

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**PRAGMATIC DEVELOPMENT OF TURKISH EFL LEARNERS IN TERMS
OF SPEECH ACTS: REFUSALS, REQUESTS, AND SUGGESTIONS**

Tuba DEMİRKOL

PhD. DISSERTATION

ADANA / 2015

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Supervisor: Prof. Dr. Hatice SOFU

Jury Member: Prof.Dr. Ergun SERİNDAĞ

Jury Member: Assoc. Prof. Dr. Cem CAN

Jury Member: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

Jury Member: Asst. Prof. Dr. Pınar BABANOĞLU

PhD. DISSERTATION

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To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree Doctor of Philosophy in the Department of English Language Teaching.

Supervisor: Prof. Dr. Hatice SOFU

Member of Examining Committee: Prof. Dr. Ergun SERİNDAG

Member of Examining Committee: Assoc. Prof. Dr. Cem CAN

Member of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

Member of Examining Committee: Asst. Prof. Dr. Pınar BABANOĞLU

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences.

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ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN RED, İSTEK VE ÖNERİ SÖZ EYLEMLERİNİN EDİMBİLİMSEL GELİŞİMİ

Tuba DEMİRKOL

Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Betimsel olarak düzenlenmiş bu çalışma, yabancı dil olarak İngilizce öğrenen bir grup hazırlık sınıfı öğrencisinin ara dil gelişiminin edimbilimsel boyutunu araştırmak amaçlı yürütülmüştür. Katılımcıların edimbilimsel gelişimini takip etmek için, red, istek ve öneri olmak üzere, üç farklı söz eylem odağında senaryolar hazırlanmış ve bu senaryolar Brown and Levinson'ın Nezaket Kuramı çerçevesinde Statü ve Zahmet Derecesi olmak üzere iki sosyal değişken etrafında şekillendirilmiştir. Çalışmada, katılımcıların yabancı dil olarak İngilizce öğrenme süreçlerindeki edimbilimsel gelişimleri, bir akademik yıla yayılan bir veri toplama çizelgesi dâhilinde ve düzenli aralıklarla uygulanan iki farklı veri toplama aracı, Yazılı Söylem Tamamlama Testi ve canlandırma, vasıtasıyla takip edilmiştir. Katılımcıların yabancı dildeki üretimlerine ana dillerinden oluşabilecek olası edimbilimsel aktarımın etkisini araştırmak için çalışmanın başında onlardan verilen senaryoları Türkçede de uygulamaları istenmiştir. Bu çalışma kapsamında gerçekleştirilen veri toplama sürecinin sonuncu aşamasında ise, katılımcıların üretim süreçlerine dair kendi görüşlerini de incelemek amacıyla, yarı-yapılandırılmış görüşmeler uygulanmıştır. Çalışma, yabancı dil olarak İngilizce öğrenen 16 tane hazırlık öğrencisinin düzenli katılımıyla gerçekleştirilmiştir. Katılımcıların veri toplama sürecindeki strateji kullanımları, iç ve dış nitelendirme üretimleriyle birlikte nicel açıdan istatistiksel olarak analiz edilmiştir. Genel olarak, çalışmanın odaklandığı zaman dilimi boyunca, katılımcıların hedef dil olan İngilizcedeki üretimlerinde edimbilimsel açıdan önemli bir çeşitliliğin gerçekleşmediği; katılımcıların her bir söz eylem için öne çıkan belirli strateji ve nitelendirme araçlarına dair tercihlerinin araştırma süreci boyunca aynı kaldığı saptanmıştır.

Anahtar kelimeler: Ara dil, edimbilim, söz eylemler, nezaket

ABSTRACT**PRAGMATIC DEVELOPMENT OF TURKISH EFL LEARNERS IN TERMS
OF SPEECH ACTS: REFUSALS, REQUESTS, AND SUGGESTIONS****Tuba DEMİRKOL****Ph. D. Dissertation, English Language Teaching Department****Supervisor: Prof. Dr. Hatice SOFU****December 2015, 268 pages**

This study, which was designed as a descriptive one, was conducted to explore interlanguage pragmatic development of a group of EFL learners. In order to follow pragmatic development of the participants, scenarios about three speech acts, namely requests, refusals, and suggestions, were prepared and these scenarios were modified around two social variables proposed in Brown and Levinson's Politeness Theory, namely Power and Ranking of imposition. In this research, the participants' interlanguage pragmatic development was followed on a regular basis around a timeline covering one academic year and two different data collection instruments, namely Discourse Completion Tests and act-outs, were employed with definite intervals during this process. At the initial phase of the study, the participants were additionally asked to complete the given scenarios in Turkish, so that it would be possible to investigate the possible influence of pragmatic transfer on their L2 productions. At the final data collection period, also semi-structured interviews were applied in order to investigate the participants' own evaluations of their production processes. This study was completed thanks to the regular participation of 16 Turkish EFL learners. The participants' strategy use along with internal and external modification productions throughout the study were analyzed statistically. Overall, the results did not indicate significant changes in the participants' productions in English in terms of pragmatic development. It was seen that the participants' strategy and modification tool preferences remained stable for specific types for each speech act throughout the study.

Keywords: Interlanguage, pragmatics, speech acts, politeness

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CHAPTER I

INTRODUCTION

1. Introduction

1970s were important dates in shaping our current scholarly interest/research concerns and teaching priorities in the area of language teaching since those were the days in which important concepts were introduced to the field. Among these concepts, *interlanguage* has gained popularity after Selinker (1972) coined it in order to refer to the dynamic and evolving structure of language form that is shaped in minds of language learners (Saville-Troike, 2006). Another key concept that has its roots in 1970s is *communicative competence*, which referred to language knowledge needed to function appropriately in given communicative contexts (Richards, 2006). Successive emergence of these two important concepts resulted in greater attention on learners' developmental path and a greater emphasis has been put on *communicative competence* of language learners and this shift was observed in classroom applications as well as research area. While *communicative competence* has been implemented in language teaching techniques, *interlanguage pragmatics* has appeared as an area to track students' development in terms of *communicative competence* in addition to grammatical competence.

The common interest of studies in *interlanguage pragmatics* has been about how second language learners develop their pragmatic use of target language and this area has been mainly searched via speech acts, among which requests and apologies were mainly preferred ones, particularly following the seminal study of Blum-Kulka and Olhstain (1984), which is widely cited as CCSARP. However the field has not been restricted to just requests and apologies and many other studies have been conducted related to various speech acts. Majority of these studies have been framed around a comparative perspective focusing on the differences or similarities between mother tongue and target language performances of participants and they were generally conducted with a cross sectional research design which mostly did not involve real beginners.

To this end, this study contributes to the field by focusing on suggestions as an under-researched speech act, together with refusals and requests. Additionally, the findings are presented relying on a longitudinal research design rather than a cross sectional one. Moreover, the study seeks to broaden the profile of the research population

in this area by conducting the study with a group of learners who can be described as beginners in real sense since they had little exposure to English as a foreign language before the study and their previous restricted experience was mainly on grammatical dimension of English.

1.1. Background of the Study

In the following sections, several important concepts underlying the study will be presented briefly.

1.1.1. Interlanguage Pragmatics

Inspired by studies specialized in specific dimensions of language and labeled such as interlanguage lexis and syntax, the area of inquiry into the pragmatic knowledge of second/foreign language learners is called *interlanguage pragmatics* (Kasper and Rose, 1999). *Interlanguage pragmatics* is described as “NNs’s comprehension and production of speech acts and how their L2-related speech act knowledge is acquired” (Dahl and Kasper, 1991, p.216 cited in Bardovi-Harlig, 2013). Bardovi-Harlig (2013) adopts a broader perspective and describes it as “the study of how learners come to know how-to-say-what-to-whom-when” (p.68).

Following the motto of *communicative competence*, in foreign language classrooms, we try to present linguistic input supported and enriched with pragmatic knowledge. To achieve this, we give place to each language skill in our syllabus and prefer course books and materials especially that may raise learners’ awareness on pragmatic issues in addition to linguistic knowledge. Although the relationship between grammatical knowledge and pragmatic knowledge is not a settled issue and the debate goes on about how they interact, there are studies especially pointing at sociopragmatic awareness as lagging fairly behind grammatical knowledge on the developmental scale of interlanguage. Rose (2009) conducted a study about development of interlanguage pragmatics and reported no significant indicator of developing sociolinguistic awareness on the part of higher proficiency learners. Byon’s (2004) findings were also supportive of the belief that sociopragmatics falls behind the grammatical development. The researcher mentioned clear indicators of L1 transfer and deviations from the target norms in request realizations of American learners of Korean. So, this study also will provide

useful insights for the case of Turkish EFL learners and how their progresses in grammatical and pragmatic areas relate to each other.

1.1.2. Main Streams of Research in Interlanguage Pragmatics

The goal of *interlanguage pragmatics* can be defined as exploring the path that language learners go through to acquire native like norms while functioning in a target language parallel to the definition of pragmatics as "a type of communicative knowledge and object of L2 learning in its own right" (Kasper and Rose, 1999, p. 81). In line with this goal, the area of *interlanguage pragmatics* has been enriched with studies of how various speech acts have been performed by language learners in given situations via different data collection instruments. Although these studies were shaped around the common theme of *interlanguage pragmatics*, their scopes showed variety mainly in terms of their data collection design, context of teaching and/or learning of pragmatics and their focus of research.

Cross-sectional data collection design has been a popular frame in *interlanguage pragmatics* and has been preferred to provide a developmental path for this field by comparing performances of language learners from different proficiency levels. Pellet (2005) attempted to follow the path of pragmatic development of language learners by focusing on acquisition of a common discourse marker of French, which is 'donec'. She compared the functions and frequency of the use of 'donec' by native speakers of French and second language learners of French from three different proficiency levels, which are intermediate, advanced and very advanced. She reported detecting an increase both in functions and frequency of this item parallel to proficiency level. Jung (2004) researched the direction of topic/subject prominence typology in Korean language by comparing data from second language learners from three proficiency levels, described as ranging from Level 1 to Level 3. These students were English learning Korean as a second language. The researcher checked the direction of interlanguage development of these learners with a subject prominence mother tongue while learning a topic prominence target language. Jung's findings indicated getting more native like norms by the participants with growing proficiency in the target language. Rose (2000) investigated requests, apologies, and compliment responses of primary school students from three different proficiency levels, namely primary-two, primary-four, primary-six, learning English as a foreign language. The findings implied an increase in pragmatic development parallel to proficiency level.

There were more frequent occurrences of conventional indirect strategies in requests and more supportive moves and adjuncts in the other two speech acts, apologies and compliments. Rose found the similar patterns in the second series of his research agenda that were conducted in 2009. The participants were from the similar profile, Chinese students learning English as a foreign language, from three different proficiency levels, but this time they were from secondary school. The results were repetitive in implying pragmatic development parallel to progress in proficiency levels.

Whereas the studies described above were all cross-sectional in terms of research design, the followings are conducted as longitudinal in terms of data collection period. Schauer (2004) conducted a longitudinal study that lasted nearly for seven months with German university students studying at a British University. The researcher examined the development of requests through Multimedia Elicitation Tasks as data collection tool. The researcher reports a general sequence of development in line with the time spent abroad with tentative warnings about avoiding wide generalization and highlights the influence of individual variation in defining the route and pace of development. In her 2012 study, Woodfield investigated again request development of 8 university students from different L1 backgrounds studying at a British University. The data was collected via open role plays in a time length of eight months. The results indicated more native-like norms in terms of external modification while internal modifications were less similar to target forms throughout the study. Matsumara (2003) also conducted a longitudinal study with university students in study abroad context, however with a larger population comprised of 137 participants. The researcher collected the data with three months interval through an academic year via a multiple choice questionnaire and self-report questionnaire. The findings pointed at amount of exposure as an important factor contributing to pragmatic competence. The common point of all these studies conducted in a study-abroad context was that learners utilized second language environment for pragmatic development, even though the areas or extent of this development emerged in different levels.

While several studies cited above (Woodfield, 2012; Schauer, 2004; Matsumara, 2003) were conducted in a study-abroad context, an important number of studies were conducted in foreign language context to examine the extent instruction in pragmatics would shape interlanguage pragmatic development of language learners in the target language. For example, Silva (2003) conducted a study into the influence of pragmatics instruction and employed explicit instructional techniques mainly utilizing awareness

raising activities about how to function refusals politely in English as the target language. In one study, Takimoto also (2008) compared the influence of deductive versus inductive pragmatic instruction types, supported by input enhancement activities, on effective learning of lexical and syntactic downgraders in English request forms. Another study was conducted by Takahashi (2005) in which two treatment conditions, a form-search condition and a form-comparison condition, were compared for request realization. Martínez-Flor and Fukuya (2005) focused on the influence of instruction in pragmatics by employing both implicit and explicit treatment techniques on the realization of head acts and downgraders in suggestions. Findings of all these research suggested that instruction in pragmatics yielded positive results in foreign language learning.

In addition to the studies that were either conducted in second language context or foreign language context, some studies included both contexts and compared their influence on pragmatic development of language learners. Bardovi-Harlig and Dornyei (1998) conducted a study to compare the contextual influence with the data collected from EFL learners in Hungary and ESL learners in the USA as well as teachers from both of the contexts. They compared the judgment of these two contextual groups in terms of pragmatic violations through 20 videotaped scenarios and found that the EFL group was more focused on form related violations while the ESL group was more concerned about pragmatic mistakes. This study was inspirational in that it was replicated several times by other researchers. Schauer (2006) employed the same data collection tool, which was a specially designed video-and-questionnaire in Bardovi-Harlig and Dornyei (1998) as well as post hoc semi structured interviews with 53 participants, 16 of which were ESL learners, 17 of which were EFL learners, and 20 British English native speakers. This study has also additional feature of being developmental since the ESL participants were observed twice, once after they arrived recently and once a short time before they left the country. The researcher found similar results to Bardovi-Harlig and Dornyei's (1998) study. The ESL learners and the native speakers identified more pragmatic violations than the EFL learners. Bella (2012) also reported similar findings in her research she conducted to replicate partly Bardovi-Harlig and Dornyei's (1998) study. Bella did not include foreign language learners in the study but only two groups of second language learners of Greek, who differed in terms of their length of residence in the target culture. She reported a keen awareness of the participants on grammatical violations rather than pragmatic ones. She explained this finding by holding the position that grammatical competence is acquired before pragmatic competence.

Another group of studies were more comparison oriented and analyzed how similar or different were the participants in realizing the given scenarios from native speakers. For example, Gudmestad (2012) analyzed the variation patterns between L2 Spanish learners and native speakers of Spanish in terms of mood use. The researcher set out to find out how L2 learners acquire the variable mood use of native speakers and found out that L2 learners reached native like use of mood in general sense and they mostly recognized the factors contributing to variable mood use by native Spanish speakers. Byon (2004) compared foreign language learners of Korean with native Korean speakers based on their request acts. The researcher employed discourse completion tasks to elicit the data. The differences detected between performances of the two groups were partly attributed to L1 transfer as well as lack of cultural knowledge on the part of foreign language learners. Balcı (2009) investigated apology and request strategies used by 20 Turkish and 20 American teenagers by employing discourse completion tests. Regarding apology strategies, Balcı reports that Turkish participants' productions were similar to that of native speaker participants. However, Turkish learners' request performances were found to be significantly different from those of native speakers'.

Although many of the existing studies refer to the grammatical knowledge of participants by referring to their proficiency level, some studies specifically focused on grammatical knowledge or participants together with their speech act performances and provided useful insights about the relationship between these two components. Hakansson and Norrby (2005) conducted a study in which they investigated the relationship between pragmatic ability and morpho-syntactic processing capacity of the learners of Swedish as a foreign language. They collected oral data, elicited through spontaneous speech and specific tasks, as well as written data, elicited through compositions and translation. They adapted Pieneman's Processability Theory for measuring grammatical development and designed their own way of tracking pragmatic development. As a result of the study, they found a positive correlation between the grammatical and pragmatic development of the participants. However, these studies are limited in number and there is a need for these studies as stated by Bardovi-Harlig (2013) who points at L2 pragmatics as a developing area of interest in SLA research. She emphasizes the close interactional relationship between grammatical development and pragmatic development under the term pragmalinguistics and highlights the need for studies investigating "the interface of pragmatic and linguistic development." This study

will respond to this call and provide descriptions about the linguistic knowledge of the participants for each data collection period.

1.1.3. Theoretical Framework

In the following sections, the important theories on which this study has been grounded will be presented.

1.1.3.1. Communicative Competence

The definition and components of linguistic knowledge has been a central area of discussion in the field of linguistics. From the very beginning, including Saussurian times, till Chomskian linguistics, the concept of language as a rule system kept its prominence. However, Hymes' criticism of the concept of competence in Chomskian sense was welcomed since it was excluding real language usage and this counter attack broadened our horizons towards discussion of language. During this shift of views, *communicative competence* emerged as a rival but in some sense complementary concept to Chomskian linguistic competence because it was pretty clear that knowing just syntactical rules and ordering words grammatically would not yield successful communication since a given sentence may be utilized to signal different intentions depending on the contextual variables (Trosborg, 1995). Chomskian linguistic competence was not enough for explaining the real instances of language use and was far from covering sociolinguistic aspects and there was a need to study language as "communication" rather than "a system in isolation" (Trosborg, 1995, p. 9).

As suggested in its description of emergence, *communicative competence* is a large concept and is not limited to only linguistic ingredients since it "embraces rules of form as well as rules of use" (Trosborg, 1995, p. 9). Canale and Swain (1980) propose a multi-dimensional definition of *communicative competence* and labels three main areas covered by this concept which are grammatical competence, sociolinguistic competence and strategic competence. They define grammatical competence as a comprehensive term referring to the components of linguistic knowledge, which are phonology, morphology, lexis, syntax and sentence grammar semantics. Sociolinguistic competence is comprised of two sets of competence: sociocultural and discourse competence. Sociocultural competence refers to the appropriateness of utterances considering contextual factors such as participants, topic, and setting while discourse competence refers to the

organization of utterances around the concerns of coherence and cohesion. The third basic component, strategic competence, is about how to "compensate for breakdowns in communication" (Canale and Swain, 1980, p. 30)

Trosborg (1995) claims for the existence of tendency in language teaching settings to accept grammatical competence more superior than any other competences which results in ignorance of the strategic and sociolinguistic competences. She lists superiority of grammatical accuracy over appropriateness, underestimation of the importance of knowledge of social norms and values and instances of rudeness among the several results that can appear due to ignorance of sociolinguistic knowledge. So, *interlanguage pragmatics* and studies conducted in this area are invaluable because they allow us to make realistic evaluations about our students' *communicative competence* by examining how they function in the target language. This study is conducted relying on the concept of *communicative competence* because in foreign language classrooms we want to help our learners to be equipped with *communicative competence* to survive and function appropriately in the target language. As an extension of this expectation, we have chosen to focus on speech acts to see the extent our learners acquire necessary linguistic tools together with appropriate strategies to commit them politely during their language education.

1.1.3.2. Politeness Theory

The current study is mainly shaped around Politeness Theory of Brown and Levinson, appeared first in 1978 and was republished in 1987 after being revised by the authors. The Politeness Theory is based on the assumption that it is possible to detect universal strategies for performative acts across cultures (Brown and Levinson, 1987). These universal aspects go beyond the linguistic tools and are based on reasoning of human beings as social creatures. Brown and Levinson attempt to describe these universals by theorizing a Model Person (MP hereafter) who is assumed to be a fluent speaker of a language, to be a logical person, and to have face concerns. So the model is based on the conversations expected to happen between a speaker (S) and a hearer (H), both of whom are assumed to be MPs.

It is claimed that each MP avoids committing face threatening acts for the other interlocutor and if it is not possible, s/he attempts to soften the severity of that threatening act by employing politeness strategies. Brown and Levinson propose three factors

contributing to the degree of severity as well as shaping the choice of appropriate politeness strategy: Power, Distance, and Ranking of Imposition. Roughly describing, Distance stands for social distance; Power stands for relative power H has over S; Imposition stands for the degree of imposition calculated according to interference with face concerns. Among these three variables, this study focuses on Power and Imposition to see the extent they determine the strategy choice of the participants together with internal and external modifications.

1.2. Statement of the Problem

Following the increasing importance of *communicative competence* in the field and especially after the seminal work of Blum-Kulka and Olhstain, called Cross Cultural Speech Act Project (CCSAR), there have been numerous studies conducted about realization of various speech acts by foreign or second language learners. Despite this abundance of speech act studies, the field is still in need of studies conducted longitudinally with developmental perspective rather than descriptive orientations. It is suggested that existing studies on *interlanguage pragmatics* have been mostly concerned with the performance of learners in pragmatics at specific points rather than drawing a developmental picture of the process of how learners acquire this kind of competence (Trosborg, 1995; Kasper and Rose, 1999; Bardovi-Harlig, 2013; Hakansson and Norrby, 2005). Additionally, the existing studies mostly depend on the data collected from high proficiency level learners and we need data coming from beginner learners as well. Rose (2013) also mentions the need for studies including beginner level students throughout their development to upper levels of proficiency and attributes the lack of them to the challenging nature of data elicitation from beginners. An important contribution of this study to the literature is that, to the researcher's best knowledge, it will be the only longitudinal study conducted in foreign language environment related to English L2 pragmatic development since the existing longitudinal studies were mainly conducted in target language context (Rose, 2013; Woodfield, 2012). To this end, this study will attempt to address these gaps with a longitudinal research design and beginner level participants.

Interlanguage pragmatics has been studied widely also by Turkish researchers with different focuses of research (Yılmaz, 2004; Göy, Zeyrek, and Otcu, 2012; Balcı, 2009; Kılıçkaya, 2010). However, to the knowledge of the researcher, there is no other

longitudinal study exploring particularly pragmatic development of Turkish learners of English. Additionally, studies conducted in interlanguage pragmatics in Turkey were on requests and the data collection was generally done via single instrument type, all of which have created the local gap in addition to the global gap described above for this study. Additionally, this study can be helpful in evaluating the compatibility of data collection tools popularly used in interlanguage pragmatics since it employs all three tools, namely DCT, role play, and semi-structured interviews within a single study.

1.3. Aim and Research Questions

The purpose of this study is to investigate the pragmatic development of a group of Turkish EFL learners enrolled in one-year-obligatory English preparatory program at a state university in Turkey. The study seeks to find out the developmental path the participants follow in terms of pragmatic competence as they learn the target language, English, by relying on their performances of three speech acts, namely requests, refusals, and suggestions. Additionally, the study is geared to investigate if L1 habits of the participants are influential in their target language performances during the production of requests, refusals, and suggestions. It also aims to explore how compatible responses the participants produce via two popular data collection instruments in the field of interlanguage pragmatics, namely DCT and act-outs.

The research questions addressed by this study are:

- 1- a) What politeness strategies and modification patterns do the participants use in terms of
 - requests
 - refusals
 - suggestions
 in their mother tongue?
 - b) Do the participants' preferences of politeness strategies and modification patterns display change in terms of
 - power
 - ranking of imposition
 while realizing these acts?
- 2- a) What politeness strategies and modification patterns do the participants use in terms of

- requests
- refusals
- suggestions

in their target language at the initial phase of the study?

b) Do the participants' preferences of politeness strategies and modification patterns display change in terms of

- power
- ranking of imposition

while realizing these acts?

3- a) Do the participants' preferences for politeness strategies and modification patterns display any change in terms of

- requests
- refusals
- suggestions

throughout the study in the target language?

b) Do the participants' preferences of politeness strategies and modification patterns display change in terms of

- power
- ranking of imposition

throughout the study while realizing these acts?

4- Do the participants display compatible performances in their written and act out productions in terms of

- requests
- refusals
- suggestions

throughout the study?

5- How do the participants evaluate the production processes they went through during task completion?

1.4. Significance of the Study

It is widely accepted that language learning should cover all areas of the target language and the scope of our language education should be widened and enhanced in terms of language learners' changing needs. Although we put the emphasis on

grammatical competence of our learners for a long time in the past, we have noticed that we need to help them develop their *communicative competence* as a whole since it covers all the areas they need to know about a language. In this aspect, interlanguage studies are highly valuable since they keep the track of both linguistic and pragmatic development of learners. The findings of this study can contribute to a better understanding of development language learners display from the very beginning of their learning endeavor.

The study will follow the development of learners during a standard language education program. The findings can allow teachers, curriculum developers, and material designers to gain insights about whether the input provided to learners in these typical programs help them to improve their pragmalinguistic competence and if we need further elaboration of these sources. Additionally, thanks to this study, we may pinpoint areas of mother tongue interference on the participants' speech act performances and we may focus our attention on these areas to help learners to notice appropriate target forms and uses. This study may lead to further studies to examine Turkish language learners' performances in other speech acts that deserve more attention and wider place in our curriculums such as complaints, threats, offers, or compliments. Also it can inspire longitudinal studies in other foreign languages and foreign language contexts by considering more variables so that we can find chance to have a broader picture about commonalities as well as differences.

1.5. Conclusion

In this chapter, the need for the study has been clearly stated in the statement of the problem part after having briefly mentioned the studies forming the background of the study. The expected contributions of this research have been defined in the significance of the study part along with research questions. The remainder of this dissertation has been divided into four chapters. Chapter 2 presents a detailed literature review about the theoretical construct and concepts of the study. Chapter 3 provides the details of the methodology of this research. The details of the analysis and results of the study are described in Chapter 4 while these results are summarized and discussed in relation to the literature in Chapter 5.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

This study focuses on how L2 learners develop their grammatical and pragmatic competence in foreign language environments and it embraces a range of concepts. This chapter begins with an overview of language learning theories and it leads the way to Sociocultural Approach, one of the main tenets of the study. The following section explains pragmatics and interlanguage development. Since the study evaluates the pragmatic development of the participants by relying on politeness strategies to perform speech acts, the next section focuses on Speech Act Theory, the target speech acts of the study, and Politeness Theory by Brown and Levinson.

2.1. Theoretical Framework

This study was designed on some basic assumptions, which were:

- Foreign language learning education, framed around communicative language teaching, supports not only linguistic knowledge but also pragmatic knowledge.
- Speech act performance of learners allows observers to gain insights on both linguistic competence and pragmatic competence of the participants.
- Brown and Levinson's Politeness Theory provides a comprehensive account to be used for evaluating pragmatic competence of language learners.

The field of second language learning is comprised of interdisciplinary research covering a wide area from sociology to neurology, each of which provides invaluable contributions to our understanding of the processes second language learning is engaged in. However, it is not possible to touch on all these areas in this chapter and therefore we will start with a brief overview of pedagogical trends that have influenced and shaped our current way of teaching.

2.2. Language Learning: Major Trends

In the following sections, a brief discussion for several approaches that have been dominant in the area of language teaching will be presented.

2.2.1. Classical Approach

Initial attempts for teaching foreign languages were actualized via the Classical Method prior to the twentieth century, by which the language to be taught was generally Latin (Brown, 1994). The Classical Method is known also as Grammar Translation Method, which evolved around the idea that language learning was an intellectual activity primarily done for translation and memorization of Latin, which was an indispensable part of higher education (Brown, 1994). Memorization of bilingual vocabulary lists, explicit grammar explanations, and written exercises are mentioned among the common classroom applications of this method (Brown, 1994; Ellis, 2001). Brown states that despite all paradigm shifts that occurred in the area of language learning and despite the fact that it is deprived of a theory, grammar translation method still remains as very common way of teaching second language. Brown attributes this indispensable popularity of the method to the fact that teachers- those who apply it- do not need much knowledge other than the meaning of vocabulary and syntax of the target language since learning is restricted to reading and translating texts while pronunciation and pragmatics are the aspects ignored. Additionally, Brown points at practicality of assessment issue in this method by stating that ‘Tests of grammar rules and of translations are easy to construct and can be objectively scored’ (p.17).

2.2.2. Environmentalist or Traditional Approach

Environmentalist approach was shaped around the tenets of structural linguistics and behaviorism in psychology (Usó-Juan and Martínez-Flor, 2008) and it remained influential until the 1960s. Structural linguists viewed language as formation of a linear system graded on a scale of phonemes, morphemes, words, phrases, and sentences in the minds of speakers. From the psychological dimension, behaviorism was the dominant paradigm and language learning was seen as any other kind of skill learning and the essence of language learning was reduced to habit formation through stimulus-response pairings (Mitchell and Myles, 1998). It was thought that what a child needed was reinforcement of his correct responses to any given stimulus in order to acquire his first language and this kind of habit formation in L1 was seen as a kind of hindrance to second language learning, because for given situations learners had already established L1 habits which had to be replaced by L2 habits (Mitchell and Myles, 1998). Mitchell and Myles evaluate the reflection of this view in language learning classrooms in two dimensions.

First, the motto of ‘practice makes perfect’ was accepted and the language teachers were encouraged to use drills so that learners would form correct habits in language learning through sufficient imitation and repetition. Second, the syllabus of language teaching was shaped around difficult structures, which were identified through contrastive analysis between learners’ mother tongue and target languages, and structures were sequenced accordingly in the syllabus depending on the differences they displayed in terms of form and meaning. Deductive approach was prominent in language teaching classes where students were presented one grammar point at a time and led to successive repetition to learn correct pronunciation (Richards, 2006). Richards (2006) lists memorization of dialogs, question-and-answer practice, and substitution drills among the common techniques used in traditional language classrooms. Audiolingulism and Situational Language Teaching, which were grounded on the traditional approach, covered all language skills of speaking, listening, reading, and writing (Richards, 2006). However, as time passed, it was clear that Audiolingual method was not influential in long term communicative proficiency and there was no point in avoiding errors occurring during language learning (Brown, 1994).

2.2.3. Innatist Approach

By the early 1960s, the environmentalist approach started to lose its popularity due to several important criticisms directed towards both linguistic and psychological dimensions underlying it (Mitchell and Myles, 1998; Saville-Troike, 2006; Usó-Juan and Martínez-Flor, 2008). Chomsky was the most influential name in this shift because he brought alternative views for both dimensions. Mitchell and Myles (1998) provide a detailed account of the theory and cover some important points that will be presented briefly here. Regarding linguistics, Chomsky came up with Transformational-Generative Grammar, which claims that any given language has a deep structure generated by phrase structure rules and a surface structure generated by transformational rules. Children are able to produce an infinite amount of novel utterances they have never heard before just by applying this finite number of rules. Regarding the psychological dimension, Chomsky criticized behaviorism on the grounds that all children are able to learn their mother tongue despite poverty of stimulus and they can create and understand rather complex utterances they have never heard before, which is a situation called Plato’s Problem. He explained these phenomena by claiming the existence of an inborn ability in each child

which was primarily called Language Acquisition Device (LAD) and the existence of Universal Grammar (UG) that consists of principles, properties shared by all languages, and parameters, options for these properties to be realized in all languages.

Saville-Troike (2006) describes a radical shift in Chomsky's initial ideas from rule governed system towards a system of language that has very general universal rules. In this shift, Chomsky still accepts the existence of principles but parameters are not seen available in these innate structures and children are expected to find out the rules relying on the lexicon of any given language (Mitchell and Myles, 1998). The reflections of the innatist perspective have been influential also in foreign language classes. The availability of UG for second language learning has been widely debated and different ideas came out on a scale from no access to full access in which L2 learning is explained as a process of resetting of parameters for the target language. Chomsky also made a division between competence and performance, which is an important distinction in understanding Chomskian view because Transformational-Generative Grammar attempted to account for competence, not performance. Competence is used to refer to 'abstract, mental representations of language' (Mitchell and Myles, 1998, p.45). So, in this school, language teaching was still shaped around linguistic knowledge of the learners, yet how these learners used language in real life (performance) was largely ignored.

2.2.4. Interactionist Approach

The interactionist approach provides a broader perspective for language learning because in doing so, it embraces the influence of cognitive mechanisms together with environmental factors (Larsen-Freeman and Long, 1991). While Chomskian view had been influential for some time in linguistics due to its focus on cognitive mechanisms involved in language learning, there were other important developments in the field, such as increasing interest in discourse beyond the sentence and transmission of meaning through different structures, which was highlighted by the systemic linguistics developed by M.A.K. Halliday (Saville-Troike, 2006; Usó-Juan and Martínez-Flor, 2008). Halliday's focus on context for analyzing sentences with their functions was a severe criticism towards generative linguistics, which realizes decontextualized sentence analysis. Language learning is seen as a mastery of structures to fulfill social and personal functions for the individual. In a parallel fashion, L2 learning is explained as the process of learning new linguistic forms for the already present functions. While functional

dimension gained popularity in linguistics, there were also changes and developments in popular trends of psychology. Cognitivists were analyzing language as any other learning skill and trying to explain the process in individuals' minds through hypotheses, such as the perceptual saliency approach and operating principles, teachability/learnability, and connectionism. Additionally, the constructivist view was rising primarily upon Piaget's ideas about how individuals make their own meaning. The application of these developments in language classrooms has been promising and effective. While Chomskian view focused on competence, which was described as "an ideal speaker-listener's knowledge of the rules of language" (p. 8) as the main interest of research, it faced a reaction by introduction of Hymes's communicative competence, which rejected such a dichotomy between the concepts of competence and performance (Trosborg, 1995). Thus, the superiority of competence over performance in Chomskian tradition was excluded and in functionalist approaches, performance has been as popular and worth studying as competence. Language learning has been essentially seen as an action for conveying meaning through active and creative involvement of the individual, and this point of view has been seen also among the tenets of communicative language teaching.

2.2.5. Communicative Language Teaching & Communicative Competence

While language and knowledge about language used to be mainly defined and described based on syntactical and form-focused dimensions, with the emergence of the term communicative competence in the 1970s, another dimension, pragmatics, has gained popularity. While the Chomskian approach defined language as a set of rules and syntax as a rule based combination of words, Hymes pointed at the limitation of this approach by highlighting that it is possible to form a sentence comprised of grammatically combined words which do not make sense at all. As a reaction to the ongoing focus on grammatical competence, the recognition of communicative competence as a more comprehensive term to include not only structural knowledge but also other aspects such as "when to speak or not, what to say to whom, and how to say it appropriately", which has been a mile stone (Saville-Troike, 2006, p. 100). Following Hymes's opposition towards isolation of linguistic studies from contextual and pragmatic concerns, the term of communicative competence was introduced by Hymes in 1970s and its components have been described as grammatical competence, sociolinguistic competence and strategic competence. Grammatical competence refers to "knowledge of lexis,

morphology, syntax, sentence-grammar semantics and phonology" (p. 29); sociolinguistic competence has two subcategories of "sociocultural and discourse competence" (p. 30), and strategic competence consists of "verbal and nonverbal communication strategies" (p. 30) to be used during communication breakdowns (Canale and Swain, 1980). The term *communicative competence* has formed the base for the communicative teaching approach in language classrooms where how learners use the linguistic devices has been as important as how they learn them. However, it is worth stating that there is no priority or superiority among the components of communicative competence and all sub competences should be balanced for accurate as well as fluent productions of learners (Trosborg, 1995).

Transfer of the idea of authentic communication in language teaching via the communicative approach is largely attributed to Canale and Swain's famous paper in 1980, which explained the components of communicative competence (Usó-Juan and Martínez-Flor, 2008). These main components were grammatical, sociolinguistic, strategic, and discourse competences. Grammatical competence covered linguistic knowledge from vocabulary to sentence level; Sociolinguistic competence was comprised of knowledge of sociocultural rules; strategic competence was about ways of dealing with breakdowns occurring in communication; and discourse competence was about achieving coherence and cohesion in communication. As its components imply, communicative competence is a broad term and it indicates the necessity of declarative knowledge of language system as well as procedural knowledge of language use (Trosborg, 1995).

Though not mentioned as a component in Canale and Swain's model of communicative competence, a specific term, namely interactional competence, has emerged as an area to be promoted and investigated as a real indicator of learners' communicative competence.

2.2.5.1. Interactional Competence

In language classrooms, a genuine way of evaluating learners' communicative competence has been achieved via tracing their interactional competence, which may be defined as "the capacity for using language appropriately, for particular routines in particular contexts which might then be relevant for interaction in other equivalent contexts" (Hellermann, 2008, p. 5). Interactional competence gives us insights about learners' ability to manage routine communicative exchanges, which is an aspect to be

developed via real experiences. Waring (2013) evaluates these experiences as opportunities for learners to appreciate pragmalinguistic and sociolinguistic aspects. In foreign language context, these instances occur particularly in classrooms via communicative tasks and we observe how learners negotiate meaning through collaboration during which they shape their knowledge of target language. It is stated that during these collaborative moments, it is possible to witness real instances of learners' scaffolding each other and achieve a task in their Zone of Proximal Development (Achiba, 2012). These instances are valuable for learners not only to display their ability to keep the conversation by employing appropriate discourse management skills but also to develop their strategic competence for overcoming breakdowns in communication (Kramsch, 1986; Sun, 2014) .

While designing this study, we assumed that by observing realization of speech acts even in classrooms in foreign language contexts, we can gain insights about how learners develop their interactional competence as appropriate to the claim that instructional environments support language learning by promoting learners' collaboration (Swain, 2000). The view that collaborative work during management of interaction can lead individuals to higher order mental functioning is also supported by Kramsch (1986), who coined the term *interactional competence* and argued that focus on interactional competence allows to observe conceptual notional development with a dynamic focus rather than relying on static means of assessment as indicators of individuals' language knowledge. Sun (2014) highlights that many classroom contexts, where promoting communicative competence is the major aim, lag behind equipping learners with features of interactional competence because they tend to teach components of communicative competence as discrete skills rather than in an integrated fashion. He argues in favor of a constructivist approach which will lead learners to co-construct meaning through getting engaged in real conversational loops. In order to understand the requirements of a constructivist view, we will briefly present Sociocultural Theory, another tenet of this study, where interaction and co-construction of meaning are essential for language learning to be achieved.

2.2.6. Sociocultural Theory

This study has been designed in a foreign language learning environment which means that the amount of input the learners take is basically framed around the input available in materials designed for language teaching, such as course books, videos,

photocopied materials, and teacher talk. As a result, the type of interaction was primarily between teachers and students as well as between students and students. We do not assume that the very limited availability of interaction with native speakers or authentic input in the classroom would be a problem for our learners' L2 development since the program they are enrolled in are designed in such a way to help them improve their language knowledge and competence in all areas of the target language, as supported by claims of Sociocultural Theory.

Sociocultural theory (SCT hereafter) has its roots in the work of Vygotsky and Leontev, who defined language "as a semiotic tool, that is, language is seen as the means by which humans achieve the goal of social living" (Ellis, 2008, p. 519). Ellis provides a clear account of SCT that will be summarized below. Accordingly, sociocultural research in language learning evolves around the microgenetic method, which is about how interaction leads to the development of individuals, and focuses on how individuals achieve self-regulation, that is, how they use linguistic forms to function effectively in interactional exchanges. For understanding SCT, mediation is an essential concept and it refers to idea that social activities of human beings provide sources of attaining higher order skills by mediating sources including language. In SCT, interaction in second language is seen as essential since "...external mediation serves as the means by which internal mediation is achieved" (Ellis, 2008, p. 525). Interaction in SCT is mainly verbal and dialogic in nature, which can take place among individuals or as in the form of inner speech within individuals.

This study claims for having microgenetic orientation because it has been designed longitudinally, the participants have been observed with regular intervals before, during, and after their language education, and the data are subject to detailed qualitative and quantitative analyses. Throughout our study, we aim to track how the participants learn to mediate their language learning and regulate their own learning for performing target speech acts. Sociocultural theory assumes that learning is mediation and in language settings this mediation starts with the mediation of others or/and objects where language sources like dictionaries and teachers scaffold or provide input for learners. Throughout the learning endeavor, learners utilize these external sources of language and they begin to internalize language knowledge and learn self-regulation, which all take place thanks to interaction and participation in social settings. In this study, the other mediation is represented by the scaffolding of teachers and interaction between the participants. We assume that the communication among the participants will provide the

necessary social environment and drive learners towards managing their interaction via internalized language functions and forms.

After a brief overview of several terms essential for understanding Sociocultural Theory, two other important concepts, namely interlanguage talk and scaffolding, will be explained in detail since they are thought to be directly related to our study.

2.2.6.1. Interlanguage Talk

Three kinds of input sources frequently referred to in language learning environments are caretaker talk, foreigner talk, and interlanguage talk. While the first two types are characterized by the existence of proficient speakers who modify their language productions while addressing a less knowledgeable interlocutor, the interlanguage talk includes "the language that learners receive as input when addressed by other learners" (Ellis, 2008, p. 220). Interlanguage talk is the main type of interaction students experience in foreign language environments where communicative tasks are frequently used. It proves to be rather advantageous in that while talking to another language learner, learners experience more communication breakdowns and feel a bigger need for solutions to these problems, which ultimately leads them to be more careful about repairing strategies and results in a greater extent of learning. Furthermore, Ellis states that learners do not repeat the errors of their friends, as may be assumed, and their interactional patterns appear to be more beneficial than foreigner talk. Ellis points at negotiation of meaning and form as the explanation for the usefulness of interlanguage talk. Negotiation refers to instances where interlocutors make attempts to repair communication breakdowns, which are frequently experienced in foreign language classes due to limited linguistic resources of interlocutors (Ellis, 2012). Importance of negotiation in interlanguage talk takes us to the importance of interaction as a main source and reason of learning as advocated by Sociocultural Theory, the theoretical base of this study. One point to keep in mind is that although highly valuable as a source of input, interlanguage talk between non-native students is limited in terms of sociocultural aspects and more authentic resources should be employed to make up for this lack (Ellis, 2012) .

2.2.6.2. Scaffolding

Scaffolding is another crucial concept of Sociocultural Theory and it is closely related to the importance of interaction in mediating second language learning. Scaffolding refers

to "the way in which, with support from others, learners can reach levels of achievement which they would be unable to reach independently" (Littlewood, 2004, p. 519). According to Ohta (2001), scaffolding does not necessarily require the existence of proficient learners ready to help less knowledgeable peers. On the contrary, what makes scaffolding so valuable is participants' joint construction of meaning which results in building "a collaborative dialogue ", a term coined by Swain (2000, p. 103). The types of supportive actions that can emerge between pairs during collaborative dialogue are waiting, prompting, co-construction, and explanation (Ohta, 2001), all of which have been realized between the pairs in our study also. So it is pretty clear that peers with close language proficiency can support each other in different useful ways. In this sense, the data of this study is abundant in terms of collaborative dialogue and scaffolding, which led the participants to develop their pragmatic and grammatical knowledge for fulfilling speech acts in the target language.

2.3. Pragmatics

Pragmatics will be presented in several steps. First, an attempt to define the scope of pragmatics will be made. Then, an account of studies in interlanguage pragmatics will be provided.

2.3.1. What is Pragmatics?

Before attempting to define what pragmatics is, it may be useful to state that we are interested in pragmatics because it is more about the meaning dimension of the language as tool human beings, as social creatures, invented as a means of promoting their social connections. Even though Levinson (2005) points at a difficulty of providing an all-inclusive definition, we will present some definitions that lead us to a better understanding. Kasper and Rose (2001) define pragmatics as "the study of communicative action in its sociocultural context" (p. 2). Huang (2007) provides a more comprehensive definition of pragmatics as "the systematic study of meaning by virtue of, or dependent on, the use of language" (p. 2) and implicature, presupposition, speech acts, and deixis represent the main areas of research in the field of pragmatics.

Kecskes (2012) points at three main areas of inquiry in pragmatics: cognitive-philosophical line, sociocultural-intentional line, and sociopragmatics. The cognitive-philosophical line focuses on construction of meaning through propositions and

intentions, while sociocultural-intentional line promotes supremacy of context in emergence of meaning. Kecskes attributes the emergence of sociopragmatics and pragmalinguistics to the work of Leech (1983) and Thomas (1983), and he describes *Pragmalinguistics* as the resources including pragmatic strategies, routines and linguistic forms that are employed to modify the influence of utterances while performing communicative acts. However, looking at linguistic sources embedded in utterances does not give the whole picture and analysis of social factors is needed. Depending on the general account of Kecskes, it is possible to state that *Sociopragmatics* focuses on the influence of social perceptions of speakers in shaping their utterances as well as inferences. Although sociopragmatics is presented as a separate area from sociocultural-intentional line in Kecskes description, it is clear that they revolve around the same concept, which is "context-sensitivity" (p. 603), and they are stated to give birth to interlanguage pragmatics as a subfield of study in pragmatic inquiry.

Ariel (2012) provides a useful criticism about the fact that the majority of existing definitions of pragmatics mainly aim to discriminate/differentiate between grammar and pragmatics as two different and mutually exclusive areas. This kind of attempt is addressed as useless because these two areas are mutually complementary, since "almost all linguistic expressions require both a grammatical account and a pragmatic account" (p. 24). Grammatical dimension is stated to be relevant for the conventional match between any linguistic expression and semantic meaning, while pragmatic dimension accounts for inferences about "speaker-intended" (p. 24) meanings that can be derived from context, discourse and cognitive principles. Ariel presents three main research paradigms about the study of pragmatics, which are inferential pragmatics, form/function pragmatics, and historical/typological pragmatics. Inferential pragmatics is described as being mainly rooted in Grice's work and its endeavor is to explain principles which govern the making of pragmatic inferences from the semantic meaning of utterances. Form/Function paradigm has been shaped against Chomsky's generative syntax and the main argument is that functions are the keys that explain forms of given structures. The third paradigm, historical/typological pragmatics argues against the innateness hypothesis and points at recurring pragmatic functions as responsible for appearance of common grammatical structures across languages.

It is worth stating once more here that endorsement for pragmatic competence does not exclude grammatical/linguistic knowledge, as it is also an indispensable component of communicative competence. This can be the right place for discussing the

relationship between these two closely corresponding concepts, namely grammatical and pragmatic competences, drawing a frame based on the findings of the literature.

In their study, Hakansson and Norrby (2005) explored how grammatical and pragmatic development interacted for foreign language learners of Swedish. Grammatical development of learners was analyzed by applying morpho-syntactic development stages of Processability Theory in students' essays and translation tasks, while pragmatic development analysis was conducted by using data from a gap-fill task. They stated that they limited their analysis to 13 foreign language learners of Swedish in Australia, although their study was reported to be a part of a bigger scale projection. The researchers hypothesized that the participants' grammatical development would be the precondition for the pragmatic development to follow. As a result of the data analysis, they found out that, in general, learners' grammatical development was higher than their pragmatic development and the former appeared to be a prerequisite for the latter because no participant appeared to have a higher level of pragmatic development despite a lower level of grammatical development. The researchers concluded that there was a close relationship between morpho-syntactic processing ability and advanced-level pragmatic competence.

Another attempt to describe the relation of grammatical competence to pragmatic competence was made by Youn (2014), who set out to investigate the relationship between grammatical and pragmatic competences along with another dimension, proficiency. The participants, 40 ESL learners from three different proficiency levels described as low, mid, and high by the researcher, took four written pragmatic assessment tasks and the researcher conducted the data analysis on the data gathered from these tasks. The researcher found out that pragmatic development of learners was not parallel to their language proficiency. In other words, proficiency of the participants was not a significant indicator of their pragmatic competence. He stated that the best indicator of learners' written pragmatic competence was their syntactic complexity, since syntactically complex sentences served more pragmatic functions. The researcher supported this result with the findings from literature and by relying on the mean length of clauses, he concluded that pragmatically advanced learners used more diverse vocabulary and expressions. Additionally, the researcher advocated explicit teaching of pragmatic functions along with various syntactic structures in order to help learners develop their pragmatic competence.

Contrary to Youn (2014), Baron and Celaya (2010) reported a parallel development between pragmatic and grammatical competences. They conducted a study which was also inspired by the scarcity of studies investigating the development of interlanguage pragmatics in instructed foreign language learning settings. It was a cross-sectional study and participants of the study were comprised of foreign language learners of English in Barcelona, who differed in terms of their age of first exposure to English. Baron and Celaya (2010) reported utilizing a variety of tools to assess the measurement of pragmatic and grammatical development. In order to measure the pragmatic fluency of participants, they tracked several criteria such as turn taking, opening and closing the speech, and gambits. Proficiency levels of the participants were accepted as indicators of grammatical competence in the given study. Analyses were carried out to detect appropriate occurrences of the pragmatic criterion across different proficiency groups. The researchers reported observing pragmatic development parallel to proficiency level in terms of gambits and routines, topic change, and response time.

Another study that emphasizes the need for discovering the interrelationship between grammatical and pragmatic awareness was conducted by Schauer (2006), who attempted to replicate Bardovi-Harlig and Dornyei's (1998) study in order to compare pragmatic comprehension of EFL and ESL learners. Schauer (2006) employed the same data collection tool, which was a specially designed video-and-questionnaire in Bardovi-Harlig and Dornyei (1998) as well as post hoc semi-structured interviews with 53 participants, 16 of which were ESL learners, 17 of which were EFL learners, and 20 were British English native speakers. This study has also an additional feature of being developmental since the ESL participants were observed twice, once just following their arrival and once just before departure. The researcher found similar results to Bardovi-Harlig and Dornyei's (1998) study. The ESL learners and the native speakers identified more pragmatic violations than the EFL learners. Similarly, the participants in the EFL context also identified significantly more grammatical errors than the ESL group. Schauer attributed the differences found between the EFL and ESL learners to the influence of language learning context. He concluded his study by arguing the need for future studies looking at learners' pragmatic awareness along with their changing proficiency levels.

The influence of proficiency on pragmatic competence was also researched by Göy, et al. (2012), who designed a cross-sectional study to explore internal modification patterns in request performances of two groups of Turkish students from upper-intermediate and beginner proficiency levels in English as a foreign language. The

researchers also added a comparative focus to the study by comparing the participants' performances with those of native speakers. They reported a significant increase in the amount and variety of lexical and phrasal downgraders in accordance with proficiency level, but the amount of lexical and phrasal downgraders employed by higher intermediate learners' was not as rich as that of native speakers. In terms of internal modification devices, both proficiency groups lagged behind native speakers.

As the studies discussed above reflect, discussions about the relationship between grammatical and pragmatic development is centered on the priority/primacy issue: which competence precedes the other? Youn (2014) argues that the primacy of pragmatic development in L2 learning is attributed to the fact that the language learner has already settled pragmatic issues in his mother tongue and he mentions Schmidt's (1983) well-known Wes case as support for this position. The other choice, in which grammar precedes pragmatics, finds support from the majority of recent studies in the field, however with the warning that a high level of grammatical development does not guarantee high level of pragmatic development (Bardovi-Harlig, 1999; Youn, 2014). The issue has not been settled and we need further support from different areas. This study attempts to contribute to the issue by providing a longitudinal account of the participants for both competences.

2.3.2. Interlanguage Pragmatics

While the emphasis was on mainly linguistic or structural competence of language learners in language learning programs until the 1970s, some developments led to a change in focus. Following the proposal of *interlanguage* by Selinker as a concept referring to developmental path language learners go through in the target language and some scholars', such as Halliday and Hymes, emphasis on communicative competence as a broader term including linguistic competence together with pragmatic competence paved the way for pragmatic component in language learning programs. Pragmatic competence has been defined as the "the competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force" (Celce-Murcia, Dörnyei, and Thurrell, 1995, p. 9). In order to understand how learners develop pragmatic competence, empirical studies have been carried out and this area has been labeled as interlanguage pragmatics. Cenoz (2007) defines the scope of interlanguage

pragmatics as "the way language learners acquire and use pragmatic competence" (p. 127). Interlanguage pragmatics has been defined as "the study of how learners come to know how-to-say-what-to-whom-when" (Bardovi-Harlig, 2013, p. 68). Interlanguage pragmatics has been popular because it has been developed parallel to the promotion of communicative competence in language education.

Kecskes (2012) highlights Gricean pragmatics, Brown and Levinson's politeness theory, Selinker's interlanguage hypothesis and the understanding of pragmatic competence as theoretical constructs underpinning interlanguage pragmatics. He mentions pragmatic competence, speech acts, politeness and pragmatic transfer as the "main foci of research" (p. 602) in this field. Even though Kecskes attributes equal importance to all these topics, interlanguage studies have densely focused on speech acts, which were also utilized as indicators in other research areas such as pragmatic competence, politeness, and pragmatic transfer.

While investigating speech acts, some studies had a contrastive point and they compared the performances of native speakers and nonnative speakers. Many of these studies have focused on the areas in which these two groups differed from each other on performing speech acts. The well-known study of Blum-Kulka and Olshtain (1984) is a preliminary attempt to provide a framework for the study of requests and apologies by collecting data from native speakers of English and nonnative speakers from different L1 backgrounds. They looked for the universal patterns identifiable in terms of request and apology performances across languages. They employed DCTs as data collection tools. For requests, they came up with strategy types that can be leveled from direct to indirect. For apologies, they diagnosed "routinized formulaic expressions of regret" (p. 206) as the most direct linguistic strategy type. As an alternative apology strategy, they discussed that any other utterance may serve as an apology if they are formulated by considering related preconditions for the given situation.

Although the majority of studies in interlanguage pragmatics focused on speech acts actualized in English as the target language, Byon (2004) conducted a study with a comparative design in which the target language was Korean. He compared the request performances of 50 native Koreans and 50 Americans learning Korean as a foreign language with high proficiency. Another 50 Americans joined the study and completed these 12 scenarios in English, which allowed the data to be analyzed for the cultural influence on deviant target language productions. A discourse completion test was the instrument for data collection. The researcher found deviations from native language

norms in performance of nonnative speakers in that nonnative speakers were more politeness sensitive and used more strategies, so they were more verbose than native speakers. Additionally, L1 transfer was indicated in performances of nonnative speakers' productions.

Despite dominant differences between native and nonnative speakers' productions in the previous study, Gudmestad (2012), who investigated L2 mood use in Spanish by native and nonnative speakers, found factors known to influence mood use of native speakers were influential on mood use of also nonnative speakers of Spanish. Mood use of native Spanish speakers was stated to vary primarily in dependent clauses by relying on semantic meaning in indicative and subjunctive structures. Oral production tasks were used as data collection tools and the data was collected from 130 nonnative speakers of Spanish who were grouped depending on their coursework in Spanish. The researcher also utilized data from another study he conducted previously with native speakers of Spanish to provide a baseline for comparison. In terms of nonnative speakers' mood use, the results indicated development across levels but it was not linear. However, when a high level of proficiency was attained, nonnative speakers' performances were described to be similar to that of native speakers and to be influenced by similar variables.

In another study, Holtgraves (2007) approached interlanguage pragmatics from a slightly different perspective and examined how second language learners differed from native speakers in recognition of implicit speech acts. This study was conducted with 34 participants (18 natives and 16 nonnatives) who completed the tasks, in which they were expected to make lexical decisions after they read the given scenarios. As a result of the study, the researcher mentions a priming effect for native speakers because native speakers were successful at online speech act recognition due to automatic activation of online processing by the presented stimulus in the scenarios, while for nonnative speakers this kind of online activation was not observed. The findings of this study may indicate that it requires a huge amount of time and input for L2 learners to gain the automatization in a target language while they already have it in their mother tongue.

2.3.3. Influence of Instruction and Context on Interlanguage Pragmatics

Educational settings do not have to be centers for solely learning systems of languages and they can successfully result in the learning of pragmatics if they are designed as communicative contexts (Ellis, 2008). Ellis argues that foreign language

learners in interactional settings can achieve high levels of proficiency, while second language learners can fall short of this kind of mastery even in natural settings. This paves the way for the claim that foreign language learning contexts should be enriched with a communicative orientation where learners develop their grammatical and pragmatic knowledge together. Although it is widely agreed that the integration of pragmatic aspects is considerably indispensable for real language learning to take place, the debate still continues about how to achieve this in our teaching programs, such as whether to teach pragmatics explicitly or implicitly. Some of the existing studies will be discussed below with the hope of gaining some insights.

Several studies focused on implicit teaching of pragmatic functions to judge the effectiveness of this method. Takahashi (2005) conducted a study in which the aim was to see how different tasks of input enhancement influenced pragmatic development of 49 Japanese EFL learners who were chosen among freshmen and sophomores. These participants were assigned to one of two treatment conditions, a form-search condition (FS) and a form-comparison condition (FC). The treatment continued for 4 weeks, 90 minutes per week. The target structure was bi-clausal request forms in English, which are formed by a main and subordinate clause. In order to assess the level of awareness before and after the treatments, he employed pretest and posttest, which consisted of discourse completion tasks. Additionally, during and after posttest completion, written self-reports and retrospective follow-up questionnaires were administered respectively to understand why the participants gave those answers. He found out that the form-comparison condition yielded a higher noticing effect, particularly of target forms and mitigating devices for the participants. The researcher was cautious about formulating strong hypotheses on the behalf of FC because in posttests performances of these participants were not good enough to support any of these treatment conditions.

Positive influence of instruction was confirmed also by Takimoto's study (2008), who compared the influence of deductive versus inductive pragmatic instruction types, supported by input enhancement activities, on effective learning of lexical and syntactic downgraders in English request forms. The participants consisted of 60 adult Japanese whose proficiency level was reported to be intermediate. They were randomly assigned to one of four treatment types: deductive instruction group, inductive instruction with problem solving tasks, inductive instruction with structured input tasks, and control group. The aim was to teach appropriate use of lexical/phrasal and syntactic downgraders in complex requests in English as a foreign language. The study lasted for six weeks. For

the data collection, pretest, posttest and follow-up tests were employed. These tests included discourse completion tasks, role plays, listening tests, and acceptability judgment tests. Results of the study suggested that inductive teaching methods, either with problem solving or structured-input tasks, contributed to the performance of the participants more than form-only activities.

Another study to investigate the instructional effects on pragmatic development was conducted by Silva (2003) on the act of refusals. The study was again conducted in a second language environment and 14 low-intermediate level participants took place in the study, who were randomly assigned to either the control or treatment group in equal numbers. The researcher employed metapragmatic awareness tasks to teach appropriate pragmalinguistic and sociolinguistic components to the participants. As the research instrument, pre-test and post-tests in the form of role plays for the given scenarios were used. The researcher reported observing the participants in the treatment group to be closer to native norms after the treatment in terms of semantic formulae. They tended to be more direct, give more reasons, and state positive opinions.

Additional support on behalf of pragmatic instruction was actualized by Martínez-Flor and Fukuya (2005). They followed this line of inquiry by employing both implicit and explicit instruction techniques in their study. In the study, the participants were 81 intermediate-level- Spanish-learners of English as a foreign language, who were enrolled in a computer science class, and they were divided into three groups of roughly similar numbers for this study. The study's focus was on head act and downgrader productions of the participants while performing suggestions in the target language. The explicit and implicit groups were given 12 hours of treatment, while the control group did not receive any treatment. The explicit group was provided explicit presentations and meta-pragmatic explanations on the target structures while the implicit group was supported with input enhancement and recasts upon their incorrect utterances. The control group was not given any kind of treatment about the target forms. Not surprisingly, the researchers reported significantly better performances of the instruction groups over the control group in posttests, which included making phone call and writing e-mail.

The studies discussed above illustrate some of the efforts to understand which way is best for teaching pragmatics. We need to be aware that there are various factors contributing to the development of pragmatic competence (such as learning environment, amount and type of input along with instruction type) which make it difficult to find a unique, best way of teaching pragmatics for all language learners. Trosborg (1995)

highlights the challenge for foreign language teaching in terms of developing pragmatic competence along with grammatical competence. She tries to present an integrated approach of declarative and procedural knowledge for both syllabus design and teaching methodology and she draws some important conclusions. First, a syllabus design which not only covers target forms but also content functions is promoted so that reconciliation of formal aspects and communication is achieved. Second, it is stated that communicative activities provide the context for declarative knowledge to turn into procedural knowledge. Then, Krashen's well-known concept of *comprehensible input* is encouraged in that learners may attend to only the input they can understand. It is suggested that in order to increase pragmatic awareness, teaching content should be enriched and awareness raising activities for pragmalinguistic and sociopragmatic rules should be utilized. Trosborg argues that for the advanced pragmatic competence, learners need mastery of both appropriate linguistic structures and sociopragmatic rules through integrative activities. She concludes that not only areas of difference between languages but also similarities and overlapping patterns should be utilized to raise the awareness of learners.

2.4. Speech Act Theory & Politeness Theory

Before discussing Speech Act Theory, it is important to state that this study has been structured around speech acts because they form an indispensable part of the pragmatic competence of language learners (Holtgraves, 2007) in that speaking is an intentional act of doing something while listening is the recognition of that intention (Plag, Braun, Lappe, and Schramm, 2009). Speech acts have been such a popular area of investigation in terms of pragmatic competence also because they are actions performed in all languages and provide a concrete framework for analysis and comparison (Bardovi-Harlig, 2001).

2.4.1. Speech Acts

Speech Act Theory was developed by the Oxford philosopher J. L. Austin and it has been refined and advanced by his pupil, the American philosopher J. R. Searle (as cited in Huang, 2007, p. 93). Huang summarizes the essence of the theory by saying that "the uttering of a sentence is, or is part of, an action within the framework of social institutions and conventions" (p. 93). Huang presents a detailed account of Speech Act

Theory with the following details. According to him, in this theory, utterances were initially classified into two broad categories as Performatives and Constatives, by Austin, in that the former was comprised of utterances that perform an act as a result of saying a sentence while the latter covered utterances just making an assertion or statement. However, Austin later changed his view and generalized his theory to include all utterances as Performatives since every utterance performs an act considering the communicative force it has. Consequently, Speech Act Theory comprises all utterances because they mostly belong to the Performatives category. A performative utterance can be produced either via using a performative verb such as *promise*, *warn*, and *request* and they are called direct speech acts, or via the general meaning of the utterance as in imperatives and they are called indirect speech acts. According to Speech Act Theory, for an utterance to be a performative, it should meet some requirements, called felicity conditions, and they should be met in a real sense while uttering a performative. There are three felicity conditions described by Austin, which are in essence: the existence of a conventional procedure associated with that specific performance, correct and complete execution of the act; and the emergence of a specific consequence as a result of uttering that sentence.

Another important aspect of Speech Act Theory is that it analyzes any utterance from three dimensions, which are locutionary, illocutionary, and perlocutionary. Locutionary dimension stands for the act of producing an utterance; illocutionary dimension stands for the function of the utterance such as threatening or promising; and perlocutionary act refers to consequence of the utterance on the addressee such as *being a married person* or *being sentenced to prison* as a result of the utterance. A further distinctive functional dimension is suggested between illocutionary and perlocutionary acts by Eemeren and Grootendorst (as cited in Trosborg, 1995). The main distinction is summarized based on communicative function of illocutionary acts and interactional function of perlocutionary acts. Illocutionary acts stand out with their communicative function because they form an attempt to make listeners understand speakers' intentions; perlocutionary acts stand out with their interactional function, for those acts become real only if they achieve some consequence or find acceptance by listeners. Trosborg exemplifies the distinction upon the act of requesting in which a communicative act is fulfilled when the listener understands that the speaker asks for something, and an interactional act is fulfilled when the listener is persuaded to do the desired act. Regarding perlocutionary acts, the interactional act is realized in two dimensions: first, the act finds

acceptance, and then all other consequences that the speaker intends get real. Searle proposes an advanced typology for speech acts in five groups: **Assertives**: utterances that express a truth value about the world; **Directives**: directs the addressee to do an act stated by the addresser; **Commissives**: express a commitment by the speaker to do a future act; **Expressives**: imply or express the psychological state of the speaker in situations such as thanking or apology; **Declaratives**: bring a change on a specific situation or state. As their explanations suggest, these categories have been created by relying on the common intention of speakers and it is possible for a speech act to fall into two groups simultaneously, which suggests that one locutionary act can carry two illocutionary forces (Plag, et. al., 2009). Among these categories, three speech acts, namely requests, refusals, and suggestions, all of which fall into the category of Directives, will be described in detail since they are the foci of this study.

2.4.2. Requests

Request is a highly popular speech act investigated commonly in interlanguage pragmatics studies (Blum-Kulka and Olhstain, 1984; Byon, 2004; Schauer, 2004; Takahashi, 2005; Kılıçkaya, 2010). Popularity of request as a speech act can be attributed to two factors: firstly, requesting is a face threatening act by nature which requires employment of politeness strategies and carries implications about pragmatic competence and secondly, request was among the speech acts investigated in the famous CCSARP project by Blum-Kulka and Olhstain (1984), which has inspired many of the following studies.

Request is a speech act which intrinsically threatens negative face of the hearer because of several reasons: the expected action may impede hearer's freedom of action, the cost of action is on the requestee, and the requester faces the threat of losing face as a result of possible refusal by the other interlocutor (Brown and Levinson, 1987; Trosborg, 1995). Requests fall into the category of **Directives** in speech act theory (Jorda, 2007). It is described as a directive act in which "a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act which is for the benefit of the speaker" (Trosborg, 1995, p.187). Trosborg labels requests as pre-events since the desired action takes place after the locutionary act of request in contrast to apologies or complaints as post-events, in which the locutionary act takes place after the action. Strategies employed to perform speech acts are categorized in three groups in terms of

directness as the *most direct level* realized by imperatives or performative verbs; the *conventionally indirect level* is realized with reference to contextual clues; the *nonconventional indirect level* is realized with reference to the element required for the fulfillment of desired action (Blum-Kulka and Olsthain, 1984).

Lin (2009) focused on a specific request strategy -that is query preparatory, a conventionally indirect strategy- and compared types of modals used for performing this strategy by native speaker of Chinese, native speakers of English, and Chinese EFL learners. The native speakers were 60 English speakers, while nonnative speakers were 60 Chinese EFL learners, who were equally distributed to either English major students or non-English major students. The data was collected via DCTs over 20 different request scenarios. The researchers first collected L1 data from both groups and identified use of similar modal types but with different order. For English natives, modal verbs indicating ability was the first choice, while for Chinese, modal verbs indicating permission was the most common preference. Although there were differences in terms of syntactic structures of requests between low and high proficiency EFL learners, high proficiency learners were not very native-like and their performance deviated from native speakers’.

In addition to studies conducted about request performances of participants in English as a target language, Hassall (2003) conducted a study about Indonesian as the target language of Australian speakers. The data was collected via interactive role plays from 20 nonnative speakers of the intermediate level in Indonesian, who interacted with Indonesian native speakers for the given scenarios. The researcher reported close similarity between these two groups in terms of strategy choice while performing requests. Both groups mainly opted for query preparatory but non-native speakers differed from natives in their modal verb choice. The researcher attributed this similarity to the fact that query preparatory was the most common strategy type Australian learners used in their mother tongue, by indicating L1 interference among other possible factors influencing the participants’ performance.

2.4.3. Refusals

Similar to requests, refusals are also intrinsically face threatening acts for the negative face of the hearer in that the speaker may impede hearer’s freedom of action (Campillo, 2009). When performed in a second language, they appear to be a real challenge for language learners due to the difficulty of achieving this act appropriately in

a different culture (Beebe and Takahashi, 1987; Beebe, Takahashi, Uliss-Weltz, 1990). Refusals also fall to the category of **Directives** and they require special instructional emphasis because learners need appropriate linguistic tools along with pragmatic awareness to express themselves satisfactorily while refusing due to its complex nature (Felix-Brasdefer, 2008; Campillo, 2009). Refusals emerge *as a response to an initiating act* which can be in the form of a request, suggestion, offer, or invitation done by another person (Gass and Houck, 1999). Refusals' complex nature is attributed to the facts that they are shaped around social variables such as gender, age, economical power; they can be negotiated utilizing other speech acts, such as requests or promises; and the person to refuse has a broad array of alternatives to be presented as a reason for the act (Felix-Brasdefer, 2004; Felix-Brasdefer, 2008; Gass and Houck, 1999). In order to soften the threatening nature of refusals, the person to refuse has to employ as many *face saving maneuvers* as possible (Gass and Houck, 1999, p. 49). Gass and Houck point out that refusals are realized around culturally bounded norms and a speaker needs to be aware of these norms along with the correct linguistic structures to fulfill or notice refusals appropriately. Due to its aforementioned complex nature, refusals serve to provide an appropriate context for foreign language learners to display their pragmatic competence, and there are studies investigating refusals from different aspects, such as influence of length of residence in the target language environment on refusal performance of learners (Felix-Brasdefer, 2004) and refusals to different speech acts such as invitations offers, and requests (Silva, 2003; Nelson, Carson, Al Batal, and El Bakary, 2002). This study's scope of refusals has been confined to refusals in response to requests.

Felix-Brasdefer (2004) examined the effect of length of residence in a target culture on the refusal performance of 24 Americans learning Spanish as a foreign language. The participants were advanced level and they were organized in four different groups depending on the length of their residence in the target culture, ranging from 6 weeks to 30 months. Felix-Brasdefer reported that learners' sequencing and distribution of politeness strategies and verbosity rate approximated native speaker norms as the length of residence increased, suggesting the importance of active interaction with the target culture.

In a more recent study that included more variety in terms of research population, Wannaruk also (2008) employed a comparative methodology to investigate how refusals were performed by 40 native English speakers, 40 native Thai speakers, and 40 Thai EFL learners from three proficiency groups, namely lower intermediate, intermediate, and

upper intermediate. The data was collected via DCTs in which the situations required the participants to refuse suggestions, invitations, offers, and requests. The researcher presented the frequency rates of refusals used by three groups of participants and concluded that although three groups were quite similar in their refusal choices to different speech acts, there was mother tongue influence on the content of refusals performed by the groups. While Thai groups supported their refusals by modest explanations, English speakers mostly fulfilled this by expressing their gratitude for the invitations. EFL learners performed slightly similar to native English speakers regarding content of their refusals, which was accepted as implying that they needed more awareness of the target culture's social norms to avoid pragmatic failure while interacting in the target culture.

2.4.4. Suggestions

Suggestions, like requests and refusals, also belong to the category of **Directives** in Speech Act Theory and they can be defined as 'speech acts that are made presumably in the best interest of the listener, usually to help the listener toward some goal that the latter desires or assumed to desire' (Koike, 1996, p. 260). However, Koike states that suggestions sometimes have implications for the best interest of the speaker as well and the scenarios in our study are varied enough to address both perspectives because they require suggestions to be formed for the interest of both the speaker and the hearer. In Brown and Levinson's (1987) categorization of the face threatening acts, suggestions fall to the group of speech acts which threatens the addressee's negative face by indicating a future act expected from the addressee. Thus, they require employment of politeness strategies by the speaker to maintain face want of the hearer because the speaker tries to avoid offending the hearer by the suggestion as much as possible (Koike, 1996). Suggestions are among the three speech acts this study focuses on because the research exploring acquisition of suggestions as speech acts is fairly limited in literature (Matsumura, 2001; Jiang, 2006; Martínez-Flor and Soler, 2007).

A study on pragmatic use of advices by language learners in ESL context was studied by Matsumura (2001). The researcher compared 97 Japanese ESL learners' performances with 102 EFL learners from Japan in terms of their pragmatic competence in advice giving situations. There were another 111 native speakers of English who provided native speaker data. Matsumura sought for how ESL and EFL learners'

perceptual changes about social status reflected on their pragmatic performances. The researcher collected data four times via multiple choice questionnaires during ESL learners' stays in Canada. The same data collection frame was applied also for the participants in an EFL context.

Rose (2013) conducted a study to observe whether L2 pragmatic developmental stages proposed by the previous research were applicable to L2 Spanish proposals during planned talks. In the study, 46 L2 Spanish learners were observed during a 7-week-Spanish immersion program. The participants planned three different role plays during the 7th week of instruction. The researcher also had 12 native speakers of Spanish to perform the same role plays. A total of 1809 proposals and 351 supporting moves were recorded during approximately four hours of planning talk. As a result of data analysis, the researcher stated that the participants did not go through formulaic speech development as suggested by the previous research and they displayed a u-shaped curve during their L2 proposal productions throughout the study. The researcher proposes a new developmental framework with three universal stages of L2 pragmatic development with more salient L1 influence and pragmatic expansion.

2.4.5. Criticism of Speech Act Theory

Although speech act theory has been very influential and pragmatic studies mainly revolve around it, there are some points that meet criticism about the form of this theory developed by Searle. Trosborg (1995) presents them in a logical manner as follows. First of all, the felicity conditions that Searle proposes for each act to be noticed and fulfilled appropriately are sometimes found to be invalid and not universal as in the act of commanding. Although a hierarchical ranking of authority is a felicity condition for an utterance to be a command in speech act theory, in family or friends communication, commands are frequently seen to take place between people of equal status. The universality dimension also attracts criticism in that cultural values may differ from east to west in determining felicity conditions for a given act. Additionally, while felicity conditions are defined as valuable tools for describing and defining given situations for a speech act, people do not need to define them for speech acts because human beings are equipped with "instrumental rationality" (Trosborg, 1995, p. 20) and can judge and decode the elements of speech acts automatically. The final criticism is attached to the role assigned to the listeners in communications because they are assigned a passive role

where they have to endure the results of intentions of the speaker who is fulfilling the act and any changes that listeners' intentions may bring for the situations are not accounted for in this theory.

2.5. Politeness Theory

Four different approaches towards the study of politeness are mentioned in the literature and these are the social norm view, the conversational maxim view, the conversational contract view, and the face-saving view (Fraser, 1990). The focus of this study is on the face-saving view but the other three approaches will be defined precisely by relying on Fraser. Fraser attributes the origins of the social-norm view to common politeness view in English society and accordingly politeness in this view is achieved by respect to social norms of a given society and is marked with a high degree of formality. The cooperative principle was suggested by Grice (1975) with the idea that communication is a rational behavior fed by mutual understanding of the parties. This rationality is achieved through sticking to four maxims, which are also known as conversational maxims: quality: telling the truth, quantity: saying as much as needed, manner: being clear, brief and orderly, relevance: being relevant. The other approach, the conversational contract view, is stated to be in harmony with Grice's cooperative principle and Goffman's face concept. Fraser mentions the essence of this theory as interactive participants' awareness of rights, terms, and conditions shaped according to social norms (such as appropriate turn-taking or loudness of voice), social institutions (whispering in a church or speaking only when asked in a court), and "particulars of situations" (such as status, power, or relationship between speakers) (Fraser, 1990, p. 233). After this brief discussion of approaches to politeness, we will first attempt to define what politeness is and then discuss Brown and Levinson's face-saving view.

2.5.1. Definition of Politeness

As Watts (2003) puts forward, before discussing what politeness is, it may be useful to state from the very beginning whether the discussion is conducted with behavioral dimension, linguistic dimension, or both of them. In this study, we revolve our discussions around linguistic politeness due to the nature of the data gathered for the study.

As for many intricate concepts of life, it may be hard to come up with a unanimously accepted definition for politeness because it is related to many aspects of our lives. Since we could not reach a commonly accepted definition of politeness, we will attempt to understand politeness around different researchers' approaches to describe this intricate concept. Trosborg (1995) utilizes the mechanical point of view towards politeness and describes this mechanism as interplay of various structures, including nonverbal and prosodic features along with verbal features, to serve the speaker "achieve smooth communication" (p. 24).

Brown and Levinson (1978) attempt to describe politeness by utilizing *face* notion of Goffman. Accordingly, each individual has "the public self-image" (p. 61) that they want to preserve for themselves and this self-image revolves around the need for being approved (positive face) and the need for not being impeded (negative face). Depending on these two kinds of wants, Brown and Levinson suggest concepts of positive politeness and negative politeness. Positive politeness refers to attempts to satisfy the addressee's positive face wants and requires the speaker to share or seem to share the hearer's wants. Negative politeness, on the other hand, stands for the attempts to redress the unavoidable impeding effects on the hearer's freedom of action. Around the face concept, Felix-Brasdefer (2004) defines pragmatic competence as "learners' ability to negotiate face by means of various politeness strategies" (p. 589).

Leech (2014) highlights another dimension about politeness by labeling it as "communicative altruism" (p. 4) which he explains as valuing or appearing to value the person with whom you are conversing primarily rather than yourself via your words and behaviors. Leech lists eight features of politeness, which he claims to be a common term across cultures. The first feature of politeness is that it is not obligatory, which means that people have the option of being impolite and it is not surprising to see people behaving impolitely in some situations. The second point is that politeness is gradable in degree and the level of politeness can be upgraded by intensified actions or linguistic devices. The third point is that we have "a sense of what is normal" (p. 5) in politeness, which develops by experiencing social and cultural norms. The fourth point is that the form of politeness "depends on the situation" (p. 5). What will count as polite is determined by contextual variables. Leech exemplifies the influence of situation by how a display of politeness changes from a football stadium to a concert hall. The fifth feature politeness carries is that there is a "reciprocal asymmetry" (p. 6) between the participants of action. One of the actors shows higher respect for the other person by valuing her/him more for

her/his act. Another point, which is found to be bizarre by Leech, is that politeness may be displayed in repetitive behavior. If the need emerges, people may repeat the same polite behavior to compliment the other person. The seventh point is that in polite acts, there is a "transaction of value" (p. 8) between the participants by the fulfilled act. What is meant by this feature is that, as in the example of thanking, the value of thanking is transferred from one person to the other. The last feature politeness concept has is that in polite actions there is "a balance of value between the participants" (p. 9). To explain how the balance is preserved between the parties, Leech utilizes the speech acts of apologizing and thanking, both of which require repayment of debt to one of the participants. In thanking, the speaker repays the debt for the other participant's kindness and in apology, the speaker tries to repay the debt for his/her offense.

An important problem existing in all politeness studies is detected by Watts (2003), who emphasizes the absence of a widely accepted definition for the politeness concept. In order to provide a commonly approved definition, though not unanimously because of subjectivity that cannot be excluded totally by the very nature of the term, he lists several elements that should be addressed in such a definition. The first element is a universality of cooperative social interaction principles that are comprised of mutual considerations for others during interaction. He makes an important note right here that the display of mutual considerations may vary from culture to culture, even among individuals. Emphasizing the difficulty at reaching a consensus on the definition of politeness, Watts points at *impoliteness* as a term on whose definition people would agree more easily since it is more salient, unacceptable and inappropriate social behavior. He states that "... linguistic behavior which is perceived to be beyond what is expectable, i.e. salient behavior, should be called *polite* or *impolite* depending on whether the behavior itself tends towards the negative or positive end of the spectrum of politeness" (p. 19). It is suggested that the existence of linguistic politeness does not guarantee positive behavior. Watts also coins a related term, which is *Politic Language* and defines it as "linguistic behavior which is perceived to be appropriate to the social constraints of the ongoing interaction" (p.19). Watts concludes that providing a universally valid definition for politeness is nearly impossible since social interactions are shaped by a great variety of factors that can be assessed only via existence of abundant contextual information.

2.5.2. Brown and Levinson's Politeness Theory

Brown and Levinson (1987) shape their politeness theory on the basis of Grice's Conversational Implicature and Maxims and the view that "communication is a special kind of intention recognized to be by the recipients" (p. 7). In order to explain how politeness is achieved by people, they depict a rational Model Person (MP hereafter) who revolves around the notion of 'face' while planning and interpreting the utterances. By rationality, they refer to the ability of matching appropriate means for the desired outcomes. The focus of Politeness Theory is on how the MP rationalizes the optimal means of achieving his/her communicative goal (Watts, 2003). Watts categorizes Brown and Levinson's theory as *production model* since it is "an attempt to formulate a theory of how individuals produce linguistic politeness" (p. 85) and it is the speaker's action that receives focus, not the hearer's, in this theory.

The notion of **face**, another tenet of Brown and Levinson's Politeness Theory, is comprised of two dimensions: positive face and negative face. While positive face is comprised of the MP's "the positive consistent self-image" and negative face refers to the MP's claim for "freedom of action and freedom from imposition" (p. 61). They claim that although superficial realizations of these face issues may appear differently in different cultures, they are pretty similar in essence throughout all cultures. So the MP is careful not to carry out face threatening acts and minimize any of these kinds of acts while fulfilling their communicative objective (Watts, 2003). Brown and Levinson mention Power (P), Distance (D) and Ranking of imposition (R) as three main social variables determining politeness level. They order three sets of politeness strategies hierarchically as positive strategies, negative strategies and off-record strategies according to the degree of their softening impact for naturally/intrinsically face threatening acts. After this brief introduction, we will discuss some of these concepts more in detail.

2.5.3. Face in Politeness Theory

The concept of face in Brown and Levinson's theory is derived from Erving Goffman's work (Terkourafi, 2012, p. 620). The origin of the concept is attributed to an English folk term of losing face and this term points at the emotionally loaded side of participants in any interaction. In Brown and Levinson's theory, it is claimed that every individual has two types of face: positive and negative. Positive face refers to an individual's desire to be approved, while negative face refers to the desire to be free and

far from imposition, so the need for not being hindered. For successful communication, every interlocutor's face is to be maintained and face threatening acts should be avoided. Politeness strategies are therefore those which "support or enhance the addressee's positive face and avoid transgression of the addressee's freedom of action and freedom from imposition" (Watts, 2003, p. 86).

In Brown and Levinson's theory, it is argued that every individual has face wants and it is good for the parties in interaction to satisfy each other's face wants, at least partially, to achieve successful communication. Additionally, it is implied that in order to be practical because of emergency or efficiency needs, it may at times be possible to ignore face wants. So in any conversation (where no need of emergency or emergent efficiency exists), the MP is expected to either maintain positive face of the hearer by avoiding face threatening acts (FTA) or soften face threatening acts by using linguistic strategies. In Brown and Levinson's theory, this scale of avoidance or softening is postulated on a set of five possible strategies. At one point on the scale there is complete avoidance of any FTAs and at the other end, there is commitment of an FTA without any redressive action. It is worth explaining that FTA refers to speech acts which would be evaluated as negative under normal circumstances or which aim either at inducing the addressee to carry out an action that would not be beneficial under normal circumstances for the addressee, though it is debatable what constitutes 'normal' in any social interaction. Moreover, by redressive action, Brown and Levinson refer to attempts of linguistic modification to eliminate the threat of FTA to be carried out. Watts (2003) states that in the case of an FTA, the MP either chooses to enhance the addressee's positive face (positive politeness) or to soften the imposition or freedom of action (negative politeness). Some acts are stated to be intrinsically face threatening and Brown and Levinson's theory models the linguistic strategies to be employed by the speaker during these face threatening acts. Watts highlights that the speaker is the real owner of the power in this model since it is the speaker who decides to or not to commit an FTA.

Appropriate to the nature of their theory, Brown and Levinson discriminate among speech acts according to the type of face they threat: the ones threatening positive face and the ones threatening negative face. They also provide a further discrimination between the acts threatening the face wants of either hearer or speaker. Speech acts such as orders, requests and suggestions are stated to be among the ones threatening the negative face of the hearer by imposing a limitation on hearer's freedom. Among the acts threatening hearers' positive face, criticism, complaints and challenges are mentioned

because by fulfilling these acts, hearers' need for approval is ignored by speakers. Regarding the speaker's face wants, acts such as apologies, confession and self-contradiction are pointed as threatening positive face, while expressing thanks and acceptance of offers are stated to threaten negative face. Brown and Levinson also mention the possibility of some overlap in classification of speech acts depending on the kind of face they are thought to threaten, since some of them may threaten both kinds of face wants depending on the situation.

Brown and Levinson's theory answers the question of how to deal with a speech act that threatens face of either party in a conversation. Basically, two alternatives are thought to be available for the speaker: either do not do the act or do the act. As indicated, the speaker may decide to completely avoid the face threatening act or do the act by considering three *wants*: "a) the *want* to communicate the content of the FTA, b) the *want* to be urgent and efficient, c) the *want* to maintain hearer's face to any degree" (Brown and Levinson, p. 68). They suggest that weightiness of the third *want* determines the level of politeness to be employed for "minimizing the threat" (p. 68). If the speaker decides to do the FTA, there are two other options: going off record or going on record, as can be seen in Figure 1.

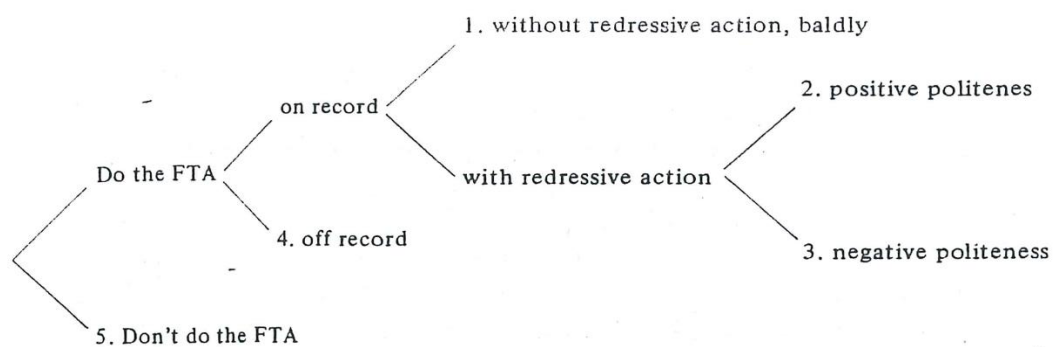


Figure 1. Possible strategies for doing FTAs

Source: Brown and Levinson, 1987, p. 69

If the speaker goes off record, it appears that 'there is more than one unambiguously attributable intention so that the speaker cannot be held to have committed himself to one particular intent' (Brown and Levinson, p. 69). In this case, the speaker does not clearly state the real intention and tries to negotiate the meaning by utilizing the linguistic means of metaphor, irony, rhetorical questions, understatement, tautologies, and all kinds of hints.

If the speaker opts to go on record, s/he decides to negotiate one clear intention by either with or without redressive action. In the first case, the speaker states the intention directly and without raising any ambiguity. Three possible explanations are presented to explain why a speaker chooses to act baldly: a) both participants may agree to give priority to being efficient or urgent; b) the threat may be very small for the face wants of the participants; and c) S may protect his/her face want thanks to being superior to H or being supported by the audience. In the final case, negotiating meaning with redressive action, the speaker tries to minimize the threats either in positive politeness form to maintain positive face wants or negative politeness form to satisfy negative face wants.

2.5.4. Strategy Choice: Positive or Negative?

According to Brown and Levinson's theory, redressive actions of a speaker address either negative or positive face wants of a hearer. If an addressee's positive face needs to be redressed, there are three major classes of strategies, together with their subtypes, to be employed. These are claiming common ground, conveying that S and H are cooperators, and fulfilling H's wants. In Brown and Levinson's description of positive politeness, it is stated that in order to employ one of these strategies, a face threat does not have to appear and these strategies can be employed just for the appreciation of hearer's wants and enhancing her/his positive face. The sub-strategies of positive politeness strategies for achieving a social closeness are presented in Figure 2 below.

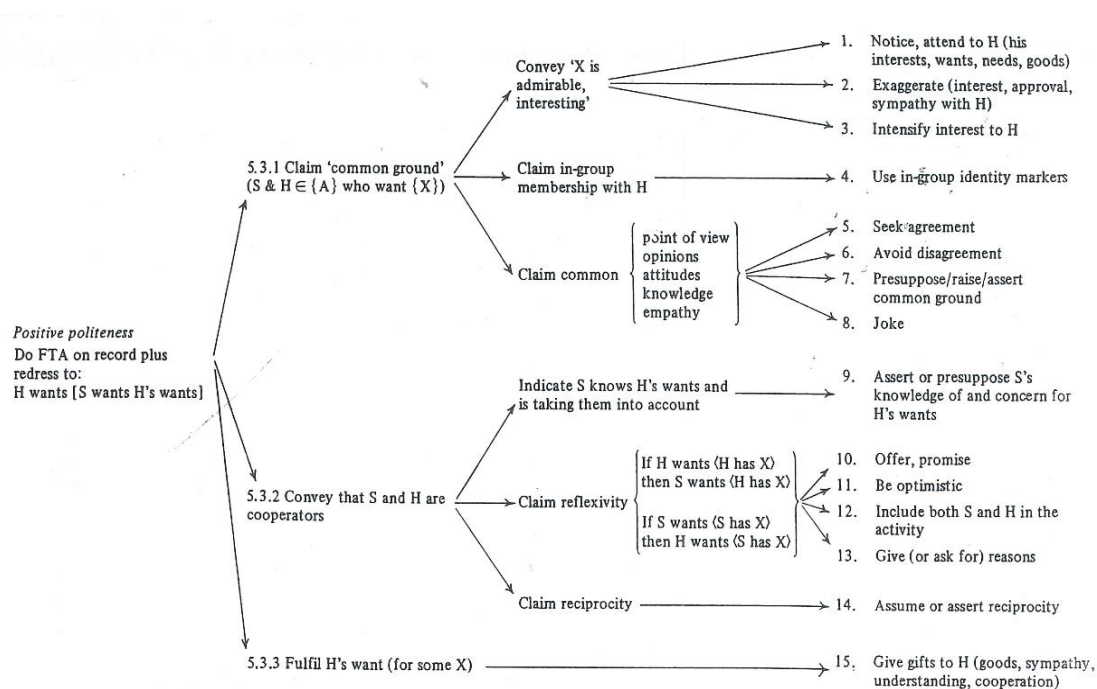


Figure 2. Chart of positive politeness strategies

Source: Brown and Levinson, 1987, p. 102

To the contrary of positive politeness, negative politeness strategies are needed when an FTA has an unavoidable influence on the hearer's negative face wants. The politeness strategies employed to redress negative face wants of hearers are presented in five broad categories displayed in Figure 3 below.

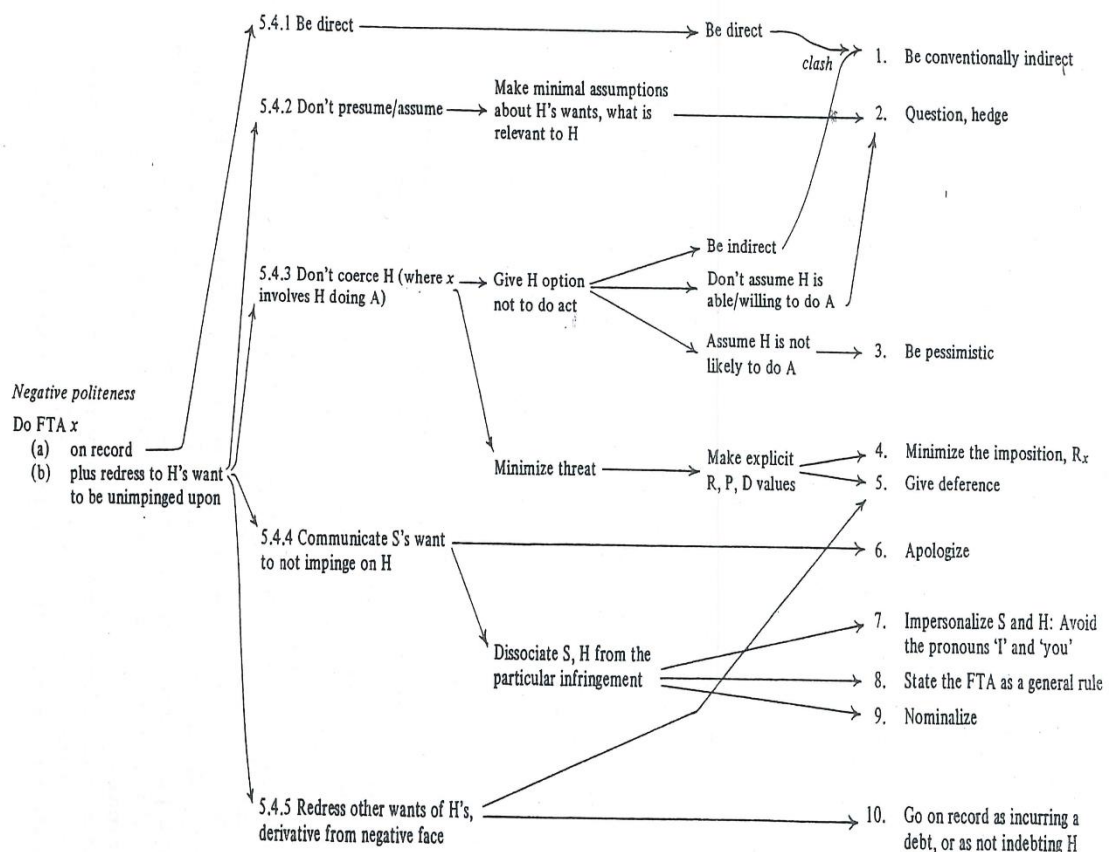


Figure 3. Chart of negative politeness strategies

Source: Brown and Levinson, 1987, p. 131

As can be seen from Figure 3, negative politeness strategies range from being direct to redressing other wants of H's. The first strategy, being direct, is said to reflect a speaker's clashing desires of being indirect and going on record at the same time, and the speaker achieves both of them by employing utterances whose meanings are contextually unambiguous. On the other hand, on the opposite end of the continuum, the speaker redresses the hearer's negative face either by indicating his/her respect for the hearer or acknowledging the hearer that he feels indebted towards him/her.

2.5.5. Sociological Variables in Brown and Levinson's Theory

Brown and Levinson argue that under the same conditions all rational agents choose the same set of strategies because of three main variables thought to determine the level of threat and to be valid cross-culturally. These variables are taken into consideration in strategy choice because they contribute to the seriousness level of FTA. In producing an utterance, the MP has to assess parameters of ongoing discourse and of the social situation and choose a politically appropriate utterance. Regarding the social situation, the MP has to consider these three different socio-cultural variables for the FTA, which are: *Power* the hearer has over the speaker, *Distance* for *social similarity/difference* between the interactants, and *Imposition* for the expenditure of the action. Brown and Levinson clarify their point about these three variables by saying that the mutual knowledge between the parties determines the values that these three variables carry.

Distance refers to social closeness for which frequency of interaction between the parties and any kind of exchange of goods are shown as the two basic assessment criteria. Power stands for the relative power H has over S, which can be assessed by the degree H can impose her/his self-evaluation and plans over S's. Material control and metaphysical control are represented as the two main sources of this kind of power. Ranking of imposition matters by the degree it interferes with negative or positive face wants of the agents. For negative face, degree of imposition may be assessed "in proportion to the expenditure (a) of services... and (b) of goods" (p. 77). Regarding these three social variables, Brown and Levinson argue that:

- they are context dependent and fed by interaction of different situational factors. Moreover, values attached to these social variables are valid for a speaker and hearer only in particular situations and for specific FTAs. The writers illustrate this argument via different cases. For example, the big social *distance* between two strangers from America can disappear when they meet in India as two tourists on the same tour, or a speaker enjoying *power* while speaking about his own expertise may lose it immediately after he starts speaking in a field he is not very good at.
- these variables are *relevant to* and *independent* of each other, which means that although they are all relevant in determining the threat of an FTA, they are also independent in that their degree to contribute weightiness of an FTA

may be different from each other in a given situation. For example, in case of asking for permission to smoke, the speaker's style is expected to differ according to Power of the hearer who may have a higher or lower status, while in this case Imposition would be stable and Distance would be shaped on the basis of the speaker and hearer's social relationship.

2.6. Conclusion

In summary, a general frame around the field of interlanguage pragmatics has been built in this chapter. First, a brief overview of the evolution of language learning approaches from Classical theory to Socio-cultural theory has been presented and the link to arise of communicative competence, pragmatic competence, and linguistic competence has been made. Politeness theory of Brown and Levinson, which is a part of the theoretical construct of this study, has been summarized to show that it is an appropriate theory for evaluating the pragmalinguistic development of learners. The theory not only accounts for basic social variables but also allows for the evaluation of the extent to which linguistic expressions are pragmatically appropriate in terms of those social variables.

In the next chapter, research questions and the research design of the study will be discussed. It will present definitions and rationale of data collection tools together with taxonomies employed to analyze speech acts covered in the study.

CHAPTER III

METHODOLOGY

3.0. Introduction

This study aims to investigate the pragmatic development of a group of Turkish EFL learners who were enrolled in one-year-obligatory English preparatory program at a state university in Turkey. The study seeks to find out the developmental path the participants follow while learning the target language, English, by relying on their performances of three speech acts, namely requests, refusals, and suggestions. This chapter presents the methodological framework of the study. First, the setting and the participants are described. Then, data collection tools, development of scenarios, and inter-rater reliability are explained. Finally, the data collection scheme is explicated in detail.

3.1. Setting and Participants

This study was conducted during the academic year of 2013-2014 with preparatory class students affiliated with a state university. After learners are placed at this state university as a result of university entrance exam, they are administered an exemption test in which they must demonstrate the required level of knowledge in English to directly begin education in their departments. If they fail to pass this exam, they are expected to take one-year-preparatory course in English, which is offered by the university.

This preparatory program is compulsory for the students since the medium of instruction at the university is English. It is obligatory for the students to learn English adequately during this program to study in their departments by passing the proficiency exam to be administered at the end of this program. This preparatory program offers a comprehensive education in English as a foreign language where learners have opportunities to interact with foreign students as well as foreign instructors to practice English and they are expected to prove their knowledge in all four skills of English during the scheduled exams. The program covers a whole academic year which is divided into four blocks, each of which corresponds to a different proficiency level, ranging from beginner to intermediate. At the beginning of fall term, learners are placed in one of those

levels depending on their scores of an in-house placement exam, administered by the university. The participants of this study were chosen among the ones who were placed at Beginner level because the study has an acquisitional perspective and aims to investigate interlanguage development via longitudinal data collection technique. Accordingly, the participants in this study were trained in different proficiency levels which were beginner, elementary, pre-intermediate, and intermediate throughout the four sequential periods during their education.

At the beginning of the study 22 students accepted to participate in this research. The students were chosen via convenience sampling, a type of nonprobability sampling. In other words, these students were the ones who were available to the researcher for the virtue that she had regular classes of at least four hours in a week with those students when they were at the beginner level. This allowed the researcher to convince the students to be voluntary to take part in the study easily. Although all the participants signed the consent form (Appendix 1) presented in Turkish at the beginning of the first period for their participation, six of the participants quitted the study either by stating their unwillingness directly just before the first data collection or not attending the class regularly on the dates specified in data collection timeline throughout the course of the program. At the end of the fourth data collection, there were 16 participants who regularly joined in data collection sessions and completed DCTs and act-outs. The participants of the study were all foreign language learners of English in Turkey. Their ages ranged between 17 and 19. Gender distribution was pretty balanced (8 girls and 8 boys) even though gender will not be taken as a variable in this study. They were enrolled in different majors including engineering, law, finance, and business administration.

3.2. Instruments

Three types of data collection tools were used in this study. They were discourse completion test, role play and semi-structured interview. These instruments and the rationale for employing them will be explicated below.

3.2.1. Discourse Completion Test

Although the study of pragmatics would be enriched in real sense by natural data, it is not always possible to reach this kind of natural data. Felix- Brasdefer (2010) mentions several factors making natural data collection hard to reach as (1) difficulty in

reaching situations with same sociolinguistic factors to compare such as age and educational level, (2) very low chance of observing the occurrence of target speech act interactions between the participants from native and nonnative groups outside the class, (3) low frequency of observations of target speech act performances. In addition, it is important to state that keeping a real record of the target settings to capture all features of real speech requires researchers to carry the necessary equipment such as a video camera all the time, which is again nearly impossible for longitudinal studies like this one. It is certain that authentic data provides the most useful data about interlanguage pragmatics but due to difficulties of gathering abundant authentic speech about the target speech acts (Kasper and Dahl, 1991), different instruments have been developed in the area of interlanguage pragmatic studies.

Pragmalinguistic research is marked with popular usage of Discourse Completion Tests (DCTs), following Blum-Kulka and Olhstain's study (1984) and it is an instrument that requires subjects to provide a written response to the situations described in given scenarios (Billmyer and Varghese, 2000). In the literature, a common debate has always been available about advantages and disadvantages of DCTs as data collection tools (Billmyer and Varghese, 2000; Kasper and Dahl, 1991). Discourse completion tests are criticized on the ground that they cannot reflect features of real conversations such as turn-taking, speaker-listener coordination, paralinguistic elements (Kasper, 2000). Moreover, DCTs are stated to be the evidence of respondents' awareness about what they should say considering contextual factors rather than being indicators of their actual performance (Golato, 2003; Kasper, 2000). Despite all the disadvantages, their practicality overweighs and makes them popular in pragmalinguistic research. So this study also employs DCTs as one of the data collection tools. The exact form of DCTs used in the study for each period are provided in Appendices 2 and 3. Scenarios used in this study have been designed in the form of open DCTS, in which a situation is described and subjects are asked to state their response in written form as in the following example:

Example 1: Refusal Test Item (used in the third and fourth data collection phases)

Power: +, Imposition: +,

Your teacher gives a new hand out every week and needs a volunteer to multiply these handouts for the class regularly throughout the year. Since she knows that you live near a big copy center, she asks you to have this responsibility. However, you often stay in your girlfriend who lives far to the copy center. What would you say to refuse?

You:

3.2.2. Scenarios

Since contextual factors are essential in shaping the utterances of speakers in actual interactions (Billymer and Varghese, 2000) , the prompts provided in the scenarios used in this study were enhanced via inclusion of information by considering two target social variables, which are Power and Ranking of Imposition. In the study conducted by Billymer and Varghese (2000), the inclusion of this kind of additional information about the scenarios was proved to be useful especially in resulting richer external modification although not yielded significant differences for head acts and internal modification performances.

Although it is a common case for studies not to provide any rationale for scenario choices used in pragmatics studies to assess speech acts, the scenarios of this study were designed by the following steps Rose (2009) took in his study. The researcher first scanned the literature to gather scenarios that were used for requests, refusals, and suggestions. Then she used a form of example generation as suggested by Rose and applied it in Turkish to a different group of learners, who were enrolled in another class at the same preparatory program. Appropriate situations taken from the literature were written as the initial items in separate parts for each speech act and those students were asked to think of and report other possible situations for the target speech acts. After the researcher had gathered those scenarios in a pool and eliminated unrelated ones, such as situations that would not occur in the school, she chose the appropriate ones and put them on a separate metapragmatic assessment questionnaire as described by Rose. In this third phase, the researcher asked another group of students to take two actions: mark the given situations as either Big or Small in terms of imposition and indicate their likelihood of occurrence on a Likert Scale (Appendices 4, 5, 6). The responses of those students were entered into SPSS and the scenarios with the highest mean values were chosen for the study.

These scenarios with the highest mean values were manipulated by the researcher in such a way that they had the required socio-contextual features. For example, the request scenarios in which the students were expected to make a request from the teacher were modified in two ways. One of those scenarios described a situation with low imposition while the other one described the same situation with high imposition thanks to a small modification. The scenarios were piloted in two other classes which were randomly chosen from upper levels, namely A2 and B1. The aim of the piloting was to

assess how productive respondents could be to the given scenarios. The answers of these participants showed that the scenarios were clear enough to create expected answers and the impositional modifications were noticeable enough to lead these participants to modify their answers. The same scenarios used in the piloting were applied also in the actual study during the first and second phases of data collection (Appendix 2). The social variables around which the scenarios were developed and manipulated are presented in Table 1 below.

Table 1

Distribution of Sociolinguistic Variables of the Scenarios Employed in the Study

| Speech Act | Power | Ranking of Imposition |
|------------|-------------------|-----------------------|
| Request | Student = Student | Big |
| Request | Student = Student | Small |
| Request | Student < Teacher | Big |
| Request | Student < Teacher | Small |
| Suggestion | Student = Student | Big |
| Suggestion | Student = Student | Small |
| Suggestion | Student < Teacher | Big |
| Suggestion | Student < Teacher | Small |
| Refusal | Student = Student | Big |
| Refusal | Student = Student | Small |
| Refusal | Student < Teacher | Big |
| Refusal | Student < Teacher | Small |

As shown in Table 1, for each speech act, four types of scenarios were developed and applied in each data collection phase. Each scenario in the same phase differed from each other in terms of *Power* and *Ranking of imposition*. Power as a social variable had been treated at two levels in this study: Level 1: Equal Power and Level 2: Higher Power. Similarly, Ranking of Imposition was treated at two levels: Level 1: Big Imposition and Level 2: Small Imposition. For this study, *Distance* was not taken as a variable because the participants of the study were chosen from two different A1 level classes and due to time constraints, their peers in role plays were always their classmates and the teachers were chosen among the ones who taught these students regularly other than the researcher. So, taking *Distance* as a factor would lessen the validity of the scenarios since it would not be realistic to ask students to imagine that they were talking to a friend or to a teacher whom they were not familiar with. Another step taken to strengthen the study

and to reduce the influence of task was to make slight changes in the scenarios to be used in the third and fourth periods, as described below.

In the first term (covering first and second data collection periods), the request scenarios which required the participants to make a request from their teachers was about asking the teacher to show the exam paper that the students could not see due to absenteeism. Similarly, the request scenario used in the second term (covering third and fourth data collection periods) required the students to ask for an exercise sheet from the teacher who had given it previous day but the students could not take again due to absenteeism. These scenarios were made different from each other by utilizing a factor that contributed to Ranking of Imposition. In the first term's high imposition scenario, the students needed to ask the teacher to take the files from the secretary, which was something the school administration would not allow normally. And in the second term's high imposition scenario, the students needed to ask the teacher to take a printout despite the fact that she was very busy and did not have a personal printer in her office.

In the first term, request scenarios with friends required the participants to ask their friend to help them about a topic they did not understand while their friends were very busy. Similarly, the setting was school again in the second term and the students were required to make a request about using their friend's book or dictionary. Adding high imposition to the story was achieved by stating that their teacher would be angry if the student did not have the course book.

Refusal scenarios of the first term required the students to refuse their teachers about making a presentation because of being busy and feeling stressed about high-stake exams coming soon. Scenarios for friends were about refusing a friend's request to repair his/her computer which had very important documents. In the scenarios used in the second term, the students had to say no to take the responsibility given by their teachers because they did not live near to a copy center. This time, scenarios for friends were about refusing a friend who wanted to use the same topic for a given project due to a concern about taking low marks.

After the scenarios of requests and refusals were adapted appropriately in such a way that they would have a higher ranking of imposition and be face threatening for hearer, the same procedure was applied to suggestion scenarios so that they would have a higher ranking of imposition along with face threatening nature for hearer. In the first two data collection periods, suggestion scenarios for teachers and with low imposition required the participants to make suggestions to their instructor's investigation about

ways of improving the lesson quality. The rate of imposition was increased by asking the students to make suggestions about the exam topics that teacher would choose. So, if their teacher would apply their suggestion, they would have questions in the exam from the topics they were good at. Similarly, in the final scenarios, the students were expected to suggest question types to be asked in the exam and the length of preparation time to be given for a project work, in which the first one was aimed to have high imposition and the second one would have low imposition.

In the suggestion scenarios with friends in the first two periods, the participants made suggestions about a book to read in leisure time and about a grammar book from which their teacher would choose questions for the coming exam, the first situation with low imposition and the second situation with high imposition. In the suggestion scenarios of the last two periods, the students suggested either strategies to help to increase fluency of their friends or types of questions that would appear in the coming exam, again the first situation with low imposition and the second situation with high imposition.

3.2.3. Role Plays

In order to strengthen the study, another type of instrument, namely open role plays, was also employed. Kasper and Dahl (1991) describe open role plays as the data collection technique where roles of subjects are specified appropriately in the given scenarios before the act-out but those subjects do not use prescribed utterances and need to negotiate the meaning through sequences to reach the desired end of, at least, one of the speakers. In other words, if two subjects are given a refusal scenario, one of the participants need to refuse the other one who makes a requests and each of these participants may need to take several turns to accomplish their aims. Open role plays are placed very closely to authentic observations on a scale of different instrument types to elicit pragmatic data by Kasper and Dahl (1991), which may indicate that the powerful authentic side of open role plays make it possible to have some insights about the actual performances of the participants for the given speech acts rather than just showing their knowledge or awareness of appropriate strategies for those acts.

In this study also, the participants were given only a brief summary of the situation with some clues to shape their choices, such as clues about the power of the interlocutors and imposition of the action. But they were not prescribed about the turns they would take or they were not instructed about how to start or end the conversation. So, all the

participants revealed a naturalistic flow of speech production to achieve the desired end in the speech acts. Open role plays are presented as more advantageous in this kind of studies also due to the fact that they are replicable and the researcher may catch all paralinguistic features, thanks to video recording, that would contribute to illocutionary force of the utterance (Kasper and Dahl, 1991; Felix-Brasdefer, 2010). The scenarios developed for this study have been used both in DCTs and open role plays. For role plays, the researcher provided each participant with appropriate prompts on separate cards by making necessary adaptations in scenarios, as exemplified in Appendix 7.

3.2.4. Semi-Structured Interviews

In order to increase the depth of this study, we also utilized semi-structured interviews during the last data collection period. What is meant by a semi-structured interview may be summarized as:

... a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions...Also the interviewer usually has some latitude to ask further questions in response to what are seen as significant replies (Bryman, 2008, p. 196).

Semi-structured interview conducted at the end of the study was applied to obtain a deeper understanding of mental processes the participants were involved in during task completion by relying on their evaluations. The interview was comprised of a range of probes which were mainly adopted from already used items in the study of Cohen and Olhstain (1992) and Barron (2003) and the researcher added some other interview items related to the design of the study (Appendix 8). Consequently, the questions were formed mainly around the categories of planning process, executing processes, pragmatic knowledge, linguistic knowledge and task structure that were thought to influence the participants' performances during DCT and open-role play completion.

It is necessary to state that although Cohen and Olhstain (1992) and Barron (2003) applied these questions in the form of retrospective protocols, this study utilized them in the form of semi-structured interviews. The main reason for this adaptation was the fact the nature of the study was not appropriate for employing retrospective protocols. Since employing retrospective protocols after each phase would spoil the frame of the study, it would result an indispensable consciousness-raising in the participants about the target structures and would harm the claim of the study that it followed the participants' development during a natural flow of education without specific pragmatics instruction.

Thus, if retrospective protocols were conducted at the end of each data collection phase, it would not be possible to claim that the study did not utilize explicit teaching techniques which also have the purpose of raising awareness about the target structures. Additionally, each participant performed 12 scenarios in each data collection period and watching all these scenarios again was not possible due to time constraints even though retrospective protocols require participants to re-watch their performances. Thus, asking the questions in the form of semi-structured interviews were thought to be more suitable for this study and upon completion of the scenarios in the fourth phase, each of the participants was interviewed and the researcher videotaped these sessions. Interviews were carried out in Turkish, mother tongue of the participants as it is suggested for participants with limited target language mastery (Cohen, 1996) and their language proficiency was not the focus during these interviews.

3.3. Data Collection Procedure

This study had a longitudinal design and the data collection period was completed through an academic year, which covered eight months including both spring and fall terms. Prior to start of the study, the researcher asked for permission from the administration of the foreign language school of the state university where data collection of this study took place. As stated before, this educational program comprised of four sequential two-month periods, each of which represented a different proficiency level ranging from beginner to intermediate. For this study, data collection was realized five times through this academic year, once in Turkish and four times in English. As a principle guiding the data collection in this study, each data collection was realized in the very first week of each two-month-educational periods since the final week of each period was stressful because of the final exam and most of the participants wanted to concentrate more on their exams rather than spending time in role-plays. Thus, when a participant's level is described as Beginner in this level, it means that this student has just completed beginner level education and s/he is enrolled in the very first week of elementary level education. Only exception in this arrangement was made for the fourth data collection period, during which the participants acted out the role plays and handed in DCTs mostly in the 7th week since they had to spend the 8th week for the final exam.

For each data collection, the researcher had to plan when the participants would meet and who would be their pair before the video recording so it required preparing this

schedule at least one week before the actual data collection. The participants were allowed to choose their partners so that they would feel more comfortable while interacting during role plays. The students filled in DCTs at school and generally the researcher allowed the participants to submit the DCT until the end of that day before they left the school. The researcher generally insisted on collecting DCTs on the same day because few participants either lost their papers or handed in quite late when they took DCTs to dormitory or home.

Before the video recordings, the participants generally had already discussed what to say to each other during the act-out and the researcher did not have to allocate extra time for this kind of preparation between the participants. Recording of a pair took nearly 25 minutes since each scenario had to be performed by both of the participants, which means that 24 scenarios were recorded in each case. The participants were very stressed in the first data collection period since they did not feel comfortable due to their limited proficiency in English and they were not familiar with the task. Additionally, they clearly stated that being recorded was a disturbance for them. However, these affective factors were eliminated in the following data collection periods thanks to increasing familiarity among the participants, their improving proficiency in English, and the familiarity with tasks since they were also engaged in communicative activities in their routine classes.

The participants were recorded via a laptop and it was operated by the researcher who was present in all role plays. This gadget was placed on a table in front of which the participants sat face to face and acted their roles. In the first two periods, the students were allowed to stop and perform their act-outs again if they felt overstressed or if serious communication breakdowns happened.

3.3.1. First Period

The researcher completed the piloting of the study during the first two weeks of the first period and immediately after the piloting, the first data collection was actualized in Turkish, mother tongue of the participants to compare their mother tongue and target language performances. Following the Turkish data collection, the researcher waited for the participants to complete their education at beginner level. In order to provide an acquisitional perspective, this study aimed to track the participants' development from the very beginning of their foreign language education. However, the researcher noticed that the participants could not perform in DCTs or role plays before they had some basic

knowledge of English as the target language. So, the first data collection in English was realized at the end of first two months. By this way, the necessary break was given for the participants to forget the scenarios and their answers to these scenarios in Turkish.

3.3.2. Second Period

At the end of every two-month-training, all students enrolled in the preparatory program were required to take a midterm and final exam to be eligible to continue their education in the next proficiency level. All the participants of this study successfully completed the beginner level and they were enrolled in the elementary level, which took again 8 weeks. Having covered this level, the students were again asked to complete DCTs and they were scheduled to perform the act-outs on separate days with their teachers and friends.

3.3.3. Third period

All the participants were successful at their elementary level of education and they were all placed at the next proficiency level, which was pre-intermediate. An important change to happen for the participants at this level was that, as a result of the preparatory program's requirement, they were distributed to different classes at pre-intermediate level, which means that they had new classmates and teachers. Furthermore, this change in the schedule of the participants required the researcher to spend longer time to arrange role plays appropriately for the third and fourth data collection.

3.3.4. Fourth Period

Among the 16 participants, 5 students could not be successful in the final examinations of pre-intermediate level education and they had to repeat the same level while the other 11 students continued their education at intermediate level. This was not seen as a problem for the sake of study since the marks of the participants were not specified or considered as indicators of grammatical development in this study. As a result, the performances of those 5 students were not excluded from the data analysis. At the end of the fourth period, the researcher had to collect the data during the 7th and 8th weeks due to the fact that act-out scenarios took longer time in comparison to previous terms and the researcher conducted semi-structured interviews after the participants' role

play performances, which allowed the researcher to record one or two pairs of students at most in a day.

3.4. Interrater Reliability

During the Turkish performances of the participants, responses to 384 scenarios were collected. Half of these responses were collected via DCTs and the other half was collected during act-out performances. The Turkish data gathered for the study was first sorted out by the researcher and then it was coded by another coder, who is Turkish and a PhD candidate in the field of teaching English as a foreign language. To make sure that coding was actualized via the same categories, the researcher shared the taxonomies employed in this study with this second rater. In total, 157 of the responses were coded by the second rater and the scores of both coders were entered into SPSS to calculate Cohen's Kappa. The results of this calculation is demonstrated in Table 2.

Table 2

Interrater Reliability Scores for Data in Turkish

| Speech Act | Cohen's Kappa | Approx. Sig. | Number of Samples |
|-------------|---------------|--------------|-------------------|
| Requests | .762 | .000 | 58 |
| Refusals | .800 | .000 | 45 |
| Suggestions | .879 | .000 | 54 |

The results presented in Table 2 below showed that the coders achieved substantial agreement for requests and refusals while they were in perfect agreement for the coding of suggestions in the way they sorted out Turkish samples (Request: Kappa: .762, $p < 0.001$, Refusal: Kappa: .800, $p < 0.001$, and Suggestions: Kappa: .879, $p < 0.001$).

In total, there were 1536 scenarios performed in English and gathered throughout the data collection period, 768 of which were collected via DCTs and 768 of which were collected via open role plays. Due to large amount of samples gathered throughout the study, the researcher chose randomly a little more than 160 scenarios to be coded by another rater, which is a number corresponding to nearly %10 of all the scenarios. These randomly chosen scenarios were rated by another coder, who is a native speaker of English and has majored in teaching of English as a foreign language and holding an MA degree in the same field. She was told the purpose of this study and agreed to help the

coding process. Any training was not given to the second rater but the researcher provided the taxonomies used in the first coding to make sure that both raters used the same strategy types to sort out the participants' samples. The coding data of the researcher and the second rater was analyzed via SPSS and Cohen's Kappa calculations were run in order to check the compatibility of the ratings for each speech act. The results presented in Table 3 indicate a desired amount of consistency in terms of ratings between the two coders.

Table 3

Interrater Reliability Scores for Data in English

| Speech Act | Cohen's Kappa | Approx. Sig. | Number of Samples |
|-------------|---------------|--------------|-------------------|
| Requests | .808 | .000 | 70 |
| Refusals | .845 | .000 | 65 |
| Suggestions | .877 | .000 | 67 |

As can be seen in Table 3, the measure of agreement between the coders has been achieved in statistically significant levels (Request: Kappa: 0.808, $p < 0.001$, Refusal: Kappa: 0.845, $p < 0.001$, and Suggestions: Kappa: 0.877, $p < 0.001$) by indicating that a good level of agreement is achieved for coding the scenarios of the target speech acts. The high consistency shown in the table may be attributed to the fact that the samples of the participants were not very diverse in content and they were pretty similar in terms of head acts and modifiers. As can be seen in the data analysis chapter, several strategy types were dominant and preferred over the others throughout the study.

3.5. Data Analysis

After data collection was completed thoroughly, all the video recorded scenarios were transcribed using standard orthography by the researcher and she utilized a simple transcript system, shown in Appendix 9. During transcribing, when needed, notes were taken next to the related utterances to emphasize paralinguistic features such as facial expressions or posture that would contribute to the meaning. All this transcribing work took longer than three months, and as the second step, the researcher employed taxonomies to identify head acts, internal modification and external modification patterns for each speech act. Identification of head acts and modifiers in DCTs were actualized separately. Act-out scenarios were analyzed carefully by taking the flow of each dialogue

into consideration since each dialogue had its own dynamic structure and it was seen that the very same utterance could fall into different categories depending on this dynamic structure of the conversations. This situation will be illustrated with a specific example from the data. It was seen that the utterance ‘*I don’t understand a topic*’ has been used as a **Strong Hint** in the first dialogue while it appears to be a **Grounder** in the second dialogue as shown in the following two extracts from the actual data.

Scenario 1: Request (R+)

B: Hi, how are you.

A: I am fine, thanks. And you?

B: I am fine. I will study an exam but I have a problem. *I don’t understand a topic*. [Strong Hint].

A: Which topic you don’t understand?

B: Simple present tense.

A: Ok, but I am going to go my hometown. I am very busy.

B: This exam is very important for me. Can you help me, please?

A: I can’t help you...I can’t help you because I have to prepare my baggage.

B: Ok, thank you.

Scenario 2: Request (R-)

G: Hi.

A: Hi.

G:How are you?

A: Fine...and you?

G: Thanks. Can you tell me past tense? *I don’t understand it*. [Grounder]

A: I am available. I can help you.

G: Should we study tonight?

A: Ok.

G: ok.

These kinds of instances where the similar linguistic forms are used with different functions can be explained by attributing to two main features of Conversation Analysis, which are *Emergence* and *Situatedness* (Haugh, 2012). Haugh describes *Emergence* as referring to the fact that activities of participants in a conversation have the potential of

taking a new form depending on the action of others. The sequential nature of conversations can lead to emergence of an intention that is not pre-planned. The second feature, *Situatedness*, refers to the fact that the inferences we make about/during a conversation is not just limited to principle of here-and-now, and they are more related to historical, cultural, and social circumstances. In the first case above, *Emergence* principle explains adequately that the utterance *I don't understand a topic* is recognized as a request by the hearer because it appeared after the utterance *I have a problem* and it ended with a pause or silence indicating that the speaker is making a request. Neither the speaker nor the hearer needed further clarification about its illocutionary force. In terms of *Situatedness*, both the speaker and hearer transcend here-and-now and they understand exactly which exam they are talking about thanks to their shared knowledge.

As the researcher continued sorting out the written and oral productions of the participants, she compiled them in separate Excel documents for speech acts and periods under the categories for 1) head acts, 2) internal modification types, and 3) external modification types, which will be presented in detail while describing the taxonomies employed in the following title. After having checked the interrater reliability, which was seen to be at desired levels, the researcher entered the data into SPSS.22 and chi-square analyses were conducted for each speech act to see if the strategy choices and modification patterns in the productions of the participants changed across the study.

For the analysis of qualitative data, two main approaches are suggested: either a) defining categories and later doing the data analysis or b) defining categories during the analysis of the data depending on the text (Seliger and Shohamy, 1989). In this study, we opted for the first choice because the questions to be asked during interviews were already designed to understand the participants' perceptions on a list of common topics, which is a feature appropriate to the nature of semi-structured interviews (Schensul, 2012).

Having conducted semi-structured interviews at the fourth phase, the researcher tried to apply an ongoing and non-linear data analysis technique appropriate to the nature of the interactive model proposed by Miles, Huberman, and Saldana (2014). In this model, four interrelated and interactive steps are mentioned for the qualitative data analysis: 1: data collection, 2: data condensing, 3: data display, 4: drawing conclusion. After having collected the data from semi-structured interviews, the researcher watched each record of interview and tried to code their responses. The fact that the researcher was familiar to the context of the participants and they all completed the same tasks during the study made the coding process easier since many themes were recurring. As can be seen in

Chapter 4, the results were displayed by presenting frequencies in tables for each category and it was followed by the researcher's interpretation of the findings.

3.6. Taxonomies of Politeness Strategies and Modification Patterns

It is necessary to state that there is some kind of richness and flexibility in the literature in terms of the terminology used in the analysis of speech acts. Firstly, the concepts of *strategy* and *head acts* are broadly used interchangeably (Blum-Kulka and Olhstain, 1984; Hudson, Detmer, and Brown, 1995; Byon, 2004). Additionally, productions of participants other than head acts are alternatively referred as *external modification*, *adjuncts*, or *supportive moves* independent of the speech act investigated. This study also follows the same trend and these terms are used interchangeably.

3.6.1. Taxonomy for Requests

Request is one of the most widely studied speech acts in the field of pragmatics following the seminal work of CCSARP (Blum-Kulka and Olhstain, 1984) which also provided a comprehensive taxonomy for request strategies. In this taxonomy, the strategies or head acts for request realization are divided into 9 distinct types under three main categories of directness. Even though the analysis was done mainly relying on this taxonomy in this study, the researcher also utilized the taxonomies offered by some other more recent studies of Byon (2004), Schauer (2006), and Campillo (2007) for sorting out head acts and possible modification types. The final version of the request taxonomy used in this study is displayed in Table 4 below.

Table 4

Taxonomy of Request Strategies

| Categorization of Strategy | Directness | Example |
|-----------------------------|--|---|
| Direct | 1. Mood Derivable | *Lend me your car. |
| | 2. Explicit Performative | *I ask/require you to lend me your car. |
| | 3. Hedged Performative | *I would like to ask you to lend me your car. |
| Conventionally Indirect | 4. Locution Derivable | **Madam, you'll have to move your car. |
| | 5. Suggestory Formula | * How about lending me your car? |
| | 6. Want statement | * I want you to sign this for me. |
| | 7. Reference to preparatory conditions | Can I borrow your dictionary for a while? |
| Non-conventionally Indirect | 8. Strong hint | **Shall you be using your car tonight? |
| | 9. Mild hint | **It is cold here. |

* Taken from Trosborg (1995)

** Taken from Blum-Kulka and Olhstain (1984)

Request strategies considered in this study have been analyzed depending on this taxonomy, which is presented in Table 4 above, since it provides a useful account of possible strategy types that will be briefly defined by following the work of Blum-Kulka and Olhstain (1984), Trosborg (1995), and Byon (2004). In this taxonomy, categories are described in the following way:

- **Mood Derivable:** Utterances formed by imperative mood or statement of obligation and necessity.
- **Explicit Performative:** Utterances made by the explicit statement of a performative verb of the intent of the speaker, as its name indicates.
- **Hedged Perfromative:** Utterances in which the illocutionary force is softened via employment of hedges.
- **Locution Derivable:** Utterances in which speaker conveys his intent via the overall meaning of the utterance.

- **Suggestory Formula:** Utterances actualized by employing specific suggestion structures.
- **Want Statements:** Utterances expressing a demand or need of the speaker.
- **Preparatory:** Utterances that can be identified by existence of permission structures that questions the feasibility of the act.
- **Strong Hint:** Utterances in which the hearer has to figure out what the speaker implies by his utterance that has reference to objects or elements involved in the act.
- **Mild Hint:** Utterances in which he hearer has to figure out what the speaker implies by his utterance in the lack of reference objects or elements involved in the act.

In order to detect modification patterns along with head acts in requests, a separate taxonomy was compiled and it is presented in Table 5.

Table 5

Taxonomy of Internal and External Modification Types in Requests

| Internal Modification Main Types | Sub-types | External Modification Types |
|----------------------------------|-------------------|-----------------------------|
| Openers | | Preparator |
| Softeners | Understater | Grounder |
| | Downtoner | Disarmer |
| | Hedge | Cost/Imposition |
| | | Minimizer |
| | Politeness Marker | Getting a pre-commitment |
| Intensifiers | Intensifiers | Apology |
| Fillers | Hesitators | Checking on availability |
| | Cajolers | Gratitude |
| | Appealers | Sweetener/Compliment |
| | Attention getters | Strong will |
| | | Considerator |
| | | ** Personal Attachment |

**This category was labeled and suggested by the researcher upon the nature of the data in this study.

As can be seen in Table 5 above, devices for internal modification are categorized in four main types as openers, softeners, intensifiers, and fillers. Functions for the words or expressions falling to each category may be briefly described as in the following:

- **Openers** are used for introducing the act (Campillo, 2007)
- **Softeners** are used for mitigating the influence of the act (Campillo, 2007). Softeners have three subtypes: namely: 1:***Understatement***: expressions for minimizing some part of the illocution 2: ***Downtoners***: adverbs and modal articles used to be more tentative indicating possibility of non-compliance 3:***Hedges***: expressions for creating intentional vagueness about some aspects by avoiding specification (Campillo, 2007; Blum-Kulka and Olhstain, 1984). Additionally, the word Please is identified as Politeness marker in this study, a kind of softener, following the main trend in the literature (Trosborg, 1995; Byon, 2004; Schauer, 2004) although Campillo (2007) categorized it as a type of external modifier.
- **Intensifiers** are used for aggravating the influence and over representing the reality (Blum-Kulka and Olhstain, 1984)
- **Fillers** are used for filling the gaps to occur in conversation (Martínez-Flor, 2007). Fillers also have some subtypes, which are ***Hesitators***, referring to instances of stuttering such as *err*, *emmm* because of uncertainty, ***Cajolers***, for inviting the addressee to become a part of the knowledge or conversation, ***Appealers***, for taking consent of the addressee such as *Right? Agree?*, and ***Attention getters***, for alerting the addressee about the coming act (Campillo, 2007).

Although the content of Table 5 is based on lexical/phrasal devices of internal modification, we are aware of the fact that there are also syntactic downgraders mentioned in the literature. These syntactic devices are questions, past tense, negation, tag questions, conditional clauses, and embedding. However, since the analysis in this study mainly focused on lexical internal modification devices due to the nature of the data in which syntactic means of internal modification was underused as in the study of Woodfield (2012), these syntactic means will not be described further in this section.

Regarding external modification, there are 10 different categories available, which are Alerters, Preparators, Grounders, Disarmers, Imposition Minimizers, Getting a pre-commitment, Promise of a reward, Sweetener, and Apology. Although it is possible to narrow this categorization, we have tried to enlarge it as much as possible to cover all

categories mentioned in different studies including Blum-Kulka and Olhstain (1984), Byon (2004), Jorda (2007), and Campillo (2007). It is discussed that external modification devices fulfill the main function of softening the threat or imposition that appears in relation to the head act (Jorda, 2007).

- **Preparators:** are the initiative acts of preparing the addressee for the coming act and can be achieved via preparing the content, preparing the speech act, and also by checking on availability or getting a pre-commitment from the addressee (Trosborg, 1995).
- **Grounders:** refer to instances of giving reasons, explanations or justifications for the act to be done or have already been done and they can be used to threaten the hearer (e.g. Please do your homework appropriately. *Otherwise you will have to do it again*) as well as softening the impact of the act (Trosborg, 1995; Campillo, 2007; Jorda, 2007).
- **Disarmers:** serve the speaker soften the act by indicating awareness that the act may be offensive to the hearer and the hearer has the chance of refusal as in the examples of *I am sorry to bother you...*, *I hope I am not intruding...*, *I really don't want to trouble you but ...* (Campillo, 2007; Jorda, 2007; Blum-Kulka and Olhstain, 1984).
- **Cost/Imposition minimizers:** express the speaker's consideration of the cost to hearer.
- **Checking on availability:** helps the speaker to check whether some pre-condition is valid for her/his request to be fulfilled (Blum-Kulka and Olhstain, 1984).
- **Compliments:** are attempts of the speaker to reduce the imposition by '*appreciating the hearer's ability*' (Blum-Kulka and Olhstain, 1984).
- **Strong will:** cover expressions of how the speaker reinforces her/his act by promising to *commit himself/herself to the action* (Byon, 2004).
- **Considerator:** is comprised of after-head-act moves expressing "consideration of the interlocutor's situation" (Schauer, 2004, p. 262).
- **Personal Attachment:** are expressions used to reinforce the request by mentioning how much the act means to the speaker. This category was proposed a new external modification type by the researcher. Since these expressions were mainly used by the participants following the head act and as the second instances of external modification, we felt that they should be categorized separately as

instances of Personal Attachment, which is a label suggested depending on the common theme of these expressions.

3.6.2. Taxonomy for Refusals

Due to their highly face threatening nature, refusals are also realized by different strategy types and are often accompanied by adjuncts. The refusal strategy taxonomy mainly utilized in this study was used in Beebe, et. al.'s study (1990), which is a taxonomy widely referred in refusal studies (Nelson, et al. 2002; Felix-Brasdefer, 2004; Gass and Houck, 1999). However, the researcher also noticed a need for enriching the categories and utilized the work of Campillo (2009) and Wannaruck (2008) to compile a comprehensive refusal taxonomy covering both head acts and adjuncts as shown in Table 6 below.

Table 6

Taxonomy of Refusal Strategies

| Level of directness | Strategy | Example |
|-----------------------------------|--|--|
| Direct | Bluntness | / <i>No./I refuse.</i> |
| | Performative Negation proposition | of <i>-I can't, I don't think so.</i> <i>- 'I won't'</i> <i>-I won't be able to do it"</i> |
| Indirect | Plain indirect Reason/Explanation Regret/Apology | <i>It looks like I won't be able to go.</i> <i>I can't. I have a doctor's appointment.</i> <i>I'm so sorry! I can't.</i> |
| | Alternative a) Change option | <i>-I would join you if you choose another restaurant.</i> |
| | b) Change time (Postponement) | <i>-I can't go right now, but I could next week</i> <i>-I can do X instead of Y</i> <i>-Why don't you do X instead of Y?</i> |
| | Disagreement/Dissuasion/Criticism | <i>Under the current economic circumstances, you should not be asking for a rise right now!</i> |
| | Statement of principle/Philosophy | <i>I can't. It goes against my beliefs!</i> |
| | Avoidance | <i>Well, I'll see if I can.</i> |
| | -Non verbal ignoring (silence) -Verbal (Hedging, Change topic, Sarcasm, Joking) | |
| Statement of Negative Consequence | <i>It is your grade, not mine.</i> | |
| Self Defense | <i>It is not because I don't want to listen to your opinion.</i> | |

As displayed in Table 6, there are various types of refusal strategies. They were mainly categorized as direct and indirect strategies. Since the names given to refusal strategy types clearly indicate the scope of these categories, further descriptions of these categories will not be presented here. Although the studies researching refusals have mainly focused on strategy types and adjuncts to refusals, internal modification of refusals have not been detailed enough (Ren, 2013). As a result of ignorance of internal modification patterns of refusals, we could not find any widely accepted internal modification taxonomy of refusals. Depending on the internal modification taxonomies available in Ren (2013) and Felix-Brasdefer (2004), we outlined our categories and considering the content of our own data, we have come up with the following taxonomy

of internal modification devices to be employed in the analysis of this data. Table 7 below presents internal modification categories along with external modification categories utilized in the analysis of refusals.

Table 7

Taxonomy of Internal and External Modification Types in Refusals

| Internal Modification Types | External Modification Types /Adjuncts |
|--|--|
| Downgraders | Positive Opinion |
| Lexical adverbs /Downtoners | Willingness |
| Mental State Predicates / Subjectivizer | Gratitude |
| Appealers | Agreement |
| Diminutive Understater | / Empathy |
| Camaraderie | *Promise |
| Cajoler *Hedges | |
| Upgraders | |
| Discourse Marker Intensifiers | |

As can be seen from Table 7, the internal modification devices are comprised of categories mainly taken from the taxonomy of internal modification devices for requests. Since they have been already described for requests, further definitions will not be presented here again. Regarding external modification tools, the table already covers the widely recognized adjuncts to refusals:

- **Positive opinion:** ‘the speaker believes the invitation, offer, etc. to be a good one but cannot comply with it’ (Campillo, 2009, p.146)
- **Willingness:** the speaker expresses his/her willingness but immediately completes the utterance with a refusal.
- **Gratitude:** the speaker attempts to soften the refusal by expressing gratitude for the offer

- **Agreement:** the speaker express his/her *consent* just before refusing the interlocutor
- **Empathy:** ‘the refuser demands solidarity of the requester by soliciting his/her sympathy’ (Campillo, 2009, p.146)
- **Promise:** was added to the taxonomy as a new category and taken from Wannaruk (2008) to include adjuncts that promise for a more improved situation to happen in the future.

3.6.3. Taxonomy for Suggestions

Reaching a comprehensive taxonomy for suggestions took longer than finding taxonomies for the other two speech acts since suggestions have not been researched as much as requests and refusals yet. As a result of literature review, the researcher found the study by Rose (2013), who conducted her doctorate research about proposals, a specific type of suggestions. She provided a very detailed taxonomy covering both head acts and supportive moves for proposals, based on work of Koike and Pearson (2005) but has been improved and modified parallel to the her own data. The taxonomy of Rose is presented in Table 8 below.

Table 8

Taxonomy of Suggestion Strategies

| Level of Directness | Strategy | **Example |
|-------------------------|---|--|
| Direct | Ellipsis | - <i>But I also very, eh um strange.</i> - <i>To talk about our, plans for, the, dance?</i> |
| | Infinitive | - <i>Or one of us finds the mirror.</i> |
| | Other Verb | - <i>We are in the headquarters.</i> - <i>And you say no and we say.</i> |
| | Want/Querier Statement | - <i>I wanna be Minnie Mouse.</i> - <i>You don't want to go to Italian.</i> |
| | Imperative/Let's | - <i>Ah well, let's do something like that.</i> - <i>Ask me many questions.</i> |
| | Obligation/Necessity | - <i>I think we should start with that.</i> - <i>But you must say that my parents are going to pay.</i> |
| | *Explicit Performative | - <i>I suggest you to be more punctual for your appointments.</i> |
| Conventionally Indirect | Future Expression | - <i>You will be the busy one.</i> |
| | Possibility/Probability | - <i>It can be an interview.</i> |
| | Interrogative Formulas | - <i>What if we find it?</i> - <i>Why don't we do the game type?</i> |
| | Reporting (Thoughts) Impersonal Clause | Clause - <i>I think it should be like, high school.</i> - <i>It is better that she comes here.</i> |
| Indirect | Indirect (Hints) | - <i>Looks like she is more imaginative.</i> |

*This category was labeled and suggested by the researcher upon the nature of the data in this study.

** Taken from Rose's examples provided in the detailed description of the taxonomy.

This suggestion taxonomy, presented in Table 8, is thought to be completely appropriate for this study because Rose (2013) also conducted a longitudinal study and these categories available in the data perfectly reflect the developmental nature of learners' pragmatic and linguistic capacities. Rose provided detailed explanations for

each category which will also be employed here briefly to justify how the suggestion productions of the participants in our study were put into these categories.

- **Ellipsis:** Omission of verb phrase or part of the verb phrase
- **Infinitive:** Appearance of verbs in base form
- **Other verb:** Existence of a verb other than the ones involved in the categories of obligation, want statement, necessity, future expression, and possibility
- **Want statement:** Use of the verb ‘want’ in an affirmative sentence
- **Imperative/let’s:** Use of the imperative or let’s
- **Obligation /Necessity:** Verbs or verb phrases used to express obligation or necessity
- **Explicit Performative:** Use of verbs meaning ‘suggest’ or ‘recommend’.
- **Future expressions:** Use of tense and aspect or the modals to express future
- **Possibility/Probability:** Use of the modals ‘can’ and ‘could’ in English
- **Interrogative Formulas:** Introducing a proposal to do x in the form of a question
- **Impersonal clause:** Impersonal expressions used to introduce a proposal to do x.
- **Indirect Hint:** Utterances that are interpretable as proposals although they make either partial or no reference to them.
- **Reporting clause (Thoughts):** Dependent clause used to introduce a proposal to do x.

Similar to the case of requests and refusals, modification devices employed in suggestion performances of the participants were detected by utilizing a separate taxonomy, which can be seen in Table 9.

Table 9

Taxonomy of Internal and External Modification Types in Suggestions

| Internal Modification Types | External Modification Types |
|----------------------------------|-----------------------------|
| Alternative | Condition |
| Appealer | Disqualifier |
| Cajoler | Explanation/Reason |
| Politeness Marker | Preference |
| Discourse marker | Repetition/Paraphrase |
| Downtoner (**Reporting Thoughts) | *Solidarity/Emphaty |
| | **Gratitude |
| Intensifier | ***Introductory/Preparator |
| | ***Praise |
| | ***Upgrader |

* Adopted from refusal taxonomy.

** Adopted from request taxonomy.

*** These categories, whose counterparts exist in taxonomies of either requests or refusals, were added to this taxonomy by the researcher also as suggestion adjuncts upon the nature of the data in this study.

As stated before, suggestion taxonomies of head acts and modification patterns, latter of which is presented in Table 9, have been adopted from the study of Rose (2013). However, depending on the nature of data collected in the study, slight adaptations were made in these taxonomies. For example, although reporting clauses such as *I think* and *I guess* were mainly categorized as a suggestion strategy in Rose (2013), in this study we will treat them as a kind of phrasal downtoner instead of a suggestion head act because when taken alone these expressions serve as a kind of introductory items and they do not propose any idea on their own. Additionally, since several types of lexical internal modification devices included different categories such as Hedges and Understaters that were not found in our data, they were replaced with Politeness Marker and Intensifiers in this study because of the existence of samples of these categories. It is important to remind once more that throughout the study, the internal modification devices for all speech acts were restricted with lexical mitigating devices because the syntactic modification devices are generally represented in the main strategies whose names clearly represent the syntactic structures they cover and in our data, internal modification was always achieved by lexical means by the participants. Rather than providing a complete list of definitions for the internal modification devices, only four categories are defined below because some of these internal modification devices are present also in the taxonomies of other speech acts and have been already described before.

- **Alternative:** "Offer of an alternative to mitigate the force of a proposal" (Rose, 2013, p. 268).
- **Appealer:** "...appeal directly to the hearer's consent" (Martínez-Flor, 2007, p. 262)
- **Cajoler:** "... invite the addressee to participate in the conversation and restore harmony" (Campillo, 2007, p. 214).
- **Discourse Marker:** "...mitigate the impact of the proposal by managing the interaction and signaling how the speaker plans to steer the dialogue" (Rose, 2013, p. 270).

Regarding external modification types, some brief descriptions are presented below:

- **Conditions:** utterances that set a condition for suggestions to be accepted
- **Disqualifiers:** utterances that propose a criticism for the suggestion that has just been made (though in this study we used disqualifiers to refer to utterances that criticize another option, generally as an initial step for upgrading the present suggestion).
- **Explanations:** statements that justify the proposals
- **Preferences:** utterances indicating that the proposal is also preferred by the speaker(s).
- **Repetitions:** utterances emphasizing that the speaker believes in the usefulness of the suggestions that have been made.

In addition to these categories that are already available in Rose (2013), depending on the nature of the data collected in this study, the researcher has proposed two additional categories for the classification of samples in external modification types.

- **Introductory:** utterances that set the scene for initiating the act of suggestion (Ex: *I have a suggestion to you...*)
- **Praise:** utterances that downgrade the face threatening influence of the suggestions by appreciating the already available condition of the hearer (Ex: *you are a good teacher...*)
- **Upgrader:** utterances that describe positive outcomes to come out as a result of present suggestion.

3.7. Conclusion

In this chapter, the general frame of the study has been presented through detailed description of setting, participants, and data collection tools. Additionally, the taxonomies employed for identification of strategies as well as internal and external modification types have been briefly explained. In the following, data analysis procedure for addressing the research questions will be presented.

CHAPTER IV

DATA ANALYSIS & RESULTS

4.0. Overview of the Study

This study was conducted to investigate if signs of pragmatic development could be detected in a group of Turkish EFL learners' productions of three speech acts: requests, refusals, and suggestions. The results presented in this chapter are based upon the data analysis of 768 act-out scenarios and 768 DCT scenarios, 1536 in total, equally distributed to three speech acts. The data was collected on a longitudinal base over one academic year from 16 participants who were enrolled in a one-year compulsory English preparatory program at a state university in Turkey. Additionally, the same participants performed the target scenarios in their mother tongue, Turkish, via DCTs and role plays, as a result of which another 384 scenarios were collected.

The research questions posed by this study were as follows:

1- a) What politeness strategies and modification patterns do the participants use in terms of

- requests
- refusals
- suggestions

in their mother tongue?

b) Do the participants' preferences of politeness strategies and modification patterns display change in terms of

- power
- ranking of imposition

while realizing these acts?

2- a) What politeness strategies and modification patterns do the participants use in terms of

- requests
- refusals
- suggestions

in their target language at the initial of phase of the study?

b) Do the participants' preferences of politeness strategies and modification patterns display change in terms of

- power
- ranking of imposition

while realizing these acts?

- 3- a) Do the participants' preferences for politeness strategies and modification patterns display change in terms of
- requests
 - refusals
 - suggestions

throughout the study in the target language?

- b) Do the participants' preferences of politeness strategies and modification patterns display change in terms of

- power
- ranking of imposition

throughout the study while realizing these acts?

- 4- Do the participants display compatible performances in their written and act-out productions in terms of
- requests
 - refusals
 - suggestions

throughout the study?

- 5- How do the participants evaluate the production processes they went through during task completion?

The goal of this chapter is to present the data analysis procedures that will be achieved by using quantitative and qualitative means. The descriptive statistics to be elicited from the analysis actualized by SPSS 22 will be presented along with ample extracts taken from the data, and the qualitative analysis of the interview questions will be also presented. This chapter is made up of five sections, which are organized with reference to the order of research questions.

In the first section, data from the participants' Turkish performances will be analyzed to identify politeness strategies and modification types produced while performing the target speech acts in the mother tongue. The next section will present the primary politeness strategies as well as modification units used by the participants for fulfilling the target speech acts in English at the beginning of the study. Next, an overall

distribution of these politeness strategies and modification patterns across the data collection timeline will be analyzed to track signs of pragmatic development in the participants' performances. Then, the variety and amount of strategies and modification tools produced via DCTs and role-plays will be compared to detect how compatible were the responses given via these two data collection instruments. Furthermore, the data gathered by the semi-structured interview will be analyzed qualitatively to get deeper insight about the participants' evaluation of their production process.

4.1. Results

Results to be discussed in this section will be presented by following the order of research questions.

4.2. Politeness Strategies and Modification Patterns Used by the Participants in Turkish

As stated before in the methodology section, after the scenarios were developed and piloted, the first data collection was done in Turkish, the mother tongue of the participants. The initial categorization of the politeness strategies and modification patterns in Turkish data was actualized on an Excel sheet by relying on the taxonomies chosen for the study. As the second step, descriptive statistics as well as chi-square tests were utilized to answer the first research question. The results of each speech act will be presented according to the order posed in the research questions.

4.2.1. Request Strategies & Modification Patterns Used by the Participants in Turkish

The results in this section will be about the frequency rate of politeness strategies produced in Turkish request performances.

4.2.1.1. Request Head Acts Used in Turkish

Preliminary categorization of the participants' Turkish utterances in an Excel sheet indicated a main preference by the participants for one of the request strategies, which is called reference to preparatory conditions or Preparatory, shortly. The results of SPSS analysis displayed in Table 10 confirms the marked preference for this strategy by

displaying a significant discrepancy between the employment rates of Preparatory and other request strategies.

Table 10

Frequency Rates of Request Strategies Produced by the Participants in Turkish

| Strategy Type | Frequency | Percent % |
|----------------------|------------------|------------------|
| Preparatory | 132 | 64,4 |
| Hedged | 28 | 13,7 |
| Performative | | |
| Suggestory Formula | 16 | 7,8 |
| Want Statement | 10 | 4,9 |
| Strong Hint | 6 | 2,9 |
| Mood derivable | 5 | 2,4 |
| Locution Derivable | 4 | 2,0 |
| Mild Hint | 4 | 2,0 |
| Total | 205 | 100,0 |

As can be seen from Table 10, the participants produced 205 instances of request head acts in Turkish, which belonged to 8 different categories. More than 60 per cent of all these request strategies belonged to the category of Preparatory. None of the participants used Explicit Performative as a request strategy. In order to evaluate how significant the difference was between the employment rates of these request strategies, the chi square analysis was run and the results confirmed the statistically significant difference. The results of chi square analysis showed that there was statistically significant difference in terms of the participants' request strategy choice in their mother tongue performances , X^2 (df=7, N=205) =523.07, $p < .001$. Accordingly, the most preferred request strategy was Preparatory, and Hedged performative was the second most preferred strategy, while the other strategy types were used significantly less than these two strategy types. When the participants' productions were analyzed, it was seen that while performing Preparatory, the participants mainly used the Turkish verb inflection '-ebilme' which corresponds to English modal verb 'can/could'.

Extract 1: Request/ Act-out/ Big Imposition/ Friend

Turkish

S1: Merhaba.

Hi

S2: Merhaba.

Hi

S1: Biliyorum yarın işin var ama yani ben gerçekten ‘present perfect tense’i anlamadım. En azından bir yarım saatini *ayırabilir misin?* [Preparatory]
Ayrırsan çok iyi olur.

(I know you are busy tomorrow, but I have not really understood ‘present perfect tense’. Can you give me at least half an hour? If you can, it would be great.)

As can be seen in the underlined part of the first extract above, in Turkish, the meanings of ability and possibility can be achieved by using the same inflectional suffix, that is ‘-ebilmek’. Another grammatical tool the participants used in the Turkish data for realizing Preparatory was the Turkish verb inflection that corresponds to Simple Present Tense in English, as can be seen below.

Extract 2: Request/ Act-out/ Small Imposition/ Friend

Turkish

S1: Merhaba, nasılsın?

Hi, how are you?

S3: Merhaba, iyiyim. Sen nasılsın?

Hi, I am fine. What about you?

S1: Ben de iyiyim. Ya sana bir şey soracaktım.

I am fine, too. I was going to ask you something

Benim ders çalışmam lazım sınav için. **Bana yardım eder misin?**

[Preparatory]

I need to study for the exam.

Do you help me?

Hedged performatives are described as ‘utterances embedding the naming of illocutionary force’ (Blum-Kulka and Olshtain, 1984, p.203). The analysis of Turkish data displayed when the participants produced Hedged performatives, which consisted of the second mostly produced request strategy in Turkish, mainly by softening the act via

questioning the likelihood of occurrence of illocutionary force, as can be seen in the extract below.

Extract 3: Request/ DCT/ Big Imposition/ Friend

S2: Yarın memlekete gidiyorsun biliyorum. Vaktin yok ama bana *bir iki konuyu anlatma şansın var mı?* [Hedged Performative]

Tomorrow, you are going to your hometown, I know. You don't have time but is there any chance that you teach me few topics? [Hedged Performative]

Overall, although the participants produced a battery of Conventionally indirect request strategies ranging from Want statements to Suggestory Formula, their employment rates were relatively small and did not suggest any meaningful difference, except for Preparatory, which was the most preferred request strategy by the participants in their mother tongue. Among the Direct strategies, both Mood derivable and Hedged performative were available in the data, and the latter was found to be the second most preferred request strategy. The employment rate of Mood derivable was too small to detect any significance. The other direct strategy, Explicit performative, was never produced by the participants either in their DCT or act-out responses throughout the study. The participants' rare productions of Non-conventionally Indirect as well as Direct Strategies highlight that they tended to balance their requests by opting for Preparatory that allows them to state their requests clearly and politely enough without being too direct or indecisive for listeners.

4.2.1.2. Internal Modification Patterns Used in Turkish Requests

After having detected the strategy types the participants employed while performing requests in Turkish, further analysis was conducted to see what kind of internal modification devices they used during their request productions. Similar to the pattern that emerged in strategy preferences of the participants, it appeared that particular internal modification types were overused in request samples, as can be seen from Table 11.

Table 11

Frequency Rates of Internal Modification Types in Turkish Requests

| Internal Modification Types | Frequency | Percent % |
|------------------------------------|------------------|------------------|
| Understater | 56 | 35,4 |
| Hedge | 44 | 27,8 |
| Downtoner | 27 | 17,1 |
| Politeness Marker | 21 | 13,3 |
| Intensifier | 10 | 6,3 |
| Total | 158 | 100,0 |

Following the identification of frequency rates presented in Table 11, the chi square analysis was conducted and it showed that the difference among the employment rates of these internal modification categories indicated a statistically significant difference only in terms of Understaters and Hedges, X^2 (df=4, N=158) =42,69, $p < .001$. In other words, the participants used Understaters and Hedges more frequently than Downtoners, Politeness markers and Intensifiers.

The participants' performances while performing requests in Turkish pointed at two types of lexical devices as the most popular internal modification tools. These tools, whose total frequency rates corresponded to more than fifty percent, were Understater (%35,4) and Hedge (%27,8). The participants were observed to actualize understaters mainly via the Turkish lexical items 'en azından', 'sadece', and 'kısaca', meaning 'at least', 'only', and 'briefly', respectively. Hedges were observed to be actualized mostly via the lexical items 'bir/bu ara' and 'bazı', meaning 'these days' and 'some', respectively. Although they were not as popular, other types of lexical internal modification tools were also available in the study, and these were Downtoner, Intensifer, and Politeness Marker 'please'.

4.2.1.3. External Modification Patterns Used in Turkish Requests

After having analyzed the types and distribution of internal modification patterns used in requests, the next analysis was run to see what external modification patterns were preferred by the participants in Turkish requests. Table 12 shows the distribution of frequency of these external modification types for requests.

Table 12

Frequency Rates of External Modification Types in Turkish Requests

| External Types | Modification | Frequency | Percent % |
|-----------------------|---------------------|------------------|------------------|
| Grounder | | 211 | 49,5 |
| Disarmer | | 39 | 13,8 |
| Gratitude | | 38 | 8,9 |
| Check Availability | | 37 | 8,7 |
| Imposition Minimizer | | 23 | 5,4 |
| Personal Attachment | | 18 | 4,2 |
| Considerator | | 17 | 4,0 |
| Preparator | | 13 | 3,1 |
| Apology | | 10 | 2,3 |
| Total | | 406 | 100 |

As can be seen from Table 12, there was an overwhelming superiority of Grounders as adjuncts to request head acts. The chi square analysis confirmed that Grounder was the most preferred external modification type by the participants, X^2 (df=9, N=426) =799.54, $p<.001$. This striking preference for Grounders, and the fact that each request was supported at least with one grounder, may be indicating that the participants view explaining a reason for requests as necessary in this act's nature. One other point to state here is that the category of Personal attachment does not exist in the request taxonomies mentioned in the literature, and has been labeled for the first time in this study depending on the nature of the data. This category referred to utterances in which the participants emphasized that the fulfillment of the request meant a lot of importance to the requester, which is exemplified in the extract below along with Grounder, the most preferred type of external modifier.

Extract 4: Request/ Act-out/ Big Imposition/ Teacher

S4: Hocam, *dün rahatsız olduğum için okula gelemedim.*

Teacher, yesterday I could not come to school because I was ill

Teacher: Geçmiş olsun.

May you recover soon.

S4: Teşekkür ederim.

Thank you

Vize kağıtlarını dağıtmışsınız ama

You showed our midterm papers but

ben bakamadım[Grounder] Oradaki hatalarımı görmeyi çok istiyorum
[Personal

Attachment]

I could not see them *I really want to see my mistakes*

Rica etsem görebilir miyim? **[Preparatory]**

May I ask to see them?

4.2.2. Refusal Strategies & Modification Patterns Used by the Participants in Turkish

The results in this section will be about the frequency rate of politeness strategies produced in Turkish refusal performances.

4.2.2.1. Refusal Head Acts Used in Turkish

Refusal data created by the participants was first analyzed to see the general distribution of the refusal head acts. This time, the participants' preferred strategies appeared to be more diverse in comparison to request strategies, as can be seen in Table 13.

Table 13

Frequency Rates of Refusal Strategies Produced by the Participants in Turkish

| Strategy Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Reason/Explanation | 154 | 39,0 |
| Alternative | 126 | 31,9 |
| Negation of Proposition | 44 | 11,1 |
| Regret/Apology | 26 | 6,6 |
| Statement of negative consequence | 23 | 5,8 |
| Plain Indirect | 16 | 4,1 |
| Disagreement/Criticism | 2 | ,5 |
| Avoidance | 2 | ,5 |
| Acceptance | 1 | ,3 |
| Bluntness | 1 | ,3 |
| Total | 395 | 100,0 |

As can be understood from Table 13, among a battery of refusal strategies produced in Turkish, two types of refusal strategies, namely Reason/Explanation and Alternative, comprised more than 50 per cent of all refusal head acts. In order to check

whether the difference implied by frequency rates are significant, chi square analysis for one sample was performed. The results of chi square analysis indicated that the employment rates of three strategy types, namely Reason/explanation, Alternative, and Negation of Proposition, were significantly higher than the other types of refusal strategies X^2 (df=8, N=395) =693.58, $p < .01$. Although Regret and Plain Indirect were also used in slightly large amounts, 26 and 16, respectively, their frequency rates proved to be not big enough to indicate any significance, since a big number of refusal head act samples, 372 in total, were gathered in the data collection. The only refusal strategy that was not found in L1 performances of the participants was Statement of principle/philosophy. Bluntness and Acceptance were used just once, while Disagreement and Avoidance were used twice, which means that these strategies were not used frequently enough by the participants to allow any further comments.

Overall, the analysis allowed us to see that the participants preferred Indirect strategies over Direct ones because Reason/explanation and Alternative, two Indirect strategies, were produced with a total percentage of 75, 3, in comparison to Negation of proposition, a Direct strategy that was produced with a percentage of 11, 8. The fact that Alternative appeared to be a popular strategy in this study can be attributed to the nature of the scenarios that were shaped around the social variables of Power and Ranking of imposition. Furthermore, it was seen that Negation of proposition was mostly produced in combination with Reason/explanation, which implies that the participants refrained from being too direct while fulfilling refusals in their mother tongue, Turkish. Except for the strategy of Statement of principle/philosophy that was never produced by the participants in their Turkish performances, other strategies such as Regret were represented in the data in quite small amounts that proved to be insignificant in comparison to Reason/explanation, Alternative, and Negation of proposition.

4.2.2.2. Internal Modification Patterns Used in Turkish Refusals

After having conducted the preliminary analysis of the refusal head acts, the modification patterns used in refusal scenarios by the participants were analyzed. Descriptive statistics, presented in Table 14 below, allowed us to see the frequency rates of different internal modification patterns used in refusal performances by the participants.

Table 14

Frequency Rates of Internal Modification Types in Refusals

| Internal Modification Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Hedges | 54 | 32,0 |
| Intensifier | 47 | 27,8 |
| Appealer | 24 | 14,2 |
| Camaraderie | 24 | 14,2 |
| Lexical Adverbs | 8 | 4,7 |
| Undertstater | 8 | 4,7 |
| Mental State Predicates | 4 | 2,4 |
| Total | 169 | 100,0 |

Results presented in Table 14 show that although the total amount of the internal modification tools was not very high in number, it showed variety in terms of categorization. The participants used seven different internal modification types to modify their refusal head acts in Turkish scenarios. It was found that the participants mainly preferred Intensifiers, Appealers, and Hedges over Lexical adverbs, Downtoners, Camaraderies, and Mental State Predicates as internal modification tools, X^2 (df=6, N=169) =99.95, $p<.001$. As intensifiers, two lexical items, which are ‘gerçekten’ and ‘çok’ corresponding to ‘really’ and ‘very’ respectively, were mainly preferred by the participants. The main lexical/phrasal item detected in the data as appealer was ‘istersen’, meaning ‘if you like’, and the most frequent hedge was ‘(daha) sonra’, meaning ‘later/another time’. The fact that the participants mitigated their refusals with a narrow range of lexical items even in their mother tongue may be a consequence of the fact that the scenarios were the same for all the participants and this fact limited their productions to a specific set of lexical items.

4.2.2.3. External Modification Patterns Used in Turkish Refusals

Following internal modification patterns, the distribution of external modification types used in refusals by the participants were analyzed. The frequency rates of different external modification types detected in the data are presented in Table 15.

Table 15

Frequency Rates of External Modification Types in Refusals

| External Modification Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Promise | 36 | 44,4 |
| Agreement | 30 | 37,0 |
| Willingness | 15 | 18,5 |
| Total | 81 | 100,0 |

As can be seen from Table 15, the participants used only three types of external modification in their Turkish refusal performances. In order to evaluate whether the distribution of these external modification types indicated any significant difference, one sample chi square analysis was run. It was found out that the participant used expressions of Promise and Agreement significantly more than statements of Willingness, X^2 (df=2, N=81) =8.66, $p < .05$.

4.2.3. Suggestion Strategies & Modification Patterns Used by the Participants in Turkish

The results presented in this section will be about the frequency rate of politeness strategies produced in Turkish suggestion performances.

4.2.3.1. Suggestion head acts used in Turkish

The third type of speech act covered in this study is suggestion. The distribution of suggestion strategies also indicated a main preference for one of the categories, as can be seen in Table 16.

Table 16

Frequency Rates of Suggestion Strategies Produced by the Participants in Turkish

| Strategy Type | Frequency | Percent % |
|-----------------------|------------------|------------------|
| Possibility | 91 | 40,4 |
| Imperative/Let's | 40 | 17,8 |
| Obligation | 35 | 15,6 |
| Explicit Performative | 24 | 10,7 |
| Interrogative Formula | 19 | 8,4 |
| Reporting Thoughts | 16 | 7,1 |
| Total | 225 | 100,0 |

Although the participants seemed to mainly prefer Possibility as a suggestion strategy, Table 16 clearly shows that there seemed to be more variety and more even distribution among the rest of suggestion strategies, in comparison to case of requests and refusals, as discussed before. The results of chi square analysis showed that the differences between the amount of these strategy types were statistically significant X^2 (df=5, N=225) =102.97, $p < .01$. Accordingly, the most preferred strategy was Possibility (91 times in total) and the second one was Imperative/Let's structure (40 times in total). When the data was inspected to see how the participants fulfilled Possibility in Turkish, it was seen that there was an abundant use of inflectional verb suffixes '-ebilmek' and '-malısın'. The participants employed '-ebilmek', whose meaning is equivalent to *Can/Could* in English, to convey the meaning of possibility to the other interlocutor. The other inflectional suffix, which is '-malısın', corresponds to *Must, Should, or Have to*, depending on the context, was used to convey the meaning of softened obligation in suggestions appropriately by the participants.

Another important point to mention about Table 16 is that it has a new category, which is Explicit Performative. This category was detected and labelled upon the analysis of Turkish data by the researcher, and the second rater confirmed the category by categorizing those utterances as Explicit Performative, as intended by the researcher. The original suggestion taxonomy adopted from Rose (2013) in English does not have such a category, despite the fact that taxonomies of the other two speech acts have this category. Upon analysis of the Turkish data, it was seen that the participants preferred explicit performative verbs of 'önermek' and 'tavsiye etmek'- two synonymous Turkish verbs equivalent to 'to suggest' in English- frequently enough to create a need for categorizing them separately. When we evaluate the overall picture in terms of level of directness, Imperative and Explicit Performative fall into the category of Direct strategies, and Possibility belongs to Conventionally Indirect strategies. Although the participants employed strategies from both categories, they refrained from using Indirect strategy of Indirect Hint, which may be implying that they preferred to be precise about the illocutionary force of their productions.

4.2.3.2. Internal modification patterns used in Turkish suggestions

In order to appreciate the nature of the data collected in suggestions, we have also analyzed internal and external modification patterns. As mentioned in the methodology

chapter, the analysis of suggestion data was achieved by depending on the taxonomies available in Rose (2013). Although Rose divided internal modification devices into syntactic and lexical, we will focus only on the lexical devices of internal modification by considering the expressions of reporting thoughts among these devices. The types of internal modification patterns employed by the participants in suggestions did not have much diversity, as can be seen in Table 17 below.

Table 17

Frequency Rates of Internal Modification Types in Suggestions

| Internal Modification Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Reporting Thoughts | 67 | 77,0 |
| Camaraderie | 9 | 10,3 |
| Cajolers | 7 | 8,0 |
| Hedges | 4 | 4,6 |
| Total | 87 | 100,0 |

Table 17 shows that the majority of the internal modification types belonged to the category of Reporting Thoughts. The use of expressions in reporting thoughts differed significantly more than other internal modification types, X^2 (df=3, N=87) =126.1, $p < .01$. A closer analysis of the samples in this category showed that the participants used three kinds of linguistic structures to fulfill this modification in Turkish: *bence* (equivalent of *in my opinion* in English), *düşünüyorum* (equivalent of *I think/I believe* in English), and *eminim* (equivalent of *I am sure* in English). The extract below illustrates the use of reporting thoughts both in friend and teacher scenarios, respectively.

Extract 5: Suggestion/ Act-out/ Small Imposition/ Friend***Turkish***

S2: Merhaba.

Hi

S1: Merhaba.

Hello

S2: Nasılsın?

How are you?

S1: İyiyim, sen?

Fine, you?

S2: Ben de iyiyim. Okuduğun kitabı gördüm. **Bence [Reporting thought]** İlber Ortaylı' nın tarih kitabını okuman lazım. Gerçekten senin için faydalı olacaktır.

*I am fine, too. I have seen the book you are reading. **In my opinion**, you should read İlber Ortaylı's historical book. It would be really useful for you.*

Extract 6: Suggestion/ Act-out/ Small Imposition/ Teacher

Teacher: Dersimizi genel olarak düşündüğünde organizasyonla ilgili ne söyleyebilirsin? Fikrin var mı?

When you think of our lessons in a general sense, what can you suggest about the organization? Do you have any ideas?

S5: **Bence [Reporting thought]** önceden makaleler okuyup onun üzerine tartışırsak hem zamandan kazanmış oluruz, hem de **bence [Reporting thought]** daha faydalı olacak bu şekilde. Daha çok fikir sahibi oluruz. **Öyle düşünüyorum [Reporting thought]**.

In my opinion**, if we read articles before the lesson, we both gain time and, **according to me**, it will be more useful in this way. We will have more ideas. **I think so.

....

4.2.3.3. External Modification Patterns Used in Turkish Suggestions

In order to investigate the types of external modification patterns used by the participants in their suggestion acts in Turkish, we commenced the analysis by checking the general distribution of the samples in this category. The initial findings are presented in Table 18.

Table 18

Frequency Rates of External Modification Types in Suggestions

| External Modification Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Explanation | 74 | 47,4 |
| Upgrader | 41 | 26,3 |
| Introductory/Preparator | 13 | 8,3 |
| Praise | 10 | 6,4 |
| Disqualifier | 9 | 5,8 |
| Solidarity | 6 | 3,8 |
| Preference | 3 | 1,9 |
| Total | 156 | 100,0 |

As can be inferred from Table 17 and Table 18 above, the participants produced more external modification samples (156 in total) than internal modification patterns (87 in total). Regarding external modification, they preferred to use seven different types of external modification tools. The analysis of the distribution of the samples in these categories indicated a statistically significant difference in terms of preference, X^2 (df=6, N=156) =182.87, $p < .01$. The participants showed significantly higher preference for Explanation and Upgrader to mitigate their suggestions, in comparison to other modification devices.

4.2.4. Influence of Power and Ranking of Imposition on Request Strategies & Modification Patterns in Turkish

In this part, the participants' productions of politeness strategies and modification patterns will be discussed around the target social variables, namely, Power and Ranking of imposition.

4.2.4.1. Influence of Power and Ranking of Imposition on Request Strategies Used in Turkish

All request strategy types produced by the participants were further analyzed in terms of the social variables taken into consideration in the study. Thanks to the results of the following analysis demonstrated in Table 19, we could see whether the participants' strategy choice was influenced by Power and/or Ranking of imposition as described in the given scenarios.

Table 19

Distribution of Request Strategies Produced in Turkish in Terms of Power

| Request Strategy Type | Teacher N | Friend N | χ^2 | df | p |
|------------------------------|------------------|-----------------|----------------------------|-----------|-------------|
| Mood derivable | - | 5 | - | - | - |
| Hedged Performative | 19 | 9 | 3,57 | 1 | .059 |
| Locution Derivable | 1 | 3 | - | - | - |
| Want Statement | 10 | - | - | - | - |
| Suggestory Formula | - | 16 | - | - | - |
| Preparatory | 62 | 70 | ,485 | 1 | .486 |
| Strong Hint | 1 | 5 | - | - | - |
| Mild Hint | 3 | 1 | - | - | - |
| Total | 96 | 109 | ,824 | 1 | .364 |

The results, displayed in Table 19 above, showed that there was no statistically significant difference in the employment rates of any request strategy in terms of Power ($p > .05$). It means that the participants produced most of the request strategies in roughly similar amounts in scenarios to a teacher and to a friend, except for three categories which are Mood derivable, Suggestory Formula, and Want Statement. The participants produced samples of Mood derivable and Suggestory Formula only when they responded to friend scenarios and Want Statements were only found in the responses given to teacher scenarios. The second step of the analysis, results of which are presented in Table 20, was realized to investigate the influence of Ranking of imposition.

Table 20

Distribution of Request Strategies Produced in Turkish in Terms of Ranking of Imposition

| Request Strategy Type | Big N | Small N | X² | df | p |
|------------------------------|--------------|----------------|----------------------|-----------|-------------|
| Mood derivable | 4 | 1 | - | - | - |
| Hedged Performative | 15 | 13 | ,143 | 1 | .705 |
| Locution Derivable | 3 | 1 | - | - | - |
| Want Statement | 6 | 4 | - | - | - |
| Suggestory Formula | 7 | 9 | ,250 | 1 | .617 |
| Preparatory | 64 | 68 | ,121 | 1 | .728 |
| Strong Hint | 2 | 4 | - | - | - |
| Mild Hint | 2 | 2 | - | - | - |
| Total | 103 | 102 | ,005 | 1 | .944 |

Table 20 shows that the strategy preferences of the participants were not shaped around the imposition rate of scenarios, ($p > .05$ for all categories). The distribution rates of request strategy samples were roughly similar in both big-imposition and small-imposition scenarios. In sum, regardless of the status of hearer or seriousness of imposition, the types and amounts of strategies used by the participants were similar during their Turkish request performances. The fact that the participants produced at least several strategies specific to hearers' Power, but did not take Imposition into consideration, may indicate that Power was a more prominent and distinctive social feature in the given scenarios for the participants, or it may be a result of the participants' cultural norms.

4.2.4.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Turkish Requests

In order to see whether the employment rates of internal modification patterns were influenced by Power and/or Ranking of Imposition, a further analysis was conducted. The results of analysis done for Power are shown in Table 21 below.

Table 21

Distribution of Internal Modification Patterns in Requests in Terms of Power

| Internal Modification Types | Teacher N | Friend N | X² | df | p |
|------------------------------------|------------------|-----------------|----------------------|-----------|-------------|
| Understater | 15 | 41 | 12,07 | 1 | .001 |
| Hedge | 3 | 41 | 32,81 | 1 | .000 |
| Downtoner | 20 | 7 | 6,25 | 1 | .012 |
| Politeness Marker | 19 | 2 | 13,76 | 1 | .000 |
| Intensifier | 2 | 8 | 3,60 | 1 | .058 |
| Total | 59 | 99 | 10,12 | 1 | .001 |

The analysis of internal modification devices employed in requests by the participants pointed at meaningful difference in the distribution rates of these devices in terms of Power. As can be seen in Table 21, the participants used Understaters and Hedges significantly more ($p < .01$) when they responded to a friend, while their employment of these two modification types was pretty limited in number when they responded to a teacher.

Extract 7: Request/ Act-out/ Small Imposition/ Friends

S6: Bu ara boşsun galiba. Yarın ya da bugün bana bu konuyu *birazcık* [Understater] anlatsan?

You are probably not busy these days. Will you teach me this topic a bit today or tomorrow?

S2: Olabilir.

Maybe.

The example below comes from an act-out scenario, where the participants performed a request from a friend by employing two hedges in a preparatory strategy.

Extract 8: Request/ Act-out/ Small Imposition/ Friends

S7: Ya, *bu ara* [Hedge] bana yardım edebilir misin ? Hem yoğun değilsin. *Bazı* [Hedge] konuları anlatır mısın ?

Well, can you help me these days? You are not busy. Can you tell me some subjects?

S4: Tabi olur, bugün müsaidim. İstedğin kadar çalışabiliriz.

Of course, I am available today. We can study together as much as you want.

S7: Teşekkür ederim.

Thank you.

While Understaters and Hedges were more frequently used with a friend, the other two categories, Downtoners and Politeness markers were used significantly more ($p < .05$) by the participants when they responded to a teacher scenario.

Extract 9: Request/ DCT/ Small Imposition/ Teacher

S7: Öğretmenim, ben dün hasta olduğum için okula gelemedim. Sınav kağıdımı görmek istiyorum. Kağıdımı görebilir miyim, *lütfen* [Politeness Marker]?

Teacher, I couldn't come to school yesterday because I was ill. I want to see my exam paper. Can I see my exam paper, please?

In Extract 9, the participant commences his utterance by stating a reason. He then states his request first in the form of a Want statement, and finally he repeats his request in the form of a Preparatory strategy, which is also mitigated by the politeness marker 'please'.

Extract 10: Request/ Act-out/ Small Imposition/ Teacher

Teacher: Merhaba.

Hi.

S8: Oturabilir miyim?

Can I have a seat?

Teacher: Tabi, buyur.

Of course, sit down.

S8: Teşekkür ederim.

Thank you.

Teacher: Konu neydi?

What is the matter?

S8: Hocam, kusura bakmayın. Dün gelemedim, hastaydım. *Acaba* [Downtoner] vize kağıtlarıma bakabilir miyim? (S9)

Teacher, I am sorry. I could not come yesterday, I was ill. Can I perhaps see my midterm papers?

.....

Extract 10 illustrates how one of the participants performs a request to his teacher by employing the most prominent downtoner in the Turkish data, that is ‘acaba’ which carries a close meaning to ‘perhaps’ in English.

The overall results showed that the rate of internal modification devices employed in friend scenarios were significantly higher than the rate of internal modification devices produced in teacher scenarios ($p < .01$). The next analysis was conducted to explore the possible influence of the other social variable, Ranking of Imposition, on the distribution of these internal modification types in request productions of the participants. The results are presented in Table 22 below.

Table 22

Distribution of Internal Modification Patterns in Terms of Ranking of Imposition

| Internal Modification Types | Big N | Small N | X² | df | p |
|------------------------------------|--------------|----------------|----------------------|-----------|-------------|
| Understater | 40 | 16 | 10,28 | 1 | .001 |
| Hedge | 17 | 27 | 2,27 | 1 | .132 |
| Downtoner | 20 | 7 | 6,25 | 1 | .012 |
| Politeness | 14 | 7 | 2.33 | 1 | .127 |
| Marker | | | | | |
| Intensifier | 6 | 4 | ,400 | 1 | .527 |
| Total | 97 | 61 | 8,20 | 1 | .004 |

The results in Table 22 above displayed that Ranking of Imposition was an influential factor only on the distribution of Understater ($p < .01$) and Downtoner ($p < .05$). Accordingly, the participants used significantly more Understaters and Downtoners in big-imposition scenarios to soften the threat of request from the hearer. When we combine

this analysis with the previous one done for Power, it appears that Power and Ranking of Imposition were statistically significant in determining the distribution of Downtoners (X^2 (df=1, N=27) =10.01, $p<.01$). Additionally, the total amount of internal modification devices produced in big-imposition scenarios was found to be significantly higher than the total number of internal modification devices produced in small-imposition scenarios ($p<.01$).

4.2.4.3. Influence of Power and Ranking of Imposition on External Modification Devices in Turkish Requests

After having checked the general distribution of external modification types in the request data, the next analysis was run to see the extent to which the social variables, Power and Ranking of Imposition, have been influential on the distribution of these external modification types. The first analysis was conducted for Power, and the results are shown in Table 23 below.

Table 23

Distribution of External Modification Patterns in Requests in Terms of Power

| External Modification Types | Teacher N | Friend N | X^2 | df | p |
|------------------------------------|------------------|-----------------|-------------------------|-----------|-------------|
| Grounder | 125 | 86 | 7,20 | 1 | .007 |
| Disarmer | 15 | 24 | 2,07 | 1 | .150 |
| Imposition Minimizer | 8 | 15 | 2,13 | 1 | .144 |
| Preparator | 4 | 9 | 1,92 | 1 | .166 |
| Apology | 10 | - | - | - | - |
| Checking Availability | 21 | 16 | ,676 | 1 | .411 |
| Considerator | 9 | 8 | ,059 | 1 | .808 |
| Gratitude | 15 | 23 | 1,68 | 1 | .194 |
| Personal Attachment | 7 | 11 | ,889 | 1 | .346 |
| Total | 214 | 192 | 1,19 | 1 | .275 |

As Table 23 displays, Power was found to be an influential element only in the distribution of Grounder ($p<.01$). The results indicate that the participants used significantly more Grounders when they responded to a teacher and they employed Apologies only when they took part the scenario with a teacher. It was seen that the

participants tended to apologize to their teachers when they explained the reason for their requests, as illustrated in the extract below.

Extract 11: Request/ DCT/ Big Imposition/ Teacher

S9: Hocam, dün hastaydım da, gelemedim. *Kusura bakmayın* [Apology]. Eğer kendinizi zor duruma düşürmeden alabilirsiniz, gösterir misiniz kağıtları?

Teacher, yesterday I was ill, I could not come. I am sorry. If it is possible for you to take the papers without getting into trouble, can you show them?

Although Power was influential in the production of apologies, Ranking of imposition was not found to be influential in the distribution of apologies ($p > .05$). The influence of Ranking of Imposition on the employment rates of external modification patterns is presented below in Table 24.

Table 24

Distribution of External Modification Patterns in Requests in Terms of Ranking of Imposition

| External Modification Types | Big N | Small N | X^2 | df | p |
|------------------------------------|--------------|----------------|-------------------------|-----------|-------------|
| Grounder | 119 | 92 | 3,45 | 1 | .066 |
| Disarmer | 37 | 2 | 31,4 | 1 | .000 |
| Imposition | 4 | 19 | 9,78 | 1 | .002 |
| Minimizer | | | | | |
| Preparator | 10 | 3 | 3,76 | 1 | .052 |
| Apology | 7 | 3 | 1,60 | 1 | .206 |
| Checking | 21 | 16 | .676 | 1 | .411 |
| Availability | | | | | |
| Considerator | 10 | 7 | ,529 | 1 | .467 |
| Gratitude | 16 | 22 | ,947 | 1 | .330 |
| Personal | 10 | 8 | ,222 | 1 | ,637 |
| Attachment | | | | | |
| Total | 234 | 172 | 9,46 | 1 | .002 |

Table 24 shows that Ranking of imposition was influential only in distribution of Disarmer and Imposition minimizer categories. The distribution of other external modification types was not found to be influenced by ranking of imposition of the given scenarios. The participants used statistically more disarmers in big-imposition scenarios

($p < .01$), as exemplified in Extract 12, and they used statistically more imposition minimizers in small-imposition scenarios ($p < .01$), as exemplified in Extract 13 below.

Extract 12: Request/ Act-out/ Big-Imposition/ Teacher

S1: Merhaba hocam, nasılsınız?

Hi teacher, how are you?

Teacher: Merhaba, iyiyim, canım. Sen nasılsın?

Hi, fine, honey. And you?

S1: Ben pek iyi değilim aslında, hastayım da.

I am not fine, in fact, I am ill.

Teacher: Duydum, hastaymışsın. Geçmiş olsun.

Yes, I have heard that you were ill. Get better soon.

S1: teşekkür ederim. Dün gelememiştim o yüzden. ***Sekreterliğe de vermişsiniz kağıtları ama*** [Disarmer]. Alabilir miyim acaba?

Thank you. Yesterday I could not come because of it. You have handed the papers in the secretary but [Disarmer] *can I perhaps take them?*

In Extract 12 above, the participant commences the dialogue by greeting the teacher in a polite way. When the teacher asks about her health as appropriate to the flow of the conversation, she appropriately signals that there is something she is not comfortable with. In her next turn, the participant grounds her problem on a reason. Then she implies that she is aware of the difficulty that may follow because of the request on the part of the teacher by producing an utterance that functions as a disarmer. Although the disarmer can be used either in front of the head act or after the head act, the participant opts for frontal position.

Extract 13: Request/ Act-out/ Small-Imposition/ Teacher

S7: Ya, bu ara bana yardım edebilir misin? ***Hem yoğun değilsin*** [Imposition **Minimizer**]. Birkaç konuyu anlatır mısın ?

Well, can you help me these days? You are not busy [Imposition Minimizer]. Can you tell me a few subjects?

S4: Tabi olur. Bugün müsaidim. İstedğin kadar çalışabiliriz.

Of course. I am available today. We can study as much as you want.

In Extract 13 above, the participant asks for some help from his friend. In every utterance of his, the mood of the scenario is felt as small-imposition. He starts the conversation by directly asking for help, which is already softened by a hedge, 'these days'. Then he employs an imposition minimizer (S2) and ends his utterance by clearly stating his request.

4.2.5. Influence of Power and Ranking of Imposition on Refusal Strategies & Modification Patterns in Turkish

After having discussed the influence of Power and Ranking of imposition on request productions, the same variables will be analyzed for refusals in the following section.

4.2.5.1. Influence of Power and Ranking of Imposition on Refusal Strategies Used in Turkish

In order to see whether the participants' preferences of refusal strategies were influenced by any of the social variables of the study, an additional chi square analysis was performed for these refusal strategies. Results of the analysis conducted in relation to Power are displayed in Table 25.

Table 25

Distribution of Refusal Strategies in Terms of Power

| Refusal Types | Strategy | Teacher N | Friend N | X² | df | P |
|--------------------------------------|-----------------|----------------------|---------------------|----------------------|-----------|-------------|
| Reason/Explanation | | 48 | 106 | 21,84 | 1 | .000 |
| Alternative | | 58 | 68 | ,794 | 1 | .373 |
| Negation of Proposition | | 18 | 26 | 1,45 | 1 | .228 |
| Regret/Apology | | 7 | 19 | 5,53 | 1 | .019 |
| Statement of Negative Consequence | | 22 | 1 | 19,17 | 1 | .000 |
| Plain indirect | | 6 | 10 | 1,00 | 1 | .317 |
| Disagreement/Criticism | | - | 2 | - | - | - |
| Avoidance | | - | 2 | - | - | - |
| Acceptance | | - | 1 | - | - | - |
| Bluntness | | 1 | - | - | - | - |
| Total | | 160 | 235 | 14,24 | 1 | .000 |

Table 25 shows that the participants' preferences for using several refusal strategies were influenced by the social status of the hearer, in other words, by Power. The difference between the amount of responses given in scenarios with a high status hearer and equal status hearer was significantly different in terms of employment of Reason as a refusal strategy ($p < .001$). It was seen that the participants produced only 48 Reason statements in their responses to teacher scenarios, and they employed 106 Reason statements in their responses to friend scenarios. This means that the participants used Reason notably more when responding to a friend rather than to a teacher. Another refusal strategy which was used significantly more in friend scenarios is Regret. The participants stated their apologies particularly in friend scenarios ($p < .05$). Moreover, the total amount of refusal strategies produced in friend scenarios was found to be significantly higher than the amount in responses to given teacher scenarios ($p < .001$). Additionally, there was one other type of strategy influenced by Power, and it was Statement of negative consequence that was produced significantly more in teacher scenarios ($p < .001$). A further analysis was done to see the influence of ranking of imposition on the use of refusal strategies. Its results are presented in Table 26.

Table 26

Distribution of Refusal Strategies in Terms of Ranking of Imposition

| Refusal Types | Strategy | Big N | Small N | X² | df | p |
|-----------------------------------|-----------------|--------------|----------------|----------------------|-----------|-------------|
| Reason/Explanation | | 93 | 61 | 6,64 | 1 | .010 |
| Alternative | | 63 | 63 | - | - | - |
| Negation of Proposition | | 29 | 15 | 4,45 | 1 | .035 |
| Regret/Apology | | 14 | 12 | ,154 | 1 | .695 |
| Statement of Negative Consequence | | 9 | 14 | 1,08 | 1 | .297 |
| Plain indirect | | 11 | 5 | 2,25 | 1 | .134 |
| Disagreement/Criticism | | 2 | - | - | - | - |
| Avoidance | | 1 | 1 | - | - | - |
| Acceptance | | 1 | - | - | - | - |
| Bluntness | | 1 | - | - | - | - |
| Total | | 224 | 171 | 7,11 | 1 | .008 |

When we checked the distribution of refusal strategy use in terms of the imposition of the given scenarios, we found statistically significant differences for two categories ($p < .05$), as can be seen in Table 26. Big-imposition scenarios yielded in more Reason and Negation use by the participants, in comparison to small-imposition scenarios. The fact that no meaningful difference was detected in terms of Ranking of imposition on other refusal strategies may be explained in one of two possible ways. Either the participants did not notice the difference in terms of the difficulty of the service required in the given scenarios, or the status of hearer mattered more than the expenditure of the service. Finally, the overall rate of refusal strategies produced for big-imposition scenarios was found to be significantly higher than the amount produced in small-imposition scenarios ($p < .01$).

4.2.5.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Turkish Refusals

Distribution of internal modification devices employed by the participants during their refusal performances was analyzed to investigate if Power and/or Ranking of imposition were influential on the participants' productions. The results of the analysis for the influence of Power are shown in Table 27.

Table 27

Distribution of Internal Modification Patterns in Refusals in Terms of Power

| Internal Modification Types | Teacher N | Friend N | X² | df | P |
|------------------------------------|------------------|-----------------|----------------------|-----------|-------------|
| Hedges | 15 | 39 | 10,66 | 1 | .001 |
| Intensifier | 17 | 30 | 3,59 | 1 | .058 |
| Appealer | 14 | 10 | ,667 | 1 | .414 |
| Camaraderie | - | 24 | - | - | - |
| Lexical adverbs | 2 | 6 | - | - | - |
| Undertstater | 5 | 3 | - | - | - |
| Mental State Predicates | 4 | - | - | - | - |
| Total | 57 | 112 | 17,89 | 1 | .000 |

The analysis, results of which are presented in Table 27, showed that the participants used Camaraderie only when they responded to a friend scenario, while they used Mental state predicates (which were 4 in total) only when they responded to a teacher scenario. The participants produced significantly more Hedges in friend scenarios in comparison to teacher scenarios ($p < .01$), as it is exemplified below.

Extract 14: Refusal/ Act-out/ Small Imposition/ Friend

S10: Ya Slh, bir şey isteyecektim ama vaktin varsa.

Well, I was going to ask for a favor, if you have time.

S6: Tabi.

Of course.

S10: Ya bilgisayar bozuldu. Filmlerim, müziklerim hepsi içinde. Kaybetmek istemiyorum. Yapabilirsen memnun olurum.

Well, my computer was broken. All my films and music files are on it. I don't want to lose them. I would be happy if you could repair it.

S6: Çok acil bir şey değilse **sonra [Hedge]** yapsak çünkü yoğunum **bu sıralar [Hedge]**.

*If it is not very urgent, shall we do it **later [Hedge]**, because I am busy **these days [Hedge]**.*

S10: Olsun, tamam.

Ok.

Additionally, Hedges were found only in samples in which offering an alternative was preferred as a refusal strategy by the participant, as can be seen in the following extract.

Extract 15: Refusal/ Act-out/ Big Imposition/ Teacher

Teacher: Bu hafta içerisinde hazırlanarak derste bir sunum yapabilir misin?

Can you make a presentation by getting prepared in this week?

S8: Hocam, kusura bakmayın. Çok meşgulüm bu hafta. Yani mümkün değil. İsterseniz, **öteki haftaya [Hedge]** yapabilirim.

*Teacher, I am sorry. I am very busy. So, it is not possible. If you like, I can do it **the other week [Hedge]**.*

As can be seen from the extract, the teacher asks the participant to prepare a presentation in the same week. The participant refuses his/her teacher as required in the given scenario. Following the refusal strategy, the participant first expresses his/her apology and then states a reason. Finally, s/he offers an alternative time to fulfill his/her friend's request and softens this strategy by seeking an agreement from his/her teacher via the expression 'if you like'. By these successive moves, the participant clearly showed that s/he was aware of the teacher's face concern in being refused, and because of that s/he avoided a complete refusal by compromising with an alternative offer to fulfill the request. Table 28 shows the results obtained from the analysis done for Ranking of imposition.

Table 28

Distribution of Internal Modification Patterns in Refusal Strategies in Terms of Ranking of Imposition

| Internal Modification Types | Big N | Small N | X² | df | P |
|------------------------------------|--------------|----------------|----------------------|-----------|-------------|
| Hedges | 32 | 22 | 1,85 | 1 | .174 |
| Intensifier | 36 | 11 | 13,29 | 1 | .000 |
| Appealer | 13 | 11 | ,167 | 1 | .683 |
| Camaraderie | 17 | 7 | 4,16 | 1 | .041 |
| Lexical adverbs | 6 | 2 | - | - | - |
| Undertstater | 5 | 3 | - | - | - |
| Mental State Predicates | 3 | 1 | - | - | - |
| Total | 112 | 57 | 17,89 | 1 | .000 |

As can be seen from Table 28, Ranking of imposition was not a determinant of the distribution of individual internal modification types ($p > .05$), except for Intensifier and Camaraderie. The analysis showed that the participants used significantly more intensifiers ($p < .001$) and moderately more expressions of Camaraderie in big imposition scenarios ($p < .05$), as illustrated below.

Extract 16: Refusal/ Act-out/ Big Imposition/ Friend

S10: **Kardeşim [Camaraderie]**, bilgisayarım sürekli bozuluyor. Senin de bu işlerden anladığımı biliyorum. Kitaplarım, programlarım, en önemlisi de dönem boyu tuttuğum notlarım bilgisayarımda. Rica etsem yardım eder misin?

Bro [Camaraderie], my computer keeps crashing. I know that you can fix it. My books, programs, and the most importantly, all of my notes are in my computer. Can I request you to help me?

S7: Ya aslında bu aralar yoğunum, bugün **hiç [Intensifier]** yardım edemem. Birkaç gün sonra yardım etsem olur mu acaba?

*Well in fact, I am busy these days, today I can't help you **at all [Intensifier]**. Is it ok if I help you a few days later?*

4.2.5.3. Influence of Power and Ranking of Imposition on External Modification Devices in Turkish Refusals

Having analyzed the possible influence of social variables of the study on the occurrence of internal modification devices, the same analysis was realized to observe if

Power and/or Ranking of imposition were also influential on the production rates of external modification devices. When the influence of Power was checked on the distribution of these external modification categories which were detected in refusal data, some significant differences, which are displayed in Table 29, were found.

Table 29

The Distribution of External Modification Patterns in Refusals in Terms of Power

| External Modification Types | Teacher N | Friend N | X^2 | df | p |
|------------------------------------|------------------|-----------------|-------------------------|-----------|-------------|
| Promise | 35 | 1 | 32,11 | 1 | .000 |
| Agreement | 19 | 11 | 2,13 | 1 | .144 |
| Willingness | 6 | 9 | ,600 | 1 | .439 |
| Total | 60 | 21 | 18,77 | 1 | .000 |

Table 29 shows that Power was found to be influential on the distribution of Promises and Statements of negative consequence ($p < .01$). The participants preferred to use both strategy types, mainly in scenarios where they responded to their teachers. Overall, the participants produced more external modification patterns in teacher scenarios (60 in total) than friend scenarios (21 in total) ($p < .001$). The additional analysis showed that Ranking of imposition was also influential on the distribution of external modification types, as can be seen in Table 30.

Table 30

The Distribution of External Modification Patterns in Refusals in Terms of Ranking of Imposition

| External Modification Types | Big N | Small N | X^2 | df | p |
|------------------------------------|--------------|----------------|-------------------------|-----------|-------------|
| Promise | 9 | 27 | 9,00 | 1 | .003 |
| Agreement | 7 | 23 | 8,53 | 1 | .003 |
| Willingness | 13 | 2 | 8,06 | 1 | .005 |
| Total | 29 | 52 | 6,53 | 1 | .011 |

As is demonstrated in Table 30, the distributions of Promise, Willingness, and Agreement were found to be influenced by ranking of imposition, ($p < .01$). The participants used promises and agreements significantly more in small-imposition scenarios as repair mechanisms, while they preferred to employ expressions of

willingness more in big-imposition scenarios. Additionally, the total rate of external modification devices produced in small-imposition scenarios outnumbered the total amount produced in big-imposition scenarios ($p < .05$).

4.2.6. Influence of Power and Ranking of Imposition on Suggestion Strategies & Modification Patterns in Turkish

After having presented the results in relation to the influence of Power and Ranking of imposition on refusal productions, the same variables will be analyzed for suggestions in the following section.

4.2.6.1. Influence of Power and Ranking of Imposition on Suggestion Strategies used in Turkish

As previously stated, the employment rates of other suggestion strategies were close to each other in number. In the proceeding step, the distribution of these suggestion strategies were analyzed according to Power and Ranking of imposition. Table 31 shows the results of chi square test performed by considering Power, first.

Table 31

Distribution of Suggestion Strategies in Terms of Power

| Strategy Type | Teacher f | Friend f | χ^2 | df | p |
|-----------------------|--------------|-------------|-------------|----------|-------------|
| Possibility | 71 | 20 | 28,58 | 1 | .000 |
| Interrogative Formula | 17 | 2 | 11,84 | 1 | .001 |
| Reporting Thoughts | 14 | 2 | 9,00 | 1 | .003 |
| Imperative/Let's | 12 | 28 | 6,40 | 1 | .011 |
| Obligation | 5 | 30 | 16,00 | 1 | .000 |
| Explicit Performative | - | 24 | - | - | - |
| Total | 119 | 106 | .751 | 1 | .386 |

As is demonstrated in Table 31 above, the employment rates of three suggestion strategies, namely Possibility, Interrogative formulas, and Reporting thoughts, indicated that the participants used these strategies notably more ($p < .01$) when they responded to a teacher scenario. However, the other two suggestion strategies, namely Imperatives and Obligations, were used significantly more ($p < .05$) when the participants responded to a friend scenario. These results show that the participants tended to be direct when making

a suggestion to a friend, and they preferred to be indirect and soften their suggestions when interacting with their teacher, a higher social status person.

Considering the pragmatic aspect of imperatives, we assumed that if the participants used Imperative/let's as a suggestion strategy in teacher scenarios, they may have done it via let's statements, rather than imperatives, in Turkish data. A closer look at the productions confirmed our expectations. The extract below shows an example of *imperative/let's* productions available in our data. The situation in which one of the participants produced the following statement requires that the student make a suggestion to his/her teacher about the organization of the lessons.

Extract 17: Suggestion/ DCT/ Small Imposition/ Teacher

S1: Hocam, bence, önce bir konuyla ilgili **bilgi edinelim [imperative/let's]**.
Sonra sınıfta **tartışalım [imperative/let's]**.

Teacher, I think, let's research [imperative/let's] about the topic first and then (let's) discuss it in the class.

Extract 18: Suggestion/ Act-out/ Small Imposition/ Teacher

Teacher: Dersimizin genel organizasyonunu düşündüğünde bir fikrin var mı, söyleyebileceğin bir şeyler var mı?

Do you want to say something about the general organization of our lessons?

S1: Bence önce makaleler **okuyalım [imperative/let's]**, sonra sınıfta **tartışalım [imperative/let's]**.

I think, let's read [imperative/let's] articles about the topic first and then (let's) discuss [imperative/let's] it in the class.

Teacher: Peki, teşekkür ederim.

ok, thanks.

Additionally, chi square analysis was not performed for Explicit performatives as can be appreciated from Table 31 above, because the statistics showed that they were all (24 in total) used in friend scenarios. Despite the significant influence of Power on the distribution of individual suggestion strategies, no significant difference was detected between the total number of strategies produced per teacher and friend scenarios ($p > .05$).

A further analysis was conducted to see the influence of imposition on the distribution of these suggestion strategy types. The results indicated no influence of ranking of imposition on the distribution of suggestion strategy types ($p > .05$), except for Explicit performatives. In other words, Ranking of imposition was found to be a determinant only on the distribution of Explicit performatives, X^2 ($df=1$, $N=24$) = 4.16, $p < .05$. The participants used significantly more (17 in total) explicit performative verbs in small-imposition scenarios in comparison to big-imposition scenarios (7 in total). It is important to remember that explicit performative was proposed as a new category for the suggestion taxonomy by the researcher. This was due to the content of samples collected in this study, since the participants directly used the Turkish verbs ‘önermek / tavsiye etmek’ that correspond to ‘suggest’ in English, as illustrated below.

Extract 19: Suggestion/ Act-out/ Small Imposition/ Friend

S7: O elindeki kitap pek sana uygun değil. Ben sana bir **kitap öneriyim** [Performative]. Sen onu al istiyorsan. Daha uygun sana.

The book you are holding is not good for you. I suggest [Performative] you another book. Take it if you like. It is better for you.

S4: Hmmm, olabilir. Yani deneyebilirim.

Hmmm, ok. I mean I can try it.

S7: İyi.

Good.

4.2.6.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Turkish Suggestions

When the distribution of the internal modification samples in this category was explored in terms of influence of Power, no statistically significant difference was found between the distribution of these utterances in teacher and friend scenarios ($p > .05$), except for expressions of Camaraderie, which were used by the participants only when they responded to a friend scenario. Regarding the internal modification types available in Turkish suggestion data, we conducted further analyses to explore if Ranking of imposition was determinant in shaping the distribution of internal modification types.

However, the analysis results revealed no statistically significant difference in the distribution of any internal modification types in terms of Ranking of imposition ($p > .05$).

4.2.6.3. Influence of Power and Ranking of Imposition on External Modification Devices in Turkish Suggestions

We further checked whether the distribution of all of these external modification samples was influenced by the social variables of the study, and the results are discussed in regard to Power and Ranking of imposition, respectively. The primary analysis, presented in Table 32, did not yield any significant result for the influence of Power on the way the participants employed these strategies ($p > .05$).

Table 32

Distribution of External Modification Patterns in Suggestions in Terms of Power

| External Modification Types | Teacher f | Friend f | χ^2 | df | p |
|------------------------------------|------------------|-----------------|----------------------------|-----------|-------------|
| Explanation | 29 | 45 | 3,45 | 1 | .063 |
| Upgrader | 25 | 16 | 1,97 | 1 | .160 |
| Introductory | 5 | 8 | ,692 | 1 | .405 |
| Solidarity | 5 | 1 | - | - | - |
| Praise | 10 | - | - | - | - |
| Disqualifier | - | 9 | - | - | - |
| Preference | - | 3 | - | - | - |
| Total | 74 | 82 | ,410 | 1 | .522 |

However, when we closely look at the distribution of these samples in Table 32 above, we notice that Praise was used only in teacher scenarios while Disqualifier and Preference were used only in friend scenarios. As has been already stated in the methodology, in our data, disqualifiers refer to utterances that upgrade suggestions by criticizing other possible options. The fact that they were used only in friend scenarios can be attributed to the nature of the suggestion scenario in which the participants were expected to make a suggestion on behalf of one of the two options mentioned in the scenario. The results of the next analysis, which was done for Ranking of imposition, are displayed in Table 33 below.

Table 33

Distribution of External Modification Patterns in Suggestions in Terms of Ranking of Imposition

| External Modification Types | Big f | Small f | X² | df | p |
|------------------------------------|--------------|----------------|----------------------|-----------|-------------|
| Explanation | 38 | 36 | ,054 | 1 | .816 |
| Upgrader | 22 | 19 | ,220 | 1 | .639 |
| Introductory | 1 | 12 | 9,308 | 1 | .002 |
| Solidarity | 3 | 3 | - | - | - |
| Praise | - | 10 | - | - | - |
| Disqualifier | - | 9 | - | - | - |
| Preference | - | 3 | - | - | - |
| Total | 64 | 92 | 5,02 | 1 | .025 |

Table 33 shows that the ranking of imposition was influential on the distribution of samples falling into the category of Introductory/Preparator. The participants produced significantly more introductory utterances in small-imposition scenarios in comparison to big-imposition scenarios ($p < .01$). However, the table also shows that the participants used praises, disqualifiers, and preferences only in small-imposition scenarios and they produced 22 samples in total in these categories. This serves as evidence for that the participants took ranking of imposition into consideration when they employed external modification devices for the given scenarios. In sum, the total number of external modification devices produced for small-imposition scenarios was found to be moderately higher than the number of external modification devices employed in big-imposition scenarios ($p < .05$).

4.3. Politeness Strategies and Modification Patterns Used by the Participants at the Initial Phase of the Study

This study aims to present a developmental account of how L2 Turkish learners acquire pragmatic competence in English as the target language. In order to serve this purpose, L2 data was gathered repeatedly four times throughout an academic year. This section will provide an analysis of data gathered during the period labelled as Phase 1, during which the participants just completed beginner level course, which provided them with the basic knowledge to communicate in English and to fulfill target speech acts.

4.3.1. Request Strategies & Modification Patterns Used by the Participants at the Initial Phase of the Study

This part will present the participants' request productions detected in the first phase of data collection timeline.

4.3.1.1. Request Strategies Used at the Initial Phase of the Study

In order to explore their primary pragmatic competence, we asked the participants to complete the given scenarios in forms of DCT and role plays in English. The participants' written responses in DCTs were collected and their role play performances were videotaped. The analysis starts with the presentation of frequency rates for request strategies in Table 34.

Table 34

Frequency Rates of Request Strategies at the Initial Phase of the Study

| Strategy Type | Frequency | Percent % |
|-----------------------|------------------|------------------|
| Preparatory | 123 | 69,5 |
| Mood Derivable | 22 | 12,4 |
| Want Statement | 13 | 7,3 |
| Locution Derivable | 7 | 4,0 |
| Hedged Performative | 4 | 2,3 |
| Strong Hint | 4 | 2,3 |
| Suggestory Formula | 2 | 1,1 |
| Mild Hint | 1 | ,6 |
| Explicit Performative | 1 | ,6 |
| Total | 177 | 100 |

As can be seen in Table 34 above, the participants mainly expressed their requests via employment of preparatory strategy. The differences among the occurrences of request strategies indicated a statistically significant difference, X^2 (df=8, N=177) =629.89, $p < .01$. The participants mostly preferred Preparatory, and then Mood derivable over the other strategy types, which were represented by very small numbers as is expressed in the table. The following excerpt exemplifies how the Preparatories were created in different request samples of the participants.

Extract 20: Act-out/ Request/ Big Imposition/ Friend

S8: Hi.

S12: Hi.

S8: Excuse me, **can I learn** [Preparatory] the topic from you?

S12: Which topic?

S8 Simple present tense.

S12: Oh, yes, I can.

Extract 21: DCT/ Request/ Small Imposition/ Friend

S8: I study for the final exam but I don't know a topic. I see it you are not busy.
Can I help me [Preparatory], please?

As discussed above, the majority of the requests were produced via Preparatory strategy, and the only modal verb which was employed to create this strategy by the participants was 'Can' in this phase of the data collection. This can be evaluated as the participant's limited linguistic knowledge reflecting how they manifest their pragmatic knowledge. Additionally, considering that Preparatory was the most preferred strategy in the participants' Turkish requests, it may be meaningful to mention mother tongue influence on the participants' dominant preference for this strategy. If the strategy preferences of the participants are evaluated in terms of directness, again, the participants preferred to be Conventionally Indirect. The results show that Mood derivable was not a popular strategy in the participants' mother tongue productions, and the participants tended to be more direct by employing this strategy in the data of Period 1, which can be explained by the possibility that imperatives are relatively easy and among the few structures the participants were exposed to in that phase.

4.3.1.2. Internal Modification Patterns in Requests at the Initial Phase of the Study

Although the performances of the participants showed that they produced different types of request strategies, though some categories were very limited in number, the same variety was not observed in internal modification devices in these head acts. As discussed before, the participants mainly preferred Preparatory strategy in their requests and they produced this strategy via formulaic expression of 'Can you help me, please?' This resulted in the existence of the Politeness marker 'please', with an overwhelming majority as the main internal modification device. The following extracts illustrate the situation clearly.

Extract 22: Request/ Act-out/ Small Imposition/ Teacher

S12: I was very ill yesterday. So I missed the lesson.

Teacher: Yeah, you didn't come yesterday.

S12: Yes, I didn't look my exam paper. I can...şey...you can show my exam paper, **please [Politeness marker]**?

Teacher: Ok, why not? I have it with me. You can have it.

S12: Ok.

Extract 23: Request/ Act-out/ Big Imposition/ Friend

S13: Hi E.

S2: Can you help me, **please [Politeness marker]**?

S13: What about?

S2: Tell me topic, **please [Politeness marker]**.

S13: Which topic?

S2: Present perfect tense, **please [Politeness marker]**.

S13: Ok.

S2: Ok, thanks.

In the first case above, the student employs the preparatory strategy and only uses '*please*' as a device of making his request more polite. Similarly, in extract 2, the student produces his first request in a very brief way via the fixed expression of 'Can you help me, please?' from his friend. The interesting point is that he uses '*please*' again in his second request, which appears in the form of a mood derivable. He insistently uses '*please*' for the third time in his final move to give clarification about his request. When we have an overall look at these extracts, especially the second one, suffice it to say that the participants' very restricted linguistic knowledge in this phase effected their productions. So, it is not surprising to see that they mainly used the very fixed softener '*please*' as only a mitigator in their requests. Thus, the Politeness marker was the main internal modification device used by the participants as a result of the fact that they mostly employed Preparatory as a request strategy. Additionally, we found two instances of another internal modification device, which is 'any'- a kind of understater.

Extract 24: Request/ Act-out/ Big Imposition/ Friend

S14: I need to study for this....for final exam. Do you have **any** [Understater] time?

S11: Of course.

S14: Thanks.

Extract 24 above illustrates the use of ‘any’ that appeared only twice and in the very same question form. As can be seen, the dialogue was completed only in three moves and the participants produced very simple sentences in present simple tense, which justifies the argument that the very restricted use of internal modification devices is a direct result of their limited knowledge of English as the target language.

4.3.1.3. External Modification Patterns in Requests at the Initial Phase of the Study

In contrast to internal modification, the participants used a greater variety of external modification devices in their request acts, as can be seen in Table 35 below. Each request has been supported, at least, by one grounder to explain the reason of the request. And generally, more than one external modification device was employed in each dialogue.

Table 35

Frequency Rates of External Modification Devices in Requests in English Data at the Initial Phase of the Study

| External Modification Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Grounder | 152 | 58,7 |
| Gratitude | 47 | 17,8 |
| Imposition Minimizer | 20 | 7,7 |
| Disarmer | 17 | 6,6 |
| Strong will | 11 | 4,2 |
| Check on availability | 6 | 2,3 |
| Compliment | 5 | 1,9 |
| Preparator | 2 | ,8 |
| Total | 260 | 100 |

As can be inferred from Table 35, the participants’ preferences showed more variety in external modification devices in comparison to internal modification of requests. They used grounders and expressions of gratitude significantly more than other

types of external modification available in the data, X^2 (df=7, N=259) =547.02, $p < .01$. Although they did not employ other types of external modification devices frequently enough, the variety may be indicating that the participants knew how to mitigate their requests, and their available linguistic resources allowed them to show this awareness more in external modification rather than internal modification.

4.3.2. Refusal Strategies & Modification Patterns Used by the Participants at the Initial Phase of the Study

In this part, findings about the participants' refusal productions in the first phase of data collection timeline will be presented.

4.3.2.1. Refusal Strategies Used at the Initial Phase of the Study

The request data showed that the participants fulfilled their requests mainly via one type of head act, and they most frequently employed the basic formulaic chunk, 'Can you...?', which was attributed to their inadequate linguistic resources. In this section, the data collected via DCTs and role plays in refusal scenarios will be investigated to see what kind of refusal strategies were preferred by the participants, and how these preferences were supported by peripheral modification devices. Table 36 below shows the results of the preliminary analysis conducted to detect general distribution of refusal head acts in the data.

Table 36

Frequency Rates of Refusal Strategies at the Initial Phase of the Study

| Strategy Type | Frequency | Percent % |
|----------------------|------------------|------------------|
| Reason | 154 | 32,2 |
| Regret | 123 | 25,7 |
| Negation | 78 | 16,3 |
| Alternative | 55 | 11,5 |
| Plain indirect | 38 | 7,9 |
| Performative | 21 | 4,4 |
| Avoidance | 9 | 1,9 |
| Total | 478 | 100 |

The refusal scenarios in the first phase yielded in a large amount of productions of the participants (509 in total) as can be seen from Table 36. When we checked the

amounts of samples in the categories of refusal data, we found statistically significant differences in the employment rates of the participants of these strategy types, X^2 (df=6, N=478) =253.04, $p < .001$. The participants mostly utilized Reason, Regret, and Negation strategies when performing refusals. Be that as it may, this distribution was similar to that of refusals performed in Turkish by the participants, in which Reason and Negation were also among the most preferred external modification types. This similarity may indicate the influence of the participant's mother tongue habits on their L2 refusal productions. Additionally, the finding that in the participants' regret expressions the formulaic chunk of 'I am sorry' was an indispensable part may be a result of the fact that it is one of the earliest expressions the participants encountered of given input in their learning process. In terms of directness, the participants were thought to be more Indirect in their initial refusal productions because Reason and Regret were their preferred refusal strategies. However, Negation, a Direct strategy, was also a popularly used refusal strategy and its relatively large quantity (78 in total) indicates that the participants refrained from being too indirect by using this strategy quite often.

4.3.2.2. Internal Modification Patterns in Refusals at the Initial Phase of the Study

After having checked the types and distribution of refusal head acts, the same data was analyzed to explore what peripheral moves were adopted by the participants to mitigate the face threatening nature of refusals. Table 37 presents the general distribution of internal modification devices detected in refusal head acts.

Table 37

Frequency Rates of Internal Modification Devices in Refusals in English Data of Phase 1

| Internal Modification Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Intensifier | 62 | 44,6 |
| Hedge | 41 | 29,5 |
| Understater | 15 | 10,8 |
| Camaraderie/Adress Term | 12 | 8,6 |
| Lexical adverbs | 4 | 2,9 |
| Mental State Predicate | 3 | 2,2 |
| Appealer | 1 | ,7 |
| Total | 138 | 100 |

Although in requests the participants only used the Politeness marker ‘please’ as an internal modification device, the results of the analysis for refusals, presented in Table 37, showed that participants used more varied sources of internal modification devices in refusal head acts parallel to the variety of main refusal strategies they employed. The analysis revealed that the participants’ internal modification employment indicated significant difference in terms of modification, X^2 (df=7, N=138) =201.77, $p < .001$. The most preferred internal modification types were Intensifiers and Hedges, which come from request internal modification taxonomy, since the refusal data also included samples of this category.

4.3.2.3. External Modification Patterns in Refusals at the Initial Phase of the Study

After having seen the types of internal modification, this part deals with other peripheral items, which are external modification devices. The analysis of these supporting moves showed that the samples collected in this group were very restricted both in variety and number. The participants produced only 17 utterances as adjuncts in refusal responses. Their distribution is shown in Table 38 below.

Table 38

Frequency Rates of External Modification Devices in Refusals in English Data of Phase 1

| External Modification Type | Frequency | Percent % |
|-----------------------------------|------------------|------------------|
| Agreement | 14 | 82,4 |
| Willingness | 2 | 11,8 |
| Emphaty | 1 | 5,9 |
| Total | 17 | 100 |

Similar to the participants’ mother tongue refusal performances, the results presented in Table 38 show that Agreement and Willingness were among the popular refusal adjuncts. What differed from their mother tongue performance was lack of Promise in their target language performances.

The participants used Willingness and most of the agreement expressions in only teacher scenarios. They produced 11 agreements in small-imposition scenarios, in which they responded to their teacher and used the same linguistic structure to achieve this supporting move, as exemplified below.

Extract 25: Refusal/ Act-out/ Small Imposition/ Teacher

Teacher: Osm, how are you?

S15: I am fine and you?

Teacher: Thank you Osm. Today is Tuesday, you know, hih?

S15: Yes.

Teacher: Today is Tuesday. Until Friday, three days later, can you make a presentation about simple present tense, please?

S15: **I can do this week but if I do next week better. [External: Agreement]**
[Strategy: Postponement]

Teacher: It will be better?

S15: Yes.

Teacher: You have three days this week.

S15: enough time....I don't enough time.

Teacher: Ok, this week is not enough, hih?

S15: Yes.

Teacher: Ok, it will be a good one, promise?

S15: Yes.

The participant avoids refusing his teacher's request completely and employed this modification type as a kind of mitigating move which prepared the scene for an alternative solution he would later suggest. In the coming moves, the teacher asked for a reason and the participant provided an acceptable explanation to support his/her alternative suggestion. The scarcity of external modification moves in the data collected in this phase is not surprising though, since the students have very basic linguistic sources and, as can be seen from the extract above, they have serious accuracy problems which suggests that they were still in the process of internalizing what was taught to them.

4.3.3. Suggestion Strategies & Modification Patterns Used by the Participants at the Initial Phase of the Study

In the following section, the participants' suggestions productions detected in the first phase of data collection timeline will be discussed.

4.3.3.1. Suggestion Strategies Used at the Initial Phase of the Study

The previous analyses showed that the participants tended to use some specific strategies much more often than the others when performing refusals and requests. To detect what kind of strategies the participants preferred to use in suggestions in English when they had just completed beginner level, we examined their productions and the general distribution of the suggestion head acts is presented below in Table 39.

Table 39

Frequency Rates of Suggestion Strategies in English in Phase 1

| Strategy Type | Frequency | Percent % |
|----------------------|------------------|------------------|
| Possibility | 35 | 23,8 |
| Infinitive | 35 | 23,8 |
| Obligation | 14 | 9,5 |
| Ellipsis | 14 | 9,5 |
| Indirect Hint | 13 | 8,8 |
| Other verb | 12 | 8,2 |
| Imperative | 12 | 8,2 |
| Want statement | 5 | 3,4 |
| Future expression | 4 | 2,7 |
| Interrogative | 2 | 1,4 |
| Impersonal Clause | 1 | ,7 |
| Total | 147 | 100 |

In comparison to refusals and requests, the participants' strategy preferences showed a more even distribution in their suggestion performances since their categorization did not result in a huge number for any of the categories, as can be inferred from Table 39. However, some categories were quite empty as a result of the categorization. The analysis showed that there were significant differences among the participants' strategy choices in suggestions, X^2 (df=10, N=147) =100.3, $p < .001$. In terms of directness, as for the other two speech acts, the participants produced both Direct (Ellipsis, Infinitive, Obligation) and Conventionally indirect (Possibility) strategies. The participants preferred to express their suggestions more frequently via Possibilities, Infinitives, Ellipsis, and Obligation, respectively, in comparison to other types of suggestion strategies. The result that the participants frequently produced Ellipsis and Infinitive strategies may be attributed to the fact that the participants had a very limited linguistic command at this phase of the study, and this was reflected in their realization

of suggestion strategies. Similar to their request performances, the only modal verb the participants produced was ‘can’, which was mainly utilized for creating the strategy of possibility.

4.3.3.2. Internal Modification Patterns in Suggestions at the Initial Phase of the Study

In order to explore whether the diversity in suggestion strategy types produced by the participants was reflected in internal modification devices, we analyzed these suggestion head acts once more to detect internal modification devices. However, it was seen that the suggestion head acts produced by the participants were devoid of diversity in terms of lexical means of internal modification. The only phrasal downgrader was ‘I think’, which was labelled as Reporting thought and produced 78 times in total. This result was similar to that of the participants’ Turkish performances, in which once again expressions of reporting thought was the dominant downgrader. There were only two instances of ‘*maybe*’ as a downtoner in a teacher scenario produced by the same participant successively.

4.3.3.3. External Modification Patterns in Suggestions at the Initial Phase of the Study

Even though we could not find significant varied use of internal modification devices, we examined the suggestion data in terms of external modification devices. We found that the participants used different external modification devices to mitigate their suggestions, as can be seen in Table 40 below.

Table 40

Frequency Rates of External Modification Devices in Suggestions in English in Phase 1

| Strategy Type | Frequency | Percent % |
|----------------------|------------------|------------------|
| Explanation | 92 | 77,3 |
| Preference | 14 | 11,8 |
| Repetition | 8 | 6,7 |
| Condition | 1 | ,8 |
| Introductory | 2 | 1,7 |
| Praise | 2 | 1,7 |
| Total | 119 | 100 |

The results displayed in Table 40 show that the external moves the participants made to support their suggestions were not incredibly varied and they were piled only in one of the categories, namely Explanation. The difference between the rates of employment across categories of external modification was found to be statistically significant, X^2 (df=5, N=119) =321.31, $p<.001$. The participants were found to employ explanations more than any other type of external modification device. Explanations were one of the two most preferred peripheral devices also in Turkish performances of the participants. However, in their mother tongue, they also produced many upgraders which are not shared this data. Even though we need to be cautious about making too of strong claims, these results again may be attributed to mother tongue transfer, remembering the fact that this kind of similarity was valid also for the results of two other speech acts, requests and refusals.

4.3.4. Influence of Power and Ranking of Imposition on Request Strategies & Modification Patterns at the Initial Phase of the Study

The analysis conducted to explore the participants' productions of head act strategies, along with modification devices, showed us the general preferences. The next step of analysis was carried out on the same data to investigate if the social variables of Power and Ranking of imposition had significant influence on the participants' productions during the initial phase of the data collection made in English.

4.3.4.1. Influence of Power and Ranking of Imposition on Request Strategies at the Initial Phase of the Study

Having detected the general distribution of request strategies, we analyzed the same data to explore the extent to which the social variables shaped the distribution of request strategies in the first English performance of the participants. Table 41 presents the analysis for Power.

Table 41

Distribution of Request Strategies in English in Phase 1 in terms of Power

| Strategy Type | Teacher f | Friend f | X² | df | p |
|-----------------------|----------------------|---------------------|----------------------|-----------|-------------|
| Preparatory | 43 | 80 | 11,1 | 1 | .001 |
| Mood Derivable | 6 | 16 | 4,54 | 1 | .033 |
| Want Statement | 8 | 5 | ,692 | 1 | .405 |
| Locution Derivable | 6 | 1 | - | - | - |
| Suggestory Formula | - | 2 | - | - | - |
| Strong Hint | - | 4 | - | - | - |
| Mild Hint | - | 1 | - | - | - |
| Explicit Performative | - | 1 | - | - | - |
| Hedged Performative | 4 | - | - | - | - |
| Total | 67 | 110 | 10,4 | 1 | .001 |

As can be appreciated from Table 41 above, the participants' strategy preferences in terms of Power indicated a statistically significant difference only in the employment of Preparatory ($p < .1$) and Mood derivable strategies ($p < .05$). Accordingly, the participants used both of these strategy types more frequently when they responded to a friend scenario. Also, it can be seen from Table 41 that chi square analysis was not performed for the categories of Suggestory, Strong hint, Mild hint, and Explicit performative. These were very limited in number and used only in friend scenarios, as well as, as in Hedged performatives that occurred in only teacher scenarios.

When the general distribution of request strategies in the teacher scenarios was analyzed, it was noticed that they were also cumulated in Preparatory strategy in a number which is, nevertheless, smaller than the total of the preparatories in friend scenarios. The fact that Preparatory strategy was produced significantly more in friend scenarios can be explained by the researcher's observation that the participants tended to be more repetitive, especially in act-out performances when speaking to a friend, and they kept the conversation much shorter when speaking to a teacher, probably because of affective reasons. Another parallel conclusion to be drawn from the table above is about the larger number of request strategies collected in friend scenarios. This is due to the fact that the participants were more insistent in their request acts and they generally fulfilled the same request more than once in given friend scenarios, while they were not very insistent on their requests in teacher scenarios. These cases are illustrated below with the extracts from the data.

Extract 26: Request/ Act-out/ Big Imposition/ Friend

S10: Hi.

S1: Hi. How are you?

S10: Fine, thanks and you?

S1: I am fine.

S10: **I want to you....help me. [Request 1: Want statement]**

S1: Which topic?

S10: past continuous.

S1: I am sorry. I am very busy.

S10: **Can I help me?...Can you help me? [Request 2: Preparatory]**

S1: Ok, ok.

S10: Thanks a lot.

Extract 27: Request/ Act-out/ Big Imposition/ Teacher

Teacher: Hello Frt.

S8: Hello hocam...şey....teacher.

Teacher: ok.

S8: I was very ill yesterday.

Teacher: yeah, you were not in the class.

S8: Yes. So, I missed the lesson. My friend looked on my exam paper.

Teacher: They did not see your paper. But I showed the papers, yeah. So, what is the problem?

S8: So, but I didn't look.

Teacher: yeah, you did not see your paper.

S8: **Do you want my exam paper**, please, teacher? **[Preparatory]**

Teacher: you want to see your paper?

S8: yes.

Teacher: But I am sorry. I gave them to the secretary and I can't get them.

S8: ok.

Further analysis was conducted to investigate the possible effect of Ranking of imposition on the distribution of these strategies. The results displayed in Table 42 below showed that there was no statistically significant influence of Ranking of imposition on

the distribution of employed request strategies in English in phase 1 ($p > .05$ for all request strategies).

Table 42

Distribution of Request Strategies in English in Phase 1 in terms of Ranking of Imposition

| Strategy Type | Big f | Small f | X^2 | df | P |
|-----------------------|-----------|------------|-------------|----------|-------------|
| Preparatory | 67 | 56 | ,984 | 1 | .321 |
| Mood Derivable | 14 | 8 | 1,63 | 1 | .201 |
| Want Statement | 8 | 5 | ,692 | 1 | .405 |
| Locution Derivable | 3 | 4 | - | - | - |
| Suggestory Formula | 1 | 1 | - | - | - |
| Hedged Performative | 2 | 2 | - | - | - |
| Strong Hint | - | 4 | - | - | - |
| Mild Hint | - | 1 | - | - | - |
| Explicit Performative | 1 | - | - | - | - |
| Total | 96 | 81 | 1,27 | 1 | .260 |

Table 42 above also shows that Strong hints and Mild hints were only used in small-imposition scenarios and Explicit performative verb was used only once in a big-imposition scenario. However, the numbers in these categories are quite small and do not allow for a general comment on the strategy preferences of the participants. So, these results indicate that the participants' strategy preferences were not shaped around the ranking of imposition of the given scenarios. This may be due to the fact that the participants were beginners in this phase and they did not have wide linguistic resources to shape their productions by taking these social variables into consideration.

4.3.4.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Requests at the Initial Phase of the Study

The only kind of internal modification device produced in request performances of the participants during the first English data collection period was the politeness marker 'Please'. When we analyzed the distribution of this politeness marker in terms of Power and Ranking of imposition, we found statistically significant differences. Interestingly, the participants preferred to use the politeness marker 'please' much more frequently in friend scenarios (54 in total) than teacher scenarios (30 in total), X^2 (df=1, N=84) =6.85, $p < .01$. If we evaluate this finding by remembering that 'Please' was used especially in Preparatory, which was more frequently produced in friend scenarios, it makes sense to conclude that popularity of Please is a direct result of abundant Preparatory strategy use.

Regarding Ranking of imposition, it appeared that the participants used the politeness marker moderately more in big-imposition scenarios (52 in total) than small-imposition scenarios (32 in total), X^2 (df=1, N=84) =4.76, $p < .05$.

4.3.4.3. Influence of Power and Ranking of Imposition on External Modification Devices in Requests at the Initial Phase of the Study

Having checked the general distribution of external modification devices produced in requests, the further analysis was conducted to explore the possible influence of the social variables on the use of these devices. The initial analysis, displayed in Table 43, showed that Power influenced the distribution of some of the external modification devices.

Table 43

Distribution of External Modification Devices in Request Strategies in English in Phase I in Terms of Power

| External Modification Types | Teacher f | Friend f | X^2 | df | p |
|------------------------------------|------------------|-----------------|-------------------------|-----------|-------------|
| Grounder | 95 | 57 | 9,50 | 1 | .002 |
| Gratitude | 12 | 35 | 11,2 | 1 | .001 |
| Imposition Minimizer | 7 | 13 | 1,80 | 1 | .180 |
| Disarmer | 5 | 12 | 2,88 | 1 | .090 |
| Check availability | 1 | 5 | - | - | - |
| Preparator | 1 | 1 | - | - | - |
| Compliment | - | 5 | - | - | - |
| Personal Attachment | - | 11 | - | - | - |
| Total | 121 | 139 | 1,24 | 1 | .264 |

Table 43 illustrates that Power was influential on the occurrences of Grounders and expressions of Gratitude. Accordingly, the participants used significantly more Grounders in teacher scenarios ($p < .01$), while they used expressions of Gratitude significantly more ($p < .01$) in friend scenarios. A closer look at the data showed that the participants were more insistent in friend scenarios and found more acceptance of their requests from their friends, which caused expressions of Gratitude to appear more in friend scenarios in comparison to teacher scenarios. The fact that the participants tended to thank their friends more can be justified with the observation that they were more insistent on their requests and found more acceptance from their friends.

Another important point is that the participants employed Compliments and expressions of Personal attachment only in friend scenarios. Personal attachment is a new category of external modification labelled by the researcher upon the existence of expressions that highlight the importance of the request for the speaker. This finding may lead us to speculate that the participants were more insistent and tended to support their acts more strongly via different mitigating devices when they interacted with an equal status interlocutor. The following results displayed in Table 44 below show the analysis conducted regarding the influence of Ranking of imposition.

Table 44

Distribution of External Modification Devices in Request Strategies in English in Phase I in Terms of Ranking of Imposition

| External Modification Types | Big f | Small f | X² | df | p |
|------------------------------------|--------------|----------------|----------------------|-----------|-------------|
| Grounder | 91 | 61 | 5,92 | 1 | .015 |
| Gratitude | 21 | 26 | ,532 | 1 | .466 |
| Imposition Minimizer | 3 | 17 | 9,80 | 1 | .002 |
| Disarmer | 17 | - | - | - | - |
| Check availability | 3 | 3 | - | - | - |
| Preparator | 2 | - | - | - | - |
| Compliment | 2 | 3 | - | - | - |
| Personal Attachment | 10 | 1 | 7,36 | 1 | .007 |
| Total | 148 | 112 | 4,98 | 1 | .026 |

As can be seen from Table 44, Ranking of Imposition was found to be more influential on the distribution of three kinds of external modification devices. While the participants employed more Grounders ($p < .05$) and more expressions of Personal attachment ($p < .01$) in big-imposition scenarios, they produced more Imposition minimizers ($p < .01$) in their responses for small-imposition scenarios. One more important point that can be appreciated from the table above is that the participants used Disarmers only in big-imposition scenarios. This suggests that the participants were aware that the service required from hearers in big-imposition scenarios were more difficult than small imposition scenarios, and they expressed this kind of awareness by producing disarmers appropriately.

Extract 28: Request/ Act-out/ Big Imposition/ Friend

S13: **I know you are busy [Disarmer]** but I must.....exam. Can you help me, please?

S3: I must go homework....hometown, sorry.

S13: I....**important for me [Strong will]**, please.

S3: What about you?

S13: Simple present tense.

S3: Ok, but a little time.

S13: Ok.

Extract 28 above illustrates two different instances of external modification devices detected in the data. The first device is an example of Disarmer in which the speaker informs the hearer that she is aware of the demanding side of her request. In the second external modification attempt, which was labelled as a case of Personal attachment, she insists on the request and reinforces her act by mentioning how valuable the work to be done is for her. The following section presents the analysis of the social variables in terms of another speech act, refusals.

4.3.5. Influence of Power and Ranking of Imposition on Refusal Strategies & Modification Patterns at the Initial Phase of the Study

Having presented descriptive statistics about the participants' refusal productions in the target speech acts, the same results will be further analyzed depending on the target social variables in the following sections.

4.3.5.1. Influence of Power and Ranking of Imposition on Refusal Strategies at the Initial Phase of the Study

As further analysis on the refusal data, the possible influence of the social variables, Power and Ranking of Imposition, was examined on the employment rates of refusal head acts and the results for Power is presented below in Table 45.

Table 45

Distribution of Refusal Strategies in English in Phase 1 in Terms of Power

| Refusal Strategies | Teacher f | Friend f | X² | df | p |
|---------------------------|----------------------|---------------------|----------------------|-----------|-------------|
| Reason | 55 | 99 | 12,57 | 1 | .000 |
| Regret | 45 | 78 | 8,85 | 1 | .003 |
| Negation | 23 | 55 | 13,12 | 1 | .000 |
| Alternative | 37 | 18 | 6,56 | 1 | .010 |
| Avoidance | 2 | 7 | - | - | - |
| Plain indirect | 16 | 22 | ,947 | 1 | .330 |
| Performative | 7 | 14 | 2,33 | 1 | .127 |
| Total | 185 | 293 | 24,40 | 1 | .000 |

The results presented in Table 45 indicate that Power was influential on the distribution of four refusal strategies. The participants preferred to employ Reason, Regret, and Negation strategies significantly more ($p < .01$) when they performed refusals in friend scenarios. On the other hand, to mitigate their refusals, they utilized Alternatives more ($p < .05$) in teacher scenarios. Additionally, the total amount of refusal strategies produced in friend scenarios outnumbered the amount for teacher scenarios ($p < .001$). Several cases of refusal suggestions are presented in the following extracts in order.

Extract 29: Refusal/ Act-out/ Big Imposition/ Friend

S10: Hi.

S1: Hi, how are you?

S10: Fine thanks and you?

S1: I am fine.

S10: Can you fix my computer?

S1: Ohh, **I am very busy. I can't.** [Reason + Negation]

S10: It is important for my exam.

S1: **I am sorry. I haven't time.** [Apology + Reason]

S10: Thanks.

Extract 29 was taken from a friend scenario and the participant performs her refusal via employment of three generally preferred strategies across the data. She first states a Reason and then uses Negation. Upon the insistence of other interlocutor, she apologizes and paraphrases her reason once more in her final move. When we look at the data, we can claim that this extract represents the nature of the refusal data since all

refusals especially in friend scenarios were generally realized via employment of at least two head acts, as shown in another sample taken from DCT, below.

Extract 30: Refusal/ DCT/ Big Imposition/ Teacher

S6: **I am so sorry. I don't. Because I have a lot of exam.** [Apology + Negation + Reason]

Extract 31: Refusal / Act-out/ Big Imposition/ Teacher

Teacher: Can you please make a presentation for me this week about simple present tense?

S15: **No, teacher. I am sorry. I am sorry teacher.** [Bluntness + Apology]

Teacher: Why?

S15: **I have three exams this week.** [Reason]

Teacher: Oh, three exams. Are they important?

S15: *(Silent for a few seconds)* I have important exams.

Teacher: Him, they are important, ok. So?

S15: **If I do next week, please?** [Alternative]

Teacher: Would you like to do next week?

S15: Yes.

Teacher: Ok, why not? Ok.

S15: Thank you teacher.

Teacher: You are welcome.

The second example, Extract 31, above shows how the student refrained from refusing his teacher completely. In order to avoid a possible face loss on the part of the teacher, the participant suggests an alternative time to fulfill his teacher's request and he succeeds in doing so by using his very limited linguistic sources in the target language. The refusal data was further subjected to the analysis, results of which can be seen in Table 46, by examining the influence of Ranking of imposition on the distribution of refusal strategies.

Table 46

Distribution of Refusal Strategies in English in Phase 1 in Terms of Ranking of Imposition

| Refusal Strategies | Big f | Small f | X² | df | p |
|---------------------------|------------------|--------------------|----------------------|-----------|-------------|
| Reason | 91 | 63 | 5,09 | 1 | .024 |
| Regret | 69 | 54 | 1,82 | 1 | .176 |
| Negation | 44 | 34 | 1,28 | 1 | .258 |
| Alternative | 15 | 40 | 11,36 | 1 | .001 |
| Avoidance | 2 | 7 | - | - | - |
| Plain indirect | 17 | 21 | ,421 | 1 | .516 |
| Performative | 14 | 7 | 2,33 | 1 | .127 |
| Total | 252 | 226 | 1,41 | 1 | .234 |

Table 46 shows that Ranking of imposition was found to influence the distribution of two types of refusal strategy, which are Reason ($p < .05$) and Alternative ($p < .01$). Reasons were abundantly produced in big-imposition scenarios. It is important to state that even though Reason was labelled as a refusal head act by the researcher upon the trend in the literature, in this data reasons were never used alone by the participants who always employed them in combination with another refusal strategy, as the extract shows.

Extract 32: Refusal/ Act-out/ Small Imposition/ Friend

S11: I have a problem with my computer. It is not open. There are my music and movie files. They are not very important but I watch and listen them. Can you help me, please?

S14: Ah, **I am sorry [Apology]** because **I going to meeting my girlfriend [Reason]**.

S11: Ok.

The first participant asks for help from his friend about his computer problem. He makes an introduction and states his grounders under his request. The other interlocutor fulfills the refusal by employing an expression of regret and reason successively.

The participants produced more alternatives in small-imposition scenarios in comparison to big-imposition scenarios. This is probably due to the fact that the small-imposition scenario is more appropriate for offering an alternative time as a supportive move to refusal.

Extract 33: Refusal/ DCT/ Big Imposition/ Teacher

S2: Sorry, my teacher. I'm busy so I can't help you.

Extract 34: Refusal/ DCT/ Small Imposition/ Teacher

S2: Sorry my teacher. I don't have a time because I'm busy. **I think make a presentation next week [Alternative].** Please my teacher.

As can be appreciated from Extract 33 and 34, the student refuses his teacher's request completely in the big-imposition scenario and does not propose another option. However, in the second scenario, he suggests an alternative time to fulfill his teacher's request by taking the details of the scenario into consideration and shaping his utterance according to the given scenarios. This may imply that the participant took Ranking of Imposition into consideration while performing these refusals.

4.3.5.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Refusals at the Initial Phase of the Study

The results of further analysis conducted on the influence of Power and/or Ranking of Imposition on the distribution of internal modification devices produced in refusal head acts during the first data collection in English are shared in Table 47 below.

Table 47

Distribution of Internal Modification Devices in Refusals in English in Phase 1 in Terms of Power

| Internal Modification Types | Teacher f | Friend f | X² | df | p |
|------------------------------------|------------------|-----------------|----------------------|-----------|-------------|
| Intensifier | 33 | 29 | ,258 | 1 | .611 |
| Hedge | 22 | 19 | ,220 | 1 | .639 |
| Understater | 12 | 3 | 5,40 | 1 | .020 |
| Camarederie/Adress Term | 12 | - | - | - | - |
| Lexical adverbs | 3 | 1 | - | - | - |
| Mental State Predicate | 3 | - | - | - | - |
| Appealer | - | 1 | - | - | - |
| Total | 85 | 53 | 7,42 | 1 | .006 |

The analysis showed that Power was moderately influential only on the employment rate of Understater ($p < .05$). The participants used more Understaters when they performed a refusal in a teacher scenario. Similar to previous results, some internal modification samples were cumulated only in one category, as opposed to Address terms and Mental state predicates, which were used only in teacher scenarios. However, the data

does not allow to make any inference on the use of these devices because they were very limited in number and we need more samples to comment on their distribution. The comparison of overall results showed that the participants produced significantly more internal modification devices in teacher scenarios ($p < .01$). Table 48 shows the results obtained from the further analysis done for Ranking of imposition.

Table 48

Distribution of Internal Modification Devices in Refusals in English in Phase 1 in Terms of Ranking of Imposition

| Internal Modification Types | Big f | Small f | X² | df | p |
|------------------------------------|--------------|----------------|----------------------|-----------|-------------|
| Intensifier | 44 | 18 | 10,90 | 1 | .001 |
| Hedge | 18 | 23 | ,610 | 1 | .435 |
| Understater | 9 | 6 | ,600 | 1 | .439 |
| Camaraderie / Address term | 8 | 4 | 1,33 | 1 | .248 |
| Lexical adverbs | 1 | 3 | - | - | - |
| Mental State Predicate | 2 | 1 | - | - | - |
| Appealer | - | 1 | - | - | - |
| Total | 82 | 56 | 4,89 | 1 | .027 |

According to the results presented in Table 48, similar to the findings of the analysis done for Power, Ranking of imposition was found to be influential on the distribution of only one type of internal modification device, which is Intensifier ($p < .01$). Intensifier was the most preferred internal modification type in refusal data, and it was seen that they were mostly produced in big-imposition scenarios by the participants to mitigate their refusals. The abundance of Intensifiers in big-imposition scenarios resulted in a meaningful increase in the total amount of internal modification devices produced in big-imposition scenarios ($p < .05$).

Extract 35: Refusal/ Act-out/ Big Imposition/ Teacher

Teacher: I have a homework for you for this week. I want you to prepare a presentation and present to the class. Can you do it?

S5: I am sorry. I can't do it.

Teacher: Why not?

S5: Because I have... I am **very [Intensifier]** busy.

Teacher: You are very busy? Why is that?

S5: I have an exam this week.

Teacher: Only one?

S5: **A lot of [Intensifier]** exam.

Teacher: I understand, ok.

S5: So, I can't do it.

Teacher: Maybe you can do it next week?

S5: Maybe.

Teacher: Ok, alright.

In the extract above, the participant refuses his teacher who wanted to assign him homework. First, He made the first mitigation by expressing his apology and signaling that a refusal was about to come. Next, he used the first intensifier 'very' when he stated the first reason for the refusal. Finally, he used the second intensifier 'a lot of' in his next turn to justify the refusal. Thus, this extract successfully exemplified use of two different intensifiers which were dominant among the samples gathered in this category.

4.3.5.3. Influence of Power and Ranking of Imposition on External Modification Devices in Refusals at the Initial Phase of the Study

The types and amounts of external modification devices produced in refusal scenarios during the initial data collection in English were very restricted in variety and number. Still, the existing data for the Willingness category was analyzed and it was seen that both of the instances of Willingness were actualized in teacher-scenarios. One of them is produced in the small-imposition scenario, while the other was employed in the big-imposition scenario. The amount of data for Willingness and Emphaty, the latter of which was produced just once in a big-imposition-friend scenario, was too small to mention any influence of the social variables on the participants' preferences for these categories. More samples were found for the category of Agreement in comparison to Willingness and Emphaty, and they were subjected to the analysis for Power and Ranking of Imposition. In both cases, meaningful differences were detected. In terms of Power, it was seen that 11 of 14 samples were produced in teacher scenarios, indicating that the participants preferred to use it while responding to a higher status person, X^2 (df=1, N=14) =4.57, $p<.05$. A similar result was obtained from the analysis of Ranking of Imposition, and it was found out that these samples were produced mostly in small imposition

scenarios, X^2 (df=1, N=14) =4.57, $p<.05$. Even though chi-square test for two samples could not be run for the small number of samples, it was possible to detect that all instances of Agreements produced in teacher scenarios were also small-imposition scenarios, as illustrated below.

Extract 36: Refusal/ Act-out/ Small Imposition/ Teacher

Teacher: I have a homework for you. You know it is Tuesday. For Friday, I want you to prepare a presentation, bring your presentation to the class and present it. You have three days. Can you do it?

S5: Aaaa, yes. **I can do it [Agreement] but I don't have enough time. [Plain indirect]**

Teacher: Three days?

S5: Three days is not enough.

Teacher: ok, so?

S5: I think I am going to do it next week.

Teacher: Why is that?

S5: Because I need to ling time.

Teacher: Will you do better next week?

S5: Yes, I am very....I can do it very well.

Teacher: Ok, then you have your time.

Extract 36 was taken from an act-out scenario in which the participant was expected to refuse the teacher for a small-imposition issue. In the description of the scenario, it was stated that the participants were asked to refuse the teacher even though they could have done the presentation in three days, but needed more time to prepare a better presentation. As appropriate to the scenario, the participant refuses his/her teacher's request. However, he first prefers to soften his refusal by stating his agreement to fulfill the given task. Then s/he produces a Plain indirect, which implies that the participant would not be able to fulfill it, despite his/her initial agreement. In the coming moves, the interlocutors reach an agreement for an alternative time to for the presentation.

4.3.6. Influence of Power and Ranking of Imposition on Suggestion Strategies & Modification Patterns at the Initial Phase of the Study

In the following part, the influence of the target social variables will be analyzed in relation to suggestion productions of the participants.

4.3.6.1. Influence of Power and Ranking of Imposition on Suggestion Strategies at the Initial Phase of the Study

When the samples of suggestion head acts were subjected to further analysis in terms of Power, the distribution showed significant differences in several categories, as shown in Table 49 below.

Table 49

Distribution of Suggestion Strategies in English in Phase 1 in Terms of Power

| Suggestion Strategies | Teacher f | Friend f | X² | df | p |
|------------------------------|----------------------|---------------------|----------------------|-----------|-------------|
| Indirect Hint | 1 | 12 | 9,30 | 1 | .002 |
| Imperative | 1 | 11 | 8,33 | 1 | .004 |
| Obligation | 2 | 12 | 7,14 | 1 | .008 |
| Infinitive | 24 | 11 | 4,82 | 1 | .028 |
| Ellipsis | 13 | 1 | 10,28 | 1 | .001 |
| Possibility | 18 | 17 | ,029 | 1 | ,866 |
| Other verb | 6 | 6 | - | - | - |
| Want statement | 1 | 4 | - | - | - |
| Future expression | 3 | 1 | - | - | - |
| Interrogative | - | 2 | - | - | - |
| Impersonal Clause | - | 1 | - | - | - |
| Total | 69 | 78 | ,551 | 1 | .458 |

As can be appreciated from Table 49, five types of suggestion strategies were influenced by Power, and the participants appeared to employ them in significantly different amounts, depending on the Power relation. Accordingly, the participants used Indirect hints, Obligations, and Imperatives significantly more ($p < .01$) when they fulfilled a suggestion in friend scenarios. On the other hand, they produced significantly more Ellipsis and Infinitives when they responded to a teacher scenario. Considering the nature of ellipsis and infinitives, we can claim that the participants tended to be more precise and produce less words when they interacted with a teacher, and this yielded in ellipsis and infinitives to appear more in teacher scenarios.

Although the same data was analyzed in terms of the possible influence of Ranking of Imposition, it was not found to be influential on the distribution of any suggestion strategy ($p > .05$ for all strategy types), which means that the participants did not consider Ranking of Imposition when they chose a suggestion strategy. Although impersonal clause and interrogatives appeared only in small-imposition scenarios, this does not point to any valuable implication since they occurred only once and twice, respectively. Overall, it is possible to claim some effect of pragmatic transfer from the participants' mother tongue on their suggestion performances. Along with the similarity between the most preferred strategy types in both languages, Imperative and Obligation were overused in the participants' responses to friend scenarios in Period 1 just as in their Turkish productions.

4.3.6.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Suggestions at the Initial Phase of the Study

Since the participants used the expressions of Reporting thoughts (78 in total) in their suggestion head acts as the main means of internal modification, and the suggestion head acts were devoid of other internal modification tools, the analysis for the social variables of Power and Ranking of Imposition was conducted only on this category. Samples in the category of Reporting thoughts were analyzed to see if their employment rates were shaped by Power and/or Ranking of Imposition. The results uncovered that the participants did not take either of these two social variables into consideration while using the expressions of Reporting thoughts. They produced 36 expressions of Reporting thoughts in teacher scenarios and 42 in friend scenarios ($p > .05$). Similarly, they employed 45 of these expressions in big-imposition scenarios and 33 in small-imposition scenarios ($p > .05$). A closer look at the phrases gathered in this category showed that all of these expressions were produced in the form of *'I think'*, and there was just one use of *'I know'* and one instance of *'in my opinion'*.

4.3.6.3. Influence of Power and Ranking of Imposition on External Modification Devices in Suggestions at the Initial Phase of the Study

After the samples of external modification devices produced in suggestions were subjected to additional analysis to detect the influence of Power, it was found that distribution of Explanations ($p < .01$) and expressions of Preference ($p < .05$) showed

difference according to social status of the interlocutor. The participants produced more explanations (71 in total) and more expressions of Preference (11 in total) when they responded to a friend scenario, while they produced significantly fewer Explanations (21 in total) and expressions of Preference (just 3) when they responded to a teacher scenario. These cases are illustrated below.

Extract 37: Suggestion/ Act-out/ Big Imposition/ Friend

S11: Hi.

S8: Hi.

S11: I think don't take Harry Potter.

S8: Why?

S11: I think read the Secret book. **Because important and interesting [Explanation].**

S8: ohhh...really? Ok, that's good.

S11: ok.

Extract 38: Suggestion/ Act-out/ Big Imposition/ Teacher

Teacher: You know we have an exam. Which topics should we cover in the exam?
Which topics are easy for you?

S16: I think you can ask easy questions.

Teacher: For example? Which topic?

S16: Simple present tense, or....

Teacher: Maybe simple past tense.

S16: Past tense.

Teacher: Alright, I'll think about it. Thank you.

S16: You are welcome.

As can be seen in Extract 37, the first speaker directly states his suggestion after the greeting, and the other speaker lengthens the dialogue by asking for a justification for the suggestion. This is generally the case across suggestion performances of the participants. Hearers tended to ask speakers to support the recent suggestion via some explanation/reason. On the other hand, as can be seen from Extract 38, the participants generally did not provide a reason for their suggestion, especially in teacher scenarios because they made that suggestion upon the request of the teacher. So, in these scenarios

the presentation of the scenarios and the flow of the conversations were the factors that caused a big discrepancy to occur between explanation rates in teacher and friend scenarios. As it is illustrated in the extracts right above, both of the participants employed '*I think*' as a kind of mitigating device prior to their suggestions, in that order. Further analysis of the suggestion data examined the possible influence of Ranking of Imposition on the production of different external modification moves. It was found out that Ranking of Imposition was not a factor which caused any significant change in the employment rates of these external modification devices. (Excepting Condition and Praise which appeared only in big imposition scenarios once and twice, respectively, with an insignificant majority, $p > .05$ was valid for all categories. Considering the fact that the participants' responses were not shaped around the imposition rate of the given suggestion scenarios, it can be claimed that the participants either did not notice the difference in terms of imposition, or they did not know how to reflect this difference into their responses in English at this phase of the study.

Although the participants used different types of strategies and modification devices for fulfilling these three speech acts in Phase 1, it was seen in each analysis that their strategy productions generally carried the influence of their mother tongue performances and their linguistic knowledge was not rich enough to support them to produce much varied mitigation especially in terms of internal modification. Reminding once more that this section presented an analysis of the participants' performances when they were just elementary level, in the next section their future productions will be examined to see if their strategy preferences, internal and external modification types were enhanced, parallel to their progress throughout the different proficiency levels.

4.4. Politeness Strategies and Modification Patterns Used by the Participants throughout the Study

As it was discussed above, the participants performed the target speech acts via their limited linguistic proficiency in English as the target language in Phase 1. Throughout the study, they performed the same acts three times more when they completed their elementary, pre-intermediate, and intermediate level courses. This section will provide an overall view with a comparative focus to track if they displayed pragmatic development in their performances of these acts by employing appropriate

linguistic devices. As for the previous two sections, the analysis will commence with requests, and then refusals and suggestions will follow.

4.4.1. Request Strategies & Modification Patterns Used by the Participants throughout the Study

In the previous part, the results discussed were restricted to the request performances of the participants in the initial data collection phase. The following section will provide an account of their request productions throughout the study.

4.4.1.1. Request Strategies Used throughout the Study

The analysis of the data gathered from Turkish performances and the first English performances of the participants showed that the participants tended to perform requests mainly by employing the Preparatory strategy. Although they employed several other types of strategies in those data collection periods, their rates were significantly lower than that of the Preparatory category. In order to see if the participants' strategy preferences showed differences across the following data collection periods, we analyzed their distributions throughout the study. The results of this analysis can be seen in Table 50.

Table 50

General Distribution of Request Strategies according to Different Data Collection Periods

| Request Strategy | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| | N | f % | N | f % | N | f % | N | f % | N | f % |
| Preparatory | 123 | 69,5 | 133 | 70,7 | 117 | 76,0 | 136 | 63,6 | 509 | 69,4 |
| Locution Derivable | 7 | 4,0 | 8 | 4,3 | 13 | 8,4 | 43 | 20,1 | 71 | 9,7 |
| Want Statement | 13 | 7,3 | 17 | 9,0 | 8 | 5,2 | 9 | 4,2 | 47 | 6,4 |
| Mood Derivable | 22 | 12,4 | 4 | 2,1 | 3 | 1,9 | 2 | ,9 | 31 | 4,2 |
| Hedged Performative | 4 | 2,3 | 2 | 1,1 | 6 | 3,9 | 15 | 7,0 | 27 | 3,7 |
| Suggestory Formula | 2 | 1,1 | 8 | 1,1 | 5 | 3,2 | 9 | 4,2 | 24 | 3,3 |
| Strong Hint | 4 | 2,3 | 16 | 2,2 | 2 | 1,3 | - | - | 22 | 3,0 |
| Mild Hint | 1 | ,6 | - | - | - | - | - | - | 1 | ,1 |
| Explicit Performative | 1 | ,6 | - | - | - | - | - | - | 1 | ,1 |
| Total | 177 | 100 | 188 | 100 | 154 | 100 | 214 | 100 | 733 | 100 |

The overall analysis, displayed in Table 50 above, clearly demonstrates that Preparatory was the most preferred request strategy by the participants across the four different data collection periods. The second high-ranking strategy, Locution derivable, was seen to gain popularity, especially during the fourth period, although it was preferred slightly less in the previous data collection periods. Although it did not display a dramatic change in number as much as Locution derivable, a strategy more popular across the data collection periods was Hedged performative, which began at 2, and raised to 9 in the final data collection period. One more strategy type for which the participants showed slightly increasing preference was Suggestory formula, which raised from an initial number of 2 to 9 in the final data collection period. In order to better visualize the distribution of the request strategies employed by the participants throughout the study, the data was also presented in Figure 4.

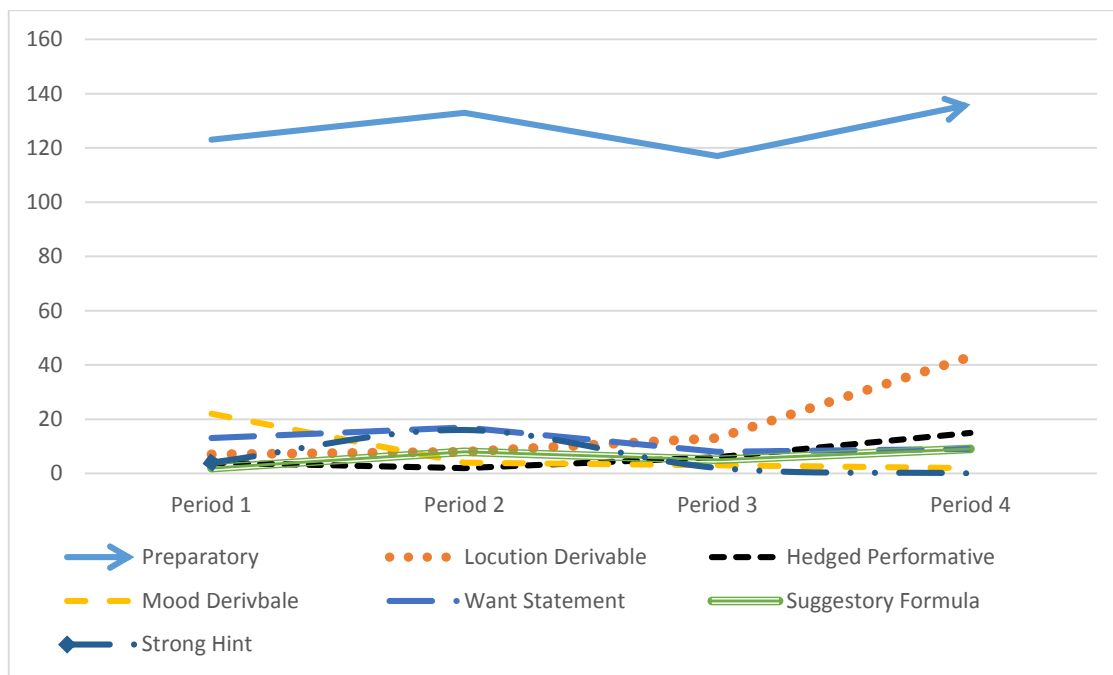


Figure 4. General Distribution of Request Strategies throughout the Study

As can be appreciated from Figure 4, throughout the study, Preparatory was the strategy the participants used with the greatest frequency in their request performances. The other strategies were produced in roughly similar amounts throughout the study. The amount of these strategies was under 20 and they did not display important shifts, except for Locution derivable. The table shows that it was produced in very small amounts for the first three phases, and it showed a significant increase in the final period. The data of Mild hint and Explicit performative are not presented in Figure 4 because they were used just once during the first period and not found in the following data collection phases. The following extracts illustrate how the same request strategy was actualized in the successive data collection periods.

Extract 39: Period 1/ Request/ DCT/ Big Imposition/ Teacher

S8: Excuse me. I missed to lesson yesterday. So I didn't look exam paper me. **Can you help my exam paper?** [Preparatory]

Extract 40: Period 2/ Request/ DCT/ Big Imposition/ Teacher

S8: Excuse me teacher. I missed the class yesterday since I was ill. My friends have a look at the midterm papers. I know my exam paper is in secretary. **Could I see at the midterm papers,** please? [Preparatory]

Extract 41: Period 3/ Request/ DCT/ Big Imposition/ Teacher

S8: I'm sorry. I missed the class yesterday. You gave to the friends exercise sheet yesterday. I know you are busy but **could you give me exercise sheet** please?
[Preparatory]

Extract 42: Period 4/ Request/ DCT/ Big Imposition/ Teacher

S8: I'm really sorry teacher. I missed the class yesterday because of I played football match with my friends. I heard that you gave the exercise sheet my friends. I know you are very busy and you need to go upstairs to take a print out for me. But **could you make for me**, please? [Preparatory]

All of the extracts above were taken from the same participant's response to DCT scenarios throughout the study. Although in all responses the participants employed the same strategy, which is Preparatory, the content of his utterances get more elaborated which contributed to his pragmatic competence. While in the first period he achieved making a request via the basic expression of '*Can you help me?*', from the second period, he opted for '*Could you...?*' which is a structure generally considered to be more polite and appropriate in formal situations. Moreover, the participant did not restrict his productions of Preparatory with the verb 'help' in all utterances and was more specific about his request by expressing the illocutionary force via appropriate verbs.

While the amounts of these strategy types mentioned above showed an increase towards the end of the study, the participants employed another type of strategy, which is Mood derivable, less and less in each data collection. While the samples of this category were 22 in total in the first data collection, its rate dramatically dropped in the following three data collection periods. When we took a closer look at the samples gathered under this category, it was seen that this category was comprised of mainly imperatives in which the participants directly ordered the other interlocutor to give the support they needed. The popularity of the utterances in this category in the first phase was probably due to the limited proficiency of the participants in English as the target language.

Extract 43: Period 1/ Request/ Big Imposition/ Friend

S13: Hi.

S2: Can you help me please?

S13: What about?

S2: **Tell me topic [Mood derivable]**, please.

S13: Which topic?

S2: Present Perfect Tense, please.

S13: Ok.

S2: Ok, thank you.

Extract 44: Period 2/ Request/ Big Imposition/ Friend

S2: I know you are busy but I don't understand one topic. Could you help me, please?

S3: Sorry, because I go to hometown.

S2: Please, **I need to your help [Locution Derivable]**.

S3: I am not another time... I haven't...I don't have another time.

S2: Really, I need to help me.

S3: Ok, but I have a bit time.

S2: Thanks.

Both of the extracts above were taken from the request performance of the same student in two consecutive data collection periods. While in the first data collection period, the participant employs an imperative, whose grammatical mood requires it to be categorized as a Mood derivable, the same participant displays an improved performance of request in the second data collection period. In the second performance, the participant not only supports his/her request by external modification devices but also softens his/her request by using Could and Locution derivable in the successive moves. These extracts also clearly illustrate that the participant acquired more grammatical knowledge of English in the second phase because s/he produced longer utterances and opted for more indirect strategies.

Overall, the request performances of the participants throughout the data were quite repetitive and similar on the basis of frequency and variety of produced strategy and modification patterns, pointing at the contextual influence of the language learning environment. Since the participants' exposure to the target language consisted mainly of their classroom experience, significant indications of pragmatic change was not detected.

4.4.1.2. Internal Modification Patterns in Requests throughout the Study

In order to see the general distribution of the supportive moves carried out in requests by the participants throughout the study, the modification patterns produced by the participants were subject to analysis. The first analysis was conducted for internal modification devices and the results are displayed in Table 51 below.

Table 51

Overall Distribution of Internal Modification Devices in Request Strategies across the Study

| Internal Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|------------------------------------|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|--------------|-------------|
| | N | f % | N | f % | N | f % | N | f % | N | f % |
| Politeness Marker | 84 | 97,7 | 77 | 90,6 | 44 | 91,7 | 39 | 69,6 | 244 | 88,7 |
| Understater | 2 | 2,3 | 5 | 5,9 | 3 | 6,3 | 8 | 14,3 | 18 | 6,5 |
| Hedge | - | - | 2 | 2,5 | - | - | - | - | 2 | ,7 |
| Downtoner | - | - | 1 | 1,2 | 1 | 2,1 | 6 | 10,7 | 8 | 2,9 |
| Intensifier | - | - | - | - | - | - | 3 | 5,4 | 3 | 1,1 |
| Total | 86 | 100 | 85 | 100 | 48 | 100 | 56 | 100 | 275 | 100 |

As illustrated in Table 51 above, the internal modification types were not enriched in request strategies of the participants throughout the study. The participants seemed to depend on the Politeness marker 'please' during their request performances. This overreliance is also noticed from the lines in Figure 5.

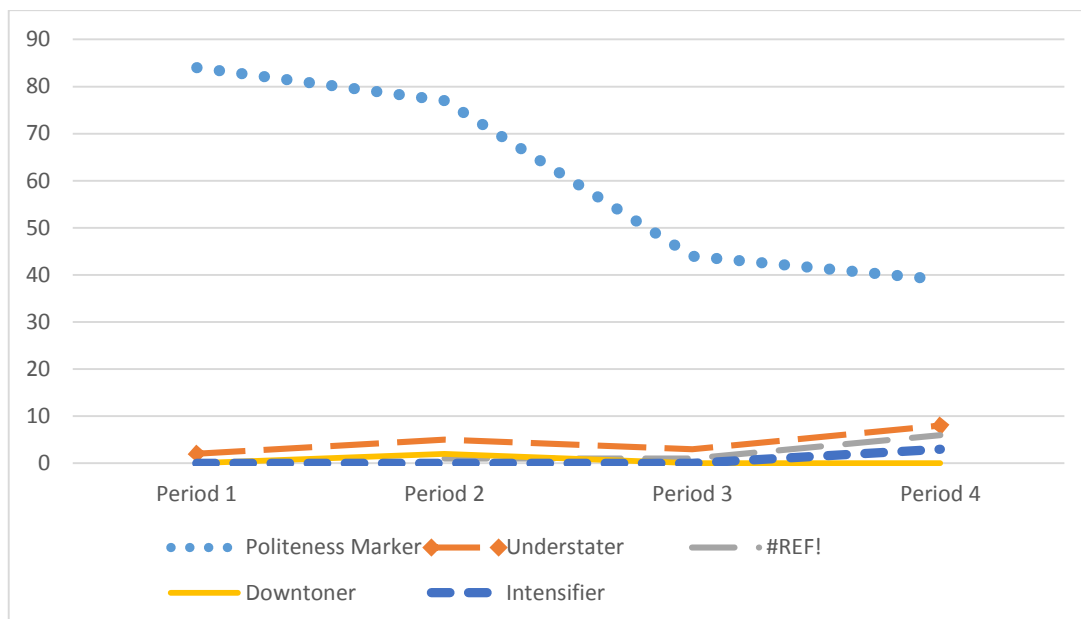


Figure 5. General Distribution of Internal Modification Devices in Request Strategies throughout the Study

Distribution of the samples detected for lexical means of internal modification in requests was also illustrated in Figure 5 above. Although it displayed a decline in its total rate for each consecutive data collection period, Politeness marker ‘please’ remained as the most preferred internal modification device across the request performances of the participants. This popularity of the politeness marker in this study is attributed to the fact that Preparatory was the most preferred request strategy and the participants mainly softened the structures in this category via ‘please’. One important point here is that, although Preparatory strategy kept its superiority over the other request strategies across the study and an increase was observed in its amount in the fourth period, the Politeness marker ‘please’ was used less and less in each proceeding data collection. This is probably due to the fact that the participants tended to be more specific in their requests, which were supported by more adjuncts, and they depended on the Politeness marker ‘please’ less and less as they became more proficient in the target language.

Extract 45: Period 1/ Request/ DCT/ Big Imposition/ Teacher

S7: Excuse me. I missed the class yesterday so I didn’t look my exam. My exam is in secretary. Please **can you want my exam for me?** [Preparatory]

Extract 46: Period 4/ Request/ DCT/ Big Imposition/ Teacher

S7: Teacher, I missed the class yesterday. Because I was ill. You gave exercise sheet to my friend and I don't have it. I know that you are busy and you have to go upstairs to take a print out for me. But I need this exercise. **Can you give me exercise?**
[Preparatory]

Extracts 45 and 46 were taken from the same participant's DCT responses in the first and fourth data collection periods. In the first extract, the participant softens his request via one apology and reason statement, along with the internal mitigator '*please*'. It is seen that in the final data collection period the participant did not need to soften his request mainly by relying on '*please*' because he exploited more diverse external modification devices and explained his awareness about the difficulty of the service which he asked from his teacher.

4.4.1.3. External Modification Patterns in Requests throughout the Study

Although the participants' productions of internal modification devices were not diverse and did not vary significantly since the beginning of the study, they displayed a more enriched performance in terms of external modification devices. In order to see what patterns of change were displayed in the participants' external modification productions, the data was analyzed in detail. First, an overall distribution of these supportive moves was checked across the four successive data collection periods. The results are presented in Table 52.

Table 52

Overall Distribution of External Modification Devices in Request Strategies across the Study

| External Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|------------------------------------|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|--------------|-------------|
| | N | f % | N | f % | N | f % | N | f % | N | f % |
| Grounder | 152 | 55,2 | 131 | 45,0 | 252 | 66,5 | 275 | 60,6 | 810 | 58,5 |
| Gratitude | 46 | 17,7 | 54 | 18,6 | 44 | 11,6 | 61 | 13,4 | 205 | 14,8 |
| Preparator | 2 | ,8 | 27 | 9,3 | 23 | 6,1 | 37 | 8,1 | 89 | 6,4 |
| Disarmer | 17 | 6,5 | 31 | 10,7 | 15 | 4,0 | 19 | 4,2 | 82 | 5,9 |
| Apology | 15 | 5,1 | 16 | 5,5 | 12 | 3,2 | 23 | 5,1 | 66 | 4,7 |
| Imposition Minimizer | 20 | 7,7 | 19 | 6,5 | 10 | 2,6 | 9 | 2,0 | 58 | 4,2 |
| Personal Attachment | 11 | 4,2 | 6 | 2,1 | 13 | 3,4 | 20 | 4,4 | 50 | 3,6 |
| Check on availability | 6 | 2,3 | 3 | 1,0 | 9 | 2,4 | 9 | 2,0 | 27 | 2,0 |
| Compliment | 6 | 2,3 | 4 | 1,4 | 1 | ,3 | 1 | ,2 | 12 | ,9 |
| Total | 275 | 100 | 291 | 100 | 378 | 100 | 454 | 100 | 1399 | 100 |

As can be appreciated from Table 52, the types of external modification devices employed by the participants are quite rich in comparison to the shortage of diversity in internal modification devices. The participants were found to particularly overuse Grounders throughout the four different data collection periods, as can be also appreciated from Figure 6.

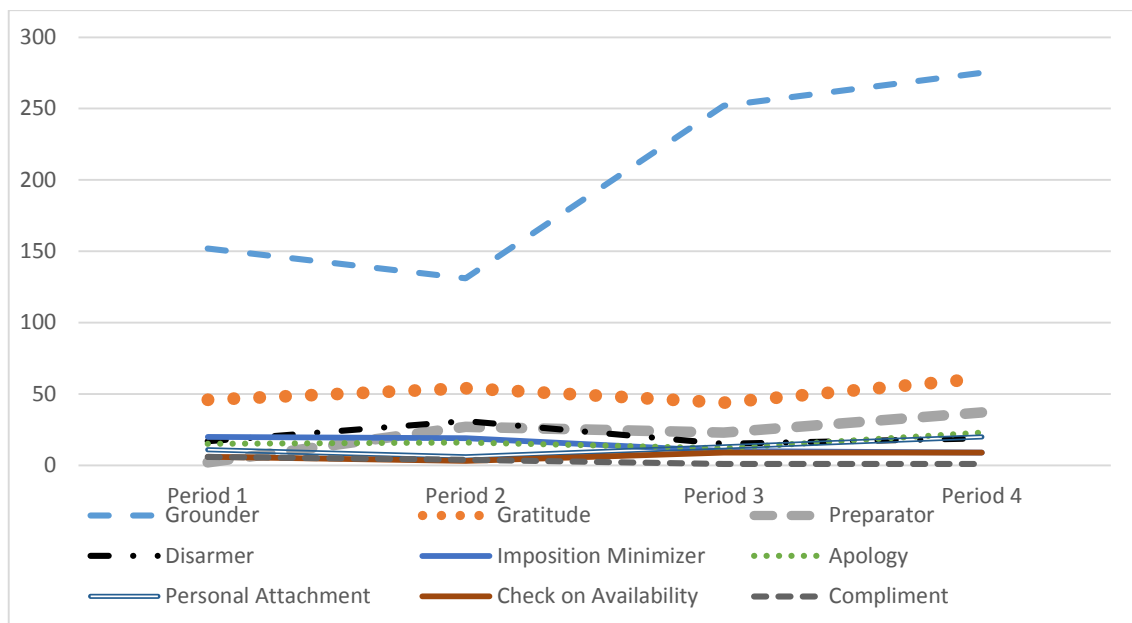


Figure 6. General Distribution of External Modification Devices in Request Strategies throughout the Study

As can be appreciated from Figure 6, another popular type of adjunct in requests was Gratitude. Even though it was not as popular as Grounder, it was clearly produced more than the other external modification tools across the study. The participants ended their dialogues most of the time with an expression of gratitude. In some cases, it was observed that the participants thanked the other interlocutor, even if s/he was rejected by him/her, which gives the impression that the use of gratitude phrases is automatized in learners, and they function as a kind of closure word rather than to truly express gratitude. The situation is illustrated below.

Extract 47: Period 2/ Act-out/ Big imposition/ Friend

S13: I know you are busy, but I must.....exam. Can you help me, please?

S3: I must go homework.....hometown. Sorry.

S13: **Thank you [Gratitude].**

Since instances of Gratitude in Turkish data were not as frequent as English data, we do not assume that this is a feature the participants transferred out of L1 habits. Preparator is another type of modification device that was used in increasing amounts throughout the four data collection periods, as can be understood from Figure 3, in which it was marked with a rising line, specifically at the fourth period. Along with modification

tools whose popularity increased over the study, there were also modification types that were used less frequently towards the end of the study. For example, the participants produced about 20 Imposition minimizers in the first two data collection periods, while this number decreased to nearly 9 in total in the last two data collection periods. Since the production amounts of these strategies were constantly under 40, their distributions are not clearly figured out from the lines in Figure 6. In order to get a clearer picture of their distribution, they were graphed separately in Figure 7.

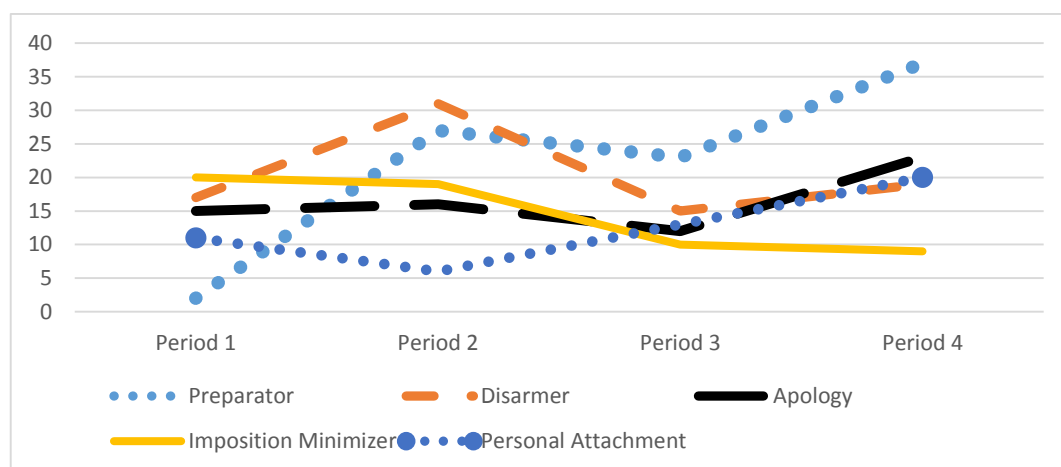


Figure 7. General Distribution of External Modification Devices in Minority in Request Strategies throughout the Study

Contrary to the rate of Imposition minimizer that decreased steadily, Figure 7 shows that rates of Personal attachment showed a stable decrease in the third and fourth data collection periods. Other strategies were also marked with noticeable increase during the fourth data collection period. Still, the total amount of these strategies was relatively small in comparison to Grounder, which was produced over 100 times in each data collection period.

4.4.2. Refusal Strategies & Modification Patterns Used by the Participants throughout the Study

The following section will present the results of descriptive statistics calculated for the participants' refusal productions throughout the study.

4.4.2.1. Refusal Strategies throughout the Study

The initial analysis conducted for the participants' refusal performances, the results of which were presented in Table 45, showed that the participants were fairly productive in their refusal performances, and they created significant amount of samples for refusal head acts (478 in total) throughout the study. In this section, the participants' refusal performances across four different data collection periods will be evaluated to detect what patterns or tendencies were displayed in their productions. The results obtained from the analysis done for refusals are presented in Table 53.

Table 53

General Distribution of Refusal Strategies according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| | N | f % | N | f % | N | f % | N | f % | N | f % |
| Reason | 155 | 32,4 | 148 | 29,7 | 136 | 29,8 | 213 | 34,2 | 652 | 32,0 |
| Regret | 123 | 25,7 | 126 | 25,3 | 90 | 19,7 | 114 | 18,3 | 453 | 22,8 |
| Negation | 78 | 16,3 | 83 | 16,6 | 80 | 17,5 | 141 | 22,7 | 382 | 18,8 |
| Alternative | 55 | 11,5 | 63 | 12,6 | 81 | 17,8 | 88 | 14,1 | 287 | 14,1 |
| Plain indirect | 38 | 7,9 | 32 | 6,4 | 26 | 5,7 | 15 | 2,4 | 111 | 5,5 |
| Bluntness /Performative | 21 | 4,4 | 17 | 3,4 | 21 | 4,6 | 34 | 5,5 | 93 | 4,6 |
| Statement of Negative Consequence | - | - | 3 | ,6 | 18 | 3,9 | 3 | ,5 | 24 | 1,2 |
| Avoidance | 9 | 1,9 | - | - | - | - | 4 | ,6 | 13 | ,6 |
| Criticism | - | - | - | - | 3 | ,7 | 7 | 1,1 | 10 | ,5 |
| Total | 478 | 100 | 472 | 100 | 455 | 100 | 620 | 100 | 2025 | 100 |

Results of the analysis conducted to see the general distribution of the refusal head acts are presented in Table 53 above. It is seen that a variety of refusal strategies were employed throughout the study. As indicated from the total accounts, the participants produced the most refusal strategies in the last data collection. Distribution rates of different refusal strategies are also presented in Figure 8 below.

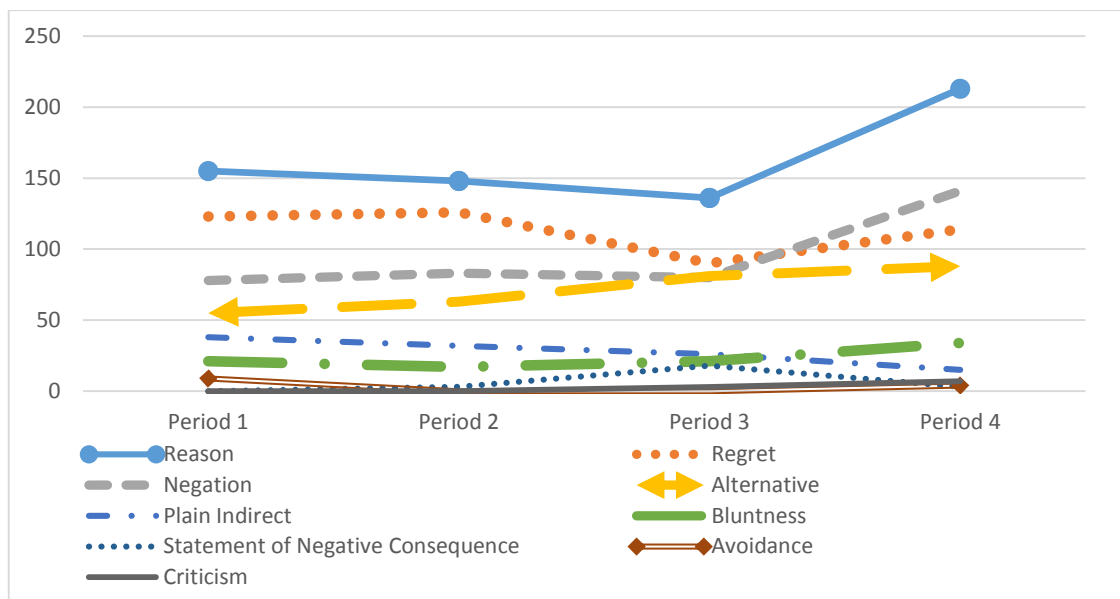


Figure 8. General Distribution of Refusal Strategies throughout the Study

As can be appreciated from Figure 8, four kinds of refusal strategies, which are Reason, Regret, Negation, and Alternative, were overused by the participants in comparison to the other strategies throughout the study. One common point of Reason, Regret, and Negation categories is that an increase was observed in their employment rates during the fourth period, despite the common decrease detected during the third period. When individual employment rates of other strategies are compared, it is noticed that their employment rates followed a similar trend across the study. While their employment rates showed changes across the study, no indication of significant change was observed in their employment rates across the study. In sum, the participants' preferences for refusal strategies were mainly the same throughout the study.

Extract 48: Period 2/ Refusal/ Act-out/ Small Imposition/ Friend

S6: Excuse me. Can I help you....can you help me?

S4: Why?

S6: My computer was broken, important for me, and do you fix my computer?

S4: I am sorry, I have an appointment. I meet my boyfriend. I can't.....I can't you help....I can't help you. Sorry.

S6: Ok, can you make it another time, another days?

S4: Al right.

S6: Ok, thank you.

Extract 48 above is a good example of how the participants typically actualized their refusals throughout the study. In this extract, the participant faces a request from her friend. First she apologizes and then signals her refusal. She explains her reason, which is another refusal strategy and is counted as a refusal head act on its own because expressing a reason upgrades the strength of the refusal. And her act is completed with one more apology, by clearly stating that she cannot help.

In addition to these strategies, as stated above, Alternative was also a popular refusal head act for the participants and its employment rate slightly increased in each data collection period from the very beginning. On the contrary, Plain indirect is seen to be used less and less in each successive period. Keeping in mind that Alternative was a popular strategy and Plain indirect was used in relatively small number in L1 productions of the participants, we can mention an adherence to L1 norms in the participants throughout the study in refusal performances. Still, we refrain from attributing this similarity totally to L1 pragmatic transfer, since task structures can also be responsible for this result.

Additionally, due to its similar employment rate across the study, Bluntness strategy -which was actualized by the word 'No'- seemed to be an indispensable refusal strategy for some of the participants. The existence of Bluntness in English performances of the participants in the first period can be attributed to the fact that they lacked appropriate linguistic knowledge to exploit during their refusal performances. However, the fact that the participants used this strategy in roughly similar numbers throughout the subsequent data collection periods may be explained with the assumption that the participants could not detect or notice a tendency about the employment of No in the target language. They were then led to use this strategy in the same amounts throughout the study even when they were intermediate. One more strategy displays a unique distribution is Statement of negative consequence. It was seen that the participants produced most of these self-defense expressions (18 out of 24) in the third data collection period, while it was produced in notably small amounts during the second and fourth data collection periods.

Regarding directness, the comment we made on the first data collection period is valid since the ranking of popularly used refusal strategies did not change. The participants tended to balance their attitude by blending Direct (Negation) and Indirect strategies (Reason and Regret) in their refusal performances throughout the study.

4.4.2.2. Internal Modification Patterns in Refusals throughout the Study

The initial analysis of internal modification devices for refusals in Phase 1 showed that the participants employed a variety of modification types in their refusal head acts, though their individual amounts were pretty limited. In order to check how the participants achieved this mitigation throughout the study, the samples gathered in refusal head acts were once more analyzed and the internal modification devices were detected. The initial results for the overall distribution of these samples is presented in Table 54.

Table 54

General Distribution of Internal Modification Devices in Refusal Strategies according to Different Data Collection Periods

| Internal Modification Type | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|-----------------------------------|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|--------------|-------------|
| | N | f % | N | f % | N | f % | N | f % | N | f % |
| Intensifier | 62 | 44,6 | 43 | 40,2 | 47 | 59,5 | 80 | 63,5 | 232 | 51,6 |
| Hedge | 42 | 30,2 | 11 | 10,3 | 4 | 5,1 | 4 | 3,2 | 60 | 13,3 |
| Understater | 15 | 10,8 | 16 | 15,0 | 5 | 6,3 | 2 | 1,6 | 38 | 8,4 |
| Camarederie /Adress term | 12 | 8,6 | 15 | 14,0 | 7 | 8,9 | - | - | 34 | 7,6 |
| Lexical adverbs | 4 | 2,9 | 12 | 11,2 | - | - | 27 | 21,4 | 43 | 9,6 |
| Mental State Predicate | 3 | 2,2 | 8 | 7,5 | 16 | 20,3 | 12 | 9,5 | 39 | 8,7 |
| Appealer | 1 | ,7 | - | - | - | - | - | - | 1 | ,2 |
| Cajoler | - | - | 2 | 1,9 | - | - | 1 | ,8 | 3 | ,7 |
| Total | 138 | 100 | 107 | 100 | 79 | 100 | 126 | 100 | 450 | 100 |

Table 54 shows that most of the internal modification devices observed throughout the study belonged to the category of Intensifier (%51,6). Interestingly, a significant decrease was observed in the amount of Hedges towards the end of the study, which can be understood also from Figure 9, below.

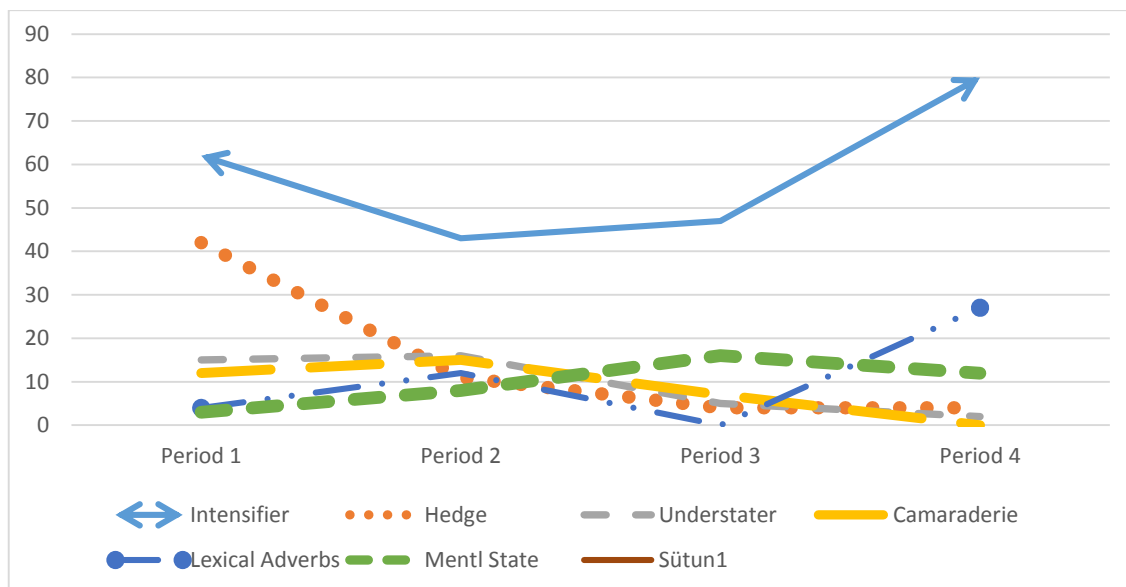


Figure 9. General Distribution of Internal Modification Devices in Refusal Strategies throughout the Study

Contrary to distribution of internal modification devices detected in requests, the participants' productions of internal modification tools in refusals were more diverse, as illustrated in Figure 9. Except for Mental state predicates- which showed an increase in the third period- and Intensifiers, a decrease was observed in all types of internal modification tools used in refusals during the third data collection period.

Overall, the participants mainly preferred Intensifier as a basic means of modifying their refusals, and they appeared to employ the biggest amount of intensifiers in the fourth data collection (80 in total). The data analysis showed that the samples in this category were mainly comprised of two types of lexical items, which are 'very' and 'a lot of'. In addition to these words, the word 'so' was occasionally used as an intensifier. The strategies in which these intensifiers were produced were found to be Reason and Regret. The fact that Intensifier was actualized mainly by two lexical items, which are *very* and *a lot of*, supports the idea of the researcher that the participants did not have enough practice in their education to automatize and use alternative vocabulary for communicative purposes.

The distribution of the next category, Hedges, displayed an unusual performance, because the rates for this category per data collection period decreased significantly across the study. Interestingly, the participants were observed to produce the biggest number of hedges in the first data collection period (42 out of 60), and its rate decreased significantly in the following periods. A closer look at the data showed that the main type

of hedge used by the participants in this study was the word '(an)other,' and it was mostly produced in the refusal strategy of Alternative. Similarly, a steady decrease in number was observed of Understater and Camaraderie across the study. The most frequent lexical items involved in the category of Understater were 'a little' and 'enough' during the first two data collection periods, and the participants did not prefer to use either of these expressions or any other understater in the following periods. Regarding camaraderie and address terms, it was recognized that the participants uttered 'my friend' and 'my teacher' quite often in the first data collection, but its amount decreased drastically from 23 to 0 in the last data collection timeline. One category that displayed a steady increase in number was Lexical adverbs, for which the participants used three types of words that are 'maybe', 'unfortunately', and 'perhaps'. Finally, Mental state predicate is another category for which the participants mainly produced the samples of mostly 'I think' and a few 'I believe,' especially before they employed an Alternative as a refusal strategy.

4.4.2.3. External Modification Patterns in Refusals throughout the Study

Analyses of adjuncts to head acts in refusal performances of the participants were done by following the same order in the previous sections. The first analysis was conducted to see what types of peripheral moves were produced by the participants throughout the study. The analysis of the participants' productions in the first English data collection did not lead to much insight about the data since it was pretty limited in number (17 in total). The results displayed in Table 55 below show us the developmental path displayed in the use of external modification devices in refusal performances.

Table 55

General Distribution of External Modification Devices in Refusal Strategies according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|------------------------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|------------|------------|
| External Modification Types | N | f % | N | f % | N | f % | N | f % | N | f % |
| Agreement | 14 | 82,4 | 30 | 68,2 | 10 | 43,5 | 11 | 31,4 | 65 | 54,6 |
| Willingness | 2 | 11,8 | 6 | 13,6 | 2 | 8,7 | 9 | 25,7 | 19 | 16,0 |
| Empathy | 1 | 5,9 | 8 | 18,2 | 11 | 47,8 | 15 | 42,9 | 35 | 29,4 |
| Total | 17 | 100 | 44 | 100 | 23 | 100 | 35 | 100 | 119 | 100 |

Table 55 shows that there was not a significant increase in the total employment rates of external modification devices across the data collection periods. The increase observed in the second period leaves its place to a fifty percent decrease in the third period and the total number shows a slight increase in the fourth period again. General distribution of these external modification tools is also illustrated in Figure 10.

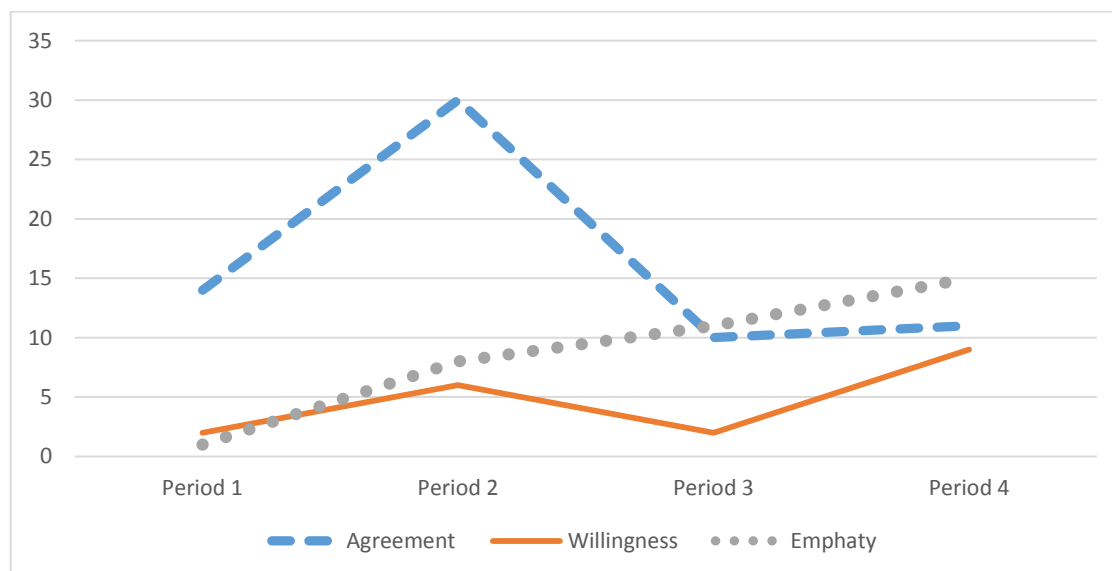


Figure 10. General Distribution of External Modification Devices in Refusal Strategies throughout the Study

As can be seen from Figure 10, the category of Agreement that was overused in the first two data collection periods was used significantly less in the third and fourth data collection periods. The distribution of Willingness also seemed quite unstable throughout the study. The only category that showed a steady increase is Emphaty, which was actualized by the participants mostly via the expressions of *'I know but...'*, *'I understand but...'*.

In sum, the total amount of refusal adjuncts (119 in total) was pretty low in comparison to the total number of refusal head acts (2025 in total) and internal modification devices (450 in total) produced across the study. The increase observed in the external modification devices in requests was not observed in the external modification devices of refusals. This likely occurred since the refusal taxonomy for head acts is pretty inclusive and most of the utterance types produced in refusal performances were categorized under the refusal head acts. The unsteady employment rates of existing external modification categories, as well as the fact that the participants never produced

samples for Positive opinion or Clarification Request -other types of external modification- may also be explained via the assumption that the participants were not really aware of how to support their refusals appropriately via external modification tools.

4.4.3. Suggestion Strategies & Modification Patterns Used by the Participants throughout the Study

The following section will present the results of descriptive statistics calculated for the participants' suggestion productions throughout the study.

4.4.3.1. Suggestion Strategies throughout the Study

The analysis of this section was conducted for exploring the distribution of samples produced by the participants while performing suggestions, the third speech act investigated in this study. The previous analysis of the samples gathered in the first period have already showed that a variety of suggestion strategies were employed by the participants. The initial analysis of this section, displayed in Table 56, will present the kind of improvements or changes that were displayed in the participants' preferences.

Table 56

General Distribution of Suggestion Strategies according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Suggestion Strategies | N | f % | N | f % | N | f % | N | f % | N | f % |
| Obligation | 14 | 9,5 | 83 | 46,6 | 90 | 51,1 | 107 | 48,4 | 294 | 40,7 |
| Possibility | 35 | 23,8 | 24 | 13,5 | 25 | 14,2 | 43 | 19,5 | 127 | 17,6 |
| Infinitive | 35 | 23,8 | 26 | 14,6 | 17 | 9,7 | 19 | 8,6 | 97 | 13,4 |
| Other Verb | 12 | 8,2 | 5 | 2,8 | 14 | 8,0 | 22 | 10,0 | 53 | 7,3 |
| Indirect Hint | 13 | 8,8 | 9 | 5,1 | 8 | 4,5 | 8 | 3,6 | 38 | 5,3 |
| Ellipsis | 14 | 9,5 | 13 | 7,3 | 2 | 1,1 | 6 | 2,7 | 35 | 4,8 |
| Interrogative | 2 | 1,4 | 9 | 5,1 | 10 | 5,7 | 7 | 3,2 | 28 | 3,9 |
| Future expression | 4 | 2,7 | 2 | 1,1 | 4 | 2,3 | 1 | ,5 | 11 | 1,5 |
| Imperative | 12 | 8,2 | 5 | 2,8 | 3 | 1,7 | 2 | ,9 | 22 | 3,0 |
| Want Statement | 5 | 3,4 | - | - | 2 | 1,1 | 2 | ,9 | 9 | 1,2 |
| Impersonal Thoughts | 1 | ,7 | 2 | 1,1 | 1 | ,6 | 4 | 1,8 | 8 | 1,1 |
| Total | 147 | 100 | 178 | 100 | 176 | 100 | 221 | 100 | 722 | 100 |

The results of the preliminary analysis that are shown in Table 56 above display that it is not easy to mention stable tendencies in the preferences of the participants in terms of suggestion strategies. The only strategy type to display a stable increase across the data collection periods is Obligation, as can be seen also in Figure 11.

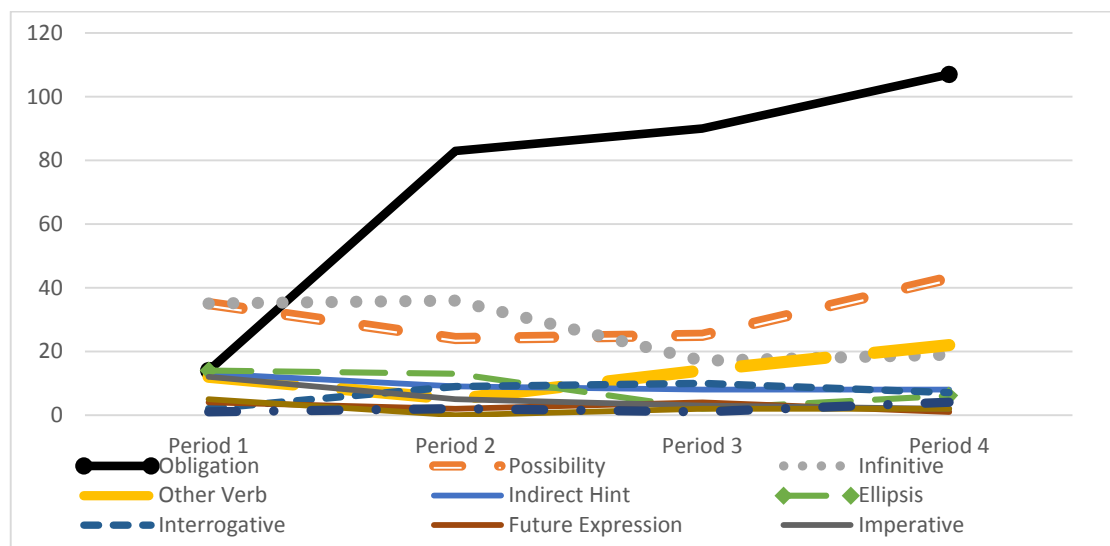


Figure 11. General Distribution of Suggestion Strategies throughout the Study

As can be appreciated from Figure 11, the results per period showed that while Possibility and Infinitive were seen to be the main preferences of the participants during the first period, there was a significant increase in the number of obligations in the second period (from 14 to 90). This increase, in the form of slight changes, was valid through the other two sequential periods, as can be understood also from Figure 8. When the data was closely analyzed in order to find out what linguistic means were used to realize Obligation strategy by the participants, it was seen that modal verb ‘Should’ was the dominant structure, even though rare instances of modal verb ‘Must’ and semi-modal ‘Have to’ were detected. The following extracts illustrate how Obligation strategy was actualized in two different data collection periods.

Extract 49: Period 1/ Suggestion/ Act-out/ Small Imposition/ Friend

S: I think Secret is more interesting for you, so **you can read Secret.** [Possibility]

A: Do you read this book?

S: Yes, **this is great.** [Repetition]

A: If you read this book, I am going to read this.

S: Okay.

Extract 50: Period 2/ Suggestion/ Act-out/ Small Imposition/ Friend

N: I am going to borrow Harry Potter. What do you think Harry Potter?

E: I think it is not good for you because it is funny...it is boring.

N: Ok, which ...which book buy?

E: I think **you should take Secret. [Obligation]**

N: Ok.

Extracts 49 and 50 above present how the students' preferences for realizing suggestions differed in two successive data collection periods. In the first extract, the participant realizes his suggestion by using 'Can', the main modal verb they utilize to express themselves due to their limited linguistic sources. The shift in their choice of modal verb 'Should' is illustrated in the second extract, where the participant first explains a reason to disqualify the other interlocutor's first choice and presents his suggestion appropriately via 'Should'. Overall, the participants' overwhelming dependency on Obligation as a suggestion strategy may suggest that this Direct strategy was noticed by the participants as the most prevalent way of making suggestions in English.

Although the amount of samples in Possibility and Other Verb strategies showed some decrease after the first period, in the final data collection period, an increase was also observed in the samples of these two categories. Regarding other strategies, it is possible to state that their amounts showed decrease in the final data collection, and their distribution showed fluctuations throughout the study which makes it difficult to mention a stable tendency in the participants' preferences for these strategies. We can state that their employment rates in the fourth period were generally smaller than their initial amounts in the first period. The only exception occurred with Interrogative, which was produced only twice in the first period and used in higher amounts in the following periods.

4.4.3.2. Internal Modification Patterns in Suggestions throughout the Study

The initial analysis of internal modification devices that were actualized for the samples of first period showed that the participants did not employ much varied internal modification devices, and they mainly used expression of Reporting thoughts in the form of ‘*I think*’ to modify their suggestion head acts. In order to see if the participants produced other internal modification devices in the following periods, the suggestion samples collected throughout the study were analyzed.

Table 57

General Distribution of Internal Modification Devices in Suggestion Strategies according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|------------------------------------|-----------|------------|------------|------------|-----------|------------|------------|------------|------------|------------|
| | N | f % | N | f % | N | f % | N | f % | N | f % |
| Internal Modification Types | | | | | | | | | | |
| Downtoner | 2 | 2,5 | 1 | ,8 | 2 | 2,1 | 11 | 9,9 | 16 | 3,9 |
| Reporting Clause | 78 | 97,5 | 96 | 76,8 | 65 | 69,1 | 56 | 50,5 | 295 | 72,0 |
| Intensifier | - | - | 14 | 11,2 | 12 | 12,8 | 29 | 26,1 | 55 | 13,4 |
| Discourse Marker | - | - | 6 | 4,8 | 3 | 3,2 | 3 | 2,7 | 12 | 2,9 |
| Alternative | - | - | 1 | ,8 | 10 | 10,6 | 5 | 4,5 | 16 | 3,9 |
| Cajoler | - | - | 2 | 1,6 | 1 | 1,1 | 3 | 2,7 | 6 | 1,5 |
| Politeness Marker | - | - | 3 | 2,4 | - | - | 4 | 3,6 | 7 | 1,7 |
| Appealer | - | - | 2 | 1,6 | 1 | 1,1 | - | - | 3 | ,7 |
| Total | 80 | 100 | 125 | 100 | 94 | 100 | 111 | 100 | 410 | 100 |

As Table 57 shows, Downtoners were divided into two different categories because they were actualized either in the form of Reporting Clause or the adverbs ‘Maybe’ or ‘Perhaps’. Since Reporting Clause was the main internal modification tool detected in suggestions, it was presented separately in Figure 12.

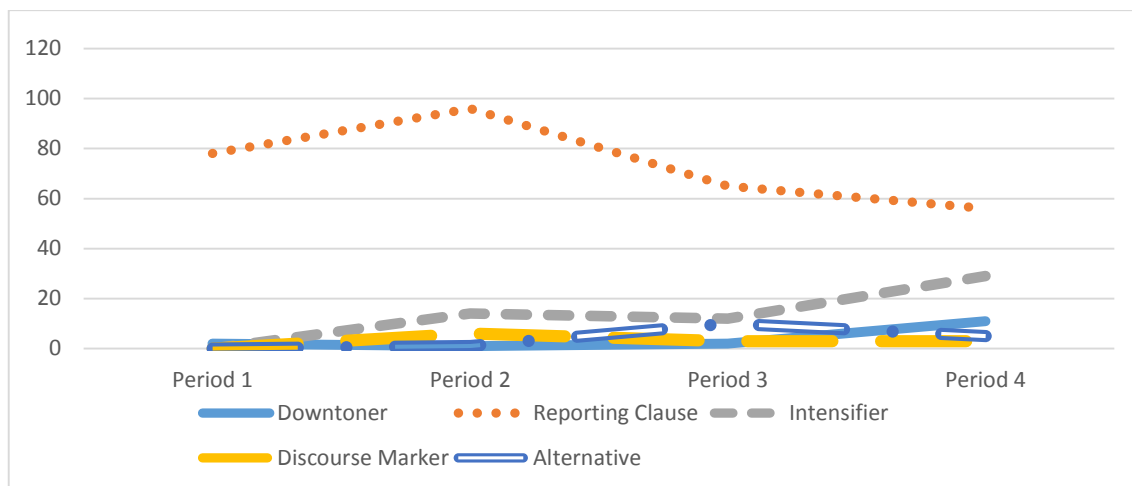


Figure 12. General Distribution of Internal Modification Devices in Suggestion Strategies throughout the Study

The variety of internal modification devices that were exploited by the participants in different periods can also be appreciated from Figure 12. Although they were not restricted to reporting clauses, it was found that their employment rates were still pretty low and they displayed a quite unbalanced distribution in general. Because of the fact that the rates of Cajoler, Politeness Marker, and Praise were produced less than 10 times throughout the study, they were not presented in Figure 12.

4.4.3.3. External Modification Patterns in Suggestions throughout the Study

The analysis of this section was realized for external modification devices observed in suggestion performances of the participants. In the initial analysis conducted on the data from the first period, six different categories of external modification devices were detected, and among them Explanation was the category that was employed most frequently (%77,3). In order to see whether there were differences in the participants' choices, samples from all periods collected in suggestion performances were analyzed, and the results are displayed in Table 58.

Table 58

General Distribution of External Modification Devices in Suggestion Strategies according to Different Data Collection Periods

| External Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | N | f % | N | f % | N | f % | N | f % | N | f % |
| Explanation | 92 | 77,3 | 101 | 67,8 | 100 | 81,3 | 112 | 75,7 | 405 | 75,1 |
| Preference | 14 | 11,8 | 21 | 13,4 | - | - | - | - | 35 | 6,5 |
| Repetition | 8 | 6,7 | 18 | 12,8 | 3 | 2,4 | - | - | 29 | 5,4 |
| Condition | 1 | ,8 | 6 | 4,0 | 20 | 16,3 | 29 | 19,6 | 56 | 10,4 |
| Gratitude | - | - | - | - | - | - | 7 | 4,7 | 7 | 1,3 |
| Preparator / Introductory | 2 | 1,7 | 3 | 2,0 | - | - | - | - | 5 | ,9 |
| Praise | 2 | 1,7 | - | - | - | - | - | - | 2 | ,4 |
| Total | 119 | 100 | 149 | 100 | 123 | 100 | 148 | 100 | 539 | 100 |

Table 58 shows the different employment rates of external modification devices that were produced across the four data collection periods. Their distributions are also shown in Figure 13, below.

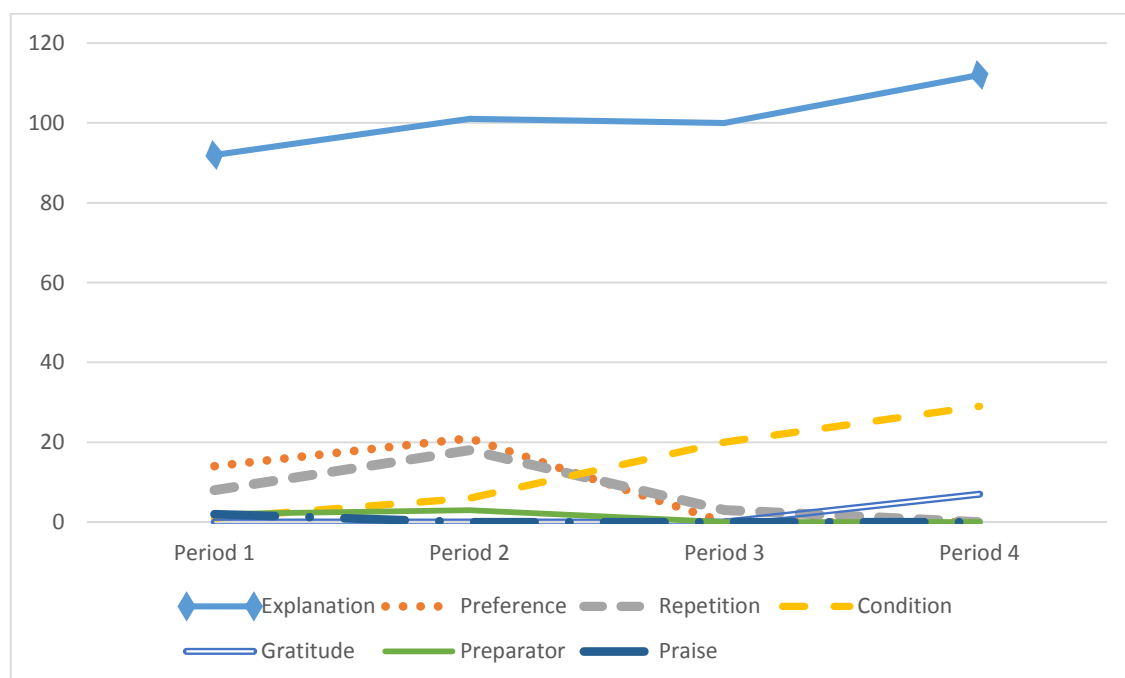


Figure 13. General Distribution of External Modification Devices in Suggestion Strategies throughout the Study

As can be appreciated from Figure 13, Explanation remained the most preferred external modification device, with a slightly increasing amount in each successive period. Another strategy that was used in each period with an increasing amount was Condition. However, the other categories displayed unstable employment rates throughout the study. Preference and Preparator/Introductory categories were found only in the first and second data collection periods, and the participants did not produce them in the last two periods. The fact that Preference disappeared abruptly, beginning in the third data collection period, can be explained by relying on the nature of suggestion scenarios employed in the study. While the suggestion scenarios employed in the first and second periods allowed the participants to upgrade their suggestions by mentioning their own preferences, the scenarios used in the third and fourth periods did not allow such a kind of promotion, and this resulted in Condition to be used significantly more in these last two data collection periods. Samples of Praise were found only in the first data collection period, while Repetitions completely disappeared in the final period. Contrary to these categories which were initially existent, the samples for the category of Gratitude were found only in the final data collection period.

4.4.4. Influence of Power and Ranking of Imposition on Request Strategies & Modification Patterns throughout the Study

The initial analysis showed us the frequency rates of politeness strategies and modification patterns as well as the main preferences of the participants on these productions. The next analysis was actualized in order to see if the social variables of Power and Ranking of imposition were influential on the participants' productions throughout the study.

4.4.4.1. Influence of Power and Ranking of Imposition on Request Strategies throughout the Study

After having discussed the general distribution of request strategies utilized by the participants throughout the study, the next analysis was conducted to see if the social variables that have been considered in the study were influential on the distribution of these strategy types. In order to get a general result, the analyses of the samples in different categories were done individually and in two steps. First, the distribution of the samples in the categories were divided into four different data collection periods to see in

any of the periods the participants' preferences indicated a significant difference in terms of either Power or Ranking of imposition. Then, in the second step, the total number of samples for each category was once more coded separately to investigate if the social variables were influential on the overall distribution of the samples of request strategies, and the results are presented in Table 59.

Table 59

General Distribution of Request Strategies in terms of Power according to Different Data Collection Periods

| Request Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X² | p |
|---------------------------|-----------------|------------|-----------------|------------|-----------------|-----------|-----------------|------------|--------------|------------|----------------------|-------------|
| | T | F | T | F | T | F | T | F | T | F | | |
| Preparatory | 43 | 80 | 58 | 75 | 58 | 59 | 67 | 69 | 226 | 283 | 6,38 | .012 |
| Locution Derivable | 6 | 1 | 5 | 3 | 3 | 10 | 16 | 27 | 30 | 41 | 1,70 | .192 |
| Want Statement | 8 | 5 | 15 | 2 | 5 | 3 | 4 | 5 | 32 | 15 | 6,14 | .013 |
| Mood Derivable | 6 | 16 | - | 4 | 2 | 1 | 2 | - | 10 | 21 | 3,90 | .048 |
| Hedged Performative | 4 | - | - | 2 | 4 | 2 | 6 | 9 | 14 | 13 | ,037 | .847 |
| Suggestory Formula | - | 2 | 2 | 6 | - | 5 | - | 9 | 2 | 22 | 14,72 | .000 |
| Strong Hint | - | 4 | 1 | 15 | - | 2 | - | - | 1 | 21 | 17,19 | .000 |
| Total | 67 | 108 | 81 | 107 | 72 | 82 | 95 | 119 | 315 | 416 | 13,95 | .000 |

*T= Teacher / F= Friend

* Explicit Performative and Mild Hint strategies were not included in any further analysis since throughout the study, they were produced just once.

When the general distribution of the request strategies were analyzed, results of which are presented in Table 59, in terms of Power, it was seen that the participants' strategy choices were generally influenced by the status of the other interlocutor. Accordingly, Want statements were employed significantly more ($p < .05$) when the participants responded to a teacher. On the other hand, the participants used Preparatories ($p < .05$), Suggestory formulas ($p < .01$), and Strong hints ($p < .01$) significantly more when they responded to a friend. Regarding the influence of Power, the analysis displayed that samples of preparatory were employed significantly more in friend scenarios in total.

However, the individual analysis of the data collection periods proved that this difference was valid only for the first two data collection periods, and quite similar amounts of preparatory were produced in the last two data collection periods, implying a diminishing influence of Power on the most preferred request strategy. Although Mood derivables were also found to be more frequent in friend scenarios, the difference between the amounts of this strategy in teacher and friend scenarios was a moderate one.

While it is possible to mention small fluctuations in the amounts of these strategies throughout the study, the overall picture does not indicate an important shift in the participants' preference rates for the given strategies since the first data collection period. Moreover, a slightly similar trend was observed in the participants' Turkish performances, which may suggest that L1 habits of the participants had a significant effect on the pragmatic competence of the participants in the target language, and the increasing language proficiency did not necessarily indicate important shifts in strategy choices of the participants, at least for requests. In terms of the directness level, one point worth stating here is that the most direct strategy employed by the participants was Mood derivable, which was mostly used in the first data collection, and its amount steadily dropped in the following data collection periods. This may lead us to the result that the participants refrained from using direct strategies when they had the necessary linguistic tools to express themselves in a more indirect way. In order to illustrate strategy choices of the participants when responding to a teacher, the data has been demonstrated on the line graph in Figure 14.

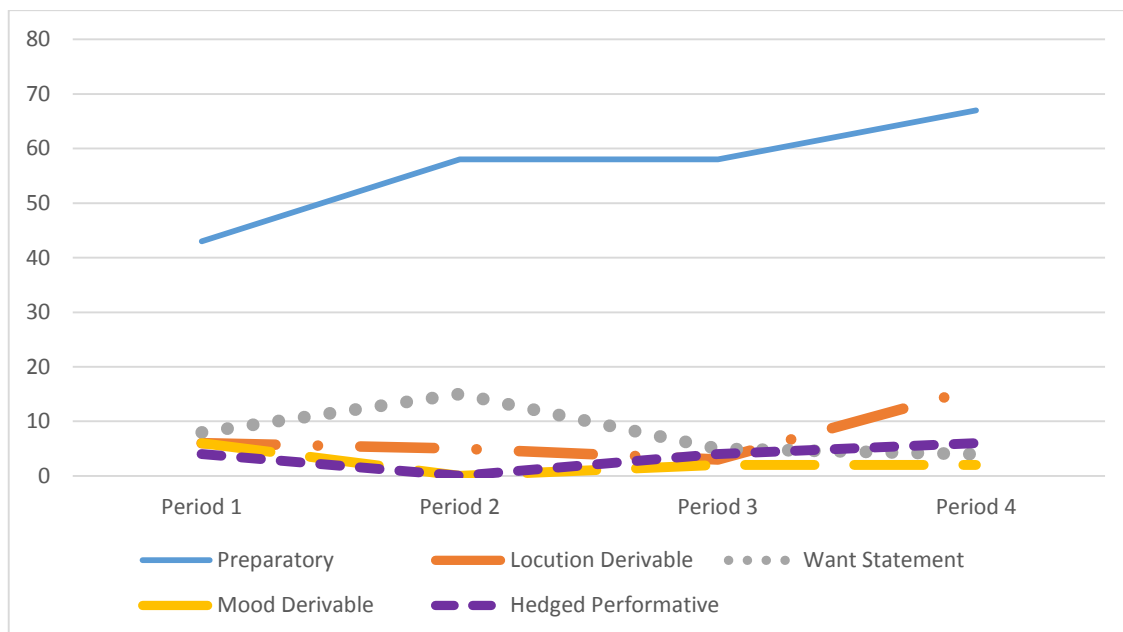


Figure 14. General Distribution of Request Strategies Produced in Teacher Scenarios throughout the Study

Figure 14 shows that Preparatory was the main type of request strategy produced by the participants during their responses to teacher scenarios, and a decrease was observed in the amount of Want statements since the third period, despite the increase detected in the second period. Similar to Preparatory, Mood derivable appeared to be a strategy that showed increase in the final period. The other strategies were produced in very small amounts throughout the study. Strong Hint and Suggestory formula were not presented in Figure 14 because they were produced just once and twice, respectively, throughout the study for teacher scenarios. Figure 15 shows the distribution of request strategies employed in friend scenarios throughout the study.

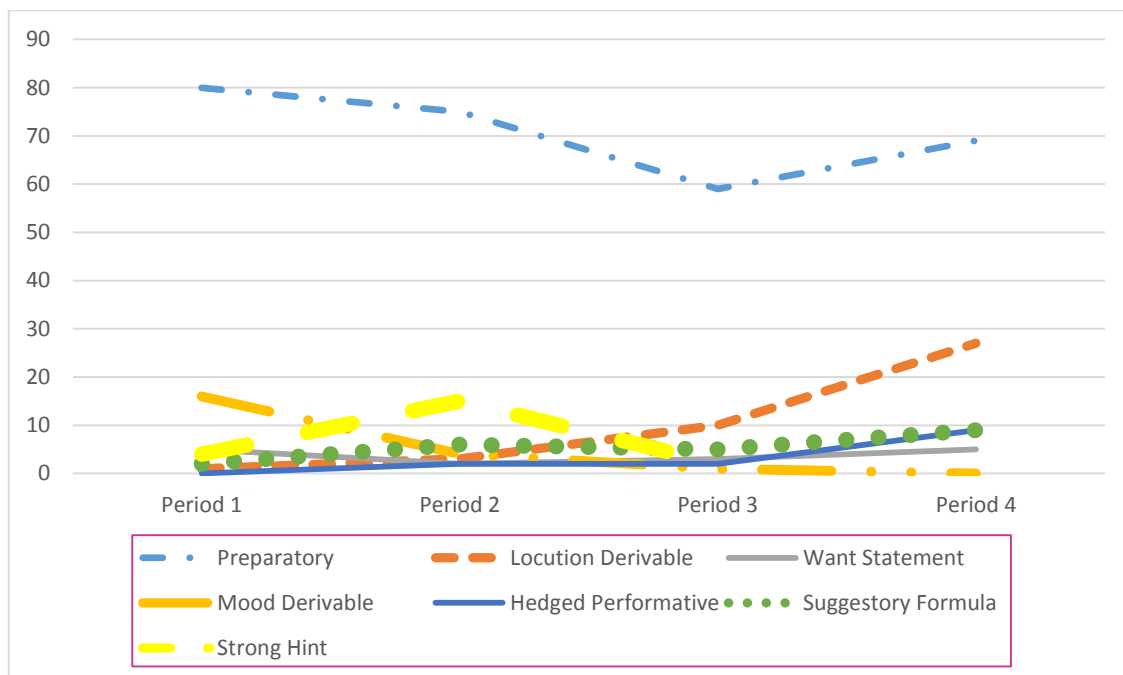


Figure 15. General Distribution of Request Strategies Produced in Friend Scenarios throughout the Study

Request strategies produced in friend scenarios were observed to be more diverse, as can be seen from Figure 15, in comparison to strategies produced in teacher scenarios, although Preparatory proved to be the most frequently preferred strategy for both cases. Strong hint and Locution derivable are two categories that showed interesting distributions across the study. While Strong hints were mainly produced in the second period and disappeared later on, Locution derivables were increasingly produced towards the end of the study. Table 60 demonstrates the results obtained from the analysis done to explore the influence of Ranking of imposition on request strategies throughout the study.

Table 60

General Distribution of Request Strategies in terms of Ranking of Imposition according to Different Data Collection Periods

| Request Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X^2 | df | p |
|---------------------|-----------|-----------|------------|-----------|-----------|-----------|------------|------------|------------|------------|-------------|----------|-------------|
| | B | S | B | S | B | S | B | S | B | S | | | |
| Preparatory | 65 | 58 | 73 | 60 | 65 | 52 | 66 | 70 | 269 | 240 | 1,43 | 1 | .231 |
| Locution Derivable | 3 | 4 | 4 | 4 | 9 | 4 | 25 | 18 | 41 | 30 | 1,14 | 1 | .285 |
| Want Statement | 6 | 7 | 10 | 7 | 5 | 3 | 4 | 5 | 25 | 22 | ,191 | 1 | .662 |
| Mood Derivable | 12 | 10 | 2 | 2 | 2 | 1 | 1 | 1 | 17 | 14 | ,032 | 1 | .857 |
| Hedged Performative | 2 | 2 | 2 | 0 | 4 | 2 | 5 | 10 | 13 | 14 | ,037 | 1 | .847 |
| Suggestory Formula | 1 | 1 | 2 | 6 | 0 | 5 | 7 | 2 | 10 | 14 | ,667 | 1 | .414 |
| Strong Hint | 0 | 4 | 14 | 2 | 2 | 0 | 0 | 0 | 16 | 6 | 4,54 | 1 | .033 |
| Total | 89 | 86 | 107 | 81 | 87 | 67 | 108 | 106 | 391 | 340 | 3,55 | 1 | .059 |

Results displayed in Table 60 show that Ranking of imposition was less influential on the strategy preferences of the participants in comparison to Power during request performances. Ranking of imposition was found to influence the distribution of only Strong hint category. Accordingly, the participants produced Strong hints notably more in big-imposition scenarios ($p < .05$). No other significant influence of Ranking of imposition was detected in overall distribution of request strategies produced throughout the study.

4.4.4.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Requests throughout the Study

The only internal modification device analyzed in terms of Power and Ranking of imposition in Request samples collected throughout the study is 'please'. Since the total amount of other internal modification types was very restricted, they were not subjected to further analysis in terms of the social variables. The employment rates of 'please' in teacher (109 in total) and friend (135 in total) scenarios did not indicate a significant difference, X^2 (df=1, N=244) =2.77, $p > .05$. However, the total employment rates of this lexical softener in small (93) and big imposition (135) scenarios across the study showed a statistically significant difference, X^2 (df=1, N=244) =13,78, $p < .01$. This clearly

demonstrates that the participants produced ‘*please*’ notably more in big-imposition scenarios.

4.4.4.3. Influence of Power and Ranking of Imposition on External Modification Devices in Requests throughout the Study

Although frequency analysis showed the general distribution of the participants’ productions, and revealed that the total numbers of the external modification moves increased steadily over the four data collection periods, further analyses were conducted to investigate the influence of Power and Ranking of imposition on the preferences of the participants while producing these peripheral moves. The findings in relation to Power are presented in Table 61.

Table 61

General Distribution of External Modification Devices in Requests in Terms of Power according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | | | |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|----------|-------------|
| External modification types | T | F | T | F | T | F | T | F | T | F | X^2 | df | p |
| Grounder | 96 | 56 | 70 | 61 | 126 | 126 | 151 | 124 | 443 | 367 | 7,13 | 1 | .008 |
| Gratitude | 12 | 34 | 24 | 30 | 19 | 25 | 30 | 31 | 85 | 120 | 5,97 | 1 | .015 |
| Preparator | 1 | 1 | 7 | 20 | 7 | 16 | 14 | 23 | 29 | 60 | 10,7 | 1 | .001 |
| Disarmer | 5 | 12 | 14 | 17 | 14 | 1 | 19 | - | 52 | 30 | 5,90 | 1 | .015 |
| Imposition Minimizer | 7 | 13 | 9 | 10 | 10 | - | 9 | - | 35 | 23 | 2,48 | 1 | .115 |
| Apology | 15 | - | 13 | 3 | 7 | 5 | 15 | 8 | 50 | 16 | 17,5 | 1 | .000 |
| Personal Attachment | - | 11 | 3 | 3 | 5 | 8 | 6 | 14 | 14 | 36 | 9,68 | 1 | .002 |
| Check on availability | 1 | 5 | 3 | - | 7 | 2 | 9 | - | 20 | 7 | 6,25 | 1 | .012 |
| Compliment | - | 6 | - | 4 | - | 1 | 1 | - | 1 | 11 | 8,33 | 1 | .004 |
| Total | 137 | 138 | 143 | 148 | 195 | 184 | 254 | 200 | 729 | 670 | 2,48 | 1 | .115 |

*T= Teacher / F= Friend

As it is shown in Table 61, the analysis of Power on the distribution of the external modification devices resulted in significant differences between the rates of employment for some categories. Grounders and Apologies were found to occur significantly more ($p < .01$ for both categories) in teacher scenarios. A closer analysis of the data showed that

throughout the study, Apologies were typically used in responses of the participants to teachers just before grounders, as illustrated in the following extracts.

Extract 51: Period 1/ Request/ DCT/ Big Imposition/ Teacher

S5: I am sorry. I was very ill yesterday. I didn't see my midterm exam. I would like seeing my exam paper. Can I see my paper, please?

[Apology + Grounder + Grounder + Hedged Performative + Preparatory]

Extract 52: Period 4/ Request/ DCT/ Small Imposition/ Teacher

S8: I'm sorry teacher. I missed the class yesterday because of I was ill. I learn that you gave the exercise sheet my friends. I know you have got extra copies in your drawer. So could you give me exercise sheet, please?

[Apology + Grounder + Grounder + Imposition minimizer + Preparatory]

In both of the cases above, which were taken from DCTs, the participants commence their acts by expressing their apology about the request they will perform in the coming moves. So, it can be argued that the participants employed Apologies to soften their requests by expressing their awareness of the face threatening nature of this act. And in both cases, the participants express a reason after presenting their apologies and they lead their moves towards the request in a polite way. Additionally, the employment rates of Disarmer and Check on availability categories are found to be moderately higher (more $p < .05$ for both categories) in the participants' responses to teachers. Although their employment rates were not continuously higher in teacher scenarios, especially in the last two data collection periods, the participants produced these external modification devices more when they responded to a teacher scenario. A closer look at the samples of Checking on availability category shows that the participants formed these expressions generally via the conditional clause and just before the head act.

Extract 53: Period 4/ Request/ Act-out/ Small Imposition/ Teacher

S1: Excuse me. I missed the class yesterday.

Teacher: Why did you miss the class?

S1: I was ill.

Teacher: You were ill? Are you okay?

S1: Yes. I am okay now. **If you have extra copies [Checking on Availability]**, could you give me it now?

Teacher: I have extra ones for you on my desk. You can take one of them, ok? No problem.

S1: Ok, thank you so much.

Teacher: You are welcome.

The participant starts the dialogue by apologizing and employing a grounder (G1). After providing the clarification the teacher asks for, she uses a conditional and checks on availability of the condition for her request to be valid in her terms. Her teacher accepts her request by confirming the condition that she has extra copies. The following graph, Figure 16, also shows the distribution of external modification devices produced more in teacher scenarios.

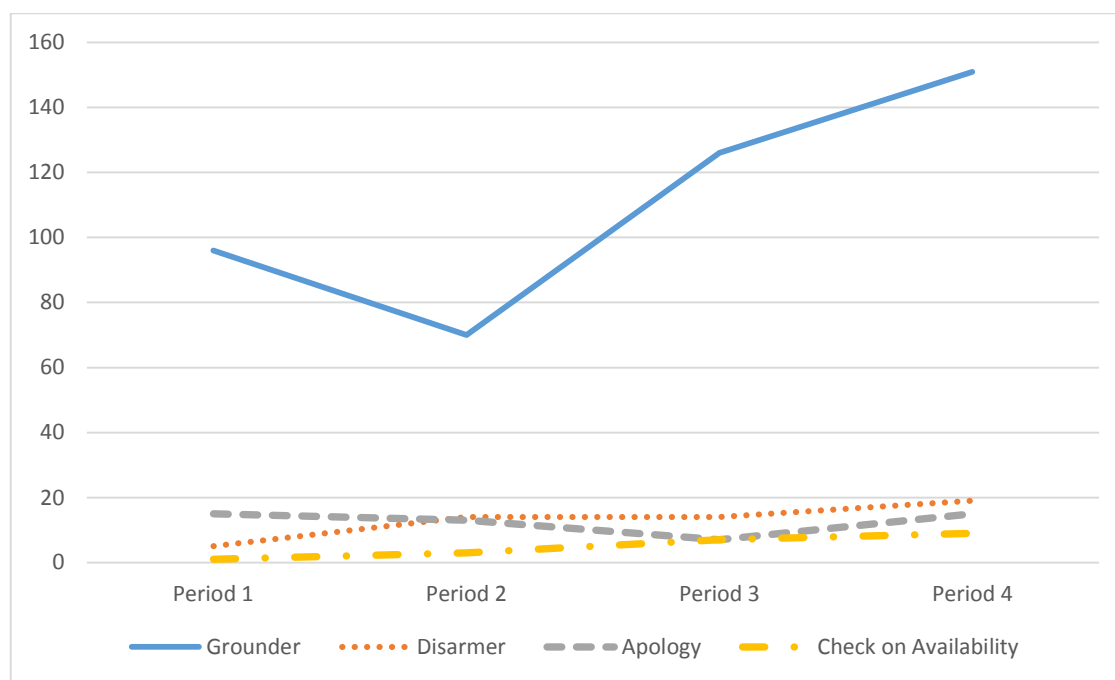


Figure 16. General Distribution of External Modification Devices in Requests Produced in Teacher Scenarios throughout the Study

In addition to the external modification types that were preferred by the participants in teacher scenarios, whose distributions are presented in Figure 16, there were some mitigating moves that were popular, especially in friend scenarios, among the participants. Their distribution can be appreciated in Figure 17, below.

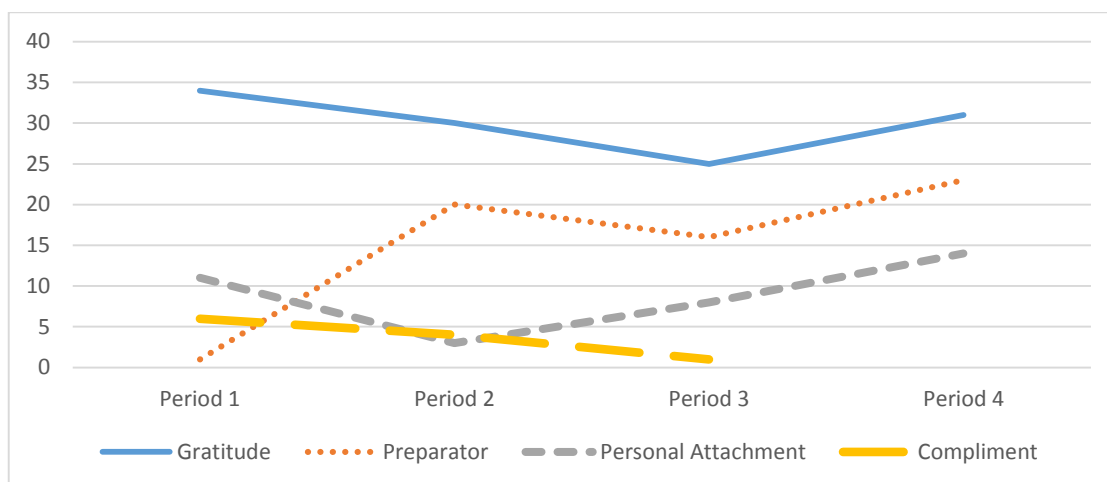


Figure 17. General Distribution of External Modification Devices in Requests Produced in Friend Scenarios throughout the Study

The distributions presented in Figure 17, the participants produced significantly more Gratuities, Preparators, and expressions of Personal attachment in friend scenarios ($p < .01$). Although Compliments were not represented in the data with a significant number, they occurred mainly in friend scenarios in the first two data collection periods.

Extract 54: Period 1/ Request/ DCT/ Small Imposition/ Friend

S7: Do you help me please? I study English but I don't know English. **Your English is very good [Compliment]** and you has a free time. Please can you help me?

In Extract 54, the participant starts his response by making his request immediately at the beginning of his utterance. In the coming moves, he employs Grounders and a Compliment to persuade his friend, and he ends his utterance by repeating his request. As it is the case in this extract, the participants who used Compliments generally praised their friends about their knowledge of English and linked this praise successfully to their requests. The fact that Compliments were found especially in the first two periods may also be linked to the content of the scenarios used in those periods, which include the expression 'Your friend understands this concept...' (Appendix 2). However, the total number of compliments (6 in the first period and 4 in the second period) were still too low to support this assumption forcefully. To the contrary

of Compliments, expressions of Personal attachment displayed a more stable distribution, and they were present in every data collection phase.

Extract 55: Period 4/ Request/ Act-out/ Big Imposition/ Friend

S15: Hi. How are you?

S1: I am fine, and you?

S15: Yes, I am ok. I forgot my book at home. And if we share your book, it will be a big help for me.

S1: I am sorry about that. But I don't like sharing and I cannot concentrate.

S15: Yes, I know but **it is so important me [Personal Attachment]**.

S1: Ok, why not?

S15: Thanks.

Extract 55 above provides a good example of how the participants employed expressions of Personal attachment. As is the case in the extract, the participants used these expressions generally to support their requests in their second attempts after they faced some rejection in act-out scenarios. One more type of external modification found to be used slightly more in friend scenarios is Gratitude ($p < .05$). As discussed before, the popularity of Gratitude may be linked to the fact that the participants tended to frequently use them as closure words rather than expressing real sense of gratitude. In sum, the findings showed that the participants' productions of external modification moves in terms of diversity and amount were significantly influenced by the status of the interlocutor. In order to explore if Ranking of imposition was also influential on the types and amounts of these external modification types, the analysis was realized as such and the results are given in Table 62.

Table 62

General Distribution of External Modification Devices in Requests in Terms of Ranking of Imposition according to Different Data Collection Periods

| External Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X^2 | df | p |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|----------|-------------|
| | B | S | B | S | B | S | B | S | B | S | | | |
| Grounder | 90 | 62 | 78 | 53 | 122 | 130 | 150 | 125 | 440 | 370 | 6,04 | 1 | .014 |
| Gratitude | 25 | 21 | 29 | 25 | 22 | 22 | 32 | 29 | 108 | 97 | ,590 | 1 | .442 |
| Preparator | 2 | - | 10 | 17 | 11 | 12 | 16 | 21 | 39 | 50 | 1,36 | 1 | .244 |
| Disarmer | 17 | - | 31 | - | 15 | - | 19 | - | 82 | - | - | - | - |
| Imposition Minimizer | 3 | 17 | - | 19 | - | 10 | 1 | 8 | 4 | 54 | 43,10 | 1 | .000 |
| Apology | 9 | 6 | 7 | 9 | 6 | 6 | 9 | 14 | 31 | 35 | ,242 | 1 | .622 |
| Personal Attachment | 5 | 6 | 5 | 1 | 7 | 6 | 16 | 4 | 33 | 17 | 5,12 | 1 | .024 |
| Check on availability | 3 | 3 | 2 | 1 | 4 | 5 | 7 | 2 | 16 | 11 | 9,26 | 1 | .336 |
| Compliment | 2 | 4 | 1 | 3 | 1 | - | 1 | - | 5 | 7 | ,33 | 1 | .564 |
| Total | 156 | 119 | 163 | 128 | 188 | 191 | 251 | 203 | 758 | 641 | 9,78 | 1 | .002 |

*B= Big / S= Small

While Power was found to be quite influential on the distribution of several categories, Table 62 shows that Ranking of imposition was not so determinant on the distribution of the majority of the external modification device types. Imposition minimizer was the only category for which the participants displayed a stable preference and produced samples of this category significantly more in small-imposition scenarios ($p < .01$). The results for individual data collection periods showed a decrease in the total number of Imposition minimizers but regardless of this decrease, they were overused in small-imposition scenarios. This finding clearly indicates that the participants were careful to notice the details of the given request scenario in which this information was provided, and they shaped their responses by taking this detail into consideration.

Extract 56: Period 1/ Request/ DCT/ Small Imposition/ Friend

S8: I study for the final exam but I don't know a topic. **I see that you aren't busy** [External Modification: Imposition Minimizer]. Can I help me please?

Extract 57: Period 2/ Request/ Act-out/ Small Imposition/ Friend

S12 Hi.

S11: Hi.

S12: How are you?

S11: Fine thanks and you?

S12: I am fine thanks. I need...I need to take final exam but I don't understand Simple Past Tense, you know.....**I know you...you don't busy. [External Modification: Imposition Minimizer]**

S11: Yes.

S12: **Can...could you help me please? [Head Act: Preparatory]**

.....

Extract 58: Period 3/ Request/ DCT/ Small Imposition/ Teacher

S15: Hi Miss. I missed the class yesterday because of my illnesses. I couldn't have the exercise sheets you gave the class yesterday. **You always have extra copies [External Modification: Imposition Minimizer]**, can you give it to me?

Extract 59: Period 4/ Request/ Act-out/ Small Imposition/ Friend

S12: Hi.

Teacher: Hi

S12: How are you?

Teacher: Thank you. You?

S12: I am good. I missed the lesson yesterday because I was very ill. But I better than yesterday.

Teacher: How do you feel now?

S12: I better...I better than yesterday.

Teacher: Ok. You feel better?

S12: Yes. I learned that you had given extra sheets to my friends. But I...and I need to extra sheet because I don't have any materials to study. **I know that you have extra copies. [External Modification: Imposition Minimizer]**

Teacher: How do you know that?

S12: My friend say that teacher has this copies...extra copies. I know there...I know him.

Teacher: Ok.

S12: Can you ... could you give me extra copies please?

All of the extracts above illustrate different instances of Imposition minimizers produced by the participants across the study. In the first two extracts, both of the participants employ imposition minimizer via the same expression, that is '*you are not busy*', and they attempt to soften the nature of request by indicating that they do not ask the other interlocutor to do a difficult task. Similarly, when they performed a request from their teacher in the last two extracts, the participants used Imposition minimizers appropriately as a mitigating move to indicate that they would ask for a minor favor. One common point of the participants' performances is that they preferred Imposition minimizers after they grounded their request on a logical reason, and this seemed quite suitable to the flow of the interaction especially in act-out performances.

The participants seemed to prefer Grounders and expressions of Personal attachment moderately more ($p > .05$) in big-imposition scenarios throughout the study. While the amount of Grounders were always more than 70, Personal attachment was never produced more than 20. Still, it proved to be preferred significantly more in big-imposition scenarios, and this was apparent in its total amount produced throughout the study. The distribution rates of these two categories which were employed in big-imposition scenarios are displayed in Figure 18.

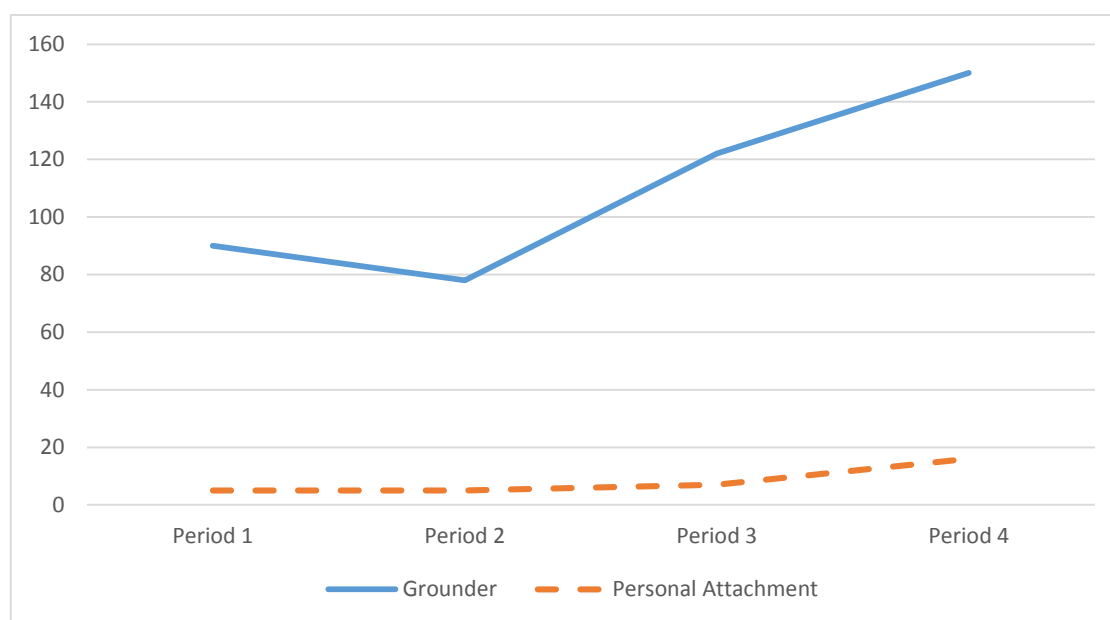


Figure 18. General Distribution of Grounders and Personal Attachment in Requests throughout the Study

In sum, as can be appreciated also from Figure 18, it was seen that the participants increased their employment rates of external modification devices in each successive data collection period, and both of the social variables, Power and Ranking of imposition, had significant effects on the amounts and diversity of these external modification devices.

4.4.5. Influence of Power and Ranking of Imposition on Refusal Strategies & Modification Patterns throughout the Study

After having discussed the influence of the social variables on request productions of the participants, the same analysis will be conducted for refusals in the following section.

4.4.5.1. Influence of Power and Ranking of Imposition on Refusal Strategies throughout the Study

Table 63 presents the results of the further analysis conducted to investigate possible influence of Power on the preferences of the participants for employing refusal strategies.

Table 63

General Distribution of Refusal Strategies in Terms of Power according to Different Data Collection Periods

| Refusal Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X ² | df | p |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|----------------|----------|-------------|
| | T | F | T | F | T | F | T | F | T | F | | | |
| Reason | 55 | 100 | 54 | 94 | 94 | 42 | 135 | 78 | 338 | 314 | ,883 | 1 | .347 |
| Regret | 45 | 78 | 50 | 76 | 62 | 28 | 69 | 45 | 226 | 227 | ,002 | 1 | .963 |
| Negation | 23 | 55 | 33 | 50 | 50 | 30 | 70 | 71 | 176 | 206 | 2,35 | 1 | .125 |
| Alternative | 37 | 18 | 42 | 21 | 20 | 61 | 18 | 70 | 117 | 170 | 9,78 | 1 | .002 |
| Plain indirect | 16 | 22 | 21 | 11 | 10 | 16 | 4 | 11 | 51 | 60 | ,730 | 1 | .393 |
| Bluntness | 7 | 14 | 10 | 7 | 7 | 14 | 7 | 27 | 31 | 62 | 10,33 | 1 | .001 |
| Statement of Negative Consequence | - | - | 3 | - | - | 18 | 2 | 1 | 5 | 19 | 7,34 | 1 | .007 |
| Avoidance | 2 | 7 | - | - | - | - | 1 | 3 | 3 | 10 | 3,76 | 1 | .052 |
| Criticism | - | - | - | - | - | 3 | - | 7 | - | 10 | - | - | - |
| Total | 185 | 294 | 213 | 259 | 243 | 212 | 306 | 313 | 947 | 1078 | 8,47 | 1 | .004 |

*T= Teacher / F= Friend

As Table 63 shows, the total rates of refusal strategies produced in teacher and friend scenarios were found to differ from each other significantly ($p < .01$). The participants produced more refusal strategies in their responses to friend scenarios, and they produced less refusals to teacher scenarios. The total amounts also showed that several categories were preferred especially in friend scenarios. The employment rates of these categories for friend scenarios were presented in Figure 19 below.

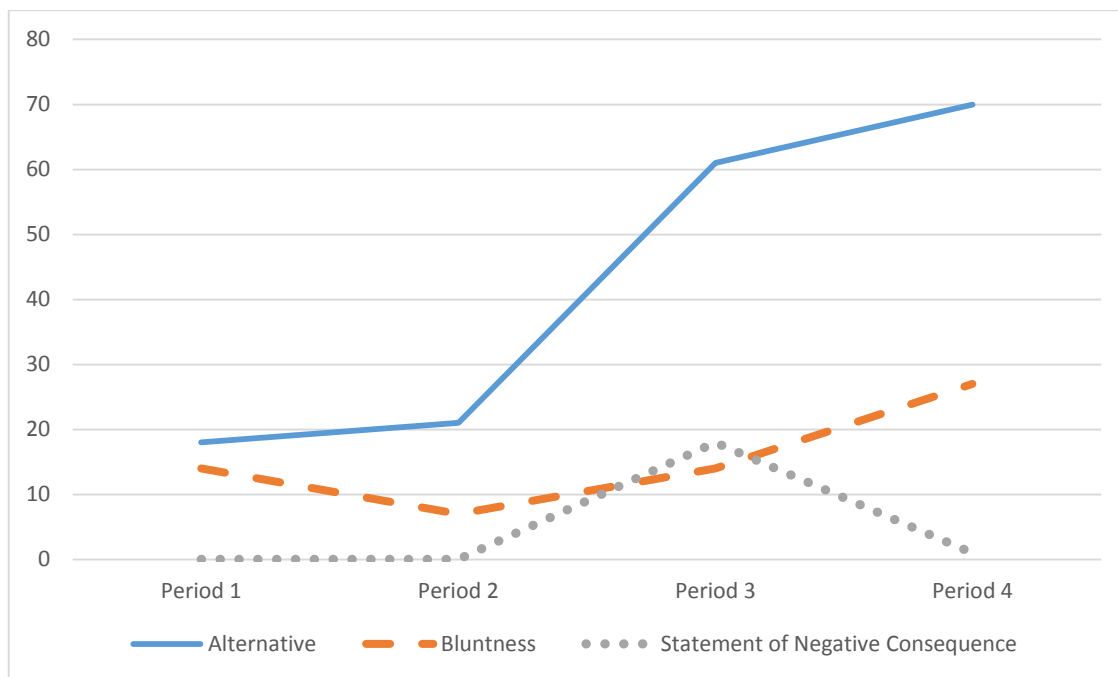


Figure 19. General Distribution of Several Refusal Strategies Produced in Friend Scenarios throughout the Study

Figure 19 confirms that Alternative was the most popular adjunct in friend scenarios. When the distributions of separate refusal suggestions are checked, it is seen that while some strategies such as Reason and Regret were produced especially in friend scenarios in the first and second data collection periods, they were used notably more in teacher scenarios in the third and fourth data collection periods. These fluctuations in the employment rates of refusal strategies across the study do not allow us to detect stable tendencies in the preferences of the participants for refusal strategies. Bluntness was the only strategy that was used more insistently in friend scenarios. Probably, the participants used this strategy less comfortably when they responded to an unequal status hearer because it is not very polite to say ‘no’ to your teacher in Turkish culture. It was seen from the previous analysis presented in Table 25 that the participants did not prefer Bluntness in friend scenarios in their mother tongue performances. This is probably due to the fact that it is a very direct and abrupt strategy, and the participants opt for more polite expressions to refuse somebody in their mother tongue. The further analysis was also conducted for Ranking of Imposition, the results of which are presented in Table 64 can also lead us towards some assumptions about the nature of this data.

Table 64

General Distribution of Refusal Strategies in Terms of Ranking of Imposition according to Different Data Collection Periods

| Refusal Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X^2 | df | p |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|--------------|----------|-------------|
| | B | S | B | S | B | S | B | S | B | S | | | |
| Reason | 92 | 63 | 92 | 56 | 75 | 61 | 109 | 104 | 368 | 284 | 10,82 | 1 | .001 |
| Regret | 72 | 51 | 77 | 49 | 49 | 41 | 58 | 56 | 256 | 197 | 7,68 | 1 | .006 |
| Negation | 44 | 34 | 59 | 24 | 46 | 34 | 79 | 62 | 228 | 154 | 14,33 | 1 | .000 |
| Alternative | 15 | 40 | 16 | 47 | 30 | 51 | 36 | 52 | 97 | 190 | 30,13 | 1 | .000 |
| Plain indirect | 17 | 21 | 18 | 14 | 10 | 16 | 5 | 10 | 50 | 61 | ,441 | 1 | .506 |
| Bluntness /Performative | 14 | 7 | 13 | 4 | 15 | 6 | 17 | 17 | 59 | 34 | 11,71 | 1 | .001 |
| Statement of Negative Consequence | - | - | 3 | - | 16 | 2 | 4 | - | 23 | 2 | 20,57 | 1 | .000 |
| Avoidance | 2 | 7 | - | - | - | - | 1 | 3 | 3 | 10 | 3,76 | 1 | .052 |
| Criticism | - | - | - | - | 2 | 1 | 4 | 3 | 6 | 4 | ,400 | 1 | .527 |
| Total | 255 | 223 | 278 | 194 | 243 | 212 | 313 | 307 | 1090 | 935 | 11,70 | 1 | .001 |

*B= Big / S= Small

While in the previous analysis, Power was found to influence the distribution of only three refusal strategy, Ranking of imposition was found to influence the distribution of more refusal strategies as shown in Table 64 above. The overall results signal at the significantly higher number of the refusal strategies produced for big-imposition scenarios ($p < .01$). When we checked individual categories, the employment rates of Reason, Regret, Negation, Bluntness and Statement of negative consequence were significantly high ($p < .01$ for all) in big-imposition scenarios in terms of their total production amounts. Their distributions for big-imposition scenarios are illustrated in Figure 20.

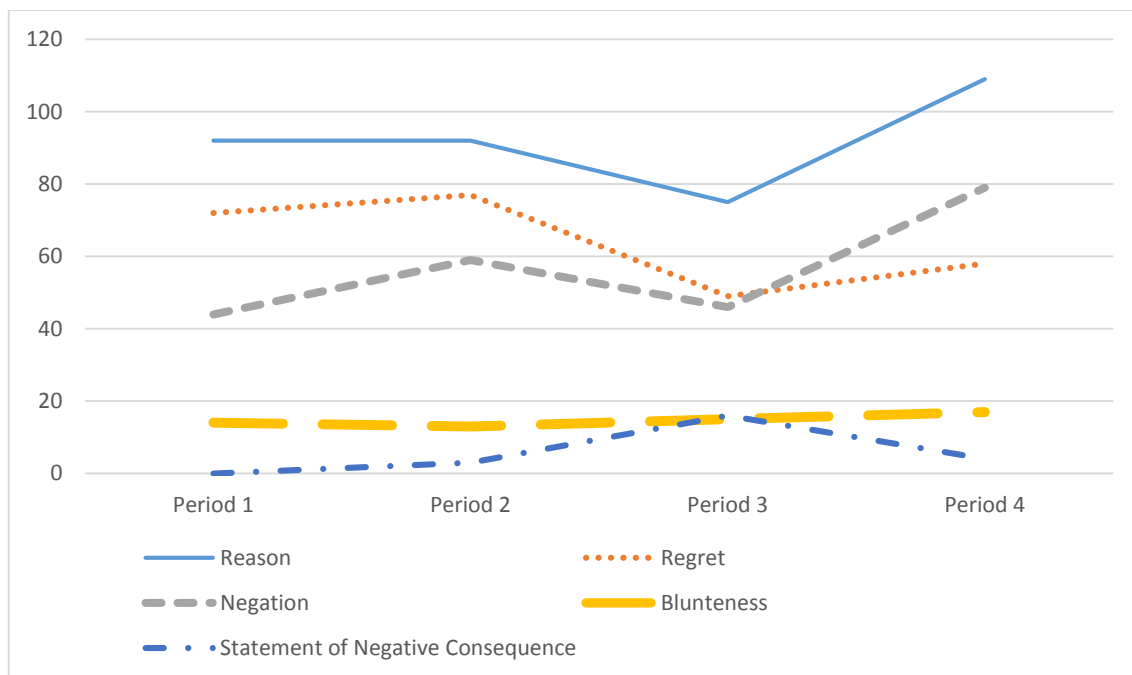


Figure 20. General Distribution of Several Refusal Strategies Produced in Big-imposition Scenarios throughout the Study

Following the analysis displayed in Figure 20, the further analysis was done for small-imposition. Regarding small-imposition scenarios, only statements of Alternative were found to be significantly more frequent ($p < .01$). To conclude, the participants employed a variety and large quantity of strategies while performing refusals. They were much more productive in terms of refusal head acts in comparison to their productions of request head acts. Having completed the analysis for the refusal head acts, detailed evaluations of different modification devices used in refusal performances will be presented below.

4.4.5.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Refusals throughout the Study

Further analysis of the distribution of internal modification devices was initially conducted for Power. The analysis did not yield significant differences in the employment rates of these devices between the teacher and friend scenarios except for two categories. Accordingly, the participants were found to use Address terms significantly more in their responses to teacher scenarios, X^2 ($df=1$, $N=34$) = 14.76, $p < .01$. The other category whose samples were detected to be distributed around Power was Mental state predicates, which were observed to be used significantly more in friend scenarios by the participants, X^2

(df=1, N=39) =5.76, $p < .05$. Moreover, the influence of Ranking of Imposition was also found to be ineffective on the general distribution of internal modification tools, except for just one category, which is Intensifier, X^2 (df=1, N=232) =16.56, $p < .01$. As is appropriately expected, the participants exploited intensifiers significantly more in their responses to big imposition scenarios to strengthen the effect of either their regrets or reasons during refusal performances.

4.4.5.3. Influence of Power and Ranking of Imposition on External Modification Devices in Refusals throughout the Study

The final analysis on refusal data was conducted to see if the any of the social variables, Power and Ranking of imposition, was influential on the distribution of external mitigating devices produced in refusals throughout the study. The results of the analysis realized for Power is presented in Table 65 below.

Table 65

General Distribution of External Modification Devices in Refusal Strategies in Terms of Power according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | | | |
|------------------------------------|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------------|-----------|-------------|
| External Modification Types | T | F | T | F | T | F | T | F | T | F | X^2 | df | p |
| Agreement | 11 | 3 | 21 | 9 | 3 | 7 | 9 | 2 | 44 | 21 | 8,13 | 1 | .004 |
| Willingness | 2 | - | 2 | 4 | 2 | - | 7 | 2 | 13 | 6 | 2,57 | 1 | .108 |
| Empathy | - | 1 | 2 | 6 | 5 | 6 | 2 | 13 | 9 | 26 | 8,25 | 1 | .004 |
| Total | 13 | 4 | 25 | 19 | 10 | 13 | 18 | 17 | 66 | 53 | 1,39 | 1 | .237 |

*T= Teacher / F= Friend

As can be seen from Table 65, the distribution rates of two categories, namely Agreement and Empathy, were found to be influenced by the status of the interlocutor. Regarding Agreement, the participants produced most of the samples when they responded to a teacher ($p < .01$). Individual analysis of the distribution of this category per period also confirms this finding, except for the third period in which the participants produced more expressions of Agreement in friend scenarios. In terms of the employment

rates of Empathy, it was observed that the participants tended to use these expressions significantly more in friend scenarios per period, which led the total amount of this category to be higher in friend scenarios ($p < .01$).

When the same data was subjected to the additional analysis, it was found that Ranking of imposition was effective only on the distribution rates of Agreement category, X^2 ($df=1$, $N=65$) = 23.40, $p < .01$. Accordingly, the participants produced significantly more Agreement expressions (52 out of 65) when they performed refusals for small-imposition scenarios. The analysis did not yield significant difference for the distribution of other categories in terms of Ranking of Imposition.

4.4.6. Influence of Power and Ranking of Imposition on Suggestion Strategies & Modification Patterns throughout the Study

The final analysis about the influence of Power and Ranking of imposition will be made in the following section on the suggestion performances of the participants.

4.4.6.1. Influence of Power and Ranking of Imposition on Suggestion Strategies throughout the Study

In order to see how the distribution of head acts produced in suggestions throughout the study was shaped around the social variables of Power and Ranking of Imposition, the additional analyses were conducted. The results of the analysis done for Power are presented in Table 66.

Table 66

General Distribution of Suggestion Strategies in Terms of Power according to Different Data Collection Periods

| Suggestion Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X² | df | p |
|------------------------------|-----------------|-----------|-----------------|-----------|-----------------|------------|-----------------|------------|--------------|------------|----------------------|-----------|-------------|
| | T | F | T | F | T | F | T | F | T | F | | | |
| Obligation | 2 | 12 | 39 | 44 | 19 | 71 | 26 | 81 | 86 | 208 | 50,6 | 1 | .000 |
| Possibility | 18 | 17 | 19 | 5 | 12 | 13 | 15 | 28 | 64 | 63 | - | - | - |
| Infinitive | 24 | 11 | 7 | 19 | 4 | 13 | 7 | 12 | 42 | 55 | 1,74 | 1 | .187 |
| Other Verb | 6 | 6 | 2 | 3 | 10 | 4 | 18 | 4 | 36 | 17 | 6,81 | 1 | .009 |
| Indirect Hint | 1 | 12 | 1 | 8 | 6 | 2 | 7 | 1 | 15 | 23 | 1,68 | 1 | .194 |
| Ellipsis | 13 | 1 | 13 | - | 2 | - | 6 | - | 34 | 1 | 31,1 | 1 | .000 |
| Interrogative | - | 2 | 7 | 2 | 6 | 4 | 7 | - | 20 | 8 | 5,14 | 1 | .023 |
| Future expression | 3 | 1 | 2 | - | 3 | 1 | - | 1 | 8 | 3 | 2,27 | 1 | .132 |
| Imperative | 1 | 11 | 3 | 2 | - | 3 | - | 2 | 4 | 18 | 8,90 | 1 | .003 |
| Want Statement | 1 | 4 | - | - | 2 | - | 2 | - | 5 | 4 | - | - | - |
| Impersonal Thoughts | - | 1 | 1 | 1 | 1 | - | 2 | 2 | 4 | 4 | - | - | - |
| Total | 69 | 78 | 74 | 84 | 65 | 111 | 90 | 131 | 318 | 404 | 10,2 | 1 | .001 |

*T= Teacher / F= Friend

As can be seen from Table 66 above, the analysis conducted for Power pointed at significant differences in the distribution rates of several categories. Two of the categories, namely Obligation and Imperative, were found to be used significantly more ($p < .01$ for both) in friend scenarios. The distribution of these two categories in friend scenarios are also presented in Figure 21, below.

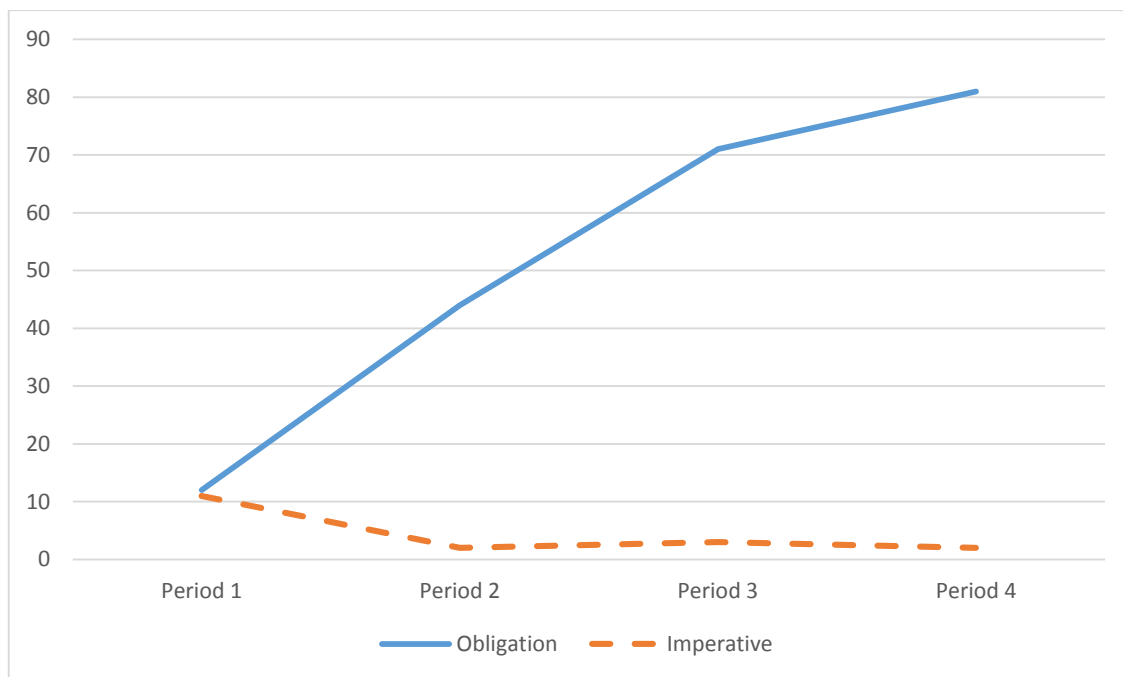


Figure 21. Distribution of Obligation and Imperative in Friend Scenarios throughout the Study

As can be understood from Figure 21, the superiority of the number of Obligation samples appeared to be valid for friend scenarios across the study. In other words, the participants always produced more Obligation samples in friend scenarios in comparison to teacher scenarios. A close analysis of how this category was actualized showed that the participants employed only modal verb *'should'* in teacher scenarios while they performed the same strategy with *'must'*, *'have to'*, and *'should'* in their responses to friend scenarios. Regarding Imperative, it was seen that its total amount appeared to be high for friend scenarios due to the performances of the participants in the first period, and its production decreased constantly throughout the other data collection periods. However, these two, Obligation and Imperative, were the strategy types produced more in teacher scenarios. Distribution of suggestion strategies that were used more in teacher scenarios are presented below in Figure 22.

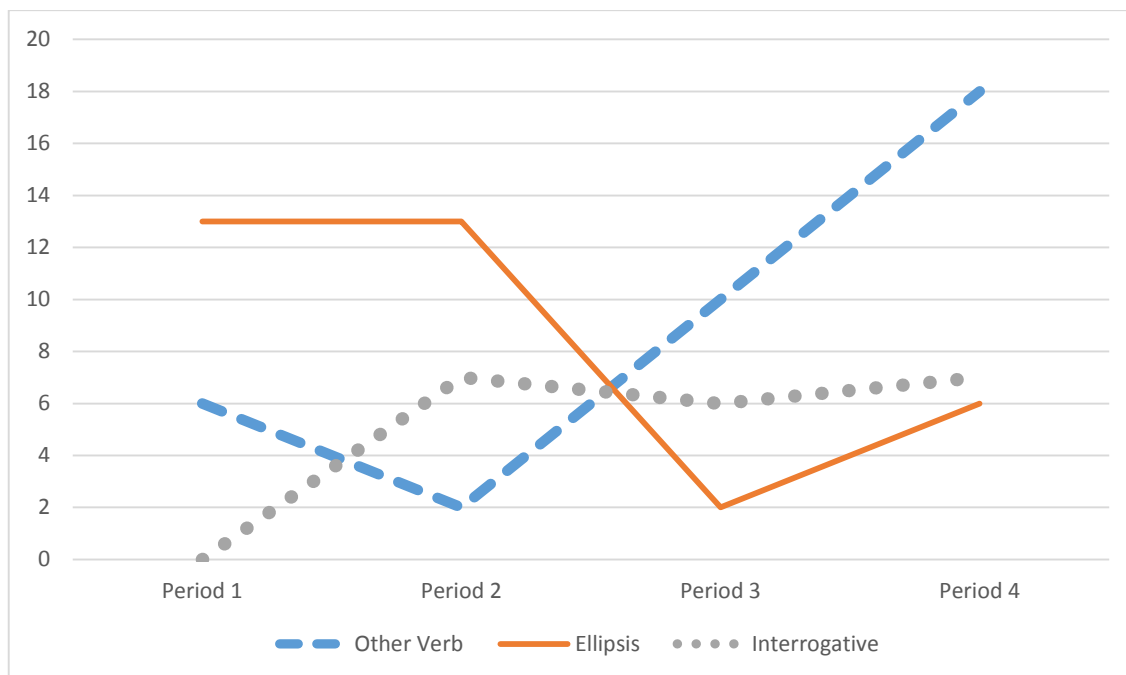


Figure 22. Distribution of Other Verb, Ellipsis, and Interrogative in Teacher Scenarios throughout the Study

As also can be appreciated from Figure 22, total amounts of the categories of Other verb ($p < .01$), Ellipsis ($p < .01$), and Interrogative ($p < .05$) were found significantly more in teacher scenarios. Samples of Other verb showed that the participants actualized this strategy mainly via the verb ‘need’ or ‘be’. Some extracts are shown below.

Extract 60: Period 1/ Suggestion/ Big Imposition/ Friend

S5: You need English in Use.

Extract 61: Period 2/ Suggestion/ Small Imposition/ Friend

S5: My suggestion is English grammar.

Extract 62: Period 3/ Suggestion/ Small Imposition/ Teacher

S5: In my opinion, I need two weeks to prepare a good project.

Extract 63: Period 4/ Suggestion/ Big Imposition/ Teacher:

S5: If you ask me, three weeks is enough to prepare good project.

The extracts taken from different periods represent samples collected under the category of Other verb. It is seen that the verb ‘need’ and ‘be’ are used in each of the data collection periods by the participants. What mainly changed across the periods seemed to be the complexity of the utterances. While the utterances created in the first two data collection periods are comprised of single clauses that have only one predicate and a subject, the samples in the last two periods are enriched with complements of ‘*In my opinion*’ and ‘*if you ask me*’, and additional verb and noun phrases. Having detected the categories whose distributions are influenced by Power, the suggestion strategies were subjected to one more analysis to investigate the influence of Ranking of Imposition on their distribution. The results of this analysis are shown in Table 67.

Table 67

General Distribution of Suggestion Strategies in Terms of Ranking of Imposition according to Different Data Collection Periods

| Suggestion Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | χ^2 | df | p |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|-------------|----------|-------------|
| | B | S | B | S | B | S | B | S | B | S | | | |
| Obligation | 5 | 9 | 43 | 40 | 44 | 46 | 51 | 56 | 143 | 151 | ,218 | 1 | .641 |
| Possibility | 19 | 16 | 7 | 17 | 11 | 14 | 26 | 17 | 63 | 64 | - | - | - |
| Infinitive | 21 | 14 | 9 | 17 | 7 | 10 | 8 | 11 | 45 | 52 | ,505 | 1 | .477 |
| Other Verb | 5 | 7 | 2 | 3 | 6 | 8 | 4 | 18 | 17 | 36 | 6,81 | 1 | .009 |
| Indirect Hint | 8 | 5 | 3 | 6 | 5 | 3 | 6 | 2 | 22 | 16 | ,947 | 1 | .330 |
| Ellipsis | 7 | 7 | 9 | 4 | - | 2 | 2 | 4 | 18 | 17 | - | - | - |
| Interrogative | 2 | - | 6 | 3 | 6 | 4 | 4 | 3 | 18 | 10 | 2,28 | 1 | .131 |
| Future expression | 3 | 1 | 2 | - | 1 | 3 | - | 1 | 6 | 5 | 0,91 | 1 | .763 |
| Imperative | 8 | 4 | 4 | 1 | 2 | 1 | 1 | 1 | 15 | 7 | 2,90 | 1 | .088 |
| Want Statement | 2 | 3 | - | - | 2 | - | 2 | - | 6 | 3 | 1,00 | 1 | .317 |
| Impersonal Thoughts | 1 | - | - | 2 | 1 | - | 1 | 3 | 3 | 5 | - | - | - |
| Total | 81 | 66 | 85 | 93 | 85 | 91 | 105 | 116 | 356 | 366 | ,139 | 1 | .710 |

*B= Big / S= Small

As can be seen from Table 67, the influence of Ranking of Imposition on the distribution of suggestion samples was quite restricted in comparison to the influence of Power. Ranking of Imposition appeared to influence the general distribution of just the Other verb category. Accordingly, the participants produced the samples of other verb

significantly more ($p < .01$) in small imposition scenarios. A detailed overview of this category showed that samples of this category were pretty similar in number across the first three data collection periods, regardless of the imposition rate of scenarios. Its rate increased particularly in small-imposition scenarios actualized in the fourth period, which led to a significant superiority detected in the total amount of this category in small imposition scenarios. The distribution of samples in the other categories were quite similar in big and small imposition scenarios, which suggests that the participants did not consider Ranking of imposition of the given scenarios in any of the data collection periods, or they could not reflect their awareness onto their productions or strategy choices while performing suggestions. The following section presents the analysis for devices of modification employed in suggestion performances of the participants.

4.4.6.2. Influence of Power and Ranking of Imposition on Internal Modification Devices in Suggestions throughout the Study

Since the total rates of internal modification devices produced in suggestions throughout the study were too small to allow for further comments in terms of the participants' preferences, the influence of social variables was checked for only two of the categories, Reporting clause and Intensifier, which proved to have enough majority and relatively stable distribution as can be appreciated from Table 68 and 69, below.

Table 68

General Distribution of Internal Modification Devices in Suggestion Strategies in Terms of Power according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X^2 | df | p |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|-------------|----------|-------------|
| | T | F | T | F | T | F | T | F | T | F | | | |
| Internal Modification Types | | | | | | | | | | | | | |
| Reporting Clause | 36 | 42 | 51 | 45 | 33 | 32 | 31 | 25 | 151 | 144 | ,166 | 1 | .684 |
| Intensifier | - | - | 5 | 9 | - | 12 | - | 29 | 5 | 50 | 36,81 | 1 | .000 |
| Total | 36 | 42 | 56 | 54 | 33 | 44 | 31 | 54 | 156 | 194 | 4,12 | 1 | .042 |

*T= Teacher / F= Friend

Table 69

General Distribution of Internal Modification Devices in Suggestion Strategies in Terms of Ranking of Imposition according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|----------------|----------|-------------|
| | B | S | B | S | B | S | B | S | B | S | X ² | df | p |
| Internal Modification Types | | | | | | | | | | | | | |
| Reporting Clause | 33 | 45 | 40 | 56 | 30 | 35 | 38 | 18 | 141 | 154 | ,573 | 1 | .449 |
| Intensifier | - | - | 9 | 5 | 5 | 7 | 9 | 20 | 23 | 32 | 1,47 | 1 | .225 |
| Total | 33 | 45 | 49 | 61 | 35 | 42 | 47 | 38 | 164 | 186 | 1,38 | 1 | .240 |

*B= Big / S= Small

The results of the analyses conducted for the influence of social variables, displayed in Table 68 and Table 69, showed that the distribution of samples of Reporting clause category was not influenced by any of the social variables, namely Power and Ranking of Imposition. In terms of Intensifiers, Power was seen to be effective because the participants employed Intensifiers significantly more in friend scenarios ($p < .01$), while Ranking of imposition appeared to have no significant influence on this distribution. When the overall results are checked, it was seen that the participants' employment rates of the given modification types were not influenced by Ranking of imposition at all. Although the analysis for Power showed that the participants produced moderately more internal modification devices ($p < .05$) in friend scenarios.

4.4.6.3. Influence of Power and Ranking of Imposition on External Modification Devices in Suggestions throughout the Study

The last analysis actualized on samples of suggestions that were produced throughout the study were conducted to investigate the distribution of external modification devices in relation to the social variables of Power and Ranking of imposition. Table 70 presents the results of the analysis conducted to investigate the possible influence of Power on this distribution.

Table 70

General Distribution of External Modification Devices in Suggestion Strategies in Terms of Power according to Different Data Collection Periods

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|----------------------|-----------|-------------|
| External Modification Types | T | F | T | F | T | F | T | F | T | F | X² | df | p |
| Explanation | 21 | 71 | 33 | 68 | 58 | 42 | 72 | 40 | 184 | 221 | 3,38 | 1 | .066 |
| Preference | 3 | 11 | 6 | 15 | - | - | - | - | 9 | 26 | 8,25 | 1 | .004 |
| Repetition | - | 8 | 5 | 13 | 1 | 2 | - | - | 6 | 23 | 9,96 | 1 | .002 |
| Condition | 1 | - | 3 | 3 | 9 | 11 | 13 | 16 | 26 | 30 | ,286 | 1 | .593 |
| Gratitude | - | - | - | - | - | - | 7 | - | 7 | - | - | - | - |
| Preparator / Introductory | 2 | - | 1 | - | - | 2 | - | - | 3 | 2 | - | - | - |
| Praise | 2 | - | - | - | - | - | - | - | 2 | - | - | - | - |
| Total | 29 | 90 | 48 | 99 | 68 | 57 | 92 | 56 | 237 | 302 | 7,83 | 1 | .005 |

*T= Teacher / F= Friend

The results displayed in Table 70 showed that Power was influential on the distribution of two types of external modification devices, namely Preference and Repetition. The participants produced statistically more samples from these categories ($p < .01$ for both types) in friend scenarios. Additionally, the total amounts of samples from all categories were found to differ in teacher and friend scenarios, for the latter of which the participants produced significantly more modification devices ($p < .01$). One of the interesting findings of this analysis was the distribution of Gratitude. It was seen that the participants preferred to use this strategy only in the teacher scenarios of the fourth period, as illustrated below.

Extract 64: Period 4/ Suggestion/ DCT/ Big Imposition/ Teacher

S14: **Thank you for asking my ideas [Gratitude]**. I'm of the opinion that, if you ask short answer questions and T&F exercises, we'll have higher scores easily.

As shown in the extract above, the participant expresses his gratitude to his teacher by asking his opinion before making his suggestion. He modifies his suggestion with an appropriate expression of Reporting thought and performs his suggestion with an Indirect Hint. Even though the same samples of external modification devices were subjected to

further analysis in terms of Ranking of Imposition, no significant difference was found on the employment rates of external modification devices between big-imposition and small-imposition scenarios in suggestion performances of the participants, similar to the case of internal modification devices.

4.5. Compatibility of Politeness Strategies and Modification Patterns Produced in Written and Act-out Performances throughout the Study

This section of the data analysis answers the fourth research question. It attempts to evaluate the compatibility of responses gathered via DCTs and role plays for the same scenarios. As stated in the methodology chapter, the data collection in each period was actualized following two phases. First, the participants were given DCTs and expected to provide their written answers. Second, the participants were scheduled to perform act-outs with both their friends and a teacher for the same scenarios. In order to explore how similar their responses were in these two different data collection instruments throughout the study, the samples gathered for three different speech acts were analyzed once more, and the results were presented separately for each speech act and its modification devices.

4.5.1. Comparison of Request Strategies & Modification Patterns in Written and Act-out Performances in English Data

The results presented for requests in the previous sections were analyzed regardless of any discrimination between data collection instruments. However, an additional analysis was needed to check whether the responses of the participants for the request scenarios differed according to the data collection instrument and if the participants produced certain strategies or modification devices in one of these data collection instruments. Similar to the previous section, first the analysis for request head acts will be presented, and then the results for modification devices will be discussed. Table 71 presents the analysis done for request head acts.

Table 71

General Distribution of Request Strategies according to Different Data Collection Tools across the Study

| Request Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X^2 | df | p |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|-------------|----------|-------------|
| | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | | | |
| Mood Derivable | 12 | 11 | 3 | - | 1 | 2 | - | 2 | 16 | 15 | ,032 | 1 | .857 |
| Hedged Performative | 4 | - | - | 2 | 5 | 1 | 7 | 8 | 16 | 11 | ,926 | 1 | .336 |
| Locution Derivable | 6 | 1 | 3 | 5 | - | 13 | 20 | 23 | 29 | 42 | 2,38 | 1 | .123 |
| Suggestory Formula | 2 | 7 | 1 | - | 3 | 2 | 5 | 4 | 11 | 13 | ,167 | 1 | .683 |
| Want Statement | 7 | 2 | 8 | 9 | 3 | 5 | 3 | 10 | 21 | 26 | ,532 | 1 | .466 |
| Preparatory | 66 | 57 | 67 | 66 | 51 | 66 | 59 | 77 | 243 | 266 | 1,03 | 1 | .308 |
| Strong Hint | - | 4 | 10 | 6 | 2 | - | - | - | 12 | 10 | ,182 | 1 | .670 |
| Total | 94 | 82 | 94 | 88 | 66 | 89 | 94 | 124 | 348 | 383 | 1,67 | 1 | .195 |

*T= Teacher / F= Friend

The results of the analysis, displayed in Table 71, shows that no significant difference was found on the total distribution of request strategies produced throughout the study. In other words, the participants produced slightly similar amounts of strategies via both of the data collection instruments across the study. Moreover, no sharp difference was detected in the employment rates of these strategies in individual periods of the study except for Locution derivable, which was found to be produced only in act-out performances of the participants during the third data collection period. Finally, the total amounts of strategies produced during two different data collection periods were also found to be slightly close to each other in terms of their total amounts. Table 72 shows the results in relation to internal modification devices produced in request scenarios.

Table 72

Overall Distribution of Internal Modification Devices in Request Strategies across the Study according to Different Data Collection Tools

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | | | |
|------------------------------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|----------------------|-----------|----------|
| Internal Modification Types | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | X² | df | p |
| Politeness | 46 | 38 | 49 | 28 | 23 | 21 | 19 | 20 | 137 | 107 | 3,68 | 1 | .055 |
| Understater | - | 2 | 2 | 3 | - | 3 | 5 | 3 | 7 | 11 | ,889 | 1 | .346 |
| Hedge | - | - | - | 2 | - | - | - | - | - | 2 | - | - | - |
| Downtoner | - | - | - | 1 | - | 1 | 2 | 4 | 2 | 6 | - | - | - |
| Intensifier | - | - | - | - | - | 3 | - | - | - | 3 | - | - | - |
| Total | 46 | 38 | 51 | 34 | 23 | 28 | 26 | 27 | 146 | 128 | 1,18 | 1 | .277 |

As discussed before, internal modification devices produced by the participants during their request performances were very limited, both in variety and number. The results displayed in Table 72 presented this finding once more, and it was found that the data collection instrument did not result in a significant difference in the employment rates of existing modification devices ($p > .05$ for all categories). The production rates of Politeness marker via two different data collection instruments were relatively similar throughout the study, except for the second period, in which the participants produced significantly more politeness markers in their DCT responses, X^2 ($df=1$, $N=77$) = 5.72, $p < .05$. The other internal modification devices were rarely employed throughout the study. Consequently, no meaningful difference in the analysis of their employment rates was found. Table 73 presents the results of the analysis done to explore the influence of the data collection instruments on the production rates of external modification devices.

Table 73

Overall Distribution of External Modification Devices in Request Strategies across the Study according to Different Data Collection Tools

| External Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X ² | df | p |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|----------------|----------|-------------|
| | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | | | |
| Grounder | 77 | 75 | 59 | 72 | 115 | 137 | 114 | 161 | 365 | 445 | 7,90 | 1 | .005 |
| Gratitude | - | 46 | - | 54 | 1 | 43 | - | 61 | 1 | 204 | 201,02 | 1 | .000 |
| Preparator | 2 | - | 10 | 17 | 11 | 12 | 13 | 24 | 36 | 53 | 3,24 | 1 | .072 |
| Disarmer | 10 | 7 | 16 | 15 | 9 | 6 | 12 | 7 | 47 | 35 | 1,75 | 1 | .185 |
| Apology | 8 | 7 | 2 | 14 | 9 | 3 | 12 | 11 | 31 | 35 | ,242 | 1 | .622 |
| Imposition Minimizer | 15 | 5 | 10 | 9 | 4 | 6 | 3 | 6 | 32 | 26 | ,621 | 1 | .431 |
| Personal Attachment | 6 | 5 | 6 | - | 3 | 10 | 3 | 17 | 18 | 32 | 3,92 | 1 | .048 |
| Check on availability | 2 | 4 | 3 | - | 3 | 6 | 7 | 2 | 15 | 12 | ,333 | 1 | .564 |
| Compliment | 2 | 4 | 2 | 2 | 1 | - | - | 1 | 5 | 7 | ,333 | 1 | .564 |
| Total | 122 | 153 | 108 | 183 | 156 | 223 | 164 | 290 | 550 | 849 | 63,90 | 1 | .000 |

As can be seen from the results presented in Table 73, the employment rates of several external modification devices differed according to data collection tools. Accordingly, the participants tended to produce significantly more Grounders in their act-out performances ($p < .01$). Another type of external modification, Gratitude, was found only in act-out performances of the participants ($p < .001$), with one exception. An instance of Gratitude was produced just once by one of the participants in DCT responses. One more category that was found to appear slightly more in act-out responses was Personal attachment ($p < .05$). A closer inspection of the distribution of this category, presented in Table 73 above, showed that the distribution of the samples of Personal attachment across the different data collection periods did not indicate a stable tendency for this device to be used more in act-outs. It appeared that while the participants produced them more in DCTs in the first two periods, they tended to overuse them in act-outs in the final data collection periods. Additionally, the total rates of external modification devices produced in act-outs and DCTs were found to differ from each other. The participants employed

significantly more external modification devices ($p < .001$) during their act-out performances in comparison to their DCT performances.

4.5.2. Comparison of Refusal Strategies & Modification Patterns in Written and Act-out Performances in English Data

The analysis conducted for requests showed that the participants generally employed the same kind of strategies in similar amounts in their DCT and act-out responses. The analysis in this section explores whether the participants' responses in their refusal performances were influenced by the data collection tool. The initial analysis was conducted for refusal head acts and the results are presented in Table 74.

Table 74

Overall Distribution of Refusal Strategies across the Study according to Different Data Collection Tools

| Refusal Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X^2 | d f | p |
|---|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|-------------|----------|-------------|
| | Dct | Act -out | Dct | Act -out | Dct | Act -out | Dct | Act -out | Dct | Act- out | | | |
| Bluntness | - | 21 | 2 | 15 | 2 | 19 | 4 | 30 | 8 | 85 | 63,7 | 1 | .000 |
| Negation of Proposition | 35 | 43 | 34 | 49 | 42 | 38 | 57 | 84 | 168 | 214 | 5,53 | 1 | .019 |
| Plain indirect Reason/Explanation | 23 | 15 | 18 | 14 | 19 | 7 | 5 | 10 | 65 | 46 | 3,25 | 1 | .071 |
| Regret/Apolo gy | 42 | 81 | 53 | 73 | 47 | 43 | 42 | 72 | 184 | 269 | 15,9 | 1 | .000 |
| Alternative Disagreement/Criticism | 19 | 36 | 32 | 31 | 40 | 41 | 34 | 54 | 125 | 162 | 4,77 | 1 | .029 |
| Avoidance Statement of Negative Consequence | 6 | 3 | - | - | - | - | 1 | 3 | 7 | 6 | ,077 | 1 | .782 |
| | - | - | 1 | 2 | 5 | 13 | - | 3 | 6 | 18 | 6,00 | 1 | .014 |
| Total | 231 | 248 | 200 | 272 | 216 | 239 | 229 | 390 | 876 | 1149 | 36,8 | 1 | .000 |

The results presented in Table 74 above showed that the participants' productions of refusal strategies differed significantly in terms of amount, according to the type of data collection instrument. It was found out that the participants always overused 'No',

which is the actualization of Bluntness strategy ($p < .001$), in their act-out performances. Throughout the study only 8 instances of 'No' were found in DCT responses. Another type of strategy produced more in act-out performances of the participants was Negation of proposition. As briefly discussed before, the participants actualized this strategy mainly via the negative form '*I can't*'. The analysis demonstrated that, except for the third period, the participants employed Negation of proposition moderately more in their act-out performances ($p < .05$), which also resulted in an overall difference in the distribution rates of this strategy at the end of the study. The total amounts of Regret strategy produced per DCTs and act-outs were also found to differ significantly at the end of the study ($p < .001$). Accordingly, the participants produced notably more expressions of Regret in their act-out performances. The individual analysis of the distribution of Regret across the data collection periods also confirms this finding, except for the third data collection period, in which the participants produced samples of this strategy in quite similar amounts. One other strategy type whose employment rate differed significantly in DCT and act-out was Alternative. The results demonstrated that the participants' overall use of Alternative in act-out performances was moderately more than their DCT performances ($p < .05$). Although the amounts of this strategy were roughly the same in both of the data collection instruments in the second and third data collection periods, the participants employed Alternative, especially in their act-out performances during the first and fourth data collection period. So, despite this uneven distribution of Alternative strategy in individual periods, the overall results implied that the participants produced more expressions of Alternative in their act-out performances. The final strategy type that occurred more in act-out responses was Statement of negative consequence. The individual distribution of this strategy was quite even since it was always produced more in act-out performances by the participants, especially in the third data collection. In sum, the analysis led us to the result that most of the refusal strategies were produced by the participants notably more in their act-out performances. Table 75 shows the analysis done in relation to internal modification types in refusals and their production rates in DCTs and act-outs.

Table 75

Overall Distribution of Internal Modification Devices in Refusal Strategies across the Study according to Different Data Collection Tools

| Internal Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X ² | df | p |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|----------------|----------|-------------|
| | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | | | |
| Intensifier | 32 | 30 | 23 | 20 | 23 | 24 | 16 | 64 | 94 | 138 | 8,34 | 1 | .004 |
| Hedge | 24 | 17 | 2 | 9 | 1 | 3 | - | 4 | 27 | 33 | ,600 | 1 | .439 |
| Understater | 9 | 6 | 11 | 5 | 3 | 2 | - | 2 | 23 | 15 | 1,68 | 1 | .194 |
| Camarederie /Adress term | 3 | 9 | 10 | 5 | - | 7 | - | - | 13 | 21 | 1,88 | 1 | .170 |
| Lexical adverbs | 2 | 2 | 5 | 7 | - | - | 10 | 17 | 17 | 26 | 1,88 | 1 | .170 |
| Mental State Predicate | 1 | 2 | 5 | 3 | 10 | 6 | 4 | 8 | 20 | 19 | ,026 | 1 | .873 |
| Appealer | - | 1 | - | - | - | - | - | - | - | 1 | - | - | - |
| Cajoler | - | - | 2 | - | - | - | 1 | - | 3 | - | - | - | - |
| Total | 71 | 67 | 58 | 49 | 37 | 42 | 31 | 97 | 197 | 253 | 6,96 | 1 | .008 |

Table 75 presents the results of the analysis conducted for employment rates of internal modification devices per different data collection tool throughout the study. As a result of the analysis, it was found that only the distribution rates of Intensifiers varied significantly according to the type of data collection tool. The total amounts of samples showed that the participants produced significantly more intensifiers during their act-out performances ($p < .01$). However, the distribution of the samples of this category across individual periods showed that the participants produced this supporting device in quite similar amounts both in DCTs and act-outs during the first three data collection periods. What caused the overall difference was the striking increase that appeared in the amount of Intensifiers in act-out performances of the participants. Parallel to this finding, the overall amounts of internal modification devices produced in act-outs appeared to be statistically more than in DCTs ($p < .01$). Finally, the type of data collection tool did not indicate any meaningful influence on the distribution rates of other internal modification types. Table 76 shows the result of the analysis actualized to investigate the influence of data collection instrument on the distribution rates of external modification devices employed in refusal performances of the participants.

Table 76

Overall Distribution of External Modification Devices in Refusal Strategies across the Study according to Different Data Collection Tools

| | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | | | |
|------------------------------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|----------------------|-----------|-------------|
| External Modification Types | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | X² | df | p |
| Agreement | 7 | 7 | 12 | 18 | 3 | 7 | 3 | 8 | 25 | 40 | 9,61 | 1 | .002 |
| Willingness | 1 | 1 | 4 | 2 | 1 | 1 | 2 | 7 | 8 | 11 | ,474 | 1 | .491 |
| Emphaty | - | 1 | 1 | 7 | 5 | 6 | 7 | 8 | 13 | 22 | 2,31 | 1 | .128 |
| Total | 8 | 9 | 17 | 27 | 9 | 14 | 12 | 23 | 46 | 73 | 6,12 | 1 | .013 |

As can be understood from Table 76 and discussed briefly before, the data for external modification devices in refusals was pretty restricted in comparison to the amount of data in refusal head acts and internal modification devices. Still, the data was subjected to the analysis, and it was found that expressions of Agreement were produced significantly more in act-out performances of the participants in individual data collection periods -except for the first period- as well as in the total amount. The higher number of Agreement samples in act-outs also contributed to the meaningful difference found in the overall amount of external modification samples produced in DCTs and act-outs. Accordingly, the participants employed significantly more external modification devices during their act-out performances ($p < .05$).

4.5.3. Comparison of Suggestion Strategies & Modification Patterns in Written and Act-out Performances in English Data

Suggestion performances displayed by the participants throughout the study were once more analyzed, and the possible influence of the data collection tools was investigated in these performances. The following analysis presented in Table 77 examines the distribution rates of suggestion strategies in terms of DCTs and act-outs.

Table 77

Overall Distribution of Suggestion Strategies across the Study according to Different Data Collection Tools

| Suggestion Strategies | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X ² | df | p |
|-----------------------|-----------|-----------|-----------|------------|-----------|------------|-----------|------------|------------|------------|----------------|----------|-------------|
| | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | | | |
| Obligation | 5 | 9 | 34 | 49 | 40 | 50 | 35 | 72 | 114 | 180 | 14,8 | 1 | .000 |
| Possibility | 15 | 20 | 14 | 10 | 11 | 14 | 13 | 30 | 53 | 74 | 3,47 | 1 | .062 |
| Infinitive | 25 | 10 | 16 | 10 | 1 | 16 | 2 | 17 | 44 | 53 | ,835 | 1 | .361 |
| Other Verb | 7 | 5 | 1 | 4 | 13 | 1 | 10 | 12 | 31 | 22 | 1,52 | 1 | .216 |
| Indirect Hint | 9 | 4 | 4 | 5 | 6 | 2 | 4 | 4 | 23 | 15 | 1,68 | 1 | .194 |
| Ellipsis | 13 | 1 | 1 | 12 | - | 2 | 6 | - | 20 | 15 | ,714 | 1 | .398 |
| Interrogative | 2 | | 2 | 7 | 1 | 9 | 4 | 3 | 14 | 14 | - | - | - |
| Future expression | 3 | 1 | - | 2 | 3 | 1 | 1 | - | 7 | 4 | ,818 | 1 | .366 |
| Imperative | 7 | 5 | - | 5 | - | 3 | - | 2 | 7 | 15 | 2,90 | 1 | .088 |
| Want Statement | 3 | 2 | - | - | - | 2 | - | 2 | 3 | 6 | - | - | - |
| Impersonal Thoughts | - | 1 | 1 | 1 | - | 1 | 2 | 2 | 3 | 5 | - | - | - |
| Total | 87 | 60 | 73 | 105 | 75 | 101 | 77 | 144 | 319 | 403 | 9,77 | 1 | .002 |

As can be appreciated from Table 77, the overall results did not indicate any meaningful difference between the employment rates of suggestion strategies in terms of data collection tools, except for the category of Obligation. The rates of individual periods as well as the total amount for Obligation showed that the participants tended to use this strategy significantly more in their act-out performances ($p < .001$). Even though no significant difference was found in terms of the total employment rates of Possibility and Infinitive strategies, their distribution along the individual data collection tools displayed an unusual tendency. For both of these categories, it was observed that in the first two periods the participants produced more samples in their DCT responses while in the last two periods, they produced more samples in their act-out performances for these categories. Regarding other categories, there were uneven distributions which did not allow to detect any clear tendency of employment rates. Even though the overall results indicated a meaningful difference between the overall employment rates in DCTs and act-outs -and act-outs were found to include significantly more samples ($p < .01$)- the analysis of the distribution of suggestion strategies across the individual periods do not support a strong influence of data collection tool on the strategy preferences of the participants.

Table 78 presents the next analysis done for investigating the influence of data collection tool on internal modification devices in suggestions.

Table 78

Overall Distribution of Internal Modification Devices in Suggestion Strategies across the Study according to Different Data Collection Tools

| Internal Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X ² | df | p |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|----------------|----------|-------------|
| | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | | | |
| Downtoner | 1 | 1 | 1 | - | 1 | 1 | 3 | 8 | 6 | 10 | 1,00 | 1 | .317 |
| Downtoner (Reporting Clause) | 38 | 40 | 47 | 49 | 31 | 34 | 27 | 29 | 143 | 152 | ,275 | 1 | .600 |
| Intensifier | - | - | 9 | 5 | 4 | 8 | 29 | - | 42 | 13 | 15,29 | 1 | .000 |
| Discourse Marker | - | - | 1 | 5 | - | 3 | 3 | - | 4 | 8 | 1,33 | 1 | .248 |
| Alternative | - | - | 1 | - | 3 | 7 | 2 | 3 | 5 | 10 | 1,66 | 1 | .197 |
| Cajoler | - | - | - | 2 | - | 1 | - | 3 | - | 6 | - | - | - |
| Politeness Marker | - | - | 1 | 2 | - | - | - | 4 | 1 | 6 | - | - | - |
| Appealer | - | - | 2 | - | - | 1 | - | - | 2 | 1 | - | - | - |
| Total | 39 | 41 | 62 | 63 | 39 | 55 | 64 | 47 | 204 | 206 | ,010 | 1 | .921 |

As can be seen from the results displayed in Table 78, the analysis did not yield any significant difference in the distribution rates of internal modification devices in suggestions except for the category of Intensifier. The total amount of Intensifiers employed in DCTs during suggestion performances outnumbered ($p < .001$) Intensifiers produced in act-outs by the participants. Particularly in the last data collection period, the participants produced Intensifiers only in their DCT responses. It is important to state that Intensifier is the only category that was produced significantly more in DCT responses even though several other strategies were found to be produced more during act-out performances of the same group of participants. The overall amounts of internal modification devices produced in DCTs and act-outs were not found to be significantly different from each other. Table 79 presents the analysis done for investigating the influence of data collection tool on external modification devices in suggestions.

Table 79

Overall Distribution of External Modification Devices in Suggestion Strategies across the Study according to Different Data Collection Tools

| External Modification Types | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Total | | X^2 | df | p |
|------------------------------------|-----------------|-----------|-----------------|-----------|-----------------|-----------|-----------------|-----------|--------------|------------|-------------|----------|-------------|
| | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | Dct | Act-out | | | |
| Explanation | 36 | 56 | 41 | 60 | 34 | 66 | 44 | 68 | 155 | 250 | 46,2 | 1 | .000 |
| Preference | 8 | 6 | 8 | 13 | - | - | - | - | 16 | 19 | ,257 | 1 | .612 |
| Repetition | - | 8 | 2 | 16 | - | 3 | - | - | 2 | 27 | 21,5 | 1 | .000 |
| Condition | 1 | - | 2 | 4 | 8 | 12 | 15 | 14 | 26 | 30 | ,286 | 1 | .593 |
| Gratitude | - | - | - | - | - | - | 7 | - | 7 | - | - | - | - |
| Preparator / Introductory | 2 | - | - | 3 | - | - | - | - | 2 | 3 | - | - | - |
| Praise | 1 | 1 | - | - | - | - | - | - | 1 | 1 | - | - | - |
| Total | 48 | 73 | 55 | 92 | 42 | 81 | 66 | 82 | 209 | 330 | 27,1 | 1 | .000 |

As can be appreciated from Table 79 above, the majority of the samples classified as external modification device belong to the category of Explanation in suggestion data and its distribution rates were found to differ significantly according to the data collection tool. The results of individual data collection periods and overall amount demonstrated that the participants produced samples of Explanation notably more during their act-out performances ($p < .001$). In addition, samples of the Repetition were also found significantly more ($p < .001$) in act-out performances of the participants. While the other modification devices were produced in similar amounts and did not yield in meaningful differences as a result of the analysis, the samples of Gratitude were found only in the DCT responses elicited in the fourth period. The data showed that the participants expressed their gratitude to their teachers for the fact that s/he asked for their suggestions on the given topics. Along with Explanation and Repetition, the total amount of external modification devices employed during act-out performances outnumbered the ones produced in DCT responses ($p < .001$), which is a similar finding of the other two speech acts. The analysis conducted until now proves that if there were meaningful differences in terms of the total production rates of speech act strategies or modification devices in English performances of the participants, act-outs always produced the highest number of samples.

4.6. Analysis of Interviews about the Participants' Evaluations of Their Production Process

The steps of qualitative analysis defined in Chapter 3 were followed in the analysis of the data gathered from semi-structured interviews. From the analysis of defined codes, common themes were detected for each part of the interview. As stated before, the interview items were already structured around the following categories: planning process, executing processes, pragmatic knowledge, linguistic knowledge, and task structure. For each part, different themes emerged as a result of the analysis, and they were displayed with frequencies in the following tables.

Planning Part

For the planning part, the participants were questioned about how they planned their utterances before and during the act-out performances. As can be seen in Table 80, ten of the participants mentioned that they had always prepared their utterances before the role-plays, though they forgot those and spoke spontaneously, appropriate to the flow of communication. Three of the participants stated that they had defined a general framework about what to say prior to act-outs rather than considering details. Two participants said that they never planned what to say before the role plays and decided on it spontaneously during the act-outs. Depending on the fact that they were already given the scenarios before the role plays, we assume that they must have come with some ideas to the scene about what to say, though they did not notice this detail. Four participants pointed to affective factors and they stated that due to intensity of these psychological factors, they could not think appropriately during role-plays, especially during the first and second data collection periods and this influenced even the planning process.

'... I was afraid and could not decide if I should say the things in my mind or not...' (Participant 2)

'... Speaking in a foreign language is not as strong as mother tongue. It feels like that either something is missing or challenging ...' (Participant 10)

Table 80

Frequencies of Themes Emerged in relation to Planning Process

| Planning | Themes | Participants | |
|----------|---------------------|--------------|----|
| | | N | % |
| | Write all details | 10 | 40 |
| | Prepare a framework | 3 | 12 |
| | Speak spontaneously | 2 | 8 |
| | Affective Factors | 4 | 16 |
| | Have a crowded mind | 2 | 8 |
| | Power relations | 4 | 16 |

N: Number of the participants that mentioned each category

As can be seen from Table 80, two of the students stated that there were lots of things in their mind before act-outs, but they could not find enough chance to come up with all these during the conversations. According to the status of hearers, four participants said that it influenced *what* and *how* they spoke. As can be understood from the categories, different factors were mentioned to have occupied the participants' minds during the planning process. Regarding another item which questioned how the participants dealt with alternative utterances to be used in the scenarios, all the participants stated that they did not strive to produce alternative utterances and used the first idea which came to their mind.

Execution part

Table 81 presents the themes that appeared in the participants' responses to items about execution process.

Table 81

Frequencies of Themes Emerged in relation to Execution Process

| Execution | Themes | Participants | |
|-------------------------------------|-------------------------|--------------|------|
| | | N | % |
| - Main concerns | Concentrate on fluency | 2 | 4,5 |
| | Concentrate on accuracy | 4 | 9,1 |
| - Performance of other interlocutor | Reshape ideas | 8 | 18,2 |
| | Stop speaking | 2 | 4,5 |
| | Ignore the other person | 3 | 6,8 |
| - Problematic areas | Lose concentration | 3 | 6,8 |
| | Vocabulary | 9 | 20,5 |
| | Pronunciation | 7 | 15,9 |
| | Grammar | 6 | 13,6 |

When the participants were questioned about what went through their mind during act-outs, most of them did not mention a specific theme, but some of the participants mentioned accuracy and fluency as their concerns during the role plays, as can be seen from Table 81. All of the participants confirmed that their performance was directly shaped around the performance of the interlocutor. When the participants were asked about what they did when the interlocutor said something unexpectedly, 9 of the participants stated that they adapted themselves to the flow of conversation and did not insist on saying what they had previously planned. Two of the participants said that although they could not maintain conversation when confronted with an unplanned response at the initial data collection periods, they overcame this problem and struggled to produce appropriate responses in those circumstances during the last two data collection periods. Three participants stated having experienced difficulty in maintaining conversation and producing more erroneous utterances when confronted with such cases, as exemplified in the following extract from the interviews.

*'...that happens quite often. Although I plan beforehand what I and the other person can say during the conversation, the other person gives a very different response and when I am trying to think of an appropriate utterance, I lose control of grammar, I use **is** and **verb** together because I articulate the very first things in my mind...'*
(Participant 5)

In response to items questioning skills in which they experienced difficulty, the participants pointed to several factors related to vocabulary, grammar, and pronunciation. In terms of vocabulary, most of the participants reported having problems in recalling vocabulary. One participant highlighted that lack of vocabulary as the main problem; another stated having problems in placing vocabulary into the correct position within a sentence. The recurring theme of pronunciation was feeling stressed due to not knowing how to pronounce the words appropriately. Some participants stated that when they were not sure of correct pronunciation, they refrained from using those items. Limited knowledge of grammar was also highlighted as an area that influenced the participants' performances.

'...making a sentence. Grammar and vocabulary. You deal with pronunciation somehow by asking a friend etc. but it was more difficult to form a sentence...'
(Participant 7)

Linguistic Knowledge

Regarding linguistic knowledge, most of the participants stated that their grammatical knowledge improved during this one-year compulsory language course. Only one of the participants expressed that she did not feel much improvement in terms of grammar during this process. Still, all the participants reported that during these act-outs they experienced problems expressing themselves in the way they intended due to grammatical difficulty of the target structures they wanted to use.

‘...Especially in the prior periods, it happened a lot because there were many structures... a few structures we were taught so we could not use many structures then...’
(Participant 12)

‘... I was trying to write the sentences with the structures I knew... I felt like that I could not think of other structures...’ (Participant 7)

Pragmatic Knowledge

Pragmatics was another category of which the participants were interviewed. When the participants were asked about what features of the given scenarios they attended to, nine of the participants mentioned the status of the hearer, and they stated that they paid attention to politeness when addressing a teacher. Only one of the participants mentioned ranking of imposition as a factor influencing her/his level of politeness. Two of the students stated that they tried to be polite, especially in their refusal performances. The themes emerged in relation to pragmatic knowledge are presented in Table 82.

Table 82

Frequencies of Themes Emerged in relation to Pragmatic Knowledge

| Pragmatics | Themes | Participants | |
|--------------------------------------|---|--------------|------|
| | | N | % |
| Factors influencing politeness | Power | 9 | 13,4 |
| | Imposition | 1 | 1,5 |
| | Refusal | 2 | 3,0 |
| Differences in natives' performances | Structures | 15 | 22,4 |
| | Content | 5 | 7,5 |
| | Self-confidence | 2 | 3,0 |
| Features of their final performance | New Structures | 9 | 13,4 |
| | Spontaneous Speech | 4 | 6,0 |
| | More explanation | 5 | 7,5 |
| Sources of polite expressions | Lesson (Teacher / Course Books / Classroom Tasks) | 13 | 19,4 |
| | Movies | 2 | 3,0 |

As can be seen from Table 82, when the participants' beliefs were questioned about possible performances of natives for the same situations, all of the participants pointed at grammatical structures as the main difference. They believed that sentences produced by natives would naturally be more accurate, complex, and varied. Five of the participants mentioned that the content of the utterances would be the same because they were of the opinion that they utilized all the appropriate ideas for the given scenarios. Two students stated that natives would sound more confident since they were performing in their mother tongue, which can be understood from the following excerpts.

'...there would be differences....they would speak more comfortably and confidently...' (Participant 11)

'...they would use different structures, especially in requests and refusals. I think they would be more polite and there would be stronger feeling...' (Participant 15)

When the participants were asked if they tried to make a difference in their final performances during the last data collection period, linguistic structures appeared to be their principal issue. In fact, 9 of the participants stated that they tried to use either new or more difficult structures in their productions.

'... for this time I tried to form more accurate sentences. I got prepared. I tried to produce more varied structures...' (Participant 11)

'... I tried to use recent structures we have learned...I tried to produce the structures I am good at...' (Participant 12)

In addition to accuracy of the structures, five students reported trying to produce more crowded utterances by insisting and being more explanative. Moreover, four participants stated that they tried to speak spontaneously without planning what to say before the final act-outs, which was something contrary to their prior performances. This may be indicating that they felt more confident in their ability to express themselves and manage the conversation, which may indicate improvement in their communicative competence.

'... for the prior period, I got prepared more but this time I wanted to speak myself in a spontaneous way without any kind of preparation...' (Participant 3)

When the participants were asked if, during the lessons, they paid attention to forms that may be useful for the functions they needed while fulfilling the target speech acts, 13 participants mentioned that they learned these expressions during their classroom experiences. Two of the participants stated that they also learned several expressions from films they saw, and one of the participant stated that s/he did not learn much from lessons.

Task Structure

The final item of the interview was related to the fourth research question, and it questioned the participants' perceptions of the differences between responding to a DCT and performing an act-out. All the participants reported speaking as more challenging in comparison to writing, in which they had enough time to plan and edit their productions. Several factors were highlighted by the participants as contributing to the difficulty of speaking. Those factors included: 1) *time limitation* – having to produce an appropriate utterance without thinking much; 2) *interactive nature of speaking* – having to listen the other interlocutor and planning what to say spontaneously; 3) *affective factors* – feeling nervous during speaking; 4) and *making more mistakes* during speaking.

'... while writing there is no time limitation... but while acting the roles, we have to think and respond spontaneously, it is different...' (Participant 1)

'...I was feeling more comfortable while writing. Now, in front of video, there is some excitement. I can't remember everything here. But while writing, I wrote everything I could think of ...' (Participant 2)

4.7. Conclusion

In this chapter, the analysis of the data was presented, following the order of research questions. The results for each research item showed that some strategy types along with internal and external modification patterns were preferred over the others in the participants' productions both in Turkish and English. While some of these preferences were thought to be more related to the influence of pragmatic transfer, some were interpreted in relation to the general input and the content of the given scenarios. Finally, the participants' own evaluations of the factors that influenced their productions and performances were analyzed to understand how they viewed the entire process. In the next chapter, general conclusions, pedagogical implications, limitations and suggestions for future studies will be presented.

CHAPTER V

DISCUSSION

5.0. Introduction

The overarching goal of this study is to describe pragmatic change regarding the performance of particular speech acts, namely requests, refusals, and suggestions, by a group of Turkish participants who were enrolled in a preparatory program for learning English as a foreign language. It also focuses on how those speech acts were performed by the participants in their mother tongue, which is Turkish. Additionally, it investigates how the participants described their production processes during task completion. The data was gathered from 16 Turkish EFL learners in order to find out how the target speech acts were performed in English and Turkish. The data collection was actualized five times with periodical intervals throughout the academic year of 2013-2014. As data collection instruments, DCT and open role plays were utilized. All of the participants were interviewed at the end of the study. The qualitative data gathered via the data collection instruments were first analyzed and classified in such a way that it was appropriate for quantitative analysis to be realized via descriptive statistics and Chi-Square test in SPSS 22. The data from the interview was analyzed separately, and the findings were presented in Chapter 4. This chapter of the study presents a discussion of the results obtained from the analysis.

5.1. Discussion

In this chapter, the discussion and interpretation of the findings will be framed around the order of the research questions posed in the previous chapters. The findings of the study will also be evaluated with a comparative focus to link them to the previous research in the literature.

Research Question 1

The participants of this study were administered, first in Turkish, the specified scenarios in DCT and role-plays to fulfill requests, refusals, and suggestions in order to see how they actualized these speech acts in their mother tongue, and to verify the possibility of mother tongue influence on their performances in English. The responses they gave were transcribed and analyzed utilizing the taxonomies described in Chapter 3.

The participants' preferences for main strategy types and modification patterns were detected for requests, refusals, and suggestions in their mother tongue.

The descriptive statistics run for the data of requests showed that the participants employed a range of request strategies during their DCT and act-out performances. The request taxonomy was compiled by relying on related literature, which divided request strategies into 9 different types that were grouped under 3 macro-levels that are Direct, Conventionally Indirect, and Non-conventionally Indirect. The fact that most of the Turkish requests were actualized by using Preparatory strategy by the participants directed us to the conclusion that the participants tended to express their requests via conventionally indirect ways in their mother tongue. This finding was supportive of the results reported by Otçu & Zeyrek (2008) who also found that, Preparatory (also referred as 'query preparatory') was the most popular request head act type in their Turkish participants' DCT performances in their mother tongue. Moreover, they reported another parallel finding to the results of this study regarding the use of Non-conventionally indirect strategies. As in the case of our study, the participants in Otçu & Zeyrek's study produced relatively small amounts of Mild Hint and Strong Hint strategies in their Turkish performances. Regarding the social variables targeted in this study, it was found that except for a few strategy types, the participants' preferences of request strategies were detected to be similar regardless of hearer's social status and expenditure of the service.

As discussed before, the participants realized their requests mostly via Preparatory strategy in Turkish and there was not enough variety in syntactic downgraders. This led us to focus only on lexical internal modification types, which appeared in enough abundance for the analysis. This finding was not an exception, in that also Otçu & Zeyrek (2008) reported lexical items as the most preferred type of internal modification tool by their Turkish participants.

Even though the internal modification types produced by Turkish natives in their mother tongues were studied by Otçu & Zeyrek (2008), who also reported that 'please' was not popularly employed in mother tongue performances of their Turkish participants, there is no other study, to the knowledge of the researcher, investigating the influence of Power on Turkish natives' preferences of these tools. The analysis of lexical tools which performed as internal modification devices in this study yielded important and promising findings about the influence of Power on Turkish participants' preferences for these tools. Accordingly, the participants employed Understater and Hedge significantly more when

responding to a friend, and they produced Downtoner and Politeness marker 'please' significantly more when responding to a teacher. Moreover, ranking of imposition was also found to be influential on the participants' productions of certain lexical internal modification tools. It was found that both Understater and Downtoner were produced significantly more in big-imposition scenarios in Turkish data. While the distribution of the most frequently found external modification device, Grounder, was employed, especially in teacher scenarios, the participants were observed to manipulate the employment rates of Disarmer and Imposition minimizer appropriate to the nature of the given scenarios.

The analysis of refusal data in Turkish showed that the participants relied not only on one type of head act as in requests. They employed a range of refusal strategies among which Reason/explanation, Alternative, and Negation of proposition were the most frequent strategies. Moody (2011) also reported similar findings from his study in which he analyzed monolingual Turkish natives' refusals to requests. He also found that Reason/explanation and Negation of proposition were among the most preferred refusal strategies by his native Turkish participants, who also produced Statements of regret in significant amounts. The analysis conducted regarding the influence of Power elucidated that the use of two indirect strategies, Reason/explanation and Statements of regret, was shaped around the social status of the hearer. Both strategy types were found to be produced in friend scenarios -to an equal status hearer- significantly more than in teacher scenarios ($p < .01$ for Reason and $p < .05$ for Regret). This finding supports Moody's study (2011), in which he also reported Reason and Regret as the most preferred strategy types produced by the participants when refusing an equal status speaker. However, contradictory to this study in which none of the refusal strategies were employed significantly more while responding to higher status hearers, Moody (2011) stated that the monolingual Turkish in his study produced Negation of proposition and Regret more when they refused higher status hearers. The data of internal modification devices produced in Turkish refusals showed that among the different types of lexical means employed for internal modification, Intensifiers, Appealers, and Hedges were the most frequently produced by the participants. The participants were thought to employ the internal modification devices by paying attention to the details of the scenarios since they produced Intensifiers more often in big imposition scenarios, as expected. The fact that they produced Hedges more frequently in friend scenarios also seems natural since they were more precise in their repairs to teachers. The data of external modification also

yielded valuable insights about how refusals were mitigated externally in Turkish refusals. The participants were observed to opt especially for Promise and Agreement as softening moves in their refusals. Moreover, they employed more expressions of Promise in teacher scenarios for future repairs, which may be a result of Turkish culture in which hierarchical respect is a routine.

The third type of speech act investigated in this study was suggestion. The descriptive statistics carried on the employment rate of various suggestion head acts displayed that the participants preferred Possibility and Imperative strategies over the other strategy types detected in the data. Additionally, even though it was not as frequent as these two strategies, a new type of strategy, labeled as Explicit Performative, was detected in this study because the participants actualized more than 10 per cent of their suggestion head acts with the Turkish verbs of ‘önermek’ and ‘tavsiye etmek’, which correspond to ‘suggest’. Explicit Performative was the only type of strategy being influenced by Ranking of imposition because it was produced most often in small-imposition scenarios. Since the researcher could not reference any other study directly exploring suggestion strategies used by Turkish natives in their mother tongue, the findings of the study claim to be the first of their kind and highlight the need for further studies. The variety of lexical internal modification tools produced in suggestions was pretty limited and expressions of reporting thoughts comprised 77 per cent of all the internal modification devices. The analysis conducted for external modification types pointed at two types of adjuncts, namely Explanation and Upgrader, as the most popular supportive moves for the participants. When the possible influence of the social variables were considered on the employment rates of all external modification types produced in suggestions, Power proved to be influential in the categories of Praise, Disqualifier, and Preference. All of the Praise expressions were produced in teacher scenarios, and all samples of Disqualifier and Preference were used in friend scenarios. The other social variable, Ranking of imposition, yielded a similar distribution. The participants were detected to produce samples of Praise, Disqualifier, Preference, and Introductory/Preparator categories particularly in small-imposition scenarios.

Research Question 2

As discussed before in Chapter 3 and 4, the participants actualized their initial performances in the target language just after they completed the 4-week beginner level course. Since data collection was actualized four times successively with fixed intervals,

each data collection time was numbered from 1 to 4. The results summarized in this section belong to the data collected in Period 1.

The initial productions of the participants were found to reflect their limited linguistic knowledge, since their most preferred request strategy was Preparatory with a total percentage of 69,5 and it was mainly actualized with the modal verb ‘*Can*’ and mostly in the form of ‘*Can you help me, please?*’. There was another request strategy that the participants produced more than the others and it was Mood derivable, which was formed via imperative structure. Considering the fact that Preparatory was the participants’ most preferred request strategy also in their mother tongue productions, it is possible to mention an influence of mother tongue transfer and an adherence to L1 norms. Regarding other studies existing literature, the popularity of Preparatory under the major category of conventionally indirect strategies is supportive of Rose (2009), who also explored request strategies with a cross-sectional study across a group of secondary school Chinese learners. He reported that Preparatory was the most preferred strategy across the groups and direct strategies were especially popular in the data of low proficiency group, which again corresponds to our finding that Mood derivable, a direct strategy, was especially produced in the beginner level data collection. The low proficiency learners also in Rose’s study (2009) overused the modal verb ‘*can*’ in their request performances. The social variables researched in this study proved to be influential to different extents in the participants’ productions of request head acts at this level. The participants tended to overuse Preparatory and Mood derivable in their responses to equal status hearers, their friends. The fact that the low proficiency learners refrained from expanding the conversations partly echoes the finding of Al-Gahtani & Roever (2011), who also stated that the beginner level learners in their study avoided inserting much detail into their conversations, and their interaction was mainly controlled by the interlocutor who had a higher social status. Since the participants’ productions of request head acts appeared in roughly similar amounts regardless of the expenditure of the service implied in the given scenarios, it is not possible to mention any significant influence of Ranking of imposition on the employment rates of request head acts at this phase of the study. The most produced lexical tool of internal modification was the Politeness marker ‘*please*’ in the initial request productions of the participants, which was produced significantly more in friend scenarios. Furthermore, use of Please was found to be influenced by the imposition level of the scenarios because it was used significantly more in big-imposition scenarios. However, this result is contradictory to Rose’s study

(2009) in which the researcher found that the low proficiency learners, named as Form 2, produced the politeness marker 'please' slightly more in low-imposition scenarios.

The fact that the participants did not overuse 'please' in their mother tongue productions hinders the possibility of mother tongue influence. This overuse of 'please' may be explained best via the fact that the learners had very restricted command of the target language at this phase and fulfilled their request head acts primarily via the formulaic expression of '*Can you..., please?*' and this resulted in the politeness marker as the main mitigating device in requests. This finding is repetitive of Pinto (2005), who also found that the lowest proficiency level participants in his study depended on the politeness marker as the main tool of downgrader in their L2 Spanish productions. All of the request head acts were supported with at least one Grounder. Regarding the result that Grounder was the most preferred adjunct also in the participants' mother tongue performances and expressions of Gratitude were produced in roughly similar amounts in the participants' Turkish and English productions (38 and 47 times respectively), it is possible to infer that the participants' target language performances were influenced by their mother tongue habits. The analysis of the social variables displayed that Grounder was employed notably more in teacher scenarios while expressions of gratitude were used especially in friend scenarios.

Knowledge of L1 Turkish also seemed to influence the participants' initial refusal performances in English since Reason and Negation appeared among the top refusal strategies produced at this phase. Along with Reason and Negation, Regret was identified to be one of the most preferred strategies by the participants at the beginner level. In terms of directness, Negation belongs to the major category of Direct strategies and its popularity in the beginner level learners' responses partly matches to the results of Codina-Espurz's study (2013), who reported that the beginner level learners in his cross-sectional study outperformed the other proficiency groups in terms of direct strategy use. The findings of our study also run parallel to Codina-Espurz's study in terms of indirect refusal strategy use because Reason and Regret were reported to be among the most preferred Indirect strategies for their beginner level EFL learners' target language productions as well as the other groups.

Since, to the knowledge of the researcher, no other study researching internal modification tools produced by beginner level EFL learners in refusals exists, the findings that Intensifiers and Hedges were preferred lexical devices should be evaluated as preliminary and in need of further support. A closer inspection of the data leads us also

to the mother tongue influence in these preferences of the participants since they also achieved internal modification of Turkish refusals by the very same lexical means. The finding that Agreement was the most preferred external modification tool is contradictory to the finding of Codina-Espurz (2013), who found Willingness as the most preferred refusal adjunct in the refusal productions of his beginner level participants.

Responses of the participants for suggestion scenarios pointed at four types of suggestion head acts as the most preferred by the participants. These suggestion strategies were Possibility, Infinitive, Ellipsis, and Obligation. The popular use of Direct strategies (Infinitive, Ellipsis, and Obligation) by beginner level learners is supportive of the findings of Rose (2013), who stated that the low level Spanish learners in his study produced more Direct strategies, though the popularity of Possibility was also valid for his beginner level participants' productions. Recalling that Possibility was preferred over other strategies in Turkish productions of our participants, L1 pragmatic transfer can be also reason for the popular Possibility use.

The influence of the social variables was felt to different extents also on the production rates of suggestion strategies. While samples of Indirect Hint, Imperative, and Obligation were employed significantly more in friend scenarios, samples of Infinitive and Ellipsis were produced notably more in teacher scenarios. The further analysis of the same data for Ranking of imposition did not yield any significant influence on the employment rates of suggestion strategies, since they were produced in roughly similar amounts both in small- and big-imposition scenarios. The limited amount of internal modification tools can be attributed to the result that Direct strategies outweighed Indirect ones, and this resulted in the restricted variety in internal modification tools appropriate to the claim of Rose (2013). Moreover, the participants' production rates of these strategies were not influenced either by the social status of hearer or the imposition rate of the act. The types of external modification devices were found to be more diverse in comparison to internal modification tools in suggestions. The participants mainly preferred Explanation as a supportive adjunct in their suggestion acts, which is a parallel finding to the study of Rose (2013), which stated that Explanation was the most preferred external modification tool for his low level participants learning Spanish as L2. Considering the social variables, the employment rates of Explanation and Preference strategies indicated a significant increase in friend scenarios. No significant influence of the ranking of imposition was detected on the employment rates of any peripheral adjunct employed to support suggestions.

Research Question 3

The major aim of this study was to detect occurring shifts, if any, in interlanguage pragmatics of the participants. In order to serve this purpose, the participants were asked to realize the target speech acts four times with fixed intervals throughout an academic year. As the participants' proficiency level moved upwards, from beginner to intermediate, small fluctuations were observed in the amounts of produced strategy types. Still, the participants' preferences for realizing request head acts did not show much significant change and the category of Preparatory remained as the most preferred request strategy in their productions. This over reliance on Conventionally indirect strategies - especially Preparatory regardless of proficiency level- confirms the findings of previous studies, in which request data from different proficiency levels of the participants were analyzed (Lin, 2009; Rose, 2009; Otçu & Zeyrek, 2008; Uzun, 2013). Moreover, we found that the already rare instances of Indirect strategies completely disappeared in the data of low intermediate period as in the study of Otçu & Zeyrek (2008), and the most frequent direct strategy, Mood derivable, appeared significantly less in each successive period. Parallel to the fact that Preparatory strategy kept its dominance throughout the study, Politeness marker 'please' remained as the most frequently employed internal modification tool in the request data, regardless of the social status of hearer as in Schauer (2004). The frequency rates of different external modification tools throughout the periods did not mean a significant shift in the participants' preferences. Even though there were small fluctuations on the occurrence amounts of other external modification types, they were not powerful enough to mention a real shift in interlanguage pragmatics of the participants. However, there was a steady increase in the amount of external modification tools produced throughout each data collection period, as in the previous study of Rose (2009), which confirms a parallel increase between the proficiency level and the amounts of external modification tools. The limited nature of the EFL context, which may be partly attributed to the lack of native teachers and teachers' pragmatic intuitions to lead the students (Rose, 1994), the primary focus on grammatical form (Schauer, 2006), or the restricted input available about speech act realization in the course books (Vellenga, 2004), was evident also in the results of the request data analyzed in this study.

The overall analysis for the refusal strategies was not indicative of a significant shift in the types of refusal head acts produced by the participants. The finding that the most preferred strategies in this study were generally the same with the ones reported in previous research (Codina-Espurz, 2013; Sadler & Eröz, 2001) corroborate the idea that

these strategy types, especially the categories of Regret and Explanation, are cross-culturally important and preferred by the speakers regardless of the language used. Except for Alternative, that was mostly used in small-imposition scenarios, all other refusal head acts were produced significantly more in big-imposition scenarios on the basis of their total accounts, although some deviations in the individual periods can be detected. The only type of refusal head act that was not shaped by this factor was Plain indirect, a strategy that was already produced in small amounts. The participants kept their tendency to use Intensifier over the other types of internal modification tools in refusals throughout the study. The popularity of the Intensifier category is supportive of the study of Ren (2013), who explored the influence of context on the internal modification productions of Chinese EFL learners and reported Intensifier among the frequent internal modification tools for his participants. Moreover, Intensifier was the only category influenced by the imposition rate of the scenarios, and it was produced significantly more in big-imposition scenarios. As stated before, the types of external modification devices were pretty limited due to the nature of refusals and the participants in this study opted only for three kinds of adjuncts throughout the study. As for Period 1, Agreement remained as the most popular refusal mitigator and no significant change was observed in the individual and overall productions of these external modification devices. To sum up, the comment made for requests regarding the lack of significant shift in interlanguage pragmatic competences of the participants appeared to be valid also for their refusal productions. The higher proficiency did not necessarily result in more pragmatic development, similar to the study of Codina & Espurz (2013). The participants were observed to actualize their refusals mostly via the same strategy types and modification patterns, which highlight the need for enriching our instruction, material, and classroom tasks in terms of speech act realization.

The descriptive analysis actualized on suggestion data showed similar findings to those of requests and refusals. The types of suggestion strategies that were frequently produced in Period 1 also remained as popular throughout the study despite some changes in ranking. An interesting finding was observed in the employment rate of Obligation strategy because a steady increase was observed in its production rates throughout the study and created it to be the most preferred suggestion strategy since the second data collection period throughout the study. As in previous studies (Decapua & Dunham, 2007), the participants in this study tended to use mainly the modal verb 'should' for actualizing suggestions. Additionally, despite the advances in the proficiency level of the

participants, there was very limited use of other fixed advice giving expressions such as ‘why don’t you...?’ or ‘what about doing...?’ , which can be accepted again as highlighting the need for enriching our instruction about the linguistic forms that may enhance language learners’ speech act realizations. The participants softened their suggestion head acts mainly by expressions of Reporting thought, throughout the study along with some other rare instances of lexical/phrasal internal modification tools. The rare use of internal modification devices is supportive of Rose (2013)’s findings, who also reported infrequent use of internal modification devices in suggestions of his participants from low to high proficiency levels. Additionally, our finding that the participants used more intensifiers as they moved towards higher proficiency levels supports Rose (2013), because s/he also stated that the amount of these devices increased as the learners got more proficient. The final analysis conducted to check changes in the production rates of external modification tools in suggestions displayed that the majority of samples produced throughout the study consisted of Explanation, as in Hartford & Bardovi-Harlig’s study (1992). While instances of Preference completely disappeared since the third phase, the amount of Condition category showed a stable decrease. Despite the fact that the total amounts of external modification tools produced in Period 2 and onwards were higher than that of Period 1, these differences were not big enough to claim for the influence of increasing proficiency, which is a finding contrary to Rose’s (2013) study, who reported a parallel increase between the amount of external modification tools and proficiency level for his study.

Research Question 4

In order to reduce the possible task effect on the results of the study, the participants were asked to perform the chosen scenarios both in DCT and act-out forms. The analysis of this section summarizes the results of the analysis that compare how compatible the participants’ productions collected were via these two popular data collection instruments in interlanguage pragmatics. The analysis actualized for the distribution of the request strategies into the data collection instruments showed that the participants produced the same type of strategies in roughly same amounts in their written and act-out performances. Similarly, no significant influence of the data collection instrument was detected on the production rate of internal modification devices employed in request head acts. However, several external modification tools, Grounder and Personal Attachment were produced significantly more in act-out performances of the participants.

The fact that the participants tended to thank more in their role-plays can be explained by relying on the interactive nature of role plays, in which expressions of gratitude can be also used as a kind of closure move to end the dialogue, which is something not needed in DCT responses. This same explanation fits well to the case of grounders. The participants may have used more grounders to guarantee face want of hearers. Overall, these findings are parallel to that of Rasekh & Alijanian (2012), who found that their participants produced more external modification tools in their responses to closed role plays and among them Grounder was the most frequently produced external modification type both in DCT and closed role plays.

The influence of the data collection instruments was more noticeable on refusal performances of the participants. The act-out responses of the participants were significantly more productive in terms of the total amount of strategies as well as the individual employment rates of several refusal head acts, namely Bluntness, Negation, Regret, Alternative, and Statement of negative consequence. The higher productivity on the behalf of act-out productions was also valid for Intensifier and Agreement, the most popular internal and modification tools, respectively. However, it is important to state that despite the several differences observed in the amount of a few refusal strategies, the range of refusal head acts was similar in both DCTs and act-out, which supports the study of Arnandiz, Codina-Espurz, & Campillo (2012), who found the similar amount of diversity among the types of refusal strategies produced via oral and written data elicitation tasks.

The instrument effect was not so keen on the production rates of suggestion strategies because only the category of Obligation was found to be influenced by the type of research instrument. Accordingly, the participants produced more samples of Obligation in their act-out performances in individual data collection periods as well as in total account. The only internal modification tool to be influenced by the task type was Intensifier, which was produced more in DCT responses of the participants and displayed a contrary case to previously discussed categories, all of which were produced significantly more in act-outs. Regarding external modification devices in suggestion data, samples of Explanation and Repetition were employed notably more in act-out performances of the participants. Overall, the diversity of suggestion strategies and modification patterns produced in DCT and act-outs were nearly same in both instrument types, a contrary finding to that of Hartford & Bardovi-Harlig's study (1992) in which they reported a narrower range of suggestion strategies produced in DCTs and that of

Martínez-Flor (2006), who reported that the DCT task in their study produced higher number of suggestions in comparison to the oral task.

Research Question 5

In order to reinforce the structure of the study and examine the participants' own evaluations of their production processes (Felix-Brasdefer, 2004), interviews were conducted at the end of the study immediately after the last data collection. The interview questions targeted planning process, execution process, pragmatic knowledge, linguistic knowledge, and task structure.

The main theme emerged from the participants' responses to the interview questions directed for the planning process was about the preparation they did for the given scenarios. It appeared that they spent great effort on thinking about details to utter during the role plays, but could not apply their planning due to an interactive and dynamic nature of the conversation, which was also inferred from the participants' comments about the influence of other interlocutor's performance on their execution process. This finding supports the claim that role plays provide valuable insights about pragmatic competence of the participants and should be utilized in evaluating their pragmatic competence (Felix-Brasdefer, 2004).

Most of the participants stated that they believed to have improved their linguistic knowledge and it contributed positively to their performances. Regarding pragmatic knowledge, they most frequently mentioned Power among the factors to influence the politeness level. Additionally, the fact that grammatical knowledge and accuracy were repeatedly mentioned as the main concern of the participants in their responses elicited in the parts of the interview about pragmatic knowledge and linguistic knowledge, verify the previous studies that EFL learners are more concerned about grammatical violations rather than pragmatic ones (Bardovi-Harlig & Dörnyei, 1998; Schauer, 2006). Finally, most of the participants highlighted the input they were exposed to as the main source of their pragmatic knowledge, which is a fact emphasizing the need for improved pragmatic consciousness raising in EFL contexts (Rose, 1994).

5.2. Conclusion

In this chapter, the results obtained from the analysis were discussed in relation to that of the existing studies. In the final chapter, the study will be evaluated in terms of pedagogical dimension along with its contributions and limitations.

CHAPTER VI

CONCLUSION

6.0. Introduction

In this chapter, conclusions and pedagogical implications drawn from the study are presented. It ends with recommendations for future studies to be conducted in this area.

6.1. Pedagogical Implications

The findings of this research have led us to the conclusion that, despite some areas of improvement, the participants' observed performances did not indicate considerable pragmatic development throughout the study. This general lack of pragmatic development suggests several important implications for the practice of foreign language instruction in Turkey. The most prevalent finding of the study was that the participants' strategy preferences remained stable throughout the study. This indicates that the learners were not aware of alternative strategy types for fulfilling the target speech acts, which were observed and thought to be the most common acts language learners fulfill during classroom interactions. It also highlights that the content or/and amount of input they took from the general instruction and lesson materials, especially course books, was quite limited in this sense, and they did not provide necessary backup for enriching learners' repertoire. It implies that our learners are in need of and would utilize further pragmatic instruction addressing how to perform these speech acts appropriately with different structures. In order to help learners improve their repertoire of appropriate ways to fulfill speech acts in target languages, language teachers should employ awareness raising activities. One way of attracting learners' attention to use of target language by native speakers is presented by Ishihara and Cohen (2010), who state that learners can be encouraged to collect data, just by utilizing a simply designed field observation sheet, about how target speech acts are realized by native speakers in different contexts. This kind of data collection task from different sources such as books, tourists, media (films, sit-coms, etc.), and even computer games, not only increases the span of the materials that can serve as input provider for learners but also it promotes learners' active participation and enrichment of their repertoire about how to modify politeness strategies

depending on the social variables of Power, Distance, Ranking of imposition. Basturkmen (2002) and Crandall and Basturkmen (2004) also promote tasks that will guide them about the pragmatic aspects learners should attend to and will help learners to notice features of appropriate language use. Specifically, it is proposed that learners should be encouraged to be discourse analysts, to analyze and identify pragmatic features in transcripts, recordings, and other authentic sources of language use, and then to reflect on their own use of target language by comparing their own productions and authentic input.

It is not surprising that learners, who are old enough to enroll in a university preparation program, have already formed pragmatic habits and routines in their mother tongue for realizing target speech acts. These L1 habits may be expected to interfere with their L2 performances, and learners may tend to translate the forms from their L1 during interlanguage development. In order to balance this kind of pragmatic transfer, it is certain that learners would benefit from awareness raising activities and enriched instruction addressing similarities, as well as differences, between their own and the target culture. Ishihara and Cohen (2010) argue that providing learners with contextualized input is not satisfactory for learners' to improve their pragmatic knowledge. They state that Noticing Hypothesis provides a sound ground for learners to improve their pragmatic ability with the claims that learners need specific guidance about what features to attend in given input and understand the rule governing their use. In order to promote these two aspects, noticing and understanding, Ishihara and Cohen offer a wide array of tasks either linguistic oriented or with social-cultural focus. Among the tasks targeting linguistic means they list "analyzing and practicing the use of a) vocabulary in the particular context, ... b) relevant grammatical structures, ... c) strategies for a speech act, ... d) discourse organization, ... e) discourse markers and fillers, ... f) epistemic stance markers" (p. 113). Regarding tasks aiming socio-cultural aspects, they mention analyzing 'a) language and context to identify the goal and intention of the speaker, ... b) use of directness/politeness/formality in interaction, ... c) functions of a speech act, ... d) cultural norms in the L2 culture, ... e) cultural reasoning and ideologies" (p. 114).

One more point to consider is the unsettled issue of native versus nonnative teachers. It is certain that nonnative language teachers may provide good models for language learners in foreign language contexts and they may appreciate and address more effectively the challenges awaiting foreign language learners. However, most of them do not possess native-like intuitions about the pragmatic aspects of the target language because they also may have learned English in a foreign language context and do not have

enough second language experience. Considering that language teachers are valuable sources and models of language input, especially in foreign language classes, we draw the reasonable inference that nonnative language teachers should be provided with wider opportunities to improve their pragmatic awareness of the target language, and the span of these opportunities should range from the very beginning of their pre-service training to the end of their in-service experience. Suarez (2002) discusses that, in order to anticipate what problems learners can experience, language teachers themselves should experience the case of "cultural otherness" (p. 19) at first hand and they should learn how to overcome associated problems. Thus, exchange programs that allow experiencing cultural otherness in target cultures is proposed as an indispensable part of language teacher education processes. Suarez views these immersion programs as opportunities which will shape how teachers address culture in their instruction. Moreover, language teachers should be encouraged to reflect more on their own approach to teaching pragmatics. When they opt for explicit or implicit pragmatic instruction, they need to decide on several issues such as what aspects to teach, what speech acts to focus, how to integrate chosen activities into their syllabus, what sources to utilize for developing their own understanding.

Another remark is for material designers. Even though we attempt to weave all components of communicative competence – linguistic, pragmatic, discourse and strategic- into foreign language education, it is seen that much more input, practice, and awareness is needed to promote all these areas. Along with course materials, other sources of authentic input and real interaction should be incorporated into language classes. Considering limitless chances via technology, which is becoming more affordable and accessible, enabling foreign language learners to interact with native speakers is not an unreasonable expectation. Regarding authentic input, Gallow (2002) points at web sites of different official institutions from target culture and she contends that these sources can be utilized as language teaching materials. It is certain that this kind of authentic resources are invaluable in terms of pragmatic knowledge and even by simply designed charts or graphs, they can be used for pragmatic instruction. One of the things that may be expected from material designers is to integrate these sources into their content, provide links for appropriate web sites, and design printable charts to be used for pragmatic instruction in language classes.

6.2. Contribution to the Field & Limitations of the Study

The current study provides a detailed analysis of the pragmatic performance of a group of foreign language learners as they repeatedly perform three speech acts, namely requests, refusals, and suggestions, throughout an academic year. It is the first study to provide a detailed and long-term account of all these three speech acts fulfilled by the same participant population. Furthermore, this study is the first longitudinal research exploring interlanguage pragmatics in a foreign language context. Investigation of suggestions by Turkish EFL learners was also attempted for the first time in this study. Additionally, the current study claims to be valuable in that it addresses an important gap in the field by including participants at the beginner level. Thus, it provides a description of how the learners' performances develop from the very lowest level to intermediate. Moreover, this study has contributed to the development of existing request and suggestion taxonomies by offering a few new strategy types relying on the data analysis, namely Personal Attachment as an external modification type for requests; Explicit Performative as a head act for suggestions; and Praise and Introductory/Preparator as external modification types for suggestions.

Though, there are several points to mention as limitations of this study. This study was conducted with a specific learner group enrolled in a compulsory preparatory program, and they are thought to be motivated to learn English that will later be the medium of instruction in their departments. So, this group may be far from representing the general learner population in Turkey.

Another limitation is about the data collection timeline. Even though we have tried to conduct this study with a longitudinal design, we had to restrict data collection to four periods throughout the year so that possible changes in their performances could be related to proficiency levels. If we had the chance to observe their performances more frequently via more varied tasks, we could better appreciate their development.

One more concern is about the way we transcribed the data. Since our focus has been on linguistic means of politeness, we did not focus on the participants' discourse management skills, though they could also be tracked via their act-out performances.

Finally, we have tried to get an impression of our participants' views of their own performances and development via semi-structured interviews and due to time constraints, the participants were interviewed immediately after their act-out performances in the 4th period. So, the participants answered those questions mostly by

relying on their last performances without chance of watching and remembering their prior performances. If we had a longer time to conduct retrospective protocols with the participants, their perceptions would be more comprehensive and valid for their development.

6.3. Recommendations for Further Research

In this study, we have focused on three speech acts: requests, refusals, and suggestions. Though requests represent an area widely studied even in a Turkish context, this does not hold true for the other two speech acts. Refusals in this study, as stated before, comprised of refusals to requests. In order to understand how Turkish EFL learners perform this face-threatening act in different contexts, they should be investigated in the context of other speech acts such as invitations, complements, or suggestions. Suggestion is also speech act that is in need of much deeper research, particularly in Turkish context and in different languages since the available research on it is still quite limited. Additionally, studies should investigate speech act sets in terms of markedness. In other words, we need to learn about if certain strategies and modification patterns are identifiable as the most commonly preferred sets across cultures due to the nature of target speech acts.

Although this study has attempted to understand how the participants performed the target speech acts in their mother tongue, Turkish, we need increased accounts of L1 norms that may influence Turkish learners' target language productions. Future studies should address how various social features of Turkish people influence their politeness in their mother tongue, their view of politeness in their own and target cultures, if they approach being native-like as desired end in their L2 productions or if they prefer to be divergent from native norms consciously due to identity concerns.

As discussed before, we can better appreciate interactional competence of learners by tracing their engagement in conversational loops. Further studies investigating learners' co-construction of conversations should go beyond linguistic means and they should trace also how learners utilize suprasegmental features, such as gestures, intonation and interjections. This kind of research would be highly valuable for our understanding of the extent learners utilize these means to convey meaning and to compensate for communication breakdowns.

Although the types of strategies and modification patterns have been already compared depending on the type of data collection instrument in this study, useful insights may be gained if the content of learners' productions in these tools is compared with a deeper analysis. Especially, studies which trace how conversational turns are taken in act-outs, what stages of production can be detected in realization of conversations, what perspective -listener-oriented, speaker-oriented, and impersonal- is preferred by learners, what factors are influential on choice of perspective, and if the type of data collection instruments is determinant of learners production of specific politeness tools would be welcomed in the field.

Content of scenarios developed for target speech acts is certainly determinant of the content of participants' productions. In order to get a better understanding of learners' pragmatic knowledge, scenarios should be varied and enriched in future studies that could address the very same speech acts. Additionally, this study was conducted with a narrowed focus on social features of Power and Ranking of imposition as possible contributors of change in politeness strategies. There is still need for studies to evaluate how use of politeness strategies for speech acts is shaped around other factors such as distance, gender, and socio-economic background of participants.

One other point that needs enlightenment through findings of more varied studies is the relationship between linguistic proficiency and pragmatic ability. The field is in need of studies that will deeply investigate the relationship between these two close friends from different perspectives such as whether one is prerequisite for the development of other or if their relative positions are shaped by FL or SL context. Additionally, these studies should employ specific descriptors of how they assess language proficiency and their criteria of expected pragmatic ability.

Language learning is an area where individual differences result in considerable differences in the attainment of desired end. Though may be challenging, we are curious about the findings of research that can trace dynamic nature of individuals' interlanguage development with a pragmatic orientation in second and foreign language context. There is need for case studies that would trace individuals' pragmatic development longitudinally with an acquisitional perspective and evaluate findings by giving a detailed account of influential factors such as their age, educational background, social environment, amount of exposure to target language, sources of input, language aptitude, and motivation for learning that specific language.

Finally, the results of this study indicated that the quality of input provided to foreign language learners is restricted in pragmatic dimension. Along with several other possible factors, nonnative teachers' limited repertoire of pragmatic knowledge is thought to be influential in this finding. Thus, further studies to explore to what extent nonnative teachers in foreign language contexts can be a source of pragmatic knowledge for language learners will be useful for detecting the areas we need to focus on in foreign language education. Research about nonnative teachers' beliefs, their practices of pragmatic instruction, and how they address cultural issues can also help us to have a better understanding of the areas that should be improved in second language teacher education programs.

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APPENDICES

Appendix 1: Consent Form

BİLİMSEL ARAŞTIRMALAR İÇİN BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

LÜTFEN DİKKATLİCE OKUYUNUZ !!!

Bilimsel araştırma amaçlı bir çalışmaya katılmak üzere davet edilmiş bulunmaktasınız. Bu çalışmada yer almayı kabul etmeden önce çalışmanın ne amaçla yapılmak istendiğini tam olarak anlamanız ve kararınızı, araştırma hakkında tam olarak bilgilendirildikten sonra özgürce vermeniz gerekmektedir. Bu bilgilendirme formu söz konusu araştırmayı ayrıntılı olarak tanıtmak amacıyla size özel olarak hazırlanmıştır. Lütfen bu formu dikkatlice okuyunuz. Araştırma ile ilgili olarak bu formda belirtildiği halde anlayamadığınız ya da belirtilemediğini fark ettiğiniz noktalar olursa araştırmacıya sorunuz ve sorularınıza açık yanıtlar isteyiniz. Bu araştırmaya katılıp katılmamakta serbestsiniz. Çalışmaya katılım **gönüllülük** esasına dayalıdır. Araştırmaya katılmayı kabul ettiğiniz takdirde formu imzalayınız.

1. ARAŞTIRMANIN ADI

Exploration of the relationship between grammatical and pragmatic development of Turkish EFL learners in terms of speech acts: refusals, requests, and suggestions

2. ARAŞTIRMAYA KATILIM SÜRESİ

- Bu araştırmada yer almanız için öngörülen süre yaklaşık 8 aydır (2013-2014 Akademik Yılı).
- Bu araştırmanın amacı öğrencilerin yabancı dil olarak İngilizceyi öğrenirken takip ettikleri öğrenme rotasının ayrıntılarını araştırmaktır.

3. ARAŞTIRMAYA KATILMA KOŞULLARI

- Bu araştırmaya dâhil edilebilmek için sahip olmanız gereken koşullar şu şekildedir;
- Bu araştırmaya katılmak için Türkiye’de hazırlık eğitimi veren bir üniversite programına kayıtlı olmanız ve 2013-2014 Akademik Yılı içerisinde toplam 5 kere veri toplanmasına katkıda bulunmanız beklenmektedir.

4. ARAŞTIRMANIN YÖNTEMİ

Bu araştırmada size uygulanacak testler şu şekildedir:

- Yazılı diyalog tamamlama
- Sözlü olarak verilen senaryoları uygulama

5. KATILIMCININ SORUMLULUKLARI

- Katılımcıdan araştırmacı ile görüşülüp önceden belirlenen tarihlerde; ki bu tarihler öğrencilerin sınav haftaları ile rastlaşmayacak bir şekilde belirlenecektir, belirtilen sınıfta hazır bulunup veri toplanmasına yardım etmektir.

6. ARAŞTIRMADAN BEKLENEN OLASI YARARLAR

- Araştırma sonucunda katılan öğrenciler ikinci dil edinimi süresinde ne kadar aşama kaydettiklerini, hangi dil becerilerini (edim bilimsel ve/ya dilbilimsel) geliştirdiklerini düzenli bir şekilde takip etme imkânı bulacaklar. Ayrıca, onların gelişimsel süreçlerini gözlemlemek araştırmacıya olası eğitimsel gelişim fikirleri için çıkarımda bulunma imkanı sağlayacak.

7. ARAŞTIRMADAN KAYNAKLANABİLECEK OLASI RİSKLER

- Bu araştırmadan kaynaklanabilecek hiçbir risk öngörülmemektedir.

| | | |
|--|--|---------------|
| GÖNÜLLÜ: Bu formu okudum ve sormak istediğim soruları sordum. Bu çalışmada yer almak için gönüllüyüm. | | İMZASI |
| <i>İSİM SOYİSİM</i> | | |
| <i>ADRES</i> | | |
| <i>TELEFON</i> | | |
| <i>TARİH</i> | | |

| | | |
|-----------------------------------|--|---------------|
| ARAŞTIRMACI | | İMZASI |
| <i>İSİM SOYİSİM ve GÖREVİ</i> | Tuba Demirkol | |
| <i>ADRES</i> | XXXX Üniversitesi, Yabancı Diller Yüksekokulu, Etlik/Ankara | |
| <i>TELEFON</i> | 050XXXXXXX | |
| <i>TARİH</i> | | |

Appendix 2: DCTs Applied in the First and Second Data Collection Periods

REQUEST:

Scenario 1:

You are in class. You missed the class yesterday since you were ill. Yesterday, your teacher had a session to discuss the questions of the midterm exam. Also, your teacher allowed the friends to have a look at their midterm papers and notice the parts they did incorrect. You want to ask your teacher to let you have a look at your paper. You know that your teacher has already filed the papers and handed them to the secretary. She needs to ask them back for you. What would you say?

You:

.....

Scenario 2:

You are in class. You missed the class yesterday since you were ill. Yesterday, your teacher had a session to discuss the questions of the midterm exam. Also, your teacher allowed the friends to have a look at their midterm papers and notice the parts they did incorrect. You visit her office. You want to ask your teacher to let you have a look at your paper. You see the exam papers on her desk. She just needs find your paper on her desk. What would you say?

You:

.....

Scenario 3:

It is the last day before a ten-day-break for the final exam preparation. You are staying in the dormitory during the holidays to prepare for your exams, but you are having difficulties with one of the concepts that are essential for the exams. Your friend understands the concept, but s/he is flying home in two days and is quite busy. You turn to him after the class is over and ask him to meet you and explain the concept to you. What would you say?

You:

Scenario 4:

It is the last day before a ten-day-break for the final exam preparation. You are staying in the dormitory during the holidays to prepare for your exams, but you are having difficulties with one of the concepts that are essential for the exams. Your friend understands the concept and you know that he is not busy these days. You turn to him after the class is over and ask him to meet you and explain the concept to you.

What would you say?

You:

.....

.....

.....

REFUSAL:**Scenario 1:**

Your tutor asks you to give a presentation while you are busy because of three coming exams in this week and don't have enough time to submit a well-prepared presentation. So, what would you say to refuse it?

You:

.....

.....

.....

Scenario 2:

Your tutor asks you to give a presentation on Friday. It is Tuesday and you have enough time to prepare it but you think you can do a better presentation next week.

So, what would you say to refuse it?

You:

.....

| |
|---|
| <p>.....</p> <p>.....</p> |
| <p>Scenario 3:</p> <p>Your friend asks you to fix her/his computer, which keeps crashing. You can do it but you don't have enough time to fix it since it is exam week and fixing it can take a long time. So, what would you say to refuse it?</p> <p>You:</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>Scenario 4:</p> <p>Your friend asks you to fix her/his computer, which keeps crashing. You can do it but you don't have enough time to fix it today since you have a date with your girlfriend / boyfriend. So, what would you say to refuse it?</p> <p>You:</p> <p>.....</p> <p>.....</p> <p>.....</p> |

SUGGESTION:

| |
|--|
| <p>Scenario 1:</p> <p>Your teacher asks for your ideas about how to organize the lesson in order to make it easier for you to learn. You think that reading some articles and having a follow up discussion can be useful. Make a suggestion about this topic.</p> <p>You:</p> <p>.....</p> |
| <p>Scenario 2:</p> |

Your teacher asks for your ideas about which subjects to cover in the exam so that you can have high scores. You think that you can easily answer the exercises in Tenses of English (Simple present/past). Make a suggestion about this topic.

You:

.....

 ...

Scenario 3:

In the library, a classmate would like to borrow a novel (Harry Potter) and you know there is a more interesting one (Secret) s/he will definitely enjoy. Make a suggestion about this topic.

You:

.....

 ...

Scenario 4:

In the library, a classmate would like to borrow a book to study English grammar. You know that there is another book (English in Use) from which your teacher has announced to choose questions for the next quiz. Make a suggestion about this topic.

You:

.....

Appendix 3: DCTs Applied in the Third and Fourth Data Collection Periods

REQUEST:

Scenario 1:

You are in class. You missed the class yesterday. You want to ask your teacher for a copy of the exercise sheet s/he gave to the friends yesterday. You know that she is busy and she needs to go upstairs to take a print out for you. What would you say to make a request?

You:

.....

Scenario 2:

You are in class. You missed the class yesterday since you were ill. You want to ask your teacher for a copy of the exercise sheet s/he gave to the friends yesterday. You know that s/he has extra copies in her drawer. What would you say to make a request?

You:

.....
 ...

Scenario 3:

You forget your book at home. You know that you need the course book to follow the exercises done in the lesson. In addition, your teacher will not allow you to class without the book. You decide to ask a friend to let you sit next to her and use her book together during the class. What would you say to make a request?

You:

.....

Scenario 4:

You forget your dictionary at home. You are going to study Reader Explorer in the lesson. You know that you can need a dictionary to look up the unknown words in the reading text. You decide to ask a friend to let you sit next to her and use her dictionary together during the class. What would you say to make a request?

You:

.....

REFUSAL:**Scenario 1:**

Your teacher gives a new hand out every week and needs a volunteer to copy these handouts for the class regularly throughout the year. Since she knows that you live near a big copy center, she asks you to have this responsibility. However, you often stay with your girlfriend who lives far from the copy center. What would you say to refuse?

You:

.....

Scenario 2:

Your teacher gives a one-page-exercise sheet today for tomorrow's class and needs a volunteer to copy this handout for the whole group. Since she knows that you live near a big copy center, she asks you to have this responsibility. However, you are planning not to attend the class tomorrow since you are planning to visit a museum with a friend. What would you say to refuse?

You:

.....

Scenario 3:

You are going to submit an essay to the teacher to get your first score. Your friend couldn't decide on what topic to write. When you mention your topic, she asks you to let her write on the same topic with you. However, you are sure that you will have a lower score than you need if you allow your friend to write on the same topic. So, what would you say to refuse it?

You:.....

.....

Scenario 4:

You are going to submit an essay to the teacher to get your first score. Your friend couldn't decide on what topic to write. When you mention your topic, she asks you to let her write on the same topic with you. However, you read a lot to find this topic and want your paper to be special. You believe that she can find other topics to write on if she reads enough. So, what would you say to refuse it?

You:

.....

SUGGESTION:**Scenario 1:**

You are in the class. Your teacher wants you to have higher scores from the coming midterm exam and she asks for your ideas about which question types to ask in the reading section of the exam. You think that short answer questions and True&False exercises are easy to answer for you in the exam. What would you say to make a suggestion?

You:

.....

Scenario 2:

You are in the class. Your teacher has assigned your project topics and asks for your ideas about how long you need to complete your first project task. You think that one or two weeks will be enough since it is not a difficult task. What would you say to make a suggestion?

You:

.....

Scenario 3:

Your friend would like to speak more fluently and she wants to learn about strategies that can increase his/her success in the speaking tasks. You think that she needs to learn more useful expressions, phrases, and words to speak more efficiently. What would you say to make a suggestion?

You:

.....

Scenario 4:

Your friend wants to increase his/her success in the reading quizzes and s/he wants to learn about question types of the reading section. You know that your teacher is going to ask short answer questions in the next quiz and your friend needs lots of practice on this type of questions. What would you say to make a suggestion?

You:

.....

Appendix 4: Meta-pragmatic Assessment Questionnaire for Requests

BÖLÜM 1: Bazen, öğretmeninizden sizin için bir şeyler yapmasını rica edebilirsiniz. Aşağıda, **1-11** arası numaralandırılmış maddelerde, bir öğrencinin öğretmeninden rica edebileceği bazı durumlar var. Sizden istenilen şey:

- İlk olarak, bir öğrencinin öğretmeninden ricada bulunabileceği durumlara dair bu maddeleri okuyun.
- Daha sonra, bu durumların ortaya çıkma olasılığını aşağıdaki numaralara bakarak derecelendirin.

| | | | | |
|-------------|--------------|-------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Asla | Bazen | Genellikle | Sıklıkla | Her zaman |

- Son olarak, öğretmeninizden rica ettiğiniz durum zorluk açısından **Küçük** mü **Büyük** mü karar verin.

Not: Lütfen, anketi cevaplama esnasında, arkadaşlarınızla konuşmayın. Sizin kişisel fikrinizi öğrenmek istiyoruz.

- 1- Bir öğrencinin öğretmeninden bu durumu isteme olasılığı nedir?
- 2- Öğretmenlerden beklenen/istenilen eylem zorluk açısından **Büyük** 'B' mü **Küçük** 'K' müdür?

| Zorluk | Bir öğrencinin öğretmeninden şunu rica etmesi: | Olasılık |
|-------------|---|---------------------|
| K__ B __ | 1. Bir kitap ödünç vermesini | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 2. Ödev teslim tarihini uzatmasını/ileriye almasını | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 3. Klimayı kapatmasını | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 4. Pencereyi açmasını | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 5. Geçen hafta verilen ama derste olmadığı için kaçırdığı alıştırmaların bir kopyasını vermesini | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 6. Sınav sonuçlarının tartışıldığı derste olmadığını için kaçırdığı sınav kâğıdını göstermesini | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 7. Başka bir öğretmenin dersi için hazırladığı ödevde bir göz atmasını/kontrol etmesini/yardım etmesini | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 8. Öğretmeninin kitaplığından ödünç aldığı kitabın iade süresini birkaç gün uzatmasını | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 9. Hazırlaması gereken bir ödevle ilgili makale, kitap vb. kaynak vermesini | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 10. Dersi daha yüksek sesle anlatmasını | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 11. Koridorda yolu tıkkarken geçmek için izin vermesini | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 12. Üniversite yerleşkesinde bir yere (kütüphane, kafeterya vb.) nasıl gidileceğine dair yön tarif etmesini | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 13. Daha önceden kararlaştırılan bir görüşmenin tarihini değiştirip ileri almasını | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 14. Ders sırasında anlamadığı bir konuyu, dersten sonra yeniden açıklamasını | 1__ 2__ 3__ 4__ 5__ |

BÖLÜM 2: Bazen, sınıftaki bir arkadaşınızdan sizin için bir şeyler yapmasını rica edebilirsiniz. Aşağıda, **1-11** arası numaralandırılmış maddelerde, bir öğrencinin sınıf arkadaşından rica edebileceği bazı durumlar var. Sizden istenilen şey:

- İlk olarak, bir öğrencinin sınıf arkadaşından ricada bulunabileceği durumlara dair bu maddeleri okuyun.
- Daha sonra, bu durumların ortaya çıkma olasılığını aşağıdaki numaralara bakarak derecelendirin.

| | | | | |
|-------------|--------------|-------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Asla | Bazen | Genellikle | Sıklıkla | Her zaman |

- Son olarak, sınıf arkadaşınızın sizden ricada bulunabileceği durum zorluk açısından ***Küçük*** mü ***Büyük*** mü karar verin.

Not: Lütfen, anketi cevaplama esnasında, arkadaşlarınızla konuşmayın. Sizin kişisel fikrinizi öğrenmek istiyoruz.

- 3- Bir öğrencinin sınıf arkadaşından bu ricada bulunma olasılığı nedir?**
- 4- Yapılması rica edilen/istenilen eylem zorluk açısından *Büyük* ‘B’ mü *Küçük* ‘K’ müdür?**

| Zorluk | Bir öğrencinin sınıf arkadaşından şunu rica etmesi: | Olasılık |
|-----------------|---|---------------------------------|
| K__ B __ | 1. Kütüphanenin yerini tarif etmesini | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 2. Aynı konuda hazırladığınız bir ödevle ilgili kitap/kaynak ödünç vermesini/ paylaşmasını | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 3. Ders sırasında sözlüğünü ödünç vermesini | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 4. Pencereyi açmasını/kapatmasını | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 5. Beraber kütüphaneye gidip ders çalışmayı | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 6. Kitabını unuttuğu zaman, ders sırasında arkadaşının kitabını beraber kullanmayı | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 7. Kendisi tutamadığı için ders notlarını sınavdan önce kendisiyle paylaşmasını | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 8. Koridorda yolu tıkarırken geçmek için izin vermesini | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 9. Bir şey anlattığı sırada daha yüksek sesli konuşmasını | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 10. Saatin kaç olduğunu söylemesini | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 11. Anlamadığı bir konuyu anlamasına yardım etmesini | 1 __ 2 __ 3 __ 4 __ 5 __ |

Appendix 5: Meta-pragmatic Assessment Questionnaire for Refusals

BÖLÜM 1: Bazen, öğretmeniniz sizden bir şey yapmanızı ister ama çeşitli nedenlerden dolayı siz bu isteği gerçekleştiremeyebilirsiniz. Aşağıda, **1-17** arası numaralandırılmış maddelerde, bir öğrencinin öğretmenin isteğini geri çevirebileceği/ ret edebileceği bazı durumlar var. Sizden istenilen şey:

- İlk olarak, bir öğrencinin öğretmenin ricasını geri çevirebileceği durumlara dair bu maddeleri okuyun.
- Daha sonra, bu durumların ortaya çıkma olasılığını aşağıdaki numaralara bakarak derecelendirin.

| | | | | |
|-------------|--------------|-------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Asla | Bazen | Genellikle | Sıklıkla | Her zaman |

- Son olarak, öğretmeninizin isteğine/önerisini geri çevirdiğiniz durum zorluk açısından ***Küçük*** mü ***Büyük*** mü karar verin.

Not: Lütfen, anketi cevaplama esnasında, arkadaşlarınızla konuşmayın. Sizin kişisel fikrinizi öğrenmek istiyoruz.

- 1- Bir öğrencinin öğretmenin isteğini/önerisini geri çevirme olasılığı nedir?
- 2- Öğrenciden beklenen/istenilen eylem zorluk açısından ***Büyük*** 'B' mü ***Küçük*** 'K' müdür?

| Zorluk: | | Geri çevirme/ reddetme olasılığı: |
|----------------------|--|--|
| K__ B__ __ | 1. Öğretmeniniz, bir sınıf gezisi organizasyonu konusunda yardım isterse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 2. Öğretmeniniz, sizi resmi tatile denk gelen sosyal bir etkinliğe davet etse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 3. Ofisine gittiğinizde, öğretmeniniz, sizin sevmediğiniz bir kurabiye ikram etse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 4. Seçmeli ders olarak sizin pek sevmediğiniz bir dersi seçmenizi önerse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 5. Yeteri kadar hazırlık süresi vermeden sunum yapmanızı istese | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 6. Yurda giriş saatinizi kaçırmınıza yol açabilecek bir aktiviteye katılmanızı istese | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 7. Sınıftaki bilgisayarın sorumluluğunu üstlenmenizi istese | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 8. Öğretmeniniz, arkadaşlarınızla olan tavırlarınızı değiştirmenizi istese | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 9. Sürekli olarak teneffüs saatlerini kısa tutup daha fazla ders işlemeyi önerse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 10. Sınıfta sadece İngilizce konuşulmasını ve asla Türkçe kullanılmamasını önerse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 11. Sınav haftasında tüm sınıfı ekstra ders işlemeye çağırorsa | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 12. Sınav haftası sizi ve arkadaşlarınızı basketbol maçına götürmeyi önerse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 13. Sınav sonuçlarını herkesin görebileceği bir panoda ilan edeceğini belirtse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 14. Dönem boyunca çekilecek tüm fotokopiler için sizi görevlendirse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 15. Maddi açıdan sizi zorlayacak bir etkinliğe katılmaya davet etse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 16. Maddi açıdan sizi zorlayacak ilave bir ders materyali almanızı önerse | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 17. Pek anlayamadığınız bir arkadaşınızla birlikte çalışarak bir ödev hazırlamanızı istese | 1__ 2__ 3__ 4__ 5__ |

BÖLÜM 2: Bazen, sınıf arkadaşınız sizden bir şey yapmanızı ister ama çeşitli nedenlerden dolayı siz bu isteği gerçekleştiremeyebilirsiniz. Aşağıda, **1-15** arası numaralandırılmış maddelerde, bir öğrencinin arkadaşının isteğini geri çevirebileceği/ret edebileceği bazı durumlar var. Sizden istenilen şey:

- İlk olarak, bir öğrencinin öğretmeninin sınıf arkadaşının geri çevirebileceği durumlara dair bu maddeleri okuyun.
- Daha sonra, bu durumların ortaya çıkma olasılığını aşağıdaki numaralara bakarak derecelendirin.

| | | | | |
|-------------|--------------|-------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Asla | Bazen | Genellikle | Sıklıkla | Her zaman |

Not: Lütfen, anketi cevaplama esnasında, arkadaşlarınızla konuşmayın. Sizin kişisel fikrinizi öğrenmek istiyoruz.

- 1- Bir öğrencinin sınıf arkadaşının isteğini/önerisini geri çevirme olasılığı nedir?**
- 2- Öğrenciden beklenen/istenilen eylem zorluk açısından Büyük 'B' mü Küçük 'K' müdür?**

| | | |
|--------------------|---|---|
| K__ B __ | 1. Sınıf arkadaşınız, sizi akşam evde bilgisayar oynamak için davet etse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 2. Sınıf arkadaşınız, sizi akşam evde vereceği parti için davet etse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 3. Sınıf arkadaşınız, sizi ders sonrası bir kafeye gitmek için davet etse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 4. Sınıf arkadaşınız, vize tarihine yakın bir zamanda, sizi hafta sonu doğum günü partisine davet etse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 5. Sınıf arkadaşınız, beraber son derse girmeyip başka bir şeyler yapmayı önerse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 6. Sınıf arkadaşınız, sınav öncesi gelip, dönem boyunca tuttuğunuz notları istese | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 7. Sınıf arkadaşınız sizden bozulan bilgisayarını tamir etmenizi istese | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 8. Sınıf arkadaşınız final haftası düzenlenecek olan bir sergiye sizi davet etse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 9. Sınıf arkadaşınız, sizi pahalı bir restorana yemeğe davet etse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 10. Sınıf arkadaşınız birlikte bir ev tutmayı önerse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 11. Sınıf arkadaşınız, ders esnasında, derse odaklanmanızı zorlaştıracak kadar sık sorduğu soruları cevaplamanızı istese | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 12. Sınıf arkadaşınız, devamsızlık hakkınız yokken okulu kırıp birlikte zaman geçirmeyi önerse | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 13. Sınıf arkadaşınız, kendisi yetiştiremediği için sizin ödevinizi kopyalayıp aynısını öğretmene sunmak istese | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 14. Sınıf arkadaşınız, sizin çok başarılı olduğunuz bir dersin sınavında ona kopya vermenizi istese | 1 __ 2 __ 3 __ 4 __ 5 __ |
| K__ B __ | 15. Sınıf arkadaşınız, kendisi hasta olduğu için internet üzerinden yapılması gereken bir ödevi kendisi adına yapmanızı iste | 1 __ 2 __ 3 __ 4 __ 5 __ |

Appendix 6: Meta-pragmatic Assessment Questionnaire for Suggestions

BÖLÜM 1: Bazen, öğretmeniniz belirli konularda sizin fikrinizi öğrenmek isteyebilir. Aşağıda, *1-15* arası numaralandırılmış maddelerde, bir öğrencinin öğretmenine öneride bulunabileceği bazı durumlar var. Sizden istenilen şey:

- İlk olarak, bir öğrencinin öğretmenine öneride bulunabileceği bu durumlara dair bu maddeleri okuyun.
- Daha sonra, bu durumların ortaya çıkma olasılığını aşağıdaki numaralara bakarak derecelendirin.

| | | | | |
|-------------|--------------|-------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Asla | Bazen | Genellikle | Sıklıkla | Her zaman |

- Son olarak, öğretmeninize önerdiğiniz durumun gerçekleşmesi zorluk açısından **Küçük** mü **Büyük** mü karar verin.

Not: Lütfen, anketi cevaplama esnasında, arkadaşlarınızla konuşmayın. Sizin kişisel fikrinizi öğrenmek istiyoruz.

- 3- Bir öğrencinin öğretmenine bu konuda öneride bulunma olasılığı nedir?**
- 4- Öğretmene önerilen eylem zorluk açısından Büyük 'B' mü Küçük 'K' müdür?**

| Zorluk | Bir öğrencinin öğretmenine şu konuda öneride bulunması: | Olasılık |
|-------------|---|---------------------|
| K__ B __ | 1. Bölümünüzün internet sayfasında yer alması gereken bağlantılar, bilgiler, resimler vb. | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 2. Gelecek dönemki derste yer verilebilecek aktiviteler | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 3. Belirli bir konuda kitapların bulunabileceği büyük bir kitapçı | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 4. Şehirde gezi düzenlenebilecek (müze, galeri vb.) yer isimleri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 5. Dersi daha kolay takip edebilmeleri için ders organizasyonuna dair öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 6. Ders sonrası çalışmak için ihtiyaç duydukları alıştırmaya tipine dair öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 7. Öğretmenin dersini işleme/anlatma tekniğine dair öneri (konuşma hızı, kullandığı materyaller) | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 8. Dönem sonunda sınıfça katılabilecekleri bir aktivite düzenlenmesi konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 9. Sınavda çıkmasını istedikleri soru tipleri hakkında öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 10. Sınıf kuralları konusunda öneri (derse geç kalanların durumu, kitabı olmayanların durumu vb) | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 11. Öğrencilerin ilgi alanlarını nasıl öğrenebileceğine dair öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 12. Final notunu etkileyecek bir proje ödevinin teslim süresi konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 13. Okulla ilgili duyuruların paylaşım şekli (nasıl, nerede) konusunda öneri (okul panosu, e-mail, mesaj) | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 14. Sınıfın oturma düzeni konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B __ | 15. Ders sürelerinin ve/ya teneffüs sürelerinin artırılması/ azaltılması konusunda öneri | 1__ 2__ 3__ 4__ 5__ |

BÖLÜM 2: Bazen, arkadaşınız belirli konularda sizin fikrinizi öğrenmek isteyebilir.

Aşağıda, **1-19** arası numaralandırılmış maddelerde, bir sınıf arkadaşınıza öneride bulunabileceğimiz bazı durumlar var. Sizden istenilen şey:

- İlk olarak, bir öğrencinin sınıf arkadaşına öneride bulunabileceği durumlara dair bu maddeleri okuyun.
- Daha sonra, bu durumların ortaya çıkma olasılığını aşağıdaki numaralara bakarak derecelendirin.

| | | | | |
|-------------|--------------|-------------------|-----------------|------------------|
| 1 | 2 | 3 | 4 | 5 |
| Asla | Bazen | Genellikle | Sıklıkla | Her zaman |

- Son olarak, arkadaşınıza önerdiğiniz durumun gerçekleşmesi zorluk açısından **Küçük** mü **Büyük** mü karar verin.

Not: Lütfen, anketi cevaplama esnasında, arkadaşlarınızla konuşmayın. Sizin kişisel fikrinizi öğrenmek istiyoruz.

- 1- **Bir öğrencinin sınıf arkadaşına bu konuda öneride bulunma olasılığı nedir?**
- 2- **Sınıf arkadaşınıza önerilen eylem zorluk açısından Büyük 'B' mü Küçük 'K' müdür?**

| Zorluk | Bir öğrencinin sınıf arkadaşına şu konuda öneride bulunması: | Olasılık |
|---------|--|---------------------|
| K__ B__ | 1. Dersin başlamasına 15 dakika varken bu sürede yapılabilecek bir aktivite önerisi | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 2. Hafta sonu yapılacak sosyal kulüp toplantısında arkadaşınızın giyebileceği kıyafet önerisi | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 3. İlgisini çekebilecek bir kitap önerisi | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 4. Hoşuna gidebilecek ve sözlerini anlayabileceği İngilizce bir şarkı önerisi | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 5. Arkadaşınızın yeni alacağı bilgisayarın markası konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 6. Kampus dışında yemek yiyebileceği güvenilir bir yer | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 7. Sosyal açıdan aktif bir arkadaşınıza sınıfça yapılabilecek bir organizasyon önerisi (konser, gezi, paintball, film) | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 8. Yaz tatili sırasında okuduğu bölümle ilgili yapılabilecek bir aktivite önerisi | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 9. Yaz tatilinde İngilizceyi unutmamak için neler yapması konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 10. Yeni telefonuna indirmesi gereken programlar konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 11. Yeni bir telefonu uygun fiyata nereden alabileceği konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 12. İngilizce chat yapabileceği hızlı ve güvenilir bir site konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 13. Öğretmene teslim edeceği bir ödev biçimi/sunumunu nasıl daha etkileyici hale getireceği konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 14. Okuldan sağlanan bir bursa nasıl başvurabileceği konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 15. Bilgisayarını nasıl yazıcıya bağlayacağı konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 16. İnternet üzerinden kullanabileceği güvenilir bir sözlük konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 17. Sınav başarısını artırmak için nasıl çalışması gerektiğine dair öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 18. Power Point kullanarak nasıl sunum hazırlayabileceği konusunda öneri | 1__ 2__ 3__ 4__ 5__ |
| K__ B__ | 19. Sınıftaki arkadaşlarıyla nasıl daha iyi iletişim kurabileceğine dair öneri | 1__ 2__ 3__ 4__ 5__ |

Appendix 7: Samples of Prompts for Role Plays

(For each request scenario, there were two cards: one from requester's point of view and one from requestee's point of view, as shown below.)

Request Scenario - Period 1&2

Scenario Features

Power: Equal (Friend) / Imposition: Big

Student 1: Requester's card:

It is the last day before a ten-day-break for the final exam preparation. You are staying in the dormitory during the holidays to prepare for your exams, but you are having difficulties with one of the concepts that are essential for the exams. Your friend understands the concept, but s/he is flying home in two days and is quite busy. You turn to him after the class is over and ask him to meet you and explain the concept to you. What would you say?

Student 2: Requestee's card:

It is the last day before a ten-day-break for the final exam preparation. One of your friends is having difficulties with one of the concepts that are essential for the exams. You are good at this topic but you are quite busy (you are going to fly home two days later and you need to pack your clothes, have copies of the books and notes, etc.). S/he asks for a meeting for you to explain the concept. Respond to her/his request in an appropriate way.

Request Scenario: Period 1&2

Scenario Features:

Power: Equal (Friend) / Imposition: Small

Student 1: Requester

It is the last day before a ten-day-break for the final exam preparation. You are staying in the dormitory during the holidays to prepare for your exams, but you are having difficulties with one of the concepts that are essential for the exams. Your friend understands the concept and you know that he is not busy these days. You turn to him after the class is over and ask him to meet you and explain the concept to you. What would you say?

Student 2: Requestee

It is the last day before a ten-day-break for the final exam preparation. One of your friends is having difficulties with one of the concepts that are essential for the exams. You are not busy these days. You decide to have some time to help her/him. Respond to her/his request in an appropriate way.

Refusal Scenario: Period 3&4

(For each refusal scenario, there were two cards: one from requester's point of view and one from refuser's point of view, as shown below.)

Scenario Features:

Power: Equal (Friend) / Imposition: Big

Student 1: Requester

You are going to submit an essay to the teacher to get your first score. You couldn't decide on what topic to write. When you hear about your friend's topic, you decide to ask her to let you write on the same topic with her. Ask for her/his permission appropriately.

Student 2: Refuser

You are going to submit an essay to the teacher to get your first score. Your friend couldn't decide on what topic to write. When you mention your topic, she asks you to let her write on the same topic with you. However, you are sure that you will have a lower score than you need if you allow your friend to write on the same topic. So, what would you say to refuse it?

Refusal Scenario: Period 3&4*Scenario Features:*

Power: Equal (Friend) / Imposition: Small

Student 1: Requester

You are going to submit an essay to the teacher to get your first score. You couldn't decide on what topic to write. When you hear about your friend's topic, you decide to ask her to let you write on the same topic with her. Ask for her/his permission appropriately.

Student 2: Refuser

You are going to submit an essay to the teacher to get your first score. Your friend couldn't decide on what topic to write. When you mention your topic, she asks you to let her write on the same topic with you. However, you read a lot to find this topic and want your paper to be special. You believe that she can find other topics to write on if she reads enough. So, what would you say to refuse it?

Suggestion Scenario: 3&4

(For each suggestion scenario, there were two cards: one from requester's point of view and one from advice giver's point of view, as shown below.)

Scenario Features:

Power: Equal (Friend) / Imposition: Big

Student 1: Requester

You want to increase your success in the reading quizzes and you want to learn about question types of the reading section. You decide to talk to a friend about what to do. Ask for her/his ideas appropriately.

Student 2: Advice giver

Your friend wants to increase his/her success in the reading quizzes and s/he wants to learn about question types of the reading section. You know that your teacher is going to ask short answer questions in the next quiz and your friend needs lots of practice on this type of questions. What would you say to make a suggestion?

*Scenario Features:**Power: Equal (Friend) / Imposition: Small*

Student 1:

You would like to speak more fluently and you want to learn about strategies that can increase your success in the speaking tasks. You decide to talk to a friend about what to do. Ask for her/his ideas appropriately.

Student 2:

Your friend would like to speak more fluently and she wants to learn about strategies that can increase his/her success in the speaking tasks. You think that she needs to learn more useful expressions, phrases, and words to speak more efficiently. What would you say to make a suggestion?

Appendix 8: Questions of Semi-Structured Interviews

1- Planlama

- Rol yapmaya başlamadan önce söyleyeceklerinizin hepsini mi planladınız yoksa konuşmaya başladıktan sonra mı şekillendirdiniz?
- Ne söyleyeceğinize nasıl karar verdiniz?
- Konuşmaya başlamadan önce, söyleyeceklerinizin alternatiflerini de düşündünüz mü?
- Neden onları söylemediniz?

2- Uygulama

- Bu rol yapma senaryolarını gerçekleştirirken zihninizden neler geçti?
- Söylemek istediklerinizi arkadaşınız farklı/beklenmedik bir yanıt verince değiştirmek zorunda kaldınız mı?
- Bu rol yapma senaryolarını gerçekleştirirken ne çeşit zorluklar yaşadınız?
 - Kelime bilgisi
 - Dil bilgisi
 - Telaffuz

3- Dil Bilgisi

- Söylemeyi planladıklarınızı cümle yapıları zor olduğu için ve söyleyemeceğinizi düşündüğünüz için hiç değiştirmek zorunda kaldınız mı?

4- Edim Bilgisi

- Bu söz eylemleri yapmadan önce durumları analiz ettiniz mi?
- Cevaplarınızı belirlerken nelere dikkat ettiniz?
 - söyleyenin statüsü
 - yapılacak işin (rica, ret, istek) zorluğu
- Sizce, verilen durumlarda bir İngiliz ya da Amerikalı sizden farklı bir cevap verir miydi?
- Eğer siz bu durumlarda bir İngiliz ya da Amerikalı ile konuşsaydınız:
 - farklı davranır ve/ya farklı bir cevap verir miydiniz?
 - sizce konuştuğunuz kişi farklı bir cevap verir miydi?
- Verilen durumlarda yapmanız istenenleri yaparken herhangi bir rahatsızlık hissettiniz mi?

- f) Bu söz eylemleri benzer senaryolarla daha önce 3 kere daha yaptınız. Bu defa diğerlerinden farklı olarak yapmaya / denemeye çalıştığınız bir şey oldu mu? Bir fark yaratmaya çalıştınız mı?

5- Task yapısı

- a) Verilen durumlara yazılı cevap vermek ile role-play yaparak cevap vermek arasında ne gibi farklar ya da benzerlikler gözlemlediniz?

Appendix 9: Transcript Symbols

| Symbol | Explanation |
|-------------|--|
| XXX | Shows that the transcriber could not detect what was said in the recording. |
| | Shows that the participant attempts to reformulate his/her utterance. |
| () | For providing additional information about additional features such as look, voice or stress of the participants, that are thought to contribute to meaning in that specific case. |
| Red Color | Shows that that part of utterance is ungrammatical. |
| Green Color | Shows that the participant mispronounced an item. |
| Blue Color | Shows that the participant used an incorrect word. |

CURRICULUM VITAE

Tuba Demirkol

December 2015

A. EDUCATION

- 2010 - 2015 Çukurova University, Ph.D.
 Major: English Language Teaching
 Advisor: Prof. Dr. Hatice Sofu
- 2008 - 2009 Bilkent University, M.A.
 Major: English Language Teaching
 Advisor: Asst. Prof. Dr. Philip Durrant
- 2002 - 2006 Gazi University, B.A.
 Major: English Language Teaching

B. EMPLOYMENT

- 2006 – 2009 English Language Teacher, Ministry of National Education
- 2009 - 2013 English Language Instructor, School of Foreign Languages,
 Kahramanmaraş Sütçü İmam University
- 2013- Present English Language Instructor, Centre for Language Instruction,
 Social Sciences University of Ankara

C. HONORS AND AWARDS

- 2006 B.A. Graduation in the Honour List as the Top 3rd of the Department
 Awarded by Gazi University Faculty of Education

D. ACADEMIC PARTICIPATIONS AND PUBLICATIONS

- Sofu, H. & Demirkol, T. (2015). Keeping the track of request realization by Turkish EFL learners. *SSHIF 2015, Poland*.
- Demirkol, T. (2014). Learning Styles in Relation to Listening as a Language Skill. *Proceedings of IAC-SSaH 2014, Chech Republic*, 84-91.
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