

AN ANALYSIS OF REQUESTIVE EMAILS IN TURKISH
TO AN ACADEMIC ADVISOR



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AN ANALYSIS OF REQUESTIVE EMAILS IN TURKISH
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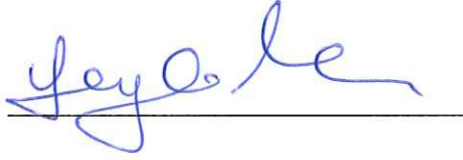
An Analysis of Requestive Emails in Turkish

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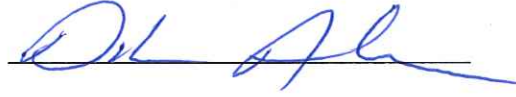
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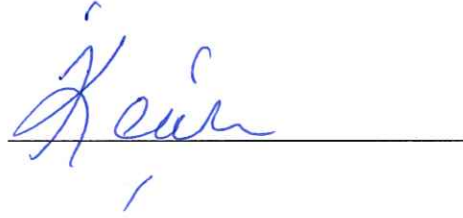
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DECLARATION OF ORIGINALITY

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ABSTRACT

An Analysis of Requestive Emails in Turkish to an Academic Advisor

This study examines the requestive emails of Turkish students to their academic advisor over a 4-year period of time. The study focuses mainly on the speech act of requesting in the emails. This research further investigates the politeness strategies employed in the emails. The data consist of 200 authentic emails written by 45 students sent to the female academic advisor covering eight semesters. In the study, 217 requestive acts are identified, coded and categorized in terms of request strategies and request perspectives. The statistical analysis results indicate that when forming a request, students make use of indirect strategies, in particular preparatory and suggestory formulas, and speaker-oriented perspective at a significantly higher rate. Moreover, in regards to politeness strategies, it can be said that students employ various realizations of on-record, off-record, positive politeness, and negative politeness strategies. These findings reveal that students try to employ the most appropriate politeness strategy in order to maintain face in email messages.

ÖZET

Akademik Danışmana Yazılan Türkçe Rica E-Postalarının Analizi

Bu çalışma Türk öğrenciler tarafından dört yıllık bir zaman diliminde bölüm danışmanına yazılan rica (söz eylemi) içeren e-postaları inceler. Çalışma, e-postalarda özellikle ricada bulunma söz eylemine odaklanır. Ayrıca, e-postalarda kullanılan incelik stratejilerini inceler. Veri sekiz dönem boyunca 45 öğrenci tarafından kadın danışmana gönderilen 200 adet gerçek e-postadan oluşmaktadır. Çalışmada, 217 adet rica söz eylemi bulunmuş ve rica strateji türleri ile konuşmacıların yaklaşımlarına göre sınıflandırılmıştır. İstatistikî sonuçlar öğrencilerin ricada bulunurken, anlamlı bir biçimde daha fazla dolaylı stratejileri, özellikle öneri bildiren kalıpları ile hazırlayıcı soruları ve konuşan odaklı yaklaşımı benimsediklerini göstermiştir. Dahası, incelik stratejileri hususunda, öğrencilerin açık, gizli, yakınsak ve uzaksak inceliklerden çeşitli stratejilere başvurduğu söylenebilir. Bu bulgu, öğrencilerin e-postalarda yüzü korumak için, duruma en uygun incelik stratejisini kullanmaya çalıştığını gösterir.

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ABBREVIATIONS

A:	Ad
A – S:	Ad Soyad
CMC:	Computer mediated communication
DCT:	Discourse completion task
FN:	First name
FTA:	Face threatening act
LN:	Last name



CHAPTER 1

INTRODUCTION

1.1 Introduction

In this chapter, the rationale and significance of this study will be explained through a brief introduction of the topic with a focus on the requestive emails in academic context. Then the aims of the study will be described.

1.2 Rationale and significance of the study

Today email is one of the most convenient and common means of communication in every field of life. It is also a preferred means of communication for students who want to get into contact with their instructors at the university. As a consequence, email communication in the academia has been a major topic of research in the last decades (Biesenbach-Lucas, 2007; Bjørge, 2007; Bou-Franch, 2011; Chejnova, 2014; Economidou-Kogetsidis, 2011; Hartford and Bardovi-Harlig, 1996; Waldvogel, 2007). Most of the research has been conducted on the acquisition of pragmatics in emails by comparing native and non-native speakers' emails (Biesenbach-Lucas, 2007; Chen, 2001; Dittrich, Johansen and Kulinskaya, 2011; Economidou-Kogetsidis, 2011; Otçu and Zeyrek, 2008). One of the main subjects investigated under acquisition of pragmatics is speech acts, which are analyzed in numerous languages, English being the main language examined (Hassal, 1999). As for Turkish, when the Turkish literature related to speech acts is reviewed, it can be observed that the studies in Turkey mostly focus on the comparison of Turkish

learners of English to the native English speakers in terms of the employment of various speech acts (see for refusals Çiftçi, 2016; Güngörmezler, 2016; for apologies Eliçin, 2011; Tuncel, 1999; for requests Şanal, 2016; Uzun, 2013; for complaints Bikmen and Marti, 2013; Önalın and Çakır, 2018). In other words, most of these studies investigate statements written in English with a focus on language acquisition and there are only a limited number of studies investigating speech acts expressed in Turkish (Akar, 1998; Bayat, 2012; Kanık, 2010; Marti, 2000, 2006; Şakırğil and Çubukçu, 2013). Moreover, the common point of most of these studies is that they predominately make use of Discourse Completion Tasks (DCTs) as the data collection method which yield elicited data. In recent years, genuine emails have been widely used as the data collection method in numerous studies as well (Biesenbach-Lucas, 2006, 2007; Bjorge, 2007; Chejnova, 2014; Economidou-Kogetsidis, 2011; Hartford and Bardovi-Harlig, 1996; Waldvogel, 2007). However, even though there are some studies making use of authentic data such as memos by Akar (1998), or discussion forums by Can (2009) speech act studies in Turkish based on authentic data are rare. This study focuses on requests collected from authentic emails written in Turkish sent by undergraduate students to their academic advisor.

To sum up, even though there are studies related to speech acts in Turkish, the data of which are collected mostly either through DCTs or elicited emails, they mostly focus on foreign language acquisition. In other words, such studies examine English texts written by Turkish speakers in order to analyze L2 use of speech acts, L2 pragmatic acquisition, or to compare speech acts employed in L2 with native speakers' or other non-native speakers' use of speech acts (Burgucu-Tazegül, Han and Engin, 2016; Eliçin, 2011; Hamiloğlu and Emirmustafaoğlu, 2017; Ölmezer-Öztürk, 2017).

In a nutshell, this study contributes to speech act research by giving an insight into how requestive speech acts are employed by Turkish native speakers in an academic setting. Moreover, it contributes to computer-mediated communication research by illustrating how requestive emails are shaped when addressed to a person of higher position, that is, academic advisor in the Turkish context. In addition, it contributes to interlanguage pragmatics studies providing a base data regarding the practices exercised by native speakers of Turkish.

1.3 Aims of the study

This study's main aim is to investigate the features of requestive emails addressed by Turkish students to an academic advisor. The requests strategies and perspectives employed in the emails are investigated and analyzed in terms of directness and politeness. The aims and the steps taken in the study are as follows:

The first aim is to find out what kind of request strategies are employed in the emails written in Turkish by undergraduate students to their academic advisor and the degree of directness employed in these strategies.

The second aim is to find out how the requests are shaped regarding the request perspectives in those requestive emails.

The third aim is to find out what kind of politeness strategies are employed in those requestive emails.

In the following section, various aspects of computer mediated communication with a focus on emails will be explored. Moreover, the literature related to speech

acts, pragmatics, speech act theory, and face theory are reviewed. Lastly, current studies regarding speech acts in emails are explored.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter, firstly computer mediated communication will be reviewed with a focus on the language of computer mediated communication and emails. Secondly, the literature on pragmatics covering speech act theory, politeness theory, the notion of face and (in)directness will be reviewed. Lastly, speech act studies in L1 and studies by Turkish speakers and email as a data collection tool will be reviewed.

2.2 Computer mediated communication

Use of email for communication purposes constitutes the core of this study but before moving to the description of email as a medium, computer mediated communication (CMC) should be defined and illustrated in order to draw a clear picture of the background of the study. CMC can be defined as the communication between people via the computer acting as an instrument for interaction (Herring, 1996).

CMC is used in various areas such as workplace and academia. Basically, it is used as an umbrella term including all types of communication via computers. Thus, there are many studies investigating communication via CMC (Baron, 1984; Herring, 2013; Herring, Stein, and Virtanen, 2013; for Turkish see Akar, 1998; Can, 2009; Sevingil, 2009). It is possible to categorize CMC according to synchronicity and participants' number (Baron, 2004). Regarding synchronicity, there are two classes: synchronous and asynchronous communication. While synchronous communication

refers to the situations where parties of communication are present in real-time such as in instant messaging systems, asynchronous communication means that participants are not present in real-time and time delay may take place in the communication. Emails, bulletin boards are the example of the latter (Lotherington and Xu, 2004). In the case of this study, the main subject, namely emails, is a method of asynchronous communication. Therefore, I feel the urge to give more information about asynchronous communication. The main characteristic of asynchronous communication is having no time limit, that is, that participants have enough time to plan, write and edit their message before sending it off (Montero, Watts and Garcíá-Carbonell, 2007).

2.2.1 The language of CMC

The media of CMC has its own distinctive characteristics being different from verbal and written language but combining elements of both. Speech is immediate and has some elements of informality; it has context, clues and other elements helping to negotiate the meaning. Whereas writing is not immediate; it requires time, it has some elements of formality. Writing does not have context, in a sense, it is decontextualized, therefore the reader tries to create the context in the writing (Barnes, 2003). Briefly, Crystal (2001) summarizes the features of writing and speech as follows:

Writing requires understanding and time on the part of the reader but speech is time-bound, spontaneous, face-to-face, socially interactive, loosely structured, immediately revisable and prosodically rich. However, writing is space-bound, contrived, visually decontextualized, factually communicative, elaborately structured, repeatedly revisable, graphically rich. (p. 28)

As stated before, writing is space-bound whereas speech is time-bound. However, CMC is neither time nor space-bound. This gives CMC its own characteristics as a register. As Herring (1996) explains, new styles of communication are born since technology and new genres of CMC create such environments. With CMC people utilize graphics, figures, acronyms even special vocabulary for the content, yet for media such as emails it is not common to find facial expressions, body gestures and mimics in interaction even though the use of emoticons is possible. Therefore, people experience new uses of written language in CMC interaction (Crystal, 2001).

Shortly, in the CMC environment it is possible to see various elements of communication such as different communicative strategies. People may utilize several conversational patterns in CMC interaction because language used in CMC environment has distinct features being different from both written and spoken language (Al-Sa'adi and Hamdan, 2005; Guiller and Durndell, 2006; Negretti, 1999; Newlands, Anderson, and Mullin, 2003).

2.2.2 The language of emails

Use of email as a part of asynchronous communication which is under CMC interaction has been gaining popularity in academic settings replacing face to face interaction. Consequently, it is possible to see a unique CMC language style in the emails as a reflection of this specific setting.

Even though, in this study email use for formal communication is the focus, it is a fact that emails are being used all over the world both for formal and informal communication purposes (Crystal, 2001). Its widespread use could be because it is

different from the formal letter which is not supposed to be responded immediately and also the informal telephone conversation which is expected to be answered immediately (Crystal, 2001). Despite having a halfway position written and spoken language, emails have specific parts similar to traditional letter writing. In emails, especially written to faculty members, some conventions as stated in many studies (Biesenbach-Lucas, 2006; Chen, 2006; Economidou-Kogetsidis, 2011) such as openings, closings and signatures are expected to be similar to letters.

On the other hand, it is possible to categorize the language used in emails as formal and informal. When compared with traditional letter, it can be placed closer to the informality end in a continuum, however when compared to a face-to-face or a telephone conversation, it may be put in to the formal side of the continuum. Emails to faculty members are more on the side of formality since they are expected to be written as letters having an appropriate opening and greeting, a closing sequence and signature (Chejnova, 2014; Economi-Kogetisids, 2011; 2016).

In parallel to that, this study will focus on asynchronous communication, particularly emails, to analyze request speech acts. Therefore, in the next section speech act theory, directness and politeness, request strategies and perspectives are briefly described and discussed.

2.3 Pragmatics

Whenever there is a study focusing on language use, there is an indispensable part called “pragmatics”. Pragmatics examines the relationship between context and meaning (Austin, 1962). It focuses on the contextual meaning of the utterances.

Fraser (1983) defines pragmatics as the theory of linguistic communication.

According to Bach (1994), pragmatics covers the theory of communication and speech acts. It studies the language with regard to users, considering the choices people make, the problems they face during communication. Kasper and Rose (2001) define it "...as the study of communicative action in its sociocultural context. Communicative action includes not only using speech acts, but also engaging in different types of discourse and participating in speech events of varying length and complexity." (p. 2).

2.3.1 Speech acts

Austin (1962, 1976) argued that people use language not only to express true false statements, but also to perform actions. He differentiated between two different utterance types, namely, (1) constatives which express a true or false meaning on states or affairs (e.g. "Cats are animals.") and (2) performatives which are not related to truthfulness of statements (e.g. "I promise I will not say it again."), but actions. He expresses the differentiation as follows:

The term 'performative' will be used in a variety of cognate ways and constructions, much as the term 'imperative' is. The name is derived, of course, from 'perform', the usual verb with the noun 'action': it indicates that the issuing of the utterance is the performing of an action -it is not normally thought of as just saying something. (Austin, 1962, p.6-7)

According to Austin, there are three main aspects with regard to speech acts:

i) A locutionary act which is the act of uttering the phrase or sentence ii) an illocutionary act which refers to the intention in creating the utterance (e.g. requesting, complaining) iii) a perlocutionary act which is the effect of the phrase or sentence on the hearer. To exemplify, if we consider the sentence "It is hot in here." the locutionary act is the production of this sentence itself. The illocutionary act, on the other hand, is the intention or the 'force' (Austin, 1962) behind this utterance

which is the need, i.e. the request, for fresh or cool air. The perlocutionary act is the action of the hearer who opens a window or a door to fill the room with fresh air (Thomas, 1995). Austin (1962) summarizes and exemplifies three main aspects as follows: “We can similarly distinguish the locutionary act 'he said that . . .' from the illocutionary act 'he argued that. . .' and the perlocutionary act 'he convinced me that . . .’” (p. 102).

Austin (1962) with a focus on illocutionary act classifies utterances into five categories. The categories are i) Verdictives which are related to giving a verdict by a jury ii) Exercitivities which are the examples of advising, warning and ordering iii) Commissives which are the examples of promising iv) Behabitives which are the examples of attitudes and social behaviors and v) Expositives which are the examples of the use of expressing words such as “I reply..” (P.156-157).

Searle (1969, 1985) following Austin, developed speech act theory further. Searle found Austin’s classification limited and disputable since a single utterance may have more than one intention. Therefore, Searle (1969) categorized speech acts into five groups taking their communicative functions (illocutionary force) determined by the intention behind it as a base. These groups are Representatives, Directives, Commissives, Expressives and Declaratives. Representatives (Assertives) are the statements of facts, claims, and reports of the speakers (I think he is the murderer.). Directives as its name suggests are used to get the hearers to do something (Let’s go to cinema tonight.). Requests which is the focus of this study as a speech act are under directives which are used when speakers try to get something done. Commissives are the statements for future actions such as promising or threats (I promise I will be more careful about it.). Expressives as its name tells are the

expressions of feelings (Your hair looks nice.). Finally, Declaratives are used to declare the present state of things (I pronounce you husband and wife.).

However, Searle's speech act theory is not without its critics. It received criticism for not being able to categorize every utterance neatly into one category of illocutionary acts (Leech, 1983; Thomas, 1983). Moreover, as Hymes (1972) states that:

There is no one-to-one relationship between the grammatical form of an utterance and the speech act it realizes. Depending on the situation, grammatically identical sentences may function as different speech acts, and conversely, one and the same speech act may be realized in widely different ways. (pp. 278-279)

Not only the grammatical form, but also context may change the realization or the understanding of a speech act. The conditions are best described and discussed by Brown-Levinson's (1987) Politeness Theory in the next section.

2.3.2 Politeness theory, face and face threatening acts

In the book of *Politeness Some Universals in Language Usage*, Brown and Levinson (1978, 1987) introduce their politeness theory. ¹Their theory bases on Goffman's face notion (1967). Goffman (1967) introduces face as "public self-image, self-respect" and face is defined as "the public self-image that every member wants to claim for himself" (Brown and Levinson, 1987, p. 61). Brown and Levinson describe face as something which "...can be lost, maintained, or enhanced, and must be constantly attended to in interaction." (1978, p. 61).

¹ It must be noted that there are various theories on politeness, such as, Grice's Cooperative Principle (1975), Fraser's Conversational Contract View (1990), Spencer-Oatey's Quality and Social Identity Faces (2002), Watt's First and Second Order Politeness and Politic Behaviour (2003). Brown and Levinson's politeness theory (1978, 1987) is the most used and cited politeness theory. Hence, the focus of this study will be on Brown and Levinson's politeness theory.

Face consists of two aspects: i) negative face which is “the basic claim to territories, personal preserves, rights to non-distraction” and ii) positive face which is “the positive consistent self-image or ‘personality’ claimed by interactants”. It is assumed that people collaborate to maintain face in interaction. People try to maintain their self-image or face when they interact among themselves. In other words, “everyone’s face depends on everyone else’s being maintained.” (Brown and Levinson, 1987, p. 61).

When faces are to be evaluated as “wants”, negative face is “the want of every ‘competent adult member’ that his actions to be unimpeded by others” (Brown and Levinson, 1987, p.62) and positive face is “the want of every member that his wants to be desirable to at least some others” (Brown and Levinson, 1987, p.62). According to Brown and Levinson (1987), there is always a risk for both the speaker and hearer, even though at different level depending on the speech act, of getting a damage to their self-image or face. In interactions, there are situations which threaten the face of hearer or speaker. Brown-Levinson (1978) call such speech acts as face threatening acts (FTAs). FTAs such as orders, and suggestions threaten the negative face of hearers whereas disapproval and disagreements threaten the positive face of the hearers. While FTAs such as thanking threatens the negative face of the speakers, apologies threaten the positive face of the speakers. As stated by Brown and Levinson (1987) there can be an overlap in this categorization “...because some FTAs intrinsically threaten both negative and positive face” (p. 67).

Request as being the focus of the current study “primarily threatens the addressee’s (H’s) negative-face want, by indicating (potentially) that the speaker (S) does not intend to avoid impeding H’s freedom of action” (Brown and Levinson,

1987, p.65). Brown and Levinson (1978, 1987) suggest five possible strategies to avoid FTAs or at least the minimize the threat, as seen in the figure 1:

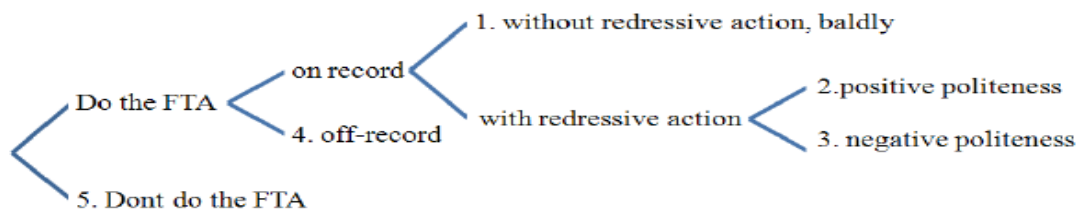


Figure 1. Brown and Levinson’s politeness strategies (Brown and Levinson, 1987 p. 69)

On-record

First strategy doing an act baldly, without redress, means “doing it in the most direct, clear, unambiguous and concise way possible (for a request, saying ‘Do X!’) (p. 69).” This strategy is suggested to be employed in two situations:

- i) Cases of non-minimization of the face threat
- ii) Cases of FTA oriented bald-on record usage

In the first case, it is favored because “maximum efficiency is very important and this is mutual to S and H” (Brown and Levinson, 1987, p. 95). In the second case, the use of the strategy is oriented to the face. It involves mutual orientation “so that each participant attempts to foresee what the other participant is attempting to foresee” (Brown and Levinson, 1987, p.99). In all the cases, it usually surfaces as the use of imperatives in the language. Direct imperatives are the characteristic examples for this category. This strategy is assumed to be used mostly between close relationships.

In the other on-record strategy, the speaker employs redressive action by recognizing addressee’s face wants and implicating that face threat is not planned or desired. Redressive action can be in two forms: positive and negative politeness.

While positive politeness is used as to minimize the social distance, the employment of negative politeness strategies suggests social ‘distancing’.

Positive politeness strategy

Second strategy, positive politeness strategy “is directed to the addressee’s positive face, his perennial desires that his wants should be thought as desirable” (Brown and Levinson, 1987, p.101). It implies solidarity, focuses on addressee’s sense of closeness and belonging to a group. Brown and Levinson (1987) propose three mechanisms to achieve positive politeness:

- i) Claim ‘common ground’
- ii) Convey that S and H are cooperators and
- iii) Fulfill H’s wants (for some X)

Brown and Levinson (1987) suggest fifteen strategies for positive politeness (under the mentioned three mechanisms). The strategies are summarized in Table 1 and details are provided in the sections following the table.

Mechanism 1: Claim ‘common ground’

In this mechanism, a speaker claims common ground with hearer. In other words, with this mechanism, it is implied that the speaker and the hearer both belong to some set of persons who share specific wants, including goals and values (Brown and Levinson, 1987, p.103). There are three ways to make this claim:

1. Convey ‘X is admirable, interesting’ (Strategy 1, 2, and3)
2. Claim in-group membership with H (Strategy 4)

3. Claim common point of view/opinions/attitudes/knowledge/empathy (Strategy 5, 6, 7 and 8)

Table 1. Brown and Levinson's Politeness Strategies

Mechanism 1	1. Convey 'X is admirable, interesting'	Strategy 1, 2, 3
Claim 'common ground'	2. Claim in-group membership with H	Strategy 4
	3. Claim common point of view/opinions/attitudes/knowledge/empathy	Strategy 5, 6, 7, 8
Mechanism 2 Convey that S and H are cooperators	1. Indicate S knows H's wants and is taking them into account	Strategy 9
	2. Claim reflexivity	Strategy 10, 11, 12, 13
	3. Claim reciprocity	Strategy 14
Mechanism 3		Strategy 15
Fulfill H's wants (for some X)		

(Brown and Levinson, 1987, p.102)

Strategy 1: Notice, attend to H (his interests, wants, needs, goods)

In this strategy, a speaker notices the aspects of hearer's condition which can be anything to be noticed and approved (Brown and Levinson, 1987).

Strategy 2: Exaggerate (interest, approval, sympathy with H)

This strategy is achieved by exaggerated intonation, prosody and intensifying modifiers (Brown and Levinson, 1987).

Strategy 3: Intensify interest to H (making a good story)

In this strategy, a speaker tries to tell a good story in order to intensify the interest of the hearer (Brown and Levinson, 1987).

Strategy 4: Use in group identity markers

By the use of any in-group identity markers, a speaker implicitly claims common ground with the hearer. Brown and Levinson (1987) proposes four realizations for use in group identity markers:

- Address forms (the use of T forms, use of “mate, buddy etc.”)
- Use of in-group language or dialect
- Use of jargon or slang
- Contraction and ellipsis

Strategy 5: Seek agreement (safe topics-repetition)

This strategy can be explained briefly as follows: a speaker tries to find ways to agree with the hearer (Brown and Levinson, 1987).

Strategy 6: Avoid disagreement

Brown and Levinson (1987) state four realizations in order to avoid disagreement:

- i) Token agreement
- ii) Pseudo agreement
- iii) White lies and
- iv) Hedging opinions

Strategy 7: Presuppose/raise/assert common ground

This strategy is used for claiming ‘common’ ground between hearer and speaker. In order to achieve this sub-strategy, Brown and Levinson (1987) state three realizations:

- i) Gossip, small talk
- ii) Point of view operations
- iii) Presupposition manipulations

Strategy 8: Joke

Jokes can be used as a way to show common ground, because jokes are formed on the shared knowledge and value known both by speaker and hearer (Brown and Levinson, 1987).

Mechanism 2: Convey that S and H are cooperators

This mechanism assumes that speaker and the hearer “are cooperatively involved in the relevant activity” (Brown and Levinson, 1987, p. 125). In other words, by doing so, the speaker and the hearer become cooperators which helps to harmonize the hearer’s positive face wants (Brown and Levinson, 1987). There are three ways to convey that S and H are cooperators:

1. Indicate S knows H’s wants and is taking them into account (Strategy 9)
2. Claim reflexivity (strategy 10,11,12,13 and 14)
3. Claim reciprocity (strategy 15)

Strategy 9: Assert or presuppose S’s knowledge of and concern for H’s wants

This strategy implies that speaker and hearer are cooperators. One way to achieve this cooperation is by “asserting or implying knowledge of H’s wants and willingness to fit one’s own wants in with them” (Brown and Levinson, 1987, p.

125). The example for this strategy is provided below by Brown and Levinson (1987, p.125):

“Look, I know you want the car back by 5.0, so should (n’t) I go to town now?”

Strategy 10: Offer, promise

With the help of this strategy, a speaker implies his cooperation with the hearer. A speaker may offer something valuable for hearer or make promises in order to satisfy hearer’s positive face (Brown and Levinson, 1987).

Strategy 11: Be optimistic

In this strategy, it is assumed that the hearer wants speaker’s desires and helps him to realize them (Brown and Levinson, 1987). This strategy can be achieved by speaker’s being optimistic about the wants.

Strategy 12: Include both S and H in the activity

Brown and Levinson (1987) explain this strategy as the use of inclusive “we”.

Strategy 13: Give (or ask for) reasons

“Giving reasons is a way of implying ‘I can help you’ or ‘you can help me’” as explained by Brown and Levinson (1987, p. 128).

Strategy 14: Assume or assert reciprocity

This cooperation strategy can be realized by providing evidence of reciprocal rights and obligations prevailing between speaker and hearer (Brown and Levinson, 1987).

Mechanism 3: Fulfil H’s want for some X

This mechanism indicates that speaker decides to redress hearer’s face explicitly by fulfilling some of H’s wants. In other words, by employing this mechanism, a speaker implies that he wants hearer’s wants for hearer (Brown and Levinson, 1987).

Strategy 15: Give gifts to H (good, sympathy, understanding, cooperation)

Fulfilling hearer's wants for some X can be achieved by giving gifts to hearer in order to satisfy his positive face desires (Brown and Levinson, 1987). Gifts are not limited to material but include human-relations wants such as to be liked, to be listened, and to be understood.

Negative politeness

Third strategy, negative politeness strategy is geared basically to partially satisfy H's negative face (Brown and Levinson, 1987, p.70). It implies formality, and distance between speaker and addressee, and it focuses on non-impositional interaction. In a sense, it is the core of respectful behavior. Brown and Levinson (1987) state that negative politeness can be realized by five mechanisms:

- i) Be direct
- ii) Don't presume/assume
- iii) Don't coerce H
- iv) Communicate S's want to not impinge on H
- v) Redress other wants of H's

In the realizing these mechanisms, they propose ten strategies which are to be used for negative politeness. Mechanisms and strategies are summarized in Table 2 and the details are described briefly in the following section.

Mechanism 1: Be direct

Strategy 1: Be conventionally indirect

The first broad strategy (being direct) for negative politeness conflicts with bald-on record. A speaker when employing this strategy faces two different tensions: "the

Table 2. Brown and Levinson's Negative Politeness Strategies

Mechanism 1 Be direct	Strategy 1: Be conventionally indirect
Mechanism 2 Don't presume/assume	Strategy 2: Question, hedge
Mechanism 3	Strategy 3: Be pessimistic
Don't coerce H	Strategy 4: Minimize the imposition, Rx
	Strategy 5: Give deference
Mechanism 4	Strategy 6: Apologize
Communicate S's want to not impinge on H	Strategy 7: Impersonalize S and H
	Strategy 8: State the FTA as a general rule
	Strategy 9: Nominalize
Mechanism 5 Redress other wants of H's	Strategy 10: Go on record as incurring a debt, or as not indebting H

(Brown and Levinson, 1987, p.131, simplified)

desire to give H an 'out' by being indirect, and the desire to go on record (Brown and Levinson, 1987, p. 132), i.e., express the matter directly." The best way to solve the tension is the use of conventional indirectness which is indirect to an extent, but has contextually unambiguous meanings.

Mechanism 2: Don't presume/assume

Strategy 2: Question, hedge

This strategy is one way to achieve “Don’t presume/assume” which comes from the desire not to presume and force hearer in any FTA. Brown and Levinson (1987) categorize the hedges into four groups as follows:

- Hedges on illocutionary force
- Hedges addressed to Grice’s Maxims²
- Hedges addressed to politeness strategies
- Prosodic and kinesic hedges

Mechanism 3: Don’t coerce H

Strategy 3: Be pessimistic

This strategy is a realization for the mechanism of “Don’t coerce H” which is employed “when the proposed FTA involves predicating an act of H (Brown and Levinson, 1987, p. 172).” Being pessimistic satisfies hearer’s negative face by stating the doubt about the appropriateness of speaker’s speech act (Brown and Levinson, 1987, p. 173). Brown and Levinson (1987) state three realizations for being pessimistic:

- The use of negative (with a tag)
- The use of subjunctive
- The use of remote- possibility markers

² Briefly summarized, Grice (1975) suggests four maxims that are followed in an efficient conversation. Any violations of these maxims usually result in implicature (For details, see Grice, 1975).

Maxim of Quality: speak the truth, and be sincere.

Maxim of Quantity: say what is necessary, neither less nor more than necessary

Maxim of Relevance: be relevant

Maxim of Manner: be clear and brief

Strategy 4: Minimize the imposition, Rx

Social distance (D) between the S and H, the power (P) relationship between the S and H and the imposition of the request (R) added together are seen as making up the weightiness of an FTA by Brown and Levinson (1987, p 176). However, it is difficult to see which one is the most effective or responsible factor when calculating the seriousness or weightiness of an FTA (W_x). One way of mitigating the FTA is achieved by minimizing the imposition (e.g. What do you ask for? Do you ask for a cigarette or a car?), by doing so leaving only D and P as potential significant factors (Brown and Levinson, 1987, p. 176). In English, this strategy is realized by the use of words such as “just, a second, tiny”.

Strategy 5: Give deference

Brown and Levinson (1987, p. 178) propose two realizations for giving deference. First of which is achieved by speaker humbling himself and the second realization is achieved when the speaker raises hearer by satisfying hearer's positive face which desires to be treated as superior. They elaborate on the use of honorifics which is one way of realizations of giving deference, showing respect to the hearer. A kind of honorifics is the use of plural pronouns for a singular addressee. This honorific usage comes from the differentiations of T/V pronouns in languages, which is accepted as referent honorifics (Brown and Levinson, 1987, p.181).

Mechanism 4: Communicate S's want to not impinge on H

Strategy 6: Apologize

Apologizing is one of the strategies for “communicate S's wants to not impinge on H” in which the speaker is aware of the hearer's negative face wants and take them into account when realizing the FTA (Brown and Levinson, 1987, p. 187). By

apologizing, a speaker implies his unwillingness to interfere with hearer's negative face and hence by doing so, to some extent mitigate this situation. Brown and Levinson (1987, p. 188-189 for the example sentences) suggest at least four realizations to communicate regret or reluctance:

- Admit the impingement (I'm sure you must be very busy)
- Indicate reluctance (I don't want to bother you, but)
- Give overwhelming reasons (I can think of nobody else who could)
- Beg forgiveness (I'm sorry to bother you)

Strategy 7: Impersonalize S and H

This strategy is another way to indicate that a speaker does not want to impinge on the hearer. By employing this strategy, a speaker articulates the FTA in a way that the agent were other than the speaker (Brown and Levinson, 1987, p.190). There are numerous realizations for this strategy as follows:

- Performatives
- Imperatives
- Impersonal verbs
- Passive and circumstantial voices
- Replacement of the pronouns "I" and "you" by indefinites
- Pluralization of the "you" and "I" pronouns
- Address terms as "you" avoidance
- Reference terms as "I" avoidance
- Point-of-view distancing

Strategy 8: State the FTA as a general rule

With this strategy, a speaker does an FTA, implying that he does not want to impinge on hearer but he is forced to do so by the conditions, regulations, and obligations (Brown and Levinson, 1987, p. 206).

Strategy 9: Nominalize

Nominalization is generally the use of nominal forms instead of verb forms of the words in a sentence. Brown and Levinson (1987, p.207) provide the example below for this realization:

“You performed well on the examinations and we were favourably impressed.”

“Your good performance on the examinations impressed us favourably.”

The latter sentence seems more formal than the first one due to its nominalization process.

Mechanism 5: Redress other wants of H's

Strategy 10: Go on record as incurring a debt, or as not indebting H

This last strategy of negative politeness is for the last mechanism which is redress other wants of H's by offering some compensation for face threat. In order to achieve this strategy, a speaker rectifies an FTA by declaring his indebtedness to hearer or by renouncing his indebtedness such as “I'd be eternally grateful if you would” (Brown and Levinson, 1987, p. 210).

Off record

Fourth strategy, off-record strategy is when “there is more than one unambiguously attributable intention so that the actor cannot be held to have committed himself to one particular intent” (Brown and Levinson, 1987, p.69). In other words, if a speaker

wants simultaneously to realize an FTA but to avoid the responsibility, he can do it by using this strategy and, thus, the addressee can decide how to understand it (Brown and Levinson, 1987, p. 211). “Damn, I’m out of cash, I forgot to go to the bank today” (Brown and Levinson, 1987, p.69) is an example for this strategy. With uttering this sentence, the speaker states being out of cash, needing the money but does not impose anything on the hearer. In order to construct an off-record utterance, the utterance either needs to be more general than the intended meaning or different than intended meaning. Therefore, the hearer must make some inferences to understand what was meant. Brown and Levinson (1987) provide two mechanisms in order to achieve off-record FTAs:

1. Invite conversational implicatures, via hints triggered by violation of Gricean Maxims
2. Be vague or ambiguous: violate Manner Maxim

For the realizations of these two mechanisms, Brown and Levinson (1987) suggest fifteen strategies. These mechanisms and strategies are summarized in Table 3 and explained briefly in the following section.

Mechanism 1. Invite conversational implicatures, via hints triggered by violation of Gricean Maxims

Conversational implicatures are preferred when a speaker wants to realize an FTA, but wants to do it indirectly. The speaker uses hints and hopes that the hearer will acknowledge the hints and recognize what the speaker actually means. The simple way to do this is to employ conversational implicatures by violating the Gricean Maxims of efficient communication (Brown and Levinson, 1987, p.213).

Table 3. Brown and Levinson's Off-Record Strategies

Mechanism 1. Invite conversational implicatures	Violate Relevance Maxim	Strategy 1, 2, 3
	Violate Quantity Maxim	Strategy 4, 5, 6
	Violate Quality Maxim	Strategy 7, 8, 9, 10
Mechanism 2. Be vague or ambiguous	Violate Manner Maxim	Strategy 11, 12, 13, 14, 15

(Brown and Levinson, 1987, p.214)

1. Violate Relevance Maxim

The strategies 1, 2 and 3 make use of the violation of the Maxim of Relevance.

Strategy 1: Give hints

First strategy, give hints, is achieved “if a speaker says something that is not explicitly relevant, he invites H to search for an interpretation of the possible relevance (p. 213).”

Strategy 2: Give association clues

In employing the second strategy, give association clues, a speaker utters something which is associated to the expectation of some acts by the hearer, which is a shared and mutual knowledge by the speaker and the hearer (Brown and Levinson, 1987, p.215). “Oh God, I’ve got a headache again” (p.215) is given as an example by Brown and Levinson (1987). Uttering this sentence may be interpreted as a request to borrow the hearer’s swimsuit if both the speaker and the hearer know the association between the speaker’s having a headache and his want to swim it off by borrowing the swimsuit of the hearer.

Strategy 3: Presuppose

The utterance may be relevant to context but it violates maxims of relevance “just at the level of its presuppositions” Brown and Levinson (1987, p. 217) provide the example below:

“At least, I don’t go around boasting about my achievements.”

In this sentence, the implied criticism has become much clearer with the phrase of “at least”.

2. Violate Quantity Maxim

The strategies 4, 5 and 6 violate the Quantity Maxim. By uttering less or more than the required, a speaker invites the hearer to reflect on the reason behind the utterance.

Strategy 4: Understate

In understate strategy, speaker utters less than necessary.

Strategy 5: Overstate

On the contrary to the previous strategy, understating, in overstate strategy, a speaker utters more than necessary.

Strategy 6: Use tautologies

In tautologies, patent and truths are uttered in a way that the speaker persuades the hearer to get the meaning from non-informative formulaic utterances such as “War is war.” (Brown and Levinson, 1987, p.220).

3. Violate Quality Maxim

The strategies 7, 8, 9 and 10 show violations of Quality Maxim which is “Speak the truth and be sincere” (Brown and Levinson, 1987, p.221).

Strategy 7: Use contradictions

In the use of contradictions strategy, a speaker says two contradictory things and by stating so, he implies that he cannot be telling the truth, therefore inspires the hearer to search for the interpretation.

Strategy 8: Be ironic

Be ironic strategy is realized by saying the opposite of intended meaning. Hence, a speaker indirectly conveys his intended meaning.

Strategy 9: Use metaphors

Even though the use of metaphors are usually on record, it is not exactly known which of the connotations of the metaphors are intended to carry a message or directs the hearer by the speaker. This situation makes the use of metaphors as off record.

Strategy 10: Use rhetorical questions

Lastly, rhetorical questions which have no intention/aim/goal to get an answer are used to violate the sincerity condition of the Quality Maxim. The implicated answers to (these) rhetorical question can be used to do an FTA (Brown and Levinson, 1987, p. 223).

Mechanism 2: Be vague or ambiguous

Instead of inviting a conversational implicature, a speaker may go off record by being vague or ambiguous (Brown and Levinson, 1987, p.225).

1. Violate Manner Maxim

All the strategies (11, 12, 13, 14 and 15) under the mechanism 2: Be vague or ambiguous violate Manner Maxim.

Strategy 11: Be ambiguous

Being ambiguous can be achieved by the use of metaphors as mentioned before.

Strategy 12: Be vague

This strategy can be realized “by being vague about who the object of the FTA is, or what the offence is (Brown and Levinson, 1987, p. 226).”

Strategy 13: Over-generalize

Rule instantiation, the use of proverbs are some realizations for over-generalize strategy.

Strategy 14: Displace H

Displace hearer happens when “S may go off record as to who the target for his FTA, or he may pretend to address the FTA to someone whom it wouldn’t threaten, and hope that the *real* target will see that the FTA is aimed at him” (Brown and Levinson, 1987, p.226). In other words, a speaker instead of directly aiming for the hearer, does direct the FTA to someone else who is believed not to be threatened, and hopes that the hearer will understand that the FTA is intended to himself.

Strategy 15: Be incomplete, use ellipsis

By only uttering the half of the intended utterance, or using of ellipsis, a speaker can imply the intended meaning.

Don’t do the FTA

In the last strategy, “Don’t do the FTA”/Avoidance, the speaker avoids producing any utterance when an FTA was intended or necessary, i.e., does not perform the FTA. As a consequence, it is not possible to have any linguistic realization for this category.

2.3.3 Parameters and politeness

The five strategies proposed by Brown and Levinson (1978,1987) can be seen as ordered from the most direct to the most indirect one. Brown and Levinson (1987) claim that the seriousness of the FTA is the main reason for choosing five sets of politeness strategies (p.80). In other words, “as the FTA danger increases, the higher-numbered strategies serve best to minimize face risk.” (Brown and Levinson, 1987, p.83). There are several factors that can have an effect on the directness of request strategy. According to Brown and Levinson (1987), there is a formula to be used in calculating the weightiness of an FTA by adding up the parameters power, social distance and size of imposition. The formulae is like below:

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

D is for the relative ‘social distance’ between speaker and addressee. Social distance can be defined as familiarity, intimacy or closeness of the relationship between speaker and hearer.

P is for the relative ‘power’ addressee over speaker. Social status or power can be explained as hearer or speaker may have relative power over another, which can affect the behavior of the interlocutors.

R is for the absolute ranking of impositions in the particular culture. As for the size of imposition, it is best described by Thomas as “When we talk about ‘size of imposition’ we mean how great is the request you are making?” (Thomas, 1995: 130).

Brown and Levinson (1987) claimed that we can find the ‘weightiness’ of an FTA by adding these three parameters up, however, studies did not support this formula (Wood and Kroger, 1991; Yeung, 1997).

Brown and Levinson (1978, 1987) state that all these variables are expected to be mutually shared by speaker and addressee. While distance and power may show parallelism across cultures, the notion of impositions may show variance even depending on the context. They illustrate imposition variable by giving an example of asking for a dime. While asking for a dime in front of a telephone box may be less imposing than asking for a dime in the middle of a street without any apparent reason.

Brown and Levinson (1987) assume that “situational factors enter into the values for P, D, and R, so that the values assessed hold only for S and H in particular context, and for a particular FTA” (p.79). For this study, particular context is the academic context, namely requestive emails written by students to academic advisor.

2.3.4 Politeness and (in)directness

There is a link between directness and politeness according to Brown-Levinson (1978, 1987) and Leech (1983). Leech (1983) focuses on the optionality given to the hearer. According to Leech, employment of more indirect strategies will give the hearer more options, hence the utterance will be perceived much more polite. In order to minimize the risk of FTA, the speaker will choose to employ a more polite strategy. In other words, whenever the speaker considers FTA as riskier, he prefers to choose a more polite strategy (Brown-Levinson, 1987, p.60).

However, Brown and Levinson’s politeness theory which sees politeness and directness as related concepts received criticism (Blum-Kulka, 1987; Marti, 2006) because not each indirect strategy is perceived as polite. Even though this is not denied by Brown and Levinson, still a close relationship is claimed to exist. In Blum-

Kulka's (1987) study, conventionally indirect strategies are perceived as the most polite strategies in English and Hebrew. Also, in Marti (2006), it can be seen that, besides conventionally indirect strategies, some direct strategies can be perceived as polite depending on the situation. More recently, Merrison, Wilson, Davies, and Haugh (2012) look at the requests of British and Australian university students' email messages to academic staff. The study reveals that British emails have more direct requests whereas non-conventionally indirect requests are more common in Australian email messages. Even though their study includes, but is not limited to directness of requests, it can be seen that the culture has an effect on the use of (in)direct realization of forms. Hence, all these findings show that it is difficult to find a universally valid perfect correlation between directness and politeness.

This study investigates a specific type of speech act, namely, the speech act of requesting. In the next section requests will be reviewed in detail.

2.4 Requests

Request according to Byon, is "a directive that embodies an effort on the part of the speaker to get the hearer to do something, generally for a speaker's goal" (2004, p. 1674). A request takes place when a speaker thinks that the hearer is able to realize the request. Depending on the social distance, social situation and the level of imposition, speakers can use numerous strategies. Requests like other speech acts usually consist of more than one part. Blum-Kulka and Olshtain (1984) describe these parts as the head act, alerter and supportive moves. "John, get me a beer, please. I'm terribly thirsty." is an example from CCSARP coding manual. "John" is an alerter here by opening and getting attention to the speaker. "Get me a beer" is the

head act which is defined as the main part of a request sequence through which a request is realized regardless of other elements (Blum-Kulka, House, and Kasper, 1989) whereas “I’m terribly thirsty” is a supportive move justifying or modifying the impact.

Blum-Kulka and Olshtain (1984) classify request types into three main strategies. First strategy consists of direct requests which can be defined as direct linguistic realization of the illocutionary force. Another strategy is called conventionally indirect strategies which is more indirect and contain references to the illocutionary force and the last strategy/other one is non-conventionally indirect strategies in which context analysis and inferencing activities are necessary to understand the illocutionary force. Blum-Kulka, House, and Kasper (1989) provide a finer scale of directness strategies based on these three main strategies in CCSARP. The strategies are listed from the most direct to the least direct. Below in the table 4 request strategies and examples can be seen.

Mood derivable is the most direct strategy and defined as “the grammatical mood of the verb in the utterance marks its illocutionary force as a request” (Blum-Kulka and Olshtain, 1984, p. 202). Imperatives are the typical examples of this strategy as in the case of the example sentence in Table 1 (Clean up the kitchen).

Explicit performative is also one of the direct strategies and can be described as “the illocutionary force of the utterance is explicitly named by the speakers” (Blum-Kulka and Olshtain, 1984, p. 202). As can be seen in the example sentence, the verb explicitly delineates the illocutionary intent.

Table 4. Blum-Kulka et al.'s (1989) Directness Strategies

Request categories	Examples
1. Mood Derivable	Clean up the kitchen. Move your car.
2. Performative	I'm asking you to move your car
3. Hedge Performative	I would like to ask you to move your car.
4. Locution Derivable or Obligation Statement	You'll have to move your car.
5. Want Statement	I would like you to clean the kitchen. I want you to move the car.
6. Suggestory formula	How about cleaning up? Why don't you come up and clean the mess you made last night?
7. Preparatory	Could you clean up the mess in the kitchen? Would you mind moving the car?
8. Strong Hint	You've left the kitchen in a right mess.
9. Mild Hint	We don't want any crowding (as a request to move the car).

Hedged performative is also one of the direct strategies. Blum-Kulka and Olshtain (1984) define hedged performative as “utterances embedding the naming of the illocutionary force” (p. 202). It is similar to explicit performative with a

distinction that hedged performative makes use of alternated version of the verbs as seen in the example sentence (I would like to ask you to move your car).

When requests are formed with locution derivable, in another name, obligation statement, “the illocutionary point is directly derivable from the semantic meaning of the locution” (Blum-Kulka and Olshtain, 1984, p. 202). Since there is direct linguistic realization of the illocutionary force, this is also one of the direct strategies. As can be seen in the example sentence (You’ll have to move your car.), the intent and the meaning is obvious to the hearer.

Want statements are another realizations of direct strategies. Blum-Kulka and Olshtain (1984) express want statement as “...The utterance expresses the speaker's intentions, desire or feeling vis a vis the fact that the hearer do X”. (p. 202). As can be seen in the example sentences (I would like you to clean the kitchen. I want you to move the car.), the request includes “want” and “would like” as their main verbs in expressing the speaker’s desires.

Suggestory formula is one realization for conventionally indirect strategies. In suggestory formula, the utterance contains a suggestion to the realization of the request (Blum-Kulka and Olshtain, 1984). It is generally formed with questions as seen in the example sentences (How about cleaning up? Why don’t you come up and clean the mess you made last night?).

Preparatory is another strategy of conventionally indirect strategies. Blum-Kulka and Olshtain (1984) describe this strategy as “utterance contains reference to preparatory conditions (e.g. ability or willingness, the possibility of the act being performed) as conventionalized in any specific language” (p. 202). Mostly, this strategy is realized as questions.

Strong hint "...contains partial reference to object or to elements needed for the implementation of the act ..." (Blum-Kulka and Olshtain, 1984, p. 202). Since it makes use of implying, it is one of the non-conventionally indirect strategies being on the more indirect end of the scale.

Another strategy for non-conventionally indirect strategies is mild hint in which "utterances that make no reference to the request proper (or any of its elements) but are interpretable through the context as requests..." (Blum-Kulka and Olshtain, 1984, p. 202). This strategy is on the most indirect end of the scale.

To summarize, the first five strategies namely mood derivable, performatives, hedged performatives, obligation statement and want statement are the realizations of direct request strategies. While conventionally indirect strategies have two strategies as suggestory formula and preparatory; strong hint and mild hint are the strategies of non-conventionally indirect strategies.

This study makes use of both major and finer scale of directness strategies. While the finer request strategies are assumed to be better to give information about especially the structure of the request realizations, the employment of a broader perspective focusing on three main strategies is necessary in order to have a general interpretation of the use of request strategies in the emails to faculty.

2.5 Request perspectives

In the study of requests, along with the examination of the head act as a grammatical form, the investigation of the request perspective has an important place as well to reach an understanding of the underlying message behind the utterance. Blum-Kulka et al. (1989) argue that "the choice of perspective presents an important source of

variation in requests.” (p. 19). Moreover, the choice of request perspective seems to have an effect on politeness of the requests. As exemplified by Blum-Kulka and Olshtain (1984, p.203), while ‘could you do it’ highlights the role of the addressee, ‘could we have it done’ accentuates the role of the speaker. In requests, hearer’s face is threatened, hence any avoidance in the emphasis on the role of the hearer in the speech event mitigates the imposition of the request (Blum-Kulka and Olshtain, 1984). In order to understand the politeness employed in the requests, considering the relation between the request perspectives and politeness in the requests, this study attempts to investigate the request perspectives employed in the emails. The request perspectives categorization presented by Blum-Kulka et al. (1989) is as follows:

- a) Speaker-oriented request (I-oriented), as evident by its name, emphasizes the speaker’s active role in the request as in the example of “Can I open the window?”
- b) Hearer-oriented request (you-oriented), on the other hand, brings the hearer’s side to the focus of the request made as it is in case of the example “Can you open the window?”
- c) Speaker and hearer oriented request (we-oriented) mix up these two categories and includes both the speaker and the hearer in the requests. For example, “Can we clean the room?” can be dealt with in this category.
- d) The last category is named as impersonal because neither speaker nor hearer’s role is emphasized in the utterance of request. Blum-Kulka et al. (1989) provide the following sentence as an example for this category: “It will be great to clean the room” (p. 58, 278).

2.6 Studies related to requests in L1

There are numerous studies examining requests in various environments. These can be categorized depending whether they are the L1 or L2 of the speakers, i.e., the language itself, or other factors, such as the medium of data/data collection methods employed. First, within the scope of this study, only studies having looked at speech acts in L1 will be analyzed and discussed in the current section. In the following section, the studies which investigate Turkish as L1 in requests will be reviewed.

There are many studies comparing native and non-native speakers' pragmatic choices in email writing (see also interlanguage pragmatics). These studies mostly focus on L2 English with various L1 backgrounds (i.e., Korean, Japanese, Taiwanese and Thai: Biesenbach-Lucas, 2007; Cypriot Greek: Economidou-Kogetsidis, 2011; Turkish: Burgucu-Tazegül, Han and Engin, 2016 and Hatipoğlu, 2006; Taiwanese: Chen, 2001; Norwegian: Dittrich, Johansen and Kulinskaya, 2011; German, Saudi Arabian and Japanese: Danielewicz-Betz, 2013). For interlanguage pragmatics and speech act studies, it is possible to categorize them according to their level of English, according to their L1 backgrounds, according to their data collection method (DCT, oral role plays, authentic emails), and according to the imposition of the requests (as low imposition requests vs. higher imposition requests). (See for varying degrees of imposition: Biesenbach-Lucas, 2007; for oral role plays: Hassall, 1999; for different proficiency levels of L2 English: Otcu and Zeyrek, 2008).

The studies which make use of emails mostly focus on requests, because requests are common in the emails written to faculty as a consequence of the nature of relationship between students and instructors. Besides, there are many studies aiming to describe the formation of requests, directness and politeness in the native languages. One of them is Hassall's study in 1999. He examined the requests in

Bahasa Indonesian (one of his aims was to see how requests are formed in that language). He made use of interactive role play as a data collection tool. He used twenty seven scenarios producing 260 requests in total by 18 native speakers of Indonesian. Generally both indirect and direct strategies are employed when forming a request. The use of hints showed great variation which is not predicted by Brown-Levinson's (1978, 1987) politeness theory which assumes that when FTA increases, the speakers will employ more indirect strategies.

In a recent study conducted by Merrison et al. (2012), emails of British and Australian university students to academic staff are collected. The study looked for the features marked by the cross-cultural differences of British and Australian English in the formation of requests and it showed that although conventionally indirect requests were employed widely in both corpora, British students resorted to more direct requests whereas non-conventionally indirect requests were preferred much more by Australian students.

Another recent study by Bella and Sifianou (2012) 200 emails written by Greek students to faculty members were examined with a focus on types of requests, linguistic realizations of requests as well as politeness devices employed. The study showed that one feature that all the emails have is the formality which is achieved by the terms of address, specific High variety lexical items and collocations, along with the formal second person plural (V-form). Moreover, the study suggested that the use of formality which is linked with negative politeness, is not employed only for the benefit of addressee's negative face but also for the benefit of writer's positive face.

Another recent study is by Chejnova (2014). She examined 260 email messages written in Czech language containing a high imposition request to faculty. In these emails, she looked for forms of address, opening and closing formulas,

degrees of directness and internal and external modifications employed in the emails. The analysis showed that students employed a greater number of direct strategies when forming a request, with syntactic modification and external modification. It was seen that openings and closings were available in all of the emails; nevertheless, in the opening sequences while address terms occurred nearly in half of the emails, in 51.5% only greeting was used which can be accepted as an example of positive politeness strategy in Czech culture. Besides this, it was found out that students made use of both negative and positive politeness strategies in order to soften their requests in the emails. The use of positive politeness strategies may lead to pragmatic failure since negative politeness strategies are expected to be employed in an institutional setting, on the other hand, it may also show a changing communication style in the culture.

For Turkish language, it is possible to find many studies examining various speech acts. The investigated language is either Turkish as L1 or L2, or foreign languages spoken by Turkish learners but most of the studies gather around the latter one.

These studies generally compare non-native speakers to the native speakers. In these studies, for refusals, Aksoyalp (2009), Asmalı (2013), Çapar (2014), Çiftçi (2016), Demirkol (2015), Dürer (2018), Genç and Tekyıldız (2009), Güngörmezler (2016), Moody (2011), Sadler and Eröz (2002); for apologies, Aydın (2013), Balcı (2009), Canli and Canli (2013), Eliçin (2011) Erçetin (1995), Mızıkacı (1991), Tuncel (1999) ; for complaints, Bikmen (2015), Bikmen and Marti(2013), Deveci(2010), Önalın and Çakır (2018); for compliments, Sucuođlu and Bahçelerli(2015), for requests, Balcı (2009), Demirkol (2015), Kahraman and Akkuş (2007), Karatepe (2016), Kılıçkaya (2010), Mızıkacı (1991), Sanal and Ortaçtepe

(2019), Otcu and Zeyrek (2008), Uzun (2013), Şanal (2016); for requests in emails, Burgucu-Tazegül, Han and Engin (2016), Eliçin (2011), Hamiloğlu and Emirmustafaoğlu (2017) and Ölmezer-Öztürk (2017) can be referred to. Except for Kahraman and Akkuş (2007) who investigate Turkish learners of Japanese, all the studies above examine Turkish learners of English with or without a reference to native Turkish and native English speakers.

Huls (1988) is one of the first studies investigating speech acts in L1 Turkish. She investigated the use of directives in Turkish families who migrated to the Netherlands. She made observations and recorded spoken communication. In her study, she compared the communication between a preschooler and mother in Turkish, Dutch low class and Dutch high class family by focusing on Turkish family. The study suggested that employed Turkish directives mainly make use of direct strategies (mostly imperatives), orient to the generalists and they are situationally explicit.

Dogancay-Aktuna and Kamisli (1996) is another one of the first studies investigating speech acts in L1 Turkish solely. In this study, discourse strategies, to be more specific, disagreeing with and correcting an interlocutor of unequal status in Turkish were investigated via DCT. The results suggested that unequal status situations, relationships between locators and the social context influence the expression of disagreement and correction speech acts, as well as the use of politeness.

Another study looking at request speech act is by Akar (1998). She examined the written communications (memoranda and fax messages) of four Turkish companies in internal and external correspondences. In addition to text and discourse analysis, interviews were conducted with persons from the companies. Her analysis

was two-fold: first linguistics analysis which may be affected by the corporate culture, bureaucratic styles, and some other aspects inherent to Turkish; second rhetorical analysis which focused on requests in memos and fax messages. The findings of the study suggested that requests in Turkish are quite impersonal and relatively indirect. Moreover, the study found out that when examined at syntactic level, the use of passivization, nominalization and particles such as “-Dir” were quite common.

Another study looking at request speech act is by Marti (2000; 2006). She examined the requests of Turkish monolinguals and Turkish-German bilingual returnees with the help of DCT to see whether there is any pragmatic transfer from German in the bilinguals and investigated directness and politeness with a politeness rating questionnaire. The results showed that Turkish speakers mostly made use of direct strategies whereas bilinguals opted for indirect strategies which can be accepted as an indicator of German language influence. For directness and politeness, the study implies that even though they are strongly related, they are not linearly connected and there are more factors to effect the realization of a request.

On the other hand, Kanik (2010) examined interlanguage request pragmatics in Turkish language by applying a DCT in which there are four request situations given to 33 learners of Turkish and 45 native Turkish speakers. The findings showed that there is no significant difference between two groups in terms of request strategies except for one situation. While there is nearly no significant difference for downgrading moves, there are mostly significant difference for supporting moves between two groups. Overall, this study implies that even after one academic year in the target speech community, non-native speakers tend to make use of request strategies similar to native Turkish speakers.

Similar to Kanık (2010), Altan (2015) examined interlanguage pragmatics of non-native speakers of Turkish. She applied a DCT in which 10 situations were provided in order to investigate the sociolinguistic competence of non-native speakers of Turkish. She compared the data of advanced non-native speakers of Turkish to the data of native Turkish speakers. The analysis included T/V forms but not limited to longevity of the sentences/requests. The study revealed that L2 Turkish speakers were being too polite and hence had pragmatic failure. Regarding the use of T/V forms, L2 speakers showed deviations from native Turkish speakers in choosing which form to use in some situations, expressible by the fact of cultural background and norms.

Another recent study is conducted by Aksan and Mersinli (2015). They examined the requestive forms in Turkish National Corpus. They investigated the realizations of requests in terms of strategies and grammar forms. Excluding the representations of non-conventionally indirect strategies, they focused on the discussion of imperatives and optatives. In their study, direct request strategies are found to be the most common strategies in the spoken sub corpora.

Even though the studies of Eliçin (2011) and Ölmezer-Öztürk (2017) have a comparison focus of Turkish learners of English, they have Turkish data in their studies. The former study contrasts the data of email with the data of DCT. Eliçin (2011) investigates the use of requests and apologies by students with a reference to Turkish native speakers and English native speakers. She collects data through DCT and emails. Her findings regarding the Turkish native group whose data comes from only DCT reveals that Turkish students preferred direct strategies in their requests. In her study, Ölmezer-Öztürk (2017) investigated the degree of directness and amount of internal and external modifications in the requestive emails written by

Turkish native speakers, English native speakers and Turkish learners of English.

The study used 80 elicited emails, half of which are written to a friend and the other half to a professor. The study reports that while English native speakers utilized more conventionally indirect requests, both native Turkish speakers and Turkish learners of EFL made use of more direct strategies.

All these studies suggest that even though their given situations differ greatly from each other (as in the case of a family communication to company communication), native Turkish speakers, depending on the context, may tend to favor more direct strategies when realizing a request.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This study examines the Turkish emails written by 45 students to their academic advisor over a 4 year program. The requests strategies and perspectives employed in the emails are investigated and analyzed in terms of directness and politeness. This chapter provides information about research questions, participants, emails and data collection, data analysis and inter-rater reliability testing.

3.2 Research questions

This study analyzes the requests in Turkish emails written to the academic advisor. Mainly, request strategies and perspectives are investigated to have a clear perspective about the directness and politeness of the emails. Therefore, this study aims to find answers to the following research questions:

1. What request strategies are employed in the emails written by students addressed to academic advisor? What is the degree of directness employed in those strategies?
2. What request perspectives are employed in the emails written by students addressed to academic advisor?
3. What politeness strategies are employed in the emails written by students addressed to academic advisor?

3.3 Participants

There are 45 students who are the writers of the email messages in the study. They are students of the Foreign Language Education Department at an English medium state university in Istanbul. The program they attended is a four year ELT program at the undergraduate level. The informants are native speakers of Turkish. The emails collected from these students throughout the four years have been addressed to their academic advisor who is a female academic in her forties.

3.4 Data collection

The emails were collected as a part of written and spoken corpora of the Foreign Language Education Department. For this corpora, passive consent mechanism is used. All the students are emailed twice, informed about the research and its purpose and asked for consent. If they did not want their data to be used in the corpora, they were expected to send an email to the researchers. No personal and identifying information is used in the study.

3.5 Emails as data

Until recently, speech act research studies mostly made use of written discourse completion tasks, oral discourse completion tasks or role plays (starting with Blum-Kulka, 1982; Olshtain and Weinbach, 1987; Erçetin, 1995; Marti, 2000; Otcu and Zeyrek, 2008; Eliçin, 2011 and many more) to have a grasp of how speech acts are used in various situations. Among these methods, DCT is the one that most studies have preferred to employ because of its practicality to compare the L1 and L2 pragmatic acquisition, to compare the cultural effect on the use of request and

politeness strategies, to observe if there is a difference on the level of proficiency in the use request types and so on. Therefore, these tasks enable researchers to control variables such as the age or proficiency level of participants. However, at the same time, they have some limitations as well, such as being written on a paper or having limited scenarios. But most significantly, not only DCTs which can be administered in a written or oral form, but also role plays lack authenticity, which is the real use of language in a real situation. Even though the studies using these methods provided the field enormous sets of data and information about the pragmatic transfer, pragmatic failure, cultural effect on the use and forming of the requests, the situations and the responses are not factual but hypothetical.

Although there are studies (Kanik, 2017; Chen, Yang, Qian and Eslami (2015) suggesting there is no statistically difference between written discourse completion tasks and emails, it is best to use authentic data as argued by Blum-Kulka et al. (1989, p. 12) that is “all data should come from ‘natural’ conditions”. Authentic language use in speech act related studies provide real-language situations, meaning that they are written in order to perform a speech act, not for the sake of writing (Bou-Franch and Lorenzo-Dus, 2008; Holmes, 1991; Merrison, Wilson, Davies, and Haugh, 2012). With the advancement of technology and widespread use of emails in various fields such as academia, in business and among friends and family, it is possible to observe authentic language use in the emails. Therefore, recently many studies in the field have made use of authentic emails for speech act research (Biesenbach-Lucas, 2007; Burgucu-Tazegül, Han and Engin, 2016; Chejnova, 2014; Chen, 2001; Danielewicz-Betz, 2013; Dittrich, Johansen and Kulinskaya, 2011; Economidou-Kogetsidis, 2011; Eliçin, 2011; Hatipoğlu, 2006; Merrison et al., 2012; Ölmezer-Öztürk, 2017).

3.6 The data: Emails collected in the study

The raw data for this study consist of 260 electronic email messages that were sent over four years. These email messages firstly are categorized according to their languages: English and Turkish. This university is one of the English medium universities in Turkey. Despite this, most of the students chose Turkish language to write their emails to their instructor who is also a native speaker of Turkish. There are 228 Turkish email messages. As a next step, all the email messages have been analyzed and those emails which contain requests have been identified and sorted. The emails which do not include any requests but give information or are written to thank the academic advisor are eliminated. Therefore, in total 200 emails remain containing at least one request. If the email has more than one request, each request is coded separately. More specifically, even though there are 200 emails, there are 217 requests. All analysis is conducted based on the numbers of requestive speech act.

3.7 Data analysis and coding

The e-requests in the emails are analyzed in terms of request strategies, request perspectives and directness and politeness strategies.

The first analysis of the e-requests is the request strategies. For this analysis, the coding scheme of CCSARP Blum-Kulka et al. (1989) is used. The rationale behind this choice is that this coding scheme is widely accepted and employed in pragmatics studies (i.e.,Chejnova, 2014; Economidou-Kogetsidis, 2011; Marti, 2006 and many more studies). There are mainly three requests strategies, namely, direct strategies, conventionally indirect strategies and non-conventionally indirect

strategies. These three strategies can be divided up to nine finer strategies, namely mood derivable, explicit performative, locution derivable, want statement, suggestory formula, preparatory, strong hint and mild hint (see Table4 in section 2.4). The coding process was challenging because strategies seem to overlap in the Turkish data. For the coding process, since detailed Turkish examples for each strategy were provided in the study of Marti (2000) which also used the coding scheme of CCSARP Blum-Kulka et al. (1989), it was used as a guideline.

Again Blum-Kulka et al.'s (1989) coding scheme is used for request perspectives for the same rationale. In this coding scheme, there are four types of request perspectives. The first one is speaker oriented (I) with an emphasis on the speaker. The second type is hearer oriented (you) which forms the requests with a focus on the hearer part. Another category is the combination of the first and second categories; speaker and hearer oriented (we). The last type of the perspective is called impersonal oriented (it) because there is no focus on neither speaker nor hearer. Mostly this request type is formed with a passive voice without directing any obligations to interlocutors.

While Blum-Kulka et al.'s (1989) coding schemes were useful for the directness of the requests, for the analysis of politeness Brown and Levinson's theory (1987) Politeness Theory was taken as a framework. . The justification to employ Brown and Levinson's theory is that it is one of most cited and discussed theories in the field (Blum-Kulka, 1987; Chejnova, 2014; Doğançay-Aktuna and Kamışlı, 1997; Félix-Brasdefer, 2005; Meier, 1995). It gives usually clear and detailed explanations about (in)directness and politeness. Briefly, five strategies are suggested in order to avoid or minimize the face threat. These five strategies are namely bald-on record, positive politeness, negative politeness, off record and avoidance. A qualitative

analysis of the detailed strategies used when realizing the requests, as can be seen in section 2.3.2, have been conducted.

The researcher read all the emails and determined the head act of the requests. Head act is defined as the main part of a request sequence through which a request is realized regardless of other elements (Blum-Kulka et al., 1989). After that, the researcher coded request head acts according to the CCSARP manual (Blum-Kulka et al., 1989). To ensure the reliability of the coding process, a volunteer who is a native speaker of Turkish and has a B.A in Translation and Interpreting Studies was given training about the categories of the study and asked to code the head acts. Both the researcher and the trained person coded the request head acts independent of each other and then their judgments were compared. The results of the inter rater reliability test show a considerably high correlation level, having a kappa value of 0,972 ($p = 0,000$) and 0,946 ($p = 0,000$) respectively in request perspectives and request strategies, which suggests that the coding of the data is highly reliable.

3.8 Statistical analysis

In this study, chi-square test is employed for statistical analysis. The chi-square test for goodness of fit tells us the discrepancy between observed values and the values expected in a sample (Mamahlodi, 2006). In the literature, it is possible to encounter studies which make use of chi-square test (Economidou-Kogetsidis, 2011, 2013; Eliçin, 2011; Kanık, 2010, 2017).

As regard to this study, the chi-square goodness of fit test in SPSS program is used to determine whether there is a significant difference on the use of request

strategies and request perspectives in overall data that is, covering all four years. A significant p-value ($p < 0.05$) is taken as the level of significance.

In the following section, the results will be presented and discussed. The findings for the overall data will be examined.



CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

In this section of the study, the results will be presented and discussed in relation to the existing literature. The main aim of this study is to find out how students formulate their requests in emails to their academic advisor in terms of directness and politeness. Briefly, the objectives of the study are to investigate what types of request strategies students use, how direct they formulate their requests, what perspective they use in their requests, i.e. whom they orient their requests to and what politeness strategies they use when formulating their emails to an academic.

The structure for this part is as follows: firstly, the frequency tables with raw numbers and percentages will be provided for request strategies. The descriptive analyses will be presented and discussed referring to the relative literature. Moreover, requests will be examined with the aim of finding the degree of directness employed in the emails. As for the second research question, request perspectives in the request head act will be examined and analyzed. In the last part of this section, emails will be investigated with the aim of describing the politeness strategies employed.

4.2 Request strategies

In the first section of the results, request strategies employed in the emails will be analyzed. The frequency tables with raw numbers and percentages will be provided for request strategies. Example requestive emails will be provided and discussed. The

degree of directness employed in the requests will be discussed briefly. This part of the results section tries to answer the following research question:

1. What request strategies are employed in the emails written by students addressed to academic advisor? What is the degree of directness employed in those strategies?

4.2.1 Analysis of request strategies

In order to understand how students write emails to their academic advisor, firstly, the request strategies employed in the emails are examined (for more information see table 4, in chapter 2). First, finer scale of the strategies are provided in order to have a detailed view on the realization of the request strategies. In the table 5, the frequency and percentages of request strategies employed by the students can be seen.

Table 5. Frequency of Request Strategies in the Emails

Row Labels	Frequency of Request Categories
Preparatory	40% (85)
Locution derivable	18% (39)
Suggestory Formula	15% (34)
Strong hint	12% (27)
Mood derivable	5% (11)
Want statement	5% (11)
Mild hint	3% (6)
Explicit performative	2% (4)
Grand Total	100% (217)

As can be seen from Table 5, students created 217 instances of request head acts in Turkish, which are realized by eight different strategies. Among these, 40 per cent of all these request strategies belong to the Preparatory strategy. None of the students used Hedged Performative as a request strategy. In order to evaluate how significant the difference was between the employment numbers of these request strategies, chi-square test was applied. The results of chi-square analysis showed that there was statistically significant difference in terms of students' request strategy ($\chi^2 = 1.858$, $df = 7$, $p = 0.000$, $p < 0.01$). According to the results, the most preferred request strategy was Preparatory with 40 %, followed by Locution derivable (18 %), Suggestory Formula (15 %) and Strong Hint (12 %), while the other strategies were used significantly less than these four strategies.

As seen in the table 5, the most preferred request strategy by students is the preparatory strategy corresponding to almost half of the requests (40 %) in the emails which are utterances containing “a preparatory condition for the feasibility of the request, typically one of ability, willingness, or possibility, as conventionalized in a given language” (Blum-Kulka et al., 1989, p. 280). When these strategies were analyzed, it was seen that students mostly used Turkish verb inflection “-Ebilmek/” which is the same for modal verb “can/could” in English. Mostly, it was used in interrogative form. Another linguistic realization for this strategy was the use of interrogative form of “var” (as in the case of “var mı?” which can be translated as “Is there...? Is there anything necessary?”) usually asking for the necessity of an action. This realization is taken as an example for preparatory condition because it is conventionalized in Turkish. If it is to be uttered as “Başka bir şey yapmam gerekir mi? (Should I do anything else?)”, it is to be taken as an instance for locution derivable because its intent is derivable from the semantic meaning of the expression.

However, most of the examples with ‘var’ in the data are conventionalized forms as mentioned above. Thus, these examples are closer to the indirect end of the directness scale. In addition, the linguistic realization of asking for possibility is employed. It is realized by the word “mümkün müdür?” which can be translated as “is it possible?”. These realizations are mostly structured in question form. Below, emails (examples 1, 2 and 3) for the preparatory strategy can be seen.

Example 1

(for –ebilmek)

(Female student 44)

Hocam merhaba,

Ders programımda bazı çakışmalar vardı. Add drop dönemine kadar halletmem şartıyla programımı onaylamıştınız. Programda bazı değişiklikler oldu ve çoğu çakışmamı hallettim fakat size danışma ihtiyacı duyuyorum. Yarın için müsaitseniz 15 dakika ofisinize gelebilir miyim?

Teşekkürler,

A-S

Hi (my dear) instructor,

I had some conflicts in my course schedule. You approved it with the condition that I would take care of the problem till the add and drop period. Some changes were made on my course list and I solved most of the conflicts but I feel the need to take your advice. If you are available tomorrow, may I visit your office for 15 minutes?

Thanks,

FN - LN

Example 2

(for “var mı?”)

(Female student 2)

Merhaba hocam,

Benim programim halen onaylanmadi. Yapmam gereken baska bir sey mi var acaba?

Tesekkurler.

Hi (my dear) instructor,

My course list has not been approved yet. I wonder if there is anything else that I should do?

Thanks

Example 3

(for possibility)

(Female student 14)

Section deęiřtirmem lazım acilen. Programımı rejectlemeniz mőmkőn mő?

I need to change the section immediately. Is it possible for you to reject my course list?

The second most employed request strategy is locution derivable by 18% of the requests. This strategy is employed in utterances whose “illocutionary intent is directly derivable from the semantic meaning of the locution” (Blum-Kulka et al., 1989, p. 279). The linguistic realization for this strategy is mostly the use of “-mElI” inflection which correspondence of modal verbs “must/should/ought to” and the use of “gerek and lazım” which show the necessity and concern. Apart from these realizations, the use of aorist marker (-Ar/Ir) and future tense (-EcEk) are quite common. Again most of the requests were formed in interrogative sentences. The followings (example 4, 5 and 6) are examples of emails from the corpora.

Example 4

(for meli/malı)

(Female student 21)

Hocam X hocanın son ders saatlerindeki deęişikliğinden dolayı lingXXX ile çakışmam var. Ne yapmalıyım

(My dear) instructor, due to the change in the last hours of X professor's course, I have conflict with lingXXX. What should I do

Example 5

(for gerek)

(Female student 23)

Ben E. D. Fled bölümündeyim. Akademik danışmanım sizsiniz. (...) Bir de tanışma gününde gelmem gerekir mi? (...) gelmek sorun olabilir benim için. Yine de gelmem gerekirse, elimden geleni yaparım. Şimdiden teşekkürler.

I am E.D. I am in the FLED department. You are my academic advisor. (...) And also, should I come to the orientation day? (...) It can be a problem for me to come. But if I need to come anyway, I will do my best. Thanks in advance.

Example 6

(for aorist)

(Female student 45)

Iyi akşamlar hocam bu dönem psy XXX dersini aldım ama 3 saati de çakışıyor ama almam gerekiyor çünkü alttan kalan tek dersim. Ed XXX ve XXX derslerini aldığım için zorlanacağımı da düşünmüyorum zaten derste yoklama alınmıyormuş kendim çalışarak halledebilirim o yüzden approvala göndersem programımı kabul eder misiniz?

Good evening (my dear) instructor, I took psy XXX this semester however all of its 3 hours conflict with other courses but I have to take it because it is my only failed course. I do not think I will have difficulty anyway because I have taken the EDXXX and XXX courses. It seems that no attendance is taken in the class after

all, that's why I can figure it out by studying on my own. So do you accept my course program if I send it for approval?

Following preparatory and locution derivable strategies, suggestory formula is the third most chosen strategy by 15%. Blum-Kulka et al. define this category as follows “The illocutionary intent is phrased as a suggestion by means of a framing routine formula” (1989, p. 280). As in the case of other strategies, suggestory formula does not have clear cut boundaries. Marti's (2000) two criteria for categorization of this strategy is taken as basis:

“- illocutionary intent expressed as a suggestion which is in the form of a “framing routine formula” (Blum-Kulka et al., 1989: 280); and/or

- a suggestion which contains a preparatory condition in relation to the referred action in the proposition.” (Marti, 2000, p. 110).

Mostly employed realization is the conditional clause with the sentence “I would be very glad/happy” or “It would be helpful”. (-sanız çok sevinirim, mutlu olacağım/ çok yardımcı olacak). Emails (examples 7, 8, 9 and 10) are provided below.

Example 7

(Female student 16)

Merhaba Hocam,

FLED XXX ile çakışan dersim İspanyolca ve onun diğer sectionları da ED XXX ile çakışıyor. FLED XXX yoklama olmayan genelde slaytlardan çalıştığımız bir ders ve alteranitif sectionı yok. Erasmus'a gideceğim için de İspanyolcayı bırakamıyorum. Tek conflictim de bu zaten. Fled XXX community service olduğu için bir sorun olacağını düşünmüyorum. Benim için en uygun program bu

şekildeydi seçmeden önce planlamamı yaptım, emin olun. Kabul ederseniz çok sevinirim.

Hi (my dear) instructor,

The course that conflicts with FLEDXXX is Spanish and the other sections of it conflict with EDXXX. FLEDXXX is a course that no attendance it taken and we generally study making use of slides. Also it has no alternative section. I cannot give up Spanish because I will go to Erasmus. And this is my only conflict. Since FledXXX is community service, I do not think it will cause a problem. The most appropriate program for me was like this, you can be sure that I worked on my plans before selecting the courses. I would be very glad if you approve it.

Example 8

(Female student 9)

Değerli Hocam,

Pazartesi günü attığım consent mesajına cevap vermediniz. Sistemdeki sorun hala devam ediyor sanırım. Bazı arkadaşlarım alabildiklerini söylediler. Az önce section 1 ve 2'ye baktım birinde 42 birinde 41 kayıtlı öğrenci görünüyor. Bir tek ben mi alamadım diye soruyorum kendime. Yardımcı olursanız çok sevinirim.

Saygılarımla

A

(My) dear instructor,

You have not replied to the consent message that I sent on Monday. I suppose the problem in the system still continues. Some of my friends said that they could take (the course). Just a little while ago I have looked at the section 1 and 2, there seem to be 42 registered students in the one, 41 in the other. I am asking myself if I am the only one that couldn't take (the course). I would be very glad if you help me.

Best regards

FN

Example 9

(Female student 44)

Hocam merhaba,

Kayıt döneminde alamadığım edXXX dersini ekledim. Sistemde bazı derslerde çakışma görünüyor onları ben hallettim. Onaylarsanız çok yardımcı olacak.

Teşekkürler,

A – S

Hi (my dear) instructor,

I added edXXX course which I could not take during (course) registration period.

On the system, for some courses conflicts appear but I (have already) figured it out. It would be very helpful if you approve (my course list).

Thanks

FN – LN

Example 10

(Female student 41)

İyi akşamlar hocam,

Önceki mailinizde FledXXX dersini bırakmamızı istemiştiniz, ben de söylediğiniz gibi yaptım ancak bu dersi alamazsam okulum uzayacak çünkü Erasmus'a gideceğim. Lütfen ricamı kırmayın, yoğunluğun farkındayım sizi çok iyi anlıyorum ama kabul ederseniz beni çok mutlu edersiniz. Az önce consent mesajımda da durumumu anlattım zaten, onayınızı bekliyorum. Şimdiden teşekkür ederim.

Good evening (my dear) instructor,

In your previous email, you wanted us to drop the course FLEDXXXX and I did as you asked but if I cannot take this course, my graduation will be delayed because I will go to Erasmus. Please do not turn down my request. I am aware how congested it will be but you will make me so happy if you accept (my course list).

I have also explained the situation in my consent message just a little while ago. I am waiting for your approval. Thank you in advance.

Making a request with strong hint is also resorted to with a rate of 12% in which “The illocutionary intent is not immediately derivable from the locution; however, the locution refers to relevant elements of the intended illocutionary and/or propositional act.” (Blum-Kulka et al., 1989, p. 280). In other words, the illocutionary intent is expressed by hinting. Email (example 11) is provided for this strategy.

Example 11

(Female student 28)

Hocam ben bu dersi yaz okulunda aldım ve geçtim. Bir yanlışlık olmuş olmalı.

(My dear) instructor, I have already taken this course in the summer school and passed it. There must have been a mistake.

This e-mail message (example 11) is one of the chain e-mail exchanges between the student and the academic advisor. In the first e-mail message, the student asks the reason of the rejection of the course list. The advisor replies by stating that the student has to add the course of EDXXX and that is the reason she rejected the course list. After the reply of the academic advisor, the student replies with the obvious explanation by saying that “I have already taken this course in the summer school and passed it”. She wants academic advisor to check it on the registration page, however, instead of requesting explicitly for example saying “Can you please check it on the system?” she produces this sentence “There must have been a mistake.” By uttering this sentence, she implies that her program in the registration system needs to be checked by the advisor. Moreover, by employing in an impersonal perspective, she doubles the softening of the request imposition,

without imposing on the academic advisor, with saving both her own face and academic advisor's face. The response email of the academic advisor proves that this utterance was taken as a request to check the system regarding the related course because the academic advisor states that she checked the system and the student was right.

Mood derivable and want statement are not preferred at a high level. They are used only in 5% of the emails. While mood derivable, the most direct strategy, is usually determined by the grammatical mood, in most cases the imperative (Blum-Kulka et al., 1989, p. 279) and also some functional equivalents such as elliptical sentence structures. All of the requests formed with mood variable are structured with imperatives in the emails. These sentences were in declarative form (positive and negative sentences). Interestingly, in all the sentences "Lütfen" which is the equivalent of "Please" is used to mitigate the request, in order to soften the FTA.

The other realization is want statement, in this strategy the illocutionary intent is directly expressed with a want statement, which is "[t]he utterance expresses the speaker's desire that the event denoted in the proposition come about"(Blum-Kulka et al., 1989, p.279). This strategy is mostly realized by the use of verb "istemek" which is the translation of verb "to want". The sentences are structured in declarative format (positive sentence). Mostly "istemek" is inflected with present continuous tense and first person singular (istiyorum). Below the emails (examples 12 and 13) are listed to illustrate those strategies:

Example 12

(For mood derivable)

(Female student 24)

Hocam bir sıkıntı oldu approval send i cancelladım. Programı henüz onaylamayın

lütfen.

Saygılarımla

(Dear) instructor, there happened a problem and I cancelled the “approval send”.

Please do not approve the program yet.

Best regards

Example 13

(For want statement)

(Female student 24)

hocam merhaba, ben programımı gönderdim size biliyorum bir tane conflict var fakat bildiğiniz üzere TK dersleri zorunlu ve farklı sectionlara öğrenciler girebiliyor. Ben de aynı hocanın programıyla conflict yaratmayan sectiona girerek dersi takip edebilirim. Bunu açıklamak istedim, programımı kabul etmenizi istiyorum.

Teşekkür ederim.

Hi (my dear) instructor,

I have sent you my course list and I realize that there is a conflict. However, as you know, the TK courses are obligatory and students can get in different sections. I will follow the course by taking another section of the same instructor that does not conflict with my course schedule.

I wanted to make an explanation. I want you to approve my course list.

Thank you.

Mild hint and explicit performative are the least employed strategies (respectively 3% and 2%) in all emails. Mild hint is the most indirect one of all the strategies mentioned above in which there is no element mentioning the illocutionary intent or proposition; hence, the meaning is highly context dependent (Blum-Kulka et al., 1989, p. 280). The email (example 14) can be seen below for this strategy.

Example 14

(For mild hint)

(Female student 28)

Hocam merhaba programma uyan tek section 4. Sürekli reddediliyorum. Ben de yaz okulunda almaya karar verdim.

Hi (my dear) instructor, it is only section 4 that fits in my course schedule. (But) I keep getting rejected. That's why I decided to take it in the summer school.

Here in the email (example 14), the student seems to give information only. However, the case is that the student asks the academic advisor for approval of the course list. It seems that the advisor has asked for a particular course to be added since the students in the department are encouraged to take all the compulsory courses in their program in the planned semester. In the example, the student states that she decided to take it in the summer school which implies that either she has taken a minimum of required courses or the course list is complete and consequently, she asks for approval.

Explicit performative, on the other hand, is one of the most direct strategies. As its name suggests a verb which explicitly specifies the illocutionary intent is utilized, such as 'ask' in Blum-Kulka et al.'s (1989, p. 279) example: "I am asking you to move your car." In the email data of this study, this type of request strategy is realized by the verb "rica etmek" which can be translated as "to request, to ask". The sentences were structured with present continuous tense marker and first person singular (rica ediyorum). The email (example 15) can be seen below for explicit performative.

Example 15

(for explicit performative)

(Female student 19)

Hocam merhaba

programımı bugün onaylamanız için gönderdim fakat 4 çakışmam var. Sizden şimdilik kabul etmenizi ve bana bu çakışmalardan kurtulmak için add dropa kadar süre vermenizi rica edeceğim. Umarım yardımcı olabilirsiniz.

Şimdiden teşekkür eder iyi günler dilerim.

Saygılarımla,

A – S

Hi (my dear) instructor

I sent you my course list for approval but I have four conflicts. I will ask you to approve it for the time being and give me some time till add-drop period to get rid of these conflicts. I hope you can help me.

I thank you in advance and wish you a nice day.

Best regards

FN - LN

Lastly, it can be said that hedged performative is not used by students at all. Hedged performative is a modified version of the verb which carries the illocutionary intent. In other words, it is usually a modified version of explicit performative verb. Blum-Kulka et al. (1989, p. 279) give the examples below for hedged performative which is modified by modal verbs:

I must/ have to ask you to clean the kitchen right now.

I'd like to/wanted to ask you to present your paper a week earlier.

This finding of the current study is in line with a previous study conducted by Marti (2000; 2006) in which she states that even though Turkish language makes it

possible to form hedged performative, no example of this strategy occurred in her study as well.

Another way to look at the request strategies is to collapse them into three broader strategies. Request strategies can be classified into three main strategies as 1) Direct strategies which include mood derivable, explicit performative, hedged performative, locution derivable, and want statement 2) Conventionally indirect strategies which consist of suggestory formulas and preparatory and 3) Non-conventionally indirect strategies in which strong hint and mild hint take place. The table (6) below provides us the frequency and percentages of three main strategies of the emails students wrote to their advisor.

Table 6. Frequency of Request Strategies in the Emails

Row Labels	Frequency of Request Strategies
Direct strategies	30% (65)
Conventionally indirect strategies	55% (119)
Non-conventionally indirect strategies	15% (33)
Grand Total	100% (217)

When the chi-square test is applied in order to evaluate how significant the difference is on the use of students' request strategies, the chi-square analysis confirm that there is a statistically significant difference on the use of request strategies ($X^2 = 52,240$, $df = 2$, $p = 0.000$, $p < 0.01$). Accordingly and as can be seen from Table 6, students mostly make use of conventionally indirect strategies (55%). While direct strategies are employed in the second place with a rate of 30%, non-conventionally indirect strategies are utilized only by 15%. These direct and non-

conventionally indirect strategies are employed significantly less than the conventionally indirect strategies.

To sum up, when writing requestive emails to their academic advisor, students employ mostly preparatory strategy, locution derivable or suggestory formulas but they never employ hedged performative to form a request despite that it is possible to form it in the Turkish language. This summary suggests that when writing requests to their academic advisor, students significantly resort to the indirect strategies (55% - 119 out of 217) which are preparatory and suggestory formulas.

The findings of the current study regarding the use of request strategies contradict with Ölmezer-Öztürk's study (2017). Ölmezer-Öztürk's study (2017) explores the degree of directness and amount of lexical/phrasal internal and external modifications in requestive emails written by three groups: 20 Turkish EFL learners, 10 native Turkish speakers and 10 native English speakers. Participants are asked to write an email to a friend and a professor. She compares Turkish EFL learners to native English speakers with a focus on native Turkish speakers. However, currently in order to make a reasonable comparison to the present study which investigates Turkish requestive emails written by native Turkish speakers, only the data of Turkish native speakers' group in Ölmezer-Öztürk's study (2017) will be taken for comparison. In her study, when looked closely, it can be seen that Turkish native speaker group make use of direct strategies (61.9%) more when asked to write an email to a friend or a professor. Surprisingly, this percentage increases when the addressee of the emails are examined separately as friends and professor. It can be seen that 79% of the requests are formed with direct strategies when addressed to a professor. Under normal circumstances, writing a professor an email to ask for a detailed question related to the topic he taught would be considered to be in the high

imposition category due to asymmetrical power relationship between student and professor. The high directness level of the emails can be explained by the assumption that students may not want to bother teachers taking too much of their time. Another reason can be that they are specifically asked to write emails on the given situation similar to the DCT format. Therefore, their emails may not be reflecting the characteristics of the ones that they would write under natural circumstances when making a request.

Marti (2006) in her study focused on the realization and politeness perception of request made by Turkish monolingual and Turkish- German bilingual returnees. She administered a DCT which includes 10 situations in order to elicit requests. She also made use of a politeness rating questionnaire in order to investigate the relationship between indirectness and politeness. Her DCT results revealed that Turkish native speakers seem to use more direct request strategies than Turkish-German bilingual returnees in forming requests which contradicts with the findings of the current study. However, when 10 situations in her DCT are explored, only two situations are found to be similar to the setting in the current study. Hence, when these two (out of 10) situations that have similar addresser and addressee as this study, namely a request from student to teacher (Situation 3 and 9 in Marti, 2006) where a student asks teacher for an extension to hand in a project later (Situation 3) and a student the teacher to lend a book (Situation 9), it is clearly seen that conventionally indirect request strategies are by far the most preferred ones respectively with 67% and 95%, with a mean directness level of 6.56 and 6.85 (1 = most direct, 9 = least direct). The outcome of this current study, namely the finding that students prefer to use indirect strategies, in particular conventionally indirect

ones, more when they request something from a professor is in line with those in Marti (2000, 2006).

The findings of the current study are also in line with Kanik's study (2010), in which he compares Turkish native speakers and learners of Turkish regarding their formation of requests. He focuses on interlanguage pragmatics of Turkish and examines request speech act, downgrader and supportive moves. He applies a DCT to 33 learners of Turkish and 45 Turkish native speakers. Even though his study focuses on Turkish learners and all different situations in DCT, for the current study only native Turkish speakers' data only on the last situation in DCT is taken for comparison for this study because of the similarity of the setting which is that participants as a college student are asked to write a professor an email to request an extension of a deadline for a project. His results suggest that Turkish native speakers mostly make use of preparatory strategy (61%) and then secondly direct strategies (30%) as in parallel to the findings of the present study.

To sum up, it can be said that the findings of the current study regarding the choice of request strategies in their emails addressed to academic advisor, to a figure in a higher authority show parallelism mostly with the results of previous studies when similar settings (student -teacher) are investigated.

4.2.2 Degree of directness

In this section, the degree of directness employed in the requests is discussed. Before discussing how direct the requests are formulated, the directness should be defined. According to Blum-Kulka et al. (1989), directness is defined as "the degree to which the speaker's illocutionary intent is apparent from the locution" by Blum-Kulka et al. (1989: 278). As seen in sections 4.2 and 2.4 the nine request strategies can be placed

on a continuum of directness. Regarding the request strategies, students mostly prefer conventionally indirect strategies by resorting to preparatory or suggestory formula in more than half of the e-requests (at the rate of 55%). This implies that students do not resort to direct strategies as much as possible. The reason can be that their emails are addressed to academic advisor who can be perceived as a figure of higher authority. Hence, realizing requests with direct strategies such as the use of imperatives would usually sound inappropriate even though mitigating devices such as use of “please” would have been employed to soften the request. On the other hand, interestingly, students do not want to seem to fully acknowledge authority either since non-conventionally indirect strategies such as strong hint are not frequently used (Brown and Levinson, 1987). In other words, it may be interpreted as they acknowledge that it is their right and obligation to request for such issues. As implied by Trosborg (1995:277) non-conventionally indirect strategies are to be employed more in situations where the action of the request was felt to be special and had a high degree of imposition. In the case of this study, even though the emails contain personal requests, their content, rather than being special, are similar to each other, which may have driven the students to employ more direct strategies than the non-conventionally indirect ones. Another reason can be due to the intrinsic nature of the non-conventionally indirect strategies, which is to say they are open to ambiguity and therefore, they may not be able to give the intended meaning as clear as possible, or even be or can be perceived sarcastic (see Brown and Levinson, 1987 for further discussion). Moreover, the use of non-conventionally indirect strategies require more intellectual work on hearer’s part, so that they can be taken as less polite than the conventionally indirect strategies (Blum-Kulka 1987, 2005; Chejnova, 2014; Weizman, 1993). That rationale explains the significantly less use of non-

conventionally indirect strategies. Thus, what is left to the students is the conventionally indirect strategies which seem the most suitable strategies to be employed if they want to be perceived polite and clear when writing requests to their advisors or professors.

All in all, the degree of directness employed in the emails can be said to be quite indirect in regards to request strategy chosen. Therefore, the e-requests can be perceived to be closer to the indirectness end on the continuum.

4.3 Request perspectives

In this section of the results, request perspectives employed in the emails will be analyzed. The frequency tables with raw numbers and percentages will be provided for request perspectives. Example requestive emails will be provided and discussed. This part of the results section tries to answer the following research question:

2. What request perspectives are employed in the emails written by students addressed to academic advisor?

After examining request strategies, another important point is to investigate whom the request is oriented to. As stated before in the section 2.4.1, since the hearer's face is threatened in the requests, "any avoidance in naming the addressee as the principal performer of the act serves to soften the impact of the imposition" (Blum—Kulka and Olshtain, 1984). Therefore, the examination of the request perspective in the request head acts can be justified by the fact that the choice of request perspective is significant regarding the mitigating of the request.

All request perspectives formed in the requests are available in the table 7.

Table 7. Frequency of Request Perspectives in the Emails

Row Labels	Frequency of request perspectives
Speaker oriented - I	53% (116)
Hearer oriented - you	26% (57)
Impersonal- it would be	19% (41)
Speaker & Hearer oriented - we	1% (3)
Grand Total	100 % (217)

In order to evaluate how significant the difference is between the uses of request perspectives, a chi-square test is applied. The results of chi-square analysis show that there is a statistically significant difference on the uses of request perspectives ($X^2 = 52,240$, $df = 2$, $p = 0.000$, $p < 0.01$). As can be observed from Table 7, requests with speaker oriented (I) perspective is significantly more favored. The other perspectives are employed significantly less than the speaker oriented (I) perspective.

More specifically, more than half of the requests (53% or 116 out of 217) are formed with a speaker oriented (I) perspective. In the data of this study, the requests with this perspective are mostly in the interrogative form and declarative form (positive sentence). One reason why speaker oriented perspective is employed at the highest rate is that it puts the focus on the students and the students seem ready to take action for the request. Example 16 is an email with a speaker-oriented perspective using a question. In this email (example 16), the student summarizes the situation, explains his effort to solve the conflicts and shapes his request with a focus on himself, implying that he is ready to do what is necessary. In the email (example

17) below, the student explains briefly her situation, and then shapes her request with speaker-oriented perspective in declarative form. By doing so, she indicates that she tried everything to solve a problem and this is the last solution according to her, which highlights again the focus on the student.

Example 16

(For interrogative form)

(Male student 1)

merhaba hocam;

ben bu dönem fled XXX dersini tekrar etmek zorundayım, fakat sistemden bana gelen section hem fled XXX ile hem de tk XXX ile çakışıyor, diğer uyan 2 section hocalarına consent attım fakat kabul edilmedi, bu durumda ne yapmam lazım?

A – S

Hi (my dear) instructor,

I have to repeat fled XXX this semester but the section assigned by the system conflicts with both fled XXX and tk XXX. I have sent consent request to the instructors of the other 2 sections which fit in my schedule but it has not been accepted. What should I do in this situation?

FN – LN

Example 17

(For declarative form)

(Female student 41)

Merhaba hocam,

Sizin de bildiğiniz üzere bu dönemki kota probleminde otürü zorunlu derslerim olan FLEDXXX ve EDXXX derslerine kayıt olamadım. Programımı bu şekilde onaya göndermeyi denedim, fakat uyarı alıyorum. 13 kredide kaldım. Staj günlerine ders almamamız söylendi, bu yüzden ekstra ders de alamıyorum. Sizden ricam, programımı bu şekilde kabul etmeniz. İyi çalışmalar dilerim, şimdiden teşekkürler.

A – S

(My dear) instructor,

As you know, due to the quota problems in this semester, I could not register in FLEDXXX and EDXXX which are my compulsory courses. I tried to send my program for approval as it is but I get warning messages (because) I have only 13 credits. We were said not to take any courses in the internship days, that's why I cannot take any extra course either. My request from you is that you accept my program as it is. I wish you a nice working day, thanks in advance.

FN – LN

It should be noted that some examples are difficult to categorize. A case in point is example 17. Even though the request perspective in the example 17 ('My request from you is that you accept my program as it is') is not as clear as the request perspective in example 16 ('what should I do...'), it has been considered as an instance of speaker-oriented perspective. Note that, example 17 starts with speaker-oriented 'My request from you is' and continues with a hearer-oriented phrase 'that you accept my program...' The rationale behind it is that this utterance emphasizes the desire of the speaker by putting the focus on the speaker rather than the hearer, that is instead of structuring the utterance like "Can you accept my course list as it is?", the student prefers to formulate the request with a focus on herself by using Turkish first person possessive marker (-(I)m; ricaM).

Second most chosen request perspective is hearer-oriented (you) perspective. A quarter (26%) of the requests are structured with this perspective. This perspective is directed to the hearer who is expected to realize the request. Requests with this perspective mostly are in the interrogative form (question sentences). A small amount of the requests with this perspective are realized in imperative form, especially, if the requests are structured with mood derivable strategy. The example

emails (example 18 and 19) of the hearer- oriented perspective request are given below. In the email (example 18), the student formulates her request with hearer-oriented perspective in interrogative form. By doing so, she directs the focus on the academic advisor. In other words, it is now up to the academic advisor what to do. In the other email (example 19), the student summarizes her reasons for the request and formulates the request utterance in imperative form with hearer-oriented perspective. By doing so, she puts pressure on the academic advisor and unlike the interrogative form, the imperative form does not give any optionality to the academic advisor. In a way, she doubles the force of the request by employing both a hearer-oriented perspective and that perspective in imperative form.

Example 18

(For interrogative form)

(Female student 46)

Hocam merhaba,

Programımda hss dersim 2 tane bölüm dersimle çakışıyor ama yine de onaylar mısınız? Hss dersim kitle dersi olduğundan sorun olacağını düşünmedim ama sorayım dedim.

Hi (dear) instructor,

In my course schedule, the HSS course conflicts with two departmental courses but can you still approve it? Since the HSS lecture is a mass course, I didn't think it would be a problem but I wanted to ask you anyway.

Example 19

(For imperative form)

(Female student 18)

İyi akşamlar,

FLED XXX ve XXX'yı yaz okuluna kalıp almak gibi bir şansım yok mu?

Bildiğim kadarıyla seneye olan derslerin ön koşulu değiller. İspanyolca ve Portekizce'ye devam etmeyi çok istiyorum, kurları bitirmek için okulumu bir sene uzatacağım. Consent alana kadar çok uğraştım lütfen programımı kabul edin.

A – S

Have a good evening,

Do I have a chance to take FLED XXX and XXX in the summer school? As far as I know, they are not prerequisites for any of the courses in the next year. I want very much to continue taking Spanish and Portuguese, I will delay my graduation so that I can finish all the courses. I tried a lot to receive consent, please accept my course list.

FN – LN

Impersonal perspective is used in 19% of the request heads. This perspective does not put any imposition to the hearer or the speaker. It is mostly structured as questions (in interrogative form) in the data set of this study. Passivization is used as one of the linguistic realizations. Apart from interrogatives, declaratives are used to structure this perspective. In declaratives, the construction of “... yardımcı olacak” which can be translated as “It would be helpful ...” are quite common. To illustrate the typical requests with this perspective, email messages (examples 20 and 21) are presented. In the email (example 20), the student prefers to formulate his request in impersonal perspective realized with passivization. By doing so, he saves his own face. In other words, the employment of impersonal perspective in passive form enables the student to avoid his mistake without putting the focus on neither himself nor the academic advisor.

Example 20

(For passivization)

(Male student 38)

Merhaba, ben programı approval a yollamayı birkaç dakikayla kaçırdım consent beklerken. Acaba bu durumda ne yapılabilir? Add-dropta mı düzelir?

Hi, I missed sending the course list for approval by a few minutes while waiting for consent. I wonder what could be done in this situation. Will it be fixed during add and drop period?

Example 9

(For the structure of "... yardımcı olacak")

(Female student 44)

Hocam merhaba,

Kayıt döneminde alamadığım edXXX dersini ekledim. Sistemde bazı derslerde çakışma görünüyor onları ben hallettim. Onaylarsanız çok yardımcı olacak.

Teşekkürler,

A – S

Hi (my dear) instructor,

I added edXXX course which I could not take during (course) registration period.

On the system, there appears conflicts in some of the courses but I (have already) figured it out. It would be very helpful if you approve (my course list).

Thanks

FN – LN

In the email (example 9), the student shapes her request with impersonal perspective by the realization of the structure of "It would be helpful..." She explains her conflicting courses and claims that she solved the problem (of conflicts). The choice of impersonal perspective, thus, enables the student to direct the focus to action rather than the student and the academic advisor.

Lastly, Speaker and Hearer oriented perspective (we) is used only in the three out of 217 requests. When the instances (example emails 22, 23 and 24) are closely investigated, it can be seen that even though students use “we”, they do not mean to include hearer to realize the request. In other words, it is not an example of “inclusive we”. Rather, students want to sound more polite and instead of “I” they chose to use “we” without any intention to the hearer. Another explanation for the use of “we” can be that the emails (examples 22 and 23) can be written as response emails to a mass email sent by the academic advisor about some courses (EDXXX and FLEDXXX respectively). Therefore, since it is a mass email written to more than one student, in the response, students may feel the urge to write not only for themselves but in the name of the whole group to whom the email was sent. Actually, when the email (example 23) is investigated thoroughly, it can be seen that all the sentences are structured with a reference to the “we” as a group of speakers - not any line with the hearer. Consequently, there is no genuine speaker and hearer oriented perspective in the data set of this study. Even though this perspective, grammatically speaking, surfaces as a “we” form, it is clear that the utterances do not direct any imposition to the hearer. The use of “we” here can be an example of taking up the role of a spokesperson for a group of people.

Example 21

(Male student 1)

merhaba

belirtmiş olduğunuz ED XXX. XX gözüküyor. Ne yapmamız gerekiyor.

Saygılarımla...

Hi,

The course you mentioned, EDXXX.XX, does not appear (in the system). What should we do?

Best regards

Example 22

(Female student 46)

hocam fled XXX bizim dönem dersimiz olmadığı için bırakmamızı istiyorsunuz ama ed XXX de bizim zorunlu dersimiz ve alamıyoruz. bu konuyla ilgili bir şey yapılamaz mı. geçen dönem ed dersinde sınıfta 100 kişiydik. yine olabilir bence. bu kadar insan mağdur kaldık sonuçta erasmusa gidecek olan var kredi tamamlaması gereken var. bu konuyla ilgili bişey yapamaz mıyız?

(My dear) instructor, you want us to drop the fledXXX since we are supposed to take it this semester but EDXXX is also our compulsory course and we cannot take it. Can something be done about this issue? Last semester, we were 100 people in the classroom in ED course. I think it can be done again. A lot of people are suffering from this. Some of us will go to Erasmus, some of us has credits to complete. Cannot we do anything about this issue?

Example 23

(Male student 38)

Merhaba,

Bu dönemki programımı hazırlarken geçen dönemlerde kaldığım bazı dersleri yeni isimleriyle tekrar aldığımda ""repeat with"" seçeneğini işaretlememiş olduğumu fark ettim. İşaretlenmeyen bu dersleri sonradan ""repeat with"" olarak okutabiliyor muyuz? Şimdiden teşekkürler.

İyi günler

Hi,

While I was preparing my course list for this semester, I realized that when I added some courses which I had failed in the last semesters with their new codes, I did not mark the “repeat with” option. Can we later get these unmarked courses counted as “repeat with” courses? Thank you in advance.

Have a good day.

To summarize, students mostly prefer to shape their requests with a speaker-oriented perspective. This may indicate that they want to put the focus on themselves rather than directing any imposition to the hearer – in this case to their academic advisor. Following speaker orientated perspective, hearer-oriented perspective, which directly puts imposition to the hearer- advisor, is the second popular choice of the students (26%). Actually such a result was not expected when the student-advisor power relationship is considered because this perspective seems to be more imposing and sounds less polite than impersonal perspective which is used only at 19%. Therefore, it was expected that impersonal perspective which, unlike hearer-oriented perspective, puts the focus neither on the speaker nor the hearer, would be the second most utilized strategy following the speaker oriented perspective because it can be considered less imposing thus more polite than hearer-oriented perspective. Lastly, the least used strategy is speaker and hearer oriented perspective which is realized only on the surface level without really meaning to put any imposition on the supervisor.

There are a number of studies examining request perspectives (such as Al-Marani, 2018; Biesenbach-Lucas, 2007; Economidou-Kogetsidis, 2013; Marti, 2000). However, the settings in most of these studies are not related with the scope of this study except one study, Biesenbach-Lucas' study (2007). In her study, she investigates e-politeness of the emails written by native and non-native speakers sent to faculty. She compares the request strategies and perspectives, by native and non-native speakers of English in American university.

The pattern of the current study regarding request perspectives is found to be similar to native English speakers in Biesenbach-Lucas' (2007) study. In Biesenbach-Lucas' study, native speakers employ speaker oriented perspective in

their requests at the rate of 47.6%. Following it, hearer oriented perspective is used by more than in a quarter of the requests (29.3%). Impersonal perspective is employed in the third place, showing parallelism with the current study even though it is employed at a rate slightly higher than 19%. Speaker and hearer oriented perspective is used at the rate of 3.96% which is the least employed perspective in both studies. As a conclusion, regarding request perspectives, the findings of the current study are in the line with the findings about the native speaker group in Biesenbach-Lucas' study (2007).

When the request perspective is investigated in regard to directness, it is observed that mostly speaker-oriented and hearer oriented strategies are employed rather than impersonal perspective. The reason behind the choice of speaker oriented perspective can be explained by the fact that students' desire to be perceived as ready to take action for the realization of the request, diverting the focus from the academic advisor to themselves. The rationale behind the preference of hearer-oriented perspective could be that the hearer, in this case academic advisor, is supposed to do an action and the very best way to implicate this action is to formulate the request with a hearer oriented perspective. Therefore, the request would sound direct, clear and polite (Brown and Levinson, 1987). The underuse of impersonal perspective could be attributable to the fact that it does not point a direction. Hence students might have felt the use of impersonal perspective may be less effective for the potential outcome of the request since it does not show any direction for the realization of the request.

Overall, in this section it is examined how the e-requests written by students addressed to academic advisor are realized in terms of request strategies and perspectives. The findings present that students mostly opt for conventionally

indirect strategies, especially preparatory strategy when realizing a request utterance. Even when they use the most direct strategy which is to say mood derivable, they try to soften the utterance by adding/employing “please” in their requests. Speaker oriented perspective is employed when forming e-request to academic advisor.

4.4. Politeness strategies

In this section, the politeness strategies employed in the emails are investigated.

Example emails are provided and discussed in detail. The following research question is attempted to be answered in this part of the results section:

3. What politeness strategies are employed in the emails written by students addressed to academic advisor?

This section is structured in terms of politeness strategies suggested by Brown and Levinson (1987). Each strategy is described and whenever possible exemplified with the emails in the data.

4.4.1 On-record

As stated in literature review (section 2.3.2), bald-on record is the first strategy in Brown and Levinson’s strategies. It is achieved by doing the act directly and baldly (Brown and Levinson, 1987, p. 69). Direct imperatives are the characteristic examples for this category. The use of imperatives are found in the emails. However, when the emails are closely investigated, it can be seen that the use of imperatives are usually beneficial to the speaker, not to hearer. In other words, students make use

of imperatives for their own needs and desires. Maximum efficiency is important for the students usually to solve their problems.

In the email messages (examples 24 and 12) below, students employ this strategy by structuring the requests in imperative form. In both of the utterances, the orientation is towards to speakers' face. In other words, the academic advisor's face is threatened. With the use of softening words such as "lütfen (please)" and "henüz (for now)", the threat to academic advisor's face is mitigated.

Example 24

(Male student 10)

Sayın XXX,

2. yılımdayım ve FledXXX aldım. Çünkü 3. yılın spring döneminde erasmusla yurtdışına gideceğim. Üstten ders almazsam okulum uzayacak ve çok zor durumda kalacağım. Ders programıma uyan tek ders de FledXXX.

Danışmanım da sizsiniz. Programımı onayınıza gönderdim. Lütfen yardımcı olun. İlgi ve duyarlılığınız için şimdiden teşekkür ederim.

Saygılar

A – S

Dear XXX,

I am in the second year and I have taken FledXXX because I will go abroad with Erasmus in the spring semester of the 3rd year. If I don't take some courses from the next semesters in advance, my graduation will be delayed and I will be stuck in a very difficult situation. And the only course that is suitable with my schedule is FledXXX.

And you are my advisor. I have sent my course list for your approval. Please help me. Thank you in advance for your interest and sensitivity.

Best regards

FN – LN

Example 12

(Female student 24)

Hocam bir sıkıntı oldu approval send i cancelladım. Programı henüz onaylamayın lütfen.

Saygılarımla

(Dear) instructor, there happened a problem and I cancelled the “approval send”.

Please do not approve my course list yet.

Best regards

4.4.2 Positive politeness

Positive politeness is the second strategy that Brown and Levinson (1987) suggest either to avoid or minimize face threat. It is oriented to the hearer’s positive face, in other words, the focus is on the hearer’s needs and desires and that these are desirable and approved. (Brown and Levinson, 1987). It emphasizes solidarity. It is used to decrease the social distance between speaker and hearer. For the current study, due to the institutional or formal setting positive politeness strategy is not expected to be used widely in the emails. In other words, students are thought not to employ this strategy heavily due to the social hierarchy between an academic and a student. However, in a four year time period, they may start using this strategy.

As reviewed in section 2.3.2, Brown and Levinson (1987) describe 15 strategies gathered under three mechanisms that are at hand to realize positive politeness in communication (see table 1 in literature review). When the emails are examined, it is seen that some strategies (listed below) are not employed at all in the emails.

Strategy 1: Notice, attend to H (his interests, wants, needs, goods),

Strategy 2: Exaggerate (interest, approval, sympathy with H)

Strategy 3: Intensify interest to H (making a good story)

Strategy 5: Seek agreement (safe topics-repetition)

Strategy 8: Joke

Strategy 12: Include both S and H in the activity

Strategy 14: Assume or assert reciprocity

Strategy 15: Give gifts to H (good, sympathy, understanding, cooperation)

The realizations and employed strategies (strategy 4, 6, 7, 9, 10, 11 and 13) for the mechanisms are described and exemplified with the email data in the following parts.

Strategy 4: Use in group identity markers

This strategy is realized with the use of jargon, code switching, and substandard language in the emails

The use of jargon or slang is one way to realize the use of in-group identity markers. Even though this strategy is not employed widely, it is possible to find some instances in the emails. The email message (example 25) below may be thought to contain an example for use of jargon (Kredisize dönüştürmek “making it non-credit”). Taking a course as credit or non-credit is a feature of this particular English medium university context where students choose their own courses and prepare their own course list for each semester. Taking this email as an example,

strategy comes from the motivations that i) it is a group identity jargon unique to this particular English medium university's academic environment, ii) the similar usage exemplified in another previous study. In her thesis, Zibande (2005, p.38) gives the example sentence of "Finaller yaklaşıyor (The finals are approaching.)" for the use of this strategy.

Example 25

(Female student 12)

İyi günler, programımda çakışmalar var, PA dersini henüz kredisize dönüştüremedim. Bugün Artvin'den otobüsle yola çıkıyorum ve 24 saat sürecek. Yani yolda düzeltme imkanım yok. Ben programımı size göndersem, şimdilik onaylarsanız, add-dropta düzeltirim. Şimdiden teşekkür ederim.

Have a good day, I have some conflicts in my schedule, I have not been able to convert the PA course into non-credit yet. Today I will depart from Artvin by bus and it will take 24 hours. I mean, I will not have the chance to change it on the way. What if I send you my course list and you approve it for now? I will correct it during add-drop period. Thank you in advance

Although this example of 'Kredisize dönüştürmek- 'converting it to non-credit' is given as an example for in-group identity markers by using jargon or slang, it involves also a very common positive politeness strategy, namely 'give and ask for reasons'. The student not being able to convert a course to non-credit among other explanations might act as a reason why the advisor should accept the program of the student as it is. Another positive politeness strategy is 'offering or promising'. The students offers and promises to change the program at the add-drop period. It should be noted that the emails send by students usually comprise several strategies. Since it might be confusing or difficult to explain or show all the strategies in one example

most strategies are dealt with and explained basically one-by-one. For instance, the above strategies will be exemplified and analyzed with example 29 and 14 towards the end of this section (section 4.4.2).

In the email message (example 12) below, use of in-group language or dialect is realized with code switching. The student starts the sentence in Turkish and switches to English in order to redress the FTA by showing the same group membership.

Example 12

(Female student 24)

Hocam bir sıkıntı oldu approval send i cancelladım. Programı henüz onaylamayın lütfen.

Saygılarımla

(Dear) instructor, there happened a problem and I cancelled the “approval send”.
Please do not approve my course list yet.

Best regards

This email 12 exemplifies Brown and Levinson’s (1987) realizations of positive politeness strategy using code-switching, diglossia or use of V/T forms to decrease social distance, and to imply the belonging into the same group. Therefore, the switch from Turkish to English is unique to the atmosphere of an English medium university. In other words, it may be used to emphasize being in the same group by the students. However, it is important to note that students might also find it easy and convenient to use the commonly used English terminology in the English medium environment instead of searching for the less used Turkish equivalents.

Another way to use in-group identity markers is the use of substandard language. In the emails this realization is not common, actually it is encountered only in one particular email. In this particular email (example 26), the use of “Falan”(or something) and “olmuyo mu” (won’t do it) can be taken as the examples of substandard language which is used to decrease the formality and thus decrease the distance between the student and the academic advisor.

Example 26

(Female student 42)

Hocam bes dersten fazlasi beni cidden cok zorluyor dilekce falan yazsam olmuyo mu

(My) instructor, (taking) more than five courses is difficult for me for real. A petition or something won’t do it (?)

Strategy 6: Avoid disagreement

This strategy is achieved by token agreement and use of hedges in the emails. In the email messages, one way to realize this strategy is with token agreement in which “the desire to agree or appear to agree with H leads also to mechanisms for pretending to agree, instances of ‘token’ agreement” (Brown and Levinson, p.113). To illustrate this realization, the email message (example 10) below is provided. As stated before, in this strategy the speaker pretends to agree with the hearer by expressing his own opinion or request and insisting on his request. Exactly, in this email message, the student implies that she acknowledges the academic advisor’s

situation for the course by stating that “yoğunluğun farkındayım sizi çok iyi anlıyorum (I am aware how congested it will be, I understand you very well)”. This situation can be accepted as an instance of “agreement”, however, by adding the word “but”, she insists on her request which shows that the previous agreement is not a real agreement but a token agreement. Even though token agreement is a strategy for positive politeness, it can be accepted as an instance of negative politeness strategy because the speaker continues to impose on the hearer, academic advisor. Indeed, Brown and Levinson (1987) state that it is possible to encounter more than one politeness strategy in a single utterance. In this case, when the sentence is taken as a whole, it is possible to encounter negative and positive politeness strategies together.

Example 10

(Female student 41)

İyi akşamlar hocam,

Önceki mailinizde FledXXX dersini bırakmamızı istemiştiniz,ben de söylediğiniz gibi yaptım ancak bu dersi alamazsam okulum uzayacak çünkü Erasmus'a gideceğim.Lütfen ricamı kırmayın,yoğunluğun farkındayım sizi çok iyi anlıyorum ama kabul ederseniz beni çok mutlu edersiniz. Az önce consent mesajımda da durumumu anlattım zaten,onayınızı bekliyorum.Şimdiden teşekkür ederim.

Good evening (dear) instructor,

In your previous email, you asked me to drop the course FLEDXXXX and I did as you asked me to do but if I cannot take this course, my graduation will be delayed because I will go to Erasmus. Please do not turn down my request. I am aware how congested it will be, I understand you very well but you will make me so happy if you accept (my course list). I have also explained the situation in my consent message just a little while ago. I am waiting for your approval. Thank you in advance.

Use of hedging is another way of avoiding disagreement. Hedging is used to make the opinions of the speaker vague when realizing an FTA. The use of “biraz (a bit)” and “sanırsam (I guess)” in the email (example 27) below can be accepted as a hedging device to soften the opinion.

Example 27

(Female student 47)

Hocam merhaba biraz gec geldim sanırsam bulamadım sizi.

Yarin ofiste olacak misiniz?

Sevgiler,

A

(My) instructor, hi. I suppose I came a little bit late.

Will you be in your office tomorrow?

Warm regards,

FN

Strategy 7: Presupposing/raising/assertting common ground

This strategy is not one of the most occurring strategies, however, in some of the emails, the use of “bildiğiniz üzere (as you know)” is found and could be regarded as an instance of presupposing common ground. In the email (example 17) below, the student starts her email message with the employment of this strategy (Sizin de bildiğiniz üzere...). By doing so, she claims common ground with academic advisor, minimizes the FTA and tries to maintain the faces.

Example 17

(Female student 41)

Merhaba hocam,

Sizin de bildiğiniz üzere bu dönemki kota probleminden ötürü zorunlu derslerim olan FLEDXXX ve EDXXX derslerine kayıt olamadım. Programımı bu şekilde

onaya göndermeyi denedim, fakat uyarı alıyorum. 13 kredide kaldım. Staj günlerine ders almamız söylendi, bu yüzden ekstra ders de alamıyorum. Sizden ricam, programımı bu şekilde kabul etmeniz. İyi çalışmalar dilerim, şimdiden teşekkürler.

A – S

Hi (my) instructor,

As you know, due to quota restriction problem in this semester I could not register in FLEDXXX and EDXXX which are my compulsory courses. I tried to send my course list as it is but I get error message. I have only 13 credits. We were said not to put take any courses in our internship days and that's why I cannot take any extra course. My request from you is that you approve my schedule as it is. Have a nice working day, thank you in advance.

FN – LN

Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants

This strategy is found only in a few emails. Below an example email message can be seen. Here, the student negotiates with the academic advisor. She acknowledges academic advisor's desire about the "dropping a particular course", and request for something to be done to solve the problem.

Example 22

(Female student 46)

hocam fled XXX bizim dönem dersimiz olmadığı için bırakmamızı istiyorsunuz ama ed XXX de bizim zorunlu dersimiz ve alamıyoruz. bu konuyla ilgili bir şey yapılamaz mı geçen dönem ed dersinde sınıfta 100 kişiydik. yine olabilir bence. bu kadar insan mağdur kaldık sonuçta erasmusa gidecek olan var kredi tamamlaması gereken var. bu konuyla ilgili bişey yapamaz mıyız?

(Dear) instructor, you want us to drop the fledXXX since we are supposed to take it this semester but EDXXX is also our compulsory course and we cannot take it.

Can something be done about this issue? Last semester, we were 100 people in the classroom in ED course. I think it can be done again. A lot of people are suffering from this. Some of us will go to Erasmus, some of us has credits to complete.

Cannot we do anything about this issue?

Strategy 10: Offer, promise

Students show cooperation by employing offering and promising (see also example 24). In the emails, this strategy is not employed at a great rate. Offer and promise are employed “in order to redress the potential threat of some FTAs, S may choose to stress his cooperation with H in another way” (Brown and Levinson, 1987, p. 125). In this particular email, the female student tries to cooperate with the academic advisor. The academic advisor probably would not approve the course list unless the student adds that particular course which she has to take that semester. The student offers to take the mentioned courses in the summer school instead of the current semester. She requests the approval of the course list implicitly. By doing this offer, she tries to satisfy the academic advisor’s positive face while simultaneously minimizing the face threat and saving her own (negative) face.

Example 14

(Female student 28)

Hocam merhaba programıma uyan tek section 4. Sürekli reddediliyorum. Ben de yaz okulunda almaya karar verdim.

Hi (dear) instructor, it is only section 4 that fits in my course schedule. (But) I keep getting rejected. That’s why I decided to take it in the summer school.

Strategy 11: Be optimistic strategy

In the current study, the use of “umarım” which can be translated as “I hope...” can be an example for this strategy. In the email (example 28) below, the student explains the problematic area, the conflicts of the courses, utters the request by putting “umarım” in the beginning of the request head act in order to show that she is optimistic that academic advisor will be cooperative and sympathetic about this request.

Example 28

(Female student 13)

Hocam geçen hafta size mail atmıştım. Htr dersimin sectionını değiştirdim. Programımda FLED XXX ile çakışma görünüyor fakat FLED XXX dersinin diğer sectionına gireceğim. XX diğer sectiona girebileceğimi söyledi yani o konuda bir sıkıntım olmayacak. Umarım programımı onaylarsınız.

A – S

(My dear) instructor I sent you an email last week. I changed the section of Htr course. In my course list, there seems a conflict with FLED XXX but I will participate in the other section of FLED XXX course. XX told me that I could attend the other section, therefore I will not have any problem regarding this issue. I hope you will approve my course list.

Strategy 13: Giving reasons

Lastly, it is possible to find ‘giving reasons’ commonly in the emails, which is to show that speaker and hearer are the cooperators. By giving reasons, a speaker explains “why he wants what he wants” (Brown and Levinson, 1987, p.128) and hopes or assumes that the hearer will understand the appropriateness of the act. In the email message (example 29) below, the realization of this strategy can be seen clearly. The student explains her conflicting courses. For a FLED course, she takes

permission from the course instructor (Dr.XXXX FledXXX icin cakismalarin sorun olmadigini belirtmisti - Dr.XXXX had stated that conflicts would not pose any problem for FledXXX.). For another conflicting course (EdXXX), she says that it is impossible to find a non-conflicting section for that particular course (EdXXX ise zaten bildiginiz gibi cakismasiz bir sectioni yok - As you know well, EdXXX has no non-conflicting section). Here, she even employs the strategy of presuppose common ground (bildiginiz gibi- as you know) in order to strengthen her explanation. After the explanations of conflicting courses, she requests for the approval of the course list. Since she gives reasons for the requests, she hopes that academic advisor will understand her situation. By doing so, she saves her own face and gives options to the hearer in the case of rejecting the request.

Example 29

(Female student 34)

Merhaba hocam. Dr.XXXX FledXXX icin cakismalarin sorun olmadigini belirtmisti. Bu yuzden dersi ekledim. EdXXX ise zaten bildiginiz gibi cakismasiz bir sectioni yok tum fled ayni durumda neredeyse. Onaylarsaniz donem icinde bu sekilde halledebilecegimi dusunuyorum. Cok tesekkurler.

A – S

Hi (my dear) instructor. Dr.XXXX had stated that conflicts would not pose any problem for FledXXX. Therefore, I added the course. As you know well, EdXXX has no non-conflicting section, nearly all fled (students) are in the same situation. If you approve (my course list), I think that I can handle it during the semester in this way. Many thanks.

FN – LN

To summarize, students generally choose the strategies which are used to claim common ground and convey that speaker and hearer are cooperators. These

strategies are often employed in order to persuade the academic advisor for the request by students sometimes saving their own face and sometimes saving academic advisor's positive face or both at the same time. By doing so, they try to maintain a face balance by resorting to various strategies.

4.4.3 Negative politeness

Negative politeness is generally directed to satisfy hearer's negative face (Brown and Levinson, 1987). It emphasizes formality and distance between speaker and hearer.

In other words, it is used when showing respect. For the current study, due to the nature of relation between students and the academic advisor, negative politeness strategies are expected to be employed at a great number when doing an FTA, specifically requesting. By employing negative politeness, students save their academic advisor's negative face which is the basic claim to personal preserves or privacy.

Except for the last three strategies (which are below), all other strategies are employed at a great extent.

Strategy 8: State the FTA as a general rule

Strategy 9: Nominalize

Strategy 10: Go on record as incurring a debt, or as not indebting H

Strategy 1: Be conventionally indirect

In the email data, conventionally indirect strategies are the most preferred strategies.

Students tend to employ this strategy when shaping their request in order to save their own face and soften the threat to the hearer's face.

Below an example email message 1 can be seen. This email is taken from preparatory strategy in section 4.2.1. In this email, the student first gives descriptions and reasons for the request by saying “fakat size danışma ihtiyacı duyuyorum - I feel the need to take your advice”. Then, she utters the request in a conventionally indirect way. By employing indirectness, she saves to a great extent her own face, she explains her desires, and simultaneously she gives options to the hearer, her academic advisor, to reject the request (by stating a conditional “Yarın için müsaitseniz” - If you are available tomorrow). Thanks to these options, advisor’s face is saved even in the case of rejection of the request.

Example 1

(Female student 44)

Hocam merhaba,

Ders programımda bazı çakışmalar vardı. Add drop dönemine kadar halletmem şartıyla programımı onaylamıştınız. Programda bazı değişiklikler oldu ve çoğu çakışmamı hallettim fakat size danışma ihtiyacı duyuyorum. Yarın için müsaitseniz 15 dakika ofisinize gelebilir miyim?

Teşekkürler,

A – S

Hi (my dear) instructor,

I had some conflicts in my course schedule. You approved it with the condition that I would take care of the problem till the add and drop period. There were made some changes on my course list and I solved most of the conflicts but I feel the need to take your advice. If you are available tomorrow, may I visit your office for 15 minutes?

Thanks,

FN - LN

Strategy 2: Question, hedge

As stated in the literature review (section 2.3.2), Brown and Levinson (1987) suggest four groups of hedges: Hedges on illocutionary force, Hedges addressed to Grice's Maxims, Hedges addressed to politeness strategies and prosodic and kinesic hedges.

In the emails, first two types of hedges are found. Hedges addressed to politeness strategies such as "to be honest, I hate to have to say this..." are not found in the emails. Due to the written nature of emails, prosodic and kinesic hedges are not encountered either. Hedges on illocutionary force and addressed to Grice's Maxims are found in the emails. Below, the example emails are presented in order to show the use of hedges.

In this email 30, the word "acaba" which can be translated as "I wonder" is employed in the request head act. It can be accepted as an example of hedges on illocutionary force. The student makes use of this hedge in order to mitigate the request. Moreover, in this email, the use of "bildiğim kadarıyla" which can be translated as "as far as I know" can be an example for hedges addressed to Grice's Maxims. It is used to hedge the maxim of quality by not taking the full responsibility for the truth of the explanation.

Example 30

(Male student 37)

Merhaba,

Hocam ben size birkaç gün önce mail atmıştım, e-dilekçe vermem gerektiği söylendiği için sistemden e-dilekçe verdiğimi ve sizin de bildiğim kadarıyla onaylamanızın gerektiğini anlatan. Sistemde waiting olarak görünüyor şu anda dilekçem. Siz onaylamadınız diye mi yoksa sizden sonraki aşamada olduğu için mi waiting statüsünde görünüyor bilemiyorum. Acaba onayladıysanız bana söyleyebilir misiniz?

İyi günler.

Hi,

(My dear) instructor, a few days ago I sent you an email explaining that since I was told that I needed to file an e-petition, I submitted an e-petition through the system and you, as far as I know, need to approve it. My e-petition seems to be waiting in the system. I do not know it does seem in the waiting status whether because you have not approved it or it is (still) on next phase after yours. I wonder if you could inform me in case you have approved it?
(Have) a good day.

In the following example 31, the student tries to utter her want to take the course in the summer school. Before uttering the request, she gives her rationale behind her decision. Even when explaining her decision, she uses hedging and says “düşündüğümden” which can be translated as “since I thought so” and links her rationale to the request. While linking, she employs hedging because she wants to mitigate the imposition and save her own face. This can be accepted as another example for hedges addressed to Grice’s maxims.

Example 31

(Female student 27)

Hocam,Dil dersi de aldığımdan ve bu dönem alacağım derslerin de yoğun olacağını düşündüğümden CET XXX dersini yazın almak istiyorum. Bu nedenle ders programıma eklemedim.

(My dear) instructor, since I have taken a language course and think that the courses which I will take this semester will be hard, I want to take the CET XXX course in the summer term. That is why I did not add it in my course list.

Strategy 3: Be pessimistic

As stated before in the section 2.3.2 in literature review, there are three realizations for being pessimistic (Brown and Levinson, 1987): i) The use of negative (with a tag), ii) The use of subjunctive and iii) The use of remote- possibility markers. When email messages are examined, the employment of this strategy can be seen. The realization of the strategy is usually made with the use of negatives. Additionally, the use of “belki (perhaps)” as a pessimistic hedge is encountered in the emails. Email examples are provided below (example 32 and 33) for the realizations of the strategy.

In the example email (example 32) below, the student makes use of negative form of the verb in her question (edemez-could not accept). After giving reasons about the course she requests to add, the student makes her request in a negated verb. By doing so, she emphasizes her pessimism about request.

Example 32

(Female student 44)

Hocam lütfen reddetmeyin gerçekten mecburum bu derse. lütfen kabul edin. Irregular olduğum için sürekli mağdur oluyorum. Sistemin sorunları yüzünden biz ders alamıyoruz. Lütfen küçük bir ihtimal de olsa beni derse kabul edemez misiniz?

Saygılar,

A-S

(My dear) instructor please do not reject (my consent request) I really have to take this course. Please accept (my consent request). As I am an irregular student, I suffer all the time. Because of the problems in the system, we can not take courses. Please even if it is a small possibility, could you not accept me to the course?

Best regards,

FN – LN

In this email (example 33) below, the use of “belki (perhaps)” implies the realization of being pessimistic strategy. The student makes her rationale for the request by describing her situation almost from the beginning of the email message. Before uttering her request, she employs be pessimistic strategy and be doubtful about the request. So that, she employs “belki” in the sentence and hopes so little for the consent approval of the course.

Example 33

(Female student 19)

Hocam Merhabalar,

Öncelikle sizi bu saatte ve birkaç gündür farklı saatlerde rahatsız ettiğim için özür dilerim. Fakat fledXXX dersini bu dönem almak benim için gerçekten çok önemli. (...) 1. sectiona kıyasla oldukça az kişi olduğunu da düşünerek belki bu konuda küçük bir imtiyazda bulunabileceğinizi umut ettim ve son bir kez şansımı denemek istedim. Umarım beni dersinize kabul etmek istersiniz. :(Şimdiden teşekkür ediyorum (en azından mailimi okuduğunuz için) ve iyi akşamlar diliyorum.

Hi (my dear) instructor,

First of all, I apologize disturbing you at this hour and for the last a few days at different hours. But it is very important for me to take the fledXXX course in this semester. (...) Considering that there fairly few students (in the section 2) compared to the section 1, I hoped that maybe you could grant me a tiny privilege in this issue and wanted to try my chance for one last time. I hope you would like to accept me to your class. :(Thank you in advance (for reading my email at least) and wish you good evenings.

Strategy 4: Minimize the imposition, Rx

When the emails are investigated for this strategy, it is found out that not many emails make use of this strategy. The email message is provided to exemplify the realization of this strategy.

The use of “küçük bir imtiyaz (a tiny privilege)” in the email (example 33) above is used to minimize the imposition of the request which is to approve the consent request for that particular course. The student tries to show the imposition smaller than the original.

Strategy 5: Give deference

When emails were examined closely, no instances of showing deference in which the speaker humbles himself were encountered. In most cases, the realization in which speaker raises the hearer by satisfying his positive face is employed. Usually this is realized by the employment of addressee and referent honorifics. For addressee honorific, students make use of deference by employing the word “hocam” which can be translated as “my instructor” as an addressee honorific in order to show deference (Doğançay-Aktuna and Kamışlı, 2001 p.90). In almost every email, “hocam” is employed at the beginning of an email as an addressing term. Another realization of deference is using referent honorifics. For this type of honorific, the use of V form in the Turkish language is employed so as to show respect to the academic advisor. Turkish language has distinct T and V form for second person singular (sen-T and siz-V). In other words, the pronoun for second person plural can be used for second person singular in order to sound polite and deferent as stated by Zeyrek (2001) “Mutual siz ‘you-PLU’ appears in situations where the speakers are socially distant and mutual sen ‘you-SING’ appears where the speaker and the addressee are on an equal footing or when they want to establish solidarity” (p. 60). Hence, since Turkish language marks the person in verbs and is an agglutinative language, verbs have different person marker for V form (for example beni mutlu edersin vs beni mutlu edersiniz. – You (T) would make me happy vs You (V) would make me happy). In almost all the emails, the V form is employed in the utterances

which marks deference (Brown and Gilman 1960, Brown and Levinson 1987).

Below, example of emails are provided to illustrate the employment of honorifics. In the first email (example 34), “hocam” is used in beginning of an email as addressing term.

Example 34

(Female student 20)

Hocam merhaba, esc XXX derslerim conflictte sadece. Kitle dersi ve yoklama sorun degil. O saatlerde bolum derslerime girecegim
A-S

Hi (my dear) instructor, only the hours of escXXX course have conflict. It is a mass course and attedance is not a problem. In those hours, I will participate in the departmental courses.

FN – LN

In the example email message (example 30) below, the cases of V form is bald. As seen in the email message, the male student employs V form in the verb-person markers, pronouns and clause markers.

Example 30

(Male student 37)

Merhaba,

Hocam ben size birkaç gün önce mail atmıştım, e-dilekçe vermem gerektiği söylendiği için sistemden e-dilekçe verdiğimi ve sizin de bildiğim kadarıyla onaylamanızın gerektiğini anlatan. Sistemde waiting olarak görünüyor şu anda dilekçem. Siz onaylamadınız diye mi yoksa sizden sonraki aşamada olduğu için mi waiting statüsünde görünüyor bilemiyorum. Acaba onayladıysanız bana söyleyebilir misiniz?

İyi günler.

Hi,

(My dear) instructor, a few days ago I sent you an email explaining that since I was told that I needed to file an e-petition, I submitted an e-petition through the system and you, as far as I know, need to approve it. My e-petition seems to be waiting in the system. I do not know whether it does seem in the waiting status because you have not approved it or it is (still) on next phase after yours. I wonder if you could inform me in case you have approved it? (Have) a good day.

Another realization to show deference can be exemplified by the formulaic use of “Saygılarımla (best regards)” at the end of the emails. While there are a variety of choices to end an email message, the choice of “saygılarımla” may give deference when compared to a more informal use of “Sevgiler(le) (yours affectionately)” or more neutralizing phrase of “İyi akşamlar/İyi günler (Have a nice evening/ have a nice day)”. The phrase “Saygılarımla” is employed in most of the emails.

Strategy 6: Apologize

When the emails were examined closely, it can be seen that not many email messages employ apology strategy. This strategy is realized by asking for forgiveness (see also example 33). In the email (example 35) below, apology does not take place in the request head act, but in the very beginning of the email message body. It acts as a softening device to the request which come after the apology.

Example 35

(Male student 6)

Hocam iyi akşamlar bu saatte rahatsız ettiğim için özür dilerim.

Alttan alacağım dersin bir dersi devam etmek istediğim dilin 2 section'u ile de
çakışıyor. Buna rağmen alsam çok sıkıntı çıkarır mı?

(Have a) good evening (my dear) instructor I apologize for bothering you at this
hour.

One hour of the course that I failed and retake now conflicts with both sections of
the language course which I want to study further. Will it cause much of a problem
if I take the course despite this (conflict)?

Strategy 7: Impersonalize S and H

When the emails were closely examined, there were not many instances for the
realizations of impersonalization of speaker and hearer. The use of impersonal verbs
and passive voices are utilized in line with this purpose. Below emails (example 36
and 37) are provided for these two realizations. In the email (example 36) below, one
of the impersonal verbs is used (görünmek- it seems) in the interrogative form. The
student employs this realization so as to show that the agent is someone else than the
student herself or academic advisor.

Example 36

(Female student 24)

Hocam merhaba,

Benim sorunum çözülebilecek gibi görünüyor mu? XXXX hocayla konuşucam
demiştiniz, en kötü ben add-drop döneminde de konuşmayı deneyeceğim.

Bugün programımı onaya yollamam gerekiyor mu kesin?

Teşekkürler,

A

Hi (my dear) instructor,

Does it seem like that my problem will be solved? You said you would talk to instructor XXX, but as a last resort, I will try to talk to him/her during the add-drop period as well. Do I absolutely have to send my course list for approval today?

FN

In this example email (example 37) below, passive voice is favored. By structuring the sentence in passive voice, the student projects the problem belonging to someone else rather than herself. Impersonalization of speaker has been achieved with this passive structure.

Example 37

(Female student 47)

Merhaba hocam,

Staj hocam X Hoca ve bu yuzden fled XXX.X section'da olmam gerekiyor. Nasil olduysa kota yok gorunuyor ve ekleyemiyorum. Yanlislikla baska biri eklemis olabilir. Nasil cozulebilir?

Tesekkurler,

A

Hi (my dear) instructor,

My internship advisor is Instructor X and therefore I need to be in fled XXX.X section. Somehow the quota seems to be full and I cannot add (it). Someone else might have added (it). How can it be solved?

Thanks

FN

To summarize, students mostly employ negative politeness strategies in their requestive emails. They mostly make use of conventionally indirect strategies. They

frequently show deference employing honorifics, and often they start their email messages by apologizing for the inconvenient timing. Moreover, they try to soften their requests by minimizing the imposition or using hedges of negative politeness. Briefly, they make use of various negative politeness strategies in order to maintain the face balance in their email messages.

4.4.4 Off-record

Off-record is assumed to be the one of the most polite strategies. When emails are examined regarding off-record strategies, it is found out that not many emails employ this politeness strategy. Only the first strategy “give hints” is employed. This strategy is achieved “if a speaker says something that is not explicitly relevant, he invites H to search for an interpretation of the possible relevance” (Brown and Levinson, 1987, p.213). In the email (example 38) below, the student states that she is waiting for the add-drop period. By uttering this sentence, she makes a request and hopes that academic advisor will accept her current course list which does not have that particular course. Waiting for add-drop period is not directly relevant to ask for an approval of a course list. Therefore, this usage can be an example of giving hints, because the student hopes that the academic advisor will interpret this sentence for the approval of the course list.

Example 38

(Female student 24)

Hocam merhaba htrXXX uyan sectionlar dolu ve add/drop döneminde asistanlar kabul ediyor çoğunlukla istenen section 1. O yüzden add drop dönemini bekliyorum.

Teşekkürler

Hi (my dear) instructor, the sections of HTRXXX courses which are suitable for me are full, and the assistants generally accept the requested section during add-drop period. Therefore, I am waiting for add-drop period.

Thanks.

To summarize, it can be said that students do not tend to employ off-record strategies so much in their requestive emails addressed to their academic advisor. When they do, they realize it only with giving hints strategy.

Overall, it can be said that students mostly employ negative politeness strategies in their emails. However, at the same time it is possible to find instances of positive politeness, on-record and off-record strategies. Therefore, it can be stated that students try to employ various types of strategies in order to save their own faces, minimize the threat to the academic advisor's face or soften the utterances.

When similar studies regarding politeness strategies are investigated, similar choices are found. In the study of Chejnova (2014), Czech students make use a wide variety of negative and positive politeness strategies when softening their request addressed to faculty. Her study investigates 260 email messages addressed to faculty with a focus on politeness strategy in the requests. The analysis of the study showed that students employ positive politeness strategies more than expected. This is especially interesting when it is thought that negative politeness strategies, by their nature, are expected to be employed widely in such an academic setting. The study states that the difference may come from the socialization of different generations (under socialist regime vs. democracy as well as age and gender). Another study is conducted by Doğançay-Aktuna and Kamışlı (2001). They focused on the Turkish

politeness strategies employed in correction and disagreement situations in classroom (professor-student) and workplace (boss-assistant) environments in given DCTs. Their study revealed that irrespective of status (higher-to-lower or lower-to-higher), Turks preferred middle ground strategies (positive and negative politeness) with the exception of bald-on record politeness employed by professors to the students in the classroom corrections. The exception was explained by the pedagogical fact that it is expected that professors provide immediate feedback to the students. In other words, since professors are expected to provide immediate feedback due to pedagogical needs, the use of bald-on record strategies is not considered unnatural. Moreover, students and bosses tend to employ negative politeness strategies when addressing respectively their professor and assistants whereas the preference is not found in the case of professors and assistants. The finding regarding the students and professor is confirmed by the current study in which students tend to employ negative politeness strategies more often than the positive politeness strategies in their requestive emails.

CHAPTER 5

CONCLUSION

5.1 Introduction

This chapter gives a brief summary of the major findings first, followed by the limitations of this study. Lastly, implications for further research are presented.

5.2 Summary of findings

This study attempts to investigate the request strategies, request perspectives and politeness strategies employed in requestive emails written to the academic advisor by Turkish students. There were 217 requests in 200 emails in total. Frequencies and percentages were calculated for the employment of request strategies and perspectives. For statistical analysis, chi-square test was applied so as to see if there is a statistically significant difference between the use of request strategies and perspectives in the emails. Politeness strategies used in the students' emails were described and discussed in detail.

First of all, the findings suggest that students make use of indirect strategies at a statistically significant level when writing requestive emails to their academic advisor. Specifically, they resort to preparatory and suggestory formulas. While the most employed direct strategy is locution derivable, the most employed non-conventionally indirect strategy is strong hint.

Secondly, it can be stated that students heavily employ speaker-oriented perspective. While hearer-oriented and impersonal perspectives are also preferred to

some extent, there is no remarkable realization of speaker and hearer oriented perspective in the requests in the emails.

Lastly, students employ various politeness strategies. For negative politeness, being conventionally indirect, giving deference, and hedging are preferred in most of the email messages. Regarding positive politeness, strategies such as offering, seeking agreement, giving reasons are employed to decrease the social distance between themselves and the academic advisor. Some strategies of on and off record politeness are employed to some extent. The variation of the strategies indicate that students shape their requests and email messages in a most efficient way in order to save their own face as well as the academic advisor's face.

5.3 The limitations of the study

The current study has certain limitations. The main limitation is about the data elicitation method, namely emails. Even though emails provide authentic examples of the use of the language, similar to DCT, they provide only written data. Therefore, studies with oral data collection methods are necessary to exemplify authentic use of the requestive speech act. Even though this study used both quantitative and qualitative analysis, qualitative data collection methods such as interviews with students could also have been used which would be helpful and informative about the choice of some strategies over others.

Limited numbers of emails is another drawback of this study. Even though the corpora includes 200 emails, it may be insufficient to represent all the underlying categories in requestive emails. Hence, a study with more emails could have made it possible to demonstrate strategies with more instances.

In addition, this study investigates one specific addresser-addressee setting, namely addresser being the students and addressee being their academic advisor. Emails addressed to colleagues, friends or several instructors or even a male instructor could have yielded different data and different results. Besides, even though they may show inherently dissimilar features from initial emails, response emails are not differentiated in the present study. Another limitation is that this study, among many other speech acts categories, focuses only on request speech acts.

Even though emails of the same group of students throughout eight semesters were collected, the data show an uneven distribution among the semesters; moreover, the contribution of some students to the data has an unbalanced characteristic, concentrating in some semesters more than others. Given these limitations, the data set is unsuitable for drawing a comparison between terms in order to analyze the existence of a developmental progress over the semesters.

Lastly, emails are collected from only one department, Foreign Language Education Department. As a result, it is difficult to generalize the findings of this study to other Turkish students at other departments and universities.

In spite of these limitations, this study sheds light on the nature of requestive emails written by students to an academic advisor. The employment of the request strategies, perspectives, and politeness strategies in Turkish emails may give an understanding of how students shape their request practices through their perception of the relationship between them and their advisor.

5.4 Implications for further research

More inclusive findings can be attained about requestive emails if several points are taken into consideration in future studies. For example, I suggest researchers to make

use of oral data elicitation methods alongside emails. Alternatively, the email data can be supported with interviews. Interviews with the writers of the emails would be helpful to understand the choice of some strategies over others. Interviews with faculty members could attribute another dimension to the study by how they perceive and evaluate the requestive emails with various request strategies, perspectives, politeness strategies. Moreover, this study focuses on only the emails written to one specific instructor. For the future studies, emails written to different instructors in terms of gender, age and teaching experience can be examined to see if they create any variation in the results.

Another dimension can be added by examining external and internal modifications of the emails. The studies differentiating the initial emails and response emails would be helpful to present the inherent characteristics of such emails.

In addition, in order to approach from a different perspective to the practices analyzed in this study in which emails written to a higher status person are investigated while emails between individuals of equal status (e.g. friends to friends, colleagues to colleagues), or emails from higher status to lower status (e.g. from teacher to student, from rector to instructors) are not taken into consideration due to time and source limitation, different addresser-addressee settings can be examined as well.

5.5 Implications for language teaching

This study gives an understanding on the request strategies, request perspectives and politeness strategies employed in the requestive emails written in Turkish. There are many studies investigating the interlanguage pragmatics of Turkish learners of

English and the findings of this study provide a base data that can be utilized not only in comparing native Turkish speakers with native English speakers but also in explaining the certain practices Turkish native speakers employ in their email writing. Moreover, the data examined in this study highlight several politeness and request strategies, which can be taken as reference in material development for learners of Turkish as a second language.



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