An Investigation of the Relationship between Gender and Different Strategies of Expressing Request in English and Persian Films

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Abstract

The main objective of the present study is to elaborate the contrasts between males and females in their use of different strategies of request in English and Persian and ascertain the degree to which independent variables like gender and language affect the application of these strategies during informal communication. Furthermore, it offers comparable corpora which provide a good basis for cross-linguistic comparison of distribution of this functional strategy within the context of Persian and English movies. The focus of this study is on the implementation of different strategies of 'request' by English and Persian males and females in accordance with Blum-Kulka's framework of requestive strategies (1989). This research targets at figuring out differences between English and Persian males and females in relation to the application of the previously-mentioned strategies. In addition, in order to gather the most authentic data, four English and four Persian films, dealing with family and social theme, are analyzed. Concerning gender dyads, both in Persian and English, some significant differences are detected.

Key terms: *request, dyad, utterance, requestive strategies in English & Persian*

1. Introduction

Language is a means of communicating information. Using language appropriately involves knowing the sociolinguistic rules for speaking in a community. It means that the influence of social factors on speech behavior must be understood by the interlocutors. This knowledge which underlies people's ability to use language appropriately is known as their sociolinguistic competence. Sociolinguistic competence involves knowing

how to use language for different functions, such as getting things done in different contexts. The ability to use language effectively and politely to different people is important. Furthermore, rules for polite behavior differ from one speech community to another; so, linguistic politeness is culturally determined. Different speech communities emphasize different functions, and express particular functions differently.

The present study tries to answer whether there is a direct and explicit relationship between gender as well as language of movie players and those functional strategies which are implemented by them in the course of communicational interaction. Thus, the following null hypotheses can be put forward:

  a) There is no significant difference between Persian males and females with respect to the use of strategies of request in terms of patterns of distribution.
  b) There is no significant difference between English males and females with respect to the use of strategies of request in terms of patterns of distribution.
  c) There is no significant difference between English and Persian males with respect to the use of strategies of request in terms of patterns of distribution.
  d) There is no significant difference between English and Persian females in the use of strategies of request in terms of patterns of distribution.

2. Different strategies of "request"

According to Blum-Kulka's framework of requestive strategies (1989), the speech act set of request can be divided into the following three strategies:

a) Direct strategies: They are marked explicitly as requests, such as imperatives, e.g., *clean up the kitchen* or *I'm asking you to clean up the kitchen.*

b) Conventionally indirect strategies: Referring to contextual preconditions necessary for its performance as conventionalized in the language, e.g., *How about cleaning up?* or *Could you clean up the kitchen, please?*

c) Non-conventionally indirect strategies (Hints): Requestive hints are opaque or obscure in nature and the speaker exploits their opacity while getting the hearer to carry out the implicitly requested act. In other words, they tend to lack transparency and clarity. There is a gap between the speaker's intended meaning and the literal meaning; the hearer should not take the speaker's utterance word-for-word but should infer the hidden intended message. The hearer identifies an utterance as a hint when the

speaker does not appear to be intentionally conveying the meaning that the utterance actually has in reality. Opacity leaves the hearer uncertain as to the speaker's intentions and at the same time leaves the speaker the possibility to deny the requestive interpretation. The recipient of the request also has the potential to opt out, rejecting the interpretation that the speaker has made a request. Some examples of hints are:

> *It's cold in here.* (When uttered as a request to close the window)
> *I love this chocolate but it's so expensive I could not afford it.* (When used as a request that the recipient of the remark buys the chocolate for the speaker)

3. Sub-strategies of the speech act of "request"

a) Direct strategies:

1) **Mood derivable:** (The grammatical mood of the verb in the utterance marks its illocutionary force as a request.), e.g.:

> *Leave me alone.*
> *Clean up this mess, please.*

2) **Explicit performatives:** (The illocutionary force of the utterance is explicitly named by the speakers.), e.g.:

> *I'm asking you to clean up the kitchen.*
> *I'm asking you not to park the car here.*

3) **Hedged performatives:** (Utterances embedding the naming of the illocutionary force.),e.g.:

> *I'd like you to clean the kitchen.*
> *I'd like you to give your lecture a week earlier.*

4) **Obligation statements:** (The illocutionary point is directly derivable from the semantic meaning of the locution.), e.g.:

> *You'll have to clean up the kitchen.*
> *Mum, you'll have to move your car.*

5) **Want statement:** (The utterance expresses the speaker's intentions, desire or feeling vice a verse the fact that the hearer does X.), e.g.:

> *I really wish you'd clean up the kitchen.*
> *I really wish you'd stop bothering me.*

b) Conventionally indirect strategies:

1) **Suggestory formulae:** (The sentence contains a suggestion to X.), e.g.:

> *How about cleaning up?*
> *So, why don't you come and clean up the mess you made last night?*

2) Query preparatory: (The utterance contains reference to preparatory conditions, such as ability or willingness, the possibility of the act being performed, as conventionalized in any specific language.), e.g.:

Could you clean up the kitchen, please?
Would you mind moving your car, please?

c) Non-conventionally indirect strategies (hints):

1) Strong hints: (The utterance contains partial reference to object or to elements needed for the implementation of the act, directly pragmatically implying the act.), e.g.:

You have left the kitchen in a right mess.

2) Mild hints: (Utterances that make no reference to the request proper or any of its elements but are interpretable through the context as requests, indirectly pragmatically implying the act.), e.g.: *The baby is crying. (*When an angry husband is indirectly addressing his wife.)

4. Previous work on "request"

4.1. Request in terms of directness and politeness

Placencia (1994) investigated telephone requests performed by Peninsular and Ecuadorian Spanish-speaking subjects. The requests were compared in terms of directness and politeness. Using recordings from authentic telephone conversations, participant observation, and role plays, Placencia showed that Ecuadorian speakers tended to use more indirect request strategies and forms to demonstrate deference. Peninsular speakers, on the other hand, tended to use more direct strategies in the same situations. Being polite for Ecuadorians means using indirect requesting, whereas for Spaniards both direct and indirect forms are permitted. According to the author, the difference in directness between the two groups is the linguistic realization of each group's perception of imposition; that is, how intrusive a request is in a given social context. Apparently for the Ecuadorians, linguistic indirectness is a way to minimize imposition. Spaniards, however, did not perceive the request situations as so imposing, and therefore did not feel it necessary to mitigate requesting by employing non-transparent (i.e., indirect) utterances.

Another study was done by LoCastro (1997) who reported on an analysis of evidence of politeness in requesting in seventeen senior high school EFL (English as a Foreign Language) textbooks used from the mid-1980s to the mid-1990s. Japanese were less polite in English, in phrases such as: "I want you to do X". It was found that the textbooks were lacking in politeness markers. She found no explicit instruction on the use of modals or style-shifting in requests. In looking for explanations, one thing she found was

that, politeness was generally associated with oral skills. Also, forms were presented without taking their communicative functions into account.

Furthermore, Matsuura (1998) investigated the study of perception of politeness in requests with seventy-seven Japanese English majors and forty-eight American students in two U.S. universities. Perceptions were similar expect that Japanese saw interrogatives with a present tense modal ("May I borrow a pen?") as less polite than those with a past tense modal ("Could I borrow a pen?").

4.2. Requestive hints in language

Rinnert & Kobayashi (1999) conducted the study of requestive hints in Japanese and English. In this study, the analysis of elicited questionnaire judgments and naturally occurring data on Japanese and English requests revealed an apparent contradiction between the perceptions of de-contextualized hints (except for the very formal Japanese hints) as relatively impolite and the high frequency of actual use of hints in a university office setting. It was found that Japanese hints are generally more opaque than English hints. There is a trade-off between pragmatic clarity on the one hand and avoiding coerciveness on the other. The researchers found that "off-record" requestive hints may differ from "on-record" hint-like request formulations. They concluded that the use of requestive hint formulations builds solidarity in different ways in the two cultures.

Another study was done by Ruzickova (2007) by applying Blum-Kulka, House and Kasper's (1989) categories of strong and mild hints, and also Brown and Levinson's (1978,1987) classification of positive and negative categories to a corpus of naturally occurring data from Cuban Spanish. It argues that the specific cultural norms of face work and face behavior in Cuban culture dictate a preferential employment of strategies, aimed at positive-face redress. It concludes that there are no instances of hints performed solely with negative-positive strategies, which are employed considerably less frequently. Therefore, hints in Cuban Spanish seem to be always either exclusively positively polite, or simultaneously positively and negatively polite, but never purely deferential.

4.3. Indirectness in requesting

Zhang (1995) looked at existing theories on requestive acts in terms of their definition, scale, and relationship with politeness. According to Zhang, most of the study on indirect speech acts has been based on the analysis of individual utterances by contrasting locutionary sense and illocutionary force. Zhang compared conventional indirectness (CID) strategies, utterances which are "standardized to perform particular functions which are not assigned to them in their grammatical forms", with non-conventional indirectness

(NCID) strategies, utterances that are "ambiguous in either propositional content or illocutionary force or both". Zhang discussed a scale of indirectness described by Blum-Kulka (1989) in the CCSARP (Cross-Cultural Speech Act Realization Project), which identified nine requestive strategies (mood derivable, performative, hedged performative, locution derivable, want statement, suggestory formula, query preparatory, strong hint, and mild hint), and gathered the data from seven languages. Both CID and NCID strategies exist in Chinese requesting, and Zhang looked at the relationship between directness and politeness represented by these linguistic options. Zhang displayed culture-specific conceptions, perceptions, and linguistic manifestations through a detailed description of research findings and two role plays. Based on the findings, Zhang concluded that Chinese language instruction should include a comprehensive look at directness for comprehension and production in oral and written communication with "sensitivity to the information embedded in the supportive moves". It should be made clear that Chinese self-denigration interwoven in many requestive acts is not a sign of weakness or gesture of hypocrisy, but is an essential part of mastering appropriate pragmatic form.

5. Methodology

5.1.Materials of the Study

The English films, used in this study, are as follows: "The Nurse Betty", "The Family Man", "The talented Mr. Ripley", and "The Father of the Bride", and the Persian movies are: "Showkæran": *The Hemlock*, "Ghermez": *The Red*, "Do-Zæn": *Two Women*, and "?Ab-o-Atæsh": *Water and Fire*.

The corpus for the study contains requestive utterances that are generated by male and female movie players (Appendix A). Movies, rather than written texts, are chosen because they have the potentiality of offering utterances improvised by interlocutors within the context of informal relationship. Furthermore, the utterances are contrastively studied in order to 1) distinguish how the patterns of distribution of requestive strategies differ among different dyads, and 2) to specify the tendency among males and females to select a specific strategy.

In this study, English and Persian movies are selected randomly among many films with social and family theme. All the movies are contemporary ones, focusing on family and social issues, representing the two cultures. In other words, they are typical examples of these two societies; assumingly, presenting the authentic and enriched sources for analyzing the requestive utterances.

5.2. Data Collection Procedure

This study is to follow non-participant observation research which is predicated on the ground of qualitative research design where the investigator uses worksheet to record what is in progress in movies. By non-participant, it is meant that the researcher is not involved in the films; rather she just scrutinizes the on-going behavior of the movie players. It is also inductive, heuristic as well as hypothesis-driven in nature. While viewing the movies, the researcher identifies the requestive utterances. Then she applies the worksheet and pen and inserts these utterances into the worksheet table and classifies them according to different strategies and sub-strategies. Table 1 represents the classification of strategies and sub-strategies of the speech act of request.

Table 1. *Classification of strategies & sub-strategies of 'request'*

Strategies	Sub-strategies	Example
1. Direct request	a) Mood derivable	Leave me alone. Clean up this mess, please.
	b) Explicit performatives	I'm asking you to clean up the kitchen.
	c) Hedged performatives	I'd like you to give your lecture a weak earlier.
	d) Obligation statements	You'll have to move your car.
	e) Want statements	I really wish you'd stop bothering me.
2. Conventionally indirect request	a) Suggestory formulae	How about cleaning up? Why don't you get lost?
	b) Query preparatory	Would you mind moving your car, please?
3. Non-conventionally indirect request (hints)	a) Strong hints	You have left the kitchen in a right mess.
	b) Mild hints	The baby is crying.

5.3. Analysis of the data

The first subsection aims at presenting the frequency of the implementation of strategies of request by Persian and English males and females. To do so, the frequencies of using different strategies of request by Persian and English males and females are counted in accordance with Blum-Kulka's framework of strategies of request (1989). The second subsection deals with the results of the data which are obtained from the chi-square.

Furthermore, to achieve the frequency counts, the types of gender dyads, which are divided into four groups (female-male, female-female, male-male, male-female), are taken into consideration and the utterances are codified; for example, M-M=1, M-F=2, F-M=3, F-F=4, while M stands for 'male' and F stands for 'Female'. Table 2 represents the comparison of distribution of different strategies of request among different gender dyads in English and Persian.

Table 2. *Comparison of distribution of requestive strategies among different gender dyads in English & Persian*

G / S	Gender dyads in English				Total	Gender dyads in Persian				Total
	M-F	M-M	F-M	F-F		M-F	M-M	F-M	F-F	
Direct request	160	296	140	62	658	299	104	329	154	886
Conventionally-indirect request	36	71	28	8	143	9	1	9	2	21
Hint	38	97	42	12	189	41	25	73	26	165
Total	234	464	210	82	990	349	130	411	182	1072

S: Strategy   G: Gender

The total number of requestive utterances produced by English males and females are 990 and those produced by Persian males and females are 1072. As a whole, 2062 utterances are investigated in this study (See appendix B).

6. Results and Discussion

This subsection is concerned with presenting the results of the statistical procedures involved. Furthermore, it aims at finding out if the previously mentioned hypotheses and predictions of the study are confirmed or rejected.

The distribution of requestive strategies among different gender dyads displays interesting results. The first step taken to clarify the results is to run the chi-square formula which paves the way for distinguishing where the concentration of these strategies is of more intensity as it leads to decisive rejection or confirmation of null hypotheses. Also, it should be taken into

consideration that the results of this study are derived from four English and four Persian movies.

In this part, the results of data analysis are divided into three sections, namely, 'same-language cross-gender' section, 'cross-language same-gender' section, and 'same-language same-gender' section, and they are rescanned to treat the following null hypotheses of the study.

6.1. 'Same-language cross-gender' section

a) There is no significant difference between Persian males and females with respect to the use of strategies of request in terms of patterns of distribution.

Table 3. *Comparison of X^2 between Persian (males & females) and also English (males & females) with respect to the use of requestive strategies*

G / S	Persian Males	Persian Females	X^2	$P\leq$	English Males	English Females	X^2	$P\leq$
	Σ	Σ			Σ	Σ		
Direct request	403	483	7.22	.05	456	202	98.04	.05
Conventionally-indirect request	10	11	.04	NS	107	36	35.25	.05
Hint	66	99	6.60	.05	135	54	34.71	.05

As illustrated in table 3, the results reveal that gender is a contributing factor in the use of two requestive strategies comprising direct request and hint. So, the first null hypothesis is rejected and the distribution curve is negatively skewed in favor of Persian females, whereas the X^2 value of the second strategy, that is to say, the conventionally-indirect request shows that there is no significant difference between Persian males and females.

b) There is no significant difference between English males and females with respect to the use of strategies of request in terms of patterns of distribution.

In accordance with the above-mentioned table, it is noticed that the difference between English males and females in the use of three requestive strategies, namely, direct request, conventionally-indirect request, and hint are significant because the observed values of X^2 in respect with these three

strategies exhibit far more surpassing increase than the minimum value of X^2 at .05 level of significance; thus, the second null hypothesis conveying that there is no significant difference between English males and females is rejected and it reveals that English males use more direct request, conventionally-indirect request, and hint than English females.

6.2. 'Cross-language same-gender' section

c) There is no significant difference between English and Persian males with respect to the use of strategies of request in terms of patterns of distribution.

Table 4. *Comparison of X^2 between English & Persian males and also English & Persian females with respect to the use of requestive strategies*

G / S	Persian Males Σ	English Males Σ	X^2	$P \leq$	Persian Females Σ	English Females Σ	X^2	$P \leq$
Direct request	403	456	3.27	NS	483	202	115.2	.05
Conventionally-indirect request	10	107	80.41	.05	11	36	13.2	.05
Hint	66	135	23.68	.05	99	54	13.2	.05

Taking close note to table 4, it becomes clear that English males show a greater tendency to make use of the conventionally-indirect requests and hints than Persian males. Since requests have the potential to be intrusive and demanding, English males try to minimize the imposition which is involved in the request more than Persian males. So, language and culture are two contributing factors in the use of requestive strategies. Because of this, the third null hypothesis verifies that there is a significant difference between English males and Persian males in accordance with using requestive strategies comprising conventionally-indirect requests and hints. In addition, table 4 reveals that males have a greater tendency to use direct requests regardless of their language or culture.

d) There is no significant difference between English and Persian females in the use of strategies of request in terms of patterns of distribution.

As illustrated in table 4, language has an effect among females on using requestive strategies such as direct request, conventionally-indirect request and hint. Concerning this, the fourth null hypothesis indicating that there is no significant difference between Persian females and English females in the use of these three strategies is rejected because the value of X^2 computed for these strategies are accounted to be moderately more than the minimum value of X^2 at .05 level of significance. By taking a close look at the table 4, it is clarified that Persian females have more tendency to use direct requests and hints than English females.

One noteworthy difference occurs in the use of the conventionally-indirect requests among English females and Persian females. By looking at table 4., it is revealed that English females use more conventionally-indirect requests than Persian females, maybe, because of having a greater tendency to minimize the imposition which is involved in a requestive utterance.

6.3. 'Same-language same-gender' section

The following table represents the frequencies and calculations of the chi-square of requestive strategies within gender dyads.

Table 5. *Comparison of requestive strategies among gender dyads in English & Persian*

G S	Persian Males		English Males		Persian Females		English Females	
	X^2	P≤	X^2	P≤	X^2	P≤	X^2	P≤
Direct request	94.3	.05	27.6	.05	63.4	.05	30.1	.05
Conventionally-indirect request	6.40	.05	11.4	.05	4.45	.05	11.1	.05
Hint	3.87	.05	25.7	.05	22.31	.05	16.6	.05

Concerning table 5., it is confirmed that English males use direct requests, conventionally- indirect requests, and hints as requestive strategies more while communicating with 'males' than with 'females'. By the same token, English females implement the three previously-mentioned requestive strategies more when they communicate with males than with females. It is due to the fact that the observed values of X^2 are far more than the expected

value of X^2 at .05 level of significance. It can be concluded that, in English, the speaker either a man or a woman use the requestive strategies more when the addressee is male.

Moreover, the results of table 5 indicate that Persian males use direct requests, conventionally-indirect requests, and hints more when they communicate with females than with males. In the same way, by taking into account that the calculated values of X^2 derived from requestive strategies among Persian females are far more than the expected value of X^2 at .05 level of significance, it can be claimed that there is a difference among Persian females while interacting with males.

Unlike English, in Persian, the opposite gender dyads use requestive strategies more; in other words, Persian males use the requestive strategies more while communicating with females than with males, in addition, Persian females apply the requestive strategies more while interacting with males than with females.

7. Conclusion

The findings of the study, as derived from the data of 'same-language cross-gender' section, represent that in accordance with the application of requestive strategies comprising direct requests, conventionally-indirect requests, and hints, males' community, namely, both English and Persian, take supremacy over females in the use of two requestive strategies such as direct requests and hints. Considering table 3, there is only one exception in regard to the use of the conventionally-indirect requests; in other words, in English, males use this strategy more than females, whereas in Persian, there is no difference between males and females in relation to the use of this strategy.

Furthermore, by comparing the results of data from 'cross-language same-gender' section, it is clarified that English males implement conventionally-indirect requests and hints as two requestive strategies more than Persian males. Similarly, English females are more prone to apply conventionally-indirect requests than Persian females, whereas Persian females generate direct requests and hints more than English females.

In relation to the 'same-language same-gender' section, the sex of addressee is determinant and it displays some interesting results. Considering table 5., the data of this part represent that English males' speech community tend to choose direct requests, conventionally-indirect requests, and hints, in the course of communication with English males more than with females.

Unlike English males, Persian males tend to choose direct requests, conventionally-indirect requests, and hints when they communicate with females more than with males. In the same way, English females, similar to

Persian females, would rather select direct requests, conventionally-indirect requests, and hints more when they interact with males than with females.

Moreover, in the view of requestive strategies, it is concluded that one distinctive difference occurs among males and females; that is to say, in English, males are more prone to apply these strategies, in cross-gender part, than females, while in Persian, females more tend to apply these requestive strategies. In addition, another distinctive difference happens in cross-language part; in other words, among males, English males apply requestive strategies more than Persian males whereas among females, Persian females implement these strategies more than English females.

8. Suggestions and pedagogical implications

The findings of this study are hoped to be of help to those who are involved in cross-sectional fields of study and turn a leaf in modern linguistic debate over transactional as well as intersectional norms of communication in Persian and English. Translators can find the results of this study useful by becoming fully aware of nuances among requestive strategies in English and Persian. In addition, the findings of the present study yield useful and effective suggestions and pedagogical implications to be considered by language researchers, EFL teachers, EFL learners, text-book writers, curriculum designers, sociolinguists, and sociologists.

Moreover, studies of requestive strategies broaden the readers' minds and lead them to pay attention to modern methodological trends in language teaching and encourage them to apply or learn methods that not only put the emphasis on semantic linguistic knowledge but also concentrate simultaneously on expanding pragmatic linguistic knowledge in order to enhance their language proficiency. Furthermore, the findings of this study can be used for awakening the readers to the politeness principles and giving hints to the learners how these norms of politeness vary in different cultures. It is pedagogically beneficial for teachers and learners to know how they can operationalize the authentic language including the previously-mentioned strategies within different contexts with respect to particularities of the situation. Failure to use the proper strategy not only can be a violation against conversational principles but also is deemed as a departure from politeness principles.

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Appendix A.

English Film-Scripts

Request: 'The Family Man' film-script

1. Kate: Don't go, Jack … (DR)
2. Jack: I want you to be excited. (DR)
4. Jack: Tell her I won't be able to make it tomorrow. (DR)
5. Jack: Please stop yelling at me! (DR)
6. Kate: Do whatever you want. (DR)
7. Jack: That baby's crying…(Hint)
8. Kate: Don't give me that look. (DR)
9. Annie: Try not to be late. (DR)
10. Hector: Look it up yourself. (DR)
11. Jack: Why don't we just go to all the stores?! (CIDR)
12. Salesman: Would you like to try it on? (CIDR)
13. Evelyn: Why don't you just stop by? (CIDR)
14. Jack: Could you write down her exact address? (CIDR)
15. Jack: I want that cake! (Hint)
16. Kate: You know what I like to hear…(Hint)
17. Jack: Please don't cry. (DR)
18. Jack: Just a glass of red wine for each of us…(Hint)
19. Jack: Give him ten percent off for having the best costume. (DR)

20. Jack: Why don't you let me take this one, Kenny? (CIDR)

Persian Film-Scripts

Request: 'Showkæran' film-script

1. Sima: miyayn ba mæn ye chay bexorin…? (CIDR)
2. Gorji: mo?eze nækon, mohændes. (DR)
3. Gorji: fekre xodet bash. (DR)
4. Ahmæd: sæbr kon...! (DR)
5. Ahmæd: ba xodetun kar daræn. (Hint)
6. Mæhmud: beshin karet daræm. (DR)
7. Tærane: Mæhmud, bidar sho. (DR)
8. Mæhmud: næ-baba bezar Ahmæd dærsesho bexone. (DR)
9. Mæhmud: ye chizi beporsæm rastesh-ro mi-gid? (CIDR)
10. Mæhmud: mæn taqætesh-ro daræm. (Hint)
11. Sima: hærf næzæn. (DR)
12. Sima: hichi nægu.... ! (DR)
13. Sima: bayæd morxæsi begiri..... (DR)
14. Tærane: bayæd mæ?zeræt-xahi koni... (DR)
15. Mæhmud: be Sima begu hær-che-qædr pul bexad behesh mi-dæm. (DR)
16. Mæhmud: zud hazer sho berim. (DR)
17. Sima: bezar biyam tu. (DR)
18. Monshi: montæzere shomast.....! (Hint)
19. Tærane: yæ?ni baba-jun, emruz, væqte bær-gashtæn, ye kif-dæsti bæraye Yaser mi-xære..... (Hint)
20. Tærane: shoma negæran næbash. (DR)

English transcriptions of the above Persian film-script:

1. Sima: Would you have a cup of tea with me? (CIDR)
2. Gorji: Don't sermonize, Engineer. (DR)
3. Gorji: Think of yourself. (be self-centered) (DR)
4. Ahmæd: Wait..........! (DR)
5. Ahmæd: Somebody wants to talk to you. (Hint)
6. Mæhmud: Sit down. I want to talk to you. (DR)
7. Tærane: Mæhmud, wake up. (DR)
8. Mæhmud: You don't mean it! Let Ahmad study his lesson. (DR)
9. Mæhmud: Would you tell me the truth if I ask you? (CIDR)
10. Mæhmud: I can endure. (I have the power of endurance.) (Hint)
11. Sima: Don't talk. (DR).
12. Sima: Don't say a word. (Say nothing) (DR)

13. Sima: Take a leave of absence. (Take some days off.) (DR)
14. Tærane: You have to apologize. (It's obligatory to apologize.) (DR)
15. Mæhmud: Tell Sima that I will give her as much money as she wants. (DR)
16. Mæhmud: Be ready to go very soon. (DR)
17. Sima: Let me come in. (DR)
18. Monshi: He waits for you. (Hint)
19. Tærane: It means that the dear father while returning, he'll buy a briefcase for Yaser. (Hint)
20. Tærane: You, don't worry. (DR)

Appendix B.

Bar graph 1. *Comparison of distribution of request strategies among different gender dyads in Persian*

Persian request
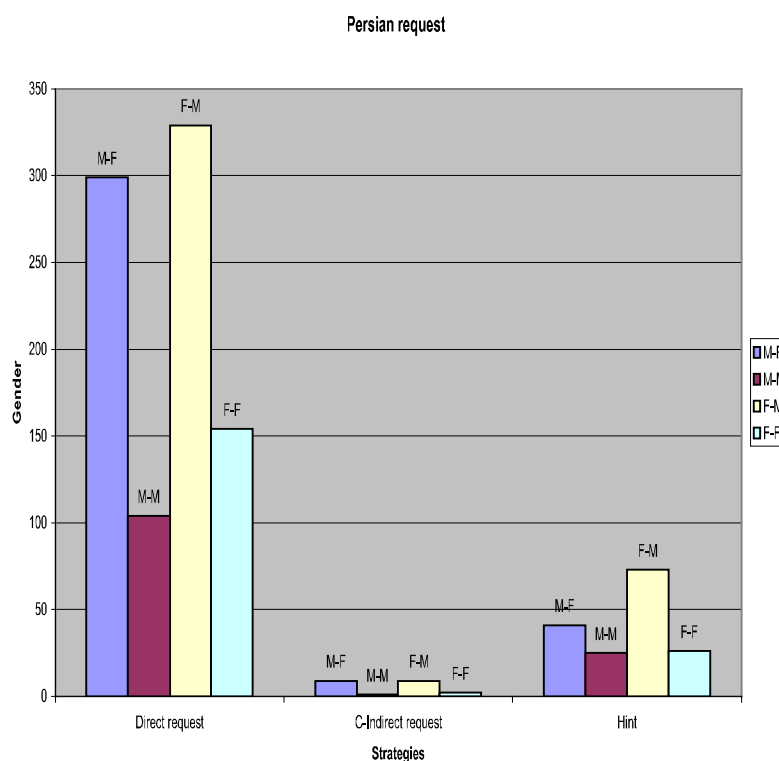
Bar graph 2. *Comparison of distribution of request strategies among different gender dyads in English*
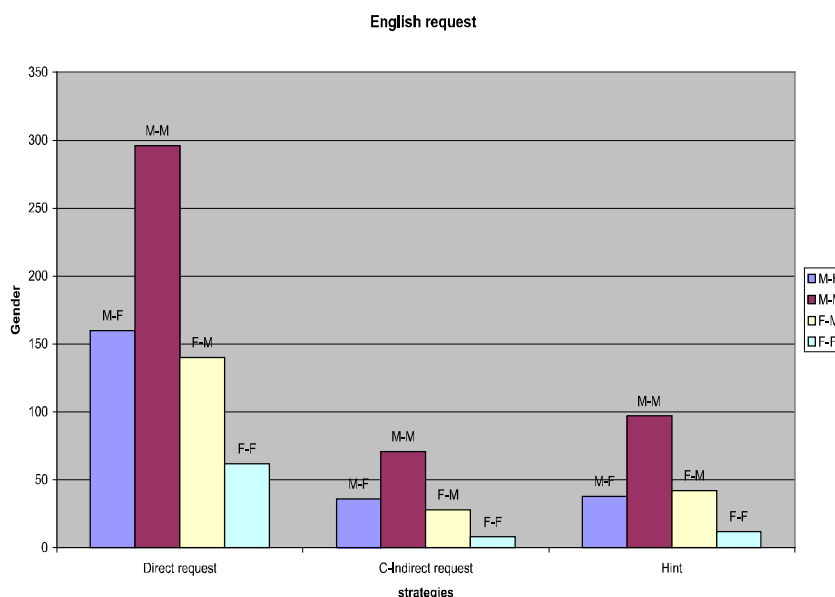
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