

Gender Difference in the Use of Request Strategies by Urdu/Punjabi Native Speakers

Muzaffar Hussain, Firdos Atta & Dolat Khan

Abstract

This paper investigates differences in the use of request strategies by Urdu/Punjabi male and female native speakers, who are learning English as a second language. The data were collected from 68 graduate students. They were given an online close-ended questionnaire, based on (Sh Hause, & Kasper, 1989) Discourse Completion Test (DCT). After analyzing the data, it was found that the L1 male Urdu/Punjabi speakers are inclined to use more direct request strategies while the female Urdu/Punjabi speakers use indirect request strategies. The data showed that in some situations female participants used more direct strategies than male counterparts. This study indicates that cultural stereotypes, social status and power distribution in a society influence the use of request strategies, even in a single linguistics community.

Keywords: Gender, variation, request strategies, face-threatening, second language, pragmatics, language competence.

1. Introduction

Language is fundamental to humans and a powerful tool to communicate in social settings. The success of communication heavily realises on the appropriate use of the language in a given context. Request strategies are understood as a part of the speech acts (Austin, 1962). Request strategies are frequently used during on /offline communication. Gender difference in linguistic studies is not a new topic. There is a substantial amount of literature supported by empirical studies that show gender based linguistic variations between male and female speakers. These studies also claim that the language abilities of females are better than males. Slutsky (1942) for example, found that females are linguistically superior to males from infancy to adulthood. (Maccoby & D'Andrade, 1966) found that during preschool females showed better verbal performance, including when they utter their first words. They are also able to produce rather long and clear sentences. (Reznick & Goldsmith, 1989) reported that females score higher than males on the measurement of vocabulary. Later these results were also confirmed by (Reynell & Gruber, 1990), (Reznick & Goldsmith, 1989) and (Fenson et al., 1994). (Huttenlocher, Haight, Bryk, Seltzer, & Lyons, 1991) studied two years old children and found that females acquire new words at a faster rate than males during the early two years. In recent years, cross-cultural studies have shown that there are differences in the use of request strategies. However, to the best of my knowledge, there is no study which has examined gender-based variation in adult Urdu/Punjabi speakers, who are learning English as the second language.

2. Literature Review

2.1 Request strategies

Requests are frequently used in everyday communication. A request is understood as a polite demand (Nelson, 2002). Requests are face threatening acts which threaten the hearer's negative face (Brown & Levinson, 1987). Speech acts are performed by the utterances such as: giving an order; making promises; complaining and requesting (Austin, 1962). Searle, (2962) regards that the requests are a part of the second category of classification of illocutionary acts, which is directive and regarded as "an attempt to get hearer to do an act which speaker wants hearer to do, and which it is not obvious that hearer will do in the normal course of events or of hearer's own accord" (p. 66).

The use of request strategies is influenced by socio-cultural factors. A requestee has to be careful about the linguistic resources and request properly in given situations (Suh, 1999) Request strategies have been classified into three categories:

- (i) Indirect Requests applied for pragmatic impersonal expression/s or practice opportunities.
- (ii) Conventionally Indirect Requests are the use of “polite language, conditional tense, modal verbs, and optional use of please”.
- (iii) Direct Request, the use of imperatives or present and future tense.

2.2 Theoretical concerns

2.2.1 The Speech Act Theory

“Speech Act Theory” suggests that many utterances instead of conveying information are considered as equivalent to actions (Austin, 1962). Such utterances are called speech acts. Speech acts are categorized into four classes:

- i. Verdictives
- ii. Exercisitives
- iii. Expositives
- iv. Behabitatives

Searle, 1969, argued that speech acts are rule governed and carry meanings. They are performed by illocutionary force, indicating devices which are created by constitutive rules. (Searle, 1983) suggests that speech acts such as “request” and “apology” are governed by four types of felicity conditions, “preparatory conditions, sincerity conditions, propositional content conditions, and essential conditions”.

The idea of an indirect speech act was propagated by (Brown & Levinson, 1987). The hearer sometimes hears both direct and indirect speech acts. To attain politeness in speech, the speaker uses some level of indirectness (Naz et al., 2014).

To be polite in communication is difficult because speakers have to consider the cultural and social values simultaneously. This situation becomes more challenging when the idea of politeness in request strategies is compared with other language speakers.

2.3 Previous studies on request strategies

Previous studies identified social norms playing a role in the use of request strategies, for example; (House & Kasper, 1981) compared German and English native speakers. They found that English speakers are indirect, while German speakers are more direct in the use of request strategies. (Sh et al., 1989) compared Hebrew with Canadian and American English. She discusses that social power and social distance play an important role in the use of request strategies. The selection of request strategies seems more culturally specific than the influence of a language that a community speak. The politeness in speech is not suggested by the language form, but it is more linked with the understating of the context of a speech act.

(Wierzbicka, 1985) hypothesized that request strategies are mainly influenced by cultural norms. He compared request strategies by native English and Polish speakers and found that English request strategies are influenced by the interrogative sentences and avoidance of the direct use of imperatives. While on the other hand, Polish native speakers consider that interrogative moods are associated with hostility and distance. In some cases, the presence of specific linguistic aspect in a language might make a language direct or indirect. The Arabic language has fewer modal verbs which make it more direct (Atawneh, 1991).

Request strategies are also influenced by mother language, and a positive transformation of pragmatic rules plays a role in the use of request strategies (Kim, 1995). The politeness in speech

is decided by the higher degree of obligation (Fukushima, 1996). If a native language uses longer request strategies and the second language speakers might use the same patterns in the second language (Byon, 2004).

The present study investigates the use of request strategies between native speakers of Urdu/Punjabi who are learning English as a second language. This will help in understanding that even in the same linguistic community there might be a difference between male and female in the use of request strategies.

2.4 Research Question

- i. Do L1 Urdu/Punjabi male and female speakers use different request strategies?

3. Methodology

3.1 Participants

The data were collected from a total number of 68 postgraduate students (46 male and 22 female) at the University of Sargodha Campus Gujranwala. Their ages range from 18- to 22. All participants are native Urdu/Punjabi speakers. They are learning English as a second language from primary schools and now can be labelled as multilingual.

3.2 Data collection procedure

The data were collected by the DCT (Discourse completion Test) after some amendments to serve the purpose of the present research. Originally this test presents an open-ended situation to the participants; however, we have made it close ended by presenting different options to the participants. All the given options carry the same possible responses which were expected from the participants (see Appendix I). This questionnaire presents 9 situations on 3 different levels:

- i. Higher to lower ranking
- ii. Equal to equal ranking
- iii. Lower to higher ranking

All situations elicit 9 different request strategies listed in order to directness. The first (1) can be considered the most direct and the last (9) can be understood as the most indirect.

These situations are as following:

- i. **“Mood derivable:** utterances in which grammatical mood of the verb indicates illocutionary force (Clean up the mess).
- ii. **Performatives:** utterances in which illocutionary force is clearly mentioned (I am asking you to close the window).
- iii. **Hedge performatives:** utterances in which statement of the illocutionary force is modified by hedging expressions (I would like to ask you to prepare my bill).
- iv. **Obligation statements:** utterances which state the hearer’s obligation to perform the act (You have to clean the mess).
- v. **Want statements:** utterances which indicate the speakers desire that the hearer performs the tasks (I really wish you’d stop smoking)
- vi. **Suggestory formulas:** utterances which include a suggestion to do something (‘How about lending me some money!).
- vii. **Query preparatories:** utterances containing a reference to preparatory conditions (e.g. ability, willingness) as conventionalized in different languages (Would/Could you lend me five pounds, please?)
- viii. **Strong hints:** utterances containing a partial reference to an element needed for the performance of the act (You have left the kitchen in a terrible mess).

ix. **Mild Hints:** utterances that make no reference to the request proper but can be interpreted as requests by context (I am a nun) in response to a persistent hassler (Sh et al., 1989).”

Therefore, each response of the participants was analyzed and classified accordingly by considering it directness or indirectness.

4. Results

4.1 Male participants

4.1.1 Higher to lower ranking

This level presents 3 different situations to the participants:

Higher to Lower						
Strategies	Situation 1 Frequency	(%)	Situation 2 Frequency	(%)	Situation 3 Frequency	(%)
1 Mood derivable	12	26%	3	7%	3	7%
2 Performatives	3	7%	0	0%	3	7%
3 Hedge performatives	1	2%	2	4%	1	2%
4 Obligation statements	4	9%	1	2%	0	0%
5 Want statements	0	0%	3	7%	1	2%
6 Suggestory formulas	4	9%	2	4%	2	4%
7 Query preparatories	17	37%	18	39%	7	15%
8 Strong Hints	3	7%	0	0%	28	61%
9 Mild Hints	2	4%	17	37%	1	2%
	46	100%	46	100%	46	100%

i. Situation 1:

“You are feeling suffocation in a room. You want your younger sister to open the window for you. How would you request/ask her to open the window?”

The above chart shows that on higher to lower level, male participants used 26% mood derivable request strategies on situation 1, while 37% query preparatories request strategies. The other notable use of request strategies is mild hint, which is 4%.

ii. Situation 2:

“You have bought a pair of shoes for your mother, and s/he does not like it. You want to exchange it with another, how would you request/ask to the manager of the store to exchange the pair of shoes?”

On situation 2, 39% male participants chose the query preparatories request strategies, and 37% mild hint, 7% percent mood derivable and 7% want statement.

iii. Situation 3:

“You need to order home delivery pizza. You call to the food shop, what would you say to order a pizza?”

On situation 3, the most used request strategy is strong hints, which is 61% by the male participants, 15% query preparatory, and 7% for mood derivable and performative request strategies.

4.1.2 Equal to equal ranking

Equal to Equal						
Strategies	Situation 1 (N)	Situation 1 (%)	Situation 2 (N)	Situation 2 (%)	Situation 3 (N)	Situation 3 (%)
1 Mood derivable	23	50%	2	4%	4	9%
2 Performatives	3	7%	1	2%	14	30%
3 Hedge performatives	1	2%	2	4%	2	4%
4 Obligation statements	0	0%	0	0%	3	7%

5 Want statements	1	2%	3	7%	1	2%
6 Suggestory formulas	2	4%	0	0%	0	0%
7 Query preparatories	4	9%	31	67%	12	26%
8 Strong Hints	3	7%	7	15%	8	17%
9 Mild Hints	9	20%	0	0%	2	4%
	46	100%	46	100%	46	100%

i. Situation 1

“You are walking with your friend, who is walking slowly; you want to walk quickly because you have to reach somewhere on time. What will you say to your friend to make him walk as fast as you?”

On equal to equal level the participants produced 50% mood derivable and second highest percentage is mild hint with a total of 20%. They selected 9% query preparatories ; performative 7% and similarly 7% strong hint. They also selected 4% suggestory formulas; 2% hedge performatives and want statements.

i. Situation 2

“You are in front of a door carrying some books and you cannot open the door, what would you say to the person who is standing near the door? Could you open the door for me please?”

Against the situation two 67% participants selected the query preparatories request strategies, and then 15% strong hint. The want statement 7% and mood derivable 4% and hedge performatives are also 4%. Lastly performatives are 2%.

ii. Situation 3

“In your neighbourhood, a party is going on; they are playing music very loudly. It is becoming difficult for you to study. You want to ask them to turn the music down. What would you say?”

On third situation of level 1, these male participants selected 30% Performative query preparatories 26% and then strong hint 17%. The other notable use of request strategies is mood derivable with 9% and similarly 7% obligatory statement. Lastly 4% mild hint and hedge performative.

4.1.3 Lower to higher-ranking

Strategies	Lower to Higher					
	Situation 1 (N)	Situation 1 (%)	Situation 2 (N)	Situation 2 (%)	Situation 3 (N)	Situation 3 (%)
1 Mood derivable	0	0%	0	0%	3	7%
2 Performatives	0	0%	0	0%	0	0%
3 Hedge performatives	4	9%	1	2%	2	4%
4 Obligation statements	2	4%	0	0%	0	0%
5 Want statements	14	30%	4	9%	7	15%
6 Suggestory formulas	1	2%	1	2%	0	0%
7 Query preparatories	14	30%	38	83%	26	57%
8 Strong Hints	4	9%	2	4%	8	17%
9 Mild Hints	7	15%	0	0%	0	0%
	46	100%	46	100%	46	100%

On this third level of lower to higher ranking, the participants also respond in the form of selecting request strategies:

i. Situation 1

“You are watching a movie with your father, who is holding the remote control. You like a scene and you want to watch it again. How will you say to play it again?”

In response to the first situation, the male participants selected 30% Want statement 30% and query preparatories 30% request strategies. mild hint 15% and strong hints and hedge performative 9%. Lastly, they selected 4 % percent obligation statements and 2 suggestory formulas.

ii. Situation 2

“You are sitting in your teacher’s office and you need a pencil, unfortunately you do not have one at that moment. How will you say/request to your supervisor to lend a pencil?”

On situation 2, male participants selected 83% query preparatory request strategies and want statement 9%. Strong hints 4% and 2% hedge performatives.

iii. Situation 3

“You want to request to the Principal of your department to write you a recommendation letter. What would you say to him?”

Male participants on situation 3 selected 57% query preparatory request strategies and 15% want statements. They also selected 17 strong hints. Lastly, they selected 7% mood derivable request strategies.

4.2 Female participants:

4.2.1 Higher to lower ranking

Higher to Lower						
Strategies	Situation 1 (N)	Situation 1 (%)	Situation 2 (N)	Situation 2 (%)	Situation 3 (N)	Situation 3 (%)
1 Mood derivable	9	41%	0	0%	2	9%
2 Performatives	4	18%	0	0%	0	0%
3 Hedge performatives	0	0%	3	14%	0	0%
4 Obligation statements	0	0%	0	0%	1	5%
5 Want statements	0	0%	1	5%	0	0%
6 Suggestory formulas	0	0%	0	0%	2	9%
7 Query preparatories	6	27%	4	18%	0	0%
8 Strong Hints	0	0%	1	5%	17	77%
9 Mild Hints	3	14%	13	59%	0	0%
	22	100%	22	100%	22	100%

i. Situation 1

“You are feeling suffocation in a room. You want your younger sister to open the window for you. How would you request/ask her to open the window?”

Female participants selected Mood derivable 41%; Query preparatories 27% Performatives 18% and lastly 14% mild hints.

ii. Situation 2

“You have bought a pair of shoes for your mother, and s/he does not like it. You want to exchange it with another, how would you request/ask to the manager of the store to exchange the pair of shoes?”

On situation 2 female participants selected 59 mild hints and 18% Query preparatories. About 14% hedge performative request strategies are used. Lastly 5% strong hints request strategies are selected.

iii. Situation 3

“You need to order home delivery pizza. You call to the food shop, what would you say to order a pizza?”

In order to order a pizza on this situation 77% female participant selected strong hints request strategies; 9% mood derivable and similar 9% suggestory formulas; 5% obligation statements.

4.2.2 Equal to equal ranking

Equal to Equal						
Strategies	Situation 1 (N)	Situation 1 (%)	Situation 2 (N)	Situation 2 (%)	Situation 3 (N)	Situation 3 (%)
1 Mood derivable	13	59%	5	23%	0	0%
2 Performatives	2	9%	0	0%	0	0%
3 Hedge performatives	0	0%	0	0%	0	0%
4 Obligation statements	2	9%	0	0%	0	0%
5 Want statements	1	5%	0	0%	0	0%
6 Suggestory formulas	0	0%	0	0%	1	5%
7 Query preparatories	0	0%	9	41%	8	36%
8 Strong Hints	0	0%	7	32%	11	50%
9 Mild Hints	4	18%	1	5%	2	9%
	22	100%	22	100%	22	100%

i. Situation 1

“You are walking with your friend, who is slow; you want to walk quickly because you have to reach somewhere in time. What will you say to your friend to make him walk as fast as you are?”

On this situation female participants selected 59 mood derivable request strategies and 9% performative hedge; again 9% obligation statements; 5% want statements and lastly 18% mild hints.

ii. Situation 2

“You are in front of a door carrying some books and you cannot open the door, what would you say to the person who is standing near the door?”

Female participants selected 23% moods derivable request strategies and 41% query preparatories; 32% strong hints; and 5% mild hints.

iii. Situation 3

“In your neighborhood, a party is going on; they are playing music very loudly. It is becoming difficult for you to study. You want to ask them to turn the music down. What would you say?”

On situation 5% suggestory formulas request strategies were selected; 36% query preparatory and 50% strong hints were selected. Lastly, 9% mild hints request strategies were selected.

4.2.3 Lower to higher-ranking

Lower to Higher						
Strategies	Situation 1 (N)	Situation 1 (%)	Situation 2 (N)	Situation 2 (%)	Situation 3 (N)	Situation 3 (%)
1 Mood derivable	1	5%	0	0%	0	0%
2 Performatives	0	0%	0	0%	0	0%
3 Hedge performatives	1	5%	1	5%	4	18%
4 Obligation statements	1	5%	0	0%	0	0%
5 Want statements	4	18%	0	0%	0	0%
6 Suggestory formulas	1	5%	0	0%	0	0%
7 Query preparatories	1	5%	14	64%	12	55%
8 Strong Hints	6	27%	5	23%	6	27%

9 Mild Hints	7	32%	2	9%	0	0%
	22	100%	22	100%	22	100%

i. Situation 1

“You are watching a movie with your father, who is holding the remote control. You like a scene and you want to watch it again. How will you say to play it again?”

On lower to higher level, situation 1, the female participants selected 5% mood derivable request strategies; 5% hedge performatives; 5% obligation statements; 18% want statements, 5% suggestory formulas; 5% query preparatory and 27% strong hints, and lastly 32% mild hints request strategies are selected.

ii. Situation 2

“You are sitting in your teacher’s office and you need a pencil, unfortunately you do not have one at that moment. How will you say/request to your supervisor to lend a pencil?”

On situation 2, 5% hedge performative request strategies were selected and 64% query preparatories; 23% strong hints and 9% mild hints were selected.

i. Situation 3

“You want to request to the Principal of your department to write you a recommendation letter. What would you say to him?”

On situation 3 of lower to higher level, female participants, selected 18% hedge performative request strategies and 55% query preparatories; 27% strong hints.

5. Discussion

As mentioned earlier, the present study investigates the gender-based difference between adult male and female English language learners. They were given an online questionnaire, and their responses in electronic form were received.

5.1 Higher to lower

Situation 1

In this situation, these male and female participants were asked to select the best option. They were asked this question, *“You are feeling suffocation in a room. You want your younger sister to open the window for you. How would you request/ask her to open the window”*. In response to this question 37 % query preparatory request strategies were chosen. Female participants on the same situation selected 41% mood derivable and 27% query preparatory and 18% performative and 14% mild hints request strategies.

The data against the first situation on higher to lower level shows that male English as second language learners have shown an inclination to be indirectness by using 37 % query preparatory, while most female participants are direct in selecting about 41% mood derivable request strategies. But the selection of 27% query preparatory and 18% mild hints make them direct in using request strategies.

Situation 2

In situation 2 the participants were given a condition where they have to return the pair of shoes, *“You have bought a pair of shoes for your mother, and s/he does not like it. You want to exchange it with another, how would you request/ask the manager of the store to exchange the pair of shoes”*. The male participants on situation 2 selected 39% query preparatory request strategies, which indicates that they are inclined to use indirect request strategies, similarly, they selected 37% mild hints request strategies, which is again a sign of using indirect request strategies. While on the other hand, it can be noticed that 59% mild hints request strategies were selected by female counterparts, this indicates that the female participants are also using indirect request strategies. They also showed an inclination of using 18% query preparatory, which is

also an indication of using indirect request strategies. In situation 2, it can be noticed that most male and female English learners prefer to use indirect request strategies.

Situation 3

Here these participants were supposed to order a pizza, "*You need to order home delivery pizza. You call the food shop, what would you say to order a pizza*". The result shows that 61% of participants used strong hints request strategies, "Would/ could you deliver a pizza please?". This shows an inclination towards indirectness in the request to order a pizza. While the female participants used 77% strong hints "I want to order a pizza delivery", this also shows that they are indirect in the use of request strategies.

In this level, we see that the participants were given an opportunity to suppose themselves on a higher rank. There data on these 3situation show that on situation 1 male participants were indirect and female direct and on situation 2 both showed a similar tendency to use indirect request strategies. Lastly, In the situation, 3 both groups again showed the tendency to use indirect request strategies.

5.2 Equal to equal level

Situation 1

On equal to equal level is put the participants in a situation, where they were supposed to request their peers, friends or class fellows...etc. In this situation 1, the participants were asked, that "*You are walking with your friend, who is walking slowly; you want to walk quickly because you have to reach somewhere on time. What will you say to your friend to make him walk as fast as you?*" The data show that male participants 50% selected mood derivable request strategies, which is a clear sign to be direct with friends. They selected 20% mild hint request strategies which are considered as to be inclined towards indirectness. The female participants also showed a similar tendency by selecting 59% mood derivable request strategies and 18 mild hints request strategies. This shows that both male and female English language learners are inclined to use direct request strategies when they speak English as a second language.

Situation 2

This situation is about asking someone to open the door, "*You are in front of a door carrying some books and you cannot open the door, what would you say to the person who is standing near the door? Could you open the door for me please?*". The results show that 67% used query preparatory request strategies, which is a sign to be indirect the use of request strategies. On the other hand, female participants used 23% mood derivable request strategies, which show their directness in use of request strategies. Furthermore, female participants selected 23% moods derivable request strategies and 41% query preparatory; 32% strong hints; and 5% mild hints. This indicates that they fluctuate between directness and indirectness.

Situation 3

This situation is related to social life when someone finds a loud music in his/her neighbourhood and he wants to stop it, "*In your neighbourhood, a party is going on; they are playing music very loudly. It is becoming difficult for you to study. You want to ask them to turn the music down. What would you say?*". The selection of the responses show that male participants selected 30 % performative request strategies, which is second in DCT scale, this is an indication of directness in communication and second highest use of request strategies is query preparatory (26%). Female participants remain overall indirect on this situation. They selected 50 strong hints and 36% query preparatory, which show an inclination towards indirectness. In this situation, it is can be seen that male remain direct and female showed an indirectness in their use of request strategies.

5.3 Lower to higher level

Situation 1

On this level, the participants were put into a lower ranking in social status, in the family, college. in situation 1, they were asked to request to father, “*You are watching a movie with your father, who is holding the remote control. You like a scene and you want to watch it again. How will you say to play it again?*”. The male participants selected 30% wants statements request strategies, which is inclined to direct use of request strategies, and 30% query preparatory request strategies, which is an inclination towards indirect request strategies. They also selected 15% mild hints request strategies, which established them to be indirect overall. On the other hand, female participants, 32% mild hints, which is a clear sign of indirectness in the use request strategies. They also selected about 27% strong hints request strategies. In this way, mostly female participants in situation 1 remain indirect, while male counterparts remain direct.

Situation 2

On this situation participants have to ask their teacher for a pencil, “*You are sitting in your teacher’s office and you need a pencil, unfortunately, you do not have one at that moment. How will you say/request to your supervisor to lend a pencil?*” Mostly, the male participants, about 83% selected query preparatory request strategies, which is strong inclination of indirectness. While on the other hand female participants also selected 64% query preparatory request strategies, which is a sign of indirectness in the use of request strategies. The other noticeable selection of request strategies is mild hints with a percentage of 23. Therefore, both groups are having an inclination towards indirectness.

Situation 3

In this last situation, the participants were supposed to ask a recommendation letter from their supervisor, “*You want to request to the Principal of your department to write you a recommendation letter. What would you say to him?*”. The data shows that 57% of male participants selected query preparatory request strategies and 15% want statements. This indicates that they have a tendency to use indirect request strategies. The female participants have a similar tendency in the selection of request strategies, they selected 55% query preparatory and 27 strong hints and 15 want statements. This shows that these male and female English as second language learners are indirect in the use of request strategies when they on lower ranking.

Request strategies are most commonly used communication strategies (as mentioned in the beginning). Native English speakers generally use indirect request strategies, and indirect strategies appear to them impolite or rude. However, the present study showed that there is a clear difference in the use of request strategies between male and female. L1 Urdu/Punjabi speaker, who are learning English as the second language showed variation in the use request strategies. The use of request strategies seems language specific, for example, Urdu/Punjabi or Punjabi (both belong to the same family), speakers normally use direct request strategies. The data also indicate that they are direct in some situation. This can be interpreted as the influence of L1 on L2.

5.3 Further direction

This study leads to some more interesting research questions. For example, it will be interesting to see if the same use of request strategies is investigated among the socio-economic poor classes, in the context that request strategies are social class specific. The use of request strategies can also be investigated cross-linguistically. Urdu/Punjabi language can be compared with other languages, like Arabic; Persian; Hindi...etc.

6. Conclusion

The study has shown that there is there a gender-based difference in the use of request strategies among Pakistan English second language learners. Though generally females are considered more polite in the use of request strategies, this study shows that they are more direct in the use of request strategies. A possible explanation of this phenomenon might be understood as because they live in a male dominant society, therefore, they have developed a tendency to react against this male dominance and they began to use direct request strategies.

In conclusion, it can be said that studies related to the use of request strategies are useful in giving insight about the social functional aspect of request strategies. The use of request strategies was assumed to be language specific. However, the present study concludes that there is a gender difference in the use of request strategies.

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Appendix I

Please select the best option

Recently, I am working on a researcher paper about the difference in the use of request strategies by Native English and Urdu/Punjabi / Punjabi speakers. This is an on-line questionnaire based on daily communication. You please think yourself in these different situations and select your best answer. Thanks for serving science.

Your mother language

- Urdu
- Punjabi

Your age

- 20-30
- 31-40
- 41-50
- Other

Gender

- Female
- Male

Degree level

- Intermediate
- Graduation
- Mater
- M Phil/PhD
- Other

.....

1. “You are feeling suffocation in a room. You want your younger sister to open the window for you. How would you request/ask her to open the window?”

- Open the window.
- I am asking you to open the window.
- I would like to ask you to open the window.
- You have to open the window.
- I really wish you’d open the window.
- How about opening the window?
- Would / Could you open the window, please?
- There is extremely no fresh air in the room.
- I feel suffocation.
- Option 10

2. “You have bought a pair of shoes for your mother, and s/he does not like it. You want to exchange it with another, how would you request/ask to the manager of the store to exchange the pair of shoes?”

- Change this pair of shoes.
- I am asking you to change the pair of shoes.
- I would like to ask you to change the pair of shoes.
- You have to change this pair of shoes.
- I really wish you change this pair of shoes.
- How about changing this pair of shoes?
- Would/ could you change this pair of shoes please?
- I don't like this pair of shoes.
- Do you have some other designs?

3. “You need to order home delivery pizza. You call to the food shop, what would you say to order a pizza?”

- Hello Deliver a pizza.
- I am asking you to deliver a pizza.
- I would like to ask you to deliver a pizza.
- You have to deliver a pizza.
- I really wish you deliver a pizza.
- How about delivering a pizza?
- Would/ could you deliver a pizza please?
- I want to order a pizza delivery.
- I am hungry.

4. “You are walking with your friend, who is slow; you want to walk quickly because you have to reach somewhere in time. What will you say to your friend to make him walk as fast as you are?”

- Walk quickly, I have to reach somewhere in time.
- I am asking you to walk quickly.
- I would like to ask you to walk quickly.
- You have to walk quickly.
- I really wish you walk quickly.
- How about walking quickly.
- Would/ could you walk quickly please?
- I want to reach there quickly.
- I am getting late.

5 “You are in front of a door carrying some books and you cannot open the door, what would you say to the person who is standing near the door?”

- Open the door.
- I am asking you to open the door.
- I would like to ask you to open the door.
- You have to open the door.
- I really wish you'd open the door.
- How about opening the door?
- Would / Could you open the door, please?

- I am carrying books open the door.
 - My hands are busy.
6. “In your neighborhood, a party is going on; they are playing music very loudly. It is becoming difficult for you to study. You want to ask them to turn the music down. What would you say?”
- Slow down the music.
 - I am asking you to slow down the music.
 - I would like to ask you to slow down the music.
 - You have to slow down the music.
 - I really wish you’d slow down the music.
 - How about slow down the music.
 - Would / Could you slow down the music, please?
 - I am studying, slow down the music.
 - You are playing the music on very high volume.
7. “You are watching a movie with your father, who is holding the remote control. You like a scene and you want to watch it again. How will you say to play it again?”
- Replay that scene.
 - I am asking you to replay that scene.
 - I would like to ask you to replay that scene.
 - You have to replay that scene.
 - I really wish you’d replay that scene.
 - How about replaying that scene?
 - Would / Could you replay that scene please?
 - I like that scene.
 - That was wonderful scene.
8. “You are sitting in your teacher’s office and you need a pencil, unfortunately you do not have one at that moment. How will you say/request to your supervisor to lend a pencil?”
- Give me your pencil.
 - I am asking you to give me your pencil.
 - I would like to ask you to give me your pencil.
 - You have to give me your pencil.
 - I really wish you’d give me your pencil.
 - How about giving me your pencil.
 - Would / Could you give me your pencil please?
 - I don’t have pencil.
 - I want to write something.
9. “You want to request to the Principal of your department to write you a recommendation letter. What would you say to him?”
- Write a recommendation letter for me.
 - I am asking you to write a recommendation letter for me.
 - I would like to ask you to write a recommendation letter for me.
 - You have to write a recommendation letter for me.
 - I really wish you’d write a recommendation letter for me.
 - How about writing a recommendation letter for me?
 - Would / Could you write a recommendation letter for me please?

- I need a recommendation letter.
- I will submit a recommendation letter.