The Effect of Autistic Traits on the Use of Politeness Strategies

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Abstract

Autism spectrum disorder is a cognitive disorder characterized by a deficit in the social domain due to an impairment in theory of mind. The broader autism phenotype states that autistic traits are also present in the general population. Previous research has shown that higher functioning ASD children are able to produce social acts and make use of politeness strategies, though they find it generally more difficult. However, very little is known about to whether and to what extent autistic traits have an effect on the use of politeness strategies of typically developed individuals. This study examines the effect of autistic traits on the use of politeness strategies. It was predicted that people with more autistic traits would produce fewer politeness strategies than people with fewer autistic traits. An AQ-short and 15 scenarios were used to examine the autistic traits and use of politeness strategies of 54 typically developed participants. No significant effect of autistic traits has been found. Future research should focus on the different forms of politeness (positive and negative).

Introduction

Anyone who has seen the 1988 film 'Rain Man' will recall the elevator scene: a woman and an autistic man are standing in an elevator. The woman asks: "Have you ever kissed a woman?" The man shakes his head. The woman kisses him and asks: "How was that?" The man answers: "Wet". While this man is technically right, he has trouble with comprehending the symbolic meaning of both the question and the kiss due to his autistic disorder (Peeters, 2001, p. 33). People with autism spectrum disorder (ASD) encounter many difficulties in everyday life, mainly when it comes to social interaction. Not only ASD individuals, but also typically developed ones can develop autistic traits (Losh, Childress, Lam & Piven, 2008). This study focuses on whether having autistic traits affects the use of politeness strategies among typically developed people. The typical aspects of autism spectrum disorder will be discussed, as well as politeness, face and politeness strategies.

Autism Spectrum Disorder

Autism spectrum disorder (ASD) is a cognitive disorder characterized by a serious deficit in the social domain (Baron-Cohen, Wheelwright, Skinner, Martin & Clubley, 2001; Moran et al, 2011). People with ASD often lack social skills and understanding in order to create and maintain relationships and have reduced language skills. It is suggested that this is mainly caused by an impaired development of theory of mind (ToM). Theory of mind can described as the ability to empathize with other people. It allows us to recognize emotions and body language. Most ASD individuals suffer from strongly reduced cognitive and affective empathy. They generally encounter more difficulties with, for example, anticipating where a person may have a false belief (i.e. a belief that is inconsistent with reality) about a certain subject (Mathersul, McDonald & Rushby, 2013; Senju et al, 2010). Though some of these people, especially the ones with an average or above average IQ (higher functioning), succeed

on tests involving false beliefs, they perform less well than typically developed people.

The impairment of ToM development might also explain other behavior characterizing ASD, for example why people diagnosed with ASD judge certain acts more harshly than typical developed people. Moran et al (2011) shows that ASD adults are more focused on the act and the result, rather than the intention. This means that an ASD adult would judge an intentional but failed attempt at homicide as less wrong than a car accident in which a person died. Making a judgment based on the intentions of the culprit requires advanced theory of mind, which most people with ASD lack. Furthermore, children with higher functioning ASD have more trouble with recognizing 'faux pas', which can described as saying something without considering that it may have unintentional negative consequences for the listener (Baron-Cohen, O'Rierdon, Stone, Jones & Plaisted, 1999).

Though the results above suggest that people with autism experience significantly more problems in any form of human interaction than typically developed individuals, this does not mean that autistic traits are not present in the general population. The broader autism phenotype suggests that autism is a spectrum disorder, meaning that there is a continuum in autistic traits (Losh, Childress, Lam & Piven, 2008). One person can be more autistic than another and both may have distinct characteristics. Research suggests that autistic traits may also be present - to a lesser extent - in the general population (Jobe, Williams White, 2007). Typically developed people may still possess characteristic autistic traits and encounter characteristic autistic problems, such as chronic loneliness, even though they are not diagnosed with a form of autism.

In order to test to what extent a person has autistic traits, Baron-Cohen et al (2001) designed a questionnaire to determine their autism quotient (AQ). The questionnaire consists of 50 questions assessing five different areas: social skills, attention switching, attention to detail, communication and imagination. This paper will mainly focus on the AQ of typically

developed people and their social skills and communication, more specifically their way of 'social acting'.

Politeness and social acting

The term "politeness" refers to the good manners people apply in order to moderate face threats carried out when interacting with one another (Mills, 2003: 6). Words that express politeness, often called politeness markers, are not meant to make an utterance more informative, but rather to maintain a positive relationship with the hearer (Van der Wijst, 1996: 2). Consider the following example. Person A is lost trying to find the local supermarket and decides to ask a random person called B for directions. He approaches A and asks: "Excuse me, sir? Could I ask you something? Could you perhaps tell me where I can find the local supermarket, please?" When we look at what A has said, we notice that there is quite a lot of redundant sentences, considering that A only has to know the directions to the supermarket. In fact, the only thing A has to ask to get what he wants to know is "Where is the local supermarket?". However, A adds seemingly redundant words to his utterance in order to protect both his and B's "face".

According to Goffmann (1967), face is the public self-image one tries to protect in social interaction. Brown & Levinson add that there are two kinds of face: positive face and negative face (1987: 66-67). Positive face refers to the need for a positive self-image claimed by others. Negative face refers to the need for freedom of action. An act which threatens positive or negative face is called a "face threatening act" (FTA) (Brown & Levinson, 1987: 65). Consider the example above about a person who tries to find the supermarket. A asks B a question and B has to answer the question. Therefore B is not free to do whatever he wants: his freedom of action is restricted. This means that A has threatened B's negative face.

In their work, Brown & Levinson (1987: 103 – 124) formulate several politeness strategies, which minimizes the threat done to a person's positive or negative face. These

strategies are often used in situations where doing an FTA is unavoidable. Consider, again, the example above about the person who is lost trying to find the supermarket. A has no option but to ask someone for directions. Therefore, person A knows that he has to do an FTA. In order to minimize the damage done to B's face when A asks the question, A uses politeness strategies in his question. For example, before asking where the supermarket is located, he says "Excuse me, sir?", letting B know that he is talking to him. A does not know whether B would consider it to be rude if he would only ask the question without some sort of introduction. If that is the case, B's opinion of A would become negative, therefore A would damage his own positive face. By adding the introduction, A makes sure that he does not threat his own positive face. Next, A asks: "Could I ask you something?". The reason A asks this question is that A wants to know whether B is prepared to answer a question. B could be in a hurry, or B could not be in the mood to answer a question. A also formulates his question indirect ("Could I…") in order to be more polite. The last sentence " Could you perhaps tell me where I can find the local supermarket, please?" contains several politeness strategies. First, A, again, formulates his question indirect ("Could you…"). Second, by adding a downtoner like "perhaps", A emphasizes the fact that B is allowed to say "no" anytime. Third, he adds a formulaic expression to his question ("please").

As we can see in the previous example, A does everything to be as polite as possible without making it sound strange. A's behavior is often referred to as "social acting": behavior people produce in order to be polite and maintain positive relationships with social groups (Yang & Baillargeon, 2013). The next paragraph will discuss how people with ASD deal with social acting and whether they are able to use social acting themselves.

Social Acting and Autistic Traits

Previous research has shown that higher functioning ASD individuals are, in fact, able to recognize and produce social acts, though they utilize them less often and experience more

difficulties than typically developed adults. According to Li, Kelley, Evans & Lee (2011) there is no significant difference between ASD and typically developed children in terms of telling antisocial lies and white lies of their own volition. However, ASD children have more difficulties maintaining consistency in their story when telling a lie than typically developed (TD) children. Moreover, they add that both the TD and ASD children who told a white lie did not do that in order to be polite. When asked why they made use of a white lie, they were not able to offer an explanation.

Sirota (2004) examined whether ASD children utilize politeness forms such as polite greetings and compliments. They used a face-to-face setting where an adult had a conversation with an ASD child. Consistent with Li et al (2011), she found that autistic children do make use of politeness strategies, for example polite acceptance and rejections ("No, thank you"), indirect speech ("I was wondering if you could you do that for me?") and apologies.

Yang & Baillargeon (2013) examined whether TD adults with more autistic traits appreciate social acting less than the TD adults with fewer autistic traits. They used the AQ by Baron-Cohen et al (2001) to determine whether a person has more autistic traits (AQ > 26) or fewer autistic traits (AQ < 26). They tested adults by letting them read a story containing a form of social acting. After they read the story, they would rate the appropriateness of the social act. Contrary to Sirota (2004) and Li et al (2011), they found that the adults with more autistic traits rated the appropriateness of social acting significantly lower than the adults with less autistic traits.

Looking at the studies above, we cannot determine whether or not autistic traits affect the use of social acting. It seems that ASD individuals are able to produce social acts. However, when we look at the general population, autistic traits do seem to affect the opinion on social acting. Therefore, it might be interesting to examine whether autistic traits also

affect the actual use of social acting in the general population. This paper will focus on the overall use of social acting and the possible link between autistic traits and the use of politeness strategies among typically developed people. The research question is: What is the effect of autistic traits on the use of politeness strategies among typically developed individuals? It is predicted that, because this study examines typically developed people, people with more autistic traits will make less use of politeness strategies than people with less autistic traits.

Method

Participants

A total of 76 people participated in the study. After removing empty or barely filled in surveys, 54 participants remained: 20 males and 34 females. The average age was 22 years (M = 22.21, SD = 4,53). The sample existed of 2 HAVO students, 10 VWO students, 1 MBO student, 6 HBO students and 35 university students. The participants were recruited through Facebook.

Materials

An online questionnaire was used in order to conduct the research. The study consisted of three sections. The first section contained an abridged version of the Autism Spectrum Quotient by Hoekstra et al (2011) (see Appendix 2). The original AQ by Baron-Cohen (2001) consisted of 50 statements, which is too long considering that the participants have to fill in two more sections. Moreover, the aim of this section is solely to determine the amount of autistic traits, indicated by the AQ, of a participant and not to determine whether one is autistic or not. Therefore, Hoekstra's abridged version of the AQ - the AQ-short - was used in order to conduct the study. The AQ-short comprised 28 statements, for example, one of the statements was: "I enjoy meeting new people". Participants had to answer on a four points

Likert scale whether they strongly or slightly disagreed or agreed with that statement (1 = strongly disagree, 4 = strongly agree).

The second section contained fifteen scenarios (see Appendix 3). For each scenario, a setting involving a form of social acting was created where the participants had to tell how they would react in that particular situation. In other words, every scenario was a brief story containing a fictive social situation. For example, the participant would read a story about a friends' birthday that's coming up and the fact that he or she does not want to go to that party. One had to tell how he or she was going to make that clear to their friend. The aim of this part of the study was to determine whether and to what extent people react in a polite manner with polite language usage.

The third part contained several personal questions. The participant was asked to fill in his or her gender, age, level of education and town or city.

Procedure

As mentioned before, participants were recruited through Facebook. Every participant received the same AQ questionnaire and scenarios. The participants were instructed that the results would be analyzed anonymously. Next, they were told that would see several statements, which they had to answer using a four point scale. After that, they would see the 15 scenarios. Participants were allowed to stop or skip a question at any time. Participants could fill in their email address if they wanted to receive the results of the study.

Analysis

Analyzing the AQ was done according to Hoekstra et al (2011). Participants could score a maximum of 4 points on every item. Scores for items 1, 3, 6, 8, 9, 11, 12, 17, 18, 19, 20, 21, 24, 27, 28 were reversed, so that on every item a lower score meant less autistic traits and a higher score meant more autistic traits. After reversing the items, all the scores for every participant were added up to calculate the AQ scores. Reliability of the AQ was high (α =

.83).

Analysis of the politeness score was done according to the politeness theory from Brown & Levinson (1987). A total of 17 variables was created, where each of the variables measured a politeness strategy: attend interest, intensify interest, group identify markers, indirect speech, avoiding disagreement, use of downtoners and hedges, use of imposition, offer and promise, including the speaker and the hearer, giving gifts, use of negation, impersonalize, use of expressions, commitment, obligation, possibility and permission. Participants could score 0 or 1 point for every variable, except impersonalize (0 or -0,5), commitment (0 or 0,5), obligation (0 or -1) (see Appendix 4). Obligation (for example, "Fix the toilet!") was considered to be the least polite of all strategies (Clark & Schunk, 1980), because it implies that the hearer has no choice but to do what the speaker demands. Impersonalize is a sort of obligation. It has the same implication as the obligation, namely "Do what I tell you to do". However, impersonalize softens the obligation by adding generality and making it sound like the utterance is not directly targeted to the hearer, for example "Someone should really fix the toilet" or "This toilet should really be fixed". Commitment ("Will you please fix the toilet?") is considered to be polite, but not as polite as the other strategies, because the hearer obligates himself to fulfill the speaker's demands when he or she says "yes". This means that the hearer cannot say "no" anymore from that moment on, whereas the hearer could still escape if one of the other strategies had been used. The politeness score was determined by calculating the sum of the politeness score of 15 scenarios. The reliability of the scenarios was good ($\alpha = .78$).

In order to analyze whether AQ is a predictor for use of politeness strategy, a simple lineair regression was used. AQ was the independent variable, the score for politeness was the dependent variable. A second simple lineair regression was conducted without outliers to see whether the outliers had any influence on the outcome.

Results

A simple lineair regression was used to investigate whether the degree of autistic traits, as measured by AQ score, has the ability to predict the use of politeness strategies (defined as the variable "Politeness Score". A Kolmogorov-Smirnov normality test was used to investigate the normality distribution of the variables. The Kolmogorov-Smirnov test showed no violation of the assumption of normality for both the AQ score ((*M = 54,65, SD = 8,90*) (p = .200) and the politeness score (*M = 20,59, SD = 7,48*) (p = .200). There were no extreme values or outliers for AQ score. For politeness score, there were two outliers (43,0 and 39,50). The analysis showed that the AQ score was not a significant predictor for the politeness score (b = -.09, p = .454). The AQ score was shown to account for 1,1% of the variance in politeness, F (1, 52) = 0.568, p = .454. A second regression analysis was conducted to see whether removing the outliers for the politeness score had any effect on the outcome. The second analysis showed that the AQ score was still not a significant predictor for the politeness score (b = -.07, p = .508). The AQ score was shown to account for 0,9% of the variance in politeness, F (1, 52) = 0.444, p = .508.

Discussion

The aim of this study was to determine whether having autistic traits could be a predictor for the use of politeness strategies in social interaction. The research question of this study was: What is the effect of autistic traits on the use of politeness strategies among typically developed individuals? Our hypothesis was not confirmed: results above show that having autistic traits is not a significant predictor for use of politeness strategies. In other words: people with more autistic traits did not utilize less politeness strategies than people with a less autistic traits, in contrary to the prediction and previous literature.

According to the broader autism phenotype, typical autistic traits are also present in the general population (Losh et al, 2008). Li et al (2011) did not notice a significant difference

between children with more autistic traits and fewer autistic traits in terms of white lie telling. These findings consist with the results of this study. Sirota (2004) stated that individuals with more autistic traits are still able to successfully apply social acting, which also corresponds with our findings. However, Yang & Baillargeon (2013) stated that individuals with more autistic traits appreciate social acting less than individuals with fewer autistic traits.

A possible explanation for this discrepancy is the fact that this study was conducted through an online questionnaire, whereas the previous studies were conducted in a real life (also called a face-to-face) setting. In his work, Suler (2004) states that people tend to act differently when they are in an online setting than in an offline face-to-face setting, which he calls the "Online Disinhibition Effect". People are able to hide or alter their identity on the internet. According to Suler, anonymity is one of the key factors of the disinhibition effect. People feel less vulnerable about acting out whenever they are given the opportunity to separate their actions online from their real life identity. Their actions and utterances cannot be directly linked to the rest of the life they live. Invisibility plays a considerable role here. The fact that no one knows who you are combined with the fact that no one can see you gives people the courage to say or do things they normally would never do in a real life setting. Participants in this study were anonymous and they could fill in the survey behind their own computer at home, which means no one could know what a certain participant had filled in. This might have given our participants the opportunity to act more extreme than they would if the study was conducted in a normal, real life setting. Some of the participants used really rude words in their answer in certain scenarios, for example the scenario where they had to ask a fellow student for help when studying for a test. Moreover, some participants answered that a scenario was too difficult or dull to answer. These kind of reactions might be the result of the online disinhibition effect.

A second explanation is the fact that some participants tended to answer in an indirect

way. Every scenario ended with “You say:…” and some participants completed those sentences beginning with “that”, for example “That I do not go his party”. These answers were quite difficult to score, because participants often did not include any form om (im)politeness they might include when they had answered in a direct way. These answers have not been excluded and such an answer still received a politeness score in the same way as the other answers, even though they scored most of the time a 0. This might have influenced the overall politeness score.

Limitations

A limitation of the current study was that it focused on people between 18 and 30 years old. Moreover, a considerable amount of participants were university students. Therefore, nothing could be said about the population in general. Future research should focus on a more diverse group of people in terms of age and education.

Moreover, this study utilized fictive scenarios in order to determine how polite the participants were. It might be interesting for future research to examine how autistic traits affect the use of politeness strategies in face-to-face settings.

Conclusion

The research question of this study: To what extent do autistic traits affect the use of politeness strategies in social interaction? It was predicted that people with more autistic traits would utilize less politeness strategies than people with less autistic traits. That prediction was not supported by the current study. Autistic traits were not shown to be predictors for the use of politeness strategies. However, future research is needed to be able to draw conclusions on the use of politeness strategies among typically developed people. It might be interesting to dig deeper into politeness and examine whether there is a difference between positive and negative politeness use of people with more and fewer autistic traits.

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Appendices

Appendix 1: Survey Introduction

Communicatie in het dagelijks leven

Beste deelnemer,

Hartelijk dank voor de deelname aan dit onderzoek. Wij zijn twee Communicatie - en Informatiewetenschappen studenten die voor onze bachelorscriptie aan de universiteit van Tilburg je hulp nodig hebben. Deze survey is volledig anoniem en zal 15 minuutjes van je tijd in beslag nemen. Wij verzoeken je de volgende vragen spontaan en eerlijk in te vullen.

Je gaat zo dadelijk een aantal stellingen te zien krijgen die je op een 4-puntsschaal moet beoordelen. Daarna krijg je een aantal scenario's te zien, waarbij je moet invullen wat je reactie zou zijn. Het is belangrijk dat je bij het lezen van de scenario's je zoveel mogelijk probeert in te leven in de persoon. Er zijn geen goede of foute antwoorden, het gaat er alleen om wat jij vindt.

De resultaten zullen volledig anoniem blijven. Mocht je interesse hebben in de uitkomst van ons onderzoek, dan kun je aan het eind van de vragenlijst je e-mailadres invullen. Wij zullen je dan een samenvatting van het onderzoek sturen als het is afgerond. Je e-mailadres wordt los van de andere onderzoeksgegevens opgeslagen.

Je bent niet verplicht om aan dit onderzoek deel te nemen. Als je op 'Start' klikt stem je toe om deel te nemen. Je kunt op elk moment je deelname stoppen en je bent niet verplicht om vragen te beantwoorden die je niet wilt beantwoorden.

Als je vragen hebt over dit onderzoek dan kun je contact opnemen met de onderzoeksleider Dr. Monique Pollmann (m.m.h.pollmann@uvt.nl).

Alvast hartelijk dank voor je medewerking!

Met vriendelijke groeten,

Tim Butterbrod & Ysanne van Praag

Start

Appendix 2: AQ-short

1. **Wil je voor elk van de onderstaande uitspraken en/of vragen het hokje aankruisen dat het beste jezelf beschrijft.**

	Helemaal mee oneens	Beetje mee oneens	Beetje mee eens	Helemaal mee eens
Ik doe dingen liever met anderen dan alleen.	○	○	○	○
Ik doe dingen het liefst steeds weer op dezelfde manier.	○	○	○	○
Als ik ergens aan denk, kan ik me makkelijk een beeld voor de geest halen.	○	○	○	○
Ik word vaak door één ding helemaal in beslag genomen.	○	○	○	○
Mijn aandacht wordt vaak getrokken door nummerplaten van auto's of soortgelijke getallenreeksen.	○	○	○	○
Als ik een verhaal lees, kan ik me gemakkelijk voorstellen hoe de personages eruit zouden kunnen zien.	○	○	○	○
Jaartallen en data fascineren mij.	○	○	○	○
In een groep mensen kan ik gemakkelijk verschillende gesprekken tegelijk volgen.	○	○	○	○
Ik vind sociale situaties gemakkelijk.	○	○	○	○
Ik zou liever naar een bibliotheek gaan dan naar een feestje.	○	○	○	○

2. **Wil je voor elk van de onderstaande uitspraken en/of vragen het hokje aankruisen dat het beste jezelf beschrijft.**

	helemaal mee oneens	mee oneens	mee eens	helemaal mee eens
Ik vind het gemakkelijk om verhalen te verzinnen.	○	○	○	○
Ik voel me meer aangetrokken tot mensen dan tot dingen.	○	○	○	○
Getallen fascineren mij.	○	○	○	○
Als ik een verhaal lees, vind ik het moeilijk om achter de bedoelingen van de personages te komen.	○	○	○	○
Ik vind het moeilijk om nieuwe vrienden te maken.	○	○	○	○
Ik merk steeds patronen op in dingen die ik zie.	○	○	○	○
Ik raak niet van streek als mijn dagelijkse routine wordt verstoord.	○	○	○	○
Ik vind het gemakkelijk om meer dan één ding tegelijk te doen.	○	○	○	○
Ik vind het leuk spontaan iets te ondernemen.	○	○	○	○

3. **Wil je voor elk van de onderstaande uitspraken en/of vragen het hokje aankruisen dat het beste jezelf beschrijft.**

	Helemaal mee oneens	Beetje mee oneens	Beetje mee eens	Helemaal mee eens
Ik vind het gemakkelijk om erachter te komen wat iemand denkt of voelt, alleen door naar zijn of haar gezicht te kijken.	○	○	○	○
Na een onderbreking kan ik heel snel terugschakelen naar waar ik mee bezig was.	○	○	○	○
Ik vind het leuk om informatie te verzamelen over bepaalde categorieën van dingen (bijv. automerken, vogel-trein-, plantensoorten, etc.).	○	○	○	○
Ik vind het moeilijk om me voor te stellen hoe het zou zijn als ik iemand anders was.	○	○	○	○
Ik geniet van sociale gebeurtenissen.	○	○	○	○
Ik vind het moeilijk om achter de bedoelingen van anderen te komen.	○	○	○	○
Nieuwe situaties maken me angstig.	○	○	○	○
Ik vind het leuk om nieuwe mensen te ontmoeten.	○	○	○	○
Ik vind het erg gemakkelijk om 'doen-alsof'-spelletjes met kinderen te spelen.	○	○	○	○

Appendix 3: Scenarios

1. Je buurmeisje geeft een feestje en je bent uitgenodigd om langs te komen. Je kent niemand die komt en hebt dus helemaal geen zin om te gaan. Je besluit daarom om niet te gaan. Je stuurt haar een berichtje waarin je zegt...

2. Je bent hard aan het werk met een oefententamen. Alles gaat prima op één vraag na. Zelfs na twee uur hard denken kom je er niet uit. Je besluit om je medestudent om hulp te vragen. Je zegt...

3. Je vriendin heeft een shirt gekocht wat jij spuuglelijk vindt. Zij is er overigens heel blij mee en het kostte haar ook nog eens 80 euro. Ze vraagt wat jij er van vindt. Je zegt...

4. Na een goede avond stappen word je wakker en kom je tot de conclusie dat de schoenen die naast je bed zijn niet de jouwe zijn. Sterker nog: je kunt jouw schoenen nergens vinden! Ineens herinner je je dat je gisteravond in een dronken bui schoenen hebt gewisseld met je

scharrel van die avond. Gelukkig zie je haar straks op het werk en besluit haar er dan naar te vragen. Je zegt...

5. Tijdens het achteruit inparkeren heb je per ongeluk de vuilnisbak bij de buren omver gereden. Omdat je haast had heb je dit zo laten liggen. De buren staan bekend als hele nare mensen die niet van onzin houden. Ze hebben echter niet gezien wie het gedaan heeft. 's Avonds bellen de buren je op of jij er misschien iets met die afval buiten te maken hebt. Jij zegt...

6. Morgen heb je een verjaardag van een vriend. Je hebt er eigenlijk helemaal geen zin in. Er komen best veel mensen die je niet kent en wilt liever thuis blijven en een filmpje kijken. Je vriend vraagt of je aanwezig zal zijn morgen en jij zegt...

7. Je wacht al maanden op Kerstmis omdat je dan die nieuwe laptop hoopt te krijgen. Op de dag zelf mag je een cadeau openen in de vorm van een grote doos. Enthousiast begin je het papier er af te scheuren terwijl de hele familie om je heen staat. Tot je grote teleurstelling zit er een boekenset encyclopedieën in. Je ouders vragen je hoe je het cadeau vindt, jij zegt...

8. Je hebt sinds kort een nieuwe woning waar je helemaal weg van bent. Het enige probleem: er staat elke week op maandag en woensdag een onbekende auto recht voor je uitrit! Dat moet nu wel eens afgelopen zijn. Op een dag zie je de eigenaar van de auto en je besluit hem aan te spreken op zijn gedrag. Je zegt...

9. Je moeder heeft een nieuwe jurk aan. Vol trots laat ze hem aan je zien. Jij vindt de jurk eigenlijk helemaal niet mooi. "En wat vind je er van?" vraagt ze vrolijk aan je. Jij zegt...

10. Je staat in de Media Markt om een nieuwe televisie te kopen. Je hebt echter geen verstand van televisies en wilt toch wel weten wat nou precies het verschil is tussen die 3D-televisie van 500 euro en die van 1500 euro. Je loopt naar een medewerker en zegt:...

11. Je bent te laat bij het restaurant waar je hebt afgesproken met je vrienden. Je was voor de zoveelste keer je sleutels kwijt. Je vrienden pesten je vaak omdat je altijd vanalles kwijt bent. Ze vragen waarom je een kwartier te laat bent. Je zegt...

12. Je moet samen met een vriend een opdracht voor school maken. Hij is heel erg gestresst dat jou deel nog niet af is. Hij vraagt of jij vanavond jouw deel kan afmaken. Jij wilt het eigenlijk morgen doen omdat je vanavond naar de film gaat. Je zegt...

13. Het is dinsdagnacht 01:30 uur en de buren hebben harde muziek op staan. De bas klinkt zo hard dat alles in jouw huis een beetje mee trilt. Je ligt al een uur in bed en kan er niet doorheen slapen. Je moet morgen vroeg op en baalt ontzettend dat je niet kan slapen. Je besluit er iets van te gaan zeggen. In je pyjama ga je naar buiten en bel je aan en zegt….

14. Je vriend vraagt of je zin hebt om samen iets leuks te gaan doen. Je hebt hier geen zin in want je was van plan om thuis te blijven en vroeg te gaan slapen. Je zegt...

15. Je hebt een maand geleden een gitaar gekocht, maar hebt geen geld om regelmatig lessen te nemen. Een vriend vertelt dat hij een goede kennis heeft die al een aantal jaar speelt en regelmatig beginnelingen advies geeft. Omdat je zelf moeite hebt om een bepaalde techniek onder de knie te krijgen, wil je graag weten of hij je verder zou kunnen helpen. Je besluit op een dag naar zijn huis te gaan. Je belt aan bij zijn huis, stelt je voor en zegt vervolgens….

Appendix 4:

Soort	omschrijving	Voorbeeld	score
Attend to hearer's interests	· De spreker laat blijken dat hij interesse toont in de ander door iets te zeggen over wat hem opvalt aan de ander. · De spreker merkt dat de ander iets heeft gedaan waar hij/zij zich voor zou kunnen schamen en maakt er een opmerking over om de ander zich op zijn gemak te laten voelen.	**Staat je heel leuk!** Ik zou het zelf alleen nooit kopen denk ik.	0 of 1
Intensify interest to hearer	De spreker betrekt de ander in een gesrek door middel van een verhaal of een vraag.	**Hey! Was gezellig gisteren he!** Heb jij toevallig mijn schoenen nog?	0 of 1
Use in group identity markers	• De spreker toont dat hij en de ander bij dezelfde groep horen door de ander aan te spreken met een informele vorm of koosnaam • De spreker toont dat hij bij dezelfde groep hoort als de ander door het gebruik van informeel taalgebruik, zoals een lokaal dialect.	**Vriend**, ik kan helaas niet komen, ik lig ziek op bed. Veel plezier vanavond!	0 of 1
Be conventionally indirect	De spreker maakt gebruik van een gestandaardiseerde vraagvorm, die over het algemeen wordt geassocieerd met een voorzichtig verzoek. De spreker benadrukt hiermee dat hij de ander niet wil dwingen om aan zijn verzoek te voldoen	Zou je nog even naar je stuk kunnen kijken? Er staan sommige stukjes in die niet echt in het geheel passen zoals ...	0 of 1
Avoid disagreement	• De spreker verdraaid zijn uitspraak zo dat er niet uit blijkt dat hij eigenlijk een andere mening heeft, of geeft de ander gelijk maar voegt er een voorwaarde aan toe. • De spreker gebruikt een wit leugentje	Dat ziet er apart uit! Ik zou het niet durven dragen hoor. Ja hoor! Heb het nu alleen heel erg druk. Ik laat je wel weten als ik weer tijd heb.	0 of 1
Downtoners	De spreker zet een optionele clausule in zijn zin om minder dwingend over te komen	Zou je misschien iets meer kunnen letten op het opruimen van je eigen zooi?	0 of 1

Pressupose speakers knowledge of hearers wants and concerns/imposition	In zijn uitspraak laat de spreker weten dat hij oog heeft voor de mogelijke kanttekeningen die de ander kan hebben.	Ik wilde even zeggen dat ik aanstaande zaterdag een feestje geef, **dus ik hoop niet dat je al te veel last hebt van de herrie**. Vind je het misschien leuk om ook even wat te komen drinken?	0 of 1
Offer/promise	De spreker biedt de ander een alternatieve mogelijkheid aan om te doen waar de ander om vraagt	Oma.. Kom anders lekker bij mij eten ik zal wat lekkers bestellen!	0 of 1
Include both the speaker and the hearer in the activity	De spreker zegt dat hij iets samen met de ander wil doen, wanneer hij bedoeld dat hij wil dat de ander dit doet.	Zullen we samen even deze rotzooi opruimen?	0 of 1
Give gifts to hearer	in ruil voor dat wat de spreker verzoekt geeft de spreker de ander iets waarvan hij denkt dat de ander dit wil hebben. Dit kunnen spullen zijn, maar dit kan ook symphathy, begrip.	Mag ik de aantekeningen van de eerste helft voor een blikje red bull?	0 of 1
Use of negation	De spreker zegt ipv 'slecht' 'niet goed'.	Eigenlijk niet zo goed man.	0 of 1
Impersonalize	De spreker gebruikt een algemene vorm om aan te geven wat hij wil i.t.t de ander direct aan te spreken.	Er zou iets aan deze rotzooi gedaan moeten worden!	0 of -0,5
Formulaic Expressions	Formulaic expressions drukken begroetingen, vaarwel, bedankt en verontschuldigen.	Sorry, bedankt, Hoi, doei, etc.	0 of 1
Commitment	De spreker vraagt of de luisteraar zich wil toeleggen op het geven van de gevraagde informatie	Wil je misschien je spullen iets minder rond laten slingeren a.u.b.?	0 of 0,5
Obligation	De spreker verplicht de luisteraar zijn verzoek in te willigen.	Je moet me mee helpen!	0 of -1
Permission	De spreker vraagt om toestemming om iets te doen	Mag ik misschien jou aantekeningen overnemen van de eerste helft? Ik was helaas te laat.	0 of 1