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FACULTAD DE LENGUAS

**POLITENESS USED IN REQUESTS IN FACULTAD DE LENGUAS  
FACEBOOK GROUP**

THESIS SUBMITTED FOR THE DEGREE OF:  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**

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**“POLITENESS USED IN REQUESTS IN FACULTAD DE  
LENGUAS FACEBOOK GROUP”**



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## **Dedicatoria**

Esta tesis va dedicada a mis hijos, Wyatt y Aily. Mis motores para nunca rendirme y darles el mejor ejemplo posible.

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## **Abstract**

The purpose of this study is to analyze the role of politeness in the requests and to examine the multimodal devices that are most commonly used in a closed Facebook group by the university students of the “Facultad de Lenguas”. This closed Facebook group is employed by students and few faculty members of the Facultad de Lenguas, BUAP. They do not specifically need a level of English given that all the requests made in the group are from native speakers of Spanish. All the selected requests are taken from the group at random and age and gender of students are not a factor. The data is analyzed based on the taxonomy proposed by Blum-Kulka, House, and Kasper (1989), Trosborg (2011) and Felix-Brasdefer (2005). The findings suggest that the members of the group prefer to use conventionally indirect strategies and it is also noted that internal and external modifications are used in all the requests and for each publication several are used more than once. With respect to the use of multimodal devices, emojis are preferred over the others but are not included in all the requests. The social factors that governs these choices will be discussed in the presentation.

## CHAPTER 1: INTRODUCTION

### 1.1 Introduction to the Problem

The 21st century has provided us with a vast supply of online technology. With each of these come new computer-mediated communication (CMC) strategies. Herring (1996) describes this as a place “in which participants interact by means of the written word, e.g., by typing a message on the keyboard of one computer which is read by others on their computer screens, either immediately (synchronous CMC) or at a later point in time (asynchronous CMC)” (p.1). Facebook has become one of the top social medias for which we have integrated personal as well as academic strategies of communication. Private and open groups are becoming used more and more to communicate within the same social range of students and colleagues. The Facebook Group “Facultad de Lenguas” is the CMC medium from where the request that will be examined will come from.

Requests are a means of communication by which we convey our politeness and expect the listener to take them into consideration to make a response. Mexican culture as a culture observe the politeness in the request to add appeal to them and therefore initiate the negotiation of face. Félix-Brasdefer (2005) sites Searle’s observation that “politeness is the main motive for indirectness in requests, and certain forms tend to become conventionally polite way of making indirect requests” (p. 66). According to Brown and Levinson (1987), Requests are intrinsically face threatening because they are intended to threaten the addressee’s negative face. On the other hand, Beltrán-Flor (as cited in Trosborg, 2008)

reminds us that a request consists of an illocutionary act in which the speaker asks the hearer to perform an action, which is for the benefit of the speaker. According to Brown and Levinson (1987), it has been observed that higher levels of indirectness may result in higher levels of politeness. In contrast, Watts (2003) mentions that (im)politeness is a dynamic and flexible model of social practice, meaning that speakers are able to adapt their behavior to that which is appropriate to the particular context in which they are involved. We will be using his model for the Language students that tend to adjust their request to the Facebook context.

Bella (2012) goes more in depth and says that requests consist of two main parts: the core request or head act and the peripheral modification devices. The head act consists of the main utterance, which has the function of requesting and can stand by itself. Modification items are optional and can be of two types: internal, which appear within the request act itself, and external, which appear in the immediate linguistic context of the head act (Blum-Kulka, 1989). Beltrán-Flor (2008) further explains that internal modification devices refer to those linguistic elements that appear within the same request act in order to mitigate or intensify its force, whereas external modification devices appear in the immediate linguistic context surrounding the request act.

In this research, we will take the requests from the university Facebook groups and analyze the external and internal modifications in the requests and will be categorized into 5 internal modifications: Interrogatives, Negation, Past Tense, Embedded "if" Clause and Lexical Mitigator. And 7 external modifications: gratitude, preparators, disarmers, precursors, reasons, alternatives and positive politeness (Félix-Brasdefer, 2005).

## **1.2 Purpose of the Study**

The purpose of this study is to investigate the role of politeness in the speech act of requests among Students of the Facultad de lenguas that are NSs of Mexican Spanish in formal and informal situations. Furthermore, to also discover how modifications along with multimodal devices are used in a closed group of Facebook being used by university students and the faculty. Also taking into consideration how multimodal devices are used within politeness and how the outcome affects or not the requests made, whether they are answered with multimodal devices or only written text.

## **1.3 Research Questions**

1. What are the request strategies and internal and external modifications used by Mexican college students?
2. How do multimodal devices used in requests on a Facebook group affect politeness?

## **1.4 Significance of the Study**

There are not only modifications used when making requests, yet by use of culture and background, the use of each of these components is important to the speaker. Requests are an important aspect of understanding our culture and how meaningful each manner of making it contributes to the use of politeness. Watts has taken request and politeness to different parts of our pragmatic knowledge, yet the understanding of my own colleagues in

Puebla will by far contribute to the learning of interlanguage and CMC. We analyze the characteristics of the requests, from external modification and speech acts that are used in the Facebook group. Bella (2005) explains that external modifications appear in the form of supportive moves, which either precede or follow the head act. External modifications involve different types and names, and Felix-Brasdefer uses specific modifications, which are used in this research to categorize the requests made.

The ample use of technology with Facebook and CMC will allow us to examine the changes made in this century with students and compare their pragmatic manner with which they are made to furthermore understand our language. Using the multimodal devices, we will furthermore be able to see how culture has affected the politeness and responses in students using CMC.

## **1.5 Thesis Organization**

This thesis will be organized with an ample introduction in chapter one with an explanation of the research and the reasons requests, politeness, multimodal devices, CMC and modifications will be of relevance to my pragmatic development. In chapter two the literature review of what is the politeness theory, requests, pragmatic competence, computer-mediated communication, speech acts, internal modifications and external modifications. Chapter three will further explain the methodology and the Facebook group used, the samples of the requests being made in those groups and the procedures of the data analysis. Chapter four will explain the results with both the desired and undesired outcomes. Finally, chapter

five will conclude with the findings of the research. The overview, being an explanation of the requests used and limitations and suggestions of the research.

## 1.6 Key Terms

**CMC:** The sharing of information through digital technology with communication that takes place between human beings via the instrumentality of computers (Herring, 1996).

**Facebook:** is profile pages that allow individual users to share information about themselves and communicate with others. (Kinkoph, S. 2010)

**Politeness:** A dynamic and flexible model of social practice, meaning that speakers are able to adapt their behavior to that which is appropriate to the particular context in which they are involved. (Watts, 2003)

**Speech act:** it is the basic unit of language, which is used to express meaning and intentions (Searle cited by Dore, J., 1975, p. 21)

**Request:** A directive act and a pre-event which initiates the negotiation of face during a conversational interaction. (Félix-Brasdefer, J. C. (2005)

**Internal modifications:** elements that appear within the same request act in order to mitigate or intensify its force. (Beltrán-Flor, 2008).

**External modifications:** Elements that appear in the immediate linguistic context surrounding the request act. (Beltrán-Flor, 2008).

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

This section discusses the literature review regarding the main concepts of this study. It addresses the following topics: CMC, speech acts, requests and pragmatic competence. Finally, a general conclusion is provided about the literature review.

### 2.2 CMC

During the past 30 years, computers and cellular phones have been developed, modified, updated and acquired by many users as a common tool for everyday life. This has eased communication for millions of people and has provided ideas for many investigations with Computer-Mediated Communication resources. CMC began attracting serious attention only about 20 years ago, with a classification question that is now regarded as overly simplistic: Is CMC more like speech or writing? Today it is a world-wide acquisition and it is highly necessary for any type of online activity with social medias. (Herring, S. C., Stein, D., & Virtanen, T., Eds. (2013).

Computer-Mediated Communication or CMC, has been a topic that has been growing over the past years because of the vast use of the internet. Herring (1996) defined CMC as:

“... communication that takes place between human beings via the instrumentality of computers. ...Where participants interact by means of the

written word, e.g., by typing a message on the keyboard of one computer which is read by others on their computer screens, either immediately (synchronous CMC) or at a later point in time (asynchronous CMC)”. (pg. 1)

Herring (1996) has focused her investigations into a wide range of studies using weblogs, Facebook, Tumblr, eBooks, websites, Wikipedia, email and many more. In each of them putting forth CMC as a key element. Herring informs readers that technology is not only for personal use, but for academic purposes; in other words, the technological devices that are used in each research have an academic activity and with them we can successfully develop a better understanding of the applications and online resources we have now.

Vast number of articles have been inclined towards the use of CMC, Herrings uses this in many investigations and has provided some of the uses and methods. Following are some of the works and researches that hearing had done. First of all, when CMC started Herring discovered that when in use, CMC had different tendencies in women and men. One of her research shows the use of male and female participation in two academic electronic discussion lists over a one-year period.

In Herring (1993), she claimed that computers democratize communication was evaluated with respect to male and female participation. Computer-mediated communication was inherently more democratic than other communication media. A tendency is noted for a minority of male participants to effectively dominate discussions. It is argued that these circumstances represent a type of censorship, and thus that an essential condition for democratic discourse is not met. She used ethnographic observation for discussions as they were occurring in electronic discussions. This type of data collection was genuine because it

let the observers easily remain invisible. Were it leads to believe that since CMC had started to be investigated the topic of gender was an issue as it continues to be in present time. Another article that Herring was associated with and discussed gender was made with her coworker Panyametheekul, which now instead of dealing with electronic discussions used chats.

Panyametheekul and Herring (2003) explained the discussions that were had in a chat between male and females turn allocation in face-to-face conversation, taking into consideration the independent variable of participant gender. They also analyzed use of, and responses to flirtation. In results they acquired that gender interaction with culture is complex in many ways. Contrary to previous findings on gender in chat rooms, females appear to be relatively empowered in the Thai chat room studied, since they were being assessed through turn allocation patterns. Finally, a study was done with a different type of CMC, weblogs.

Herring (2005) takes the weblogs which she says are the latest genre of Internet communication to attain widespread popularity, but have not been systematically described. Here she analyses 203 randomly-selected weblogs, comparing the empirically observable features of the corpus with popular claims about the nature of weblogs because they are intimate forms of self-expression. She concludes that it is important to study the evolution of weblogs over time, to deepen the understanding of how technologically-mediated genres emerge and develop.

The 3 studies above, have one thing in common, they all use CMC and have all been subjected to the accomplishments of its uses and the information provided has allowed for the advancement of Computer Mediated Communication. CMC has been taken to the next

step and has allowed the different areas of investigation to be studied in depth and to higher extends of knowledge.

### **2.2.1 Facebook**

Facebook is an American online social media and social networking service company based in California. It was first launched in February of 2004, by Mark Zuckerberg, along with a few other of his fellow Harvard College classmates. It was initially limited to Harvard student but since 2006, anyone who claims to be at least 13 years old has been allowed to become a registered user of Facebook. This network is used to share thoughts, pictures, change status, use messenger and it can basically be used with computer, tablet, iPads and any type of cell phone. Some of the characteristics of Facebook are that it allows you to write messages in a timeline and have them be answered by others. This is not time relevant, it is asynchronous, it contains: News Feed, Friends, Wall, Timeline, users are allowed to make Likes and Reactions, Comments, Messages and inbox, Notifications, and of course Groups.

From the wide amount of social media, the one that has spread widely in the past years is Facebook. It has grown quite rapidly and stopped being a social network that was only used by university students. For the purpose of this research paper, we are going to use Facebook as the main CMC. Facebook has grown and while it is mostly used for personal reasons, it has a valuable element. A wide number of groups have been formed to be able to work from a distance, to provide information to others or to be able to request information. Which is the case of the Facebook group of “Facultad de Lenguas” from the BUAP.

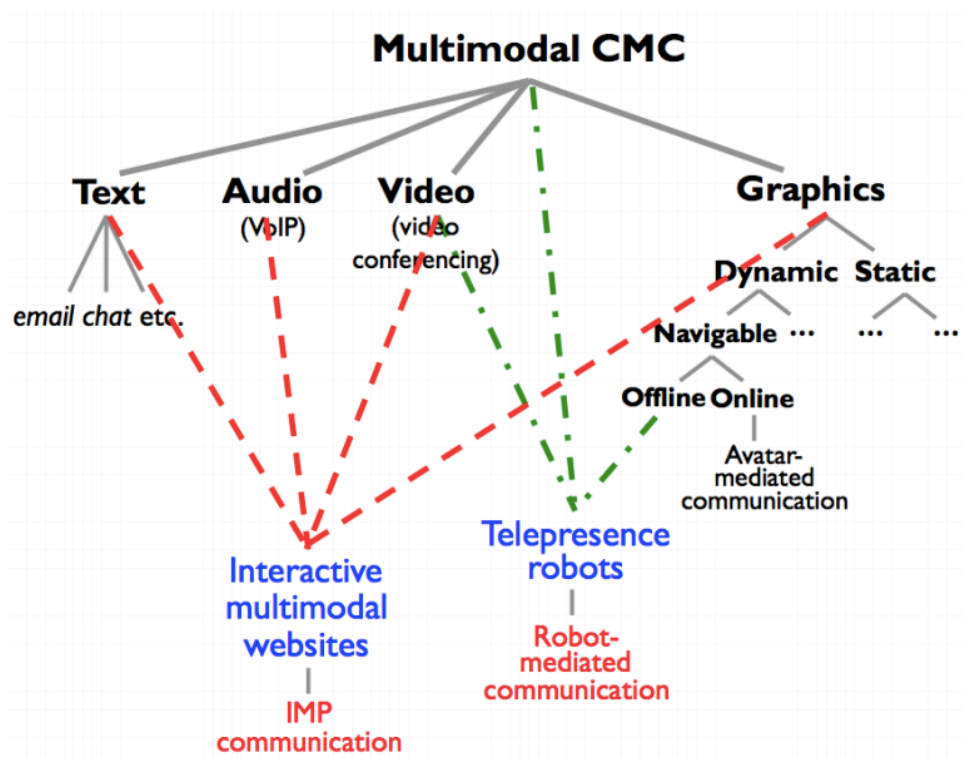
There have been articles that go in further detail of the use of Facebook and how it contributes to learning and not only being a social media. One is them is Garcia (2013) who mentions that Facebook may not be truly reliable or it might even have the dark side where “Facebook allows individuals to have major control in how they present themselves and draw benefits from these interactions” (p. 92). Yet on the positive side, Maíz-Arévalo (2012) explains how in Facebook research on responses to compliments has demonstrated that compliments do indeed trigger a complete system of possibilities as far as responses are concerned. We will continue with the positive aspect and concentrate on the Requests made in the “Facultad de Lenguas” Group.

Cheung (2010) gives us a positive side of Facebook as well and talks about collaboration. Communication on Facebook and how more than a billion individuals around the world are connected and network together to create, collaborate, and contribute their knowledge and wisdom on this social media. She also goes on to conclude how the social presence has the strongest impact on We-Intention to use Facebook. Group norms also has a significant influence, when users realize the similarity of their values with their groups, they will have higher tendency toward We-Intention to use Facebook.

Facebook has become part of our everyday use of CMC, and while it is commonly used as an ordinary social media, it has a wide range of usefulness in the field of investigation and contributes to many learnings.

### 2.2.2 Multimodal Devices

During the last few decades the growing use of emojis and other multimodal devices has rapidly increased in social media. They have an essential meaning in context and language for all its users and how they communicate an action or feeling. Multimodal devices are defined as image communication on social media, like emojis and gifs. According to Bourlai & Herring (2014) multimodal devices convey more emotion than textual communication. They have a greater intensity of emotions, and the emotion expressed in images are mostly positive in use. During various researches and uses in social media the majority of times it has been seen that females tend to express more emotion than males do, at least on-line, in addition Bourlai & Herring (2014) also mention that females tend to have especially positive emotions. Nowadays it is more likely to receive a WhatsApp message including multimodal media, or a Facebook attachment that includes gifs. The findings of Herring (1996) and Danesi (2017) indicate that images convey more emotion than just plain text. It also states that the images that have been analyzed along with text in multimodal environments should improve in vast majority the performance and result in greater accuracy of sentiment analysis (Bourlai & Herring, 2014). The image below is Herring's perspective of what a Multimodal Device in CMC is, and what it includes.



### 2.2.2.1 Emojis

What is an emoji? According to Danesi (2016) the word *emoji* is an English adaptation of Japanese 絵文字 – the *e* of *emoji* means “picture” and *moji* stands for “letter, character.” So, the definition of *emoji* is, simply, a “picture-word”- a rather very accurate description of what an emoji actually is. Emojis first appeared around 1998 by a Japanese Communications company and have had a rapid growing use around the world. The popular perception of emojis and its use have become a new form of graphical language in computer-mediated communication (CMC), this indicates that it is used more as a language that is playful, semantically rich, and emotionally expressive (Danesi, 2016).

Herring & Dainas (2018) conducted a study with the use of emojis and the used of them from a gender perspective. They found that more females reported that they were 'very confident' and that they understood the intended meaning of emoji when they saw them in social media as compared with males. We will see if this conclusion also goes along with the use of requests and responses in the Facebook Group of the Facultad de Lenguas.

## **2.3 Politeness**

We will be using Watt's model of politeness for this research and according to Watts (2003) politeness is a dynamic and flexible model of social practice, meaning that speakers are able to adapt their behavior to that which is appropriate to the particular context in which they are involved. In order to get a better perspective, we will compare it to Brown and Levinson's model as well, both will be detailed as followed.

### **2.3.1 Brown and Levinson (Face and politeness)**

Goffman (1959) wrote about face in conjunction with how people interact in daily life. He claims that everyone is concerned, to some extent, with how others perceive them. We act socially, striving to maintain the identity we create for others to see. This identity, or public self-image, is what we project when we interact socially. To lose face is to publicly suffer a diminished self-image. Maintaining face is accomplished by taking a line while interacting socially. A line is what the person says and does during that interaction showing

how the person understands the situation at hand and the person's evaluation of the interactants. Social interaction is a process combining line and face, or face work.

## FACE

Based on this idea Brown and Levinson (1987) use the concept of face to explain politeness. To them, politeness is universal, resulting from people's face needs, they consider that there are two types of face, positive and negative. Positive face is the desire to be liked, appreciated, approved. On the other hand, negative face is the desire not to be imposed upon, intruded, or otherwise put upon.

## POLITENESS

Politeness defined by Brown and Levinson (1987) is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward the listener. Another definition is "a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction". Therefore, being polite can be an attempt for the speaker to save their own face or the face of who he or she is talking to.

Positive politeness addresses positive face concerns, often by showing prosocial concern for the other's face. Negative politeness addresses negative face concerns, often by acknowledging the other's face is threatened. Anytime a person threatens another person's face, the first person commits a face-threatening act (FTA). Face-threatening acts come in four varieties, listed below in order from most to least face threatening:

- Do an FTA baldly, with no politeness (e.g., "Close your mouth when you eat you swine.").

- Do an FTA with positive politeness (e.g., "You have such beautiful teeth. I just wish I didn't see them when you eat.").
- Do an FTA with negative politeness (e.g., "I know you're very hungry and that steak is a bit tough, but I would appreciate it if you would chew with your mouth closed.").
- Do an FTA indirectly, or off-record (e.g., "I wonder how far a person's lips can stretch yet remain closed when eating?"). An indirect FTA is ambiguous so the receiver may "catch the drift" but the speaker can also deny a meaning if they wish.

Brown and Levinson were the first to believe that it has been observed that higher levels of indirectness may result in higher levels of politeness (1987). This is where the contradiction starts to take place because both researches have different perspectives of politeness in use.

Brown and Levinson argue that their theory is universal. Many academics have critiqued that many cultures use politeness strategies differently than how Brown and Levinson theorized. For example, negative politeness is the norm in some cultures like for example in Japan and Britain. but not others that prefer positive politeness like in Australia, and some cultures use politeness strategies when there is no face threat, such as the Japanese honorific system.

A main aspect of Brown and Levinson is that of nonverbal aspects of Communication: which say that sometimes nonverbal actions speak louder than verbal communication and might alter how the politeness strategy is interpreted or which politeness strategy is used (1987).

While this method was the first of its kind, Watts puts forth other evidence that states a difference.

### **2.3.2 Watts**

Watts (2003) mentions that (im)politeness is a dynamic and flexible model of social practice, meaning that speakers are able to adapt their behavior to that which is appropriate to the particular context in which they are involved. That is the main definition that contrast with Brown and Levinson. Locher and Watts (2005) believe that it is also known that the propose of politeness is only a relatively small part of relational work and must be seen in relation to other types of interpersonal meaning. With this the “relational work” rather than “facework” because human beings do not restrict themselves to forms of cooperative communication in which face-threatening is mitigated. (Locher and Watts, 2005).

### **2.4 Speech Acts**

A speech act is defined as the basic unit of language, which is used to express meaning and intentions (Searle cited by Dore, J., 1975, p. 21). They will be contemplated in this research because according to Yule (1996) actions performed via utterance are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise or request. The main speech act used in this research is request.

### **2.4.1 Locutionary, Illocutionary Act, Perlocutionary Act**

Birner (2012) mentions that to perform a speech act, is really to do many things at once; for example, we perform phonetic acts, and within those acts we generally perform three types of act simultaneously. The locutionary act, an illocutionary act, and a perlocutionary act. The locutionary act is the basic linguistic act of conveying meaning. This act has to do with “what is said”, it links referents with predications about those referents. The illocutionary act adds the intentions of the speaker with what they intended to perform by means of making an utterance. This is the act of stating, inviting, requesting, asking and so on. The locutionary act is the act of saying something with a certain meaning and reference, whereas the illocutionary ac is what you intend to do by means of saying it. The final act is the perlocutionary act, which is what is actually achieved by means of the speech act, this may be taken as the act of persuading. Illocutionary is speaker-based whereas perlocutionary is hearer-based.

### **2.4.2 Felicity Conditions**

According to Yule (1996) a felicity conditions are certain expected or appropriate circumstances for the performance of a speech act to be recognize as the speaker wants them to be intended. In everyday life there are preconditions on speech acts. The general conditions on the participants when they understand the language being used and that they are not play-acting or being nonsensical. In the performance is inappropriate then the condition is infelicitous.

### 2.4.3 Classifications of Speech Acts

A general classification system lists five types of general functions performed by speech acts: declarations, representatives, expressives, directives, and commissives (Yule, 1996).

**Declarations:** These speech acts change the world via utterance. Meaning that the speaker has to have in the conversations a specific institutional role, in a specific context, in order to appropriately perform the declaration. They can be categorized as blessings, firings, baptisms, arrests, marrying, juridical speech acts such as sentencings, declaring a mistrial, etc. (Yule, 1996)

**Representatives:** These speech acts state what the speaker believes to be the case or not. These include statements in the form of facts, assertions, conclusions, and descriptions, where they are all the example that the speaker believes the world to be represented. Some examples of these are assertions, statements, claims, hypotheses, descriptions, and suggestions (Yule, 1996).

**Expressives:** These speech acts state what the speaker feels. They can be statements of pleasure, joy, pain, likes, dislikes and sorrow, expressing the speaker's experience. Speech acts that make assessments of psychological states or attitudes: greetings, apologies, congratulations, condolences, thanksgivings (Yule, 1996).

**Directives:** These are the speech acts that get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions, challenges, invitations, summons, entreaties, dares and can also be positive or negative (Yule, 1996).

Examples below:

- a) Give me a cup of coffee. With cream and sugar.
- b) Could you lend me your car, please?
- c) Don't move that.

**Commissives:** These are the type of speech acts that the speaker uses to commit themselves to some future actions. They are used to express the intentions of the speaker. They are promises, threats, refusals, pledges, oaths, vows and can be performed by the speaker alone or by the speaker to a group of people (Yule, 1996). Examples below:

- a) I'll be back.
- b) I'm going to get it right next time.
- c) We will not be doing that.

#### **2.4.4 Direct and Indirect Speech Acts**

There are several ways to distinguish speech acts, one of them is the basis of structure. They include but not limited to three structural forms (declaratives, interrogatives, and imperative acts). When there is a direct relationship between structure and function, they are called direct speech acts. Yet when there is an indirect relationship between structure and function, we obtain an indirect speech act. When we make a statement and use a declarative it is a direct speech act. On the other hand, when we make a request and use a declarative it is considered an indirect speech act (Yule, 1996).

## **2.5 Requests**

The following section defines requests as well as the taxonomy, request classifications and pragmatic competence.

### **2.5.1 Definition**

A request has been defined as a directive speech act in which the speaker asks the hearer to perform an action which is very often for the exclusive benefit of the speaker (Trosborg, 1995 as cited in Bella, 2012). Requests are a pre-event which initiates the negotiation of face during a conversational interaction. This is a threatening act according to Brown and Levinson. Requests are divided into three sections: core, head acts and modifications. Bella (2012) goes more in depth and says that requests consist of two main parts: the core request or head act and the peripheral modification devices. The head act consists of the main utterance, which has the function of requesting and can stand by itself. The modification items are optional and can be of two types: internal, which appear within the request act itself, and external modifications.

### **2.5.2 Taxonomy**

One of the most important classification of requests was based on the realization of requests originally proposed by Blum-Kulka and House and Kasper (1989). According to this taxonomy the head acts are categorized by direct, conventionally indirect, and unconventional indirect with substrategies. Later adapted and modified by Trosborg (1995)

and Yu (1999) and most recently by Flores-Salgado, Castineira-Benitez (2018) as shown as followed.

### 2.5.3 Classification of Requests

The classification of requests was based on the realization of requests originally proposed by Blum-Kulka and House and Kasper (1989), and modified by Trosborg (1995) and Yu (1999).

Request strategies.		
Request strategy	Sub-strategy	Examples
Direct	Imperatives	<i>Clean up the kitchen</i>
	Performatives	<i>I ask/require you to move your car.</i>
	Obligations	<i>You must/have to move your car.</i>
	Wishes	<i>I want to borrow your notes</i>
	Needs	<i>I need to borrow your notes</i>
Conventionally Indirectness	Ability	<i>Could you lend me your notes?</i>
	Willingness	<i>Would you mind lending me the money?</i>
	Suggestory formulae	<i>How about \$40?</i>
Non-conventionally indirectness	Hints	(Intent: getting a lift home) <i>Will you be going home now?</i>

#### 2.5.3.1 Classification of Request Strategies

Adapted from Flores-Salgado, E., & Castineira-Benitez, T. A. (2018).

##### 1. Direct

###### a. Imperatives

- *Clean up your room.*
- *(Limpia tu cuarto.)*

###### b. Performatives

- *I ask/require you to move your things.*
- *(Pido/requiero que muevas tus cosas.)*

###### c. Obligations

- *You must/have to finish your breakfast.*
- *(Necesitas/tienes que terminarte tu desayuno.)*

d. Wishes

- I *want* to borrow your car.
- (*Quiero* que me prestes tu carro.)

e. Needs

- I *need* to borrow your car.
- (*Necesito* que me prestes tu carro.)

**2. Conventionally Indirectness**

a. Ability

- Could you lend me your car?
- (*Podrias* prestarme tu carro?)

b. Willingness

- Would you mind lending me your car?
- (*Te importaria/molestaria* prestarme tu carro?)

c. Suggestory Formulae

- *How about* giving me the answers?
- (*Que tal* si me das las respuestas?)

**3. Non-Conventionally Indirectness**

a. Hint

- Will you be going to the party? (Intent: getting a ride to the party)
- (Iras a la fiesta?) (Intencion: Me puedo ir contigo?)

**2.5.3.2 Classification of Alerts (Precursors)**

Adapted from Flores-Salgado, E., & Castineira-Benitez, T. A. (2018).

**1. Greetings**

- Hola, Buenos dias/tardes/noches

**2. Title/Role**

- Amigos, Compañeros, Chicos

**3. Surname**

**4. First name**

**5. Pronoun**

- Alguien, Somebody

**6. Apologetic Formulae**

- Disculpen, De pura casualidad, Perdon

### 2.5.3.3 Classification of External Modifications

Adapted from Félix-Brasdefer, J. C. (2005).

External modifications of the requests accounted for all of the publications made in the Facebook group, and the use of seven different ones were identified as followed: gratitude, preparators, disarmers, precursors, reasons, alternatives, and positive politeness.

1. **Gratitude**
  - Gratitude is used as post-sequence to express the quality of being thankful
    - Gracias
2. **Preparators**
  - The preparators are used as a way to introduce the request made, or to prepare the addressee for the request coming.
    - Un favor, Oye, Disculpe
3. **Disarmers**
  - Disarmers and the ones that provide reason to disarm the addressee from the possibility of refusal.
    - Necesito de su ayuda.
4. **Precursors**
  - Precursors, also known as alerts, draw the interlocutors' attention to the request. There are 6 different types of precursors used in this research.
5. **Reasons**
  - Reasons as its name says it, explain why the request is being made and for what purpose.
    - ...para que la oferten, ...
6. **Alternatives**
  - Alternatives are used in most requests when the person will exchange the favor they want for something they can provide.
    - Ex: Yo lo hago la próxima semana si tú lo haces hoy.
7. **Positive Politeness**
  - Positive politeness was used as post-sequence following the request of the head act and are mostly in the form of agreements, gratitude, and empathy.
    - Se los agradecería mucho

### 2.5.3.4 Classification of Internal Modifications

Adapted from Trosborg, A. (2011).

#### 1. Interrogatives (Questions)

- Questions are often more polite and statements and they avoid commitment. Questioning becomes a fundamental disarming device.
  - *Can/will* you do the cooking tonight?
  - *Puedes* cocinar en la noche?

#### 2. Negation

- The inclusion of negation further downtones the expectations to the fulfillment of the request
  - *Can't* you hand me the paper, please?
  - *No puedes* pasarme el escrito, por favor?

#### 3. Past Tense

- The inclusion of past tense further downtones the expectations to the fulfillment of the request
  - *Could* you hand me the paper, please?
  - *Podrias* pasarme el escrito, por favor?

#### 4. Embedded "if" Clause

- The requester can distance his/her request further from reality by adding a conditional clause. It can pre-face his/her request with a clause in which the request is embedded conveying his/her attitude to the request.
  - I would like to borrow some of your notes *if* you don't mind lending me them.
  - Me gustaria que me prestes algunos de tus apuntes *si* a ti no te molesta prestarmelos.

#### 5. Lexical Mitigator (Please)

- In order to signal politeness, the requester can add elements of deference to the request. By adding, for example, the marker please the requester shows deference to the requestee and pleads for cooperative behavior, e.g.
  - Hand me the paper, *please*.
  - Pasame el escrito, *por favor*.
  
  - Could you close the window, *please*.
  - Podrias ser tan amable de cerrar la ventana, *por favor*.

There is no study done with requests on Facebook with the Facultad de Lenguas close online group, therefore the study took into consideration an adequate number of requests and how they affect the use of information provided.

#### **2.5.4 Studies with Requests**

Fewer studies have investigated the development of requests in the learners' interlanguage (Achiba, 2003; Barron, 2003; Ellis, 1992; Félix- Brasdefer, 2007; Flores Salgado, 2011; Göy et al., 2012; Hassall, 2003; Hill, 1997; Otcu and Zeyrek, 2008; Scarcella, 1979; Schauer, 2004, 2009; Woodfield, 2012). They have all provided important information that is relevant to the study and have aided in the use of the classifications and conclusions to be done.

#### **2.6 Pragmatic Competence**

Pragmatic competence has been defined as the knowledge of linguistic forms, the functions of these forms, and the social rules that allow speakers to interpret and perform a message in a specific language (Kasper, 1992 as cited by Flores-Salgado, 2011). This would be the speaker's knowledge and use of rules of appropriateness and politeness which dictate the form the speaker will understand and formulate speech acts. Pragmatic competence is subdivided into two components: illocutionary competence and sociolinguistic competence. The former component refers to both knowledge of speech acts and of language functions. (Flores-Salgado, 2011) We will be subdividing the following topics into pragmatics, sociopragmatics, pragmalinguistics and pragmatic failure.

### **2.6.1 Pragmatics**

Pragmatics according to Yule (1996) is the study of meaning as communicated by the speaker (or writer) and how it is interpreted by the listener (or reader). More to do with what the people mean and understand by their utterances and phrases. Also, what they mean in a particular context and how the contexts influence the circumstances. As well as, what the inferences about what has been said in order to interpret the speaker's intended meaning. What has actually been communicated. Finally, Pragmatics is the choice of what is said and unsaid. The closeness, whether it is physical, social or conceptual, in which the speaker determines how much needs to be said. In conclusion Yule (1996) defines pragmatics as four areas:

*Pragmatics is the study of speaker meaning.*

*Pragmatics is the study of contextual meaning.*

*Pragmatics is the study of how more gets communicated than is said.*

*Pragmatics is the study of the expression of relative distance.*

### **2.6.2 Sociopragmatics**

Sociopragmatics according to Chang (2011) is concerned with 'the sociological interface of pragmatics.' This refers to the use linguistic elements to perform speech acts according to social context. 'Sociopragmatic failure' is much more difficult to deal with according to Thomas (1983), since it involves the student's system of beliefs as much as his/her knowledge of the language. This allows language students to be able to refer to social conditions and place them in the language of their own use. Sociopragmatic in general stems

from cross-culturally different perceptions of linguistic behavior and allows language learners to be able to use the social context in their learnings.

### **2.6.3 Pragmalinguistics**

Leech (1983) (as cited in Chang, 2011) defined pragmalinguistics as “the particular resources which a given language provides for conveying particular illocutions”. Pragmalinguistic is part of the linguistic codes used alongside with the pragmatics utterances which are semantically and syntactically equivalent. They are the ones that help transfer speech act strategies from one language to another (Thomas, 1983). Pragmalinguistic is one of the main concepts that undergo language use and its use in pragmatic, alongside with competences and failures. Therefore, pragmalinguistic failure is basically a linguistic problem, caused by differences in the linguistic encoding of pragmatic force.

### **2.6.4 Pragmatic failure**

Pragmatic Failure according to Thomas (1983) is defined as the inability to understand 'what is meant by what is said'. This is an area of cross-cultural communication breakdown which has received very little attention from language teachers. Here Thomas (1983) indicates that while pragmalinguistic failure is a linguistic problem caused by differences in the linguistic encoding of pragmatic force, sociopragmatic failure stems from cross-culturally different perceptions of what constitutes appropriate linguistic behavior. Pragmatic failure and other teaching methods can be helpful ways in which students may acquire pragmatic competence. This in short term might not have results but at a long run, it will be apparent in the surface structure of utterances and can be revealed only by discussing with students what force they intended to convey in meaning.

## CHAPTER 3: METHODOLOGY

### 3.1 Introduction

In the past few decades the use of social media has rapidly increased. One of the best-known social medias around is Facebook, and students from many parts of the world use it. Facebook is a means of social communication but it has also been known for educational purposes. The following research takes into consideration the requests made by students and staff from the closed Facebook group of “Facultad de Lenguas”. With this, the research plans to investigate how politeness along with multimodal devices affect or not the requests made by the students in their quest to obtain information from the other members of the group.

The objective of this study is to investigate the role of politeness and to examine the multimodal devices that are most commonly used in a closed Facebook group, along with the speech act of requests among the students of the Facultad de lenguas that are NSs of mexican spanish in informal situations. Furthermore, to also discover how internal and external modifications along with multimodal devices are used in a closed group of Facebook being used by university students and the faculty. At the same time taking into consideration how multimodal devices are used within politeness and how the requests are made, whether they are answered with multimodal devices or only written text.

In this section we will analyze the instruments and procedures that will be used to examine the requests. We will explore the politeness of the requests used and be able to determine which multimodal devices are implemented by the students/faculty members of

this group. To establish the similarities and differences in the realization patterns of requests and how they are used accordingly.

## **3.2 Method**

This section of the research will identify the participants, the data collection procedures, and data analysis.

### **3.2.1 Participants**

The data collected in this study was with a total of 130 females (64%) and 74 males (36%) who produced a total of 204 requests. All the participants were Mexican Spanish speakers and their ages ranged between 18 and 35 years old. All of them were users of a Facebook group for students who attend at the Facultad de Lenguas at the Benemérita Universidad Autónoma de Puebla (BUAP) in México. This Facebook group is made up of alumni, ex-alumni, and teachers. The main reason that participants get involved in the group is that they wish to be informed of the events and announcements made about the facultad de lenguas, the classes given, information on teachers and advice. They additionally react with likes, help selling classroom material or books and of course, requests. When analyzing the group, the speech act that is mostly used are requests. Most requests made before the beginning of each semester are to be able to obtain information about the classes that are assigned and the professors that the group believe to be the best at that subject. They all form part of this group because they are interested in a particular language or in languages as a

whole. They might be in search of answers to their questions inside the faculty or to find information in general. Names and profile pictures have been removed to be able to maintain the anonymity of the participants. Age and sex were not part of the purpose of the analysis of this study and they were not taken into consideration.

### **3.2.2 Data Collection Procedures**

Facebook requests were analyzed and taken from the online private group of “Facultad de Lenguas”. This group consists of natural data and has approximately 6300 members, students and ex-students of Lenguas and some Faculty. This is a close group in general and it provides information for the users when they have doubts about the faculty and any language related questions. The Facebook Group of “Facultad de Lenguas” includes both English and Spanish requests that were collected between the dates of January and October of 2019. The main objective of the group is to receive school information, ask questions, and solve any doubts related to signup dates from any courses or topic related. The characteristics of when more requests are made is each beginning of semester when students ask for feedback about professors or about classes that will be offered. This group focuses on the use and reciprocity of information for and by the students of the Facultad de Lenguas related to classes, schedules, teachers and questions about exams. Also, they publish ideas and thoughts about foreign languages as well as exchanges.

### 3.2.3 Data Analysis

The unit of analysis to be taken from the data was based on the requests on Facebook using the taxonomy of Blum-Kulka and House and Kasper (1989) and modified and adapted by Trosborg (2011). This taxonomy classifies the requests into three main strategies (head acts), as well as internal modifications, external modifications and emojis. The three main strategies are direct, conventionally indirectness and non-conventionally indirectness. Internal modifications are divided into 5 categories. Interrogative, negation, past tense, embedded “if” clause, and lexical mitigator. External modifications are broken up into two categories. Alerts (precursors) and supportive moves. The alerts are subdivided into 6 categories, greetings, title/role, surname, first name, pronoun and apologetic formulae. Supportive moves are categorized into gratitude, preparators, disarmers, reasons, alternatives and positive politeness. Emojis were also counted in the data for logistic purposes, the position (they could be located in the opening, main body or closing) and their function in the performance of the request were examined. An example of a conventionally indirectness requests containing most of the categories is presented as followed:

Hola chicos! Disculpen, me podrían hacer un favor, que profesor da lingüística?

Greeting title/role preparator / A.F. disarmer / past tense interrogative

Por favor, si alguien fuera tan amable de darme referencias para hacer

lexical mitigator embedded “if” clause / pronoun reason

mi horario se los agradecería. 🙏😊

positive politeness (Emoji in closing mitigates the request)

(Hi guys, sorry, could you do me a favor, what teacher gives linguistics?  
Please, if someone could be so kind as to give me references to make  
my schedule I would appreciate it. 🙏😊)

### **3.3 Coding**

Data was analyzed by three coders: native speakers of Spanish, two of which were studying their 3<sup>rd</sup> year of language teaching. They used the same coding scheme and taxonomy to analyze all the requests. All of which was done at separate times and in different locations. The two coder's coding coincided with the researcher's in 97% for request strategies and 98% for lexical/phrasal downgraders. The discrepancies noted were discussed by the three coders and a consensus was reached. The results of this study will be analyzed in chapter four.

## **CHAPTER 4: RESULTS**

### **4.1 Introduction**

In this section the results of the study are provided. Along with the strategies, external modifications, internal modifications, their categories and subcategories. Each with examples from the study and the explanation of each. All 204 requests were analyzed using an excel worksheet, examples of the requests are located in appendix A.

### **4.2 Request Strategies**

This section presents the 204 requests from Facebook, they have been analyzed and divided according to the request strategies and 3 sub-strategies used across the request sequence: Strategy (Head Act), Internal modifications, External modifications, Alerts and emojis.

Following the classification originally presented in Blum-Kulka et al. (1989) and adapted from Flores-Salgado, & Castineira (2018), request head acts were codified according to three degrees of directness: (1) Direct; (2) Conventionally indirectness (CI); and (3) Non-Conventionally indirectness (NCI). As can be seen in Table 1, conventionally indirectness strategy (88%) was the preferred strategy, followed by direct requests (10%), and an extremely low preference was observed for the use of Non-Conventionally Indirectness (2%).

Table 1. Request Strategies

<b>Strategy</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Direct</b>	20	10%
<b>Conventionally Indirectness</b>	180	88%
<b>Non-Conventionally Indirectness</b>	4	2%
<b>Total</b>	204	(100%)

#### 4.2.1 Direct strategies

Direct strategies as previously mentioned, are divided into 5 different sub-categories. Imperative, Performative, Obligation, Wishes and Needs. As can be seen in Table 2, imperative and needs were the strategies used by the participants.

Table 2. Direct Strategies

<b>Sub Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Imperative</b>	9	4.5%
<b>Performative</b>	0	0
<b>Obligation</b>	0	0
<b>Wishes</b>	2	1%
<b>Needs</b>	9	4.5%
<b>Total</b>	20	10%

In Table 2, the tendency to use imperative or needs to make a request was the most preferred direct strategy undertaken by group members (4.5%). This strategy functions as a marker of positive politeness. Imperative and needs were used to mitigate the illocutionary force of the request and accounted for 9% of the data. The least common direct strategy was wishes (1%). By using this strategy, the user anticipates the directness of his/her request.

As we can see in the following examples the strategies are categorized (grammar, punctuation or syntactic errors were not corrected, while the utterances were translated into English by the researcher):

(1) Vacante de ingles para preescolar zona atlixco tiempo completo (F93)<sup>1</sup>

- (available english places for preschool in atlixco full time)

(2) Buenas tardes compañeros! *Quisiera* pedirles que si encontraron unos lentes tipo gafas, con armazón dorado con patitas negras por favor mandenme mensaje! Los lentes cambian de color con el sol, habrá recompensa por ellos! 🙏 (F180)<sup>2</sup>

- Good afternoon classmates! I *would like* to ask if you found some sunglass like lenses, with a gold frame and black nose pads please send me a message! The glasses change color with the sun, there will be a reward for them! 🙏

(3) ¿Alguien de ustedes ha participado o conoce a alguien que haya participado en el Programa de Asistente de Lengua de Fullbright? *Necesito* un poco de ayuda. Les agradezco de antemano. (M112)<sup>3</sup>

- Has anyone of you had or knows someone who has successfully participated in the Fullbright Language Assistant Program? I *need* some help. I thank you in advance.

In example (1) the participant employed an elided imperative, because there is no imperative verb but the action implies an order. As can be seen in example (2) the participant used the verb *quisiera/would like* to represent imperfect past tense in the subjunctive mood. This is a

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<sup>1</sup> Female, participant 93

<sup>2</sup> Female, participant 180

<sup>3</sup> Male, participant 112

direct strategy because the request is speaker oriented; however, the use of the tense and the mood help to minimize the impact of the request. Example (3) the use of the verb *necesito* /*need* in present tense is used to perform the request.

#### 4.2.2 Conventionally Indirectness

Conventionally Indirectness as mentioned earlier, are categorized into 3 different sub-categories. Ability, willingness and suggestory formulae. As can be seen in Table 3, willingness is the sub-strategy that was used by the participants in 52% of the requests made.

Table 3. Conventionally Indirectness Strategies

<b>Sub Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Ability</b>	46	22.5%
<b>Willingness</b>	106	52%
<b>Suggestory Formulae</b>	28	13.5%
<b>Total</b>	180	88%

Table 3 demonstrates the participants use of requests with ability at a 22.5%, using conventional verbs as *podrian/could* for the request and expressing indirectness. Suggestory formulae was established at a 13.5% as the participants' indirectness was using verbs and phrases related to *how about/que tal* in their requests which express tentativeness, but anticipate no particular hearer-based condition to be unfulfilled. The most common conventionally indirectness strategy surpassed over half of the requests with a total of 52% using willingness verbs as *would / -ia (importaria, molestaria, etc)*.

The following examples show the sub-strategies used by the participants:

(4) Hola compañer@s ¿Alguién de aquí *podría* decirme por favor dónde tomar el camión o los camiones a ciudad Serdán? Muchísimas gracias (F176)<sup>4</sup>

- (Hi guys, *could* anyone here tell me please where to take the bus or busses to Serdán city? Many thanks)

(5) Compañeros *alguien que conozca* o haya trabajado en oficinas de migración y/o embajada de EEUU??? (M178)<sup>5</sup>

- Guys *someone who knows* or has worked in immigration offices and / or US embassy???

(6) Hola compañeros ... *Sugerencia* para francés en cele... Flores Trejo o López López (F7)<sup>6</sup>

- Hello colleagues ... *Suggestion* for French in cele ... Flores Trejo or López López?

Example (4) indicates how the participant used *podria/could*, to indicate the ability of the classmates to aid with the request she submitted. In example (5) the participant used *alguien que conozca/someone who knows* to represent the future mood of complacency towards the request mentioned. Example (6) shows that the participant is undecided when expressing *sugerencia/suggestion* with the choice that she has. She requests that the judgment of her colleagues will aid to resolve her doubt.

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<sup>4</sup> Female, participant 176

<sup>5</sup> Male, participant 178

<sup>6</sup> Female, participant 7

### 4.2.3 Non-conventionally Indirectness Strategy

The third level of strategies is Non-conventional indirectness, which contains only one strategy: hints. During the analysis of the request, only 2% of the requests made by the participants were hints.

Table 4. Non-Conventionally Indirectness Strategy

Sub Strategies	Frequency	Percentage
Hints	4	2%
Total	4	2%

Table 4 indicates the very low use of hints in the non-conventionally indirectness strategy according to the requests made by the participants with a total of 2% displaying that he/she does not want to state his/her impositive intent explicitly.

The following example shows the sub-strategy used by the participants:

(7) hola *alguien mas* tiene problemas al cargar materias , ni si quiera puedo acceder a la página de auto servicios u.U (M78)<sup>7</sup>

- (Hello, *does someone else* have problems uploading materials, I can't even access the self-access page u.U)

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<sup>7</sup> Male, participant 78

In example (7) the participant hints to the online Facebook group that he cannot upload his materials using *alguien mas/does someone else*. This is a mitigating question intentionally displaying his incommmodity and would like someone else to express the same situation as him.

Out of the three requests strategies, the one that the participants felt the most comfortable with using while making their requests was Conventionally Indirectness Strategy, making the sub-category of willingness the highest in use with 52%.

### **4.3 Internal modifications**

Internal modifications as defined by Trosborg (2011) are lexical/phrasal downgraders or syntactical mitigating devices (downgraders) that are used to mitigate the request. These apart from the selection of the strategy, can also soften the impact of the request. There are several devices known as “modality markers” (cf. House—Kasper 1981). These are the markers which can tone down the impact an utterance on the hearer.

The internal modifications were adapted from Trosborg (2011). As they are shown in Table 5, the internal modification with highest use was interrogatives. This modification was visible in 80% of the requests analyzed.

Table 5. Internal Modifications

<b>Modification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Interrogatives</b>	164	80%
<b>Negation</b>	3	1.5%
<b>Past Tense</b>	38	19%
<b>Embedded “if” Clause</b>	28	14%
<b>Lexical Mitigator (please)</b>	36	18%

Table 5 demonstrates how the internal modifications (downgraders) that are used by the participant had a mitigating effect in the requests. In 80% of the requests the participants used interrogative for the requests allowing them to be more polite than a statement. Negation was used by the participants in 1.5% of the time while past tense was used in 19% of the requests. Both past tense and negation further downtone the expectations to the fulfilment of the request made by the participants. The embedded “if” clause can pre-face his/her request with a clause in which the request is embedded conveying his/her attitude to the request. This was used by the participants in 14% of the requests. Finally, as can be seen, the lexical mitigator (please) was used a total of 18% of the requests done by the participants. This is to signal politeness and show deference to the requestee and pleads for cooperative behavior from the hearer.

The following example will demonstrate how the participants included the internal modification in their requests.

(8) Disculpen, alguien tiene el correo del profesor Miguel Ángel Rodríguez Vega por favor? (M6)<sup>8</sup>

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<sup>8</sup> Male, participant 6

- (Excuse me, does anyone have the email for Professor Miguel Ángel Rodríguez Vega please?)
- (9) Buenas noches, de casualidad *no encontraron* un libro de meta 2, B1 en el Len 1 salón 141, si lo encontraron mandenme mensaje necesito mi libro por favor (F164)<sup>9</sup>
- (Good evening, by chance *didn't you find* a lengua meta book 2, B1 in Len 1 room 141, if you found it send me a message I need my book please)
- (10) Alguien me *podria* decir asta que hora esta abierta la oficina de servicio social? (M8)<sup>10</sup>
- (*Could* someone tell me until what time is the social service office open?)
- (11) Chicos alguien sabe en que horario puedo encontrar a la maestra Korina el día de mañana? Me urge encontrarme con ella *si alguien sabe* y me pudiera decir seria de mucha ayuda de verdad (F43)<sup>11</sup>
- (Guys does anyone know what time I can find Ms. Korina tomorrow? I urgently need to meet with her *if anyone knows* and could tell me it would be really helpful)
- (12) Buenas tardes compañeros. Alguien que esté tomando evolución de la lengua con Scott de 2-4 martes y jueves ¿me podrían decir que han hecho? *Por favor.* (M11)<sup>12</sup>
- (Good afternoon mates. Anyone who is taking language evolution with Scott from 2-4 Tuesday and Thursday could you tell me what they have done? *Please.*)

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<sup>9</sup> Female, participant 164

<sup>10</sup> Male, participant 8

<sup>11</sup> Female, participant 43

<sup>12</sup> Male, participant 11

In example (8) the participant employed his request in interrogative form. This implicates that the modification of the request being a question will mitigate towards the readers. As can be seen in example (9) the participant used the verb *no encontraron/didn't you find*. This presents a negation form with *no* allowing the request to have a negative aspect. Example (10) uses past tense in the verb *podria/could* to express in the request a possibility that has already been established. In example (11) the participant includes in his request the embedded “if” clause with the verbs *si alguien sabe/if anyone knows* to implicate the possibility of a response to his request.

Finally, in example (12) the male participant finalizes his request with the lexical mitigator *por favor/please* to embed politeness.

The Internal modification that was used with the highest frequency is interrogative (questions). This type of modification allows for the requestee to be able to have more control over the politeness of the request. Each of the categories vary in number due to the fact that they can and will include more than one internal modification for each request made.

#### **4.4 External modifications**

The External modifications were adapted from Félix-Brasdefer, J. C. (2005), and are categorized into alerts and supportive moves. In this analysis the external modifications were split into these two subcategories to be able to get more feasible information from each request.

#### 4.4.1 Alerts

An alert has a specific function, they draw the interlocutors' attention to the request.

The alerts (precursors) are a sub-category of external modifications and have been adapted from Flores-Salgado, E., & Castineira-Benitez, T. A. (2018). The alert that was used with most frequency was pronoun with a use of 72% of the requests made as shown in Table 6. The two alerts that were not used were surname and first name because the requests that were published in the group were not directed toward a specific individual.

Table 6. Alerts

<b>Alert</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Greeting</b>	123	60%
<b>Title/Role</b>	94	46%
<b>Surname</b>	0	0%
<b>First name</b>	0	0%
<b>Pronoun</b>	147	72%
<b>Apologetic Formulae</b>	18	9%

As can be seen in Table 6. in general, alerts occurred together in various combinations, the most common being pronoun “alguien” (72%), followed by greetings (60%) and title/role (46%). The last alert used by participants was apologetic formulae (9%). Combinations of these alerts can be seen in the following examples, which include a combination of greetings, title/role and pronoun (14), and a greeting, title/role and apologetic formulae (16).

This category did not have numbers equivalent to the 204 requests made, due to the fact that each request could and might have had various alerts. The examples are as followed:

(13) *Hola!* Algún camión que me lleve de Angelópolis a la Facultad de Lenguas?

(M13)

- (*Hello!* Any bus that takes me from Angelópolis to the Faculty of Languages?)

(14) Buenos días *compañeros*: Alguien sería tan amable de traducir esta frase en cualquier lengua indígena? Se los agradecería infinitamente. "Nuestra casa común, un actuar compartido" (M28)

- (Good morning *classmates*: - Would someone be so kind as to translate this phrase into any indigenous language? I would be infinitely thankful. - "Our common house, a shared acting")

(15) Chicos *alguien* tan bondadoso (a) que me pase el correo de la profa , Salazar Castillo (F22)

- (Guys *someone* so kind as to send me the e-mail of the teacher Salazar Castillo)

(16) Hola *compañeros*..! *Disculpen* se me extravió un monedero color coral pequeño, de forma circular..! De casualidad alguien lo encontró? Estaba en la biblioteca en la conferencia Japonesa. (F31)

- (Hello guys..! *Excuse me*, I lost a small coral purse, circular shape ..! By any chance did anyone find it? I was in the library at the Japanese conference.)

Example (13) used the greeting *hola/hello* to mitigate the request and establish a positive response. In example (14) the participant decided to include the title/role of *compañeros/classmates* as a means to communicate to the university community. As can be seen in example (15) *alguien/someone* is the alert used the most due to the fact that the request is directed towards all the members of the group and not just a specific person. Finally, in

example (16) *disculpen/excuse me* is the apologetic formulae that mitigates the request in the group.

#### 4.4.2 Supportive moves

The supportive moves are the supporter of the external modification. Trosborg (2011) defines a request as an act in which the speaker imposes on the hearer. It is, therefore, important that the request appears plausible and justifiable to the person who performs it. The requests express politeness and the requester can make use of disarmers and flattering statements referred to as sweeteners or supportive moves to be able to mitigate the requests. Supportive moves were adapted from Félix-Brasdefer, J. C. (2005). As indicated in table 7 the supportive move that was used in 30% of the requests was preparators.

Table 7. Supportive Moves

<b>Moves</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gratitude</b>	39	19%
<b>Preparators</b>	62	30%
<b>Disarmers</b>	8	4%
<b>Reason</b>	60	29%
<b>Alternative</b>	1	.5%
<b>Positive Politeness</b>	50	24.5%

In table 7. the supportive move that was most used by the participants in their requests were preparators (30%) followed by reasons (29%). Positive politeness was only used by participants in 24.5% of the requests with use of verbs like *se los agradeceria mucho/I would greatly appreciate it*. The last two supportive moves were disarmers (4%) and alternatives

(.5%) allowing the participant to not be able to “soften” the request or give something in return for the information required.

The following examples are indicators of the use of the supportive move done in this investigation.

(17) Buenas tardes compañeros, alguien tendra información o a ido a canada con la agencia de campamentos en Canadá Dimi's adventure? De antemano le doy las *gracias* (M34)

- (Good afternoon companions, does anyone have information or has gone to Canada with the canadian camp agency Dimi's adventure? *thank you* in advance)

(18) *De pura casualidad* ¿hay alguien aquí que pueda dar clases de matemáticas, química y física? (M16)

- (*By any chance*, is there anyone here who can teach math, chemistry and physics?)

(19) Buenas tardes compañeros *uan pregunta*. Los que se iban ir de Camp Con ACAWE ¿ya les regresaron su dinero? (M90)

- (Good afternoon colleagues *question*. Those who were going to go to camp with ACAWE, have they returned your money?)

(20) Hola, ¿alguien de casualidad está buscando roomie o sabe de alguna pensión o departamento cerca de la facultad? Necesito urgentemente encontrar alguna opción *para poder estudiar mi próximo semestre*. 😞 Gracias por leerme. (M115)

- (Hello, is anyone by chance looking for a roomie or know of a pension or apartment near the faculty? I urgently need to find an option *so I can study my next semester*. 😞 Thank you for reading me.)

(21) Atención amigos. Regalo unas Flashcards para enseñar vocabulario para niños. Las rifare entre *los que me poyen con una sencilla dinámica*. Por favor vayan a los comentarios para detalles (M192)

- Attention friends. I am giving away some Flashcards to teach vocabulary for children. I will raffle them among *those who help me with a simple dynamic*. Please go to the comments for details

(22) Hola compañeros si de casualidad alguien encontro una memoria usb ( negra con rojo) en el ciber de la esquina de la facu y me la pudiera devolver *se lo agradeceria mucho*. Ofrezco recompensa. Gracias. (F51)

- (Hello colleagues if by any chance someone found a usb memory stick (black with red) in the corner cyber of the fac and could return it to me *I would greatly appreciate it*. I offer reward. Thank you.)

In example (17) the word *gracias/thank you* demonstrates the gratitude that the participant has towards the readers of his request. Example (18) shows the use of a preparator, this is demonstrated with *de pura casualidad / by any chance* and allowing the request to be “prepared” for the reader. An example of a disarmer would be in example (19) with the use of una (a) pregunta / question. This in a request indicates the politeness of the writer and allowing the reader to be able to be “disarmed” when being given a request. When given a reason in a request the reader acknowledges why it is being made. An example is number (20) *para poder estudiar mi próximo semestre/ so I can study my next semester*. In example (21) the alternative of doing a favor for another was reflected with the phrase *los que me (a)poyen con una sencilla dinámica / those who help me with a simple dynamic*. Demonstrating that in the request help would be needed in order to be considered for the flashcard raffle.

Positive politeness is shown in example (22) with the use of *se lo agradeceria mucho / I would greatly appreciate it*. The request was mitigated in mood and politeness.

In all the supportive moves the one that was used with the highest frequency was the preparator, in order to “open” the request and allowing the participant to express his desire.

#### 4.5 Emoji

According to Danesi (2016) the word emoji is an English adaptation of Japanese – the e of emoji means “picture” and moji stands for “letter, character.” Conveying that the definition of emoji is, simply, a “picture-word”- a rather very accurate description of what an emoji actually is. In this study a total of 39 requests or 19 % included an emoji. Emojis are just a small part of the many multimodal devices that are used in CMC. They communicate an action or feeling alongside the requests that were analyzed as shown in table 8.

Table 8. Location of Emoji in the Request

<b>Location</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Opening</b>	4	2%
<b>Main Body</b>	6	3%
<b>Closing</b>	35	17%
<b>Total</b>	39	19%

In table 8, we are allowed to determine in what location of the requests the emoji was presented. Yet regardless of location in the request, a total of 39 requests did include an

emoji. As seen in Table 8. emojis were used in the closing of the request (17%) In others the same emoji was repeated two or three times and in other requests different emojis were employed, as can be seen in the following examples.

(23) 🌻¿Saben cuando hacen la proyección de verano?🌻(F50)

- 🌻 Do you know when they do the summer screening? 🌻

(24) Aaayuuudaaa!!! 😭😭😭😭 En qué horario debo ir a dejar mis papeles para prácticas mañana!!!??? 😭😭😭😭 (F172)


- Heeeeeelp!!! 😭😭😭😭 In what time range should I go leave my practice papers tomorrow!!!??? 😭😭😭😭


(25) Hola, quería saber si alguien encontró una lapicera verde con un estampado peculiar. Tenía mis lapiceros y una memoria de lobito... En el salón 204 Len 11 a las 2:30 pm. - Si alguien la encontró se lo agradeceré mucho y pago con una orden de chalupitas 😞 De verdad necesito la memoria porque ahí tengo mis papeles 😞  
Gracias por su atención (F177)


- Hello, I wanted to know if someone found a green pencil case with a peculiar print. I had my pens and a wolf like memory stick ... In room 204 Len 11 at 2:30 pm. - If someone found it, I would appreciate it very much and pay with an order of “chalupitas” 😞 I really need the memory because I have my papers saved there 😞 Thank you for your attention


(26) Hola chicos, hey, alguien que me dé referencias de Moreno Carvajal Jesús Lorenzo para la materia de Dllo. Hab. Exp Oral y comp. Auditiva de enorme favor?


 (F99)








- Hi guys, hey, someone who can give me references on Moreno Carvajal Jesús Lorenzo for the subject of “Dllo. Hab. Exp Oral y comp. Auditiva” as a huge favor? 

(27) Hola compañeros. ¿Alguno de ustedes conoce algún lugar para rentar inmediatamente? De preferencia cerca de la Facultad o de CU. Se los agradecería muchísimo.  (F173)

- Hello partners. Do any of you know any place to rent immediately? Preferably near the Faculty or CU. I would greatly appreciate it. 

(28) Buenas noches, compañeros. Disculpen, alguno de ustedes sabe dónde comprar euros a buen precio?  (F151)

- Good evening, partners. Excuse me, do any of you know where to buy euros at a good price? 

In example (23) the emoji  was used in (opening) and  (closing) to mitigate the request made and allow the participant to express feelings. Example (24) used both  (opening)  (opening) emojis, as well as repeated to be able to express the emotion that the participant implicates in the request. As can be shown in example (25) the emojis  (main body)  (closing) are used twice to show gratitude and need for the information requested. Example (26) use a repeated emoji in  (closing) to upgrade the request in order to express the extreme need for the reference of the classes. In example (27) the emoji

💖 used in (closing) to be able to show the extensive positive politeness. As shown in the final example (28) 🙏🙏 the emoji in (closing) implies that she is embarrassed to be requesting this information.

The next chapter will exhibit the final conclusions of the study and possible ways to further this line of investigation.

## **CHAPTER 5: CONCLUSION**

### **5.1 Introduction**

The purpose of this study was to investigate the role of politeness in the speech act of requests among Students of the Facultad de lenguas that are NSs of Mexican Spanish in formal and informal situations. In this section, the findings and conclusions are discussed. Also, this chapter provides the study contributions, limitations of the study and suggestions for further research.

### **5.2 Discussion**

With respect to the first research question, the findings of this study demonstrate that conventionally indirectness (CI) was the most common request strategy used in the Facebook group. The results of the current study concur with previous researches in the area, which indicate that CI is the most preferred strategy by Mexican participants. (Blum-Kulka and House and Kasper, 1989; and modified by Trosborg, 1995; and Yu, 1999). Even though most of the requests analyzed did not include a high degree of imposition for the hearer (involving asking for specific and direct information), the participants preferred to use the CI strategy to achieve the purpose of communication. Data collected from a different social media (WhatsApp) as indicated by Flores-Salgado & Castineira-Benitez (2018) showed that conventionally indirectness was the most common strategy used to carry out requests with

little to no imposition. Yet, it shows that the degree of cost of the request is not a crucial factor that influences the selection of the indirect strategy.

Furthermore, the members of the Facultad de Lenguas Facebook group, were mainly students whose principal objective while creating and using this group was to aid each other with doubts and solutions. However, the fact that they were written requests made to any member of the group made the requests public and impersonal. It is important to mention that the surname (e.g Gomez, Hernandez) and first name (e.g Laura, Juan) were never used by the participants of the Facebook group. Instead the participants decided to use the pronoun *alguien* (someone) or the role/title, *amigos, compañeros* (friends, colleagues) to address all the members of the group. Indicating that indirect strategies allow the speakers to negotiate their face and achieve their communicative goal successfully and with politeness. According to Watts (2003), semi-formulaic expressions are expressed and carried out with “indirect speech acts appropriate to the political behavior of a social situation” (Watts, 2003, p.169). Therefore, conventionally indirectness strategies were selected as the means of communication. Alongside with the alert pronoun; *alguien* (someone), the external modification preparator; *de casualidad, una pregunta* (by chance, question), and the internal modification of making the requests in interrogative mood. The results of the present study go hand in hand with those presented by other studies carried out in Spanish like in Flores-Salgado, E., & Castineira-Benitez, T. A. (2018) and Félix-Brasdefer, J. C. (2005).

The study did not generate enough use of emojis to conduct meaningful analysis of multimodal devices. Nonetheless, we observed variation among the items within a given emoji use. The results corresponding to research question two show that multimodal devices used in requests on Facebook have no effect on politeness. Multimodal devices are defined

as image communication on social media, like emojis and gifs. According to Bourlai & Herring (2014) multimodal devices convey more emotion than textual communication. The participant that mitigated emotion in their requests took the decision to add emojis in the opening, main body or closing part of their request. The findings of this study demonstrated that 19% of the requests included an emoji. Furthermore, the emoji was located in the closing part of the request 17% of the time. We can infer from these examples that the request context, rather than the emoji themselves, determined the participants' interpretation of the emoji's function.

### **5.3 Study Contributions**

This study contributes to the field of politeness and computer-mediated communication (CMC) by showing the contributions of the relationship between both aspects and the use of the world wide web. Regardless of the number of requests being low in quantity, it contributes to the sociocultural aspects and background of Mexican Spanish native speakers when producing request and mitigating. Throughout the study the participants demonstrated being able to mitigate their main point while requesting. However, not consciously including the considerable amount of external and internal modifications. Many options for further research have emerged from this study.

#### **5.4 Limitations of the Study**

This study did not contribute the amount of request desired due to the limited approval and messages received from the participants. The number of requests did not allow the generalization of the results to other populations due to the characteristic of the Facebook group. In order to be able to make more generalizations a larger portion of the population would have to be studied. Also, this study could be improved if it became longitudinal and comparing request in a monthly amount. Multimodal devices could not be analyzed properly due to the lack of use from them in the requests from the participants. Yet when we consider that many of the information published in open as well as in closed groups need to have the authorization of the individual that published it. That takes more time and appreciation for face-to-face interview and researches. Having online resources can at times be considered an advantage, regardless, if the online page is not able to upload properly it causes information to be lost. The analytical approach used in the study was classification of requests (see Chapter 2), which makes this study very specific to each request provided.

#### **5.5 Suggestions for further Research**

After having analyzed this study. I believe that there are various suggestions for further investigations. One of them would be to compare other cultures and politeness. Nationalities and cultural backgrounds could also be explored, this study only investigated Mexican NS's and most of the participants' requests were considerably different in context and length to the rest of the participants. According to studies done in other countries the native language of the requestee will highly influence the request strategy and the internal

and external modifications used. Mexican Spanish native speakers compared to American English native speakers could conclude different and interesting results. Research and examples in different studies could be used to explain in detail why this happens in cultures or different locations of the world. The use of emojis has incremented in use and will be contemplated highly in future generations with other multimodal devices.

A comparison between public and private school groups could be made regarding the requests, classifications and importance behind them. Another option could be a gender comparison. The requests made by male and female participants investigation the strategies, external and internal modifications used in general, yet subcategorizing the use of requests by gender might imply a deeper understanding of the participants.

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# Appendix A

1	Date	Gender		Request	Strategy: Direct					Conventional Indirectness			Non-Con
		Female	Male		Imperative	Performative	Obligation	Wishes	Needs	Ability	Willingness	Suggestory For Hints	
2													
3	1/1/19		1	compañeros... si me voy a inscribir para CELE pero tomaré las clases en CU... tengo que ir a dejar mis papeles a CU???????									1
4	1/1/19		1	buenas noche compañeros alguien tiene el correo de la Dra. Leticia Araceli Salas Serrano. o alguien tomara servio social con ella ahorita en enero. GRACIAS								1	
5	1/2/19		1	Disculpen chicos, si entre los requisitos de cele piden que estes cursando materias curriculares lo cual no estoy haciendo, cuál es la probabilidad de que pueda inscribirme, alguien ha estado en esta situación.									1
6	1/2/19		1	Disculpen, alguien tiene el correo del profesor Miguel Ángel Rodríguez Vega por favor?									1
7	1/2/19		1	Hola compañeros ... Sugerencia para francés en cele... Flores Trejo o López López?									1
8	1/4/19		1	Alguien me podría decir asta que hora esta abierta la oficina de servicio social?								1	
9	1/7/19		1	Buen día. Solicito docente de inglés y alemán (hable ambos idiomas) para tiempo completo en nivel secundaria, la escuela está ubicada en bosques de San Sebastián horario de lunes a viernes de 7 am a 3 pm. Ofrecemos prestaciones de ley. Interesados mandar CV a mi por este medio. Gracias								1	
10	1/8/19		1	¿Alguien que esté tomando literatura mexicana con Martínez Morales (LMV 9:00-11:00) podría decirme que ha pedido o qué hay de tarea?									1
11	1/9/19		1	Buenas tardes compañeros. Alguien que esté tomando evolución de la lengua con Scott de 2-4 martes y jueves ¿me podrían decir que han hecho? Por favor.									1
12	1/10/19		1	Hola a todos... Disculpen a los del diplomado de español para extranjeros, a alguien ya le llegó información sobre en dónde se impartirá?									1

1	Date	Gender		Request	Alerts					External Modifications				Internal Modifications			Emoji							
		Female	Male		Greetings	Title/Role	Surname	First Name	Pronoun	Apologetic	Gratitude	Preparato	Disarmer	Precursor	Reason	Alternative	Positive	Interrogat	Negation	Past Tense	Embedde	Lexical M	Opening	Main Body
2																								
3	1/1/19		1	compañeros... si me voy a inscribir para CELE pero tomaré las clases en CU... tengo que ir a dejar mis papeles a CU???????																				
4	1/1/19		1	buenas noche compañeros alguien tiene el correo de la Dra. Leticia Araceli Salas Serrano. o alguien tomara servio social con ella ahorita en enero. GRACIAS	1	1			1	1														
5	1/2/19		1	Disculpen chicos, si entre los requisitos de cele piden que estes cursando materias curriculares lo cual no estoy haciendo, cuál es la probabilidad de que pueda inscribirme, alguien ha estado en esta situación.					1	1														
6	1/2/19		1	Disculpen, alguien tiene el correo del profesor Miguel Ángel Rodríguez Vega por favor?					1	1														
7	1/2/19		1	Hola compañeros ... Sugerencia para francés en cele... Flores Trejo o López López?	1	1																		
8	1/4/19		1	Alguien me podría decir asta que hora esta abierta la oficina de servicio social?					1															
9	1/7/19		1	Buen día. Solicito docente de inglés y alemán (hable ambos idiomas) para tiempo completo en nivel secundaria, la escuela está ubicada en bosques de San Sebastián horario de lunes a viernes de 7 am a 3 pm. Ofrecemos prestaciones de ley. Interesados mandar CV a mi por este medio. Gracias	1																			
10	1/8/19		1	¿Alguien que esté tomando literatura mexicana con Martínez Morales (LMV 9:00-11:00) podría decirme que ha pedido o qué hay de tarea?					1															
11	1/9/19		1	Buenas tardes compañeros. Alguien que esté tomando evolución de la lengua con Scott de 2-4 martes y jueves ¿me podrían decir que han hecho? Por favor.	1	1																		
12	1/10/19		1	Hola a todos... Disculpen a los del diplomado de español para extranjeros, a alguien ya le llegó información sobre en dónde se impartirá?	1	1			1	1														

1	Date	Gender	Request	Strategy: Direct				Conventional Indirectness			Non-Con	
2		Female Male		Imperative	Performative	Obligation	Wishes	Needs	Ability	Willingness	Suggestory For Hints	
72	5/8/19	1	Hola chicos, podrían darme referencias de la profesora Miriam Sánchez Morales para italiano, por favor. 🙏							1		
73	5/8/19	1	Buenas tardes chicos, disculpen,podrían darme referencias y opiniones de los siguientes maestros?,por favor 🙏							1		
74	5/13/19	1	Hola compañeros buenos días, una pregunta ¿alguien de ustedes se ha ido de Camp con la agencia ACAWE?								1	
75	5/13/19	1	Buenas tardes, alguien podría darme referencias de Teleperformance? Sus experiencias, sueldo etc.							1		
76	5/15/19	1	¿Alguien sabe como contactar a los maestros Benjamín Gutiérrez y a Leonor Juárez? También quisiera saber opiniones de como son.								1	
77	5/15/19	1	¿Alguien sabe, en qué página se tienen que dar de alta las instituciones SEP que no están dadas de alta para hacer prácticas profesionales?								1	
78	5/16/19	1	hola alguien mas tiene problemas al cargar materias , ni si quiera puedo acceder a la página de auto servicios u.U									1
79	5/16/19	1	Buenas tardes alguien me podría proporcionar el correo de la profesora Rocio del Pilar							1		
80	5/17/19	1	Compañeros que referencias me podían dar sobre la maestra Catalina Juárez para Seminario I? Al igual que Ariza Pinzon Vicky? 🙏🙏🙏							1		
81	5/18/19	1	Compañeros buena tarde, ¿alguien ya hice el examen de certificación CLIS el año pasado.? Tengo preguntas, ¿podrían ayudarme? 🙏🙏🙏							1		
82	5/20/19	1	¿Alguien sabe cómo puedo contactar a la profesora Leonor Juárez? Por favor								1	
83	5/21/19	1	Hola compañeros, alguien sabe hasta a que hora reciben hoy papeles para inscribir cele? Gracias, buenas tardes.								1	

1	Date	Gender	Request	Alerts				External Modifications				Internal Modifications				Emoji									
2		Female Male		Greetings	Title/Rote	Surname	First Name	Pronoun	Apologetic	Gratitude	Preparato	Disarmer	Precursor	Reason	Alternative	Positive	Interrogat	Negation	Past Tens	Embedde	Lexical M	Opening	Main Body	Closing	
72	5/8/19	1	Hola chicos, podrían darme referencias de la profesora Miriam Sánchez Morales para italiano, por favor. 🙏	1	1								1				1								🙏
73	5/8/19	1	Buenas tardes chicos, disculpen,podrían darme referencias y opiniones de los siguientes maestros?,por favor 🙏	1	1				1		1						1								🙏
74	5/13/19	1	Hola compañeros buenos días, una pregunta ¿alguien de ustedes se ha ido de Camp con la agencia ACAWE?	2	1			1			1						1								
75	5/13/19	1	Buenas tardes, alguien podría darme referencias de Teleperformance? Sus experiencias, sueldo etc.	1				1									1								
76	5/15/19	1	¿Alguien sabe como contactar a los maestros Benjamín Gutiérrez y a Leonor Juárez? También quisiera saber opiniones de como son.					1									1								
77	5/15/19	1	¿Alguien sabe, en qué página se tienen que dar de alta las instituciones SEP que no están dadas de alta para hacer prácticas profesionales?					1					1				1								
78	5/16/19	1	hola alguien mas tiene problemas al cargar materias , ni si quiera puedo acceder a la página de auto servicios u.U	1				1									1								
79	5/16/19	1	Buenas tardes alguien me podría proporcionar el correo de la profesora Rocio del Pilar	1				1									1		1						
80	5/17/19	1	Compañeros que referencias me podían dar sobre la maestra Catalina Juárez para Seminario I? Al igual que Ariza Pinzon Vicky? 🙏🙏🙏					1					1				1								🙏🙏🙏
81	5/18/19	1	Compañeros buena tarde, ¿alguien ya hice el examen de certificación CLIS el año pasado.? Tengo preguntas, ¿podrían ayudarme? 🙏🙏🙏	1	1			1					1		1	1	1								🙏🙏🙏
82	5/20/19	1	¿Alguien sabe cómo puedo contactar a la profesora Leonor Juárez? Por favor					1									1								
83	5/21/19	1	Hola compañeros, alguien sabe hasta a que hora reciben hoy papeles para inscribir cele? Gracias, buenas tardes.	1	1			1		1			1		1	1	1								

1	Date	Gender		Request	Strategy: Direct				Conventional Indirectness			Non-Con		
2		Female	Male		Imperative	Performative	Obligation	Wishes	Needs	Ability	Willingness	Suggestory For Hints		
197	9/25/19		1	Chicos si conocen a alguien con dislexia o ustedes tienen podrían ayudarme a contestar un cuestionario es para mi tesis les estaré muy agradecido.							1			
198	9/25/19	1		Buenas tardes! Tengo una pregunta... alguien tendrá el número de teléfono del maestro Vega y el del doctor Josué Cinto? Gracias! 🙌								1		
199	10/3/19		1	Hola compañeros alguien conocerá a algún traductor de chino?								1		
200	10/3/19	1		Hola, una pregunta saben de alguna escuela donde enseñen inglés a niños de 6 a 10 años.								1		
201	10/4/19	1		Hola, alguien sabe de algún cuarto en renta cerca de la facultad, por favor!? 😊								1		
202	10/7/19		1	Compañeros, alguien podría decirme dónde encontrar una copia de la parte del speaking del Cambridge English: Advance o ejemplos de las preguntas que se aplica? No importa si es una versión vieja del examen, esto con el propósito de aplicar una evaluación nivel C1 a un grupo. De antemano, gracias.							1			
203	10/10/19		1	Buenas tardes compañeros una pregunta ¿alguien tendrá el correo de la Mtra Blanca Adriana que me lo pueda pasar? Gracias								1		
204	10/14/19	1		Vacante de ingles para preescolar zona atlixco tiempo completo?	1									
205	10/23/19	1		Hola a todos, ¿de casualidad alguien encontró una sudadera gris de Aeropostale en alguna banca del pasillo? 😊								1		
206	10/24/19	1		Por favor si encontraron un celular aquí con funda azul (trae credencial atrás) favor de devolverlo. Se les recompensará no sean mala onda	1									
207		130	74		9	0	0		2	9	46	106	28	4

1	Date	Gender		Request	Alerts				External Modifications				Internal Modifications				Emoji									
2		Female	Male		Greetings	Title/Role	Surname	First Name	Pronoun	Apologies	Gratitude	Preparato	Disamer	Precursor	Reason	Alternative	Positive	Emphasis	Negation	Past Tense	Embedde	Locutio	M	Opening	Main Body	Closing
197	9/25/19		1	Chicos si conocen a alguien con dislexia o ustedes tienen podrían ayudarme a contestar un cuestionario es para mi tesis les estaré muy agradecido.		1				1							1									
198	9/25/19	1		Buenas tardes! Tengo una pregunta... alguien tendrá el número de teléfono del maestro Vega y el del doctor Josué Cinto? Gracias! 🙌	1					1	1						1									🙌
199	10/3/19		1	Hola compañeros alguien conocerá a algún traductor de chino?	1	1				1							1									
200	10/3/19	1		Hola, una pregunta saben de alguna escuela donde enseñen inglés a niños de 6 a 10 años.	1						1															
201	10/4/19	1		Hola, alguien sabe de algún cuarto en renta cerca de la facultad, por favor!? 😊	1					1								1								😊
202	10/7/19		1	Compañeros, alguien podría decirme dónde encontrar una copia de la parte del speaking del Cambridge English: Advance o ejemplos de las preguntas que se aplica? No importa si es una versión vieja del examen, esto con el propósito de aplicar una evaluación nivel C1 a un grupo. De antemano, gracias.		1				1				1		1	1			1						
203	10/10/19		1	Buenas tardes compañeros una pregunta ¿alguien tendrá el correo de la Mtra Blanca Adriana que me lo pueda pasar? Gracias	1	1				1	1						1									
204	10/14/19	1		Vacante de ingles para preescolar zona atlixco tiempo completo?														1								
205	10/23/19	1		Hola a todos, ¿de casualidad alguien encontró una sudadera gris de Aeropostale en alguna banca del pasillo? 😊	1	1				1								1								😊
206	10/24/19	1		Por favor si encontraron un celular aquí con funda azul (trae credencial atrás) favor de devolverlo. Se les recompensará no sean mala onda													1						1	1		
207		130	74		123	94	0	0	147	18	39	62	8	0	60	1	50	164	3	38	28	36	4	6	35	