

**Advice giving in Hungarian: The Effects of Power, Distance
and the Sensitivity of the topic**

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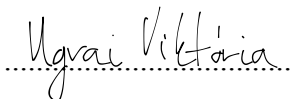
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1. Introduction

This thesis aims to investigate the linguistic realization of the speech act of advice as produced by native speakers of Hungarian. It also aims to examine the influence of social variables such as power, distance and the sensitivity of the topic of advice on the linguistic forms used. I chose to conduct this study specifically on Hungarian, since data is quite ample for languages like English for instance, but the same cannot be claimed about Hungarian. Therefore, this thesis contributes to socio-pragmatic research and provides analysis of a language that has received little attention regarding this topic so far. It has been established by previous studies that concepts like politeness and the way politeness influences language are not universal (Watts 2003). By conducting this research and analyzing Hungarian data, I wish to contribute to politeness research as a whole.

The speech act of advice giving can be defined as “a directive which advocates a course of action for the benefit of the addressee, and in which the consequence of compliance is desirable” (Tsui, 1994). Hosni (2020) claims that while it is understood that the advice giver is asked to give advice to the addressee in such a way that would serve the addressee’s benefit, there are concerns regarding showing superiority over the addressee, especially if the advice is accepted, which makes advice giving both a face threatening act (FTA) and a face supporting act (FSA) at the same time according to her. Advice giving is inherently an FTA, since the advisor is put in a situation where he/she acts as a superior and invades the freedom of action of the advisee, while it is also an FSA since the advisor is meant to give his/her advice in a way which he/she believes will benefit the advisee. Since advice giving can be both FTA and FSA, politeness norms applied during advice giving differ from one language to another on the level of face threat or support (Hosni 2020).

Brown and Levinson's (1978/1987) wrote the theory of politeness, which is based around the concept of Face. This will be further discussed in the literature review section, I

will be using this theory to account for how social variables interact with the linguistic form of advice. For now, I will briefly explain the types of strategies speakers employ in different situations depending on the seriousness of an FTA. In order to choose the most appropriate strategy, participants have to take into consideration three types of social variables: social distance (D), relative power (P), and the absolute ranking (R) of imposition.

This is the formula used to calculate the overall weight of the offense, which in turn shows the level of face threat.

$$W_x = D(S, H) + P(H, S) + R_x$$

In this equation, the value W_x quantifies the seriousness of the FTA x . Where $D(S, H)$ measures the social distance between the Speaker and Hearer, $P(H, S)$ quantifies how much influence H has over S and R_x represents to what degree the FTA x is regarded as an imposition in a given culture (Brown and Levinson, 1987).

The main elements of my data that I will be analyzing will be sentence types. The literature reports on a whole spectrum of linguistic realizations on the speech act of advice, differentiated on the basis of separate sentence types, markers of modality and syntactic agency (Hudson 1990; Locher 2006). In this thesis, I will focus on four types of sentence types, declaratives, imperatives, interrogatives and conditionals. These different forms suggest different levels of directness and deliver interpersonal meanings accordingly (the wish to not impose on the addressee or to show solidarity among other things) (Locher 2006). Based on this brief overview of the speech act of advice and its relation to politeness, I aim to answer the following research questions: The two main questions of this research are the following:

- 1) Which syntactic form of advice is the most frequently used? (imperative, declarative, interrogative and conditional) used and do they form a pattern?

- 2) How do the social variables of power, distance and the sensitivity of the topic influence advice giving?

The study is organized as follows. In Section 2, I will discuss the literature review, detailing the theoretical framework of the study. In Section 3, I will explain the data collection methodology and the procedures for data analysis. Section 4 is devoted to the data analysis and discussion and then in section 5, I will conclude this paper briefly summarizing the results and making suggestions for further research.

2. Literature Review

2.1 Speech act theory

For a long time, it has been assumed that all sentences describe something about the world that can be either true or false. An example to illustrate this would be “It is snowing.”, by looking at your surroundings you can deduce whether it is a true or false statement since it is either snowing or it is not (Austin 1962).

However, Austin (1962) was the first to theorize that there might be more to a sentence’s meaning than this. He claimed that aside from communication, individuals would also perform actions by utterances and his basic insight is that not all sentences can be true or false. Utterances like this are referred to as “speech acts” or “performatives” (Austin, 1962). In his example, “I name this ship the Queen Elizabeth,” it is evident that this sentence does not describe an action, but that the speaker by uttering this sentence performs the act of ‘naming’.

Searle (1976) took this idea further and introduced five different kinds of speech acts, or illocutionary acts, as he refers to them. They are: representatives (or assertives), directives, commissives, expressives and declarations. As far as the speech act of advice is concerned, it belongs in the directives group, which has both directive and indirective forms. It is important

to mention that this is not an exclusive trait to advice and all other speech acts can have directive and indirective forms. Indirective forms occur when there is a clash between the form and the function of the utterance. Searle defines these indirective forms as “performed by means of another.” (Searle 1979). The idea of performing by means of another is that speakers tend to use one speech act to perform a meaning that would be assigned to another.

I will use an example to illustrate this:

1. Could you open the window?

1. shows an example that looks like a request, but in reality it is a command, because the speaker intends for the addressee to perform the action of opening the window rather than just requesting him/her to do it, the interrogative form also suggests that the addressee could have the option to refuse to do what the speaker is asking him/her to do, but in the real world the addressee would understand that he/she is being commanded to open the window.

Searle argues that in order to understand directive and indirective forms of speech acts, we must compare and contrast their literal and non-literal meanings. The key difference is the speaker saying what he/she means or saying more than the speaker actually means (Searle, 1979). Advice giving can be constructed by using imperative and declarative when using directive form, but also by using interrogative and also declarative when using indirective forms. How is it possible that declarative sentences can be both considered as directive and indirective forms at the same time? Consider my examples that I illustrate below:

- (1) Seek some professional help!
- (2) Have you considered seeking professional help?
- (3) You should seek professional help (maybe).
- (4) I know a good therapist, I can give you their number.

(1) is an imperative, (2) an interrogative and (3) a declarative. Note that sentence (3) is completely fine without adding the word ‘maybe’ and it is only a tactic used to soften the message of the utterance. (4) is included as a way to show that while it is a declarative sentence, it is less direct than (3) since it is understood that in both cases the speaker is telling the addressee to seek help. However, (4) does so implicitly by not outright telling the addressee to seek help, but rather the speaker lets the addressee know that he/she knows a therapist, which in the end would lead to the same result of seeking help. It is obvious that the advice in all four sentences is for the addressee to seek help, however (1) and (3) do it the most explicitly, while (2) and (4) do so implicitly.

The distinction between directive and indirective is important to this research since in natural conversations, the participants tend to opt for indirect forms in order to preserve polite communication (Searle 1976). Politeness is actually the primary motivation for people to use indirective forms, Searle (1976) claims that flat imperatives are unconventional in most naturally occurring conversations.

2.2 Politeness theory

With reference to the previous section, the politeness theory model I will first introduce will be that of Brown and Levinson (1987). They cite Goffman’s definition of politeness as such: “politeness, like formal diplomatic protocol (for which it must surely be the model), presupposes that potential for aggression as it seeks to disarm it, and makes possible communication between potentially aggressive parties” (Goffman, 1971). In other words, conversation participant A senses a certain level of aggressiveness from the other party that will be assigned as B, and to disarm the possible danger, he/she employs polite speech. This is where the idea of face comes from, since the participant that feels threatened feels the need to ‘save face’.

2.2.1 *Face*

According to Goffman, face is "the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact" (Goffman, 1967). He essentially claims that "face" is one's social image, people act in certain ways in order to upkeep a certain social standard as well as to evade judgement of those around them, when people do not perform in the expected ways that their surroundings would expect of them, that can lead to negative emotions, which further motivates the mechanism of "face saving". Both addressees and speakers participate in face saving and this act is also referred to as "facework", which is a routine behaviour that people develop through socialization. It is important to note that "face-saving strategies" differ depending on culture and civilization, so it is only natural that people who speak different languages might employ different facework mechanisms.

Brown and Levinson's (1987) politeness model is based on the idea of face saving. They make a distinction between two types of faces, positive and negative: "positive face" is defined as "the want of every member that his wants be desirable to at least some others," and "negative face," which is "the want of every competent adult member that his actions be unimpeded by others" (Brown and Levinson, 1987).

Brown and Levinson (1987) argued that some speech acts such as requests are inherently face-threatening acts (FTAs) as they disregard either or both aspects of face. As I have explained in the introduction, advice can be either an FTA or an FSA, as claimed by Hosni (2020) before; while advice giving itself can be understood as a threat to the addressee's negative face, it is also face-supporting since the advice-giver will give insight in such a way that they believe to be in the best interest of the addressee.

2.2.2 Critiques of Brown and Levinson's (1987) theory.

Brown and Levinson's (1987) politeness theory has received ample criticism both from Western and East Asian scholars (Ide 1989; Gu 1990; Eelen 2001; Watts 2003). Studies show that it is not widely applicable for all social circumstances and that it has several shortcomings in that regard. The theory is restrictive when it comes to different cultures and fails to consider the complexity of culture's effect on language.

I will begin with Gu (1999), he begins his criticism of Brown and Levinson's theory of politeness by highlighting the way they define 'Face' as "the kernel element in folk notions of politeness" (Brown and Levinson, 1987), which he then claims allows for two different interpretations. First, that face is an essential part of politeness and that to be polite is to be face-caring. The next interpretation is that Face and politeness hold a means-to-end relationship. Face is vulnerable to FTAs and politeness is what is meant to aid Face to become less vulnerable. He claims that to be polite is to be face-caring, which in turn means that all FTAs are not polite, since they do not care for Face, but threaten it.

He brings an example in English and then in Chinese as well, as the English example was originally by Brown and Levinson (1987) to show formulaic entreaties:

1. Excuse/Forgive/Pardon me

duibu qi 對不起/yuanliang 原諒/bāohan 包涵

2. Accept my thanks

jiēshòu wǒde xièyì 接受我的謝意

These examples count as bald-on-record FTAs, however Gu (1990) claims that it would be counter-intuitive to label them as impolite. On the other hand, these same sentences in Chinese are naturally polite acts. These sentences could also be interpreted to be threatening acts towards the hearer's negative face, which is not the

case in Chinese either. Gu also believes that Brown and Levinson failed to consider politeness not just as an instrumental function, but a normative one as well and that they viewed the individuals participating in politeness more as face-caring model persons rather than individuals who experience normative constraints on their speech due to society and politeness norms.

The next criticism I will include is from Ide (1989), which disputes the universality of the theory by listing aspects that she believes Brown and Levinson (1987) failed to consider. To start off, she mentions formal forms, since Japanese is also such a language that expresses linguistic politeness by forms different to English, and the one she specifically highlights is the use of honorifics. She claims that in Japanese, politeness can be retained despite the usage of imperative forms, if honorifics are present in the sentence.

She illustrates her point by giving some examples, I will use two of them:

1. Kore-o yome,

this-ACC read (impolite imperative)

2. Kore-o o-yomi-nasai mase.

read-REF. HONO. AD. HONO. (polite imperative)

Both sentences 1. and 2. mean ‘Read this’, but 2. has honorifics, while 1. does not, thus 1. is considered impolite while 2. is polite.

The second point she makes is the concept of wakimae in Japanese, which can be translated into English as discernment. In short it means to be polite to others depending on social status, age, power and if you are at a formal occasion where politeness is required. Previously Brown and Levinson (1987) claimed that honorifics are used to raise the state of the addressee, but Ide (1989) counters that honorifics are

in fact used to acknowledge the status difference between the speaker and the addressee.

Another key detail that she criticizes is the concept of Face and she claims that it is not the same for non-Western languages. She claims that the issue lies in not exactly what Face as a concept entails, but rather its weight. Face works well in societies where individualism is a key factor of interaction, however in societies where group membership is regarded as the basis of all interactions, it is not as much of a key factor.

Ide (1989) claims Brown and Levinson also believe that all conversation participants are willful speakers of the native language and are endowed with rationality and Face. However, the use of honorifics already implies that this might not be true, at least not in all cultures and language, which proves that it truly is not universal. Honorifics are socio-pragmatic concord that acts just like grammatical concord and have little to do with rationality.

The next study by Eelen (2001) claims that the theories in politeness in general focus far more on being polite than on being impolite, which is interesting because people are actually more likely to notice and call out behaviour around them that they consider rude or impolite.

Watts (2003) argues that the term polite or politeness is already problematic to begin with and to also deem it universal just makes it worse, since there is cross-linguistic divide between how politeness is understood and employed in different languages and cultures. The terms 'polite' and 'politeness' might be assigned slightly different meanings in some languages, and in others, there might not even be a corresponding term to either of them. Watts (2003) brings the Greek word 'evgenia'

for example, which has connotations of intimacy, warmth and friendliness, contrasting this with the English meaning of politeness, it is broader than its Greek counterpart.

Despite all the criticisms that Brown and Levinson's (1987) theory has received ever since it was first published, several of their critics, including Ide and Watts (1989, 2003), claim that discussing politeness is impossible without studying their theory first and that it serves as a general framework for analysis. Hosni (2020) also claims their theory as the most influential model on politeness in the last three decades, despite its shortcomings. I agree with this sentiment too and that is why I chose to use it in my own study despite the criticisms.

2.3 Miriam A. Locher: *Advice Online: Lucy's Voice*

The next section will discuss Locher's (2006) analysis of Lucy's Answers archive as it is relevant to how I will later analyze the data I received in my research. I draw my codification scheme of linguistics forms from her study. Lucy Answers was an advice column targeted to a readership of young adults who are students at the American Enterprise Institute (AEI), and the column had a website as well. According to Locher (2006), advice columns in magazines for example have a clear goal of making financial profit, Lucy Answers cannot be linked to a direct profit-making schema, but to give out informative responses and advice to the young adults who seek them out, mostly regarding health and lifestyle questions. Locher (2006) in this research is interested in the discursive methods or moves that are used in Lucy Answers. A peculiar trait of advice columns is that the advice is not only between the advisee and the advice-recipient, but also all of the other people in the wider readership.

Locher (2006) analyses several problem letters and more importantly, the discursive moves which the team behind Lucy Answers uses and the way they construct her persona as both friendly and professional, an expert capable of giving advice.

Here is what Locher (2006) finds crucial to how Lucy's persona is structured:

Lucy has a name, self-reference and address terms. Lucy presents herself as a competent and knowledgeable source of accurate information. Lucy makes readers think and gives options when she presents her advice. Lucy chooses an easily accessible, informal and inoffensive range of vocabulary. Lucy has an opinion (positive and negative evaluations). Lucy shows awareness of difficult situations (empathy). And lastly, Lucy has a sense of humor.

The first sentence is related to the advice-giver's image and manners, the second presents her identity as an expert, which is important in advice-giving specifically. The third and fourth are how advice-giving is realized linguistically and how it reflects the advisor's personality and from the fifth sentence to the seventh, there are interpersonal strategies that shape the qualities and the character of the advisor. Locher also identifies six types of discursive moves, which are advice and referral, assessment and disclaimer, general information, metacomment, open category and explanation-advice, she later includes more to this in her work from 2012.

In her co-written work titled *Advice in Discourse* (2012), as I have mentioned in the introduction section of the thesis, she discusses the linguistic forms (declarative, imperative, interrogative and conditional, among a few others that I will not be using in this study) and explains their use by giving examples of them, which I will provide here too, she also includes in these examples what type of discursive move applies to each example:

declaratives:

- a. "So, Lucy suggests a good cleaning at the dentist and a few extra vitamin C."
(suggesting action)

imperatives:

- b. "Surround yourself with life – plants, animals, and friends" (inviting action)
- c. "Think about the pros and cons of your religion." (inviting introspection)

interrogatives:

- d. “Can you cut something out until the class is over? Can you drop the class?”
(inviting action)
- e. “is it possible that the reason why your parents told you that you shouldn’t be kissing is because of religious or cultural reasons, or is it based on the belief that kissing will lead to sexual activity?” (inviting introspection)

conditionals:

- f. “If you haven’t already, perhaps you and your girlfriend could talk about your concerns and try to reach a mutual decision on what form(s) of contraception you both want to use.” (making the advice relevant for a particular target group)

In these examples it can be examined that different linguistic forms can be used in the same discursive move. For example, take a note of examples b. and d., despite the fact that one is imperative and the other is interrogative respectively, they are both described as ‘inviting action’ type moves.

The eleven types of discursive moves that Locher (2006) lists are advice (in which the previously discussed linguistic forms belong), list (repeated forms used in the advice), assessment (evaluation of the given situation), disclaimer (a special type of assessment which points out missing or wrong information), explanation (an explanation of a point that was just made, it can often fall into other moves like assessment), farewell (goodbye and any similar expressions), general information, metacomment (text-structuring comments), open category (a category for miscellaneous moves that do not fit into the other moves’ descriptions), own experience and lastly, referral (in case of the advisor not being able to give adequate advice, she/he will refer the advisee to a specific professional or resource).

Now I will bring examples for each type of discursive move:

Assessment:

a. If you're 6'3" or 6'4" (approximately 192 or 195 centimeters), then your pool of possible mates will be a bit shallow. But, assuming that you stand somewhere under that mark, the news is good. There are plenty of "tall" women in the world and at least a portion of them either get a rise out of "shorter" guys, or don't care at all about the heights of their mates. (LA 1659, relationships, "Troubled by attraction to tall women")

Disclaimer:

b. Lucy definitely can't diagnose your friend's illness through your letter, but his symptoms do not appear to match mono. (LA 23, general health, "Mono?")

List:

type: declarative

c. Lucy knows you want this boy and future boys to like you, but it's also important for them to respect you, and for you to respect yourself. (LA 1371, relationships, "Older guy went too far")

type: interrogative

d. Can you cut something out until the class is over? Can you drop the class? (LA 1502, emotional health, "Anxiety ruining family and intimate relationships")

type: imperative

e. Remember, sex is not inherent – it's learned. (LA 14, sexuality, "Women's orgasms")

referral:

type: declarative

f. Lucy would wholeheartedly recommend that you talk to someone about this grief you're having in more detail, so as to help you get through the crisis and be able to continue a healthy life.

type: imperative

g. Make an appointment at Counseling and Psychological Services (CPS) at xx-xxxx. (LA 31, emotional health, "Divorce pain")

type: interrogative

h. Do you have a health care provider who is helping you with your reduction plan and general wellness? Can you consult with a nutritionist about changing what you eat. . . and how and when you eat it? (LA 1633, sexuality, "Will losing weight lead to a larger penis?")

General information:

i. Nausea is the sensation that accompanies the urge to vomit, though it doesn't necessarily have to lead to that in every case. (LA 1870, general health, "Nausea: Causes and treatments")

Own experience:

j. Lucy loves celebrating special times and accomplishments. (LA 1527, relationships, "Happy Anniversary ideas")

Metacomment:

k. You said that you felt sick and irritable if you don't smoke up. (LA 1579, drugs, "Wants to stop smoking pot")

Farewell:

l. Enjoy your exploring! (LA 200, sexuality, "New heterosexual sex")

I brought these examples from Locher (2006) to illustrate what discursive moves can look like. Later on in the data discussion and overall discussion segments of my

thesis, I will point out discursive moves in my data as well as I will include a table that shows the numbers of how frequently each one occurs.

2.4 Previous studies on advice

2.4.1 Hala Rashed Hosni: Advice giving in Egyptian Arabic and American English: Across-linguistic, cross-cultural study

Hosni's (2020) study was conducted in order to explain how native speakers of Egyptian Arabic and American English speakers perform the act of giving advice in both of their native languages. Her idea is that if it can be explained how native speakers go about giving advice, it can help non-native speakers of either language understand how they should perform this specific speech act more like a native speaker would. Hosni claims that based on previous studies like the one by Fujimoto and Houck (2004), it has been identified that speech acts in particular are problematic for learners of any language. Out of all speech acts, the most problematic one seems to be advice giving, mostly due to the social and cultural norms in advice giving often differ in the native tongue of the language learners. In order to collect data for her research, Hosni combined three data collection instruments, a roleplay task, a multiple choice questionnaire and an observation sheet, which she did in order to collect naturally occurring data.

Hosni (2020) concluded that Egyptians find advice giving as an act that shows solidarity and concern for others while Americans consider it an intrusive act. She also claims that the difference in performance between the two groups was a reflection of each culture and that this shows that language is closely related to culture. She claims that in previous interviews, it was shown that Egyptian society values cooperation and solidarity, while independence and freedom are more important to

Americans. Besides this, another important finding from her study is that the performance of the two groups differed especially when interacting with equal interlocutors, socially close interlocutors and in situations involving high levels of imposition.

Overall, while culture plays a big role in advice giving in general, Hosni's (2020) study also shows that power, distance and sensitivity are also part of how people choose to give advice and that the methods that they use differ from one language to another as well as from one culture to another, in this case Egyptian Arabic and American English.

2.4.2 Philip R. Morrow: Online advice in Japanese: Giving advice in an Internet discussion forum

The next study that I will discuss is Morrow's (2012) study about advice-giving in the context of online discussions in Japanese. The study aimed to fill a gap in the literature, as non-Western data have received less attention. He used a Japanese website called Rikon to collect his data.

There are two main parts to his analysis. The first deals with the form and the context of the messages posted on the website in response to previous messages asking for advice about various things, mostly concerning everyday troubles. The advice given in such forums is considered peer-to-peer. In his study he is concerned with the forms, the frequency and the discursive moves, which is the type of advice giving method the advice-giver decides to employ. The second part concerns the way in which the advice-givers present themselves and the way he/she establishes a relationship with the advice-recipient and examines how this relationship is linguistically coded.

The results show that the most frequently used move was assessment, which is the evaluation of the advice-recipient's situation by the advice-giver and then based on that, the advice-giver can give his/her advice. Morrow claims that the distinction between advice and assessment was not always clear. Some cases of this happening were questions used to lead the advice-recipient to reconsider the situation or bring his/her attention to something that he/she has not considered before and as such, it can be considered an indirect form of advice giving.

He concludes that in his sample of 339 posts on the forum, assessment was the most frequently used discursive move (40% of all moves), followed by advice (24%). He also claims that most of the advice on the site was framed in an indirect way, either as requests or suggestions and there were no instances of imperatives used as a form to give advice. He compares his study to that of Locher's (2006) study where the advice was from professionals to lay people, and in this regard he explains that in her data imperatives might be more frequent due to the fact that it was professionals giving advice, while in his study it is peer-to-peer advice giving. At the end he asserts that the frequent use of assessment as a discursive move, the syntactic form of the advice, the frequency of retelling personal anecdotes or experiences, the need to express empathy and bonding, the use of kinship terms and apologies, and the numerous mentions of social roles that the advice-givers insist on disclosing can all be a reflection of Japanese cultural values, which is similar to what Hosni (2020) concludes in her study.

3. Methodology, participants, and procedures for collecting the data

3.1 Instrument

In order to collect the data for my research, I have chosen the Discourse Completion Test (DCT), which is typically a written questionnaire with different types of scenarios that the participants have to respond to. The scenarios resemble real-life situations, and the participants are asked to imagine themselves in these situations and write down what they would say in these situations.. While DCTs are a great way of collecting data, they elicit unnatural data; the participants get the chance to contemplate and revise their responses, unlike in real-life, where the utterances usually occur in mere seconds (Ogiermann, 2018).

Despite obvious shortcomings, DCTs do come with their own unique set of advantages as well as they elicit responses that more or less mimic stereotypical responses, and they do so effectively (Ogiermann, 2018). DCTs also allow researchers to efficiently control variables such as power, social distance and rank of imposition (Einstein & Bodman, 1986). These variables are important to consider for this research since there is a link between them and the linguistic forms used in previous studies on this same topic of advice giving, which I have already discussed in the literature review section of the thesis (Locher 2006, Morrow 2012, Hosni 2020). Apart from this, they are economic, fast, and allow the researcher to approach a large number of participants in almost no time (Kasper, 2008). For the above mentioned advantages, , I have chosen the DCT to collect the data for this study. Moreover, it allows me to analyze the effect of different social variables on advice giving in a controlled manner. While naturally occurring data are the better option, they are also more time-consuming and do not allow for variables to be tested freely. Furthermore, advice giving is not as common as other speech acts, so it might be the case that I record data for days without obtaining any instance of naturally occurring advice.

3.2 Participants

I used Google Forms to send the questionnaire to (number of participants). The majority of the participants (97% of them) are in their early twenties based on the demographic data section of my questionnaire and a half of them are from Debrecen, while the other half are from other cities like Budapest, Nyíregyháza, Balmazújváros and a few others, all of the participants are native speaking Hungarian university students. I chose to include only female participants to eliminate the external variable of gender in this study. The participants were given no time constraints, and I received thirty-nine responses over a week. However, some participants left situations unanswered, so I discarded these forms. The end result is twenty-one questionnaires filled.

4. Data analysis and discussion

In this section, I will present the results of my data collection, discussing the situations one by one. The key points of my analysis will be on how distance, power and sensitivity of the topic influence the linguistic form of the advice (imperative, interrogative, declarative) as well as pointing out when discursive moves are used and the most common types of them that occur in each situation, however from the previously discussed 11 discursive moves, I will discard the use of list, disclaimer, exclamation, farewell since they did not occur in my data. I will also shed light on some Hungarian-specific formulas and phrases.

4.1 Situation 1: Giving advice to a professor

In the first situation, the participants are asked to give advice to an elderly professor they happen to run into on the tram regarding the professor's phone, which happens to be outdated and that seems to be the source of the professor's struggles with the phone. This situation illustrates a higher power addressee with a low sensitivity situation and there is a more distant

relationship between the speaker and the addressee. The tendency here is to not explicitly give advice, but rather explain to the teacher that the phone is outdated, these instances I count as assessment type discursive moves in the table in section 4.7. In these responses the participants often use phrases like ‘unfortunately’ (‘sajnos’ in Hungarian), or ‘I’m afraid your device is outdated’, such terms expressing apologies or regrets were always counted as open categories in the table in section 4.7. Other frequently occurring sentences include structures like ‘it would be best to invest in a new phone’. Expressions like ‘maybe’ or ‘perhaps’ are often used in conjunction with ‘it would be better...’ sentences, which can also be considered a discursive move, I regarded them as advice type ones. The participants were also likely to start their sentences often with ‘I think’ or ‘I believe”, which would lessen the responsibility they exercise in giving the advice as well as make it more polite, since it comes off as less straightforward or forceful (Brown and Levinson 1987). Some participants also use the interrogative to try and implicitly lead the addressee to a solution.

My expectations were for the participants to give declarative, interrogative or conditional ones and not imperative ones. My expectations are correct, only two of the participants gave imperative responses, since it would be viewed as highly inappropriate to use such language with a teacher, in these cases the participants used the imperative together with polite forms that I will showcase this with an example under this discussion. The most frequently used linguistic form is declarative with (34 total), then conditional (8) and interrogative (6). The most frequent discursive move is assessment (22), the next is advice (19), then general information (8), the next is referral (4), then open category and own experience have the same amount of instances (2), and the least frequent one is metacomment (1). It is also important to mention that Hungarian employs polite speech depending on the age and status of the conversation participants as well as their closeness, with the exception of one participant, all the participants employed polite speech and used polite terms of

address such as the pronouns, ‘ön’ or ‘maga’, which are both second person singular forms (like ‘you’ in English) to refer to the teacher. They also used titles instead of pronouns (Suszczyńska: 2008). Some replied that they would not give advice in this situation and this is a recurring tendency to be discussed later.

Here are some examples from the responses:

declarative

1. Szerintem a probléma az, hogy már nagyon régi a tanár úr telefonja és már mondjuk az új frissítések sincsenek meg rajta (assessment). Szerintem (open category) tanár úrnak venni kéne egy új telefont, mondjuk ami ehhez hasonló amit könnyen tud irányítani és azt viszonylag egyszerű lesz kezelni is (assessment).

I think the problem is that your (teacher’s) phone is too old and the new updates are not even on it. I think you (teacher) should buy a new one, maybe one that is similar to this current one and is easy and simple to use.

interrogative

2. Esetleg gondolt már arra, hogy venne egy újabb telefonkészüléket (advice)?
Have you not considered buying a new phone perhaps?

imperative

3. ...Akkor azt tanácsolom, hogy vigye el egy telefon szervizbe (advice), hogy megvizsgálják, és ott biztosan meg fogják tudni mondani, hogy meg lehet-e még javítani vagy sem (general information).

... Then I advise you to take your phone to a repair service so that it can be checked. I am sure they can let you know if your phone can be fixed or not.

(Take note that while in the translation ‘take’ is part of a to-infinitive clause, in the original Hungarian sentence it is in an imperative form)

Here I provide a table that illustrates all instances of each type of linguistic form that I could find in all 21 responses to this situation:

situations 1	number of use	percentage (linguistic form/total instances)	combined instances of use: 50
declarative	34	68%	
interrogative	6	12%	
imperative	2	4%	
conditional	8	16%	

4.2 Situation 2: Giving advice to a friend

In the second situation, the participants are asked to give advice to a friend. The friend had promised another friend that they would go out to party, but the friend had stayed up for a long time the night before. Now she does not want to go out anymore, and she wants advice on how to tell that to the other friend. This situation illustrates a closer distance between the speaker and the addressee as well as an equal power addressee and the situation is of low sensitivity. My expectations were for the participants to use imperative forms more freely than before, since neither the situation is serious, nor are they replying to a distant or higher power addressee. The majority of the participants (53 instances out of 63) gave more straightforward and bold responses, in some cases even scolding the addressee, I count these as metacomment type of discursive moves or assessments, and about half (28) used the imperative to express their advice, with an emphasis on asking the addressee to just be honest and reassuring the addressee that their friend should understand if they just tell the problem honestly. The next most frequent form was declarative (25), followed by conditionals (6) and interrogatives with (3). The most frequent discursive move in this situation is advice (36), which is followed by assessment (12), then metacomment (7) and lastly general information (1). Though responses starting with 'I think' are still used, the responses are overall more

direct, some suggest that rather than say he/she is tired, the friend should say that he/she does not feel well instead, I also counted these as metacomments.

Here are some examples:

imperative

4. Mondd el nyugodtan, őszintén a szituációt (advice), biztosan meg fogja érteni (assessment).

Tell them about your situation honestly and calmly, I am sure they will understand.

imperative, scolding example

5. Szerintem egy kicsit túl sokat jársz szórakozni (metacomment/assessment), én is azt tanácsolnám, hogy egy kicsit pihend ki magad (advice). A barátodnak pedig mondd meg, hogy fáradtnak érzed magad és inkább pihenni szeretnél (advice). Biztosan meg fogja érteni (assessment).

I think you go out to party a bit too much, I also advise you to rest a little. And about your friend, tell them that you are tired and that you would rather rest today. I am sure they will understand.

interrogative

6. Miért nem kérdezed meg, hogy nem-e napolhatjátok el (advice)?

Why not ask if you could reschedule?

conditional

7. Légy önmagad, s ne félj eközben magadat is előtérbe helyezni (advice). Ha igazi barát, akkor megérti, s ha nem érti meg, nem igazi barát (assessment). Az empátia elengedhetetlen mindkét részről (assessment), esetleg egy kompromisszumot is felajánlhatsz. Pl: Most sajnos nem érzem magamban a bugit, esetleg holnap bepótolhatnánk (advice)?

Be yourself, and do not be afraid to place yourself as your number one priority. If he/she is really your friend, then he/she will understand, and if not then he/she is not really your friend. Empathy is crucial in this situation for the both of you. Maybe you could even suggest a compromise. For example: This time I do not feel like going out sadly, could we reschedule for tomorrow?

Here I provide a table that illustrates all instances of each type of linguistic form that I could find in all 21 responses to this situation:

situations 2	number of use	percentage relative to combined instances	combined instances of use: 62
declarative	25	42%	
interrogative	3	5%	
imperative	28	48%	
conditional	6	10%	

4.3 Situation 3: Giving advice to an acquaintance

In the third situation, participants are asked to give advice to a classmate who reveals to them that he/she has been struggling with mental health issues and it has been affecting his/her school performance. Since it is a classmate, she/he is of equal power but has more social distance to the participants. Moreover, the situation is sensitive as it involves mental health issues. The expectations here were for the participants to use more polite language as well as less frequent use of imperatives and more reliance on expressions that would lessen responsibility on their part such as 'I think' or 'maybe'. Surprisingly, a little less than half (31% of the total instances, 22 instances of use) of the responses employed imperative constructions. However, they indeed used more polite language and expressions that took away their responsibility and softened their response. The actual most frequent linguistic form was declaratives (25 instances of use), then conditionals (17), then interrogatives had the least amount (7). Since the situation includes mental health problems, a lot of the

responses (16) are of the referral discursive move type, however these responses often overlap with advice or assessments, therefore those have the highest number of instances (38 and 30 respectively), the next most frequent type is metacomment (12), then general information (7), and open category shares the least frequent move title with own experience (1 each).

Here are some examples:

imperative

6. Mondd el ezt a szüleidnek is (advice), és próbálj meg elmenni egy szakemberhez, aki segítene neked (advice, referral).

Tell your parents about it (your mental struggles) too and try seeing a professional who can help you.

interrogative

7. Gondoltál arra, hogy szakértő segítségét kéred (advice, referral)?

Have you considered seeking the help of a professional?

declarative (second clause of second sentence and last sentence are conditionals)

8. Szerintem lehet pszichológushoz kéne fordulni az ilyen gondokkal (metacomment, referral), akkor személyesebb és hatékonyabb tanácsot kaphatsz, főleg ha ez visszatérő probléma (assessment). Vannak megfizethetőbb félék, sőt ingyenesek is, de azoknak elég nagy a várólistája (general information). Megadhatom az enyém elérhetőségét, ha árban jó neked.... (referral)

I think you should seek out the help of a professional when you are struggling with stuff like this. Then you can receive more personal and efficient advice, especially if it is a recurring issue. There are cheaper ones, even free ones, but

those have waiting lists. I can give you the number of my therapist, if the price is okay for you...

Here I provide a table that illustrates all instances of each type of linguistic form that I could find in all 21 responses to this situation:

situations 3	number of use	percentage relative to combined instances	combined instances of use: 71
declarative	25	35%	
interrogative	7	10%	
imperative	22	31%	
conditional	17	24%	

4.4 Situation 4: Giving advice to an acquaintance

Situation 4 illustrates the same type of distance and power levels as the previous situation (situation 3). However in this case the subject of the advice is an acquaintance asking the participant's opinion and advice about a language course he/she would like to attend. The participants are instructed to advise the addressee against going to this course, based on the fact that they did not hear good opinions about it. Though the situation itself is less severe, my expectations were that participants would try to relay their advice in an implicit way, since it might come off as too obtrusive to tell someone that is not particularly close to them what he/she should or should not do, especially concerning his/her own money. Due to this I expected less imperative responses and more phrases including 'I think' to once again lessen responsibility. However, the participants did use the imperative construction a significant amount (31%), like they did in the previous situation. The most used form is once again declaratives (34), then the next one is imperatives (18), conditionals (6) and there was only 1 interrogative response. Since the topic at hand was about choosing an appropriate language course, similarly to situation 3, there were 20 instances of referrals in regard to discursive moves, but unlike situation 3 where there were a lot of advice moves, this time there are an

overwhelming amount of metacomments (30) and assessments (26), while there are only 5 instances of actual advice moves. There are 3 examples of own experience type moves, and open category shares the same amount of instances with general information (1 each).

Here are some examples:

imperative, declarative and conditional in one response

9. Szerintem nézz szét még az interneten (metacomment, referral), olvass véleményeket a helyekről (advice, referral).

Look for more options on the internet, I think. Read opinions on other places.

declarative and conditional

10. Erről a helyről nem sok a pozitív vélemény (metacomment, assessment), úgyhogy ha szeretnéd, együtt kereshetünk valami jobb opciót (offer to help, open category).

I have not heard many positive opinions on this place, so if you would like, we could look for a better option together.

declaratives

11. Én egy másik nyelviskolánál tanultam (own experience), ami olcsóbb de minőségi a nyelvoktatás (assessment). Ezt ajánlom Neked is (advice)!

I did my language studies at a different school and that one is cheaper than the one you chose, and also has better language education. I suggest you try this one too!

Here I provide a table that illustrates all instances of each type of linguistic form that I could find in all 21 responses to this situation:

situations 4	number of use	percentage relative to combined instances	combined instances of use: 59
declarative	34	58%	
interrogative	1	2%	
imperative	18	31%	
conditional	6	10%	

4.5 Situation 5: Giving advice to a friend

In this situation, the participants are asked to give advice to their friend who has had his/her car damaged due to a collision. The friend in this situation believes he/she could fix the car him/herself in order to reduce costs, but the participants were instructed to advise the friend to seek the help of a professional because the car is too damaged to be fixed at home. This situation has an equal power addressee who is also close in distance with the participant. However the situation at hand is significantly more sensitive than the other friend situation (situation 2) due to the fact that giving advice on material topics, such as someone else's property, can be viewed as impolite. My expectation here was that the participants would once again not employ imperative constructions and that they would try to lessen their responsibility too just like in situation 3, since it is important in circumstances like this to try and not overstep boundaries, even between friends. I also expected the participants not to give advice, but rather offer help or suggestions. The results show that the most frequently used form here is declaratives with (36), next is conditionals (18), then imperatives (8) and there was only one interrogative instance. Here once again, since the topic is about trying to get the friend to get a mechanic to fix his/her car, a significant amount of the responses are referral type of discursive moves (19) but once again assessment had the most instances out of all moves (33), then the next most frequent move was metacomment (10) and there was

only one case of advice move. The next most frequent after metacomment is general information (9), and the open category (3).

Here are some examples:

imperative

12. Szerintem vidd el szerelőhöz (advice, referral), ha magad csinálnád drágább is lenne, valamint lehet hogy ő olyat is észrevenne amit te nem (assessment).

Take it to a mechanic, I think. If you try fixing it yourself it might end up costing you more and the mechanic might notice more problems than you too.

declarative

13. Szerintem mindenképp meg kéne nézetni egy szakemberrel (meta comment, assessment, referral), a nagyobb baj elkerülése végett (assessment).

I think, in any case, you should get your car checked out by a professional to avoid causing more trouble for yourself in the future.

declarative

14. ...ugyanis az egyik autószerelő ismerősömnek van kedvezménye alkatrészekre (own experience, referral). Be tudlak ajánlani hozzá, ha szeretnéd (referral, open category).

...since I have a mechanic acquaintance who has a discount for car parts, I can recommend them to you, if you would like.

Here I provide a table that illustrates all instances of each type of linguistic form that I could find in all 21 responses to this situation:

situations 5	number of use	percentage relative to combined instances	combined instances of use: 63
declarative	36	57%	
interrogative	1	2%	
imperative	8	13%	
conditional	18	29%	

4.6 Situation 6: Giving advice to a professor

The last situation in my questionnaire involves the participants approaching a popular professor regarding his/her poor classroom management skills, including grading papers on time and similar issues, and the participants are asked to give the professor advice on how to do better in this regard. This situation is similar to the first situation in the sense that it has a higher power and distant addressee, but in this case the severity of the situation is significantly higher. As seen in Situation 1 too, It is uncomfortable to give advice to older and higher status individuals. since there were participants who responded with “I would not give advice in this case” in both scenarios, however while in situation 1, I still received the shared number of responses of 21 with the rest of the situations, situation 6 only received 14 responses that I could use and analyze. My expectation was that responses like this one would be frequent. I also expected the participants to opt out of advice giving and rather give suggestions. The results somewhat matched my expectations, once again the most frequently used linguistic form is declarative (25), then conditionals (7), interrogatives (4) and only one imperative. Regarding discursive moves, assessment and advice are the most frequent moves with 12 and 9 instances respectively, while I counted 11 for both meta comments and open categories. Lastly there are 4 instances of general information.

conditional

15. A szaktársaimmal arra gondoltunk (metacomment), hogy a fejlődésünket jobban segítené az, ha esetleg csökkentené az órai feladatok javítására szánt időt (assessment).

Some of my coursemates and I were thinking that it would help our improvement more, if maybe you could decrease the time spent on correcting during-class work.

interrogative

16. ...Esetleg megoldható lenne (open category), hogy hamarabb bekerüljenek a jegyek (advice)?

...Could it be possible for you to perhaps give us our grades a bit sooner?
less frequent (negation plus conditional)

17. Nem szeretném megsérteni (open category), de szerintem ha egy picit gyorsabban javítaná (open category) ki a dolgozatokat, azzal sokaknak a kedvére tenne (advice).

I would not like to offend you (open category), but I think it would make a lot of us happier if you could correct our tests a little bit sooner.

Here I provide a table that illustrates all instances of each type of linguistic form that I could find in all 14 responses to this situation:

situations 6	number of use	percentage relative to combined instances	combined instances of use: 37
declarative	25	68%	
interrogative	4	11%	
imperative	1	3%	
conditional	7	19%	

4.7. Overall discussion

An important detail considering Hungarian is the existence of polite speech forms based on age and status. In the responses in situation 1 and 6, such speech forms were used. It is important to note that these speech forms can be used in any sentence type (declarative, interrogative, imperative and so on) and in fact there are several different ways one can go about structuring sentences in the polite speech form. One I mentioned is using the polite pronouns of ‘ön’ and ‘maga’, but polite speech forms also come with their own grammatical rules, which I believe are important to mention. Critiques of Brown and Levinson’s (1987) theory of politeness point out the concern that while the theory claims universality, concepts like honorifics in Japanese (Ide, 1989) go against such claims, I argue that the same can be said for Hungarian, based on the present data.

all situations	number of use	percentage relative to combined instances	combined instances of use: 342
declarative	179	53%	
interrogative	22	6%	
imperative	79	23%	
conditional	62	19%	

In these tables, I have the total amount of all linguistic forms used across all six situations, the one below it lists all the discursive moves occurring in the data. Declaratives were the most frequent (179 total instances) and most of the declarative form sentences were of assessment discursive move type. The next form that was the most frequent was imperatives (79) and they occurred as advice move types most commonly. Then the third in the list is conditionals (62) and they appeared in advice type moves and assessments most frequently. The least frequent one was interrogatives (22) and usually they also appeared as advice type moves.

discursive moves/situations all moves: 432	sit 1	sit 2	sit 3	sit 4	sit 5	sit 6	total	percentage (total/all moves)
advice	19	36	38	5	1	9	108	25%
assessment	22	12	30	26	33	12	135	31%
general information	8	1	7	1	9	4	30	7%
metacomment	1	7	12	30	10	11	71	16%
open category	2	0	1	1	3	11	18	4%
own experience	2	0	1	3	0	0	6	1%
referral	4	0	16	20	19	0	59	14%

The most frequently appearing discursive move was assessment (135), in most responses, the participants gave evaluation of the addressees situation, some even multiple times in one response, that is how assessment is such a high number. The next most frequent move is advice (108), it is not surprising since the task of the questionnaire was to give advice. I counted accounts of both direct and indirect forms of giving advice for this move. The next most common one was metacomment (71), the participants reacted to what they assumed the advisee was struggling with in each situation and replied often with text-structuring comments. The next most common one is referral (59), since there were situations about mental health, language courses and car fixing, it makes sense that the participants would use referral moves, in situations like those the participants would offer phone numbers or different services that they knew of. The next one is general information, a few times when they could, they would relay general information. The second to last one is open category (18), I included terms of apologies and regret and instances in this category. And lastly, own experience (6), I suppose not many of the situations were relatable to the participants, so they did not employ this move that often.

5. Conclusion

Overall, I can conclude that in my data, the most often used linguistic form is declarative, but despite the questionnaire having three out of six situations be about more sensitive topics, the second most common form is imperative, then not too far behind imperative is conditional, and the least frequent one is interrogative. Regarding discursive moves, the most frequent one is assessment, then advice, metacomment. referral, general information, open category, and lastly own experience.

In regards to influence of distance, power and imposition on linguistic forms, the data proves that there is an influence. While other situations (like situation 2, 3 and 4) are not restricting the use of imperatives, situations 1 and 6 do, meaning due to the variable of power and distance, the participants were more vary of using the imperative form, while they did not hold the same sentiment towards the other situations I mentioned in brackets. But in situation 5, there was also a lack of imperative use. This can relate to the level of imposition in that situation. But situation 3 also illustrates a more severe situation with a similar power addressee, the only difference between the two situations is distance. Yet in situation 3 there is around the same amount of imperative use as in the non-severe situations. I can only theorize that this is due to the fact that the participants are not as knowledgeable about cars as they might be about mental issues, as well as the amount of own experience moves in the responses in situation 3 suggests that mental health issues are something more relatable to the participants.

It is important to mention that my sample size is rather limited, in both age group and gender, since only female participants were invited to fill out the questionnaire. It might yield more valuable and diverse results to contrast and compare both women and men in terms of politeness. In the future, this research could be improved by including a male sample size, or an older age group to compare with the younger one in the current study. Also studying

naturally occurring data, for example analyzing advice giving on social media platforms such as Facebook, is also worth pursuing as further research.

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Appendices A

Magyar lányok és tanácsadás

A kérdőív bemutatása és instrukciók:

Sziasztok! A szakdolgozatomhoz kell adatokat gyűjtenem a magyar mondatképzésekkel kapcsolatban és ehhez kérném a segítségetek. Fel lesz sorakoztatva előttem hat szituáció, amire tulajdonképpen úgy kellene válaszolnotok, mintha éppen szerepjátékoznátok. A válaszaitokban fontos, hogy azt írjátok le, mit mondanátok, hogy hogyan adnátok tanácsot szóban, és **nem azt hogy mit csinálnátok**, válaszoljatok párbeszédszerűen, mintha tényleg valakivel beszélgetnétek. Legyetek szívesek az összes szituációra válaszolni. Az fontos még, hogy kizárólag csak is nők töltsék ki az űrlapot. Köszönöm szépen a részvételt!

Ugrai Viktória

Demográfiai adatok:

1. Kérlek válaszsd ki a korod

- 18-25
- 25-30
- 30 felett

2. Kérlek add meg a várost, ahol laksz

3. Kérlek add meg a foglalkozásod (ha még tanulsz, nyugodtan írhatod azt is)

Szitációk:

1. Találkozol egy idősebb egyetemi tanárossal a villamoson. Látod, hogy feltűnően küszköd valamivel a telefonján szóval felajánlod, hogy segítesz neki, ha tudsz. Hamar rájössz, hogy a probléma az, hogy a telefonja régi és elavult és úgy gondolod egyszerűbb lenne inkább egy új telefont vennie. Hogy adsz neki tanácsot ebben a helyzetben?

2. Egy jó barátod sokáig maradt fenn tegnap este, de megbeszélte egy másik barátjával, hogy ma el fognak menni szórakozni. Mivel nagyon fáradt, így egyáltalán nem akar elmenni bulizni, és inkább csak haza szeretne menni aludni. A tanácsodat kéri, hogy hogy mondja el a másik barátjának, hogy ma mégse akar elmenni bulizni, hogy adsz neki tanácsot ebben a helyzetben?

3. Van egy osztálytársad, akivel nem igazán beszéltek sokat, de egy ideje már megfigyelted, hogy mindig olyan rosszkedvűnek tűnik, és nem teljesít jól az iskolában sem. Egyszer odamész hozzá, és megkérdezed, hogy esetleg tudsz-e neki segíteni, és elmondja, hogy mentális problémákkal küzd és hogy emiatt nem tud az iskolára összpontosítani. Szeretné, ha tudnál neki tanácsot adni, mit tanácsolsz neki?

4. Egy ismerősöd szeretne megtanulni valamilyen nyelven, és bár nem vagytok olyan közel egymáshoz, hozzád fordul segítségül. Már ki is választott egy nyelviskolát, amit meg is mutat neked, de hamar rájössz, hogy ez az a nyelviskola, amelyről mindenki akit ismersz azt gondolja, hogy túl drága és szerinted sem érné meg neki. Hogy ajánlasz neki egy másik nyelviskolát, ami szerinted jobban megéri?

5. Találkozol egy jó barátoddal és elmeséli, hogy sajnos valaki nekiment a kocsijának olyannyira, hogy a kocsiját szerinted mindenképpen el kellene vinni egy hozzáértőhöz megjavítani. Ő viszont úgy gondolja, hogy ő is meg tudná javítani a kocsit, hogy olcsóbban kijöjjön így. Szerinted, mivel tényleg súlyosak a károk, így mindenképpen drágább lenne neki megjavítani magától. Hogy adsz neki tanácsot ebben az esetben?

6. Van az egyetemen egy tanárod, aki viszonylag népszerű. Te is kedveled őt, de ennek ellenére így is sokan azt gondolják, hogy kicsit ügyetlenül kezeli az órai feladatait (sokág javít dolgozatokat stb). Te is szeretnéd, ha ezen változtatna, így félrehívod, hogy ezt megmond neki, Hogy adsz neki tanácsot ebben az esetben?

Appendices B

Hungarian girls and advice giving

Introduction of the questionnaire and instructions:

Hi all! I am asking for your assistance, because I need to collect data on Hungarian sentence construction for my thesis. There will be six situations that you all will have to write responses to as if you were roleplaying. It is important that in your responses you write down what you would say and how you would give advice in speech and **not what you would do**. Write your responses like a dialogue, as if you were actually talking with someone. Please write a response to each and every situation. It is also important that this questionnaire is only for women to fill out. Thank you for your participation!

Ugrai Viktória

Demographic data

1. Please pick your age from the following options

- 18-25
- 25-30
- above 30

2. Please type in the city where you live

3. Please type in your occupation (if you are still a student, you can type that in too)

Situations:

1. You meet with an elderly instructor of yours on the tram and you see him/her struggling with something on his/her phone. When you ask them if you can help, you quickly realize that they are using an old and outdated model and you think switching to a new phone would be better. How do you go about advising him/her in this situation?

2. Your close friend stayed up late yesterday and while he/she had plans to go party today with a different friend, she/he is way too tired to actually do that and just wants to go back home and take a nap instead. He/she asks for your advice on how to tell their other friend that he/she can't hang out today. How do you give advice in this situation?

3. For a while now you've noticed that a classmate of yours that you don't really talk to seems to be in a bad mood recently and is struggling with his/her school work too. One day you go up to him/her and ask if he/she needs help with something. He/she reveals to you that he/she has mental health problems and that makes him/her have a harder time focusing on school. How do you give them advice in this case?

4. An acquaintance is trying to learn a foreign language and even though you two are not that close, he/she turns to you for help. He/she already has a the language school in mind that he/she shows you, but you quickly realize that it's the school that everyone you know thinks is too expensive and not worth anyone's money. How do you advise them to choose a different language school that you believe would be better?

5. You meet a close friend of yours and he/she tells you that unfortunately someone ran into their car and now it's broken to the point that you believe he/she must have it repaired. He/she thinks that he/she can repair it him/herself so that it would cost less, but you think it would ultimately cost them more money to do it that way because of how serious the damages. How do you advise them in this situation?

6. There's a relatively popular teacher at your university that you also really like, but a lot of students think that he/she has lousy class management skills (for example he/she takes a long time to correct tests). You would like that to change so you approach him/her with this issue, how do you advise him/her in this situation?
