors were judged on the basis of the dialogue contents and pictures and the relationship categories were classified into six types such as, (1) S=L, -SD; (2) S=L, +SD; (3) S<L, -SD; (4) S<L, +SD; (5) S>L, -SD; and (6) S>L, +SD. 'S=L' means that the speaker and the listener have same social power and 'S<L' means the listener has more social power over the speaker. '-SD' means that there is no social distance between the interlocutors, so they know each other. '+SD' means the interlocutors do not know each other and therefore social distance exists. When the social variables were impossible to be recognized, they were classified as an 'unknown' category.

In addition to these social variables, the age levels of the interlocutors in the context of each dialogue were examined as well to see if the interlocutors are adolescents or adults. Since the audio or CD-Rom materials accompanying the English textbooks were difficult to get, only the textbooks were used for this study, in spite of the effectiveness of audio-visual materials for identifying the age levels of the interlocutors. So the age levels of the interlocutors were judged by the pictures and contents of the dialogues presented in the textbooks. These social variables and age levels are important factors for the selection of appropriate expressions and downgraders for the speakers to carry out request acts. It is natural that a wide variety of expressions and downgraders for performing speech acts appropriately is available to be included in the textbooks only when various kinds of relationship categories are presented in the textbook.

To identify the types of request strategies appeared in the textbooks, the requestive head acts were classified into the nine strategy types which were originally developed by Blum-Kulka et al. (1989). They were further categorized into three large strategy types of direct strategies, conventionally indirect strategies, and hints as shown in Table 1. All the sentences which contain request acts were sorted out and marked with matching strategy types.

The routine formulas in request acts are conventionally indirect forms which are

classified into 5 different substrategies, such as ability, permission, willingness, possibility, and suggestion according to Blum-Kulka's (1989), Jae-Suk Suh's (1998) and Eun-Mi Yang's (2000) inventory of substrategies of conventionally indirect requests. The request strategies appeared in each textbook were identified and further classified into these 5 substrategy types.

TABLE 1
Nine Strategy Types of Requestive Head Acts

	Strategy Type	Example
Direct	1. Mood Derivable	Wash your hands first. You should go there.
	2. Explicit Performative	I request you to send me a letter.
	3. Hedged Performative	I want to ask you to send me a letter.
	4. Locution Derivable	I need you to get me a book.
	5. Want Statement	I want some brownies.
Conventionally Indirect	6. Suggestory Formula	Why don't you meet me at another place?
	7. Preparatory	Would you wake me up at 6:30? Can you say that again?
Hints	8. Strong Hint	Excuse me? I beg your pardon?
	9. Mild Hint	You've been busy here, haven't you?

The identification of downgraders in the textbooks, which are considered main politeness devices in request acts, was carried out by examining the request head acts in the dialogues. Then the downgraders were classified into 14 categories which were also taken from Blum-Kulka, et al.'s (1989) CCSARP (Cross-Cultural Speech Act Realization Patterns) coding manual as shown in Table 2.

TABLE 2
Types of Downgraders

	Downgrader Type	Example
Syntactic Downgraders	1. Interrogative	Can I borrow your notes?
	2. Negation of a preparatory condition	<i>Can't</i> you come earlier?
	3. Subjunctive	Might be better if you <i>were to leave</i> now.
	4. Conditional	I <i>would</i> suggest you leave now. <i>Would you like to come?</i>
	5. Aspect	I'm <i>wondering</i> if you could come.
	6. Tense	I <i>was wondering</i> whether you could give it to me.
	7. Conditional Clause	I was wondering <i>if you could come</i> .

Lexical/Phrasal Downgraders	8.Politeness Marker	<i>Please</i> have dinner with me.
	9.Understater	Could you tidy up <i>a bit</i> ?
	10.Hedge	I'd <i>kind of</i> get a taxi now.
	11.Subjectivizer	<i>I think</i> you're going my way.
	12.Downtoner	Could you <i>possibly/perhaps</i> lend me your notes?
	13.Cajoler	<i>You know</i> , I'd like you to come over to my office.
	14.Appealer	Clean up the room, dear, <i>will you?/okay?</i>

After the textbooks were reviewed for the routine formulas and downgraders in request acts, it was explored whether they reflected the actual use by native speakers of English. To find out the actual use by native speakers of English, literature in this area was searched, and it was found that three different research findings (Blum-Kulka & House, 1989; Faerch & Kasper, 1989; Jae-Suk Suh, 1998) contained available information for request strategy types by three different groups of English native speakers as shown in Table 3. These three different studies were selected since they examined the different groups' request strategies in the same request situations. The uses of different strategy types by three different groups—American English native speakers, Australian English native speakers, and British English native speakers—were utilized as a reference for the use of request strategies by English native speakers.

TABLE 3
Request Strategies Used by Three Different Groups of English Native Speakers
(Unit: %)

Request Situation	Request Strategy	English Native Speakers*		
		American English ¹ (n=30)	Australian English ² (n=226)	British English ³ (n=99)
Kitchen (S=L, -SD)	Direct	13	11.6	?
	Conventionally	87	72.3	78
	Indirect	0	16.1	?
Notes (S=L, -SD)	Hint	0	4.0	?
	Direct	10	2.7	?
	Conventionally	90	96.9	99
Ride (S<L, +SD)	Indirect	0	4.0	?
	Hint	17	4.0	?
	Direct	83	91.9	85
Policeman (S>L, +SD)	Conventionally	62	26.6	?
	Indirect	33	59.0	90
	Hint	5	14.4	?

Lecture (S>L, -SD)	Direct	38	4.1	?
	Conventionally	62	91.8	92
	Indirect			
	Hint	0	4.1	?
Average	Direct	28	9.8	?
	Conventionally			
	Indirect	71	82.4	88.8
	Hint	1	7.8	?

*The information on 3 different groups of English native speakers was taken from these research findings.

- 1) American English: Jae-Suk, Suh (1998, 171)
- 2) Australian English: Blum-Kulka & House (1989, 125)
- 3) British English: Faerch & Kasper (1989, 223)

The information on the use of downgraders by English native speakers was taken from Faerch & Kasper (1989, 225) and Eun-Mi Yang (2001b, 63). In these two studies American English native speakers (see Yang, 2001b) and British English native speakers (see Faerch & Kasper, 1989) mostly used interrogatives, conditional, tense, and aspect as syntactic downgraders, and subjectivizer, politeness marker, and downtoner as lexical/phrasal downgraders.

IV. RESULT AND DISCUSSION

1. Interlocutors Involved in Request Acts in the Textbooks

TABLE 4
Age Level of Requesters in High School English Textbooks (Number (%))

Textbook	Adolescent	Adult	Unknown	Total
H1	0	14	9	23
	I	7	15	34
	II	16	10	34
	Total	37(41)	25(27)	29(32)
H2	0	11	20	31
	I	30	11	57
	II	30	15	64
	Total	71(47)	26(17)	55(36)
H3	0	20	20	66
	I	25	41	71
	II	11	41	58
	Total	56(29)	102(52)	37(19)

H4	0	29	18	4	51
	I	26	13		39
	II	27	11	10	48
	Total	82(60)	42(30)	14(10)	138(10)
H5	0	32	31	2	65
	I	11	13	16	40
	II	11	10	1	22
	Total	54(43)	54(43)	19(14)	127(100)
H6	0	20	12	4	36
	I	13	15	4	32
	II	15	8		23
	Total	48(53)	35(38)	8(9)	91(100)
H7	0	15	3	6	24
	I	24	6	9	39
	II	25	5	2	32
	Total	64(67)	14(15)	17(18)	95(100)
Total	412(46)	298(34)	179(20)	889(100)	

In overall, higher ratio (34%) of adult requesters were presented in high school English textbooks than in middle school textbooks (25%). The ratio of adolescent requesters was 46% in high school textbooks as shown in Table 4, while most of the interlocutors who are involved in request acts were adolescents (61% on the average) in middle school textbooks (Eun-Mi Yang, 2004). The almost even ratio of adolescent and adult interlocutors made it possible to present quite a various ways of requesting strategies used in different age levels, although they are not completely enough. However, H2 and H7 presented only 17% and 15% of adult requesters respectively. It is recommended that the students give efforts on learning diverse request strategies of adults and the college textbooks contain interlocutors in a greater variety of age levels to make up for this deficiency in secondary school textbooks.

TABLE 5
Number of Request Acts with Different Social Variables between the Interlocutors
in High School Textbooks (number (%))

	S=L		S<L		S>L		Unknown	Total	
	-SD	+SD	-SD	+SD	-SD	+SD			
0	6(26)	6(26)	2(7)	0(0)	0(0)	0(0)	9(39)	23(100)	
H1	I	3(9)	13(38)	2(6)	0(0)	5(15)	0(0)	11(32)	91
	II	13(38)	11(19)	1(3)	1(3)	2(6)	1(3)	5(15)	
0	11(35)	14(45)	0(0)	1(3)	0(0)	0(0)	5(16)	31(100)	
H2	I	31(54)	11(19)	4(7)	0(0)	3(5)	0(0)	8(14)	152
	II	23(36)	20(31)	4(6)	1(2)	6(9)	7(11)	3(5)	

	0	17(26)	33(50)	2(3)	1(1)	2(3)	1(2)	10(15)	66(100)	
H3	I	34(48)	19(27)	6(8)	2(3)	7(10)	1(1)	2(3)	71(100)	195
	II	28(48)	20(34)	0(0)	0(0)	6(10)	1(2)	3(5)	58(100)	
	0	28(55)	11(22)	3(6)	2(4)	4(8)	0(0)	3(6)	51(100)	
H4	I	15(38)	21(54)	0(0)	1(3)	2(5)	0(0)	0(0)	39(100)	138
	II	21(44)	8(17)	6(13)	0(0)	4(8)	0(0)	9(19)	48(100)	
	0	15(23)	36(55)	6(9)	2(3)	5(8)	1(1)	0(0)	65(100)	
H5	I	7(17)	22(55)	3(7)	0(0)	2(5)	6(15)	0(0)	40(100)	127
	II	12(55)	4(18)	1(5)	1(5)	3(14)	1(5)	0(0)	22(100)	
	0	12(33)	8(22)	4(11)	0(0)	6(17)	3(8)	3(8)	36(100)	
H6	I	11(33)	14(42)	4(12)	0(0)	1(4)	0(0)	2(6)	32(100)	91
	II	18(78)	0(0)	1(4)	0(0)	2(9)	0(0)	2(9)	23(100)	
	0	12(50)	5(21)	2(8)	0(0)	2(8)	2(8)	1(4)	24(100)	
H7	I	24(61)	9(23)	0(0)	0(0)	2(5)	1(3)	3(8)	39(100)	95
	II	15(47)	4(12)	9(28)	1(3)	1(3)	0(0)	2(6)	32(100)	
	Total	356(40)	289(32)	60(7)	13(1)	66(7)	25(3)	81(9)	889(100)	

Table 5 shows the relationship between interlocutors of request acts with different social power and social distance. On the average, each textbook series contained 127 request acts. Among the 7 textbook series, the textbook H3 has the most request acts (195 request acts), while H1 and H6 respectively has the fewest (91 request acts). In general, when the textbooks contained fewer request acts, they had fewer kinds of social relationship types. As a result, relationship types between interlocutors contained in the textbook series H1 and H6 are not varied.

The social relationship of 'S=L' and '-SD' type is the most frequent type among the 6 different relationship types. That is, the relationships between those who are in the same social power and who are acquaintances/close persons are the most frequently appeared type. The second most frequent relationships are 'S=L' and '+SD' type. Since it is generally common to carry a request act between acquaintances with same social power and between strangers in formal business situations, high school English textbooks seem to represent the general request situations.

In cases of H1, H2, and H7, more incidents of request acts were presented in High School English I and II than in High School English, but in cases of H3, H4, H5 and H6, more request acts were presented in High School English than in English I and II. More elaborate syllabi are required for the students in higher grades to be exposed to more varied and complex types of language input through the textbooks. It is also recommended that if the textbooks do not reflect the diverse relationship types for speech acts, the teachers provide students with more language materials and exercises other than the ones in the textbooks to supplement the deficiency in this area.

In overall, the result shows that the interlocutors involved in request acts in the

whole 3 grade high school textbooks are not very different in social relationship from the interlocutors in middle school textbooks of Yang's (2004) study, even though there were some variation among the 7 different textbook series. However, the proportion of age levels in high school textbooks (46% of adolescents and 34% of adults) is more evenly spread than in middle school textbooks. Yang (2004) reported that there were 61% of adolescent requesters and 25% of adult requesters in middle school textbooks.

2. Types of Request Strategies in the Textbooks

Conventionally indirect request strategies (No. 6 & 7), which are the expressions the English native speakers use on the basis of general and tacit consent in regard to both patterns of behavior and the meaning assigned to those patterns (Blum-Kulka, 1989), account for 75% of the total request strategies in 21 high school English textbooks, while direct strategies account for 24% and hints account for 1% as shown in Table 6. This result indicates that high school English textbooks exactly well represent the English native speakers' use of indirect request strategies presented in Table 3, where the frequency of conventionally indirect request strategies by native speakers was reported as 71% to 89%. They are routine formulas the language learners should be able to learn and use even though the exact linguistic counterparts in Korean do not exist to perform proper request acts.

TABLE 6
Numbers and Types of Request Strategies in High School English Textbooks
(Number(%))

	Direct					Conventionally Indirect			Hints		Total	
	1	2	3	4	5	Total	6	7	Total	8		9
0	4(17)					4(17)	1(4)	18(78)	19(83)			23(100)
H1 I	4(12)			1(3)		5(16)	2(6)	27(79)	29(85)			34(100)
II	7(21)					7(21)	2(6)	23(68)	25(73)	2	2(6)	34(100)
0	3(10)				6(19)	9(29)	1(3)	20(64)	21(68)	1	1(3)	31(100)
H2 I	10(17)			1(2)	3(5)	14(25)	7(12)	33(58)	40(70)	3	3(5)	57(100)
II	8(13)	3(5)	2(3)	1(2)	14(22)	5(8)	43(67)	48(75)	2	2(3)	64(100)	
0	9(14)			1(2)	5(8)	15(23)	6(9)	45(68)	51(77)			66(100)
H3 I	18(25)			2(3)	7(10)	27(38)	8(11)	36(51)	44(62)			71(100)
II	6(10)			2(3)	1(2)	9(15)	3(5)	46(79)	49(84)			58(100)
0	3(6)				1(2)	4(8)	7(14)	40(78)	47(92)			51(100)
H4 I	2(5)			1(3)	10(26)	13(33)	1(3)	25(64)	26(67)			39(100)
II	6(12)			1(2)	5(10)	12(25)	6(12)	28(58)	34(71)	2	2(4)	48(100)

Willingness	Will you...?	1	1	1	1	2	4	5	2	1	2	1	22											
	Would you...?	7	8	7	1	5	3	2	10	5	3	6	7	6	5	3	1	2	9	3	93			
	Do you mind...?	1	3	1	1	2	4	2	2	3	3	2	2	1	15	168								
	Would you mind...?	2	3	4	2	1	2	3	3	3	2	6	31	(25)										
	I wonder if you would Do you want...?						1	2	1	2		1	5											
Possibility	Is it possible...?												0											
	Is it OK...?	1	1	1	3	1	2	4	3	16	18													
	Would it be possible...?	1	1	18	(3)																			
	Would it be all right...?						1	1																
S	Is there any way...?											0												
	How about...?	1	1	1	1	2	3	1	4	1	2	1	2	20	75									
	Why don't you...?	1	1	2	6	5	4	5	2	3	1	5	3	2	2	3	5	1	3	1	55	(11)		
Total		19	29	25	21	40	48	51	44	49	47	26	34	49	31	16	28	24	19	14	30	23	667	667

*) The substrategy types of conventionally indirect request used by English native speakers were taken from Blum-Kulka (1989), Jae-Suk Suh (1998) and Eun-Mi Yang (2000).

Table 7 could be achieved as the conventionally indirect request strategies were classified into 5 substrategies, such as ability, permission, possibility, and suggestion, according to Blum-Kulka's (1989), Jae-Suk Suh's (1998) and Eun-Mi Yang's (2000) inventory of substrategies of conventionally indirect requests.

As for the substrategies of conventionally indirect requests, the high school textbooks seem to reflect the actual use by the English native speakers fairly well except English II of H5. This textbook presented such a small number of routine formulas that it could not reflect the various use by English native speakers properly. Conventions of means of ability, permission, and willingness among others are prevalent in almost all high school textbooks, which were the most preferred strategies by the English native speakers in Jae-Suk Suh's (1998) study as well, even though there is some room for improvement in the frequency of presentation of the expressions in substrategy categories. For example, according to Suh's study the order of the most use by American English native speakers in 12 different situations is permission (37%), ability (35%) and willingness (22%), but the most presented strategy in high school textbooks was ability (38%) and the similar numbers of permission (23%) and willingness (25%) were presented to those used by English native speakers.

Among the strategies of permission American English native speakers were found to have used twice more 'Could I...?' than 'Can I...?' and 6 times more 'Could you...?' than 'Can you...?' when they requested in Suh's (1998) study. Moreover, the

native speakers used more *'Would you mind...?'* than *'Would you...?'* among the strategies of willingness. In the mean time, in case of *'Could I...?'* only 1 incident or no incident appeared in the high school textbooks. Furthermore, almost half out of 21 textbooks did not present the expression of *'Would you mind...?'* at all. Interestingly, the ratio of the routine formulas which took up very small portion in high school textbooks even though they are frequently used expressions by native speakers was congruent to the ratio of the routine formulas used by Korean English speakers found in Suh's (1998) study. This result was almost the same in middle school English textbooks (Yang, 2004), where more polite expressions of these conventionally indirect request strategies were scarce as well. This limited and second presentation can cause the students to choose only limited or fossilized request strategies of *'can you...'* or *'can I...'* when carrying out request act, which make them look abrupt or not polite in some situations.

More elaborated polite expressions were found more in high school textbooks than in middle school textbooks. For example, ability strategies such as *'Would you be able to...?'*, or *'I wonder if you could...'* did not appear at all in middle school textbooks, while very few high school textbooks were found to present them. However, the frequency of presentation of these expressions is still unsatisfactory. In relation to high school students' grammatical competence, these expressions should have been included more in high school textbooks since they are commonly used routine formulas by English native speakers.

The possibility strategy such as *'Is it possible...?'* or *'Would it be possible...?'*, which are frequently used conventions by English native speakers, did not appear at all or appeared only once in high school textbooks as in middle school textbooks where only one incident was found. The more formal, polite and elaborated expressions mentioned above and some written or formal request forms are to be dealt with in higher school grade textbooks. In Yang's (2002) study on e-mail request by English native speakers, the request strategies such as, *'Do you think it would be too much trouble for you to...?'*, *'I'm writing if you would be willing to...'*, *'I want to know if you would be willing to...'*, *'I wonder if you feel comfortable enough to...'*, *'I wonder if you might take some time to...'*, *'I wonder if there is any way that you could...'*, etc, are also commonly found. It was found that they were never used by Korean English speakers in the same study. The reason can be clearly speculated here because Korean students were never exposed to these conventions. These conventions are meaningful to be included in the school curricula according to the students' development in their grammatical competence.

Lexical/phrasal downgraders	7.Conditional clause	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	8.Politeness marker	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	9.Understater			√			√		√	√								√	
	10.Hedge																		
	11.Subjectivizer	√			√	√	√	√		√		√	√						
	12.Downtoner		√		√														
	13.Cajoler																		
14.Appealer				√							√								

*) The downgrader types of request acts used by English native speakers were taken from Blum-Kulka et al. (1989).

In many cases in authentic situations, the several numbers of downgraders are used together in a request and the combination of several downgraders upgrades the mitigating effect reducing the impositive force of a request. For example, a request sentence, such as “*I was wondering if you could look for it and mail it to me*”, which was favored by American English native speakers in Yang’s study, contains several downgraders. ‘*I wonder*’ includes a downgrader of a subjectivizer, and ‘*was wondering*’ contains downgraders of tense and aspect. The combination of downgraders was also found scarce in English textbooks.

The inclusion of the downgraders which are used commonly in real life conversations is mandatory for the students to be exposed to. It is evident that there is room for improvement in English textbooks by presenting more authentic language data in a pragmatic area.

V. CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This study investigated the routine formulas and downgraders for request acts presented in seven series of high school English textbooks. The findings from this study are summarized as follows:

1. The interlocutors performing request acts appeared in the high school textbooks in the ratio of 46% of adolescents and 32% of adults. They seem to properly reflect the way of performing request acts by high school age students. The kinds of social relationship between interlocutors are diverse in most of

- the textbooks except in a couple of textbook series (H1 and H6).
2. The ratio of direct and conventionally indirect request strategies was 24% : 75% on the average, which is a proper reflection of the use by English native speakers.
 3. The presentation ratio of conventionally indirect request strategies, which we consider routine formulas, is 75%, which is a good reflection of the actual use by English native speakers. However, when it comes to the substrategies, the textbooks did not provide the proper coverage of elaborated polite expressions which are used much more commonly by English native speakers in their real life comparing with the coverage of casual and informal expressions. For example, expressions such as '*could you...*', '*could I...*', or '*would you mind...*' which are kinds of more common routine formulas by English native speakers were not presented at all in many textbooks, while the casual formulas, such as '*Can I...?*', '*Can you...?*', '*Would you...?*' were presented in a higher ratio in the textbooks differently from the actual use by English native speakers as presented in Table 7.
 4. Regarding downgraders, the frequency of interrogatives, conditionals, and politeness markers fairly well reflected the English native speakers' actual use in the textbooks. However, some syntactic downgraders, such as tense and aspect, and phrasal downgraders, such as subjectiviser and downtoner, which are frequently used mitigating devices by English native speakers, did not appear at all or only a few were presented in the textbooks.

In overall, many of the high school English textbooks under the 7th curriculum still have much room for improvement in relation to the presentation of authentic language data in pragmatic area: the frequencies and types of routine formulas and downgraders. A few kinds of textbooks are of necessity to be improved in the aspect of a variety of social relationships between interlocutors as well. The lack of diversity in interlocutors' social relationships results in the employment of the second kinds and frequencies of routine formulas and downgraders, and this limited presence of request strategies in the textbooks was apparent in high school textbooks as in middle school textbooks. The higher ratio of adolescent interlocutors (61%) was speculated as being one reason for lowering the presentation ratio of more polite expressions which are commonly used by English native speakers in the middle school textbooks (Yang, 2004). However, even though the ratio of adolescent interlocutors is lowered to 46% in high school textbooks, they still lack more commonly used polite expressions. This

result supports the previous studies (Suh, 1998; Yang, 2000; Yang, 2001b) which pointed the English textbooks as a major source for the Korean English speakers' deficient use of polite expressions.

In this respect, English educators are to work out some countermeasures for the textbooks which are discovered not to contain enough and proper routine formulas in the speech act of request. Especially the various kinds of routine formulas with more polite strategies are necessary to be included in language syllabi, since those polite routine formulas are more commonly used in our real life. The publishers and individual teachers should endeavor to make up supplement materials which contain the authentic routine formulas deficient in the textbooks.

The investigation of high school textbooks followed by middle school textbooks showed the whole picture of secondary school English curricula in the speech act area of request. Further research on the other types of speech acts such as apology, refusal, complaint, etc. should follow as well, since the authentic language data to perform various speech acts appropriately are essential to be included in the textbooks for the learners in the input-poor foreign language learning environment. Developing effective teaching methods for the enhancement of pragmatic ability of the students should follow, too in the future studies. How well the instruction raises the learners' awareness for appropriate language use will ensure the success of teaching. The findings from these studies will be a good source for the teachers, researchers and textbook developers who endeavor to realize the practical English education, the goal of which is successful communication using appropriate expressions.

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APPENDIX

List of Textbooks for this Study

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Examples in: English**Applicable Languages: English****Applicable Levels: Secondary**

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Received in April, 2005

Reviewed in May, 2005

Revised version received in June, 2005