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**THE APOLOGY AND REFUSAL STRATEGIES OF TURKISH, POLISH AND LATVIAN PROSPECTIVE
ENGLISH TEACHERS**

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Yüksek Lisans Tezi olarak sunduğum "TheApologyandRefusalStrategies of Turkish, PolishandLatvianProspective English Teachers" adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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ABSTRACT

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THE APOLOGY AND REFUSAL STRATEGIES OF TURKISH, POLISH AND LATVIAN PROSPECTIVE ENGLISH TEACHERS

This study has the aim of comparing the apology and refusal strategies used by Turkish (Çanakkale Onsekiz Mart University), Polish (Adam Mickiewicz University) and Latvian (University of Latvia) students who are on the final year of their undergraduate studies in the department of English Language Teaching. In addition, this study tries to find an answer to the question of how appropriate the use of the participants' apology and refusal strategies according to the evaluation of a native speaker.

The data gathering tool used for this study is Written Discourse Completion Test. The Discourse Completion Test included 4 apology and 4 refusal situations with a total of 8 situations. The total number of participants in this study is 45, with 15 participants in each group.

The apology strategies coding schema employed for this study is the one used by Hudson, Detmer and Brown in 1995. The employed coding schema for the coding of the refusal strategies for this study is the one used by Beebe, Takahashi, and Uliss-Weeltz (1990). In order to compare how appropriate the apology and refusal productions of the participants, Kruskal-Wallis H test with the help of SPSS program was conducted. The ten point appropriateness scale used by Balçı (2009) in her master thesis is used in this study as the grading scale.

Findings of the study indicated that all three groups use very similar apology and refusal strategies with some exceptions. As a result of Kruskal-Wallis H test, no significant difference was observed among the groups.

ÖZET

Mehmet ASMALI

TÜRK, POLONYALI VE LETONYALI İNGİLİZCE ÖĞRETMENİ ADAYLARININ ÖZÜR DİLEME VE REDDETME STRATEJİLERİ

Bu çalışma, İngiliz Dili Eğitimi bölümünde son yılında olan Türk (Çanakkale Onsekiz Mart Üniversitesi), Polonyalı (Adam Mickiewicz Üniversitesi) ve Letonyalı (Letonya Üniversitesi) öğrencilerin özür dileme ve reddetme stratejilerini kıyaslamayı amaçlar. Ayrıca, bu çalışma, katılımcıların özür dileme ve reddetme stratejilerinin bir anadil kullanıcısının değerlendirmesine göre ne kadar uygun olup olmadığı sorusuna da cevap aramaktadır.

Bu çalışma için kullanılan veri toplama aracı Yazılı Söylem Tamamlama Testidir. Kullanılan Söylem Tamamlama Testi 4 özür dileme ve 4 reddetme durumu, toplamda 8 durum içermektedir. Katılımcıların sayısı her grupta 15 olup, toplamda 45 tir.

Bu çalışma için kullanılan özür dileme stratejileri kodlama şeması, Hudson, Detmer ve Brown tarafından (1995) kullanılan şemadır. Kullanılan reddetme stratejileri kodlama şeması, Beebe, Takahashi ve Uliss-Weeltz (1990) tarafından kullanılan şemadır. Katılımcıların özür dileme ve reddetme stratejilerinin uygunluğunun kıyaslanması için SPSS programının yardımıyla Kruskal-Wallis H testi uygulanmıştır. Notlama ölçeği olarak Balcı'nın (2009) yüksek lisans tezinde kullandığı on puanlık uygunluk ölçeği kullanılmıştır.

Çalışmanın sonuçları göstermektedir ki üç gruptaki katılımcılar, bazı istisnalarla birlikte, çok benzer özür dileme ve reddetme stratejileri kullanmaktadırlar. Kruskal-Wallis H testinin sonuçlarına göre, gruplar arasında anlamlı farklılık bulunmamıştır.

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Mehmet ASMALI

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Appendix 4: Appropriateness Scale

ABBREVIATIONS

L2 Second Language

CCSARPC Cross Cultural Speech Act Realization Pattern

IFID Illocutionary Force Indicating Device

ELT English Language Teaching

DCT Discourse Completion Task

SPSS Statistical Package for the Social Sciences

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CHAPTER 1

INTRODUCTION

In this chapter, before going into detail about the background of the specific aspects of this study in the literature review section, background of the study will be provided briefly. Background of the study will be followed by purpose of the study in which the question of why this study is designed will be explained. Research questions of the study will be provided to make it clear that under which questions the findings will be evaluated. Significance of the study will be explained to express why this study is scientifically important. At the end of this section, limitations and the definitions of the terms used in the study will be given.

1.1. Background of the Study

In the history of mankind people always needed a language to communicate. With the successive discoveries in the area of linguistics, the focus of linguists has changed. Only in the 70s it was realized that, as Leech (1983: 1) states in his work, "...we cannot really understand the nature of language itself unless we understand pragmatics: how language is used in communication".

According to Barron (2003: 7) modern concept of pragmatics was introduced by philosopher Charles Morris in 1938. She also suggests that there exists no consensus as to a definition despite lengthy discussions of the issue. Many linguists and researchers have defined pragmatics in different ways. Crystal (1985: 240) defines pragmatics as: "...the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication."

The interaction between the people speaking different languages was provided by translation for a long time. Translation has played a crucial role during this period for thousands of years. However, as Crystal suggests (1997: 11)"there are limits to what can be done in this way. The more a community is linguistically mixed, the less it can rely on individuals to ensure communication between different groups. In communities where only two or three languages are in contact, bilingualism (or trilingualism) is a possible solution, for most young children can acquire more than one language with unselfconscious ease.

But in communities where there are many languages in contact, as in much of Africa and South-east Asia, such a natural solution does not readily apply. The problem has traditionally been solved by finding a language to act as a *lingua franca*, or "common language".... But most often, a language is accepted from outside the community, such as English or French, because of the political, economic, or religious influence of a foreign power."

The reasons and the importance of knowing another language is summarized by Otçu and Zeyrek in their work on requests as (2008: 265)"in today's globalized world where the borders between the countries are shrinking day by day, the importance of knowing a second or third language has become indispensable. Because of certain outcomes of globalization such as immigration and trade patterns, overseas educational opportunities, and the Internet, English as a foreign language has become the most popular language among the non-English speaking populations."

To be successful in communication of any language, the user of that language must be pragmatically competent. Pragmatic competence takes place as the second component of language competence in the model of Bachman (1990). She divides it into illocutionary and sociolinguistic competences. The former refers to the knowledge and skills to perform acceptable language functions (pragmalinguistic) and the latter refers to knowledge of contextual conventions for such functions to be appropriate (sociopragmatic) (Bachman 1990: 90 cited in Kanık 2010: 36). Koike (1989: 279) defines pragmatic competence as "the speaker's knowledge and use of rules of appropriateness and politeness which dictate the way the speaker will understand and formulate speech acts." The significance of pragmatic competence is stated by Kasper as (1997: 2): "in order to communicate successfully in a target language, pragmatic competence in L2 must be reasonably well developed."

As it can be deduced from the definition of pragmatic competence, speech acts and how to use them appropriately are important factors. Great deals of studies have been carried out with the ultimate aim of increasing the quality of appropriate speech act usage so far all around the world. Many of them were designed to find an answer to the question of what kinds of strategies people use when they want to use speech acts such as refusals, apologies or requests. Native and non-native users of the researched language are compared in most of these studies. The fields of "interlanguage pragmatics" and "cross-

cultural pragmatics" appeared with the aim of investigating the speech act realizations of native and non-native users of the languages.

Appearing as one of the fields, cross-cultural pragmatics is explained by House-Edmondson (1986: 282) as: "cross-cultural pragmatics is a field of inquiry which compares the ways in which two or more languages are used in communication. Cross-cultural pragmatics is an important new branch of contrastive linguistic studies because in any two languages different features of the social context may be found to be relevant in deciding what can be expressed and how it is conventionally expressed."

Interlanguage pragmatics, came out with the findings of the researches mentioned above, is simply defined as "the study of nonnative speakers' use and acquisition of L2 pragmatic knowledge" (Kasper & Rose 1999: 81). According to Barron (2003: 27) interlanguage pragmatics is concerned with language in use and the researches in the field of language should focus on learners' use and acquisition of pragmatics knowledge.

Barron (2003: 27) also compares Cross-cultural pragmatics and Interlanguage pragmatics and finds out that: "the methodology and indeed the theoretical background of interlanguage pragmatics have stemmed from cross-cultural pragmatics rather than from second language acquisition."

As this study investigates the speech act realizations of Turkish, Polish and Latvian participants who are non-native users of English, it is an example of interlanguage pragmatics the source of which is cross-cultural pragmatics.

1.2. Problem

Pragmatics has taken the attention of the researchers only in the last few decades. It has been clearly understood that having just linguistic competence would not be enough to have a full understanding of how people communicate in their daily life. Due to this fact, pragmatic competence and teachability of pragmatic competence has become important. As the teachers are responsible for the job of teaching, the teacher training is crucial in teaching of pragmatic competence.

Improving the pragmatic competence of the learners directly interrelated with how they are taught. For this reason, teaching pragmatics and teaching how to teach pragmatics ought to be very important aspects in training of English Language Teachers.

Due to having the highest level of English proficiency, this study is based on the performances of the final year undergraduate degree English Language Teacher candidates from three different nations.

The previous pragmatics based studies have not researched the speech act performances of the users from different first language backgrounds especially European languages. The studies have mostly focused on native speakers (English- American). In order to have different perspective in the field of pragmatics this study is carried out with the aim of comparing the strategy use and appropriateness of the use of speech acts of Turkish, Polish and Latvian final year English Language Teaching undergraduate learners.

1.3. Purpose of the Study

This study has the purpose of comparing the apology and refusal strategies used by Polish, Latvian and Turkish students who are on the final year of their undergraduate studies in the department of English Language Teaching. Bearing in mind this aim, this study also tries to find an answer to the question of how appropriate the use of the participants' strategies when they face the apology and refusal situations.

Having two major aims, this study tries to find answers to the following research questions listed in the following section.

1.4. Statement of the Research Questions

The research questions of this study are stated below:

- 1) What are the apology speech act strategies used by Turkish final year undergraduate students in the department of English Language Teaching?
- 2) What are the apology speech act strategies used by Polish final year undergraduate students in the department of English Language Teaching?
- 3) What are the apology speech act strategies used by Latvian final year undergraduate students in the department of English Language Teaching?
- 4) Does the choice of apology strategies differ across three groups of participants?
- 5) What are the refusal speech act strategies used by Turkish final year undergraduate students in the department of English Language Teaching?

- 6) What are the refusal speech act strategies used by Polish final year undergraduate students in the department of English Language Teaching?
- 7) What are the refusal speech act strategies used by Latvian final year undergraduate students in the department of English Language Teaching?
- 8) Does the choice of refusal strategies differ across three groups of participants?
- 9) How different are the productions of apology and refusal speech acts of Polish, Latvian and Turkish participants in terms of appropriateness?

1.5. Limitations

This study aims at investigating two different speech acts. These are: the speech act of apology and the speech act of refusal. The reasons to choose just refusal and apology speech acts to investigate in this study among many speech acts are: the speech act of refusal requires a high level of pragmatic competence (Ellis 2008: 187) so it would be possible to have a general idea on the level of the pragmatic competences of the participants from more international backgrounds. Olshtain (1989: 171) suggested that "...given the same social factors, the same contextual factors, and the same level of offence, different languages will realize apologies in very similar ways." Taking into account this suggestion of Olshtain, it would be possible to observe whether different languages will realize apologies in similar ways or not. This study is limited to the speech act of apology and the speech act of refusal and the results of this study cannot be generalized for all speech acts and all situations.

This study aims at reaching three groups of learners: the learners who are on the final year of their studies in the department of English Language Teaching in the University of Latvia, the learners who are on the last year of their studies in the department of English Language Teaching in Adam Mickiewicz University (Poland) and the learners who are on the last year of their studies in the department of English Language Teaching in Çanakkale Onsekiz Mart University. The reason why only the learners who are on the final year of their undergraduate studies were chosen for the study is that they are thought to have the highest level of English proficiency and therefore can best serve the purpose of the study.

The number of the participants for each group is limited to 15 since the number of the accessible learners who are on the final year of their undergraduate studies in the

department of English Language Teaching from Poland and Latvia is not as high as the number of the learners in ÇanakkaleOnsekiz Mart University. With the aim of having equal numbers of participants in each group, it was decided to gather data from 15 participants per group with a total of 45 participants.

The studies on speech acts have been generally designed to compare the speech act performances and use of speech act strategies of native and non-native speakers. When the literature is searched it can be seen that there have been some studies conducted on apology and refusal speech act use of Turkish and its comparison with the speech act productions of native speakers of English (Tunçel 1999; Balcı 2009; Akpınar 2009; Çimen 2009; Kanık 2010). However studies designed to compare the use of speech act strategies of the users from different first language backgrounds were not found. It was decided to carry out a study for the less commonly spoken languages in Europe. According to the information given in the web site of European Commission (European Commission 2012), The European Union has 23 official and working languages. They are: Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish. As it is also mentioned in the same web site, due to time and budgetary constraints, relatively few working documents are translated into all languages. The European Commission employs English, French and German in general as procedural languages.

It can be deduced from this information that the languages other than English, French and German are the less commonly spoken languages in Europe. Although it was decided to carry out this study with the less commonly used European Languages, it was not possible to gather data from all users of these languages mentioned above because of several different reasons such as time, opportunities and connections. Because of the fact that the researcher has connections only with the lecturers in University of Latvia and Adam Mickiewicz University (Poland) which makes the collection of data easier, these two countries were chosen. Due to the reasons mentioned above this study is limited to Polish, Latvian and Turkish users.

Another limitation for this study may appear due to the data collection tool which is a written discourse completion test. The studies based on speech acts require observing the participants in their natural conversations to gather the most reliable data. However, it is

not possible for this study because of time, need of specific situations such as the situation in which the participants are supposed to produce a refusal or an apology. Natural conversation atmosphere can be created but it requires a lot of time to do it for all participants. As Mackey and Gass (2005: 91) suggest "Written discourse completion tests may or may not correspond to what would actually be said". For this reason, the data gathered through written discourse completion test in this study may create limitations concerning authenticity.

Because of the fact that this study includes only 15 Polish, 15 Latvian and 15 Turkish final year undergraduate degree students in English Language Teaching Department it would be deceptive to generalize the apology and refusal strategies used by Turkish, Polish and Latvian participants to all final year pre-service teachers in these countries.

1.6. Assumptions

As mentioned above the participants of this study consist of three different countries. Each country has a unique culture. People talk, eat, behave and live according to this unique culture. While some kind of behavior or saying is rude for one culture, it may be understood in a very different way in another one. According to this view, it is logical to expect some different realizations of speech acts in different cultures.

Although there are some international unchangeable aspects in teacher training programs all around the world, each country has a teacher training program of its own. The knowledge and performance of the future teachers are shaped in accordance with the implemented program. The situation is the same for the area of English Language Teaching. Not all countries follow the latest trends in teacher training programs or sometimes they cannot just implement them due to some problems such as lack of technology or insistence on using the older trends because of believing in the success of these trends or sometimes even the political factors can be effective. So, it is possible to see the effects of the teacher training programs on the performance of teachers.

Another issue affecting the performance of language use and learning is mobility in Europe through which it is possible and much easier for the people living there to communicate in global language "English". It makes a positive reinforcement for the people to acquire and use the target language in different circumstances giving the chance to practice language use. It is possible to see differences in language use among the

European Union member nations regarding mobility and easy access to authentic use of English.

The importance of the first language transfer also cannot be denied in pragmatics. The syntactic features, the organizations of words and pronunciation of the words may all have an effect on the performance of the second language. People from different first languages may realize the speech acts differently.

Taking into consideration the participants, the aim and the research questions of this study, following assumptions are stated below:

- There are differences in the use of the speech act strategies and appropriateness among Polish, Latvian and Turkish participants because of having different cultural backgrounds.
- There are differences in the use of the speech act strategies and appropriateness among Polish, Latvian and Turkish participants because of being trained in different teacher training programs.
- There are differences in the use of the speech act strategies and appropriateness among Polish, Latvian and Turkish participants because of having different chances such as mobility and multilingualism.
- There are differences in the use of the speech act strategies and appropriateness among Polish, Latvian and Turkish participants because of having different first languages.

1.7. Significance

As pragmatics is crucial for learning and teaching of language, lack of studies in this field of study may result in some deficiencies. The speech act of apology and refusal require high level of pragmatic competence. Having a high level of pragmatic competence is only possible by observing and evaluating the results of studies designed in this field of study. A limited number of studies in the field of pragmatics in the context of Turkish studies may result in weaknesses in terms of methods to be followed both in teaching and learning process which leads to continuous use of the same methods.

The improvement of pragmatic competence constitutes an important part of language learning and requires a significant effort. Therefore, an increase in the number of studies

in this field of study is needed. This study has a value in terms of reflecting the apology and refusal speech act productions of Turkish learners who are on the final year of their undergraduate studies in the department of English Language Teaching. In addition, with the interpretation of the results, some suggestions may be given with the problem encountered.

There may be cross-cultural differences among the users of different languages in using speech acts in a target language. As it is known, not only the perspectives of the language learners but also their expectations during the communication are shaped by the society they live in. In particular, as in this study, when the performances of the users from different first language backgrounds on the speech acts are investigated, it has been observed that they have been affected by the society and culture of their own. For instance; the study of Al-Zumor (2011) on the apology performances of Arab learners of English studying in India, American English speakers, and British English speakers shows that the religious beliefs, concepts and values which are the part of culture of a country affect the deviations in the language use of Arab learners from that of the native speakers. While the English native speakers are more keen on formulaic offers of repair or verbal redress, Arab learners are more keen on taking on responsibility. A similar difference can be observed in the understanding of how severe the situations are. According to the results of this study Arab culture does not find it very embarrassing and discrediting to admit deficiency in order to set things right while it is just the opposite for the Anglo-Saxon culture. This is an example of how the culture affects the performances of the users in using speech acts.

The speakers having different first languages should be investigated to explore and analyze the differences and similarities in speech acts due to the fact that the teacher candidates can get ready for the possible mistakes of the speakers of these languages in any speech act so that they can correct them when they start actively teaching. This study is designed in accordance with this purpose. However, in today's world, due to the fact that English is a medium of communication between the non-native speakers of English, there is not just one idealized English.

English is the global language now which is used all around the world and it has several different versions such as Australian English, New Zealand English, Canadian English, South African English, Caribbean English, and, within Britain, Irish, Scots, and Welsh English. Because of the fact that it is such a common language, it is possible to see

some new varieties which affect millions of people speaking English. This case is explained by Crystal as (1997: 144): "several varieties have also grown in distinctiveness in recent decades. There is one group in India, Pakistan, Bangladesh, and Sri Lanka, often collectively called South Asian English. There is another group in the former British colonies in West Africa, and a further group in the former British colonies in East Africa. Other emerging varieties have been noted in the Caribbean and in parts of south-east Asia, such as Singapore. These new Englishes are somewhat like the dialects we all recognize within our own country, except that they are on an international scale, applying to whole countries or regions. Instead of affecting mere thousands of speakers, as is typically the case with rural or urban regional dialects, they apply to millions. They are an inevitable consequence of the spread of English on a world scale."

Crystal (1997: 3) states the basic reason of learning English as "it will put you in touch with more people than any other language". He (1997: 140-141) also suggests that it is genuinely a global language now showing the proof with an interesting fact that even the largest English speaking nation, the USA, has only about twenty percent of the world's English speakers. He (1997: 141) proposes that "There are probably already more L2 speakers than L1 speakers." which therefore shows that, in today's world, there is not just one idealized English anymore.

This fact shows that, performance comparison on how the speech acts are used should not be just between native and non-native speakers of English. It can be made just among non-native speakers as well.

The results of this study would therefore be important for the researchers who are interested in pragmatics, the speech acts of apology and refusal. The results may also be important for the English Language Teacher trainers and the program coordinators.

Cross-cultural pragmatics is developed to investigate the speech act realizations of native and non-native speakers. It deals with the speech acts in different languages and linguistic perceptions of some pragmatics' features. Its aim is to enrich the learning and teaching environment. Many different studies have been conducted on English. These studies generally focus on improving pragmatic competence in second and foreign language teaching. This study aims at reaching the countries in which English is taught as a foreign language such as Turkey, Poland and Latvia. The students studying in the department of English Language Teaching in their final year are chosen. The reason why

Turkish, Polish and Latvian languages are chosen is that these language are among the less commonly spoken languages of Europe and they have not been investigated in pragmatics based studies very often.

The potential deficiencies in both teaching and learning pragmatics will be realized more easily and in accordance with the needs, both the teacher training faculties and their program organizers would be able to eliminate the needs and create better programs to improve pragmatic competence of the teachers when the number of the studies like this study rises.

CHAPTER 2

LITERATURE REVIEW

In this chapter, three basic aspects of this study will be explained briefly which are pragmatics, speech acts and the effect of culture on pragmatics. In the first part, pragmatics, its importance and pragmatic competence will be defined. Following this, the speech acts of apology and refusal will be made clear by giving the strategies and cross-cultural studies about them. At the end of this chapter, the definition of culture and its effects on learning and teaching of pragmatics will be provided.

2.1. Pragmatics

Pragmatics has been defined in several different ways. It was defined by Crystal (1997: 301) as "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects of their use on other participants in the act of communication." It can be understood that Pragmatics is simply the study of language in use which was also defined by Levinson (1983: 9) as "the term pragmatics covers both context-dependent aspects of language structure and principles of language usage and understanding that have nothing or little to do with linguistic structure." In other words Pragmatics is defined as the study of communicative action in its sociocultural context (Kasper and Rose 2001: 2) rather than linguistic structure. The definition of pragmatics is summarized by Yule as "the study of what speakers mean, or "speaker meaning" (Yule 2006: 112).

Only over the past 30 years has pragmatics grown into well-established and secure discipline in institutional terms (Spencer-Oatey and Zegarac 2002: 74). In the 1960's, speakers' speech production in context and realizing sentences in certain situations drew researchers' attention on the use of language. Linguists like Bienveniste and philosophers like Austin and Searle had an important effect in changing the direction from structures towards the use of language (Vardar 1998: 38).

Pragmatics, as Levinson (1983: 24) defines, is "the study of the ability of language users to pair sentences with the contexts in which they would be appropriate".

According to Helen Spencer-Oatey and Vladimir Zegarac (2002: 74-75), pragmatics is concerned not with language as a system or product, but rather with the interrelationship

between language form, communicated messages and language users and it tries to find answers to the following questions:

- How do people communicate more than what the words or phrases of their utterances might mean by themselves, and how do people make these interpretations?
- Why do people choose to say and/or interpret something in one way rather than another?
- How do people's perceptions of contextual factors (for example, who the interlocutors are, what their relationship is, and what circumstances they are communicating in) influence the process of producing and interpreting language?

As Ellis (2008: 159) states "... second language acquisition researchers have paid attention to pragmatic aspects of learner language. This has been motivated in part by the belief that a full understanding of how formal properties are learnt will not be achieved without examining the way in which these properties are used in actual communication."

In this respect it can be deduced that second language research is to describe not only linguistic competence but also the pragmatic competence which was defined by Neil Murray (2010: 293) as an understanding of the relationship between form and context that enables us, accurately and appropriately, to express and interpret intended meaning.

Similarly Fraser (1983:29) defines pragmatic competence as "the knowledge of how an addressee determines what a speaker is saying and recognizes intended illocutionary force conveyed through subtle attitudes in the speaker's utterance".

Allami and Naeimi (2011: 385) emphasize the importance of pragmatic competence stating that "one of the issues which has come under the spotlight of many involved in the field of language teaching, especially over the past two decades, is pragmatic competence. The development of pragmatic rules as to produce and perceive the language that is appropriate in a given situation appears to be very important for language learners, failure to do so may culminate in misunderstanding or even serious communication breakdown..."

Ifantidou (2011: 327) suggests that pragmatic competence becomes manifest in (a) the ability to identify pragmatically inferred effects in the form of implicated conclusions, e.g. irony, humour, ridicule, contempt, high-esteem, favouring, incriminating, hostile attitudes conveyed by authors (pragmatic awareness), and (b) the ability to reflect on and

explicate the link between linguistic indexes and pragmatic effects retrieved by readers (metapragmatic awareness). In this respect, pragmatic competence requires not only metalinguistic fluency, i.e. learners' ability to describe linguistic phenomena, but metapragmatic and metacognitive abilities too, i.e. the learners' ability to retrace and explicate interpretative routes employed."

In the case of the pragmatics, researchers have drawn the scope by investigating the speakers' utterances. These utterances include (I) Interactional acts and (II) Speech acts. As Ellis (2008 : 159) explains " The former give structure to the discourse by ensuring that one utterance leads smoothly to another; they concern how speakers manage the exchanging turns, how they open and close conversations , and how they sequence acts to ensure a coherent conversation. Speech acts, on the other hand, constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, apologies, requests, or complaints." He also mentions that it is not possible to perform a speech act outside interaction due to which speech acts are also interactional acts.

2.2.Speech Acts

According to British language philosopher John Austin, we are always "doing things with words". His theory starts with the distinction of "statements" and "utterances". The former are sentences whose function is to describe an event or situation and such sentences could be true or false. Utterances, on the other hand, do not have a truth level. They are used to commit an act (Lyons 1979 cited in Sarıçoban and Hişmanoğlu 2004: 32-33).

Searle (1969: 16) defines speech acts as follows: "The unit of linguistic communication is not, as has generally been supposed, the symbol, word or sentence, but rather the production or issuance of the symbol or word or sentence in the performance of the speech act. More precisely, the production or issuance of a sentence token under certain conditions is a speech act, and speech acts are basic or minimal units of linguistic communication." According to Yule (2006: 118), speech acts are used to describe actions such as "requesting", "commanding", "questioning" or "informing" which means it is the action performed by a speaker with an utterance.

The speech acts can be direct or indirect. The example of the former is "Can you ride a bicycle?" which is used with the function of a question. As it can be understood, the aim

is that something is not known and it is asked to someone to provide the information. However, the example of the latter is "Can you pass the salt?" which shows that a syntactic structure associated with the function of a question but with the function of a request (Yule 2006: 118-119).

According to the speech act theory (Austin 1962; Searle 1969) the speech acts involve three types of acts which are locutionary, illocutionary and perlocutionary acts. The locutionary act corresponds to the production of a meaningful utterance in the language (it implies the use of phonemes, morphemes, sentences). The illocutionary act is that utterance which attempts to achieve some communicative purpose (Salgado 2011: 9). The perlocutionary act is the achieving of some kind of effect on the addressee (Ellis 2008: 160). The difference between illocutionary act and perlocutionary act is also explained by Salgado (2011: 9) as "The illocutionary act is different from a perlocutionary act in the sense that the latter involves an effect that the speaker has on his/her listener's behavior or opinion in uttering a particular sentence. For example: "How nice of you to invite me" is an illocutionary act in which the result of that may totally surprise and confuse the listener, if the speaker was never invited by the listener. In this instance the perlocutionary act may be that the speaker intends to register his/her offense at not having been invited."

Austin (1962: 101) made the distinction among these terms with the following example:

Act (A) or Locution

He said to me "Shoot her!" meaning by shoot "shoot" and referring by her to "her".

Act (B) or Illocution

He urged (or advised, ordered, etc.) me to shoot her.

Act (C) or Perlocution

He persuaded me to shoot her.

Cohen (1996:384) who defines a speech act as "a functional unit in communication" states that "According to Austin's theory of speech acts (1962), utterances have three kinds of meaning. The first kind is the propositional or locutionary meaning, namely, the literal meaning of the utterance. If a pupil says to a teacher or sends a note, "It is hot in here," the locutionary meaning would concern the warm temperature of the classroom. The second

kind of meaning is illocutionary, namely, the social function that the utterance or written text has. The illocutionary meaning or function of "It is hot in here" may be a request to turn down the heat. If the utterance expressed emphatically or if it is repeated, perhaps it would also function as a complaint. Austin adds the notion of perlocutionary force, that is, the result or effect that is produced by the utterance in that given context. Thus, if the utterance leads to the action of turning down the thermostat in the room, the perlocutionary force of that utterance would be greater than if the request were ignored."

The expression "illocutionary act" is generally accepted as the term "speech act" because it is the most important and studied act in speech act theory (Levinson, 1983).

Another attempt to classify speech acts was done by Searle (1976) who also criticized Austin's classification of "verdictives, exercitives, commissives, behabitives, expositives" classified them under the five headings below:

- **Representatives** are acts in which the speaker states his/her belief that the propositional content of the utterance is true (e.g. concluding, describing, advising, certifying, admitting, and agreeing)

- **Directives** are those acts in which the speaker expresses his/her desire to get the addressee to do something (e.g. requesting ordering, suggesting, forbidding, begging)

- **Commissives** are acts in which the speaker commits himself/herself to do some future action (e.g. promising, swearing, offering)

- **Expressives** are acts in which the speaker expresses his/her psychological state in relation to a particular state or affairs (e.g. congratulating, thanking, condoling, greeting)

- **Declarations** are acts that change the reality in accord with the proposition of the declaration, (e.g. baptisms, pronouncing someone guilty or pronouncing someone husband and wife) (Salgado2011: 10)

Bach and Harnish (1979: 41) classified the speech acts in a different way. It includes "constatives" which is expressing the speaker's belief and intention that the hearer has like a belief; "directives" which is expressing the speaker's attitude toward some future action by the hearer, "commissives" which is expressing the speaker's intention and belief that his utterance obligates him to do something; "acknowledgements" which is expressing feelings regarding the hearer.

As it can be understood, different researchers defined and classified speech acts in different ways. In this study, the illocutionary act will be the focal point which is also known as the general term “speech act” because it is the most commonly used and researched speech act (Levinson, 1983).

2.2.1. Speech act of Apologies

An apology is the act of requiring the speaker to admit responsibility for some behavior (or failure to carry out some behavior) that has proved costly to the hearer (Ellis 2008: 182). The importance of apology is summarized by Kanik (2010: 54) as "apology speech acts are crucial speech acts in interpersonal linguistic communication. Because apologizing is an act that maintains the continuity of interpersonal communication, it prevents conflict, thus prevents the break of interpersonal relations or reestablishes them". Intachakra (2004: 42) also supports this idea by stating that "..both research and folk literature are replete with reports of communication problems that arise from the mismanagement of apologies, which result in sometimes serious interpersonal and even international consequences. These might, on the one hand, be caused when an expectation that an apology of some form (as a minimum) should have been offered goes unfulfilled. Or, on the other hand, it may be the result of one party failing to recognize that an apology is needed to soften an offence."

An apology occurs when an act of verbal redress, used when social norms have been violated by a real or potential offense (Olshtain and Cohen 1983:20). Apologies are face-threatening acts (Ellis 2008: 182) which, according to Yule (2006: 119), means "something that represents a threat to another person's self-image". It is made clear by Wouk that "performing an apology requires the speaker to admit to having done wrong, thus undermining the speaker's face. If a speaker fails to perform an apology when an infraction has occurred, this threatens the recipient's face" (Wouk 2006: 1457).

Apologies could be seen in any society's culture as it is a must to live in harmony. However, it is also known that each society has a different culture and way of living and responding to a variety of sayings. Also it is a fact that "research on speech acts has shown that apologies are among the more frequently used speech acts in people's daily affairs" (Blum-Kulka *et al.* 1989).

The speech act of apology has been investigated in the field of cross-cultural pragmatics. Users of several different languages such as Japanese (Nonaka 2000 and Kumagai 1993), Hebrew (Olshtain and Cohen 1981), Chinese (Wu 1981), Spanish (Garcia 1989), Danish (Kasper 1989; Trosborg 1987, 1995), German (House 1989), Austrian (Meier 1992, 1996), Egyptian (Soliman 2003), and Persian (Eslami-Rasekh 2004) have been compared to native speakers of English in these studies. Brief information about what have been found as a result of these studies is given in the section named as "The Speech Act of Apology in Cross-cultural Studies".

Most of these cross-cultural studies have been carried out within CCSARP (Cross Cultural Speech Act Realization Pattern) project "to compare across languages the realization patterns of two speech acts – requests and apologies – and to establish the similarities and differences between native and non-native speakers' realization patterns in these two acts" (Blum-Kulka and Olshtain 1984:196 cited in Shariati and Chamani 2010: 1690).

2.2.1.1. Apology strategies

As it is commonly known, apology is a face threatening act. The condition for an apology to have a desired effect is simply explained as "if the wrongdoer decides to apologize and the offended person does not allow him/her to defend his/her position, the apology will be useless. If the offended waits for an apology and the wrongdoer does not think there is a need for one, the offended may end up waiting to no avail" (Akpınar 2009: 41).

Depending on what the researchers focus on their researches, different sets of apology strategies have been proposed to systematically understand the apology behavior.

Fraser (1981: 263) made a list of nine apology strategies and he also stated that language users generally use more than one of the following apology strategies in an apology expression. These strategies are:

Strategy 1: Announcing that an apology is forthcoming

Strategy 2: Stating the offender's obligation to apologize

Strategy 3: Offering to apologize

Strategy 4: Requesting the acceptance of the given apology

Strategy 5: Expressing regret for the offense

Strategy 6: Requesting forgiveness for the offense;

Strategy 7: Acknowledging responsibility for the act

Strategy 8: Promising forbearance from a similar offending act

Strategy 9: Offering redress

Similarly Trosborg in her first work (1987: 150-152) lists the following strategies below:

Strategy 1: Minimizing the degree of offence either by blaming someone else or by discussing its preconditions

Strategy 2: An acknowledgement of responsibility

Strategy 3: Implicit or explicit explanation or account of what occurred

Strategy 4: Offer of repair

Strategy 5: Promise of forbearance

Strategy 6: Expressing concern

In her later work (1995: 395–399), the strategies are refined and stated as in the list below:

Strategy 1: Minimizing the degree of offence

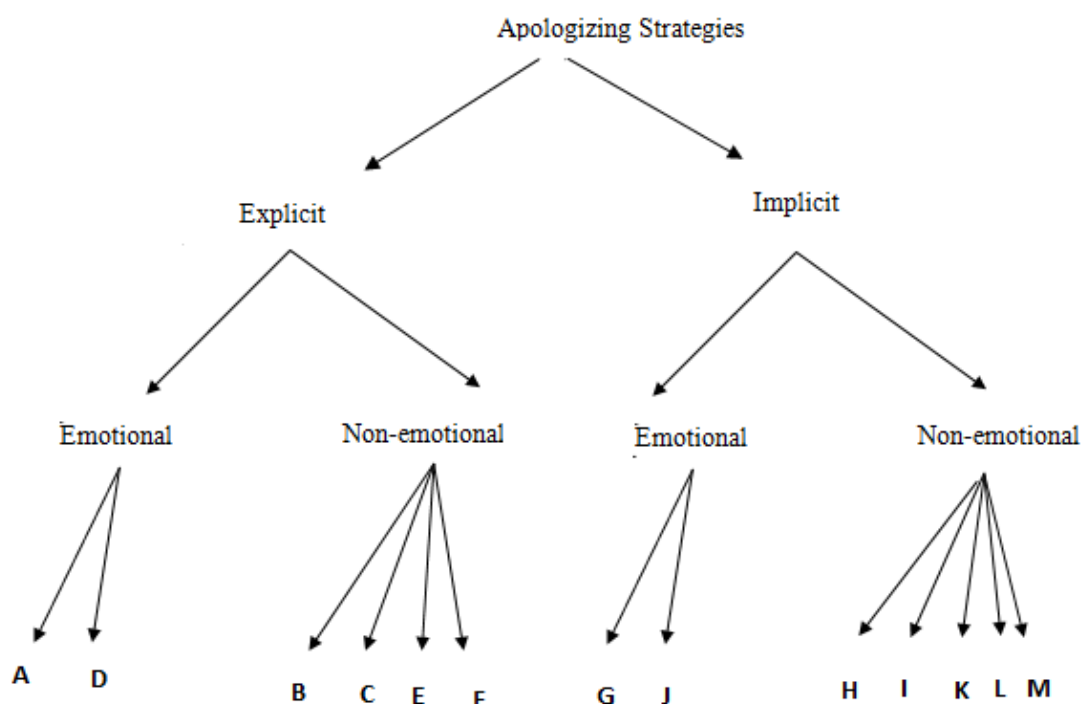
Strategy 2: Acknowledgement of responsibility

Strategy 3: Explanation or account

Strategy 4: Expression of apology

Following Trosborg's list of apology strategies, different categorization of apology strategies is prepared by Aijmer. He (1996: 83) differentiated the apology strategies as explicit or implicit and then emotional or non-emotional. The diagram below is designed by Aijmer:

Figure 1. Aijmer's Apologizing Strategies



Code to strategies:

- (A) Explicitly apologizing
- (B) Offering one's apologies
- (C) Acknowledging a debt of apology
- (D) Expressing regret
- (E) Demanding forgiveness
- (F) Explicitly requesting the hearer's forgiveness
- (G) Giving an explanation of account
- (H) Self-denigration or self-reproach
- (I) Minimizing responsibility
- (J) Expressing emotion
- (K) Acknowledging responsibility for the offending act
- (L) Promising forbearance from a similar offending act
- (M) Offering redress

The study from which all the other mentioned apology strategy categorizations stem is conducted by Olshtain and Cohen. In this study, Olshtain and Cohen (1983) introduced A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP) which is the most

famous and most widely accepted apology strategy set (Sami Hou 2006: 19). They identified the following strategies:

Table 2.1. The Speech Act Set for Apologies

Strategy	Semantic formulas
1 An expression of an apology A. expression of regret B. an offer of apology C. a request for forgiveness	I am sorry I apologize Excuse me
2 An expectation or account of the situation	The bus was late
3 An acknowledgement of responsibility A. accepting the blame B. expressing self-deficiency C. recognizing the other person as deserving apology D. expressing lack of intent	It is my fault I wasn't thinking You are right I didn't mean to
4 An offer of repair	I'll pay for the broken vase
5 A promise of forbearance	It won't happen again

The speech act set for apologies (information and examples taken from Olshtain and Cohen 1983) (Ellis 2008: 183)

In later studies, Hudson, Detmer and Brown (1995), with the aim of testing elicitation tasks to collect speech act data, developed a more comprehensive and detailed apology strategy set than that of Olshtain and Cohen mentioned above. This coding schema is used for the coding of the apology strategies in this study. The strategy categories used in Olshtain and Cohen are divided into different categories and listed as shown in the table below:

Table 2.2. Apology Strategies

Apology Strategies	
Alerters	
1) Attention Getter	• Listen
2) Surname/Family Name	• Mr. Brown
3) First Name	• Jack
4) Undetermined Name	• [name]
5) Title/Role	• I didn't mean to upset you

Head Acts	
1) Illocutionary Force Indicating Device	<ul style="list-style-type: none"> • (I'm sorry) • I am afraid • I apologize for • Forgive me • Excuse me
2) Explanation	• I am sorry I missed the bus
3) Offer of Repair	• I'll buy you a new one
4) Taking Responsibility	• I apologize to you for my carelessness
5) Lack of Intent	• I didn't mean to upset you
6) Admission of facts (not resp.)	• I missed the bus
7) Statement of Fact (not resp.)	• The bus was late
8) Promise of Forbearance	• It will never happen again
9) Minimize Offense	• It doesn't look too bad
10) Upgrading of Offense	• Those papers look important
11) Self Blame	• It's all my fault.
12) Expression of embarrassment	• I'm so ashamed!
13) Express Gratitude	• Thanks for waiting
14) Distract with Humor	• I'm all thumbs!
15) Distract with Task Oriented Remark	• Let's look at those pictures
16) Statement or Question of Dismay	• What should I do?
17) Concern for Hearer	• Are you all right?
Modifications	
Downgraders	
1) Politeness Markers	• Please
2) Subjectivizer	• I believe
3) Hedge	• Somehow
4) Appealer	• Okay?
5) Pause Filler	• Well...
6) Understater	• A bit
7) Cajoler	• I mean, you see, you know
Upgraders	
1) Intensifier	• Very, terribly
2) Emotional expression	• Oh! , Oh, God.
3) Emphasis	• (Written underlining, exclamation, etc)
4) Expletive	• Damn
5) Lexical Uptoner	• As soon as

In the table given above there are three main categories which are alerters, head acts and modifications. Modifications is also divided into two different categories named as downgraders and upgraders. The alerter category includes the strategies which help to take the attention of the interlocutor for the main apology part. The following category named as head acts include the strategies through which the speaker actually apologize for the situation. The last category includes the strategies to intensify and downgrade the meaning of the main apology part.

Another classification of apology strategies which is principally based on the works of other scholars mentioned above is provided by Holmes (1989: 200 cited in Nureddeen 2008: 282) in which there are four main categories which are: explicit expression of apology (an offer of apology/IFID, an expression of regret and a request for forgiveness); an explanation or account; acknowledgment of responsibility (accepting the blame, expressing self-deficiency, recognizing hearer as entitled to an apology, expressing lack of intent, an offer of repair/redress); and a promise of forbearance.

Sugimoto, on the other hand, (1997 cited in Bataineh and Bataineh 2006: 1907-1908) in his study comparing the apology styles of American and Japanese students report that cultural differences can be seen in the use of apology strategies such as Japanese participants stating more remorse, reparation, compensation, promise not to repeat the same offense and request for forgiveness than American participants. According to the results of this study the following apology strategies are listed below:

I. Primary strategies are those frequently used by offenders when attempting to apologize. They include:

1. Statement of remorse in which the wrongdoer acknowledges that s/he has done something wrong,

2. Accounts in which the wrongdoer tells of what has happened (keeping in mind that this is highly subjective, depending on the way one tells the story and the role s/he played in it),

3. Description of damage in which the wrongdoer describes what changes have been inflicted on the object in discussion or the repercussions of a certain deed on others, and

4. Reparation in which the wrongdoer tries to repair the damage s/he has inflicted on others by offering words that may cause the harm done to be forgotten.

II. Secondary strategies include:

1. Compensation, which differs from reparation in that the wrongdoer offers to replace the damaged object or pay for it, and

2. Promise not to repeat offense in which the wrongdoer does his/her utmost to assure the injured party that what has taken place will not occur in the future.

III. Seldom used strategies include:

1. Explicit assessment of responsibility in which the wrongdoer attempts to describe his/her role in and responsibility for what has happened,

2. Contextualization in which the wrongdoer describes the context of the injury and what has happened in order to make the injured party see the whole picture,

3. Self-castigation in which the wrongdoer claims responsibility for what has happened and is being hard on him-/herself, and

4. Gratitude in which the wrongdoer is thankful that the offended is willing to give him/her a chance to explain and be forgiven.

The categorization of apology strategies prepared by Sugimoto has three main parts which are created according to how often the strategies are used. The first section includes very commonly used strategies such as statement of remorse, accounts, description of damage and reparation. The second section is named as the secondary strategies and this part includes strategies such as compensation and promise not to repeat offense. The last section includes less commonly used strategies such as explicit assessment of responsibility, contextualization, self-castigation and gratitude.

As it can be seen, several different apology coding schemas have been used by different researchers depending on how they want to categorize the apology strategies and the factors they take into account. The detailed apology coding schema prepared by Hudson, Detmer and Brown (1995) is used for this study.

2.2.1.2. The Speech Act of Apology in Cross-cultural Studies

The pragmatic researches on the speech act of apology investigated the use of apology by taking several different factors and languages into account. These factors include the variables such as gender (e.g. Sachie 1998; Cordella 1990; Holmes 1995; Battaineh and Battaineh 2006), politeness strategies (e.g. Brown and Levinson 1987; Garcia 1989; Ruzickova 1998; Marquez-Reiter 2000), native and non-native speakers' choice of the apology strategy (Hussein and Hammouri 1998; Garcia 1989; Al-Zumor 2011; Trosborg 1987), the factors affecting the choice of the strategy (e.g. Cohen and Olshtain 1981; Fraser 1981; Olshtain and Cohen 1983), cultural values (e.g. Nonaka 2000; Cordella 1990; Kumagai 1993; Suszczynska 1999).

The gender differences in terms of apology strategies were analyzed by Holmes (1995) in a study and it was found that the following three differences were crucial:

1. Women used significantly more apologies than men did.
2. Women used most apologies for the hearers of equal power, while men apologized to women of different status.
3. Women used most apologies for female friends whereas men used most for socially distant women (379-380).

It can be concluded that women, in general, feel more need to apologize than men. This can be because of the fact that women are more polite than men or men do not feel that there is a need for apology. In terms of social status, it can be said that the social status is not important for the women on apologizing according to the results of this study.

Gender differences in two different nationalities were investigated in Sachie's study (1998). Japanese and American students were the participants of this study and four groups were designed as 10 American males, 10 American females, 10 Japanese males and 10 Japanese females. In this study, the questionnaire was given to the participants in their mother tongues. The results of the study showed that, although it was a gender differences oriented study, it was stated that, both American males and females chose the strategies such as expression of responsibility, explanation or account, and offer of repair when they apologized to a hearer. However, in contrast, both Japanese males and females used promises of forbearance in higher percentages than Americans did. From this result, it became clear that the Americans apologized by using more strategies than the Japanese did

and the Japanese preferred to choose a promise of forbearance. It can be concluded that culture is more effective than gender in seeing the differences in language use especially when the compared culture is a culture like Japanese culture which has very unique features even in refusing such as they are supposed to apologize a lot, they are less direct and less explicit, they avoid making critical remarks to someone's face, they avoid disagreements, they avoid telling people what they do not want to hear (Beebe and Takahashi 1990 cited in Ellis 2008: 186).

The study of Bataineh and Bataineh (2006) on investigation of Jordanian EFL university students' apologies revealed that male and female respondents used the primary strategies of statement of remorse, accounts, compensation, promise not to repeat offense, and reparation. They also resorted to the use of non-apology strategies such as blaming victim and brushing off the incident as unimportant to exonerate themselves from blame. The findings also showed that male and female respondents differed in the order of the primary strategies they used. In addition, female respondents opted for non-apology strategies that veered towards avoiding the discussion of offense while male respondents used those which veered towards blaming the victim. The possible reason of the results of this study can be that females, in general, are in tendency not to have discussion if there is a possible way of not having it. However, men being more aggressive, have the tendency to argue and, if possible, blame the other side to feel that they are right in the situation. Therefore, having different attitudes towards the situations, it should be evaluated as normal to find out differences between the two genders in using language.

Al-Zumor (2011) in his study on the apology strategies in different social situations compared the apology strategy use of Arab learners of English studying in India, Indian English speakers, American English speakers, and British English speakers. The findings revealed that the reasons of the deviation of Arab learners' language from that of the native speakers were the religious beliefs, concepts and values. Also, Arabs using English were found to be more keen on taking on responsibility, whereas the English native speakers were found to be more keen on formulaic offers of repair or verbal redress. Some similarities such as the selection of arrangement patterns of some apology strategies were found between Arabs using English and Indian English speakers due to the cultural similarities.

Olshtain (1989) in his study designed as a part of the Cross-cultural Speech Act Realization Project investigating the strategy use of four different languages which were Hebrew, Australian English, Canadian French and German found out that "...given the same social factors, the same contextual factors, and the same level of offence, different languages will realize apologies in very similar ways" (171).

However, in contrast to the results of Olshtain's study, Nonaka (2000) working on the differences between Japanese and English suggested that Japanese people apologize even when they think that they are not the wrongdoer which is not the type of behavior of Americans. Similarly, Kumagai (1993) described the style of the apologies of Americans as "rational" whereas he founded the apologies of Japanese as "penitent". The reason why American and Japanese participants are determined as "rational" and "penitent" is that the former acts more logically and latter acts more emotionally while apologizing. Therefore, due to the fact that how people act and behave is a part of their culture, it is possible to see different ways of apologizing when participants from different cultures are investigated as in this study.

Ellis' idea that second language learners' performance of apologies is influenced by a number of factors such as the learners' level of linguistic proficiency (2008: 184) was supported by the study of Cohen, Olshtain and Rosenstein (1986). They found out that even advanced learners overgeneralize the specific strategies and they do not always apologize appropriately.

First language transfer to the target language is another important issue researched through pragmatic studies. In the study of Cohen and Olshtain (1981) Hebrew learners of English were the subjects and they did not seem to be familiar with the semantic formulas needed for the apology. They were less likely to accept responsibility for an offence or to make offers of repair than native English speakers. In a similar study, Maeshiba et al (1996) investigated the transfer from Japanese to English. He tried to find an answer to the question of whether pragmatic transfer is influenced by contextual factors or by learners' proficiency level. The results of the study done with 30 Japanese learners of English (Intermediate), 30 Japanese learners of English (Advanced) revealed that the intermediate group transferred their apology behavior from Japanese to English more than the advanced group which can explain that the possibility of making transfer from mother tongue to the target language decreases when the proficiency in the target language increases.

Trosborg (1987), in the study comparing the use of apologies of three proficiency levels of Danish Learners of English and native English speakers, found out that there was a significant difference between the groups of learners in using the modality markers such as downtoners, hedges, boosters. It can be concluded that with increasing proficiency in the target language, the learners use more modality markers which shows that it is a sign of approaching a level closer to that of native speaker.

2.2.2. Speech act of Refusals

A refusal is a speech act which represents one type of dispreferred response (Félix-Brasdefer 2008: 42). The speech act of refusal occurs when a speaker directly or indirectly says "no" to a request, invitation, suggestion or offer (Allami&Naeimi 2011: 386). The idea that refusals belong to the category of commissives because they commit the refuser to performing an action (Searle 1977) is rejected by Ellis. He claims that "the speech act of refusals do not easily fit into Searle's classification of speech acts. They occur in the form of responses to a variety of illocutionary acts such as, invitations, offers, requests and suggestions. It might be better to treat refusals as an interactional turn rather than a speech act" (2008: 186).

Refusing can differ across cultures, languages and even among the people in the same culture and among the people of the same language. Due to this fact, as Çimen states "Refusing somebody is a serious action which can cause breakdowns in interpersonal relations if not handled delicately" (2009: 35). People from one culture may refuse in a very different way than the people from another culture. Refusing in another language may cause problems for the interlocutors of different languages. For this reason it requires a high level of pragmatic competence (Ellis 2008: 187). The idea of Ellis on the requirement of a high level of pragmatic competence for a successful refusing is supported by Al-Kahtani. He states that "saying no is difficult for nonnative speakers. How one says no is more important in many societies than the answer itself. Therefore, sending and receiving a message of no is a task that needs special skill. The interlocutor must know when to use the appropriate form and its function, the speech act and its social elements depending on each group and their culturallinguistic values" (2005: 36).

Mitigation strategies are crucial as refusing may cause some serious breakdowns in interpersonal relationships as mentioned earlier. They are employed in refusals to smooth

interactional management by reducing risks for participants at various levels, e.g. conflict, face loss and so forth (Caffi 1999:882).

In a series of investigations, refusals of second language learners were researched. Some of these studies are Beebe and Takahashi 1989a, 1989b; Takahashi and Beebe 1987; Beebe, Takahashi, and Uliss-Weltz 1990; Bardovi-Harlig and Hartford 1991; Gass and Houck 1999; Felix- Brasdefer 2004). The data for these studies were mostly gathered through a written discourse completion test or role plays which means that the data gathered were mostly elicited. However some examples of naturally occurring data were also discussed. Brief information about what have been found as a result of these studies is given in the section named as “The Speech Act of Refusal in Cross-cultural Studies”.

2.2.2.1. Refusal strategies

One of the earliest attempts to classify the refusal strategies of different language users was done by Rubin (1983). According to this study, it was claimed that there were the following 9 ways of refusing across a number of cultures:

1. Be silent, hesitate, show a lack of enthusiasm
2. Offer an alternative
3. Postponement
4. Put the blame on a third party or something over which you have no control
5. Avoidance
6. General acceptance of an offer but giving no details
7. Divert and distract the addressee
8. General acceptance with excuses
9. Say what is offered is inappropriate

After some attempts to find the best taxonomy for refusal strategies, the most commonly known and used semantic formulas in coding refusals by Beebe, Takahashi, and Uliss-Weeltz (1990) appeared and it is shown in the table below:

Table. 2.3. Refusal Strategies

Type	Strategies	Semantic Formulas
Direct	Performative	"I refuse"
	Nonperformative 1. "No"	
	2. Negative willingness/ability	"I can't", "I don't think so"
Indirect	Statement of regret	"I'm sorry ...", "I feel terrible ..."
	Wish	"I wish I could help you ..."
	Excuse, reason, explanation	"My children will be home that night"; "I have a headache"
	Statement of alternative 1. I can do X instead of Y	"I'd rather ...", "I'd prefer ..."
	2. Why don't you do X instead of Y	"Why don't you ask someone else?"
	Set conditions for future or past acceptance	"If you had asked me earlier, I would have..."
	Promise of future acceptance	"I'll do it next time", "I promise I'll ...", or "Next time I'll ..."__using "will" or promise or "promise"
	Statement of principle	"I never do business with friends"
	Statement of philosophy	"One can't be too careful"
	Attempt to dissuade interlocutor 1. Threat or statement of negative consequences to the requester	"I won't be any fun tonight" to refuse an invitation
	2. Guilt trip	For instance: waitress to customers who want to sit a while: "I can't make a living off people who just order coffee"
	3. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack	"Who do you think you are?" "That's a terrible idea!"
	4. Request for help, empathy, and assistance by dropping or holding the request.	
	5. Let interlocutor off the hook	"Don't worry about it", "That's okay", "You don't have to"
	6. Self-defense (e. g., "I'm trying my best", "I'm doing all I can do")	"I'm trying my best", "I'm doing all I can do"
	Acceptance that functions as a refusal 1. Unspecific or indefinite reply 2. Lack of enthusiasm	
	Avoidance 1. Nonverbal a. Silence b. Hesitation c. Do nothing d. Physical departure 2. Verbal a. Topic switch b. Joke	
	c. Repetition of part of request, etc.	"Monday?"

	Strategies	Semantic Formulas
	d. Postponement	"I'll think about it"
	e. Hedging	"Gee, I don't know", "I'm not sure"
	Adjuncts to refusals	
	1. Statement of positive opinion/feeling or agreement	"That's a good idea ..."; "I'd love to ..."
	2. Statement of empathy	"I realize you are in a difficult situation"
	3. Pause fillers	"uhh", "well", "oh", "uhm"
	4. Gratitude/appreciation	

2.2.2.2. The Speech Act of Refusal in Cross-cultural Studies

In a study carried out by Tanck (2002), native and non-native speakers' strategies of refusals and complaints were investigated. The data were gathered through a discourse completion test from the participants who were 25 graduate students of the University of Washington DC. It was found that the strategies of "expression of regret", "excuse", and "offering alternative" were the most commonly used refusal strategies for both of the groups.

In another study, Gass and Houck (1999), by using video recorded open role plays, investigated the refusals of Japanese learners to requests, suggestions, offers and invitations with the aim of finding the sequencing of strategies in refusals. The results of the study showed that the commonly used strategies were non performative refusal, statement of regret, excuse/reason and alternative. It was also found out that participants preferred "empathy", "pause fillers" and "expressions of gratitude" for adjuncts in their answers. The Japanese learners did not just transfer the strategies from their own language but they tried to find linguistically and attitudinally most suitable resources to refuse. It can be clearly seen from the results of this study that culture and cultural habits shape the responses of the participants. As it is seen in this study, participants from Japanese culture having empathy and tolerance do not have tendency to blame the others or having arguments, rather they tend to show the reasons and express their gratitude.

Second language learners' refusals were investigated in a major study by Beebe, Takahashi, and Uliss-Weltz (1990). The data were gathered by means of a discourse completion test from 20 Japanese speaking in Japanese, 20 Japanese-speaking in English, and 20 Americans speaking in English. The goal of the study was to investigate pragmatic transfer in refusals together with the key question of "to what extent the transfer is

influenced by the learners' level of proficiency". The order of the semantic formula, the frequency of the formula, and the content of the utterances were the three areas found to be different between the native speakers and Japanese speakers of English. It was found out that although proficient Japanese speakers of English in the United States used the same range of strategies as Americans did, they observed a difference in the order. For instance, while the social status is important for Japanese participants; what is important for American participants is the degree of familiarity with the interlocutor in refusing. The number of strategies used is also different between Japanese and American participants. While Japanese participants used more strategies while refusing a higher status interlocutor; American participants used more strategies while refusing familiar equals. Therefore, it can be said that the strategy preference of Japanese participants is power oriented; the strategy preference of American participants is related to solidarity.

Americans speaking English, advanced American learners of Spanish and Latin Americans were compared in a study by Félix-Brasdefer (2003). The aim of the study was to find out the differences between the two groups in terms of using politeness strategies while refusing invitations in both formal and informal situations. According to the results, Americans were found to be more direct and Latin Americans were found to be more indirect and verbose in declining the invitations. Latin American Spanish speakers' responses also showed that they were not very socioculturally knowledgeable in English although their level of proficiency was high. The results may show that having a high level of linguistic level of proficiency does not mean that the participant is socioculturally knowledgeable enough in target language. Also the results show that participants from different cultures can show different reactions while refusing such as being verbose or more direct.

Félix-Brasdefer (2004) carried out another research on the effect of length of residence in the target community over refusals. The participants were 24 Spanish learners. It was stated that learners who had stayed longer period of time in the target community made more attempts to negotiate and mitigate their refusals and the ones with shorter period of target community experience showed indirectness and they preferred solidarity. The results show that length of residence in the target community affects how the people refuse. According to the study, in terms of Spanish learners, it can be said that with the effect of the culture of the target community, the learners' way of refusing changed.

25 Egyptian Arabic users and 30 American English users were compared in a study by Nelson, Carson, Al Batal and El Bakary (2002) by using written discourse completion test as a means of data gathering. The results showed that they used similar strategies with similar frequency in refusing. According to the result of this study, although it cannot be generalized to all, sometimes it is possible to see participants from very different cultural backgrounds such as Arabic and American having similar ways of refusing.

Refusals were investigated in a study by Bardovi-Harlig and Hartford (1991). 39 audio-taped academic advising sessions were used to gather the data from 7 native speakers and 39 proficient non native speakers of English. According to the analysis of the results, for both groups, the most popular semantic formula was "explanation" which was followed by "giving alternatives" for native speakers and "avoidance" for non native speakers. The reasons of non native speakers were also found to be unacceptable.

By using the taxonomy of Beebe, Takahashi, and Uliss-Weltz (1990), Sadler and Eröz (2002) investigated 30 Turkish, Lao and American participants. According to the results of the study, "excuses/reasons" and "statement of regret" were the most common strategies for American native speakers of English. The same strategies were chosen by Lao and Turkish speakers as well. The reason of the similar use of the strategies was explained by the researchers as the high proficiency level of the participants.

Another study was carried out by Kwon (2004) in which 40 Korean speakers of Korean and 37 American English speakers were compared in terms of directness in refusals. It was found that Americans were more direct than Korean speakers in refusing. Koreans also tried to explain the reasons to soften the situation and mitigate especially when they talked to a higher status person.

Another study comparing Korean speakers and American English speakers was carried out by Lyuh (1992). In this study, Korean speakers used more semantic formulas than Americans and they used more avoidance and gratitude formula than native speakers of American English. The result was the same with the study of Kwon (2004) as Korean refusals were found to be more indirect and more elaborate in this study.

As it is seen in many studies, culture of the participants is more influential than some other factors such as gender and the proficiency level in the target language in using both

apology and refusal speech acts. The definition of culture, how and why culture is pragmatically important is explained in the following section.

2.3. Culture

Culture is simply known as the way of life. Brown (2006: 188) defined it in different ways as "the context in which we exist, think, feel, and relate to others. It is the glue that binds a group of people together...It might also be defined as the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time." Adaskou, Britten and Fahsi (1990: 3), in their work, distinguished four separate sorts of culture that language teaching may involve. The first one is the aesthetic sense which includes the media, the cinema, music and, above all, literature. The second one is sociological sense which includes the organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and institutions. The third one is the semantic sense which consists of food, clothes, institutions and etc. They suggest that many semantic areas are culturally distinctive to our sociological sense of culture. For instance you cannot learn to use the names of meals without learning the main meal times. The last one is the pragmatic or sociolinguistic sense which is about the fact that the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication. It is stated in their work (1990: 4) that pragmatic sense includes the following:

- the ability to use appropriate exponents of the various communicative functions;
- the ability to use appropriate intonation patterns;
- the ability to conform to norms of politeness, where different from the learners' culture, including taboo avoidance;
- awareness of conventions governing interpersonal relations-questions of status, obligation, licence, where different from the learners' culture;
- finally and above all, familiarity with the main rhetorical conventions in different written genres e.g., different types of letters and messages, form-filling, advertisements.

In the context of language learning, language and culture cannot be investigated completely separately. Understanding of the culture of the target language is a must for the language learner. Pragmatically, as Mey (2007: 172) suggests "...there is no culture without

a user, just as a language is unthinkable without people who are using it." Brown (2006: 189) also focuses on the importance of integration of culture and language and states that: "It is apparent that culture, as an ingrained set of behaviors and modes of perception, becomes highly important in the learning of a second language. A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture."

Yule (1996: 87) suggests that "we develop our cultural schemata in the context of our basic experiences". When we experience more we modify our cultural schemata. Following this view, he defines cross-cultural pragmatics as "the study of differences in expectations based on cultural schemata". He has the idea that the studies focus on communicative behaviors of non-native speakers in the target language is described as interlanguage pragmatics and especially these kinds of studies show that everybody speaks with a pragmatic accent (1996: 88). According to this view, in this study, as a natural outcome of being from different cultures, Turkish, Polish and Latvian participants' way of apologizing and refusing which are named as communicative behaviors by Yule is supposed to be different from each other. They are supposed to have different pragmatics accents due to the fact that they live, experience, speak and learn in different cultures.

In the case of language teaching the problem generally arises because of not being familiar with the target language culture. This view was supported and possible problem solution technique was stated by Brown (1990: 11) as "It is sometimes suggested that the main problem in understanding discourse in a foreign language comes from not knowing enough about the cultural background in which the language is used. The solution then seems to be to teach as many facts as possible about the cultural background. It is argued here that it is more useful to teach explicit strategies for making inferences from the language used so that knowledge about the cultural background can be gradually constructed in the same way that native speakers of the language gradually construct their knowledge of their own culture".

Prodromou (1992: 39) states the importance of English Language Teaching in his work on cross-cultural factors in language learning as "English, therefore, as the foremost medium of international communication at the present time, is called upon to mediate a whole range of cultural and cross-cultural concepts, to a greater degree than in the past. The international dimension of English language teaching is not only becoming difficult to

ignore, but offers ELT a potentially more significant role than traditional ethnocentric views of the language as a peculiarly Anglo-Saxon entity would have allowed."As Crystal suggests (1997: 1) "English is a global language" so it is taught and spoken everywhere now. As culture of a country shapes how a person speaks and thinks, this study investigates the effects of culture in three different countries on the performances of apology and refusal.

An English teacher should have the aims of improving the awareness and knowledge of the learners in terms of the target culture and understanding the values and differences of the target culture and the culture of the learners and being able to relate them.

For this study it is expected for the participants from three very different cultures to show differences in using different speech acts.

CHAPTER 3

METHODOLOGY

This study can be defined both as a qualitative and quantitative study because the responses of the participants are evaluated qualitatively by finding the suitable strategy codes, then the descriptive statistics and Kruskal Wallis test are conducted quantitatively to see the differences among the groups. In this chapter, the data collection methods of pragmatic studies and why discourse completion test was chosen as the data collection method of this study will be explained. This information will be followed by how the test developed which also includes the pilot test with its research questions and its details. Data collection procedures, participants, data collection tools, coding and analysis of the main study will also be explained in this part.

3.1 Data Collection Method

Second language researches which are based on pragmatics do not only deal with acquisition but also use of second language pragmatic knowledge. It is generally difficult to conduct a pragmatics-based study because as Mackey and Gass suggests if, for example, one wanted to gather data on rudeness, either in terms of production or interpretation, it might be difficult to collect enough tokens from which one could draw reasonable generalizations. Researchers must therefore create contexts that require the necessary tokens (2005: 86).

There are several different methods for collecting data. With the growth of interest into pragmatics over the past 30 years, the question about which method to use for collection of data has been discussed over and over. The main methods of data collection with their advantages and disadvantages are summarized in the table below:

Table 3.1. Different Data Collection Methods in Interlanguage Pragmatics Research

Method	Description	Advantages	Disadvantages
1. Discourse Completion Tasks	These consist of a description of a situation and an instruction to learners to either select from a range of choices about how to respond or to say/write how they would respond. They can be presented orally or in writing and the response can also be oral or written.	<ol style="list-style-type: none"> 1.) They allow the researcher to control for variables related to the situation (e.g. status of interlocutors). 2.) Responses from native speakers and learners can be statistically compared. 	<ol style="list-style-type: none"> 1.) They do not show the interactional facets of speech event. 2.) They do not reflect actual language behaviors only learners' beliefs about how they would behave. 3.) They are not suitable for lower-proficiency learners unless the task is presented in first language. 4.) They cannot reliably show "opting out" behavior.
2.) Clinical Elicitation Activities	There are two types: <ol style="list-style-type: none"> 1.) conversation tasks: Participants are either asked to converse about a topic or to jointly reach some predetermined goal. 2.) Sociolinguistic interviews: an interviewer asks informants about their life history, experiences, and attitudes. They afford both a sample of language that can be analyzed and information about the learner's background. In both types the learners perform as themselves. 	<ol style="list-style-type: none"> 1.) Conversational tasks allow for both symmetrical and asymmetrical role configurations to be studied. 2.) Both types can shed light on a range of interactional facets. 	<ol style="list-style-type: none"> 1.) They allow for a limited range of communicative acts to be investigated. 2.) They do not necessarily reflect actual language behavior as there may not be any meaningful consequence of interacting on the learner's part.
3.) Role Plays	These involve simulations of communicative encounters. Learners are given an imaginary situation and can be asked to perform as themselves or in imaginary roles.	<ol style="list-style-type: none"> 1.) They allow for a range of communicative acts to be investigated in online language use. 2.) They allow for both symmetrical and asymmetrical role configurations to be studied. 3.) They can shed light on a range of interactional facets. 	<ol style="list-style-type: none"> 1.) The participants are only imagining how they would behave. 2.) The participants' real roles may interfere with their imaginary roles. 3.) The verbal actions performed have no real consequences for the participants.
4.) Recall Protocols	Participants are asked to remember the last exemplar of a specific pragmatic feature they received or gave and the situation in which it occurred.	They provide data relating to natural target behavior.	<ol style="list-style-type: none"> 1.) Participants typically have to be selected on the basis of convenience. 2.) Participants may not be able to recall accurately what was said or the situational context. 3.) Recall protocols do not yield rich information about a range of interactional facets

Method	Description	Advantages	Disadvantages
5.) Self-report	Participants are asked to comment on their own pragmatic behavior either concurrently or retrospectively through interviews or diaries.	Self-report provides the researcher with the participants' interpretations of their behaviors, which can be triangulated with interpretations from other sources.	<p>1.) Self-report does not provide data relating to the actual performance of a pragmatic feature.</p> <p>2.) Concurrent self-reports may interfere with normal pragmatic behavior.</p>
6 a.) Field observation	The researcher writes down exemplars of a specific pragmatic feature as they come across them in everyday life. They also record contextual information.	<p>1.) It allows for the collection of a large data base from a wide range of speakers in different settings.</p> <p>2.) The data collected reflect actual language use.</p> <p>3.) It affords rich contextual information.</p>	<p>1.) The researcher may not be able to record data at the time it is produced and so may have to rely on memory with the result that the data may not be accurate.</p> <p>2.) The researcher may not be able to record crucial indexical information.</p>
6 b.) Audio/video recordings	The researcher audio- or video tapes naturally occurring interactions which are then transcribed for detailed analysis.	<p>1.) The data collected reflects consequential behavior.</p> <p>2.) Rich contextual information is available.</p> <p>3.) This method allows for detailed analysis of a full range of interactional facets of utterances in relation to the sequential context.</p>	<p>1.) Large amounts of data may be needed to afford sufficient exemplars of the specific phenomenon under investigation.</p> <p>2.) Recording may interfere with participants' normal language behavior.</p> <p>3.) It is difficult to control for variables such as power, status, gender and age.</p>

Different data collection methods in interlanguage pragmatics research. (Ellis 2008: 167-168)

According to Ellis, there are six basic methods of collecting data for pragmatics based studies as shown in the table above. All of them have some positive and negative sides. Some of the methods are used to collect written, some of the methods are used to verbal and spontaneous data. The best method should be chosen to gather the necessary data by taking into account the variables, the participants, the situations, the aim of the study and the analysis of the study.

The data collection methods mentioned by Ellis and the methods mentioned by Ishihara in her study show similarities except for the method named as "intuition and introspection" by Ishihara. Ishihara, in her study about collecting data reflecting pragmatic use of language mentioned about some common data collection tools (2010: 37). These are:

- Intuition and introspection;
- Discourse completion tasks (DCTs);
- Role-plays;
- Recording of natural conversation; and
- Field observation of natural conversation.

Intuition and introspection is defined as "If we create a dialogue based on what we think people tend to say or how they speak, these data would then be an example of the use of intuition." It has the same features of Discourse Completion tasks such as creating a dialogue and expecting a certain way of response. It is also exemplified by Ishihara as below (2010: 38):

Imagine that a student of yours comes to you and asks how you would compliment someone in the language you teach. You think of what you would say and respond to this student.

As Mackey and Gass suggest "Discourse completion tasks (DCTs) are perhaps the most common method of doing pragmatics-based research. It is particularly useful if one wants to investigate speech acts such as apologies, invitations, refusals, and so forth" (2005: 89). Discourse completion tests can be single-turn or multiple-turn. The examples of DCT are below (Ishihara 2010: 39-40):

You are enrolled in a large class at a major university in Minneapolis. A week before one of your course papers is due, you notice that you have three more major papers due the same week. You realize that it is not possible to finish them all by their respective due dates and decide to go to one of the instructors, Professor Johnson, to ask for an extension on the paper for her course. She is a senior professor in her 50s teaching a large lecture course and this is your first time talking to her in private. You approach her after the class session is over and say:

Single-turn DCT:

You:

Multiple-turn DCT:

You:

Prof. Johnson: But the deadline was made clear in the syllabus.

You:

Prof. Johnson: Well, OK, but only two extra days.

You:

"Role-plays can be open and closed. Closed role plays are similar to discourse completion tests but in an oral mode. Participants are presented with a situation and are asked to give a one-turn oral response. Open role plays, on the other hand, involve interaction played out by two or more individuals in response to a particular situation" (Mackey&Gass 2005: 91). The example of role play is below (Ishihara 2010: 41):

Role A: Employee

You have a part-time job at a local convenience store. One day, your boss and the store owner, who is about 20 years older than you, invites all the employees to a staff appreciation party. You know it would be fun to go, especially since everyone else will be there. The problem is that you have dinner planned and theater tickets that evening with an old friend just in town for the day. So while there is a sense of obligation to your boss, you're going to need to skip the party. You feel you need to tell your boss.

Role B: Boss

You are a store owner of a local convenience store. One day, you send out a notice to all your employees about a staff appreciation party requesting RSVP. While you are in the process of spreading the word, one of your part-time employees (about 20 years younger than you) comes up to you to ask you about something else. Since s/he has not responded to your message yet, you decide to invite him/her personally. Since you value this employee's work highly, you especially want him/her to attend so you can express your appreciation:

Boss:

Employee:

Boss:

Employee:

As the data collection methods mentioned above elicit data and may lack the spontaneity, recording of natural conversation and field observation of natural conversation

are the best ways of gathering data. However it is not always possible to use these methods because of problems such as time, budget and availability. In the light of the information about the commonly used data collection methods for pragmatics-based studies, the form of data collection instrument in this study was chosen as open discourse completion questionnaire. The reasons and advantages of using discourse completion tests in pragmatics-based studies were mentioned above. In addition to these, some other advantageous features of using discourse completion tests are listed by Beebe and Cummings (1996: 80) in the list below:

- 1) gathering a large amount of data quickly;
- 2) creating an initial classification of semantic formulas and strategies that will likely occur in natural speech;
- 3) studying the stereotypical, perceived requirements for a socially appropriate response;
- 4) gaining insight into social and psychological factors that are likely to affect speech and performance; and
- 5) ascertaining the canonical shape of speech acts in the minds of speakers of that language.

As it can be seen in different lists of different researchers, there are several different methods of data gathering. There are some important points in determining the method for a researcher such as the number of the participants, what kind of data is needed for the study, the time, budget and availability of reaching the participants. When all the factors are taken into account by considering the advantages and disadvantages of each method, the most suitable method of data gathering can be found. It is Discourse Completion Task for this study.

3.2. Test Development Process

Two different sections are included in the discourse completion questionnaire in this study. The first section, after giving the necessary information about the researcher and instructions about how to complete the second part of the questionnaire, includes biographic and demographic data such as age, gender, nationality, how many years English was studied by the participants, the list of the foreign countries the participant has been

where English is used as a native language, the general point average of the participant and the other foreign languages the participant speaks except for English.

In the very beginning of the test development process, the second section of the discourse completion test consisted of five apology and five refusal situations with a total of ten situations. As the main target of this study is the school and university teachers of English Language from three different nations, the situations were created by the researcher so as to fit the possible situations all the teachers can face in their daily life. There were two different kinds of situations to be used in the discourse completion test for the pilot study. The first five situations which were supposed to elicit apology speech act were designed in a way that after the description, there is usually blank space where the response is required as the following example (Beebe & Takahashi 1989: 109 cited in Mackey and Gass 2005: 89-90):

You are a corporate executive talking to your assistant. Your assistant, who will be greeting some important guests arriving soon, has some spinach in his/her teeth.

.....

When the response needs to be forced, the situation design mentioned above is not enough. One way to do this is not only to provide space for the response, but to sandwich that space between the stimulus and the response to the response. (Mackey and Gass 2005: 89-90) The second 5 situations (situations number 6-7-8-9-10) which were supposed to elicit refusal speech act were formed in this design. The example of this kind of design of the situations is below:

Worker: As you know, I've been here just a little over a year now, and I know you have been pleased with my work. I really enjoy working here, but to be quite honest, I really need an increase in pay.

.....

Worker: Then I guess I'll have to look for another job. (Beebe, Takahashi & Uliss-Weltz 1990: 69 cited in Mackey and Gass 2005 :89-90)

Before the pilot study was carried out to check if they elicit the right speech acts (apology and refusal), there were 10 situations. 7 situations out of 10 situations were created by the researcher. 3 situations (situations number 7, 9, 10) used for the pilot study were taken from the master thesis of Şeyda Selen Çimen (2009).

Situation number 7 which was the 2nd situation of the discourse completion test of Çimen in her thesis was taken and used in this study.

Situation number 10 which was the 8th situation of the discourse completion test of Çimen in her thesis was taken and used in this study.

These situations were taken by Çimen from the works of Beebe & Takahashi, and Uliss-Weltz (1990).

Situation number 9 which was the 6th situation of the discourse completion test of Çimen in her thesis was taken, adapted and used in this study. Before the adaptation was made, the situation was created for the dialogue between a boss and a worker. It is given below:

You're at your desk trying to find a report that your boss just asked for. While you're searching through the mess on your desk, your boss walks over.

Boss: You know, maybe you should try and organize yourself better. I always write myself little notes to remind me of things. Perhaps you should give it a try!

You:.....

Boss: Well, it's an idea anyway.

The adaptation was made to create an atmosphere that can be faced in a university between a professor and an assistant. With the adaptation, the situation took a new form. It is given below:

You're an assistant at a faculty. You are at your desk trying to find a report that the professor just asked for. While you're searching through the mess on your desk, the professor walks over.

Professor: You know, maybe you should try and organize yourself better. I always write myself little notes to remind me of things. Perhaps you should give it a try!

You:.....

Professor: Well, it's an idea anyway.

Before using the discourse completion test for the main study, a pilot test was designed to see whether the created situations in the discourse completion test elicited the aimed speech act of apology and speech act of refusal.

3.2.1. The Pilot Study

3.2.1.1. The Participants of the Pilot Study

The questionnaire was pilot tested with a group of 3 students from ÇanakkaleOnsekiz Mart University, 3 students from University of Latvia and 3 students from Adam Mickiewicz University (Poland) for a total of 9 participants. All the participants are in the final year of their undergraduate studies in the department of English Language Teaching. The ages of the participants from Turkey range from 21 to 23 with the average at 21.5 with 1 male and 2 female participants. All the participants from Poland are female and two of them are at the age of 21 and one participant is 22 with the total average at 21.3. All the participants from Latvia are females and their ages range from 21 to 41 with the average at 26.2.

3.2.1.2. Research Questions of the Pilot Study

There were two main objectives of the pilot study. The first goal was to make sure that the items in the discourse completion test elicited the aimed speech act of apology and speech act of refusal. Due to the fact that this study is aimed to be carried out with the students from 3 different nationalities, the cultural expectations of the participants and whether the items in the discourse completion test were suitable with those expectations was also checked in the pilot test.

The second goal of the pilot test was about the major problem of the qualitative studies such as this study which appears in the stage of coding the qualitative data. To establish the coder reliability, the data gathered from the participants were evaluated by two different independent researchers. At the end of this part, the researcher's coding was compared to the coding of the second coder.

The discourse completion test for the pilot study had 10 situations. The first 5 situations were supposed to elicit apology and the next 5 situations were supposed to elicit refusal speech acts.

Trumbull, in his work (2005: 121) on the guidelines that researchers may employ to collect qualitative data more objectively states that “draw a random sample from the qualitative data, usually 10-20%”. Therefore, the participants were randomly chosen. The total number of participants was 45. 3 participants from each group with a total of 9 participants were chosen randomly which make 20% of the total participants. As mentioned earlier, all the participants are on the final year of their undergraduate degrees. The reason why they are chosen for this study instead of other classes is that they are almost ready to teach actively so they can best represent the characteristics of the future English teachers of that country.

The research questions of the pilot test are:

- 1.) Are the first 5 situations capable of eliciting the speech act of apology?
- 2.) Are the situations number 6-7-8-9-10 capable of eliciting speech act of refusal?
- 3.) Do the evaluations of 2 different coders establish the coder reliability?

3.2.1.3. Analysis of the Pilot Study

As a result of the first research question, the situation number 4 did not get the aimed speech act of apology and it was omitted from the discourse completion test of the main study. The possible reason of why it did not get the apology responses is that participants did not find it a situation which requires an apology rather they made an explanation for it.

In addition, as this is a study including three different cultures, it is possible for the participants to have different perceptions about the situations. For instance, while Polish and Latvian participants did not apologize for this situation, some Turkish participants apologized.

It is given below:

***Situation 4:** You are working as one of the assistants of a professor at a faculty. He told you beforehand to write down the details of the project you were working on. He came to your office and saw that you had not written.*

You say:

As a result of the second research question, the situation number 9 did not get the aimed speech act of refusal and it was omitted from the discourse completion test of the

main study. The reason why it did not get the refusal responses is that almost all the participants did not refuse, but offered another option. It cannot be said that it is because of different cultural perceptions as it could be observed almost in all the participants. It is given below:

Situation 9: *You're an assistant at a faculty. You are at your desk trying to find a report that the professor just asked for. While you're searching through the mess on your desk, the professor walks over.*

Professor: You know, maybe you should try and organize yourself better. I always write myself little notes to remind me of things. Perhaps you should give it a try!

You:

Professor: Well, it's an idea anyway.

It was found that situation number 4 which was supposed to elicit apology and situation number 9 which was supposed to elicit refusal did not actually elicit the aimed speech acts. To establish the contextual appropriateness of the discourse completion test, these situations were omitted from the discourse completion test of the main study.

The third research question of the pilot test was about the major problem of the qualitative studies such as this study which appears in the stage of coding the qualitative data. To establish the coder reliability, the data gathered from the participants were evaluated by two different independent researchers. At the end of this part, the researcher's coding was compared to the coding of the second coder.

After omitting 2 situations, there were 8 situations and 9 participants. The participants were divided into 3 groups as Turkish, Polish and Latvian participants. All the answers of the participants were coded in different tables for each nationality. Coding schema used for the main study explained in the coding section is used for the pilot study as well. See appendix 2 for apology and appendix 3 for refusal data coding.

Trumbull, in his work about qualitative research methods, states that: "there are several problems associated with coding qualitative data. One important factor to consider is the effects of subjective scoring by the researcher...Compare your coding to that of the second coder and strive for a percentage agreement between 80-90 %...Once this level is met, coder reliability will be established and data will not be considered to be

subjective"(2005: 121-122). At the end of the analysis, the number of the strategies found by two researchers is illustrated in the table below:

Table3.2.Total Number of Apology and Refusal Strategies Used by Turkish, Polish and Latvian Participants Found by Two Raters

Apology Strategies	Total strategy numbers found						Refusal Strategies	Total strategy numbers found					
	Latvian		Polish		Turkish			Latvian		Polish		Turkish	
	R1	R2	R1	R2	R1	R2		R1	R2	R1	R2	R1	R2
A1	2	2					D-1	1	1				
A2							D-2						
A3							D-2-a						
A4	1	1	1	1	3	3	D-2-b			4	3	3	3
A5			1	1			I-1	3	3	1	1	6	6
H1	10	10	9	9	12	12	I-2	1	1				
H2	3	2	7	8	6	5	I-3	9	9	8	8	9	9
H3	4	4	6	5	2	2	I-4						
H4	2	1	1	1			I-4-a			3	3		
H5			2	2			I-4-b	1	1			1	1
H6							I-5	1	1			1	1
H7					1	1	I-6	2	1	1	1		
H8							I-7					2	1
H9							I-8						
H10	1	1					I-9						
H11			1	1			I-9-a	1					
H12							I-9-b						
H13	1	1	3	3	1	1	I-9-c						
H14	1	1					I-9-d						
H15							I-9-e	1	1			1	2
H16	1	1	1	1	2	2	I-9-f						
H17							I-10						
D1			1	1			I-10-a						
D2							I-10-b						
D3							I-11						
D4							I-11-a						
D5							I-11-a-i						
D6							I-11-a-ii						
D7							I-11-a-iii						
U1	6	6	6	6	3	3	I-11-a-iv						
U2	2	2	1	1	2	2	I-11-b						
U3							I-11-b-i						
U4							I-11-b-ii						
U5	1	1	3	3			I-11-b-iii						
Total	35	33	43	43	32	31	I-11-b-iv						
							I-11-b-v	1	2				
							I-12						

	Refusal Strategies	Total strategy numbers found					
		Latvian		Polish		Turkish	
		R1	R2	R1	R2	R1	R2
I-12-a			2	2	1	1	
I-12-b							
I-12-c	2	2	1	1			
I-12-d			1	1			
Total	23	22	21	20	24	24	

R1 standsförrater 1

R2 standsförrater 2

The table above is designed in a way that it can show how many times each apology and refusal strategy is used by all three nations according to two different raters. It also shows the total number of strategies found by two raters. The coding of the strategies is done according to the coding schema of the main study (Appendix 2-3). The responses of the participants are checked by two raters separately. The main aim is to find the total number of apology and refusal strategies of Turkish, Polish and Latvian participants to see if there is coder reliability or not. At the end of the coding, the total numbers found by two raters are found and compared to each other.

It shows that there is a very high similarity between the codings of the researchers. There are some differences between the codings of researchers as well for instance: total number of apology strategies used by Latvian participants was found 35 by researcher 1 and 33 by researcher 2; total number of apology strategies used by Turkish participants was found 33 by researcher 1 and 31 by researcher 2; total number of refusal strategies used by Latvian participants was found 23 by researcher 1 and 22 by researcher 2; total number of refusal strategies used by Polish participants was found 21 by researcher 1 and 20 by researcher 2. In terms of the total number of apology and refusal strategies found by two researchers, there is an overall agreement which is estimated to be over 80-90 % between the codings of the two raters and according to Trumbull's suggestion mentioned above coder reliability was established.

3.3 Main Study

In this section basic details of the main study will be described. Firstly, the research questions of the main study will be discussed and they will be followed by description of the participants. The prepared and adapted instruments including discourse completion test, checklist for apology situations, and checklist for refusal situations and the appropriateness

scale for speech acts will be described. Finally, the method of coding and method of analysis of the main study will be explained at the end of this section.

3.3.1. Participants

The data for this study was gathered from three different groups. The first group is composed of Turkish students who are in their final years studying in English Language Teaching Department of Faculty of Education in Çanakkale 18 Mart University. The second group of participants are the final year students in the department of English Language Teaching in University of Latvia. The third group of participants are the final year students of English Language Teaching Department of Adam Mickiewicz University (Poland). The total number of participants in this study is 45, with 15 participants in each group.

The ages of the participants from Turkey range from 21 to 25 with the average at 22.1. There are 11 females and 4 males in the Turkish group. The ages of the participants from Latvia range from 21 to 41 with the average at 24.7. The number of the males is 3 and the number of the female participants is 12 in this group. The ages of the participants from Poland range from 21 to 29 with the average at 23.1. There are 9 female, 6 male participants in this group. The information above is illustrated in the table below:

Table 3.3. Participants of the Study

Group	Number	Age		Gender	
		Range	Mean	Male	Female
Turkish	15	21-25	22.1	4	11
Latvian	15	21-41	24.7	3	12
Polish	15	21-29	23.1	6	9

3.3.2. Instruments

Two different data collection instruments were used during the data collection procedure in this study. The first data collection tool is the Written Discourse Completion Test; the details of which were explained above in the test development process. The second data collection tool is the Speech Act Appropriateness Scale. The details of the data collection tools for this study together with the procedure of data collection will be described in detail in the following sections.

3.3.2.1. Discourse Completion Test

The Discourse Completion Test for this study included 2 sections. The first section included the questions about the biographic data of the participants. Before the pilot study was done, the second section included 10 situations with the equal numbers of situations eliciting the speech acts of apology and refusal. According to the results of the pilot study, two situations were found not to be eliciting the required speech acts and they were omitted. After the pilot test, the discourse completion test to be used for the main study included 4 apology and 4 refusal situations with a total of 8 situations. The details about how it was formed were explained in the test development process part. The Discourse Completion Test used for the main study is on appendix 1.

3.3.3. Data Collection Procedure

The necessary data for this study was gathered through a written discourse completion test. It consists of two parts. The first part is about biographic data and the second part is about apology and refusal situations. There are instructions about how to fill in the gaps above both of the parts. The instructions were made clear enough to be understood by everyone and they were checked by expert researchers.

As the data for this study was gathered from three different countries, the researcher got assistance from the colleagues working as the lecturers of the participants abroad. The data of Turkish participants was collected by the researcher in 25 minutes in a normal course hour in Çanakkale Onsekiz Mart University Faculty of Education. The data collection setting was natural and the lecturer of the class was in the classroom. Because of the fact that all the participants are in the final year of the department of English Language Teaching, no translation was made. The necessary explanations were made and the data was gathered.

The data from Adam Mickiewicz University (Poland) and University of Latvia was collected with the help of the lecturers working in the faculty of education in these universities. First of all, the discourse completion tests were sent them via e-mail and the necessary explanations were made in this mail. The lecturers from Adam Mickiewicz University (Poland) and University of Latvia sent the discourse completion test to 15 final year students. After they completed the discourse completion tests, they sent them back to the researcher.

3.3.4. Coding

The ultimate aim of this study is to find out the strategy repertoire of Polish, Latvian and Turkish future English teachers with the aim of comparing each other, therefore the data needed to be coded. The strategy coding in pragmatics started with the cross-cultural pragmatics. The coding of refusal and apology strategies for this study is explained in the following sections.

3.3.4.1. Coding of Apology Strategies

Several different classifications of apology strategies have been designed and these are explained in the literature part. The apology strategies coding schema employed for the data gathered for this study is the one used by Hudson, Detmer and Brown in 1995 in their comprehensive study of cross-cultural pragmatics. This coding schema is the updated versions of the ones developed by Blum-Kulka and Olshtain in 1984 and Blum-Kulka, House and Kasper (1989).

In this apology strategies coding schema, Hudson, Detmer and Brown divided possible apology strategies into 3 main categories which are alerters, head acts and modifications. The category of alerters includes the strategies which help to take the attention of the interlocutor. The attention can be taken by calling the name, surname or ,if the name is unknown, an undetermined name can be used. The category of head acts consists of the strategies through which the main apology action takes place. While these head act strategies can simply express apology such as "sorry", they can also serve some different purposes such as expressing gratitude, taking responsibility or offering repair. The category of modifications is the category where some changes are made in the main apology part such as decreasing the offence or stressing the apology meaning. The category of modifications has two sub categories. The category of downgraders consists of the strategies to decrease the offence in the situations such as politeness words or understaters such as "a little bit". The second sub category under the heading of modifications is upgraders which has the strategies to stress the meaning in apologies such as intensifying the meaning by saying "very" or using lexical uptoners such as "as soon as". The category of alerters has five, the category of head acts has seventeen strategies. The category of modifications is also divided into two different categories. The first

category which is named as downgraders has seven; the second category named as upgraders has five strategies.

The categories, category names, examples and coding of the strategies are listed below:

Table 3.4. Apology Strategies Coding Schema

Apology Strategies		
Coding of the strategy	Categories	
	Alerters	
	Category name	Example
A1	1) Attention Getter	• Listen
A2	2) Surname/Family Name	• Mr. Brown
A3	3) First Name	• Jack
A4	4) Undetermined Name	• [name]
A5	5) Title/Role	• I didn't mean to upset you
Head Acts		
H1	1) Illocutionary Force Indicating Device (IFID)	<ul style="list-style-type: none"> • (I'm sorry) • I am afraid • I apologize for • Forgive me • Excuse me
H2	2) Explanation	• I am sorry I missed the bus
H3	3) Offer of Repair	• I'll buy you a new one
H4	4) Taking Responsibility	• I apologize to you for my carelessness
H5	5) Lack of Intent	• I didn't mean to upset you
H6	6) Admission of facts (not resp.)	• I missed the bus
H7	7) Statement of Fact (not resp.)	• The bus was late
H8	8) Promise of Forbearance	• It will never happen again
H9	9) Minimize Offense	• It doesn't look too bad
H10	10) Upgrading of Offense	• Those papers look important
H11	11) Self Blame	• It's all my fault.
H12	12) Expression of embarrassment	• I'm so ashamed!
H13	13) Express Gratitude	• Thanks for waiting
H14	14) Distract with Humor	• I'm all thumbs!
H15	15) Distract with Task Oriented Remark	• Let's look at those pictures

Coding of the strategy	Apology Strategies	
	Categories	
	Head Acts	
	Category name	Example
H16	16) Statement or Question of Dismay	• What should I do?
H17	17) Concern for Hearer	• Are you all right?
	Modifications	
	Downgraders	
D1	1) Politeness Markers	• Please
D2	2) Subjectivizer	• I believe
D3	3) Hedge	• Somehow
D4	4) Appealer	
D5	5) Pause Filler	• Well...
D6	6) Understater	• A bit
D7	7) Cajoler	• I mean, you see, you know
	Upgraders	
U1	1) Intensifier	• Very, terribly
U2	2) Emotional expression	• Oh!, Oh, God.
U3	3) Emphasis	• (Written underlining, exclamation, etc)
U4	4) Expletive	• Damn
U5	5) Lexical Uptoner	• As soon as

3.3.4.2. Coding of Refusal Strategies

The employed coding schema for the coding of the refusal strategies for this study is the one used by Beebe, Takahashi, and Uliss-Weeltz (1990). In this coding schema, there are basically two different strategy types which are direct and indirect. The direct type of strategies includes two different strategies named as performative and nonperformative. Performative strategy is a direct refusal strategy used for actual refusing which means the person will not do the suggested or offered action by generally saying "I refuse". Nonperformative strategies are also direct refusal strategies used to express that the action will not take place in different ways. It has two sub categories. The first one is "no" in which the person says "no" for instance to show that the offer is not accepted. Negative willingness is the second nonperformative strategy in which the person is not in tendency to do the action by saying for instance "I cannot". Indirect strategies are also divided into

twelve different strategies. Some of these strategies have some subcategories. The type, strategy names, semantic formulas and the coding of the strategies are listed below.

Table 3.5. Refusal Strategies Coding Schema

Type	Coding of the strategies	Strategies	Semantic Formulas
Direct	D-1	Performative	"I refuse"
	D-2	Nonperformative	
	D-2-a	1. "No"	
	D-2-b	2. Negative willingness/ability	"I can't", "I don't think so"
Indirect	I-1	Statement of regret	"I'm sorry ...", "I feel terrible ..."
	I-2	Wish	"I wish I could help you ..."
	I-3	Excuse, reason, explanation	"My children will be home that night"; "I have a headache"
	I-4	Statement of alternative	
	I-4-a	1. I can do X instead of Y	"I'd rather ...", "I'd prefer ..."
	I-4-b	2. Why don't you do X instead of Y	"Why don't you ask someone else?"
	I-5	Set conditions for future or past acceptance	"If you had asked me earlier, I would have..."
	I-6	Promise of future acceptance	"I'll do it next time", "I promise I'll ...", or "Next time I'll ..."__using "will" or promise or "promise"
	I-7	Statement of principle	"I never do business with friends"
	I-8	Statement of philosophy	"One can't be too careful"
	I-9	Attempt to dissuade interlocutor	
	I-9-a	1. Threat or statement of negative consequences to the requester	"I won't be any fun tonight" to refuse an invitation
	I-9-b	2. Guilt trip	For instance: waitress to customers who want to sit a while: "I can't make a living off people who just order coffee"
	I-9-c	3. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack	"Who do you think you are?" "That's a terrible idea!"
	I-9-d	4. Request for help, empathy, and assistance by dropping or holding the request.	
	I-9-e	5. Let interlocutor off the hook	"Don't worry about it", "That's okay", "You don't have to"
	I-9-f	6. Self-defense (e. g., "I'm trying my best", "I'm doing all I can do")	"I'm trying my best", "I'm doing all I can do"
I-10	Acceptance that functions as a refusal		
I-10-a	1. Unspecific or indefinite reply		
I-10-b	2. Lack of enthusiasm		

Type	Coding of the strategies	Strategies	Semantic Formulas
	I- 11	Avoidance	
	I-11-a	1. Nonverbal	
	I-11-a-i	a. Silence	
	I-11-a-ii	b. Hesitation	
	I-11-a-iii	c. Do nothing	
	I-11-a-iv	d. Physical departure	
	I-11-b	2. Verbal	
	I-11-b-i	a. Topic switch	
	I-11-b-ii	b. Joke	
	I-11-b-iii	c. Repetition of part of request, etc.	"Monday?"
	I-11-b-iv	d. Postponement	"I'll think about it"
	I-11-b-v	e. Hedging	"Gee, I don't know", "I'm not sure"
	I-12	Adjuncts to refusals	
	I-12-a	1. Statement of positive opinion/feeling or agreement	"That's a good idea ..."; "I'd love to ..."
	I-12-b	2. Statement of empathy	"I realize you are in a difficult situation"
	I-12-c	3. Pause fillers	"uhh", "well", "oh", "uhm"
	I-12-d	4. Gratitude/appreciation	

3.3.2.2. Speech Act Appropriateness Scale

In order to compare the apology and refusal productions of the participants, a quantitative analysis with the help of SPSS program was conducted in this study. The ten point appropriateness scale used by Balcı (2009) in her master thesis is used in this study as the grading scale. She modified the six point appropriateness scale of Taguchi (2006) and designed a ten point scale for her thesis. She used the scale to grade request and apology situations. In this study it is used for the apology and refusal situations.

The scale (Appendix 4) consists of the codes of the participants in column and the codes of the situations in row. Each grade in the scale has a meaning for instance: number 10 is "expressions are fully appropriate for the situation and no or almost no grammatical

and discourse errors" and number 5 is "expressions are only somewhat appropriate and grammatical and discourse errors are noticeable, but they do not interfere appropriateness". The rater using this scale is supposed to rate according to what each grade means. The appropriateness shows how appropriate the productions of the participants for the native language.

The rater for this study is a native speaker of English (American). He is a college graduate and he temporarily works in Turkey as a lecturer in Çanakkale 18 Mart University. He studies in The United States of America. The rater was given an instruction page together with a rating scale which explains what each grade means (Appendix 4).

3.3.5. Analysis

In the analysis section, it can be said that two different kinds of analysis were used for this study. First of all, the data gathered from Turkish, Polish and Latvian participants was qualitatively analyzed based on the apology coding schema used by Hudson, Detmer and Brown in 1995 and the refusal coding schema used by Beebe, Takahashi, and Uliss-Weeltz in 1990.

After the coding of the data, the descriptive statistics was used to quantitatively analyze the strategies used by the participants while producing apology and refusal speech acts. Quantitative analysis was used one more time in this study for the analysis of appropriateness of the speech acts according to a native speaker. A descriptive statistics and Kruskal-Wallis H test were conducted by using Statistical Package for the Social Sciences which is known as SPSS to see whether there is a significant difference among the groups participated in this study in terms of appropriateness of the use of the speech acts of refusal and apology. An expert's opinion was got for the determination of using Kruskal-Wallis H test for the analysis of this study.

In addition, Tailor (2005: 216) suggests that "Kruskal-Wallis test compares medians for three or more groups." In this study, Turkish, Polish and Latvian participants are compared so there are three groups. Similarly, Siegel (1959 cited in Tailor 2005: 216) supports this idea by stating that "It (Kruskal-Wallis test) is an extremely useful test for determining whether independent samples are from different populations".

Kruskal-Wallis test is a non-parametric test. Kesici and Kocabaş (1998: 307-308) state the reasons of using non-parametric tests as "The distribution of the averages shows a normal

distribution if they are taken from a normally distributed population. However, if the population where the samples are taken does not show a normal distribution, the distribution of the averages calculated from these samples is not normal either. To be closer to the normal distribution, the sample size must be at least 30. If the sample size is lower than 30 and if the distribution of the participants forming the sample is not known, non-parametric tests are used.”

So the reason of using Kruskal-Wallis test for the analysis of this study is that there are three groups and the population of each group is lower than 30.

CHAPTER 4

FINDINGS

In this chapter, first of all apology strategies used by Polish, Latvian and Turkish participants will be presented separately. Following this, a comparison of the speech act of apology productions of three different groups will be illustrated in tables. The refusal patterns used by each group of participants will be explained in the following section. The comparison in terms of strategy use in using speech act of refusal will be presented. For both refusal and apology speech acts, the coding schema explained in the methodology section will be used through this chapter. Finally, the results according to the statistical analysis of the appropriateness of speech act productions of participants of three different groups will be presented.

4.1. Analysis of Apology Strategies

The detailed coding schema for the speech act of apology is the one used by Hudson, Detmer and Brown in 1995 in their study based on cross-cultural pragmatics. There are three main categories according to this schema which are "alerters", "head acts" and "modifications". The category of modification is also divided into two sub categories which are "downgraders" and "upgraders". The responses of the participants are analyzed and number of the participants and the percentage of the used strategies will be given separately according to the category groups and the groups of participants. In the analysis part, the strategy names and their codes according to the coding schema for apology (Appendix 2) and for refusal (Appendix 3) are given. The situations are used with their numbers in the Discourse Completion Test (Appendix 1).

4.1.1. The Apology Strategies used by Turkish Participants

As a result of the analysis of the apology productions of Turkish participants, they are found to use only two strategies in the category of "alerters". According to the categorization of Hudson, Detmer and Brown, the apology productions of Turkish participants in the category of "alerters" are illustrated in the table below:

Table 4.1. Distribution of the Apology Strategies of Turkish Participants in the Category of "Alerters"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
A1	5	23,81	4	40	1	16,67	0	0	0	0
A2	0	0	0	0	0	0	0	0	0	0
A3	0	0	0	0	0	0	0	0	0	0
A4	16	76,19	6	60	5	83,33	0	0	5	100
A5	0	0	0	0	0	0	0	0	0	0
Total	21	100	10	100	6	100	0	0	5	100

The analysis shows that the strategy of "undetermined name" coded as "A4" is the most preferred strategy used by Turkish participants with a percentage of 76,19. It is mostly preferred in situation 2.

The strategy named as "attention getter" coded as "A1" is the second most preferred strategy in the category of "alerters" by Turkish participants with a percentage of 23,81. While the "A4" is used by 12 different participants, "A1" is used by 5 different participants.

The strategies coded as "A2", "A3" and "A5" are not preferred by Turkish participants while they are apologizing. Some of the examples of Turkish participants' apology productions in the category of "alerters" are given in the table below:

Table 4.2. Examples of Apology Strategies Used by Turkish Participants in the Category of "Alerters"

Apology Strategies ("Alerters")	Examples
A1: "attention getter"	1.) Hey everyone, I regret to announce you that the ceremony is cancelled due to some technical and other difficulties. (Tur 1, 1) 2.) I beg your pardon but the organization has to be cancelled because of some unexpected reasons. (Tur 13, 1)
A4: "undetermined name"	1.) Dear all , I appreciate you all have come here. I want to say something. (Tur 11, 1) 2.) Sorry my friends , I had an important meeting. (Tur 10, 2)

In the category of "head acts", Turkish participants are found to use the strategy "Illocutionary force indicating device" coded as "H1" most commonly with the percentage of 48,28. It is very commonly preferred in situation 2 and 4. All the Turkish participants used this strategy according to the findings.

The second popular strategy is "explanation" coded as "H2" with a percentage of 18,10. Except for 1 participant, all the Turkish participants use this strategy. Other popular strategies chosen by Turkish participants are "offer of repair" coded as "H3" with a percentage of 12,07 and "express gratitude" coded as "H13" with a percentage of 6,90 and "H3" is preferred by 9, "H13" is used by 7 different Turkish participants.

Some strategies are not preferred while producing apologies such as "taking responsibility" coded as "H4", "minimize offence" coded as "H9", "upgrading of offence" coded as "H10", "expression of embarrassment" coded as "H12", "distract with task oriented remark" coded as "H15" and "concern for hearer" coded as "H17". The findings explained above and the details about other strategies are illustrated in the table below:

Table 4.3. Distribution of the Apology Strategies of Turkish Participants in the Category of "Head Acts"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
H1	56	48,28	13	37,14	15	55,56	13	48,15	15	55,56
H2	21	18,10	12	34,29	6	22,22	3	11,11	0	0,00
H3	14	12,07	1	2,86	3	11,11	3	11,11	7	25,93
H4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H5	2	1,72	0	0,00	0	0,00	2	7,41	0	0,00
H6	4	3,45	3	8,57	0	0,00	1	3,70	0	0,00
H7	1	0,86	0	0,00	0	0,00	0	0,00	1	3,70
H8	1	0,86	0	0,00	0	0,00	0	0,00	1	3,70
H9	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H10	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H11	2	1,72	0	0,00	0	0,00	2	7,41	0	0,00
H12	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H13	8	6,90	6	17,14	2	7,41	0	0,00	0	0,00
H14	1	0,86	0	0,00	1	3,70	0	0,00	0	0,00
H15	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H16	6	5,17	0	0,00	0	0,00	3	11,11	3	11,11
H17	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
Total	116	100,00	35	100,00	27	100,00	27	100,00	27	100,00

The examples of the most commonly preferred strategies are given in the table below:

Table 4.4. Examples of Apology Strategies Used by Turkish Participants in the Category of "Head Acts"

Apology Strategies ("Head Acts")	Examples
H1: "IFID"	1.) I am sorry. (Tur 2, 3) 2.) I apologize for this. (Tur 11, 3)
H2: "explanation"	1.) Some of our students didn't come. So the show was cancelled. (Tur 10, 1) 2.) I had to go to hospital. (Tur 6, 2)
H3: "offer of repair"	1.) I will buy you a gift instead of that. (Tur 14, 4) 2.) I would like to give you a present to compensate it. (Tur 7, 4)
H13: "express gratitude"	1.) Thanks for your understanding. (Tur 9, 1) 2.) Thank you for waiting me here. (Tur 9, 2)

The category of "modifications" is divided into two different sections. The first section is "downgraders" and the second section is "upgraders". According to the data collected from Turkish participants it is seen that Turkish participants do not use any strategies in the category of "downgraders".

In the category of "upgraders", the most commonly preferred strategy is "intensifier" coded as "U1" with a percentage of 60,87. It is followed by "emotional expression" coded as "U2" with a percentage of 34, 78. "Intensifier" is used by 10; "emotional expression" is used by 7 different participants in this study.

The strategies "expletive" coded as "U4" and "lexical uptoner" coded as "U5" are not preferred by Turkish participants in their apology productions. Distribution of the apology strategies of Turkish participants in the category of "modifications" is illustrated in the table below:

Table4.5.Distribution of the Apology Strategies of Turkish Participants in the Category of "Modifications"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
D1	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D2	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D3	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D4	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D5	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D6	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D7	0	0	0	0,00	0	0,00	0	0,00	0	0,00
U1	14	60,87	1	100,00	2	100,00	5	50,00	6	60,00
U2	8	34,78	0	0,00	0	0,00	4	40,00	4	40,00
U3	1	4,35	0	0,00	0	0,00	1	10,00	0	0,00
U4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
U5	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
Total	23	100,00	1	100,00	2	100,00	10	100,00	10	100,00

The examples of the most popular strategies used in the category of "modifications" by Turkish participants are given in the table below:

Table4. 6. Examples of Apology Strategies Used by Turkish Participants in the Category of "Modifications"

Apology Strategies ("modifications")	Examples
U1: "Intensifier"	1.) I am really sorry for breaking that. (Tur 8, 4) 2.) I am terribly sorry. (Tur 15, 3)
U2: "emotional expression"	1.) Oh come on! (Tur 13, 3)

4.1.2. The Apology Strategies used by Polish Participants

The apology productions of Polish participants are gathered and analyzed. The analysis of the Polish data shows that, in the category of "alerters" the most commonly used strategy is "undetermined name" coded as "A4". The percentage is 64,52 and it is used by 12 different participants. It is generally used for the second situation which is about being late for the lecture.

"Undetermined name" is followed by "attention getter" coded as "A1" with a percentage of 32,26. It is preferred by 6 different participants. This strategy is used by Polish participants for the situations 1 and 2 with equal percentages. "A4" is used 20 times, "A1" is used 10 times by Polish participants.

"Surname, family name" coded as "A2" and "first name" coded as "A3" are not chosen as a strategy by Polish participants while producing apologies. The distribution of apology strategies in the category of "alerters" is illustrated in the table below:

Table 4.7. Distribution of the Apology Strategies of Polish Participants in the Category of "Alerters"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
A1	10	32,26	5	45,45	5	33,33	0	0,00	0	0,00
A2	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
A3	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
A4	20	64,52	5	45,45	10	66,67	1	100,00	4	100,00
A5	1	3,23	1	9,09	0	0,00	0	0,00	0	0,00
TOTAL	31	100,00	11	100,00	15	100,00	1	100,00	4	100,00

The examples of the most popular apology strategies in the category of "alerters" are shown in the table below:

Table 4.8. Examples of Apology Strategies Used by Polish Participants in the Category of "Alerters"

Apology Strategies ("Alerters")	Examples
A1: "attention getter"	1.) Good afternoon , dear guests! (Pol 7, 1) 2.) Hello, may I have your attention, please? (Pol 13, 1)
A4: "undetermined name"	1.) Good evening, ladies and gentlemen (Pol 8, 1) 2.) Everybody , sorry for my coming late (Pol 11, 2)

The second category of apologies is "head acts" which has 17 different strategies. The analysis of the apology productions of Polish participants indicates that "IFID" coded as "H1" is the most popular strategy in the category of "head acts" with a percentage of 34,27. It is preferred 49 times by all Polish participants. This strategy is used for almost all 4 situations with equal percentages.

It is followed by "offer of repair" coded as "H3" with a percentage of 16,08. Except for 2 participants, it is used by all Polish participants. It is most commonly preferred for the apology of situation 4 which is about breaking an object of your professor. It is used 23 times by 13 different participants.

The third popular strategy is "explanation" coded as "H2" with a percentage of 15,38. Participants try to explain why they apologize by using this strategy. It is used 22 times

by 12 different participants. The findings indicate that this strategy is more popularly used by Polish participants for the situation 1 and 2.

The strategies named as "upgrading of offense" coded as "H10", "distract with humor" coded as "H14", "distract with task oriented remark" coded as "H15" and "concern for hearer" coded as "H17" are not preferred by Polish participants when they apologize. The details of findings explained above and the details about other strategies are illustrated in the table below:

Table 4.9. Distribution of the Apology Strategies of Polish Participants in the Category of "Head Acts"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
H1	49	34,27	12	32,43	13	38,24	12	36,36	12	30,77
H2	22	15,38	9	24,32	9	26,47	2	6,06	2	5,13
H3	23	16,08	3	8,11	3	8,82	6	18,18	11	28,21
H4	2	1,40	0	0,00	1	2,94	1	3,03	0	0,00
H5	9	6,29	0	0,00	0	0,00	3	9,09	6	15,38
H6	8	5,59	1	2,70	1	2,94	4	12,12	2	5,13
H7	4	2,80	4	10,81	0	0,00	0	0,00	0	0,00
H8	3	2,10	0	0,00	3	8,82	0	0,00	0	0,00
H9	1	0,70	0	0,00	0	0,00	1	3,03	0	0,00
H10	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H11	3	2,10	0	0,00	0	0,00	2	6,06	1	2,56
H12	2	1,40	0	0,00	0	0,00	0	0,00	2	5,13
H13	12	8,39	8	21,62	4	11,76	0	0,00	0	0,00
H14	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H15	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H16	5	3,50	0	0,00	0	0,00	2	6,06	3	7,69
H17	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
Total	143	100,00	37	100,00	34	100,00	33	100,00	39	100,00

The examples of the most commonly preferred strategies under the category of "head acts" are shown in the table below:

Table 4.10. Examples of the Apology Strategies of Polish Participants in the Category of "Head Acts"

Apology Strategies ("Head Acts")	Examples
H1: "Illocutionary force indicating device"	1.) I am very sorry for being late. (Pol 13, 2) 2.) Hello. I apologize for the delay. (Pol 8, 2)
H2: "explanation"	1.) I have some important work to do and I am sorry for starting late. (Pol 12, 2) 2.) Sorry I am late. My car is broken. I had to arrive here by bus. (Pol 2, 2)
H3: "offer of repair"	1.) I will look for another one just the same as this one and buy it! (Pol 13, 4) 2.) I will try to repair it, if it is possible, if not, I will try to buy another. (Pol 10, 4)

The last category of apologies investigated under the heading of apology is "modifications". The first section of modifications is "downgraders" having 7 different strategies. However, among these strategies only "politeness markers" coded as "D1" is preferred by Polish participants. It is used by only 2 participants with a percentage of 4, 65. For the second section named as "upgraders", it can be said that "intensifier" coded as "U1" is by far the most commonly preferred strategy with a percentage of 69,77. It is used by 13 different participants. It is used with almost equal percentages in all situations. The second popular strategy is "emotional expression" coded as "U2". It is generally used for fourth situation with a general percentage of 18, 60. It is preferred by 6 different Polish participants. The strategies "emphasis" coded as "U3" and "expletive" coded as "U4" are not preferred by Polish participants when they apologize for the four given situations.

Table 4.11. Distribution of the Apology Strategies of Polish Participants in the Category of "Modifications"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
D1	2	4,65	0	0,00	1	14,29	1	8,33	0	0,00
D2	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D3	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D5	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D6	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D7	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
U1	30	69,77	9	81,82	6	85,71	8	66,67	7	53,85
U2	8	18,60	0	0,00	0	0,00	3	25,00	5	38,46
U3	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
U4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
U5	3	6,98	2	18,18	0	0,00	0	0,00	1	7,69
Total	43	100,00	11	100,00	7	100,00	12	100,00	13	100,00

The examples of the most commonly preferred strategies under the category of "modifications" are shown in the table below:

Table 4.12. Examples of the Apology Strategies of Polish Participants in the Category of "Modifications"

Apology Strategies ("modifications")	Examples
D1: "Politeness markers"	1.) I'll try to explain everything want to during the remaining time, so please , pay attention. (Pol 8, 2)
U1: "Intensifier"	1.) I'm very sorry but accidently I poured water on this document. (Pol 1, 3) 2.) We are really sorry; we have to cancel our performance. (Pol 2, 1)
U2: "Emotional expression"	1.) Oh no! I am terribly sorry, I did not mean to!(Pol 13, 3) 2.) Ohh, my God! What have I done? I am so sorry, for that, hope I don't damage important documents. (Pol 10, 3)

4.1.3. The Apology Strategies used by Latvian Participants

After coding the apology productions of Latvian participants, the frequencies of strategies are found and put in the separate tables. According to the results, the strategy of "attention getter" coded as "A1" is the most popular strategy in the category of "alerters". It is used 8 times by 7 different participants with a percentage of 66,67. Latvian participants find it suitable to use this strategy especially for situation 1 which is about cancelling an organization prepared before. The strategies "surname and family name" coded as "A2" and "undetermined name" coded as "A4" are the other preferred strategies with the equal percentages of 16,67. "A2" is preferred by 2 times by the same participant; "A4" is used 2 times by 2 different participants. While "A2" is used for situation 3 and 4; "A4" is only used for situation 2. The unused strategies are "first name" coded as "A3" and "title/role" coded as "A5". The distribution of apology strategies in the category of "alerters" is illustrated in the table below:

Table 4.13. Distribution of the Apology Strategies of Latvian Participants in the Category of "Alerters"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
A1	8	66,67	6	100,00	2	50,00	0	0,00	0	0,00
A2	2	16,67	0	0,00	0	0,00	1	100,00	1	100,00
A3	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
A4	2	16,67	0	0,00	2	50,00	0	0,00	0	0,00
A5	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
TOTAL	12	100,00	6	100,00	4	100,00	1	100,00	1	100,00

The examples of apology strategies in the category of "alerters" are shown in the table below:

Table 4.14. Examples of the Apology Strategies of Latvian Participants in the Category of "Alerters"

Apology Strategies ("Alerters")	Examples
A1: "attention getter"	1.) Welcome! We all worked so hard to make this event one that you cannot forget (Lat 4, 1) 2.) Good morning dear Students. I am sorry for the delay (Lat 1, 2)
A2: "surname / family name"	1.) I am terribly sorry, Mrs. Smith. (Lat 8, 4)
A4: "undetermined name"	1.) Hello, everyone! (Lat 8, 2)

When the responses of the Latvian participants are analyzed, it is seen that 4 strategies are used more commonly than other strategies in the category of "head acts". The first strategy is "IFID" coded as "H1" with a percentage of 36,67. It is used 44 times by 13 different participants. Being the most popular strategy in this category, it is preferred for all situations. However it can be said that situation 2 and 4 are the most suitable ones to use this strategy according to Latvian participants. The second most popular strategy under the category of "head acts" is "explanation" coded as "H2" with a percentage of 16,67. It is used 20 times by 11 different participants. This strategy is mostly preferred for situation 1.

"Offer of repair" coded as "H3" is the third popular strategy to form apologies for Latvian participants with a percentage of 13, 33. It is used 16 times by 12 different participants. According to the responses of Latvian participants, situation 4 and 1 are the most suitable situations in using this strategy. Following "offer of repair", "express gratitude" coded as "H13" is chosen as the next most popular apologizing strategy by Latvian participants with a percentage of 9,17. It is preferred 11 times by 6 different participants. Situation 1 and 2 are found suitable to use this strategy by Latvian participants when they apologize.

The strategies "upgrading of offense" coded as "H10", "expression of embarrassment" coded as "H12", "distract with task oriented remark" coded as "H15" and "concern for hearer" coded as "H17" are the unused strategies in the category of head acts. The details of findings explained above and the details about other strategies are illustrated in the table below:

Table 4.15. Distribution of the Apology Strategies of Latvian Participants in the Category of "Head Acts"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
H1	44	36,67	9	25,71	12	48,00	10	37,04	13	39,39
H2	20	16,67	10	28,57	5	20,00	4	14,81	1	3,03
H3	16	13,33	5	14,29	0	0,00	3	11,11	8	24,24
H4	6	5,00	3	8,57	0	0,00	2	7,41	1	3,03
H5	6	5,00	0	0,00	0	0,00	2	7,41	4	12,12
H6	6	5,00	0	0,00	0	0,00	4	14,81	2	6,06
H7	2	1,67	2	5,71	0	0,00	0	0,00	0	0,00
H8	2	1,67	1	2,86	1	4,00	0	0,00	0	0,00
H9	1	0,83	0	0,00	1	4,00	0	0,00	0	0,00
H10	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H11	1	0,83	0	0,00	0	0,00	1	3,70	0	0,00
H12	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H13	11	9,17	5	14,29	4	16,00	1	3,70	1	3,03
H14	2	1,67	0	0,00	2	8,00	0	0,00	0	0,00
H15	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
H16	3	2,50	0	0,00	0	0,00	0	0,00	3	9,09
H17	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
Total	120	100,00	35	100,00	25	100,00	27	100,00	33	100,00

The examples of apology strategies used by Latvian participants in the category of "modifications" are shown in the table below:

Table 4.16. Examples of the Apology Strategies of Latvian Participants in the Category of "Head Acts"

Apology Strategies ("Head Acts")	Examples
H1: "IFID"	1.) I apologize in the name of all, and I promise I will take measures concerning this.(Lat 1, 1) 2.) I'm very sorry that they are in a rather poor state.(Lat 8, 3)
H2: "explanation"	1.) I apologize for the delay. My car broke down this morning (Lat 8, 2) 2.) It seems that some of our students that had key roles in tonight show couldn't make it here that is why we have to postpone this event for the week to come.(Lat 3, 1)
H3: "offer of repair"	1.) I' m really sorry I didn't mean to. I'll buy another one(Lat 13, 4) 2.) Please give me the chance to replace it. (Lat 5, 4)
H13: "express gratitude"	1.) Thank you again for your presence. (Lat 5, 1) 2.) Thank you all for coming. (Lat 6, 1)

When the responses of Latvian participants are analyzed according to the category of "modifications", it is seen that the strategy of "politeness markers" coded as "D1" is the most popular strategy with a percentage of 19,05 under the subcategory of "downgraders". This strategy is used 4 times by 4 different participants. Except for situation 2, it is used for all situations.

The strategies "subjectivizer" coded as "D2", "hedge" coded as "D3", "appealer" coded as "D4", "pause filler" coded as "D5", "understater" coded as "D6" and "cajoler" coded as "D7" are not preferred by Latvian participants in the category of "downgraders" which is a category under the main heading of "modifications".

When the responses are evaluated according to the category of "upgraders", it becomes obvious that the strategy "intensifier" coded as "U1" is the most commonly preferred strategy with a percentage of 52,38. It is used 11 times by 7 different participants especially for the situation 4. "Emotional expression" coded as "U2" is the second most preferred strategy in this category with a percentage of 14, 29. It is used by 3 different participants. The details of the category of "modifications" according to the responses of Latvian participants are illustrated in the table below:

Table 4.17. Distribution of the Apology Strategies of Latvian Participants in the Category of "Modifications"

Apology Strategies	Total number of strategies		Sit 1		Sit 2		Sit 3		Sit 4	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
D1	4	19,05	1	20,00	1	50,00	0	0,00	2	18,18
D2	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D3	1	4,76	0	0,00	0	0,00	0	0,00	1	9,09
D4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D5	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D6	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D7	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
U1	11	52,38	3	60,00	1	50,00	2	66,67	5	45,45
U2	3	14,29	0	0,00	0	0,00	1	33,33	2	18,18
U3	1	4,76	0	0,00	0	0,00	0	0,00	1	9,09
U4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
U5	1	4,76	1	20,00	0	0,00	0	0,00	0	0,00
Total	21	100,00	5	100,00	2	100,00	3	100,00	11	100,00

The examples of the most commonly preferred strategies under the category of "modifications" are shown in the table below:

Table 4.18. Examples of the Apology Strategies of Latvian Participants in the Category of "Modifications"

Apology Strategies ("modifications")	Examples
D1: "Politeness markers"	1.) Please accept that I will try to buy a similar frame tomorrow. (Lat 1, 4)
U1: "Intensifier"	1.) It is my greatest sorrow to announce that today's school pageant has to be cancelled due to unexpected events (Lat 11, 1) 2.) I am extremely sorry but it wasn't on purpose. (Lat 12, 4)
U2: "emotional expression"	1.) Oh my word! I cannot believe it (Lat 11, 3)

4.2. Comparison of Apology Strategy Use of Turkish, Polish and Latvian Participants

The comparison of apology strategy use of Turkish, Polish and Latvian participants is done according to the different categories in the apology coding schema used in this study. The unused strategies are omitted in each category. The total number of strategies and the percentage of each strategy according to the total strategy number are compared. Although the participants from different groups seem to use the same strategies, the distribution of them is different. The distribution of apology strategy use of three groups is illustrated in the table below:

Table 4.19. Distribution of the Apology Strategies of Turkish, Polish and Latvian Participants in the Category of "Alerters"

Apology strategies identified in the data "Alerters"	Participants					
	Turkish		Polish		Latvian	
	Tokens	Percentages	Tokens	Percentages	Tokens	Percentages
A1	5	23, 81	10	32, 26	8	66, 67
A2	0	0	0	0	2	16, 67
A4	16	76, 19	20	64, 52	2	16, 67
A5	0	0	1	3, 23	0	0
Total	21	100, 00	31	100, 00	12	100, 00

As it is seen in the table above, while the most commonly used strategy is "undetermined name" coded as "A4" for Turkish (76, 19) and Polish (64, 52) participants, it is "attention getter" coded as "A1" with a percentage of 66, 67 for Latvians. Especially while starting a conversation to perform an apology, participants' choices seem to differ. What is most popular for Turkish and Polish participants is not commonly used by Latvians. It is preferred only with a percentage of 16, 67.

Latvian participants differ from other two participants in using the strategy "surname and family name" coded as "A2" as well. While this strategy is used 2 times by Latvians, it was not preferred by the participants of other two groups.

Polish participants differ from other two groups only in one aspect which is using the strategy named as "title/ role" coded as "A5" which is not preferred by other groups.

To evaluate the general use of the strategy in the category of "alerters", it can be said that Polish participants use more strategies than the other two groups with a total number of 31. They are followed by Turkish participants with a total number of 21 and by Latvians by 12 strategies.

When the apology productions of Turkish, Polish and Latvian participants are analyzed for the "head act" strategies where the actual apology is performed, it can be said that, with some differences in frequencies, the most popular three strategies used by all groups are the same. The strategy "IFID" coded as "H1" which is expected to be the most popular strategy in this category is the most commonly used strategy for all three groups. When the percentages are seen, it can be seen that Turkish participants (48, 28) use it more often than the other groups. The popularity of this strategy is lower than Turkish participants for Latvians (36, 67) and Polish (34, 27) participants.

The strategy "explanation" coded as "H2" which is used to explain why the apology is done is the second popular strategy for all three groups of participants. The frequency of choices of the groups to use this strategy is very similar to each other. Another similarity in using apology strategies can be seen in using the strategy "offer of repair" in the apology productions of Turkish, Polish and Latvian participants with similar percentages. While Polish participants use it with a percentage of 16, 08, Latvians (13, 33) and Turkish (12, 07) participants use it less commonly.

Whereas Turkish participants never take responsibility by using the strategy "taking responsibility" coded as "H4", and minimize the offense in the situations by using the strategy "minimize offense" coded as "H9", Latvian and Polish participants prefer the "taking responsibility" (H4) (Latvian 5, 00 and Polish 1, 40) and "minimize offense" (H9)(Latvian 0, 83 and Polish 0, 70) while producing apologies.

While Polish participants express their embarrassment in apology needed situations by using the strategy "expression of embarrassment" coded as "H12" with a percentage of

1,40; Latvian and Turkish participants never use the same strategy. Another popularly used apology strategy is "express gratitude" coded as "H13". Latvians being the leader with a percentage of 9, 17, it is also preferred by Polish (8, 39) and Turkish (6, 90) participants.

When the apology productions of all groups are analyzed in the category of "head acts" in general, it can be observed that Polish participants use more strategies than other two groups. Polish participants are followed by Latvian participants by 120 strategies in total. In this category Turkish participants use the least number of strategies with 116 strategies. The distribution of apology strategy use of three groups in the category of "head acts" is illustrated in the table below:

Table 4.20. Distribution of the Apology Strategies of Turkish, Polish and Latvian Participants in the Category of "Head Acts"

Apology strategies identified in the data "Head acts"	Participants					
	Turkish		Polish		Latvian	
	Tokens	Percentages	Tokens	Percentages	Tokens	Percentages
H1	56	48, 28	49	34, 27	44	36, 67
H2	21	18, 10	22	15, 38	20	16, 67
H3	14	12, 07	23	16, 08	16	13, 33
H4	0	0	2	1, 40	6	5, 00
H5	2	1, 72	9	6, 29	6	5, 00
H6	4	3, 45	8	5, 59	6	5, 00
H7	1	0, 86	4	2, 80	2	1, 67
H8	1	0, 86	3	2, 10	2	1, 67
H9	0	0	1	0, 70	1	0, 83
H11	2	1, 72	3	2, 10	1	0, 83
H12	0	0	2	1, 40	0	0
H13	8	6, 90	12	8, 39	11	9, 17
H14	1	0, 86	0	0	2	1, 67
H16	6	5, 17	5	3, 50	3	2, 50
Total	116	100, 00	143	100, 00	120	100, 00

The last category to be analyzed in apology strategies is the category of "modifications". While Turkish participants do not use any strategy in the first section named as "downgraders", Latvians use "politeness markers" coded as "D1" with a percentage of 19, 05. Similarly, the strategy "hedge" coded as "D3" is only preferred by Latvian participants.

In the second section named as "upgraders", it can be said that the strategy "intensifier" is the most popular strategy for all groups. While Polish participants use it with a percentage of 69, 77, Turkish (60, 87) and Latvian (52, 38) participants also prefer this strategy very commonly. While "emphasis" coded as "U3" is not preferred by Polish participants, the strategy "lexical uptoner" coded as "U5" is not used by Turkish participants. The former is preferred by just 1 time by Turkish and Latvians; the latter is used 3 times by Polish and 1 time by Latvian participants.

The general appearance of the category of "modifications" shows that Polish participants use more strategies than Turkish and Latvian participants with a total number of 43 strategies. They are followed by Turkish (23) and Latvian (21) participants. The distribution of apology strategy use of three groups in the category of "modifications" is illustrated in the table below:

Table 4.21. Distribution of the Apology Strategies of Turkish, Polish and Latvian Participants in the Category of "Modifications"

Apology strategies identified in the data "Modifications"	Participants					
	Turkish		Polish		Latvian	
	Tokens	Percentages	Tokens	Percentages	Tokens	Percentages
D1	0	0,00	2	4,65	4	19,05
D3	0	0,00	0	0,00	1	4,76
U1	14	60,87	30	69,77	11	52,38
U2	8	34,78	8	18,60	3	14,29
U3	1	4,35	0	0,00	1	4,76
U5	0	0,00	3	6,98	1	4,76
Total	23	100,00	43	100,00	21	100,00

When the total numbers of apology strategies used by three groups are taken into account in each category, it can be seen that Polish participants use more apology strategies than Turkish and Latvian participants (Alerters: 31; Head acts: 143; Modifications: 43).

4.3. Analysis of Refusal Strategies

In this section, number of the refusal strategies used by all three groups of participants, the percentages of these refusal strategies according to how often they are used, the number of different participants using these refusal strategies and examples of most commonly preferred refusal strategies from the responses of participants will be given and they will be illustrated with the tables for more detailed statistical results. The coding of the refusal strategies is done according to the schema used by Beebe, Takahashi, and Uliss-Weeltz (1990) in their study. According to this coding schema, there are mainly two different types of refusal strategies which are “direct” and “indirect”. Direct type has 2; indirect type includes 12 different strategies together with some subcategories under them which were discussed in "Coding of Refusal Strategies" part.

4.3.1. The Refusal Strategies Used by Turkish Participants

The refusal strategy preferences of Turkish participants are analyzed through the data gathered from the discourse completions tests and the responses are coded according to coding schema used for this study.

The first category to be investigated under the name of refusal strategies is “direct” category. According to the responses of Turkish participants, it is found that the strategy named as “negative willingness/ability” coded as “D-2-b” is the most popular refusal strategy in “direct” category with a percentage of 90. It is used 18 times by 12 different participants. Situation 6 which is about taking notes of the classes that are not attended is found to be the most suitable situation to use this strategy by Turkish participants.

The strategy “no” coded as “D-2-a” is used with a percentage of 10 by 2 participants for situation 6. The other strategies are not preferred by Turkish participants in the category of “direct”. The details of the category of "direct" according to the responses of Turkish participants are illustrated in the table below:

Table 4.22. Distribution of the Refusal Strategies of Turkish Participants in the Category of "Direct"

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
D-1	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D-2	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D-2-a	2	10,00	0	0,00	2	18,18	0	0,00	0	0,00
D-2-b	18	90,00	6	100,00	9	81,82	1	100,00	2	100,00
TOTAL	20	100,00	6	100,00	11	100,00	1	100,00	2	100,00

The examples of the refusal strategies used by Turkish participants in their responses in the category of "direct" are shown in the table below:

Table 4.23. Examples of the Refusal Strategies of Turkish Participants in the Category of "Direct"

Refusal Strategies ("direct")	Examples
D-2-a: "No"	1.) I am sorry again but NO! (Tur 13, 6)
D-2-b : " Negative willingness/ ability "	1.) You always want me to lend you my notes. Sorry but I cannot. (Tur 11, 6) 2.) If you want to study in private I can't do it sorry. (Tur 6, 5)

The second category under the main heading of refusal strategies is named as "indirect". According to the responses of Turkish participants, the strategy named as "excuse, reason, explanation" coded as "I-3" is found to be the most popular strategy in this category with a percentage of 34, 31. This strategy is used 35 times by all Turkish participants in their responses. Especially situation 7 which is about inviting the professor to the wedding ceremony is found to be the most suitable situation to use this strategy.

The second most commonly preferred indirect strategy for Turkish participants is "statement of regret" coded as "I-1" with a percentage of 24, 51. It is used 25 times by 13 different participants. It is not preferred by Turkish participants for situation 8. On the other hand the most popular situation to use this strategy for is situation 6.

The next popular strategy is named as "Statement of positive opinion/ feeling or agreement" coded as "I-12-a" with a percentage of 6, 86. It is preferred 7 times by 7 different participants for all situations. 2 strategies follow the strategy "Statement of positive opinion/ feeling or agreement" with the same percentage of 4, 90. They are "Why don't you do x instead of y?" coded as "I-4-b" and "promise of future acceptance" coded

as “I-6”. The former is used 5 times by 5 different participants especially for the situation 5; and the latter is used 5 times by 4 different participants especially for the situation 8.

There are some other strategies used by Turkish participants but not as popular as the ones mentioned above such as “statement of principle” coded as “I-7”; and “let interlocutor off the hook” coded as “I-9-e” with a percentage of 3, 92; “I can do x instead of y” coded as “I-4-b”; “set conditions for future or past acceptance” coded as “I-5”; “criticize the request/ requester” coded as “I-9-c”; “pause fillers” coded as “I-12-c” with a percentage of 2, 94; “postponement” coded as “I-11-b-iv” with a percentage of 1, 96; “threat or statement of negative consequences to the requester” coded as “I-9-a”; “statement of empathy” coded as “I-12-b”; “gratitude/ appreciation” coded as “I-12-d” with a percentage of 0, 98. The details of the category of "indirect" according to the responses of Turkish participants are illustrated in the table below:

Table 4.24. Distribution of the Refusal Strategies of Turkish Participants in the Category of "Indirect"

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
I-1	25	24,51	6	19,35	11	52,38	8	28,57	0	0,00
I-2	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-3	35	34,31	9	29,03	4	19,05	14	50,00	8	36,36
I-4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-4-a	3	2,94	3	9,68	0	0,00	0	0,00	0	0,00
I-4-b	5	4,90	4	12,90	1	4,76	0	0,00	0	0,00
I-5	3	2,94	2	6,45	0	0,00	1	3,57	0	0,00
I-6	5	4,90	1	3,23	0	0,00	1	3,57	3	13,64
I-7	4	3,92	2	6,45	0	0,00	0	0,00	2	9,09
I-8	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-a	1	0,98	1	3,23	0	0,00	0	0,00	0	0,00
I-9-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-c	3	2,94	0	0,00	3	14,29	0	0,00	0	0,00
I-9-d	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-e	4	3,92	1	3,23	0	0,00	0	0,00	3	13,64
I-9-f	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-10	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-10-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-10-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
I-11	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-i	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-ii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-iii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-iv	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-i	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-ii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-iii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-iv	2	1,96	0	0,00	0	0,00	1	3,57	1	4,55
I-11-b-v	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-12	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-12-a	7	6,86	1	3,23	2	9,52	1	3,57	3	13,64
I-12-b	1	0,98	0	0,00	0	0,00	0	0,00	1	4,55
I-12-c	3	2,94	1	3,23	0	0,00	1	3,57	1	4,55
I-12-d	1	0,98	0	0,00	0	0,00	1	3,57	0	0,00
Total	102	100,00	31	100,00	21	100,00	28	100,00	22	100,00

Examples of the most popular indirect strategies of Turkish participants are listed in the table below:

Table 4.25. Examples of the Refusal Strategies of Turkish Participants in the Category of "Indirect"

Refusal Strategies ("indirect")	Examples
I-1: "Statement of regret "	1.) I am sorry but I can't. You are always doing the same thing. (Tur 9, 6) 2.) I am sorry to say that but I couldn't take notes either. (Tur 2, 6)
I-3 : "Excuse, reason, explanation"	1.) I already have plans and other works for the weekend. (Tur 1, 5) 2.) I am sorry because of my overloaded works I don't have time. (Tur 3, 7)
I-12-a : "Statement of positive opinion/ feeling or agreement"	1.) I'd love to be there but I am sorry. (Tur 13, 7)
I-4-b: "Why don't you do x instead of y?"	1.) You should study by yourself maybe one of your friends whose marks are better (Tur 4, 5)
I-6: "Promise of future acceptance"	1.) It is time for grammar and time will come for conversation. Please wait (Tur 9, 8)

4.3.2. The Refusal Strategies used by Polish Participants

When the responses of Polish participants are analyzed, it can be seen that, in the category of “direct” strategies, the most commonly preferred strategy is “negative willingness/ ability” coded as “D-2-b” with a percentage of 95, 24. It is preferred 20 times by 12 participants. Except for situation 8, it is used for all situations with almost equal frequencies. The strategy “no” coded as “D-2-a” is used with a percentage of 4, 76 by only 1 participant for situation 6.

The strategies named as “performative” coded as “D-1” and “nonperformative” coded as “D-2” are not used by Polish participants in producing refusals. The details of the category of "direct" according to the responses of Polish participants are illustrated in the table below:

Table 4.26. Distribution of the Refusal Strategies of Polish Participants in the Category of “Direct”

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
D-1	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D-2	0	0	0	0,00	0	0,00	0	0,00	0	0,00
D-2-a	1	4,76	0	0,00	1	14,29	0	0,00	0	0,00
D-2-b	20	95,24	7	100,00	6	85,71	6	100,00	1	100,00
TOTAL	21	100,00	7	100,00	7	100,00	6	100,00	1	100,00

The examples of mostly preferred strategies in the category of “direct” are shown in the table below:

Table 4.27. Examples of the Refusal Strategies of Polish Participants in the Category of "Direct"

Refusal Strategies ("direct")	Examples
D-2-a: "No"	1.) No , I can't. I need to study as well. (Pol 6, 6)
D-2-b : " Negative willingness/ ability "	1.) I cannot help you, because I promised my notes to another person. (Pol 7, 6) 2.) Sorry, but I can't . I want to read my notes now. (Pol 9, 6)

The choices of Polish participants in the category of “indirect” strategies show that the most popular strategy is “excuse, reason, explanation” coded as “I-3” with a percentage of 34. It is preferred 34 times by 14 different Polish participants. It is used for situations 5, 6 and 7 very commonly.

The second most popular strategy is “statement of regret” coded as “I-1” with a percentage of 14. It is used 14 times by 8 different participants. It is not used for situation 8, but other situations equally. The strategy named as “Statement of positive opinion/feeling or agreement” coded as “I-12-a” is the following popular strategy used by Polish participants with a percentage of 11. It is used 11 times by 7 different participants mostly for situation 5. The fourth popular strategy is named as “gratitude/ appreciation” coded as “I-12-d” with a percentage of 10. It is used 10 times by 9 different Polish participants. It is not preferred for situation 5 and 6.

The strategy named as “I can do x instead of y” coded as “I-4-a” is the next commonly used refusal strategy of Polish participants with a percentage of 6. It is used 6 times by 5 different Polish participants. It is generally used for situation 5. The other strategies in this category are less commonly preferred ones such as “why don’t you do x instead of y?” coded as “I-4-b”; “promise of future acceptance” coded as “I-6”; “statement of principle” coded as “I-7” with a percentage of 4; “pause fillers” coded as “I-12-c” with a percentage of 3; “guilt trip” coded as “I-9-b” with a percentage of 2; “wish” coded as “I-2”; “set conditions for future or past acceptance” coded as “I-5”; “request for help, empathy, and assistance by dropping or holding the request” coded as “I-9-d”; “let interlocutor off the hook” coded as “I-9-e”; “self defense” coded as “I-9-f”; “acceptance that functions as a refusal” coded as “I-10”; “repetition of part of request” coded as “I-11-b-iii”; “hedging” coded as “I-11-b-v” with a percentage of 1. The details of the category of “indirect” according to the responses of Polish participants are illustrated in the table below:

Table 4.28. Distribution of the Refusal Strategies of Polish Participants in the Category of “Indirect”

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
I-1	14	14,00	4	13,33	5	22,73	5	18,52	0	0,00
I-2	1	1,00	1	3,33	0	0,00	0	0,00	0	0,00
I-3	34	34,00	10	33,33	10	45,45	11	40,74	3	14,29
I-4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-4-a	6	6,00	4	13,33	1	4,55	0	0,00	1	4,76
I-4-b	4	4,00	1	3,33	1	4,55	0	0,00	2	9,52
I-5	1	1,00	1	3,33	0	0,00	0	0,00	0	0,00
I-6	4	4,00	3	10,00	0	0,00	0	0,00	1	4,76
I-7	4	4,00	0	0,00	0	0,00	0	0,00	4	19,05

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
I-8	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-b	2	2,00	0	0,00	2	9,09	0	0,00	0	0,00
I-9-c	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-d	1	1,00	0	0,00	0	0,00	0	0,00	1	4,76
I-9-e	1	1,00	0	0,00	0	0,00	0	0,00	1	4,76
I-9-f	1	1,00	0	0,00	0	0,00	0	0,00	1	4,76
I-10	1	1,00	0	0,00	1	4,55	0	0,00	0	0,00
I-10-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-10-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-i	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-ii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-iii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-iv	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-i	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-ii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-iii	1	1,00	0	0,00	0	0,00	0	0,00	1	4,76
I-11-b-iv	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-v	1	1,00	0	0,00	0	0,00	1	3,70	0	0,00
I-12	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-12-a	11	11,00	6	20,00	1	4,55	3	11,11	1	4,76
I-12-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-12-c	3	3,00	0	0,00	1	4,55	1	3,70	1	4,76
I-12-d	10	10,00	0	0,00	0	0,00	6	22,22	4	19,05
Total	100	100,00	30	100,00	22	100,00	27	100,00	21	100,00

The examples of most commonly preferred indirect strategies of Polish participants are listed in the table below:

Table 4.29. Examples of the Refusal Strategies of Polish Participants in the Category of "Indirect"

Refusal Strategies ("indirect")	Examples
I-1: "Statement of regret "	1.) Thank you for invitation, but I am sorry , I am so busy at this time. (Pol 10, 7) 2.) Sorry , but I already have lent my notes to somebody else.(Pol 14, 6)

Refusal Strategies ("indirect")	Examples
I-3 : "Excuse, reason, explanation"	1.) Dear I have an important presentation for the weekend. So I cannot. (Pol 11, 7) 2.) I need them to study so I can't give them to you. (Pol 13, 6)
I-12-a : "Statement of positive opinion/ feeling or agreement"	1.) I would be very glad to help you but I cannot (Pol 13, 5)
I-12-d : "Gratitude/ appreciation"	1.) Thank you, I really appreciate your invitation , that's very thoughtful. However, I have to decline your offer as I am going for training to Warsaw and will be back Sunday evening. (Pol 14, 7)
I-4-a : "I can do x instead of y"	1.) If you want I can recommend you another good teacher. (Pol 9, 5)

4.3.3. The Refusal Strategies used by Latvian Participants

The refusal strategies used by Latvian participants are analyzed in two different categories. The first category shows the refusal strategies used in the "direct" category. According to the responses of Latvian participants, it can be seen that the most popular strategy in the category of "direct" is "negative willingness/ ability" coded as "D-2-b" with a percentage of 94,44. This strategy is used 17 times by 9 different participants especially for the situation 6. The other strategy used by Latvian participants in this category is "performative" coded as "D-1" with a percentage of 5,56. It is used by only 1 participant for the situation 6. The other strategies are not preferred by Latvian participants in the production of refusals. The details of the category of "direct" according to the responses of Latvian participants are illustrated in the table below:

Table 4.30. Distribution of the Refusal Strategies of Latvian Participants in the Category of "Direct"

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
D-1	1	5,56	0	0,00	1	11,11	0	0,00	0	0,00
D-2	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D-2-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
D-2-b	17	94,44	3	100,00	8	88,89	4	100,00	2	100,00
TOTAL	18	100,00	3	100,00	9	100,00	4	100,00	2	100,00

The examples of commonly used strategies by Latvian participants in the category of "direct" are listed in the table below:

Table 4.31. Examples of the Refusal Strategies of Latvian Participants in the Category of "Direct"

Refusal Strategies ("direct")	Examples
D-1: "Performative"	1.) Sorry this time I wouldn't do it, because I want to learn and to take a great note. So I need to refuse. (Lat 13, 6)
D-2-b : " Negative willingness/ ability "	1.) I have so much work that I can't do this. (Lat 4, 5) 2.) Weekend time is not for study I'm afraid, I have a life outside of this place. (Lat 7, 5)

According to the statistical analysis of the second category of refusal strategies, it is seen that the strategy named as "excuse, reason, explanation" coded as "I-3" is the most popular strategy in the category of indirect strategies with a percentage of 29, 41. This strategy is used 30 times by 12 different Latvian participants. Situation 7 being the leader, situation 5 and 6 are the most popular situations Latvian participants use this strategy for. The second commonly used strategy is "statement of regret" coded as "I-1" with a percentage of 17, 65. It is used 18 times by 10 different participants especially for situation 5 and 6.

"Statement of regret" is followed by the strategy named as "statement of positive opinion/ feeling or agreement" coded as "I-12-a" with a percentage of 9, 80. It is used 10 times by 6 different participants. It is most commonly used for situation 7. The next popular strategy is "set conditions for future and past acceptance" coded as "I-5" with a percentage of 6, 86. This strategy is used 7 times by 6 participants especially for the situation 5. It is not preferred for situation 8.

Following "set conditions for future and past acceptance", "gratitude/ appreciation" coded as "I-12-d" is the popular strategy used by Latvian participants with a percentage of 5, 88. This strategy is preferred 6 times by 5 different participants. It is used just for situations 7 and 8. The details of the category of "indirect" according to the responses of Latvian participants are illustrated in the table below:

Table 4.32. Distribution of the Refusal Strategies of Latvian Participants in the Category of "Indirect"

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
I-1	18	17,65	8	25,81	6	27,27	3	10,71	1	4,76
I-2	1	0,98	1	3,23	0	0,00	0	0,00	0	0,00
I-3	30	29,41	7	22,58	9	40,91	11	39,29	3	14,29
I-4	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-4-a	2	1,96	1	3,23	1	4,55	0	0,00	0	0,00

Refusal Strategies	Total number of strategies		Sit 5		Sit 6		Sit 7		Sit 8	
	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage	Tokens	Percentage
I-4-b	4	3,92	2	6,45	0	0,00	0	0,00	2	9,52
I-5	7	6,86	4	12,90	2	9,09	1	3,57	0	0,00
I-6	5	4,90	3	9,68	0	0,00	0	0,00	2	9,52
I-7	4	3,92	1	3,23	0	0,00	1	3,57	2	9,52
I-8	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-a	1	0,98	0	0,00	0	0,00	1	3,57	0	0,00
I-9-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-c	3	2,94	1	3,23	2	9,09	0	0,00	0	0,00
I-9-d	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-9-e	1	0,98	0	0,00	0	0,00	0	0,00	1	4,76
I-9-f	1	0,98	0	0,00	0	0,00	0	0,00	1	4,76
I-10	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-10-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-10-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-i	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-ii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-iii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-a-iv	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-i	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-ii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-iii	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-11-b-iv	2	1,96	0	0,00	0	0,00	0	0,00	2	9,52
I-11-b-v	3	2,94	0	0,00	0	0,00	3	10,71	0	0,00
I-12	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
I-12-a	10	9,80	3	9,68	2	9,09	4	14,29	1	4,76
I-12-b	1	0,98	0	0,00	0	0,00	0	0,00	1	4,76
I-12-c	3	2,94	0	0,00	0	0,00	2	7,14	1	4,76
I-12-d	6	5,88	0	0,00	0	0,00	2	7,14	4	19,05
Total	102	100,00	31	100,00	22	100,00	28	100,00	21	100,00

The examples of the commonly used refusal strategies used by Latvian participants are listed in the table below:

Table 4.33. Examples of the Refusal Strategies of Latvian Participants in the Category of "Indirect"

Refusal Strategies ("indirect")	Examples
I-1: "Statement of regret "	1.) I'm sorry , Jeremy. I'd like to help you, but I'm attending a conference this weekend in another city.(Lat8, 5)
I-3 : "Excuse, reason, explanation"	1.)I am sorry but I can't do it this weekend because I have to look after my nephew because my sister asked me that last week.(Lat 12, 5) 2.)I would like to very much but unfortunately, I can't because I expect visitors. (Lat 13, 7)
I-12-a : "Statement of positive opinion/ feeling or agreement"	1.) I would like very much to attend your wedding (Lat 6, 7)
I-12-d : "Gratitude/ appreciation"	1.) Thank you for your suggestion (Lat 4, 8)
I-5 : "Set conditions for future and past acceptance"	1.)If you had told me beforehand, we could have found a day during school hours. (Lat 6, 5)

4.4. Comparison of Refusal Strategy Use of Turkish, Polish and Latvian Participants

The comparison of refusal strategy use of Turkish, Polish and Latvian participants is done in two different categories in the refusal coding schema employed in this study. The strategies that are not preferred by the participants in the groups are not listed in the tables. The total number of strategies and the percentage of each strategy according to the total strategy number are compared. The popular strategies seem to be similar in each group. The distribution of refusal strategy use of Turkish, Polish and Latvian participants in the category of "direct" is illustrated in the table below:

Table 4.34. Distribution of the Refusal Strategies of Turkish, Polish and Latvian Participants in the Category of "Direct"

Refusal strategies identified in the data "Direct"	Participants					
	Turkish		Polish		Latvian	
	Tokens	Percentages	Tokens	Percentages	Tokens	Percentages
D-1	0	0,00	0	0	1	5,56
D-2-a	2	10,00	1	4,76	0	0,00
D-2-b	18	90,00	20	95,24	17	94,44
TOTAL	20	100,00	21	100,00	18	100,00

As it is illustrated in the table above, the most popular refusal strategy for all groups in the category of "direct" is the strategy "negative willingness/ ability" coded as "D-2-b".

When the percentage of use of this strategy is seen, it can be understood that there is not much difference among the groups.

While the strategy named as "performative" coded as "D-1" is not preferred by Turkish and Polish participants; the strategy "no" coded as "D-2-a" is not preferred by Latvians. Whereas the strategy coded as "D-1" is used by Latvians only 1 time; the strategy coded as "D-2-a" is used by Turkish participants with a percentage of 10, 00 and by Polish participants with a percentage of 4, 76.

General evaluation of the category of "direct" shows that Polish participants use more strategies than the other groups. However the numbers show that there is not much difference among the groups in the total number of strategy use.

The second category in refusal section is the category of "indirect" strategies. The commonly used strategies are the same when the responses of all groups are compared. The most popular strategy for Turkish, Polish and Latvian participants is "excuse, reason, explanation" coded as "I-3" which is used to express the reason of refusing in the given situations. Turkish and Polish participants having almost the same percentage of use, Latvian participants use it less commonly compared to other groups with a percentage of 29, 41.

Being the second most popular strategy of all groups, "statement of regret" coded as "I-1" is used more commonly in the responses of Turkish participants with a percentage of 24, 51. Latvian (17, 65) and Polish (14, 00) participants are also found to express their regrets while producing refusals as well.

Polish (11, 00) participants being the leader, all groups use the strategy named as "statement of positive opinion/ feeling or agreement" coded as "I-12-a" very commonly. Another strategy which is very commonly used by Polish participants is "gratitude/ appreciation" coded as "I-12-d" with a percentage of 10, 00. Turkish participants are not seem to use "gratitude/ appreciation" very popularly.

There are some strategies which are just preferred by Polish participants such as "guilt trip" coded as "I-9-b", "acceptance that functions as a refusal" coded as "I-10", "repetition of part of request" coded as "I-11-b-iii". When the groups are compared in terms of the total strategy numbers used in this category, Latvian and Turkish participants using more strategies than Polish participants seem to use equal number of strategies (102).

The distribution of refusal strategy use of Turkish, Polish and Latvian participants in the category of "indirect" is illustrated in the table below:

Table 4.35. Distribution of the Refusal Strategies of Turkish, Polish and Latvian Participants in the Category of "Indirect"

Refusal strategies identified in the data "Indirect"	Participants					
	Turkish		Polish		Latvian	
	Tokens	Percentages	Tokens	Percentages	Tokens	Percentages
I-1	25	24,51	14	14,00	18	17,65
I-2	0	0,00	1	1,00	1	0,98
I-3	35	34,31	34	34,00	30	29,41
I-4-a	3	2,94	6	6,00	2	1,96
I-4-b	5	4,90	4	4,00	4	3,92
I-5	3	2,94	1	1,00	7	6,86
I-6	5	4,90	4	4,00	5	4,90
I-7	4	3,92	4	4,00	4	3,92
I-9-a	1	0,98	0	0,00	1	0,98
I-9-b	0	0,00	2	2,00	0	0,00
I-9-c	3	2,94	0	0,00	3	2,94
I-9-d	0	0,00	1	1,00	0	0,00
I-9-e	4	3,92	1	1,00	1	0,98
I-9-f	0	0,00	1	1,00	1	0,98
I-10	0	0,00	1	1,00	0	0,00
I-11-b-iii	0	0,00	1	1,00	0	0,00
I-11-b-iv	2	1,96	0	0,00	2	1,96
I-11-b-v	0	0,00	1	1,00	3	2,94
I-12-a	7	6,86	11	11,00	10	9,80
I-12-b	1	0,98	0	0,00	1	0,98
I-12-c	3	2,94	3	3,00	3	2,94
I-12-d	1	0,98	10	10,00	6	5,88
Total	102	100,00	100	100,00	102	100,00

4.5. Comparison of Appropriateness of Apology and Refusal Strategy Use of Turkish, Polish and Latvian Participants

With the help of a ten point appropriateness scale used by BernaBalcı (2009) in her master thesis, a quantitative analysis was conducted in this study to see how appropriate the responses of the participants of the three groups are according to the rating of a native speaker.

In line with the purpose of this study, it is thought that when the responses of the participants from different groups are evaluated by a native speaker in terms of appropriateness the results will show how appropriately the future English teaching people are trained. Because of the fact that participants from different groups are trained in different educational systems and with different curriculums it is expected to find the result that the responses of the participants from different groups show difference in terms of appropriateness. According to this view the following hypothesis is created:

Hypothesis: The appropriateness of the responses of the participants for the given situations according to the appropriateness scale shows difference according to the nationality of the participants.

To test this hypothesis, Kruskal-Wallis H test which is a nonparametric test used to compare three or more groups of sample is decided to be used for this study. As there are 15 participants in each group in this study, Kruskal-Wallis H test is used for analysis. According to the results of the test the rank table and the test statistics table are given below:

Table 4.36. Rank Table

Situations	Nationality	N	Mean Rank	Situations	Nationality	N	Mean Rank
Sit1	Turkish	15	24,1	Sit2	Turkish	15	19,27
	Polish	15	22,23		Polish	15	25,87
	Latvian	15	22,67		Latvian	15	23,87
	Total	45			Total	45	
Sit3	Turkish	15	21,93	Sit4	Turkish	15	21,67
	Polish	15	21,57		Polish	15	21,97
	Latvian	15	25,5		Latvian	15	25,37
	Total	45			Total	45	
Sit5	Turkish	15	19,77	Sit6	Turkish	15	27,1
	Polish	15	24,07		Polish	15	24,13
	Latvian	15	25,17		Latvian	15	17,77
	Total	45			Total	45	
Sit7	Turkish	15	17,33	Sit8	Turkish	15	23,9
	Polish	15	24,6		Polish	15	23,63
	Latvian	15	27,07		Latvian	15	21,47
	Total	45			Total	45	

Table 4.37. Test Statistics

Situations	Sit1	Sit2	Sit3	Sit4	Sit5	Sit6	Sit7	Sit8
Chi-Square	0,174	2,148	0,88	0,822	1,497	4,347	4,84	0,327
df	2	2	2	2	2	2	2	2
Asymp. Sig. (p)	0,917	0,342	0,644	0,663	0,473	0,114	0,089	0,849

a. Kruskal Wallis Test

b. Grouping Variable: nationality

As it can be seen in the test statistics table, in 95 % significant level, since significance levels of all situations are bigger than 0,05, the hypothesis is rejected ($p > 0,05$). It can be concluded that although the mean grades of the groups are different, there is no significant difference among the scores of the groups. It means that the appropriateness of the responses of the participants for the given situations according to the appropriateness scale does not show difference according to the nationality of the participants. For this reason there is no reason to evaluate the mean rank table.

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, firstly, evaluation and discussion of nine research questions of the study will be presented. During the evaluation of research questions, the apology and refusal strategies used by Turkish, Polish and Latvian participants will be given together with the similarities and differences in the use of these strategies. Following this, some important differences will be discussed. Different productions of apology and refusal speech acts of Polish, Latvian and Turkish participants in terms of appropriateness will also be discussed with the possible reasons. Following this part, pedagogical implications and some suggestions for further researches will be presented.

5.1. Evaluation and Discussion of the Research Questions

Research question 1: What are the apology speech act strategies used by Turkish final year undergraduate students in the department of English Language Teaching?

According to the apology coding schema of this study (Appendix 2), there are three main apology categories which are “alerters”, “head acts” and “modifications”. There are also two sub categories listed under the main category of “modifications” which are “downgraders” and “upgraders”.

According to the analysis, the strategy "undetermined name" coded as "A4" (%76, 19) and "attention getter" coded as “A1” (%23, 81) are the most preferred strategies used by Turkish participants in the category of “alerters”. The strategies “surname/Family Name” coded as "A2", “First Name” coded as "A3" and “Title/Role” coded as "A5" are not preferred by Turkish participants in the category of “alerters”. One can conclude that family name, first name and title of the people are not preferred to take the attention of the interlocutors. For instance, in the classes, to take the attention of the teachers, students generally say “teacher” instead of the teacher’s first name, surname or the title in Turkish. The response of a Turkish participant for the 4th situation exemplifies this situation. It is: “*Teacher, I am very sorry about the accident*” (Tur, 15). In this response, instead of saying the first name or surname of the teacher, the participant just says “teacher”. So this could be an example of Turkish participants’ strategy choice in the category of “alerters”.

When this statistical analysis is observed, it can be said that it is much safer to use an "undetermined name" to get the attention of the person or people you are talking to which is the main aim of the category of "alerters". For this reason, Turkish participants preferred this strategy together with "attention getter" strategy instead of using the other unused strategies in this category. However, it should also be noted that the factors such as age and gender of the participants and the situation itself may have an effect on the strategy choices.

In the category of "head acts", the most popular strategies are "Illocutionary force indicating device" coded as "H1" (%48, 28), "explanation" coded as "H2" (%18, 10), "offer of repair" coded as "H3" (%12, 07), "express gratitude" coded as "H13" (%6, 90).

The strategies such as "taking responsibility" coded as "H4", "minimize offence" coded as "H9", "upgrading of offence" coded as "H10", "expression of embarrassment" coded as "H12", "distract with task oriented remark" coded as "H15" and "concern for hearer" coded as "H17" are not preferred by Turkish participants while apologizing in the category of "head acts".

Turkish participants start their apologies with an "Illocutionary force indicating device" which is a basic apology statement such as "sorry" or "I apologize for" which can also be seen as a result of the study designed by Türkmen (2010: 176) while comparing the apology and refusal strategies of Turkish, Thai and Korean participants. According to her study, the strategy "Illocutionary force indicating device" is the most commonly used strategy for Turkish, Thai and Korean participants. For this study, the possible reason of using "Illocutionary force indicating device" strategy would be to directly reach the apologizing aim without spending time talking about the situation or any other details. Similarly, the most possible reason of using "explanation" strategy very popularly would be to decrease the offence in the situation. Turkish participants' using "offer of repair" as another popular apology strategy is due to the fact that when it is possible, they are in tendency to repair the damage they caused in order to have a better relationship with the interlocutor. When a problem arises in the given situations, Turkish participants also try to show their gratitude by using the strategy "express gratitude". The possible reason of using this strategy would be to show how they respect for what the other people have done for them or just to show that they care about other people.

When the unused strategies are observed in the category of "head acts", it can be understood that taking responsibility of the situation is not preferred by Turkish participants. They do not try to show the situation as if it is not very problematic or take the attention to another subject by distracting with some other thing. Turkish participants are also observed not to use the strategy "concern for hearer". The possible reason of not using these strategies can be the fact that Turkish participants prefer the easy way of apologizing by choosing basic apology statements and, if necessary, they explain, repair and show gratitude instead of more complex actions to perform apologies. This would also be related to the English proficiency of Turkish participants or the awareness of pragmatic issues.

In the case of English proficiency, as all the participants in this study, Turkish participants are expected to be advanced learners of English. So they are thought to be proficient enough in English to use all kinds of strategies. However, in the case of awareness about pragmatic aspects, it can be said that Turkish participants are not pragmatically aware of using many strategies. The situation is explained by Kanık (2010: 265) in his study while explaining the reason and the solution of the gap between nonnative (Turkish) and native English speaking teachers in pragmatic competence as: "the solution to this problem entails modification of current language teacher training programs in Turkey. The current program of English language teaching proposed by the Higher Education Council of Turkey consists of three modules: knowledge of field, knowledge of profession and culture. In the program, there are three courses in the module of knowledge of field and one course in the module of culture which could incorporate pragmatic training. Specifically, these are Oral Communication Skills I and II and Oral Expression and Public Speaking in the first module as well as Effective Communication Skills in the third module. However, the descriptions of these classes do not include training of students in the area of pragmatics. For example, Oral Communication Skills I and II are aimed at developing more formal communication skills such as discussion, debate, role-play, presentation, supra-segmental speech features. Although Oral Communication Skills II has strategic communicative competence as a component, this may still not be enough for teacher trainees to develop their pragmatic competence. Likewise, Oral Expression and Public Speaking course teaches more formal skills such as speech preparation and delivery, presentation skills as well as skills in job-related situations like interviewing and CV writing. Effective Communication Skills is also a formal course revolving around the

definitions of interpersonal communication, communication model, factors preventing communication and communication clashes (YOK, 2006). None of these courses can sufficiently provide students with training in pragmatics of the language they are going to teach.

To overcome the problem of gap in teachers' pragmatic competence, first the English teacher training program could be modified to include more courses geared towards developing pragmatic competence of students. Second, elective courses including target language pragmatics should be offered. If it is not modified to include such courses, English language teachers will not fill the gaps in their pragmatics since this study shows that the current programs or the programs until now have not proved to be successful in developing the pragmatic competence of teachers."

In the category of "downgraders", no strategy is used by Turkish participants. As it is mentioned above, the reason of not using these strategies can be the aim of reaching the main apology as soon as possible. One can also conclude that with the effect of technology, the way how people communicate also changes. Especially young people prefer technological devices such as mobile phones, computers for communication. As a natural outcome of this situation, heavy internet and technology use hinders pragmatic use of language and automatically fosters fast and direct communication in both native and foreign language communication. This might also be a reason of not using the strategies in the category of "downgraders".

In the category of "upgraders", the popular strategies are "intensifier" coded as "U1" (%60, 87), "emotional expression" coded as "U2" (%34, 78). In this category, the strategies "expletive" coded as "U4" and "lexical uptoner" coded as "U5" are not used by Turkish participants.

Turkish participants use "intensifier" very popularly to show how much they want to apologize for the situation with the possible reason of its being the easiest strategy to stress the meaning of apology. So it is natural to observe "emotional expression" strategy in their apology productions. The possible reason of not using the strategy "expletive" is that it is not appropriate for Turkish culture especially when you are responsible for the damage or offence. The strategy "lexical uptoner" can be expected to be used especially together with the strategy "offer of repair" but it was not preferred by Turkish participants. The possible reason of not using these strategies to perform better apologies would be about not being

aware of some strategies. Especially non native speakers should be provided with pragmatic rules and aspects as much as possible to have better and more appropriate productions of speech acts. This idea is supported by Tarone and Yule (1989: 91) by stating that "For non native speakers of English who have enthusiastically tried to learn how English works and who need to interact with members of native speakers of English, need to get insight on sociopragmatic rules of L2. Thus, great amount of effort is needed to provide learners sociopragmatic norms of the target language." However, it is not always possible to guess the possible reasons of using or not using some strategies because as Schneider (2012: 3) states in his study "...the very same behaviour in the very same situation may be evaluated differently by different individuals, including the participants in an interaction and also the analyst. This poses a serious methodological problem and raises questions about an analyst's interpretations."

Research question 2: What are the apology speech act strategies used by Polish final year undergraduate students in the department of English Language Teaching?

In the category of "alerters", the most popular strategies are "undetermined name" coded as "A4" (%64, 52), "attention getter" coded as "A1" (%32, 26).

The strategies "surname, family name" coded as "A2" and "first name" coded as "A3" are not preferred by Polish participants in the category of "alerters".

Although Turkish culture and Polish culture are different, some basic use of strategies does not change. This situation is also observed in the category of "alerters". To be in a safer condition, Polish participants preferred using "undetermined name" and "attention getter" strategy to using the first name, surname or title of the people when they desire to draw the attention of the people to make them ready for the main apology part in the category of "alerters". It might be related to the lack of knowledge of pragmatic issues of Polish participants. Although they are thought to be the advanced learners of English, it does not necessarily mean that they are fully aware of all pragmatic functions of language and how the language functions appropriately.

In the category of "head acts", the most commonly used strategies are "Illocutionary force indicating device" coded as "H1" (%34, 27), "offer of repair" coded as "H3" (%16,08), "explanation" coded as "H2" (%15, 38). In the study of Suszczynska (1999) who compared English, Polish and Hungarian found out a similar result. She (1999: 1058) states that "In Polish, the performative verb "Przepraszam" is used most often (literally

translated as “I apologize””)” It can be concluded that both in their native language and in English, Polish people apologize by using “Illocutionary force indicating device” more often than the other strategies.

The strategies named as "upgrading of offense" coded as "H10", "distract with humor" coded as "H14", "distract with task oriented remark" coded as "H15" and "concern for hearer" coded as "H17" are not used by Polish participants when they apologize. The similarity in using and not using the same strategies with Turkish participants can be observed in the category of "head acts" as well. Similar to Turkish participants, Polish participants also aim to reach the apology aim directly by having "Illocutionary force indicating device" in their apologies. They also try to repair the problem or situation when they cause something bad. To decrease the offence in the situation, they explain the reason of doing that action. It is also observed in the analysis of the responses that Polish participants do not prefer to take the attention of the interlocutors to somewhere else by distracting with humor or with task oriented remark. They also do not show concern about the hearer of the apology when they apologize.

In the category of "downgraders", the strategy "politeness markers" coded as "D1" (%4, 65) is the only strategy used by Polish participants. It is not popularly used in the responses of Polish participants in the target language. Ziebka- Bialozny supports this conclusion in her study which compares the gender differences of Polish male and female participants by stating that (2010: 7) "Poles use quite a big number of politeness markers and explicit apologies, more in their native language than in the second language." So this could be the reason why this strategy is not commonly preferred by Polish participants in the target language.

In the category of "upgraders", the most popular strategies are "intensifier" coded as "U1" (%69, 77), "emotional expression" coded as "U2" (%18, 60). Polish participants as nonnative speakers of English also preferred the easiest way of stressing the meaning in their apology statements by using "intensifier".

The strategies "emphasis" coded as "U3" and "expletive" coded as "U4" are not preferred by Polish participants in the category of "upgraders". It can be understood that using especially the strategy "emphasis" in the written tasks is not commonly observed.

Using the strategy “expletive” in a situation especially when the speaker is responsible for the problem is not common so this can be the reason of not using this strategy.

Research question 3: What are the apology speech act strategies used by Latvian final year undergraduate students in the department of English Language Teaching?

In the category of “alerters”, the most popular strategies are "attention getter" coded as "A1" (%66, 67), "surname and family name" coded as "A2" (%16, 67), "undetermined name" coded as "A4" (%16, 67). The strategies "first name" coded as "A3" and "title/role" coded as "A5" are not used by Latvian participants in the category of “alerters”. Latvian participants preferred "attention getter" strategy in order to take the attention of the people they are talking to instead of using first names or undetermined names. Using surnames of the people to take attention is preferred by Latvian participants. The possible reason of this could be related to how they take attention in Latvian culture or in Russian culture because as Pisarenko (2006: 756) states in her study “According to Latvia’s population census of 2000, 60.5% of the population speaks Latvian and 37.3% Russian as their mother tongue.” So Russian culture could have an effect on the strategy choice of Latvian participants.

In the category of "head acts", the most commonly used strategies are "Illocutionary force indicating device" coded as "H1" (%36,67), "explanation" coded as "H2" (%16,67), "offer of repair" coded as "H3" (%13, 33), "express gratitude" coded as "H13" (%9,17).

The strategies "upgrading of offense" coded as "H10", "expression of embarrassment" coded as "H12", "distract with task oriented remark" coded as "H15" and "concern for hearer" coded as "H17" are not used by Latvian participants in the category of “head acts”.

The choice of using the same strategies with Turkish and Polish participants in the category of “head acts” is made by Latvian participants as well. They chose to use most direct way of apologizing by using “Illocutionary force indicating device” in their apologies. To have a better relationship or not to lose the relationship with the interlocutors, Latvian participants preferred using "explanation" to explain how and why it has happened and if they can, they offered repair. Latvian participants expressed their gratitude to show that they really care for them.

While apologizing, Latvian participants do not show that they are embarrassed because of the problem they cause and concern is not shown for the hearer of the

apology by Latvian participants. They also do not take the attention of the hearer with something else or the exaggeration of the problem is not done by Latvian participants.

In the category of "downgraders", the only strategy used by Latvian participants is "politeness markers" coded as "D1" (%19, 05). Using politeness expressions can be a sign that they are also used in Latvian language popularly. According to the "The cultural dictionary of people from culturally and linguistically diverse backgrounds" (2003) designed by Migrant Resource Centre of Canberra & Queanbeyan, "Latvian people are warm, inviting and trusting with friends and networks through friends and family". So using politeness markers in target language could be related to these attitudes of Latvian people.

In the category of "upgraders", the most popular strategies are "intensifier" coded as "U1" (%52, 38), "emotional expression" coded as "U2" (%14, 29). The only unused strategy in the category of "upgraders" is "expletive" coded as "U4" by Latvian participants. Latvian participants preferred the easy way of stressing the meaning in apologizing by using "intensifier". They did not prefer using the strategy "expletive".

Research question 4: Does the choice of apology strategies differ across three groups of participants?

In the category of "alerters", especially the strategy use of Latvian participants shows difference comparing to the other two groups. While the most popular strategies are "undetermined name" coded as "A4" for Turkish and Polish participants, it is "attention getter" coded as "A1" for Latvian participants.

The strategy "undetermined name" is also used by Latvian participants (%16, 67) but not as popularly as the other two groups.

It is interesting to see that the strategy "first name" coded as "A3" is not used by all three groups. When the unused strategies are checked, it can be seen that while the strategies "surname/family name" coded as "A2" is not preferred by Turkish and Polish participants, it is preferred by Latvian participants with a percentage of 16, 67. The possible reason of this difference could be related to how these strategies are perceived by different cultures. For instance Wierzbicka states that (1985b: 156) "in Anglo-Saxon culture, distance is a positive cultural value, associated with respect for the autonomy of the individual. By contrast, in Polish culture it is associated with hostility and alienation".

So it can be concluded that using “surname/family name” which requires more distance could be a negative sign for Polish culture and this is why it is not preferred by Polish participants. The explanation of Wierzbicka could also be a proof that different cultures realize speech acts differently.

In the category of “head acts”, Turkish, Polish and Latvian participants used "Illocutionary force indicating device" coded as "H1" more commonly than the other strategies. Compared to Polish and Latvian participants, Turkish participants used it more commonly with a percentage of 48, 28.

The popular strategies used by all three groups show similarity in the category of “head acts”. So it can be said that the result of this study supported the statement of Olshtain (1989: 171) who suggested that "...given the same social factors, the same contextual factors, and the same level of offence, different languages will realize apologies in very similar ways.”

The other popular strategies preferred by all groups are "explanation" coded as "H2", "offer of repair" coded as "H3".

In this category, the unused strategies by all groups are "upgrading of offence" coded as "H10", "distract with task oriented remark" coded as "H15" and "concern for hearer" coded as "H17". So it can be concluded that instead of using more complex strategies which would require more pragmatic competence, all participants prefer using "Illocutionary force indicating device" which is explained by Searle (1969: 69) as “the most direct realization of an apology.”

In the category of “downgraders”, while no strategy is used by Turkish participants, the only strategy used by Polish and Latvian participants is "politeness markers" coded as "D1". It is more commonly used by Latvian participants with a percentage of 19, 05. Wierzbicka (1985: 145), in her study while comparing Polish and English pragmatic phenomena, stated that “Features of English which have been claimed to be due to universal principles of politeness are shown to be language-specific and culture-specific”. So it can be concluded that the culture and language of the participants shape how and how often politeness markers are used by participants.

In the category of "upgraders", all the groups used "intensifier" coded as "U1" and "emotional expression” coded as "U2" as the most popular strategies with similar

percentages. The unused strategy in this category by all groups is "expletive" coded as "U4".

When the statistical analysis is observed, it can be seen that although there are three different groups from different cultures, when they face a situation which requires an apology, they perform similar apology patterns. This conclusion is supported by Wouk in his study about apologizing. He states that (2006: 1457) "As all human beings live in social groups which requires the maintenance of a certain amount of harmony, apologies should be found in all societies, and we would expect universals in terms of how apologies are performed."

However when the total numbers of apology strategies used by three groups are compared in each category, it can easily be seen that Polish participants use more apology strategies than Turkish and Latvian participants (Alerters: 31; Head acts: 143; Modifications: 43). There are also differences especially in the popularity of the strategies which are expected to be culture bounded. The reason of this expectation is explained by Yule (1996: 87) as "it is almost inevitable that our background knowledge structures, our schemata for making sense of the world, will be culturally determined". So if it is culturally determined, it is very possible to expect that some differences in choosing strategies and using more or less strategies than other groups while producing apology are culture bounded.

Research question 5: What are the refusal speech act strategies used by Turkish final year undergraduate students in the department of English Language Teaching?

According to the refusal coding schema of this study there are two categories of refusal strategies which are "direct" and "indirect". According to the analysis of the refusal productions, all the strategies used by Turkish participants under these categories are found.

In the category of "direct", the most popular strategies used by Turkish participants are the strategy "negative willingness/ability" coded as "D-2-b" (%90) and the strategy "no" coded as "D-2-a" (%10). The strategies "performative" coded as "D-1" and "nonperformative" coded as "D-2" are not preferred by Turkish participants in the category of "direct". When the performances of Turkish participants are observed in the category of "direct", it can be said that they use the strategy "negative willingness/ability" because they do not want to refuse directly. This strategy seems to be the best way of refusing

without hurting the feeling of the hearer. In the performance of refusing, it is always hard to say “I refuse” directly so Turkish participants did not prefer the strategy “performative” in their apologies.

In the category of “indirect”, the most commonly used strategies are “excuse, reason, explanation” coded as “I-3” (%34, 31), “statement of regret” coded as “I-1” (%24, 51) and “statement of positive opinion/ feeling or agreement” coded as “I-12-a” (%6, 86). The total number of strategies in this category by Turkish participants is 102. When the analysis of the category of “indirect” is observed, it can be said that Turkish participants try to explain and show the reasons and find an excuse for not doing the suggested action. The reason of using this strategy can be expecting sympathy from the hearer in order keep the positive relationship. They also show regret before refusing to show that they are sorry for refusing the offer. To show that the suggested offer is a good idea, Turkish participants use the strategy “statement of positive opinion/ feeling or agreement” with the aim of showing that he/she has actually the same positive idea about the offer to have a positive relationship with the interlocutor.

Research question 6: What are the refusal speech act strategies used by Polish final year undergraduate students in the department of English Language Teaching?

In the category of “direct”, the most popular strategies used by Polish participants are “negative willingness/ ability” coded as “D-2-b” (%95, 24) and the strategy “no” coded as “D-2-a” (%4, 76). The strategies “performative” coded as “D-1” and “nonperformative” coded as “D-2” are not preferred by Polish participants in the category of “direct”.

When the results are observed in the category of “direct” it can be said that Turkish and Polish participants use the same strategies for “direct” refusals. With the intention of not being unkind to the interlocutor, Polish participants prefer using “negative willingness/ ability” instead of using direct expressions such as “I refuse”.

In the category of “indirect”, the most commonly used strategies by Polish participants are “excuse, reason, explanation” coded as “I-3” (%34), “statement of regret” coded as “I-1” (%14), “statement of positive opinion/feeling or agreement” coded as “I-12-a” (%11), “gratitude/ appreciation” coded as “I-12-d” (%10). The total number of strategies used by Polish participants in this category is 100.

Having the same choice of strategy use with Turkish participants can be observed in the category of “indirect” with the same reasons as well. The only difference in this category is the strategy “gratitude/ appreciation” which is probably used to show how thankful the person is for the other person for the offer.

Research question 7: What are the refusal speech act strategies used by Latvian final year undergraduate students in the department of English Language Teaching?

In the category of “direct”, the most popular strategies used by Latvian participants are “negative willingness/ ability” coded as “D-2-b” (%94, 44) and “performative” coded as “D-1” (%5, 56). The strategy “no” coded as “D-2-a” and “nonperformative” coded as “D-2” are the unused strategies in this category. While the most popular strategy of Latvian participants in this category is the same with Polish and Turkish participants in order not to be unkind, Latvian participants preferred a direct way of refusing by using “performative” which was not chosen by the other two groups. The reason of using this strategy can be that using direct refusals may not make the relationships worse in Latvian culture. However, it is not always possible to make generalizations because participants’ choice of strategies both in apology and refusal speech acts change in their native language and the target language. For instance, the difference is exemplified by Ziebka- Bialozny. According to the results of her study, she suggests that (2010: 9): “Poles tend to use negative politeness strategy in Polish and positive politeness strategies in English. When using Polish they try to avoid responsibility for the event, when using English they are more likely to apologize explicitly for the situation.”

In the category of “indirect”, the most commonly used strategies by Latvian participants are “excuse, reason, explanation” coded as “I-3” (%29, 41), “statement of regret” coded as “I-1” (%17, 65) and “statement of positive opinion/ feeling or agreement” coded as “I-12-a” (%9, 80). The total number of strategies used by Latvian participants in this category is 102. When the analysis of the category of “indirect” is observed, it can be seen that the same strategies are preferred by Turkish and Polish participants as well with the same reasons.

Research question 8: Does the choice of refusal strategies differ across three groups of participants?

When the responses of Turkish, Polish and Latvian participants are compared in terms of refusal strategy use, it is interesting to see that, in the category of “direct”, all the

groups used the same strategy with over 90 or more percent. This strategy is “negative willingness/ ability” coded as “D-2-b”. However, while the strategies “performative” coded as “D-1” and “nonperformative” coded as “D-2” are not preferred by Turkish and Polish participants, “performative” coded as “D-1” is used with a percentage of 5, 56 by Latvian participants.

As it is seen in the category of “direct”, it is also possible to see the similarity in the choice of strategy use in the category of “indirect”. The most popular first three “indirect” strategies are the same for Turkish, Polish and Latvian participants. These are “excuse, reason, explanation” coded as “I-3”, “statement of regret” coded as I-1” and “statement of positive opinion/ feeling or agreement” coded as “I-12-a”.

When the responses of the three groups are investigated in terms of total number of strategies used in the category of “indirect”, there is also similarity. It is 102 for Turkish and Latvian participants and 100 for Polish participants.

As it is observed in the productions of apology, the preferred strategies by all three groups for refusal speech act are also the same. So it can be concluded that participants from different cultures perform refusals in similar ways by using similar refusal strategies when they face situations requiring refusals. It is also interesting finding that Turkish, Latvian (102) and Polish (100) participants’ total number of indirect strategy use is very close to each other. It can be said that three different groups not only use the same strategies for refusals but also they use almost the same number of strategies. As the participants are from different cultures, difference in the use of refusal strategies would be expected. The potential reason of this situation would be related to the fact that the participants in three different groups have the same level of linguistic proficiency and same level of sociocultural knowledge of L2.

Research question 9: How different are the productions of apology and refusal speech acts of Polish, Latvian and Turkish participants in terms of appropriateness?

The responses of Turkish, Polish and Latvian participants are evaluated by a native speaker in terms of appropriateness by using a ten point appropriateness scale (Appendix 4). According to the grades given by the native speaker, Kruskal-Wallis H test is conducted on SPSS program to see if the appropriateness of the responses of the participants for the given situations according to the appropriateness scale shows difference according to the nationality of the participants or not.

According to the results (see Table 4. 37. Test Statistics), although the mean grades of the groups are different, because of the fact that significance levels of all situations are bigger than 0, 05, there is no significant difference among the scores of the groups which means that the appropriateness of the responses of the participants for the given situations according to the appropriateness scale does not show difference according to the nationality of the participants.

Although there is no significant difference according to the test statistics, it can be expected to have some differences among Turkish, Polish and Latvian participants because they have different cultures, native languages and curriculums which have the potential to effect how the target language is used.

The culture of the countries effects the way of speaking in the target language. Especially it is more possible to see this in pragmatics studies as these studies are not based on grammar or mistakes but on how people use the language when they face certain kind of situations.

Another factor affecting the appropriate use of target language is how it is taught. Each country has its own curriculum for teaching English. For this study it is possible to expect the curriculums used in Turkey, Poland and Latvia to effect the appropriate use of language.

English which is the global language now is spoken in any part of the world. As Poland and Latvia are the members of European Union, the people living in these two countries have more chances to visit other countries. This chance automatically makes the people in these two countries and the other European Union countries feel the need to speak the global language English to be able to communicate well. To stress the importance of English as a globally spoken language, Crystal (1997: 105) suggests that “By contrast, for those whose international travel brings them into a world of package holidays, business meetings, academic conferences, international conventions, community rallies, sporting occasions, military occupations and other ‘official’ gatherings, the domains of transportation and accommodation are mediated through the use of English as an auxiliary language. Safety instructions on international flights and sailings, information about emergency procedures in hotels, and directions to major locations are now increasingly in English alongside local languages. Most notices which tell us to fasten our

seatbelts, find the lifeboat stations, or check the location of the emergency stairs give us an option in English.”

However, as this chance not being very high for Turkish people because of not being part of European Union, Turkish people do not feel this need as Polish and Latvian participants. It is also a fact that the more you speak a language the more appropriate you can be in that language. In this situation, it could have been expected to see some differences in terms of appropriateness in the apology and refusal productions of Turkish, Polish and Latvian participants but according to the test statistics there is no significant difference among the groups.

5.2. Pedagogical Implications

As it is commonly known, the interest of the researchers working on the second language acquisition moved from linguistic competence to pragmatic competence of the learners because of the fact that without examining the way in which formal linguistic properties are used in actual communication, a full understanding of how formal properties are learnt will not be achieved (Ellis, 2008: 159).

As pragmatic competence takes the attention by becoming more important in actual language use, the learners are thought to be pragmatically competent language users. The language learners should have the knowledge of speech acts as Barron suggests when defining pragmatics (2003: 10). Ishihara (2010: 101) suggests a hypothesis for a better second language pragmatics learning which includes “attention” and “awareness”. According to this hypothesis, she suggests that “attention is limited and selective in nature, managing access to consciousness and leading to the control of action and learning. According to this framework, pragmatic information must be consciously attended to for the learning of pragmatics to take place. When pragmatic information is noticed, whether attended to deliberately or inadvertently, the input has the potential to become intake and may be stored in long-term memory” (2010: 101-102). It can be understood that in teaching of pragmatic aspects, learners need to be consciously attending and if they notice the information on pragmatics it will be stored in the memory. So being two important speech acts in pragmatics and also the main subjects of this study, apology and refusal speech acts’ teaching should be done accordingly.

As the teachers are the sources of information for the students, first of all, to overcome the problem in teachers' pragmatic competence and knowledge, teacher training programs should be reviewed and improved by adding more courses including the elements of pragmatics. Elective courses should be included in the programs especially for the learners who are interested in pragmatics. To improve the teachers' current knowledge and competence in pragmatics, in-service training programs should include the necessary pragmatics teaching. The students in English Language Teaching departments should be given more chances in terms of student mobility because of the fact that the appropriate use of speech acts can be learned and improved more easily by having the chance of using the language in its natural atmosphere.

Although grammar and pragmatics are two different fields in linguistics, they are also related to each other. Ishihara (2010: 103) suggests in her work that "we cannot simply assume that learners are able to produce these forms themselves in interaction. Although knowledge of grammar alone does not promise appropriate pragmatic use, learners' grammatical ability is known to relate to their L2 pragmatic competence." It can be concluded that to be pragmatically competent, grammatical knowledge of the learners should not be underestimated.

When the teaching of pragmatics is thought, Ishihara (2010: 113) states that "the noticing hypothesis calls for conscious attention to pragmatics-related information in the L2 classroom, rather than learners' mere exposure to pragmatics-rich input. In the language classroom, this would translate into explicit teaching of pragmatics." So it can be deduced that the speech acts such as apology and refusals should be taught explicitly in the classrooms because it is not going to be enough just to expose learners to input which is about these speech acts. However, it should also be noted that explicit teaching of pragmatic aspects is not the only way of becoming successful in teaching pragmatics. Some other factors should also be taken into account such as learners' motivation, acculturation, social identity, investment, and attitudes.

All these proposals mentioned above are found according to the results of the studies in the broad field of pragmatics. So it is a must to have more studies in this field. The results of this study and similar studies might be used to create better ideas for teachers to teach pragmatics to language learners. In addition, the results might also be used to help

creating more pragmatics-based curriculums and create better materials for teaching of pragmatics.

5.3. Suggestions for Further Research

This study is based on the apology and refusal speech act performance comparison of Turkish, Polish and Latvian final year undergraduate students who are studying in English Language Teaching Department. Further studies may be carried out not just with final year students but also other classes. Also, an experimental study can be designed which can include a control group. After the training of a group, the effect of factors such as age, gender and level of proficiency can be associated to the factors.

Also, this study includes just 45 participants having 15 participants in each group. Especially when the Discourse Completion Tests are used as the data gathering methods, by increasing the number of participants in each group, a more comprehensive study may be carried out because it allows the researcher to reach a great number of participants in a short period of time.

For this study, the data were gathered by means of Discourse Completion Tests. In the further researches, the data may be gathered orally to have more authentic data. For instance, the data gathering method can be video-taping. Following this, an interview can be designed to ask the participants why and how he/she used the strategies. Also this kind of a study can be interrelated to mother tongue interference.

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APPENDICES

Appendix 1: Discourse Completion Test

Dear Respondent,

This instrument has been designed to investigate *'The Apology and Refusal Strategies of Turkish, Polish and Latvian Prospective English Teachers'*. You are kindly requested to give the most appropriate responses to the situations given below. The answers should be written in the provided spaces and in English. They should be whatever you would say in the given conversational situations. Rest assured that the information obtained in the course of this study will be kept confidential and used only for the purposes of academic research.

Thanks for your participation.

Mehmet ASMALI- 'Çanakkale 18 Mart University'- Post-graduate Program- M. A. in English Language Teaching

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I:Biographic Data

Please provide the information asked below.

- 1) Age: _____
- 2) Gender: _____
- 3) Nationality: _____
- 4) How many years have you studied English so far? : _____
- 5) If you have been to foreign countries where English is used as a native language, please list the names

Countries:				
For what purpose?				

How long?				
-----------	--	--	--	--

6) Are there any other foreign languages that you acquired/learned before? If yes, please specify: _____

7) Your 'General Point Average' (GPA) at university so far: _____

II:

Instructions: Read each of the situations on the following pages and write after each situation what you would normally say in the given situation. Please write the actual words you would say rather than saying “I would ...”

Situation 1: You are a teacher at a school. You are responsible for social organizations. You organized an event with the students a month ago and invited the mayor and other important people in the town. On the day of the event, you realized that some of your students who were in charge of the show were not there. To explain that the show is cancelled, you go on the stage, take the microphone and speak.

You say:

Situation 2: You are working as a professor at a university. 90 students are waiting for your class sitting at the lecture hall and you are late for 20 minutes. You get into the lecture hall in a hurry.

You say:

Situation 3: You are a teacher. You want to get your official permission document of not coming to school for 10 days. When you went into the room of the school principal, you accidentally poured the water in the glass on the important documents.

You say:

Situation 4: You are one of the most successful students at your faculty. You go to the office of your professor and while you are talking, one of the objects on the shelf takes your attention. She lets you have a closer look at it. However, you suddenly drop the object and it breaks.

You say:

Situation 5: You are a language teacher. One of your less successful students asks to speak to you in private.

Student: As you know, I've been studying in your class more than 6 months. I really enjoy studying English, but to be quite honest, I cannot get good marks. If you have free time for this weekend, I will be glad to study with you for the next week's exam.

You:.....

.....

.....

Student: Then I guess I'll have to look for another person. Thank you anyway.

Situation 6: You are a junior in college. You attend classes regularly and take good notes. Your classmate often misses a class and asks you for the lecture notes.

Classmate: Oh God! We have an exam tomorrow but I don't have notes from last week. I am sorry to ask you this, but could you please lend me your notes once again?

You:.....

.....

.....

Classmate: O.K., then I guess I'll have to ask somebody else.

Situation 7: You are working as a professor at a faculty. One of your assistants comes into your office to invite you to her wedding ceremony.

Assistant: Sir, I know that you are too busy these days but I will be honored if you attend my wedding this weekend.

You:.....

.....

.....

Assistant: I am sorry to hear this. I really would like to see you there.

Situation 8: You're a language teacher at a university. It's just about the middle of the term now and one of your students asks to speak to you.

Student: Ah, excuse me, some of the students were talking after class recently and we kind of feel that the class would be better if you could give us more practice in conversation and less on grammar.

You:.....

.....

.....

Student: O.K., it was only a suggestion.

Appendix 2: Apology Strategies Coding Schema

Apology Strategies Coding Schema

Apology Strategies		
Coding of the strategy	Categories	
	Alerters	
	Category name	Example
A1	1) Attention Getter	• Listen
A2	2) Surname/Family Name	• Mr. Brown
A3	3) First Name	• Jack
A4	4) Undetermined Name	• [name]
A5	5) Title/Role	• I didn't mean to upset you
Head Acts		
H1	1) Illocutionary Force Indicating Device	<ul style="list-style-type: none"> • (I'm sorry) • I am afraid • I apologize for • Forgive me • Excuse me
H2	2) Explanation	• I am sorry I missed the bus
H3	3) Offer of Repair	• I'll buy you a new one
H4	4) Taking Responsibility	• I apologize to you for my carelessness
H5	5) Lack of Intent	• I didn't mean to upset you
H6	6) Admission of facts (not resp.)	• I missed the bus
H7	7) Statement of Fact (not resp.)	• The bus was late
H8	8) Promise of Forbearance	• It will never happen again
H9	9) Minimize Offense	• It doesn't look too bad
H10	10) Upgrading of Offense	• Those papers look important
H11	11) Self Blame	• It's all my fault.
H12	12) Expression of embarrassment	• I'm so ashamed!
H13	13) Express Gratitude	• Thanks for waiting
H14	14) Distract with Humor	• I'm all thumbs!
H15	15) Distract with Task Oriented Remark	• Let's look at those pictures
H16	16) Statement or Question of Dismay	• What should I do?
H17	17) Concern for Hearer	• Are you all right?

Modifications		
Downgraders		
D1	1) Politeness Markers	• Please
D2	2) Subjectivizer	• I believe
D3	3) Hedge	• Somehow
D4	4) Appealer	• Okay?
D5	5) Pause Filler	• Well...
D6	6) Understater	• A bit
D7	7) Cajoler	• I mean, you see, you know
Upgraders		
U1	1) Intensifier	• Very, terribly
U2	2) Emotional expression	• Oh!, Oh, God.
U3	3) Emphasis	• (Written underlining, exclamation, etc)
U4	4) Expletive	• Damn
U5	5) Lexical Uptoner	• As soon as

Appendix 3: Refusal Strategies Coding Schema

Refusal Strategies Coding Schema

Type	Coding of the strategies	Strategies	Semantic Formulas
Direct	D-1	Performative	"I refuse"
	D-2	Nonperformative	
	D-2-a	1. "No"	
	D-2-b	2. Negative willingness/ability	"I can't", "I don't think so"
Indirect	I-1	Statement of regret	"I'm sorry ...", "I feel terrible ..."
	I-2	Wish	"I wish I could help you ..."
	I-3	Excuse, reason, explanation	"My children will be home that night"; "I have a headache"
	I-4	Statement of alternative	
	I-4-a	1. I can do X instead of Y	"I'd rather ...", "I'd prefer ..."
	I-4-b	2. Why don't you do X instead of Y	"Why don't you ask someone else?"
	I-5	Set conditions for future or past acceptance	"If you had asked me earlier, I would have..."
	I-6	Promise of future acceptance	"I'll do it next time", "I promise I'll ...", or "Next time I'll ..."__using "will" or promise or "promise"
	I-7	Statement of principle	"I never do business with friends"
	I-8	Statement of philosophy	"One can't be too careful"
	I-9	Attempt to dissuade interlocutor	
	I-9-a	1. Threat or statement of negative consequences to the requester	"I won't be any fun tonight" to refuse an invitation
	I-9-b	2. Guilt trip	For instance: waitress to customers who want to sit a while: "I can't make a living off people who just order coffee"
	I-9-c	3. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack	"Who do you think you are?" "That's a terrible idea!"
	I-9-d	4. Request for help, empathy, and assistance by dropping or holding the request.	
	I-9-e	5. Let interlocutor off the hook	"Don't worry about it", "That's okay", "You don't have to"
I-9-f	6. Self-defense (e. g., "I'm trying my best", "I'm doing all I can do")	"I'm trying my best", "I'm doing all I can do"	
I-10	Acceptance that functions as a refusal		
I-10-a	1. Unspecific or indefinite reply		
I-10-b	2. Lack of enthusiasm		

I- 11	Avoidance	
I-11-a	1. Nonverbal	
I-11-a-i	a. Silence	
I-11-a-ii	b. Hesitation	
I-11-a-iii	c. Do nothing	
I-11-a-iv	d. Physical departure	
I-11-b	2. Verbal	
I-11-b-i	a. Topic switch	
I-11-b-ii	b. Joke	
I-11-b-iii	c. Repetition of part of request, etc.	"Monday?"
I-11-b-iv	d. Postponement	"I'll think about it"
I-11-b-v	e. Hedging	"Gee, I don't know", "I'm not sure"
I-12	Adjuncts to refusals	
I-12-a	1. Statement of positive opinion/feeling or agreement	"That's a good idea ..."; "I'd love to ..."
I-12-b	2. Statement of empathy	"I realize you are in a difficult situation"
I-12-c	3. Pause fillers	"uhh", "well", "oh", "uhm"
I-12-d	4. Gratitude/appreciation	

Appendix 4: Appropriateness Scale

Is the expression adequate for the level of severity of the situation which necessitates the apology and refusal for the relationship between the interlocutors? .i.e. **regarding the choice of address terms, whether it has necessary accounts/explanations, softeners etc.**

APPROPRIATENESS RATING SCALE

10 - Expressions are fully appropriate for the situation. - No or almost no grammatical and discourse errors.

9 - Expressions are fully appropriate for the situation. - Grammatical and discourse errors which do not interfere appropriateness.

8 - Expressions are mostly appropriate. - No or almost no grammatical and discourse errors.

7 - Expressions are mostly appropriate. - Grammatical and discourse errors are noticeable, but they do not interfere appropriateness.

6 - Expressions are only somewhat appropriate. - No or almost no grammatical and discourse errors.

5 - Expressions are only somewhat appropriate. - Grammatical and discourse errors are noticeable, but they do not interfere appropriateness.

4 - Due to the inference from grammatical and discourse errors, appropriateness is difficult to determine.

3 - Expressions are not appropriate - No or almost no grammatical and discourse errors.

2 - Expressions are not appropriate - Grammatical and discourse errors totally interfere appropriateness.

1 - There is no evidence that the intended speech acts are performed.

0 - No performance.

Participants	Appropriateness Grades							
	Apologies				Refusals			
	S1	S2	S3	S4	S5	S6	S7	S8
P1								
P2								
P3								
P4								
P5								
P6								
P7								
P8								
P9								
P10								
P11								
P12								
P13								
P14								
P15								

‘S’ stands for the situations in the DCTs

‘P’ stands for the participants