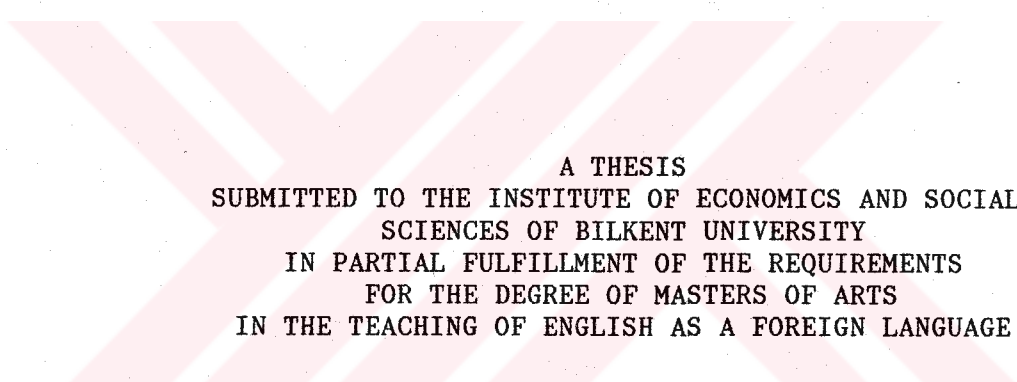


A SOCIOCULTURAL INVESTIGATION OF SPEECH ACTS  
(REQUESTS AND APOLOGIES) IN TURKISH AND ENGLISH



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SUBMITTED TO THE INSTITUTE OF ECONOMICS AND SOCIAL  
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BY

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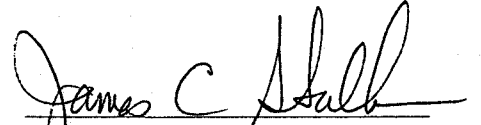
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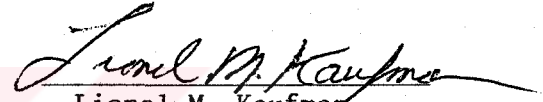
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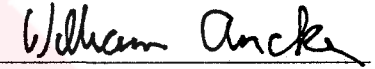
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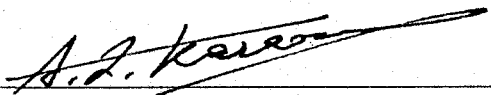
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## ABSTRACT

This study investigates a number of differences between Turkish and English in the area of speech acts of requests and apologies and links them with different cultural norms and cultural assumptions. By comparing these two speech acts in two languages, the goal was to find out whether native knowledge and use of these speech act patterns influence Turkish students' performance in English. The theoretical and methodological framework for this investigation has been developed based on a number of studies conducted in the same area in languages other than Turkish and English. Two sets of questionnaires (Turkish and English) consisting of sixteen situations, eight eliciting requests and eight eliciting apologies were used as the instruments for this study. The data collection method is based on a set of questionnaires, and data analysis is based on a set of coding schemes for the responses elicited from the questionnaires. The data analysis procedure is illustrated by giving examples from the data.

The data consist of three sets; (1) Turkish Baseline, (2) English Baseline and (3) L2 Experimental Data. The coding schemes consists of two main categories for requests; (1) units of analysis and (2) directness in requests; and of two categories for apologies; (1) semantic formulas and (2) acknowledgement of responsibility strategies. This kind of contrastive analysis provided accountable results for cross-cultural variability in the realization patterns of the same speech acts. The speech act patterns were also described both from social superiors' and inferiors' point of view. Results showed that a number of differences occur between Turkish and English speech act patterns. Different patterns and usages led

to students' negative transfer while similarities led to positive transfer. It was also found that because of the lack of proficiency in English, students sometimes avoid using the patterns and sometimes use them in linguistically incorrect forms in the target language. This result suggests that in EFL situations, the goals of syllabus design should be based on theoretical descriptions and research evidence. It might also be suggested that differences between learners' native culture and target language cultures should be emphasized in foreign language teaching.



## CHAPTER I

### INTRODUCTION

#### 1.1 Background and Goals of the Study

##### 1.1.1 Background

In second language learning cross linguistic differences in norms of speech acts may affect comprehension and performance causing problems in communication. When learners violate the norms of conversation in the target language, the violations are potentially much more serious than syntactic or pronunciation errors since such violations can affect what is often termed "the presentation of self" (Richards 1980). Research on the cross-cultural investigation of speech acts has shown that interference and transfer can occur especially when the cultural gap is considerably wide between the cultures of the native and target language communities. Wierzbicka (1985) points out that "different cultures find expressions in different systems of speech acts, and that different speech acts become entrenched, and, to some extent, codified in different languages" (p. 146).

Because English and Turkish are languages from two different families and because the cultures reflect two very different histories with some, but relatively little, contact, it was assumed that the opportunity for communicative difficulty would be particularly likely. Universal speech acts would be coded differently, could

reflect a different frequency of occurrence, and could appear in different contexts. In short, the pragmatic distribution would be such that communication would fail. Being aware of the problem, or at least the potential problem, suggests that research needs to be conducted to determine where Turkish and English differ to such an extent that communication can fail. In fact, it is the responsibility of the EFL teacher to know as much as possible about the pragmatics of language as about the syntax and phonology in order to help EFL students "present" themselves accurately and well. In order to explore this area, this study focuses on how Turkish learners' native knowledge and use of the speech act rules, in particular of requests and apologies, influence their comprehension and use of the English patterns for those speech acts.

#### 1.1.2 Goals of the Study

The goals of this study are

(1) To establish Turkish and English patterns of the speech acts of request and apology as they pertain to different social constraints.

(2) To establish the similarities and differences between Turkish and English speech act patterns of request and apology as they pertain to the same social constraints.

(3) To ascertain whether Turkish EFL learners transfer their L1 rules of speech act patterns to their

L2.

Specifically, the goal is to find out whether the request and apology patterns of Turkish and English are coded differently and occur differently thereby interfering with the production of these speech act patterns by Turkish EFL learners. Based on the data described in this study, the potential for communication failure for these speech acts in a cross-cultural setting will be assessed.

#### 1.1.3 Statement of Expectations

There has been no investigation comparing Turkish and English speech act patterns in this aspect of cross-cultural differences so far. Most of the research carried out so far on speech act patterns indicate that the speakers of different languages prefer different levels of directness. For example, in a detailed empirical study of requests, as Kasper showed that native speaker norms for levels of directness differ in German and in English (ctd. in Odlin, 1989). German usage allows far more directness in requests than does British English usage. For example, German speakers show a strong preference for modal forms suggesting a sense of obligation, as in Du solltest das Fenster zumachen ("You should close the window"), whereas English speakers prefer modal forms with a weaker force, as in "Can you close the window?" Moreover, it appears that German speakers more often prefer declarative statements in

contrast to English speakers, who more often prefer interrogative statements to make requests.

The significance of a request varies as well. Coulmas analyzed Japanese apology norms, and concluded that:

In Japan the smallest favor makes the receiver a debtor. Social relations can be regarded, to a large extent, as forming a reticulum of mutual responsibilities and debts. Not every favor can be repaid, and if circumstances do not allow proper repayment, Japanese tend to apologize. They acknowledge the burden of the debt and their own internal discomfort about it. (Odlin, 1989, p. 54)

In English, requests are not always viewed as a favor, a debt requiring repayment. But in Turkish, they sometimes require repayment in certain cases.

Similarly, problems between Turkish and English speakers may arise from the differences in the frequency of use of apologetic formulas, English speakers tend to use apologetic formulas such as pardon me and excuse me when their speaking is interrupted, for example by a cough, while Turkish speakers less often tend to apologize in the same kinds of situations. An American speaker who is bilingual but unfamiliar with the differences in frequency of Turkish apologetic usage may perceive the Turkish speaker as rude. Also, apologies, in the context of hierarchic family relations, appear to be less frequent in Turkish than in English: elderly people in a family--parents, grandparents--are not usually expected to apologize to their children. Thus, a

Turkish learner may not apologize or expect to be apologized to in these kinds of situations.

One of my personal experiences led me to do this research. At Gazi University, upper intermediate students were asked to respond in a situation where they had missed an appointment with the teacher a second time, and they were to apologize to the teacher. Most of the students responded by putting the apologetic formula at the end of the sequence. The following are two of the responses received:

1. I had a headache and I couldn't come. I am very sorry.

2. I bumped my car into another and I had to wait for the police. I am sorry.

In both responses the sequence of events seems to be transferred directly from Turkish, and they are clearly relevant to the situation (being intended apologies), but from the point of view of the English speaker, they are considerably weakened by expressing the apology at the end (Cohen and Olshtain, 1986).

### 1.2 Statement of Research Question

In this study, productive performance in requests and apologies is measured in terms of cultural and structural appropriateness which is indicated by the order of events and choice of words. A particular structure in Turkish may be allowed and be appropriate in certain situations while it may not be allowed in the



same situations in English. Thus, the question to be answered through the analysis of the data in this study is how the differences between Turkish and English speech act patterns, in particular requests and apologies, influence Turkish students' performance in English for these speech act patterns.

### 1.3 Definitions

#### 1.3.1 Speech Acts

Speech acts are defined as linguistic acts involved in all communication (Searle, 1969). The production or issuance of a sentence token under certain conditions is a speech act, and speech acts are the basic or minimal units of linguistic communication. In uttering a sentence, making a statement, offer, promise, the inherent function of the speech act which might be established by simply looking at the act itself in relation to existing beliefs is involved in its illocutionary force. In other words, the illocutionary force of an utterance is somehow conventionally linked with explicit performatives and other illocutionary force-indicating devices (Hudson, 1980). (See Chapter II for a full definition)

#### 1.3.2 Requests

Requests are face-threatening acts (Brown and Levinson, ctd. in Blum-Kulka, 1982); by making a request, the speaker impinges on the hearer's claim to freedom of action and freedom from imposition.

### 1.3.3 Apologies

Apologies are generally post-event acts involving loss of face for the speaker and support for the hearer. By apologizing, speakers recognize the fact that a violation of a social norm has been committed and admit to the fact that they are at least partially involved in its cause.

Since there are such a large variety of requests and apologies, this study focuses on the requests and apologies addressed to social superiors and inferiors such as the requests from a student to a teacher and vice versa.

### 1.4 Statement of Methodological Procedure

In order to collect the data for English requests and apologies, a questionnaire was given to three native speakers of English and twenty-two native speakers of Turkish. The results yield a measure of apologies and requests for the particular situations used in the study to be used as a basis for assessing Turkish learners' patterns in English. In order to set up norms for acceptable Turkish apologies and requests, twenty-two Turkish students were given the same questionnaire in Turkish, including eight requests and eight apologies, parallel to the English ones. This procedure provides a measure of apologies and requests by Turkish students in their native language to determine whether influence from the patterns of their native language occur when

producing them in the target language.

### 1.5 Analytical Procedure

Assessment of the results is based on these three questions:

1. Do Turkish learners of English use syntactic features of requests and apologies inappropriately, that is in a way that native speakers of English would not?

2. Does their choice of structure make them sound too formal or informal, inappropriate to the situation, in expressing the apology and the request?

3. Do their native cultural norms interfere in choosing these inappropriate structures?

In order to analyze the data elicited from the groups studied, coding schemes for categorizing requests and apologies were developed based on Blum-Kulka's and Olshtain's (1984), and Cohen and Olshtain's (1986) model associated with these particular speech acts. Requests are examined under the titles of units of analysis and in terms of directness while apologies are presented in terms of a semantic formula proposed by Fraser (qtd. in Cohen and Olshtain, 1986) and strategy types in apologies.

### 1.6 Organization of Thesis

Chapter II presents the full definition of terms and the review of professional literature through the research on the socio-cultural aspect of speech acts.

Chapter III describes how the data was collected and what kind of instruments were used in the collection of the data.

Chapter IV presents the analysis of the Turkish baseline data. Chapter V involves the analysis of the English baseline data and the comparison of two kinds of results. Chapter VI presents the analysis of the experimental L2 data and the comparison of general conclusions and experimental data analysis results.

Finally, chapter VII presents a summary of the study, conclusions and implications.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Introduction

This review aims at formulating a general point of view about the effects of cross-cultural differences on learning speech acts, in particular requests and apologies. Because there are no studies of this kind, focused on Turkish, this chapter summarizes the studies on the languages other than Turkish and gives a general view about how and to what extent transfer seems to occur in learning speech act realizations in a second language.

#### 2.2 Definitions

##### 2.2.1 Definition of Speech Acts

The concept "speech act" was first introduced in modern language philosophy by Austin in his book *How to Do Things with Words* (1962). Austin proposed that some utterances, such as I order you, I christen you, or I now pronounce you man and wife are events in themselves. He also argued that the different functions of speech must be formulated in terms of a general theory of social activity.

The well-known philosopher Searle (1969), in his analysis of speech acts, argued that all linguistic communication involves linguistic acts. "The unit of linguistic communication is not as has generally been supposed, the symbol or word or sentence or even the

token of the symbol or word or sentence, but rather the production or issuance of the symbol or word or sentence in the performance of a speech act" (Giglioli, 1972, pp.136-137). Searle defines speech act as the production or issuance of a sentence token under certain conditions proposing it as the basic or minimal unit of linguistic communication. Some examples of speech acts are statements, questions, commands, promises, apologies and requests. In uttering a sentence in an appropriate context with certain intentions, a speaker performs one or more illocutionary acts. An illocutionary act involves an illocutionary force and a propositional content. For instance, the two utterances "you will leave the room" and "leave the room!" have the same propositional content, namely that you will leave the room; but characteristically the first of these has the illocutionary force of a prediction and the second has the illocutionary force of an order (Searle, 1969).

After Austin's and Searle's analysis, in 1979 Hancher defined *illocutionary acts* (speech acts) as acts performed in the uttering of a meaningful utterance; it is different both from the mere uttering (a locutionary act), and from the causing of any contingent consequence (a perlocutionary act).

Another definition of speech act by Hudson emphasizes its function in a social context suggesting it as "a bit of speech produced as part of a bit of

social interaction - as opposed to the linguist's and philosopher's decontextualised examples" (1980, p.110).

### 2.2.2 Requests

In the linguistic analysis of speech acts (Austin, 1962), requests are defined as directives which are the giving of a decision in favor of or against a certain course of action or advocacy of it. Specifically, having an effect on the hearer's claim to freedom of action and freedom from imposition, the speaker asks the hearer about his ability to do the act. In other words, if a speaker wants to get an addressee to do something and if s/he does not assume that s/he could force the addressee to do it s/he would normally use a request.

### 2.2.3 Apologies

An apology, in Searle's (1969) taxonomy, is defined as an expressive that expresses the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The act of apology is called for when there is some behavior that violates social norms. When an action or an utterance (or the lack of either) results in the fact that one or more persons perceive themselves as deserving an apology, the culpable person is expected to apologize.

A person who apologizes for doing A expresses regret at having done A. Thus, the apology act takes place only if the speaker believes that some act A has been performed prior to the time of speaking and that this act

A has resulted in an infraction which affected another person who is now deserving of an apology. Furthermore, the apologizer believes that he or she was at least partly responsible for the offence (Fraser, 1980).

#### 2.2.4 Universality of Speech Acts

On theoretical grounds speech acts have generally been considered as universal elements of any linguistic communication and classified in terms of the universal elements they involve. In one of the most prominent analysis of speech acts, Searle (1962) argued that speech acts are worth study in the philosophy of language as they are called language acts or linguistic acts being essential to any specimen of linguistic communication that involves a linguistic act. To perform an illocutionary act is to engage in a rule-governed form of behavior. This rule-governed form of behavior is what Searle implicitly refers to as the universality of speech acts. In order for an illocutionary act be performed, some necessary and sufficient conditions are required. Thus, proposing speech acts as universal linguistic acts to any language, Searle states certain rules (constitutive and regulative rules) that govern illocutionary acts in their performance. He considers rules like "one ought not to utter obscenities at formal gatherings," as not so crucial rules in explicating the semantics of a language adding that rules for illocutionary acts being performed are not like the rules



of etiquette.

While Searle analyzed speech act rules on a universal ground, Hudson (1980) concentrates on the social aspect of speech acts referring to the distinction between the illocutionary and perlocutionary forces of a speech act: the distinction between the inherent function (illocutionary force) and its effects (perlocutionary force) whether intended or actual seems to reflect a general tendency to categorize bits of social interaction in two different ways. "This parallel between the functional classification of speech and of other types of social behavior is exactly what we might expect, given the view that speech is just one kind of social behavior" (Hudson, 1980, pp. 110-111). Hudson also proposes the concept used in classifying speech acts as the typical cultural concepts, in being defined in terms of prototypes, e.g., in defining the conditions for something to count, say, as a promise. Then he concludes:

If speech act categories are cultural concepts, we might expect them to vary from one society to another. One of the standard examples of a type of speech act which has a distinctive illocutionary force is the baptizing of a person into the Christian faith. This particular illocutionary force is clearly restricted to societies in which baptism takes place, and there are many other similar examples of culture specific illocutionary force. (p. 111)

In the light of these two views, requests and apologies are considered to reflect culture specific

functions and universal elements, such as directness in requests (see Chapter IV for full explanation). Thus, they will be analyzed on the basis of the descriptions made on the universal theory of speech acts and in terms of their cultural functions.

### 2.3 Universality of Research in Pragmatics

One of the basic challenges for research in pragmatics is the issue of universality: to what extent is it possible to determine the degree to which the rules that govern the use of language in context vary from culture to culture and from language to language? Answers to this question have to be sought through cross-cultural research in pragmatics. For applied linguists, cross-cultural research in pragmatics is essential in coping with the applied aspect of this issue of universality: to what extent is it possible to specify the particular pragmatic rules of use for a given language, rules which second language learners will have to acquire in order to attain successful communication in the target language.

The issue of universality is especially relevant in the context of speech act studies. A number of studies have been conducted empirically (Cohen and Olshtain, 1981; Kasper, 1981; House, 1982; Blum-Kulka, 1982) and conclude that second language speakers might fail to communicate effectively, committing pragmatic failures, even when they have an excellent grammatical and lexical

command of the target language.

The methodological framework set up for the study of requests and apologies is based on the assumption that observed diversity in the realization of speech acts in context may stem from at least three different types of variability: (a) intra-cultural situational variability; (b) cross-cultural variability; (c) individual variability (Blum-Kulka and Olshtain, 1984). Thus, there might be systematic differences in the realization patterns of speech acts, depending on social constraints embedded in the situation. On another dimension, within the same set of social constraints, members of one culture might tend to express a request more or less directly than members of another culture. Finally, individuals within the same society might differ in their speech act realization patterns, depending on personal variables such as sex, age or level of education. Furthermore, in order to establish the ways in which second language speakers' use of patterns differ from those of native speakers, the question of how the different intra-cultural sources of variability account for actual use in the two languages, the learner's native and target languages, needs to be answered.

#### 2.4 Research on Speech Acts of Apologies and Requests

Research on the cross-cultural aspect of speech act patterns has mostly suggested three kinds of problems that would be found in the production of speech act patterns in a target language: (1) the native language interference; (2) the lack of proficiency in the target language and (3) the development of an interlanguage in the actual use of target language speech act patterns. The following section covers a brief discussion of each factor under these titles.

#### 2.4.1 Influence of Native Language Speech Act Structures on Second Language Acquisition

Several studies addressing speech acts and interference in second language learning have tended to examine the cross-cultural differences between two languages. Results mostly show that learners seem to transfer their native speech act patterns to target language patterns when they attempt to use these patterns of target language. Borkin and Reinhart (1978) studied how this transfer may inhibit the communication, for instance, between an American and a Japanese or a Thai speaker. In their study, they investigated the use of excuse me and I am sorry with Japanese and Thai ESL students using English. Their research basically refers to two basic definitions of Excuse me and I am sorry: (1) a definition of excuse me as a formula to remedy a past or immediately forthcoming breach of etiquette or other minor offense on the part of the speaker, and (2)

a definition of I am sorry as an expression of dismay or regret at an unpleasantness suffered by the speaker and/or the addressee.

In the light of these definitions, they examined reasons for the inappropriateness of some uses of excuse me and I am sorry on the part of non-native speakers of English, and they pointed out the importance of cultural knowledge for the accurate interpretation of generalizations about these formulas. On the basis of informal observations of intermediate and upper level students of English, at the English Language Institute of the University of Michigan, responding to role play situations, they concluded that the politeness formulae represent an area of English which non-native speakers have some difficulty in controlling. They cite as an example a Japanese student responding "I am sorry" to an American saying, "I have so much work to do!" Here the relation between apologies and expressions of gratitude seems to occasion particular difficulty. They concluded that differences in the relation between apologies and other speech acts can lead to inappropriate uses of apologetic formulas because of imperfect matches between these forms and analogous forms in the students' native language.

Cohen and Olshtain (1981), focusing on the speech act of apology again, investigated one aspect of socio-cultural competence; the ability to use the appropriate

socio-cultural rules of speaking, by reacting in a culturally acceptable way in context and by choosing stylistically appropriate forms for that context. The subjects were 32 native Hebrew speakers who served as informants in English L2, 12 who served as informants in Hebrew L1, and 12 Americans who served as informants in English L1. These subjects were asked to role-play in eight situations in which an apology was expected. Their findings showed that the non-native speakers of English, here Hebrew speakers, sometimes did not use all the expected semantic formulas because of the influence of native language patterns. They also found that it is possible to identify culturally and stylistically inappropriate L2 utterances in apology situations.

They suggest that studies in the classroom dealing with overt teaching of such speech act behavior should be encouraged. In other words, the question of how effectively learners can be taught such behaviors so that they can use them successfully in actual communication situations needs to be answered.

In a study on the differences between English and Polish in the area of the speech act of request and its transfer with different cultural norms and assumptions, Wierzbicka (1985) concluded that English cultural norms, as compared with Polish norms, favor "indirectness" in acts aiming at bringing about an action from the addressee, and suggested that cultural differences

cannot be completely eliminated, but they can be minimized by enlightened, well-planned multicultural education. She argued that it is important to link language specific norms of interaction with specific cultural values, such as the autonomy of the individual and the anti-dogmaticism of Anglo-Saxon culture or cordiality and warmth in Polish culture.

Apologies and requests have been researched in a similar study called the "Cross-Cultural Study of Speech Acts Realization Patterns" (CCSARP) by Blum-Kulka and Olshtain (1984). Data from both native and non-native speakers revealed that in requesting behavior it is possible to distinguish among central phenomena such as strategy types as different from internal and external modification; requesting behavior is inherently based on choices from a variety of options ranking from direct to indirect ones; and the scale of indirectness encompassed at least three main types of options (direct, conventionally indirect, and non-conventionally indirect).

Apologies by Danish learners of English in the second language as well as the native language were examined in an empirical study by Trosberg (1987). She concluded that pragmatic strategies are transferred from the native language to the second language noting a gradual increase in the use of certain grammatical markers drawn from the native language for politeness



relative to an increase in competence, similar to that noted in native language acquisition by children. She also observed a lack of utterances that minimize the offence, such as blaming someone else or responding with a rhetorical query. She suggests that the lack of these strategies, which cannot be traced to the native language, may be due to the high linguistic and cognitive demands they place on the learner.

It seems that research on the transfer of native speech act rules to second language patterns suggests an influence of L1 patterns in the production of these speech acts in the target language. As a result, speakers may transfer their perceptions about how to perform in a given situation from native language behavior to a second language situation.

#### 2.4.2 Lack of Proficiency in the Second Language

Other than interference, lack of perfect mastery of the target language and lack of proficiency in the target language may lead learners to produce speech act patterns in L2 both stylistically and culturally inappropriate. In the study by Cohen and Olshtain (1981) mentioned above, another finding considered as an important factor as cross-cultural interference is the seeming lack of proficiency in the target language that leads the learners to produce stylistically inappropriate utterances.



It often happens that nonnative speakers are aware of the sociolinguistic need to use the correct speech act patterns, yet because their linguistic competence is limited, they use erroneous language forms and produce speech acts that sound deviant or even create communication failure (Cohen and Olshtain, 1983). In a study in which cross-cultural differences in apology situations were investigated between Hebrew and English (Cohen and Olshtain, 1983), it was found that a considerable number of cases in which the nonnative performance deviated from the most acceptable native utterances were merely in linguistic form. For example, in a situation where the speaker bumps into a woman in the way and says "I'm very sorry but what I can do? It can't be stopped." Here the speaker meant to use the word "avoided," but did not know it and therefore chose "stopped," creating a deviant explanation.

#### 2.4.3 Development of an Interlanguage

Recent research on speech acts shows that learners may develop an interlanguage of speech act performance which can differ from both first and second language usage in linguistic form and/or procedure or strategy.

Koike (1989) studied the interlanguage of the speech act of request performance of adult U.S. native speakers of English who are beginning Spanish learners studying in their own country. A listening comprehension procedure to verify learners' perception

of L2 speech acts was used to elicit the data. The data suggest that native language pragmatic knowledge of politeness in speech acts is present in many learners' consciousness, since these rules are strongly ingrained in them from the age of two years. Yet, they may not always be manifested in either second language or native language production. In fact only approximately one-half of the respondents in the less complex situations of the two presented in the study transferred their politeness rules to their second language speech acts to produce polite structures somewhat comparable to native language patterns.

## 2.5 Conclusion

Research on speech act patterns in L2 is generally developed focusing on two components of speech acts: (1) universality of the rules that govern speech act production and (2) sociocultural aspect of speech acts. On the basis of these two issues, most research focused on the cross-cultural differences in the production of speech acts in L2 basing their theories on the universal descriptions and elements of speech acts proposed so far. Research on speech act realization shows that problems in second language performance may arise from a few reasons. The primary one is native language interference in second language, the second reason is the lack of mastery of the second language patterns or lack of proficiency in the second language, and the last

one can be cited as the development of an interlanguage in the actual use of second language speech act patterns. In the present study all of these factors will be taken into account in considering the results.



## CHAPTER III

### METHODOLOGY

#### 3.1 Introduction

As the review of recent research on sociocultural competence and performance has shown, developing pragmatic competence in a second language is not easy, but is crucial for second language learners. In order to help learners develop sociocultural competence, we need to know what it is they are developing, what the features of the systems are. Recognizing this need, Blum-Kulka and Olshtain (1984) proposed a contrastive speech act analysis to establish comparability at two levels: at the procedural level, that is contextual features of the situation; and at the level of linguistic realization, that is, the grammatical and lexical choices within conventionalized patterns.

In order to compare speech act behavior across languages, the description of systematic relationships that hold between pragmatic preconditions necessary for the performance of an act and its linguistic realization need to be described. The linguistic realization is subject to language specific constraints in grammatical and lexical usage, and appropriate conventions or formulaic patterns for use at different levels of formality. That is why an analysis of speech acts has to provide comparability at these two levels.

Hymes, (qtd. in Holmes, 1986) defined the fundamental problem facing linguists as "to discover and explicate the competence that enables members of a community to conduct and interpret speech. The primary concern now must be with descriptive analysis from a variety of communities" (p. 67). Therefore, Hymes set about providing a "heuristic scheme" whose value was immediately recognized and which became an indispensable framework for descriptive sociolinguistic work. Concepts such as "speech situation," "speech event," and "speech act," introduced in Hymes's earliest writings (1962, 1964) are now regarded as the basic tools of all sociolinguistic research (Holmes, 1986).

### 3.2 Subjects

The data were collected from twenty-two university students studying English as a foreign language at Gazi University in Ankara. Subjects were upper intermediate level students in their third year at the university. All the subjects were native speakers of Turkish. Since this study did not aim to analyze the data on the basis of demographic variations, the variables concerning this variation were not taken into consideration in the selection of subjects, although a study focusing on these variables could be instructive. The subjects included in this study were randomly selected university students aged between 19-24, both male and female.

### 3.3 Materials

In order to maximize the comparability of the Turkish L1 and English L1 baseline data and the L2 experimental data, a controlled elicitation procedure was used. The instrument used to elicit the data was a questionnaire presenting a set of situations that simulated natural contexts. The sixteen socially differentiated situations, eight to elicit requests, eight to elicit apologies, each included a short description of the situation, specifying the setting, the social distance between the interlocutors and their status relative to each other. The main concern of the study was to determine the patterns used when addressing superiors and inferiors. Four of the eight request situations defined requests from social superiors to inferiors while the other four defined requests from social inferiors to superiors. The same set of conditions was followed in the apology sequences. The first version of the questionnaire in English was prepared based on Blum-Kulka and Olshtain's (1984) Discourse Completion Test, and Cohen and Olshtain's (1986) Situational Apology Instrument. The following are examples of the questionnaire items. The first was constructed to elicit a request from a social inferior (student) to a superior (teacher) and the second to elicit an apology from a social superior (student) to an inferior (taxi driver):

(1) In a professor's office: You have a very short time to finish your seminar paper. You ask him/her to give an extension. What would you say to him/her?

(2) In a taxi: You take a taxi to Kizilay. You are in a hurry and you have completely forgotten to pay. The taxi driver runs after you and asks for the money politely. What would you say to him?

From the answers given to (1) we can learn the preferences speakers have for realizing a request for action between social superiors and inferiors. A cross linguistic comparison of the answers provided for the same item will tell us whether there are differences in the type of strategy chosen to realize the act under the same social situations between nonnative Turkish speakers of English and native speakers of English. From the answers to (2) we can tell whether Turkish speakers as learners of English consider it appropriate to apologize in the specific situation, and if they do, what strategies they use for realizing the act, as compared to native speakers of English.

### 3.4 Procedures

The data collection procedure included three stages: (1) pilot study (2) collection of Turkish and English baseline data and (3) L2 experimental data.

#### 3.4.1 Pilot study

The questionnaire was pilot-tested with a group of sixteen Turkish students at Bilkent University and four Turkish university teachers teaching English as a foreign language in Turkiye. The goal of the pilot test was to establish the contextual appropriateness of the items in eliciting the speech acts under study, i.e. to check whether the situations indeed elicited requests and apologies, and whether the situations were appropriate to the cultural expectations of the students. The results were checked and no change was made. As a result, the questionnaire was found reliable in eliciting the speech acts under study.

#### 3.4.2 Collection of Turkish and English Baseline Data

##### 3.4.2.1 Baseline Data

In this stage of the procedure, the same set of situations was translated into Turkish keeping the main features of the social contexts presented in the questionnaire. Since there are no comparative studies on Turkish and English nor any in Turkish which could provide the data to analyze Turkish request and apology patterns required in such a comparative study, the pilot tested questionnaire was given to twenty-two subjects who were selected for this study. The same group was used for baseline and experimental data. The goal was to elicit the Turkish usage of speech act patterns in the given situations. In a classroom setting, the students were



asked to complete the questionnaire in approximately an hour. The instructions were provided in the written form in the first part of the questionnaire, and they were read aloud by the instructor before the questionnaire was given. In the instructions the students were asked to respond to the situations, thereby providing the speech act aimed at in the given context.

Since the studies have been carried out on English speech act patterns have not been found appropriate for the comparative purpose of this study, the same questionnaire was given to three native English speakers to elicit the appropriate English speech act patterns in the given situations. The native speakers, two Americans and one British, are professors of English at Bilkent University.

#### 3.4.2.2 L2 Experimental Data

The L2 experimental data were collected from the subjects who were used in eliciting the Turkish baseline data. They were given the questionnaire in a class setting. The instructions in which they were asked to respond to the situations in English were provided in written form in the first part of the questionnaire. The instructor also read the instructions aloud before they started to answer. They were also asked to finish it in an hour. In this stage, the time given was not sufficient due to the length of the situations.

#### 3.5 Analytical Procedures

### 3.5.1 The Coding Scheme

The analysis of the data (to be given in detail in Chapter IV) yielded by the responses to the situations will be based on an independent evaluation of each response according to a number of dimensions. These dimensions will be given operational definitions, presented in the form of a coding scheme. The scheme comprises two main parts - one for requests and one for apologies - and each of these in turn is subdivided into relevant major categories for analysis. The coding scheme to be used in this analysis was adopted from Blum-Kulka and Olshtain's research on Cross-Cultural Speech Act Realization Patterns (CCSARP) in 1984.

### 3.5.2 Requests

#### 3.5.2.1 Units of Analysis

The utterance or sequence of utterances supplied by the subjects in responding to the situations were examined by dividing them into parts to decide whether all of their parts were of equal importance or served equal functions in realizing the speech act aimed at. In the procedure, each sequence was analyzed into the following segments: (a) pre-adjunct; (b) head act and (c) post-adjunct. The segmentation was meant to delimit the utterance(s) that constitute the nucleus of the speech act (the head act), i.e. that part of the sequence which might serve to realize the act independently of other elements. In the following example the three

segments are illustrated with (A), (B) and (C):

A

(3) Sir/ could you give an extension for finishing  
my seminar

B

C

paper/ I haven't finished it yet.

The sequence in this example would be divided into three parts:

A: Pre-adjunct: "sir"

B: Head act: "could you..."

C: Post-adjunct: "I haven't..."

### 3.5.2.2 Directness in Requests

On theoretical grounds, there seem to be three major levels of directness that can be expected to be manifested universally by requesting strategies (Blum-Kulka and Olstain, 1984, p.201).

a. the most direct, explicit level such as imperatives and performatives.

b. the conventionally indirect level such as indirect speech acts (Searle, 1975) ("Could you do it...?").

c. nonconventional indirect level such as an open-ended group of indirect strategies intended to be requests ("why is the window open?")

These three levels are subdivided into nine distinct strategy types that together form a scale of indirectness. The categories on this scale are suggested

to be manifested in all languages studies (Blum-Kulka and Olshtain, 1984). The distribution of strategies on the scale is meant to yield the relative degree of directness in making requests in any given language, as compared to another, in the same situation. The nine strategy types are as follows:

(1) Strategies at the most indirect level

- a) mood derivable
- b) explicit performatives
- c) hedged performatives

(2) Strategies at the conventionally indirect level

- a) locution derivable
- b) scope stating
- c) language specific suggestory formula
- d) reference to preparatory conditions

(3) Strategies at the nonconventional indirect level

- a) strong hints
- b) mild hints

(These nine strategy types are described in detail in Chapter IV)

### 3.5.3 Apologies

#### 3.5.3.1 Units of Analysis for Apologies

The units used for analysis were based on Cohen's and Olshtain's (1981) modification of Fraser's (qtd. in Cohen and Olshtain, 1986) list of semantic formulas

associated with the speech act of apologizing. The modification consists of two basic semantic formulas which are further divided into subgroups:

(1) An expression of apology

- a) an expression of regret (e.g., "I am sorry")
- b) an offer of apology (e.g., "I apologize")
- c) a request for forgiveness (e.g., "Excuse me" or "forgive me")
- d) an expression of an excuse: This includes not an overt apology but an excuse which serves as an apology (e.g., "I know I have done a big fault" [sic].)

(2) An acknowledgement of responsibility

- a) self deficiency: Speaker expresses the trait of self-deficiency thereby accepting responsibility (e.g., "I'm so forgetful")
- b) explicit self-blame: Speaker explicitly blames himself for the offence (e.g., "It's my fault").
- c) denial of fault: Speaker rejects the need to apologize (e.g., "It's not my fault that it fell down").
- d) explanation or account of cause: Speaker explicitly or implicitly explains the reason for the cause (explicit, e.g.,

"The bus was late": implicit, e.g.,  
 "Traffic is always so heavy").

e) an offer of repair: Speaker offers  
 repairment for the offence or fault s/he  
 caused (e.g., "I'll go and change it at  
 once").

f) promise of forbearance: Speaker promises  
 that it will not happen again (e.g., "This  
 won't happen again").

These groups include potential strategies and the  
 selection of an Illocutinary Force Indicating Device  
 (IFID) (Searle, 1969, p.62) for performing the act of  
 apologizing. Focusing on these apology speech act  
 behaviors, the general procedure for coding apologies is  
 based on a series of independent, dichotomous questions:

(a) does the utterance in question contain an (IFID)?  
 (b) does it contain an explanation? (c) does it express  
 the speaker's responsibility? (d) does it convey an  
 offer of repair? etc.

### 3.6 Conclusion

The coding scheme proposed for the analysis of the  
 data provides a measure of objectivity thereby enhancing  
 universal applicability of the results. One of the  
 central issues in the study of speech acts in general is  
 the question of comparability: to what extent is it  
 possible to put the English and Turkish patterns into  
 the same categories and, in which categories do they

bear the same or similar characteristics? From the patterns that do not fall into the same categories, the differences between two languages will be interpreted as potential reasons for interference or influence on L2 production. Those which fall into the same categories consistently with each other will be examined in terms of transfer - whether they lead to positive transfer or not. Finally, the patterns that do not fall into any of these groups will be considered a separate category and examined in the data analysis chapter.

## CHAPTER IV

### TURKISH BASELINE DATA

#### 4.1 REQUESTS

##### 4.1.1 Introduction to Analytical Procedures

##### 4.1.1.1 Coding Scheme

In the analytic procedure of the data elicited from Turkish students, responses to requests will be evaluated according to a number of dimensions presented in the form of a coding scheme (Blum-Kulka and Olshtain, 1984). The coding scheme consists of two main categories: (1) units of analysis, and (2) directness in requests.

In the units of analysis, the utterances or sequence of utterances supplied by the subjects in responding to the situations were examined by dividing them into segments in order to decide whether all of their parts were of equal importance or served equal functions in realizing the speech act aimed at. Each sequence was analyzed into the following segments: (a) pre-adjunct, (b) head act and (c) post-adjunct.

Directness in requests was evaluated in terms of three major directness levels adopted from Blum-Kulka's and Olshtain's (1984) Cross Cultural Speech Act Realization Patterns. The three major levels are subdivided into nine formulas in terms of strategy type as follows (proposed by Blum-Kulka and Olshtain (1984) on the basis of Austin's (1962), Searle's (1975) and Fraser's (qtd. in Cohen and Olshtain, 1986) analysis and theories):



(1) The Most Direct Level: Explicit level, realized by requests syntactically marked as such, such as imperatives or by other verbal means that name the act as a request, such as performatives (Austin, 1962) and "hedged performatives" (Fraser, 1975). Strategies named by utterances are: a) mood derivable, b) explicit performatives, c) hedged performatives.

(2) The Conventionally Indirect Level. They realize the act by reference to contextual preconditions necessary for its performance, as conventionalized in a given language (these strategies are commonly referred to in speech act literature since Searle (1975), as indirect speech acts, as in "could you..." Strategies that are named by utterances are: a) locution derivable, b) scope stating, c) language specific suggestory formula, d) reference to preparatory conditions.

(3) The Nonconventional Indirect Level. The open-ended group of indirect strategies (hints) that realize the request by either partial reference to an object or element needed for the implementation of the act ("why is the window open?"), or by reliance on contextual clues ("it is cold in here"). Strategies named by utterances are: a) strong hints, b) mild hints.

Since English and Turkish patterns seem to fall into similar categories at these nine strategy types, the distribution of responses in the request data will be exemplified in terms of these nine strategy types.

#### 4.1.1.2 Calculations

Percentages are the number of students who used a particular strategy divided by the total number of subjects taking the questionnaire which is 22. In other words, if 16 students used an opener in situation 6, the percentage is calculated by dividing 16 by 22, e.g. 72%. The 20 tables are presented through the text. These tables indicate the percentage of students in relation to the units or strategies, for example, explanations as pre-adjuncts, they used per situation. For example, 10 students used an opener in RS3S (Request Situation 3 Superior) which elicits a request from a secretary to a boss. Later the number of these students was counted and was converted into a percentage (45%) in order to provide consistent comparison with the other results.

The initials used in the text describe the situations. For example, RS1S stands for Request Situation 1 Superiors which elicits a request from an inferior to a superior. RS5I stands for Request Situation 5 Inferiors which elicits a request from a superior to an inferior.

#### 4.1.2 The Presentation of Overall Turkish Data

Specific data is discussed below. But in general, in the Turkish request data, it was found that Turkish speakers use pre-adjuncts, head acts and post-adjuncts in a large variety. But the most typical structure would be, at the most specific level, pre-adjuncts occurring in

eight different subcategories (Figure 4.1) at the rate of 71%. Head acts were found to occur in all possible combinations after a pre-adjunct, before a post-adjunct, between a pre-adjunct and a post-adjunct and in isolation. The rate of occurrence of head acts alone is 10%. Post-adjuncts were found quite rare in general, occurring at the rate of 11%. They occurred as explanations to head acts as "teşekkür ederim" (thank you) and "özür dilerim" (I am sorry).

Figure 4.1

(in numbers and percents)

Pre-adjunct		Head Act		Post-adjunct	
N	%	N	%	N	%
124	71	17	10	19	11

In terms of directness, Turkish students tend to be conventionally indirect in their requests. The most used strategy is the reference to preparatory conditions which contain utterances like "could you...", "can you...", "would you..." or "may I..." This strategy occurred at the rate of 55%. The strategies at the nonconventional indirect level were found very rarely. For example, mild hints that make no reference to the request itself directly but are interpretable from the utterance occurred only once among all situations, in RS6I, at the

rate of 4% (see table 4.5).

Social distance was one of the variables in eliciting the request patterns in Turkish. In the questionnaire, RSs 1, 2, 3 and 4 were addressed to social superiors while RSs 5, 6, 7 and 8 were addressed to social inferiors. In terms of social distance, Turkish students used more openers and address terms when addressing social superiors. For example, 47% of the openers were addressed to superiors while 22% of them were addressed to inferiors. Also, more address terms (22%) were used for superiors than inferiors (10%) (table 4.2). All patterns of "affedersiniz" and "özür dilerim" found in the request data were addressed to superiors. "Please" as pre-adjunct occurred for inferiors at the rate of 10% and only 1% for superiors. Explanations as pre- and post-adjuncts and head acts in isolation occurred almost equally for superiors and inferiors. In using directness strategies, Turkish usage elicited more imperatives for inferiors at the rate of 13% than for superiors which occurred at the rate of 5%. Twelve percent of the hedge performatives and 13% of explicit performatives were used for superiors while 1% of the former and 3% of the latter occurred for inferiors. There was no big difference in terms of social distance in the use of other strategies.

#### 4.1.3 Units of Analysis

In the following section the units of analysis will be presented with typical examples and frequencies.

#### 4.1.3.1 Pre-adjuncts

Pre-adjunct refers to the first segment of the utterance if it is any segment other than the main speech act, the request, such as "I know that you are busy..." The data presented below is based on 176 situations (8 situations x 22 subjects). Of the four types of pre-adjuncts, explanations (reason), explanations (other), openers and address terms, explanations (reason) occurred at the rate of 40%, explanations (other) occurred 13% of the time, openers appeared at the rate of 32% and address terms were used 16%. (Table 4.1) Because some subjects used two or three pre-adjuncts, the total use of pre-adjuncts is greater than 176. "Please" as pre-adjunct occurred at

**TABLE : 4.1**  
**Pre-adjuncts. Turkish Baseline**  
**N = 22**  
**Number and Percent Distribution**

Pre-adjunct		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
Openers	N	10	5	10	13	1	5	9	5	53
	%	45	22	45	59	4	22	40	22	32
Address term	N	9		2	9			7	2	29
	%	40		9	40			31	9	16
Explanation (reason)	N	12	9	12	9	9	12	3	6	72
	%	54	40	54	40	40	54	13	27	40
Explanation (other)	N			9	2	1		4	8	24
	%			40	9	4		18	36	13
" Please "	N		1		1		5	2	2	11
	%		4		4		22	9	9	6

**TABLE : 4.2**  
**Pre-adjuncts. Turkish Baseline**  
**N = 22**  
**Number and Percent Distribution**

Pre-adjunct		SITUATION								Average for all situations	
		SUPERIOR				INFERIOR					
		1	2	3	4	5	6	7	8		
O P E N E R	"Affedersiniz"	N	1		6	2					9
		%	4		27	9					5
	"Özür Dilerim"	N	2		2	1					5
		%	9		9	4					2.8
	"Kusura Bakmayın"	N	1				1			1	3
		%	4				4			4	1.5
	" iyi günler "	N		3	1						4
		%		13	4						2
A D D R E S S	Name / Title	N			2				7	2	11
		%			9				31	9	6
	" Hocam "	N	9			9					18
T E R M		%	40			40					10
	" Lütfen "	N		1		1		5	2	2	11
		%		4		4		22	9	9	6
	Explanation (reason)	N	12	9	12	9	9	12	3	6	72
		%	54	40	54	40	40	54	13	27	40
	Explanation (other)	N			9	2	1		4	8	24
		%			40	9	4		18	36	13.0

the rate of 6%.

Explanations (reasons) were used fairly consistently across all eight situations (Table 4.1), but were used most often in situations 1, 3 and 6 that elicit requests both to superiors and inferiors. For example, in RS3S students used explanations at the rate of 58%.

(1) RS3S Çok önemli bir işim var. Erken ayrılabilirmiyim? (I have important business. May I leave early?).

The next most common pre-adjunct, openers is used primarily in RSs 1 and 3 when the speaker addresses a social superior. "For example, "affedersiniz" (excuse me) is the most used opener in RS3S when addressing a social superior at the rate of 27%. (Table 4.1)

(2) RS3S Affedersiniz, saat 17'de benim için...  
(Excuse me, I have something...).

Other openers found in the responses are "özür dilerim" (I am sorry) "kusura bakmayın" (I hope you don't mind) "iyi günler" (good afternoon).

"Please" as pre-adjunct occurred most often in RS6I in which the speaker addressed an inferior. "Please" never appeared in RSs 1, 3 and 5 (see Table 4.1). Typically, "please" occurred in RSs eliciting requests addressed to inferiors. In Turkish "please" emphasizes the obligation of the hearer to do the act depending on the situation. Furthermore "please" usually requires an imperative. For example,



(3) RS6I Lütfen çabuk olun uçağa geç kalıyorum.  
(Please hurry. I'm late for the plane).

Address terms were among the least used, because they are very situation specific. For example, "hocam" (a term used when addressing teachers) occurred at the rate of 10% and only in RSs 1 and 4, both situations in which the speaker addresses a teacher.

(4) RS1S Hocam, rica etsem ödevimi...(Hocam,  
if I request...).

Another typical usage was supplied in the form of a name and title together especially in RS7I. That is, Turkish usage allows for special titles for particular situations and persons, the most common being "(name) efendi" (a title used for social inferiors like a doorman). Thirty-one percent of the subjects tended to use this form in RS7I when addressing a doorman and it was never used in other RSs,

(5) RS7I Ali efendi sigara almayı unutmuşum...  
(Ali efendi I have forgotten to buy...)

#### 4.1.3.2 Head Act

The head act is the main speech act in a request. It would be the request itself like "Bana bir paket sigara alabilirmisiniz?" (Could you buy me a packet of

TABLE : 4.3  
 Head Acts. Turkish Baseline  
 N = 22  
 Number and Percent Distribution

Head-act		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
After Pre-adjunct	N	11	10	13	10	7	9	9	14	83
	%	50	45	59	45	31	40	40	63	46
Before Pre-adjunct	N	1		1	1		3	1	1	8
	%	4		4	4		13	4	4	4
Between Pre and post adjunct	N	2	2		2	1	4	3	1	15
	%	9	9		9	4	18	13	4	8
in isolation	N	4	5			3	1	5	1	20
	%	18	22			13	4	22	4	10

cigarettes?). The most used head acts patterns found in the request data are "can you do it?," "could you do it?," "would you do it?" and "may I do it?" Head acts were examined, on the basis of the responses, in four variables in terms of occurrence; (1) after a pre-adjunct, (2) before a post-adjunct, (3) between a pre and post-adjunct and (4) in isolation. In all RSs 46% of the head acts occurred after an explanation pre-adjunct (see Table 4.3). For example in RS8I in which a superior (boss) is to request an inferior (secretary) to type two letters soon, 63% of the responses involved head acts after a pre-adjunct.

(6) RS8I Çok önemli bunlar hemen göndermem gerekiyor. İlk önce bunları yazarmısınız? (These are very important. I need to send them soon. Can you type them?).

In this situation the speaker believes that s/he imposes on the hearer by making a request. This may arise specifically from the explanation of "you are asking your secretary to type them in an hour and she has other work to do" given in this situation (see Appendix A).

#### 4.1.3.3 Post-adjuncts

Post-adjuncts are the segments that occur after head acts usually as explanations. They did not occur as often as pre-adjuncts in the request data. For

TABLE : 4.4  
 Post-adjuncts. Turkish Baseline  
 N = 22  
 Number and Percent Distribution

Post-adj		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
Explanation	N	2		2	4	1	4	3	1	17
	%	9		9	18	4	18	13	4	9.4
"Teşekkür Ederim"	N	1							1	2
	%	4							4	1
"Özür Dilerim"	N					1				1
	%					4				0.5
" Lütfen "	N	1	1				1			3
	%	4	4				4			1.5

example the highest rate of occurrence of post-adjuncts was in RSs 4 and 6 (18% for each).

(7) RS7I ...almayı unutmuşumda (...I've forgotten to buy)

"Teşekkür ederim" (thank you) and "özür dilerim" (I am sorry) also occurred as post-adjuncts but at very low rate 1% and 0.5% (table 4.4).

(8) RS5I Elimizde olmayan sebeplerden dolayı sizin dersini bir hafta önceye alıyorum. Özür dilerim. (I am scheduling your presentation a week earlier because of reasons beyond our control. I'm sorry). Clearly, in these data post-adjuncts are not typical in Turkish requests.

#### 4.1.4 Directness in Requests

The data were analyzed in terms of the three levels of directness (see Table 4.5). Of these, the conventionally indirect was the most typical level in the data, occurring in 17% of the 176 situations. The most used strategy type at this level was reference to preparatory conditions which occurred at the rate of 47%. The most direct level strategies were infrequent. For example, imperatives occurred only at the rate of 9%. Nonconventional indirect level strategies occurred at the rates of 1% and 0.5%. (Table 4.5) The typical choices for each category are presented below.

**TABLE : 4.5**  
**Directness in Requests Turkish Baseline**  
**N = 22**  
**Number and Percent Distribution**

Strategy		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
Imperatives	N				5		6	2	4	17
	%				22		27	9	18	9
Explicit Performatives	N		8	4		1				13
	%		36	18		4				7
Hedged Performatives	N	2	4	1	4	3				14
	%	9	18	4	18	13				7
Locution Derivable	N	1		4		4	1		7	17
	%	4		18		18	4		31	9
Scope Stating	N	3	7		2	2	3			17
	%	13	31		9	9	13			9
Language Spec. Suggestory Formula	N	1	5					4	1	11
	%	4	22					18	4	6
Reference to Preparatory Conditions	N	14	13	14	4	6	9	16	9	85
	%	63	59	63	18	27	40	72	40	47
Strong hints	N					2			1	3
	%					9			4	1.5
Mild hints	N						1			1
	%						4			0.5

#### 4.1.4.1 Strategies at the most direct level

Imperatives in which the grammatical mood of the verb in the utterance marks its illocutionary force as a request, occurred at the rate of 9% in the request data. In Turkish two types of imperatives exist in terms of formality: (1) formal, with the suffix of second person plural as in the "yaz-ın" type, and (2) informal, with the simple form of the verb, the "yaz" type. Request data showed that when addressing inferiors students tended to use informal imperatives, especially in RSsI 6, 7 and 8 while formal imperatives were used only once when addressing an inferior in RS8I.

(9) RS8I Diğer işlerini bırak ve hemen şu iki mektubu yaz. (Stop doing all the other work you are doing and type these two letters soon.)

A distinctive feature of Turkish usage found only in RS4S led us to form a distinct category different from imperatives: the phrase "buyrun" (here in the meaning of "sit here please") which can be used with a formal imperative making the request much more polite than a simple imperative. This form was also found to occur with "lütfen" adding to the utterance a polite meaning as an interrogative indirect request. But this form is one of the least used imperatives since it is very situation specific occurring only in RS4S.

(10) RS4S Buyrun lütfen şu koltuğa oturun...  
(Please sit in this chair.)

Explicit performatives in which the illocutionary force of the utterance is explicitly named by the speaker occurred in RSs 2, 3 and 5 when addressing either superiors or inferiors at the rate of 7%. (Table 4.5) In RS2S where an inferior (student) is addressing a request to a superior (manager) the situation itself allows explicit performatives

(11) RS2S Gazetede çıkan iş ilanı için arıyorum. (I am calling for the job I saw in the paper).

Hedged performatives, utterances embedding the naming of the illocutionary force, did not occur frequently in the request data. They occurred only in RSsS 2 and 4, when addressing superiors at the rates of 7%. (Table 4.5)

(12) RS2S ...iş hakkında daha detaylı bilgi almak istiyordum (I'd like to get more detailed information about the job.)

#### 4.1.4.2 Strategies at the Conventionally Indirect Level

In locution derivable strategies the illocutionary point is directly derivable from the semantic meaning of the locution. This strategy occurred mostly in RS8I where a boss asked a secretary to type two letters immediately. The rate of occurrence is 31% in this RS. (Table 4.5) The following is a typical example of a locution derivable from RS5I where a teacher is to ask a student to present his/her lesson a week earlier.

(13) RS5I Gelecek haftaki dersin bu hafta anlatılması gerekli (Next week's class needs



to be presented this week.)

In the example above, the speaker indirectly states the illocutionary point which is derived from the locution.

Scope stating utterances express the speaker's intentions, desires or feelings about the fact that the hearer should do X. For example:

(14) RS2S İlanınızı okudum. Bu işle ilgileniyorum (I read your advertisement. I am interested in this job.)

In RS2S, when addressing a superior 31% of the students used the scope stating strategy (Table 4.5). It occurred rarely in the other situations.

In language specific suggestory formulas, the sentence contains a suggestion to the hearer. Some typical examples of Turkish suggestory formulas are as follows: (The idioms discussed here are particularly difficult to translate into English. The content could be translated from one language into another but the usage could not. There was not an exact correspondence between the usage in the two languages.)

(15) RS2S Gazetede ki ilan için [rahatsız ediyordum]. ( [I know that I am disturbing you] about the advertisement I saw in the paper.)

(16) RS1S [Rica etsem] süreyi uzatabilirmisiniz. ([If I request that] could you give me an extension?)

(17) RS3S Ne kadar meşgul olduğunuzu biliyorum, ama 5'ten önce ayrılmam gerekiyor. [Mümkün mü?] (I know how busy you are, but I need to leave before 5 pm. [Is it possible?])

(18) RS4S [Zahmet olacak] ama bir paket sigara alabilirmisin? ([I know I am causing you a lot of trouble] but could you buy me a...)

(19) RS4S [Zahmet olmazsa] bana bir paket sigara alırmısın? ([If it won't get you into trouble] can you buy me a packet of cigarettes?)

It was found that Turkish allows for a great range of language specific suggestory formulas in requests. For example, "rahatsız ediyorum" (I know I am disturbing you) was found at the rate of 22% in RS2S (addressed to a superior), and "sana zahmet olacak" (it will cause you a lot of trouble) was supplied in RS7 (addressed to an inferior) at the rate of 18%. (Table 4.5) On the basis of these data, we can conclude that "rahatsız ediyorum" is more often used when addressing superiors, and "sana zahmet olacak" is used when addressing inferiors.

The reference to Preparatory Conditions strategy was the most used strategy and occurred at the rate of 47% in all RSs. For example in RS7I it was used at the rate of 72%, (the most frequent), while in RS4S it occurred at the rate of 18% (the least). RS7I requires a request to an inferior (doorman), so most of the

subjects prefer to use an indirect speech act when addressing a doorman. (Table 4.5) RS4S is peculiar because 18% of students gave no answer for the situation.

(20) RS7I Lütfen bana bir paket sigara alırmısınız? (Please could you buy me a packet of cigarettes?)

(21) RS4S ...Bir başka koltuğa geçermisiniz? (Could you take another seat?)

#### 4.1.4.3 Strategies at the Nonconventional Indirect Level

Strong hints strategies were found very similar to locution derivables (explained in 4.1.4.2) where the illocutionary point is directly derivable from the semantic meaning of the locution. In strong hints where the utterance contains partial reference to objects or elements needed for the implementation of the act, the illocutionary point can also be derived from the semantic meaning of the locution. A locution derivable may also contain partial reference to objects or elements needed for the implementation. For example in

(22) RS3S ...Çok önemli bir randevum var, zamanında orda olmam gerekiyor. (I have an important appointment, I have to be there on time.),

the utterance contains both a partial reference to the element that is needed for the implementation of the act of "leaving early," (being there "ayrılmam") and a

directly derivable illocutionary point, that is "the intention of leaving early" (çok önemli bir randevu; important appointment), derivable from the semantic meaning of the locution that is the utterance itself. Those two strategies will be regarded as mutually exclusive for these particular data.

Only one example of mild hints could be found, in all of the situations, in RS6I where the utterance of

(23) RS6I Uçağım saat 9'da kalkacak. Yetişme şansımız nedir? (My flight is at 9 pm. What is our chance of catching it?)

makes no reference to the request proper but is interpretable through the context as a request. The rate of occurrence of this type in RS6I is 4% (table 4.5).

#### 4.1.5 Results and Summary

Analysis of the data showed that explanations as pre-adjuncts occurred at a very high rate in all RSs. Explaining the reason(s) for the request before stating the main speech act (request) can be said to be an outstanding characteristic of Turkish usage. Other than reasons, explanations occurred as the stating of doubts about whether the performing of request will give trouble to the requestee. For example, utterances like "I know I am disturbing you but could you...?" and "if it doesn't give you trouble..." or "it will cause you a lot of trouble but..." occurred as pre-adjuncts in the

request data. The use of apologetic formulas before the request as pre-adjuncts was also found frequently especially in RS3S.

Other than explanations, strategies in using variables of pre-adjuncts occur in a large variety especially in requests to superiors. Twenty-seven percent of the responses involved these variables. For example, in terms of pre-adjuncts, six different types of variables were found to occur especially when addressing superiors. The use of "affedersiniz" (excuse me) and "özür dilerim" (I am sorry) can be considered as distinctive opener types when starting a request to a superior, occurring at the rates of 5% and 2%.

"Hocam" (a term used when addressing teachers) as an address term was found to occur very often but in a limited number of situations; more than half of the subjects used it in the RSs 1 and 4 when addressing a teacher. The frequent use of "hocam" in almost all situations that addressed teachers in face to face communication in Türkiye seems to be reflected in the responses.

Use of a name of a person was found only in RS7I when addressing a doorman occurring there at the rate of 31%. In all of these occurrences, it was accompanied with a special term, "efendi," typical to that situation.

Use of "lütfe" (please) was interestingly found only in the RSs addressed to inferiors and very rare to superiors. This can be interpreted as Turkish students' tendency to be careful about the delicacy of the social distance that might offend the hearer in requests addressed to inferiors. This interpretation applies for only RSs 7 and 8. In Turkish, if the requestee is socially inferior, the requestor usually has a tendency not to utter the request in a direct form such as an imperative. Another interpretation of the use of "please" for inferiors can be its obligatory illocutionary force on the hearer which has a negative effect on the hearer. For example, in the utterance

(24) RS6I Lütfe acele edin. (Please hurry up).

The speaker indicates that the hearer should do the act. This interpretation applies for only RS6 in which the speaker is considered to have a right to state the illocutionary force in a way that the hearer should do the act.

Although occurring very rarely, post-adjuncts usually were explanations (9%).

Turkish students seem to prefer conventional indirect strategies especially when addressing social superiors. The strategy most commonly used at the conventional indirect level is reference to preparatory conditions occurring in all RSs at the rate of 47%. These utterances, when they occurred, contained forms

like "could you buy..." or "is it possible to do..." or "would you please do..." in the request data.

Interestingly, imperatives occurred only in three of the four situations addressed to inferiors and even there at a very low rate, an average of 9% and in RS4S addressed to a superior at the rate of 22%. The highest rate of occurrence of imperatives was in RS6I addressed to a taxi driver, at 27%.

Nonconventional indirect level strategies were not much used ones; they occurred only in RSsI 5, 6 and 8 addressed to inferiors. For example, the utterances that made no reference to the request proper but was interpretable through the context as a request occurred in RS6I, a rate of 4%.

## 4.2 APOLOGIES

### 4.2.1 Introduction to Semantic Formulas

The analytical procedure in this section will be based on a set of semantic formulas. The list of semantic formulas associated with the apology speech act was adopted from Blum-Kulka's and Olshtain's (1984) Cross Cultural Speech Act Realization Patterns study and Cohen's and Olshtain's (1981) study of apology. The list consists of the following categories:

(1) An expression of apology

- a) An expression of regret (e.g., "üzgünüm" (I am sorry) and "mahcubum" (I'm ashamed)).

b) An offer of apology (e.g., "özür dilerim" (I apologize)).

c) A request for forgiveness (e.g., "affedersiniz" (excuse me) or "bağışlayın" (forgive me) or "kusura bakmayın (I hope you don't mind)).

d) An expression of an excuse (not an overt apology but an excuse which serves as an apology).

(2) An acknowledgement of responsibility

a) Self-deficiency: Speaker expresses the trait of self-deficiency thereby accepting responsibility.

b) Self-blame: Speaker explicitly blames himself for the offense.

c) Denial of Fault: Speaker rejects the need to apologize.

d) Explanation or account of cause: Speaker explicitly or implicitly explains the reason for the cause.

e) Offer of repair: Speaker offers repairment for the offense or the fault he caused.

f) Promise of forbearance: Speaker promises that the fault will not reoccur.

In the light of this categorization, responses will be analyzed to answers for questions like "does the utterance in question contain an expression of apology,"



"does it contain an explanation?" etc.

The initials used in the text represent the descriptions of the situations. For example, AS9S stands for Apology Situation 9 Superiors which elicits an apology from an inferior to a superior while AS13I stands for Apology Situation 13 Inferiors which elicits an apology from a superior to an inferior.

#### 4.2.2 The Overall Presentation of Data

Specific data is discussed below. But in general apologetic formulas were by far the most commonly used, occurring in a large variety in the apology data. An expression of apology was found in six different forms; "Üzgünüm" (I'm sorry), "mahcubum" (I'm ashamed), "özür dilerim" (I apologize), "affedersiniz" (excuse me), "bağışlayın" (forgive me) and "kusura bakmayın" (I hope you don't mind). However, the range of use was quite varied. The most used formula was "özür dilerim" which occurred at the rate of 32% in the apology data. "Kusura bakmayın" was also a frequent formula, especially when addressing an apology to social inferiors, but at the much lower rate of 8%. "Affedersiniz" (excuse me) was used 11% of the time while "mahcubum" (a strong expression of apology like "I'm embarrassed") occurred only once for a rate of 4%, in AS13I a situation which required an apology to a customer because of serving the wrong order.

Strategies taking responsibility for the fault or offence occurred infrequently. The strategy of offering repair for the cause was the most used strategy occurring at an average rate of 25%. (Table 4.7) Self-deficiency, one of the less used, occurred in ASs 9, 10 and 13, but at the rate of 72% in AS13I where a superior is to apologize for forgetting to pay the fare to a taxi driver. The determining factor in choosing this strategy type, in general, seems to be the situation itself rather than the social distance between the speaker and the hearer.

Social distance was one of the variables in eliciting Turkish apology patterns. ASs 9, 10, 11 and 12 were addressed to social superiors while 13, 14, 15 and 16 were addressed social inferiors (see Appendix A). In expressing an apology, Turkish students used the formula "ozur dilerim" (I apologize) for superiors at the rate of 45% while they used 20% of this pattern for inferiors. "Bağışlayın" was used only for superiors. They used 3% of "kusura bakmayın" (I hope you don't mind) for superiors and 14% of it for inferiors. In using acknowledgement of responsibility strategies, Turkish students used self-deficiency and explicit self-blame patterns for inferiors more than for superiors. For example, they supplied 20% of the explicit self-blame strategies for inferiors and only 3% for superiors. All examples of denial of fault strategy

occurred in the data were used for inferiors while all of promise of forbearance patterns were used for superiors.

#### 4.2.3 An Expression of Apology

In this group, four ways in which one can perform an apology will be applied to the Turkish data. Calculated frequencies and typical examples will be presented in the following section.

##### 4.2.3.1 An Expression of Regret

The Turkish data showed that Turkish usage allows for two types of expressions of regret in apologies: (1) "üzgünüm" (I'm sorry) and (2) "mahcubum" (I'm ashamed) which expresses a deeper regret from the fault. Yet, the former occurred equally in ASs addressing superiors and inferiors while the latter occurred only in AS13 at the rate of 4%. (Table 4.6) An example of the use of "üzgünüm" can be found in AS10S where it occurs at the rate of 22%.

(25) AS10S Çok üzgünüm. (I'm sorry.)

##### 4.2.3.2 An Offer of Apology

"Özür dilerim" (I apologize) occurred very often in the apology data. For instance, in AS12S where an inferior (waiter) is to apologize to a superior (customer), it occurred at the rate of 63%, the most in all the ASs it occurred in.

(26) AS12S Çok özür dilerim, bugün çok kalabalık ...(I apologize very much, it is

**TABLE : 4.6**  
**An Expression of Apology. Turkish Baseline**  
**N = 22**  
**Number and Percent Distribution**

Apology	SITUATION								Average for all situations	
	SUPERIOR				INFERIOR					
	9	10	11	12	13	14	15	16		
" Üzgünüm "	N		5				2	3		10
	%		22				9	13		5
" Mahcubum "	N					1				1
	%					4				0.5
"Özür Dilerim"	N	4	11	11	14	7	4	5	2	58
	%	18	50	50	63	31	18	22	9	32
"Affedersiniz"	N	2	2	2	4	4	5		1	20
	%	9	9	9	18	18	22		4	11
"Bağışlayın"	N	1		1						2
	%	4		4						1
"Kusura Bakmayın"	N	1	1		1	5	5	2	1	16
	%	4	4		4	22	22	9	4	8
others	N	1	1			1	2	10	15	30
	%	4	4			4	9	45	68	11

very crowded today....)

The difference between the occurrence of an offer of apology to superiors and to inferiors was found noticeably different in terms of percentage. Average use to superiors was 22% versus 10% for average use to inferiors. Turkish students used "özür dilerim" more often when addressing superiors.

#### 4.2.3.3 A Request for Forgiveness

Turkish usage was found to allow three types of requests for forgiveness in the apology strategies: (1) "affedersiniz" (excuse me), (2) "bağışlayın" (forgive me), and (3) "kusura bakmayın" ( a stronger request for forgiveness like "I hope you don't mind).

"Affedersiniz" occurred most often in AS14I (at a rate of 22%) while it did not occur at all in AS15I which elicits an apology from a teacher to a student.

(Table 4.6)

"Kusura bakmayın" was found as a more frequent form compared to "bağışlayın". This formula was found to occur more frequently in ASs addressed to inferiors than in ASs addressed to superiors.

"Bağışlayın" implying a stronger request for forgiveness was found only twice in the data in ASs 9 and 11 at the rate of 4% in each. (Table 4.6)

#### 4.2.3.4 An Expression of an Excuse

In AS15I, 45% of the students supplied utterances that were not overt apologies but served as apologies,

e.g., accepting that they caused the fault or offering repairment.

(27) AS15I Hasarı neyse öderim. Hatalı olan bendim. (I'll pay for the damage. It was my fault.)

#### 4.2.4 An Acknowledgement of Responsibility

##### 4.2.4.1 Self-deficiency

This strategy type seems to occur most often in AS13I (72%) where a superior is to apologize to an inferior because of forgetting to pay the fare. Other than AS13I, only ASsS 9 and 10, situations addressed to superiors, elicited this strategy, but only at the rates of 13% and 4%. (Table 4.7)

(28) AS10S ...çok dalgınım bu günlerde. (...I'm so absent-minded these days.)

##### 4.2.4.2 Explicit Self-blame

Turkish students used this strategy only in ASs 10 (13%) and 15 (40%). The former elicits an apology to a superior and the latter to an inferior. This type usually occurred preceding or following an expression of apology.

(29) AS10S Özür dilerim. Tamamen benim suçumdu. (I apologize. It was completely my fault.)

Both ASs 10 and 15 take place between a teacher and a student. It is interesting to note that the strategy of self-blame seems to occur more often in AS15I where the teacher is apologizing to a student.

#### 4.2.4.3 Denial of Fault

Only in AS16I where a boss is to apologize to a secretary because of a remark interpreted as an insult by the secretary, did 68% of the subjects supply utterances which imply denial of fault.

(30) AS16I Aslında ben o sözü size söylemek istemedim. Genele konustum. Üstüne alınma. Ben seni iyi tanırım. (I really didn't want to say that to you. I spoke in general. Don't be offended. I know you well.)

Another example of denial of fault is as follows

(31) AS16I Affedersiniz ama yanlış anlamışsınız. (Excuse me but you misunderstood it.)

In the example above, which was found only in AS16I typically, the illocutionary force involved in the utterance is different from what it says ("affedersiniz"). It involves a rejection of the need to apologize. This meaning is often derived from the word "ama" (but) which serves as an emphaser to the meaning rejection as well as from the intonation.

#### 4.2.4.4 Explanation or Account of Cause

This strategy is used most frequently (59%) in AS14 where a superior (manager) is to apologize to an inferior (applicant). (Table 4.7)

(32) AS14I Sizi beklettiğim için çok özür dilerim. Önemli bir iş toplantısı vardı. (I apologize for keeping you waiting. I had an important business

**TABLE :4.7**  
**An Acknowledgement of Responsibility. Turkish Baseline**  
**N = 22**  
**Number and Percent Distribution**

Strategy	S I T U A T I O N								Average for all situations	
	SUPERIOR				INFERIOR					
	9	10	11	12	13	14	15	16		
Self-deficiency	N	3	1			16				20
	%	13	4			72				11
Explicit Self-blame	N		3					9		12
	%		13					40		6
Denial of fault	N								15	15
	%								68	8
Explanation or account of cause	N	4		11	5		13			33
	%	18		50	22		59			18
An offer of repair	N		11		12	7		16		46
	%		50		54	31		72		25.8
Promise of forbearance	N	2	1	3						6
	%	9	4	13						3



meeting.)

In other ASs where this strategy occurred, superiors are addressed more often than inferiors. (Table 4.7)

#### 4.2.4.5 An Offer of Repair

This type of strategy occurred in ASs 10, 12, 13 and 15, usually with other types of strategies or expressions of apology. In AS15I where a teacher bumps into a student's car and is to apologize, the rate of occurrence is 72%. (Table 4.7)

(33) AS15I Tamamen benim hatam, özür dilerim. Masrafı neyse karşılamaya hazırım. (It was completely my fault. I apologize. I'm ready to pay for the expenditure.)

In this example above, one apologetic formula (özür dilerim) and two different types of acknowledgement of responsibility (explicit self-blame and offer of repair) occurred together.

#### 4.2.4.6 Promise of Forbearance

This strategy was not found very often in the apology data, occurring only at the rate of 3%. (Table 4.7)

(34) AS9S Çok çok özür dilerim. Bana bir fırsat daha verin. (I apologize very much. Give me one more chance.)

In the example above, the promise of forbearance was not explicitly expressed by the speaker.

Interestingly, in three of the ASs addressed to superiors, 9, 10 and 11, an expression of regret and an offer of apology were found to occur together to emphasize the meaning of apologetic formula. An example of this category is as follows:

(35) AS10S Çok özür dilerim. Istemedem oldu. Üzgünüm. (I apologize very much. It was not on purpose. I'm sorry.)

#### 4.2.5 Results and Summary

Apologetic formulas found in Turkish data have a large variety: "özür dilerim", "affedersiniz", and "kusura bakmayın" are the most used ones. For instance, "özür dilerim" occurred at the rate of 32% in all ASs. Although "mahcubum" and "bağışlayın" were found to be typical formulas in Turkish usage, they did not occur very often (each at the rate of 1%)

In the apology strategies, subjects did not seem to use these strategies very often. The strategy of offering for repairment occurred at the highest rate among others while promise of forbearance occurred at the lowest rate. Typically, Turkish students did not tend to apologize in AS16I where a manager is to apologize to a secretary because of a remark misinterpreted by the secretary. (Appendix A) This could arise from the situation itself in which an idea of misunderstanding was implied in the description of the situation.

Turkish usage seems to allow for more than one strategy type in one situation. For example, in ASs 9, 11, 12 and 15 strategies of explaining the cause and offer of repair typically occurred together as in

(36) AS12S Özür dilerim. Bugün çok kalabalık karıştırdım. Siparişinizi hemen getiriyorum.  
(I apologize. It is very crowded today and I am confused. I'll bring your order soon.)

In AS15I, strategies of explicit self-blame and an offer of repair occurred together as in

(37) AS15I ...tamamen benim hatam. Hasarı ödemeye hazırım. (...it was completely my fault. I'm ready to pay for the damage.)

As a result Turkish students were found to use a large variety of apologetic formulas but not so many strategies taking the responsibility of the cause. Especially when addressing inferiors they tended to make explanations about the cause rather than explicitly apologize. They usually tended to make explanations and offer for repairment at high rates.

## CHAPTER V

### ENGLISH BASELINE DATA

#### 5.1 REQUESTS

##### 5.1.1 Overall Presentation of the Data

These data represents a quite small sample, so can only be taken as suggestive rather than definitive. In these data English speakers tended to use the pre-adjunct as the most typical structure at the rate of 70% while they use head acts in isolation 37% of the time. (Figure 5.1) as well as the post adjuncts. They used openers such as "excuse me," "please" and address terms as pre-adjuncts. Explanations as pre-adjuncts occurred at the rate of 45% in all RSs. They usually tended to be potential reasons for the request. Thirty-seven percent of the head acts occurred in isolation. Post-adjuncts as explanations to head acts occurred at the rate of 33%.

Figure 5.1

(in number and percent)

Pre-adjunct		Head Act		Post-adjunct	
N	%	N	%	N	%
123	70	65	37	65	37

In terms of directness, English speakers tended to use the strategies at the level of conventional indirect, especially the strategy of reference to preparatory

conditions occurring at the rate of 45%. Explicit performatives were also frequent ones occurring at the rate of 16%. Only two imperatives could be found, one occurring for a superior and one occurring for an inferior. English speakers did not seem to use the nonconventional indirect level strategies. Strong hints which contain a partial reference to objects or elements needed for the implementation of the act, and mild hints that do not make reference to the request proper did not occur at all in the request data.

American and British patterns found in the request data differed slightly in terms of sequencing strategies. Not so many openers, address terms and explanations occurred in the British speakers' responses while most of the openers, address terms and explanations and post-adjuncts were found in the American speakers' responses.

In the English request data, most of the pre-adjuncts occurred for superiors. For example, all of the openers (8%) were used for superiors. "Please" as pre-adjunct occurred equally for superiors and inferiors. 33% of the head acts in isolation were used for superiors while 41% of them were used for inferiors. Explanations as post-adjuncts occurred equally for superiors and inferiors. Similarly directness strategies in English data occurred almost equally for superiors and inferiors. For example half (8%) of the imperatives were used for superiors and the other half for inferiors. All of the

scope stating strategies occurred with inferiors (16%).

### 5.1.2 Units of Analysis

#### 5.1.2.1 Pre-adjuncts

Pre-adjuncts occurred as openers like "excuse me," address terms such as "sir," a name of a person or explanations like "I've been very busy finishing my assignment this semester..." and "please" in the English data. "Excuse me" occurred in two of the RSs as pre-adjunct, both addressed to superiors at the rate of 8%.

(1) RS2S Excuse me my name is...

Address terms occurred as the name of a person in RSs 5 and 2 at the rate of 8% both addressing superiors and inferiors.

(2) RS5I X, would you be able to...

Explanations were the most used strategies occurring in seven of eight RSs. The only RS that an explanation did not occur in as pre-adjunct is RS7I. In RS2S all the responses started with an explanation, at the rate of 100%. (Table 5.1) Explanations tended to be potential reasons for the requests in all RSs. Explanations addressed to superiors and inferiors occurred approximately at the same rates, 25% vs 20%.

"Please" as pre-adjunct occurred only in RSs 4 and 6 at the rate of 8%.

(3) RS4S Please, come and sit in the sofa...

### 5.1.2.2 Head Acts

Head acts after pre-adjuncts occurred at the rate of 45% in the request data. This shows that native speakers of English frequently start a request with a pre-adjunct like an opener, an address term, an explanation or, rarely, with "please".

Occurring before a post-adjunct, head acts were found at the rate of 33% in the request data. (Table 5.2)

(4) RS3S I have an important appointment and have to leave before 5:00 today. I'll be happy to come early tomorrow morning to finish the work.

Between a pre- and post-adjunct, head acts did not occur very often, at the rate of 12%. Head acts in isolation without taking a pre- or post-adjunct occurred at the rate of 37%.

(5) RS7I Would you mind getting me a packet of cigarettes?

Only in RS4S where a student is to ask a teacher not to sit in his father's favorite chair, were there no head acts in isolation.

### 5.1.2.3 Post-adjuncts

Post-adjuncts always occurred as explanations to head acts, at the rate of 33% in the request data. Only in RSs 2 and 5 were there no post-adjuncts. (Table 5.3)

(6) RS4S Please come and sit on the sofa. I think it's more comfortable.

TABLE : 5.1  
 Pre-adjuncts. English Baseline  
 N = 3  
 Number and Percent Distribution

Pre-adj.		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
Openers	N		1		1					2
	%		33		33					8
Explanations	N		1			1				2
	%		33			33				8
Address terms	N	1	3	1	1	2	1		2	11
	%	33	100	33	33	66	33		66	45
" Please "	N				1		1			2
	%				33		33			8



The address term "sir" as post-adjunct occurred in RS3S at the average rate of 4%.

### 5.1.3 Directness in Requests

#### 5.1.3.1 Strategies at the Most Direct Level

Imperatives did not occur very often except for the two RSs 4 and 6 at the rate of 8%. (Table 5.4)

(7) RS6I Please hurry...

Explicit performatives occurred in RS2S at the rate of 66% and were usually addressed to superiors more than inferiors (12% vs 4%).

(8) RS2S ...I'm calling to learn more about the job.

Hedged performatives were used only once in RS5I where it was addressed to an inferior at the rate of 33%. (Table 5.4)

(9) RS5I ...I would really like to see it before I leave...

#### 5.1.3.2 Strategies at the Conventionally Indirect Level

There were only two locution derivables in the request data, in RSs 3 and 8, the former addressed a superior and the latter addressed an inferior at the rate of 8%. (Table 5.5)

(10) RS3S ...I have an important appointment and have to leave before 5:00 today.

In the example above, the speaker does not express the request explicitly, but the illocutionary force is derivable from the semantic meaning of the locution.

**TABLE : 5.2**  
**Head Acts. English Baseline**  
**N = 3**  
**Number and Percent Distribution**

Head act.		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
After Pre-adjunct	N	1	2	1	1	2	2		2	11
	%	33	66	33	33	66	66		66	45
Before Pre-adjunct	N	1		1	2		1	1	2	8
	%	33		33	66		33	33	66	33
Between Pre and post adjunct	N			1		1			1	3
	%			33		33			33	12
in isolation	N	1	1	2		1	1	2	1	9
	%	33	33	66		33	33	66	33	37

The scope stating strategy occurred only in RSsI 5 and 6 at the rate of 8%. Both were addressed to inferiors. For example:

(11) RS6I ...I'll give you a big tip if you can get me there as soon as you can.

Language specific suggestory formulas occurred only in RSs 1 and 7 at the rate of 8%.

(12) RS1S I was wondering if you would allow me extra time to finish my paper.

(13) RS7I I know you wouldn't mind getting me a packet of cigarettes.

The strategy of reference to preparatory conditions was used at a high rate, 45%. There was not a big difference, in terms of social distance, in the use of this strategy, so this variable was not regarded as significant (25% vs 20%). Examples are as follows:

(14) RS4S Would you mind changing chairs?

(15) RS8I Could you please do it now?

### 5.1.3.3 Strategies at the Nonconventional Indirect Level

At this level two types of request strategies are included, however none could be found in the English data.

## 5.2 Results and Summary

In the requests of English speakers, the most used pre-adjunct was explanations (reasons) occurring at an average rate of 45%. Especially in RS2S, where a student is to call a manager up to get more information





about a job advertised in the paper, it occurred at the rate of 100%. Openers, address terms and "please" as pre-adjuncts were used at the rate of 8% for each. Use of "please" as pre-adjunct was found only in RSs 4 (to a superior) and 6 (to an inferior). In both of these RSs "please" occurred with imperatives. Head acts were usually used after pre-adjuncts at an average rate of 45%. Head acts in isolation were also found frequently for a rate of 37%. Post-adjuncts were usually explanations occurring at the rate of 33%. "Sir" as post-adjunct occurred only once for a rate of 4%.

In terms of directness in requests, English usage seems to allow for more conventional indirect level strategies, specifically the reference to preparatory conditions strategy, occurring at an average rate of 45%. Imperatives at the most direct level also were allowed in English, occurring 22% of the time. As for the nonconventional indirect level strategies, it does not allow any. There was no example of these strategies in the request data.

## 5.2 APOLOGIES

### 5.2.1 Overall Presentation of the Data

When expressing an apology, in these data native speakers of English were found quite consistent in terms of choosing the phrase "I am sorry". They seem to prefer to use "I am sorry" in most of the situations whether apologizing to superiors or inferiors. The

frequency of occurrence is 74% in the apology data. Apologetic formulas like "I apologize," "excuse me" and "forgive me" were not found as frequent as "I'm sorry."

Other than these formulas, in these data English speakers tend to use expressions like "don't worry" or "I'm embarrassed" that do not involve an explicit apology but are interpretable as apologies. These kinds of expressions occurred at the rate of 16%. (Table 5.6)

As for the strategies of taking responsibility, in these data English speaker seem to allow for a large variety of strategies. For example, explanation of cause and offer of repair strategies occurred very often, at the rates of 33% and 45%. (Table 5.7) Denial of fault was the least used strategy in the apology data, at the rate of 4%.

In terms of social distance, English speakers used 83% of "I'm sorry" patterns for social superiors while 66% of these patterns were used for inferiors. "Excuse me" and "forgive me" were used only for inferiors. In the use of taking responsibility strategies, they supplied more (16%) self-deficiency patterns for superiors than for inferiors (8%). All of the explicit-self blame strategies were used for superiors. 25% of promise of forbearance occurred for superiors while 8% of them for inferiors.

### 5.2.2 Expression of Apology

In this group the majority of the responses (74%) included an expression of regret as in the utterance "I am sorry" and only one answer was supplied as a request for forgiveness as in "excuse me" and "forgive me" (4%).

"I'm sorry" occurs in all of the ASs, especially in 10, 11 and 13 where it was supplied at the rate of 100%. (Table 5.5) Social distance does not seem to be a factor in the selection of this strategy.

(16) AS11S I'm sorry I'm returning this book so late.

An offer of apology in the form of "I apologize" never occurred in the apology data.

Two types of requests for forgiveness "excuse me" and "forgive me" occurred only twice in all ASs, in ASs 14 and 16 (both addressed inferiors) at the rate of 33%.

(17) AS14I Please, excuse this delay in meeting you...

(18) AS16I ...Please forgive me.

As it can be seen in the examples above, "please" typically occurred in requests for forgiveness addressed to inferiors.

As an expression of an excuse (utterances do not involve an overt apology but serve as an apology) four different patterns occurred. Two of them are as follows:

(19) AS9S I'm very embarrassed about it.



**TABLE : 5.5**  
**An Expression of Apology English Baseline**  
**N = 3**  
**Number and Percent Distribution**

Apology		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		9	10	11	12	13	14	15	16	
"I am sorry"	N	2	3	3	2	3	2	2	1	18
	%	66	100	100	66	100	66	66	33	74
"I apologize"	N									
	%									
" Excuse me "	N						1			1
	%						33			4
"forgive me "	N								1	1
	%								33	4
others	N	1			1			1	1	4
	%	33			33			33	33	16

### 5.2.3 Acknowledgement of Responsibility

Self-deficiency strategies occurred in ASsS 9, 10 and 13 for an average rate of 12% overall. (Table 5.7)

(21) AS13S What's wrong with me...

Explicit self-blame strategies did not occur very often; only in ASsS 10 and 12 at the rate of 8%.

(22) AS12S I have made a mistake...

Denial of fault occurred very rarely only in AS16 at the rate of 4%.

(23) AS16I Please don't be offended. It wasn't meant as an insult.

The phrase "don't be offended" can also be considered as an expression of apology not expressing an overt apology.

English speakers tended to make explanations about their faults usually stating reasons that cause the fault. For example, in AS11 and 16 the rate of occurrence is 66%.

(24) AS11S Sorry, I was ill this week...

Explanations occurred equally when addressing superiors and inferiors in the apology data.

An offer of repair strategy was used at the rate of 100% in ASs 12 and 15.

(25) AS15I ...I'll pay for the damage of course.

The strategy of promise of forbearance occurred at the rate of 100% in AS9S while it occurred at the rate of



33% in AS16I.

(26) AS9S ...hopefully this will not happen again.

#### 5.2.4 Results and Summary

Expressing apologies in terms of semantic formulas the most commonly used pattern is "I'm sorry", occurring at the rate of 74%. Expression of an excuse without an overt apology formula occurred at the rate of 16% while an offer of apology formula, "I apologize" did not occur at all. The most used taking responsibility strategy is the offer of repair that occurred at an average rate of 45%. Explanation or account of cause strategy was found at the rate of 33%. Other strategies in taking responsibility were infrequent. ASsS 10 and 12 were the only situations which elicited an explicit self-blame strategy pattern. Denial of fault strategy occurred at the rate of 4% only in AS16I.

#### 5.3 COMPARISON

This section consists of three main parts; (1) similarities between Turkish and English speech act patterns, (2) differences between Turkish and English speech act patterns and (3) major points.

##### 5.3.1 Similarities

##### 5.3.1.1 Similarities between Turkish and English Requests

In general, Turkish and English usages, both allowing for pre-adjuncts, provided the data in a large

variety of terms and phrases used as pre-adjuncts in a request situation. Units like openers, address terms, "please" and utterances aimed at as explanations occurred in both languages. As an outstanding characteristic of both languages, explanations to the head acts occurred almost in all RSs at the high rates 40% in Turkish and 45% in English.

Use of apologetic formulas in a request utterance seems to be a common characteristic of both languages. These formulas are usually "excuse me," "I am sorry" in Turkish and "excuse me" in English. Use of titles like "sir" and names were also found in both languages, but rarely in both.

A head act after a pre-adjunct was the most common usage in terms of sequencing, occurring at the rates of 47% in Turkish and of 45% in English.

In terms of directness in requests, utterances in both languages seem to occur generally at the level of conventional indirectness. Some of the indirect speech act patterns found in the request data are as follows;

Turkish: ...alırmısınız (can you buy...)  
 ...alabilirmisiniz (could you buy...)  
 ...çıkabilirmiyim (may I leave...)

English: can you get me...  
 would you mind...  
 may I leave...

Examples above were selected from RSs 3 and 7 in the questionnaire. The similarity here is the form as well as the occurrence of the patterns in the same situations. Turkish "alırmısınız" and "alabilirmisiniz" were supplied for RS7I addressed to an inferior, and English "can you get me" and "would you mind getting me" occurred in the same RS.

One of the most used strategies of the conventional indirect level was reference to preparatory conditions exemplified above, occurring at the rates of 46% in Turkish and of 45% in English. Imperatives at the most direct level occurred at low rates in both languages. This type was found occurring with "please" in both languages as in "Please, sit in the sofa..."

Nonconventional indirect level strategies such as mild hints and strong hints were used rarely in Turkish and not at all in English.

#### 5.3.1.2 Similarities between Turkish and English Apologies

Turkish and English usage both allow for similar apologetic formulas like "excuse me" and "I am sorry" in apology situations. Both Turkish and English speakers tended to use a variety of apologetic formulas addressing superiors and inferiors without taking the social distance into account.

As for the strategies of taking responsibility, speakers of both languages used quite similar strategies

in the same ASs. For example, the strategy of self-deficiency as in "I'm so forgetful" occurred in ASs 9, 10 and 13 in both languages. Speakers of both languages tended to use more than one strategy in the same AS.

### 5.3.2 Differences

#### 5.3.2.1 Differences between Turkish and English Request patterns

In terms of sequencing strategies in requests, the two languages differ in pre-adjunct terms. Turkish usage seems to allow for a variety of pre-adjuncts more than does English. For example, terms like "özür dilerim" (I'm sorry), "kusura bakmayın" (a stronger apologetic formula), "iyi günler" (good afternoon) and "hocam" (a term used for teachers) are the terms that occurred in Turkish but not in English. Explanations as pre-adjuncts other than reasons occurred as apologetic expressions like "I'm disturbing you" or "it will cause you trouble" in Turkish while these kinds of pre-adjuncts occurred in a different way in English as in "I know how busy you are but...."

Use of "please" as pre-adjunct was found more in English while it was not so frequent in Turkish (8% vs 6%). Turkish usage allows for the utterances or expressions meant as requests without involving an explicit request pattern as in "these letters need to be typed soon" or this presentation will be done a week earlier" (also explained in directness in requests)

while English usage does not allow for this kind of utterance as much as Turkish does.

English speakers seem to prefer to use a head act before a post-adjunct at the rate of 33% while Turkish speakers did not use this strategy so often, occurring at the rate of 8%. It can be concluded that English usage allows for explanations both before and after a head act while Turkish allows for more explanations as pre-adjuncts.

Head acts in isolation occurred at the rate of 10% in Turkish and of 37% in English. This result shows that Turkish speakers have a tendency to encompass a request with other expressions, mostly with explanations in their request strategies.

As for the post-adjuncts, Turkish usage seems to allow more kinds than does English; terms like "teşekkür ederim" (thank you) and "özür dilerim" (I am sorry) occurred as post-adjuncts at the rates of 1% and 0.5% in Turkish while English data provided only the term "sir" as a post-adjunct at the rate of 4%. Explanation as post-adjunct to the head act was a more used strategy in English (33%) than was Turkish (9%).

Directness in requests can be considered not a discriminating characteristic between Turkish and English. Only the strategies of using explicit performatives occurred more (12%) in English compared to Turkish (7%), and contrastively, hedged performatives



occurred at the rate of 7% in Turkish while it was at the rate of 4% in English. As for the nonconventional indirect level request strategies, strong hints and mild hints occurred at the rates of 1% and 0.5% in Turkish while none occurred in English. It can be interpreted that English speakers are relatively more direct in their request strategies than Turkish speakers are.

#### 5.3.2.2 Differences between Turkish and English Apology Patterns

In general, more apologetic formulas were allowed in Turkish patterns compared to English patterns. "Kusura bakmayın" (a strong apology for forgiveness), "özür dilerim" (I apologize) and "mahcubum" (a strong apology like "I'm embarrassed") were found as typical formulas in Turkish apology strategies. Interestingly, "I apologize" as an offer of apology never occurred in the English data while it occurred at the rate of 9% in Turkish. "Kusura bakmayın" is a typical formula found more in ASs addressed to inferiors in Turkish.

An expression of regret as in "I am sorry" was the most used formula in English at the rate of 75% while it was 6% in Turkish. Other expressions which are not overt apologies but are intended to apologize like "I think I kept you waiting long" (AS14I) in Turkish and "you are right" (AS12S) in English vary in kind and frequency; occurring at the rates of 12% in Turkish and of 16% in English.

Taking responsibility strategies also differed in number; denial of fault strategy occurred at the rate of 8% in Turkish while occurring at the rate of 4% in English. Thus, Turkish students can be said to tend to refuse the need to apologize more than English speakers. Explanation or account of cause strategy occurred at the rate of 18% in Turkish and of 33% in English. An offer of repair also was a frequent strategy in English occurring at the rate of 45% while it was at the rate of 26% in Turkish. Compared to Turkish speakers, English speakers were found to have a tendency to promise more forbearance in their apology strategies (16% vs 3%).

### 5.3.3 Major Points and Conclusions

In this study, through the situations given in the form of a questionnaire, similarities and differences in the use of speech acts across Turkish and English cultures could be identified. Thus, by this comparison it was found that certain culturally different utterances and strategies in request and apology situations could be identified and these different utterances may lead to the production of inappropriate speech acts in the target language. For example, it was found that Turkish speakers are much more likely to use pre-adjuncts like "I know how busy you are but..." as explanations before the speech act than are English speakers. Actually, this difference seems to reflect in their performance in English using explanations at high rates. Compare these

two;

RS3S (Turkish) Ne kadar meşgul olduğunuzu biliyorum fakat önemli bir işten dolayı 17:00 den önce ayrılmam gerekiyor. Müsadenizi istiyorum (I know how busy you are but I need to leave before 5:00 because of an important reason. I want your permission.)

RS3S (English L2) I am sorry I know you are busy, but I have to leave early. Could you let me leave early?

In the examples above, the student seems to transfer his/her strategy of making a request, that is, making long explanation before stating the request in English.

Similarly, use of an apologetic form like "excuse me" or "I am sorry" when starting a request can be said to be a reflection of Turkish usage. The rate of occurrence of the apologetic formulas in Turkish and English (L2) responses of Turkish students was interestingly found at the same rate, 9%.

In terms of directness, certain language specific utterances in requests were found to be translated from Turkish in a few request situations especially in RS6I. The following responses seem to be direct translations from Turkish;

RS6I (English L2) Let's go to the Esenboğa Airport (to a taxi driver).)

RS6I (English L2) ...Please let's go fast

Examples above indicate that a common use of the Turkish request "havaalanına gidelim" ("Let's go to the Airport") as the most direct strategy when addressing a taxi driver occurred correspondingly in the English L2 data.

Another form that seem to be the translation of a Turkish pattern is the utterance of "if it is possible for you, I'd like to get..." whose correspondence in Turkish is probably "...daha fazla bilgi vermeniz mümkün mü?" ("Is it possible for you to give more information"). Both of these utterances are the responses of Turkish students to the same situation in Turkish and English. Consequently, Turkish students seem to transfer some of the forms and strategies in requesting behavior from Turkish to English.

As for apologies, the situation is relatively the same as for requests. Semantic formulas in Turkish occur in a large variety, however this did not identify the inappropriate use of English patterns since English usage does not allow for more apology formulas. Turkish formulas "özür dilerim" and "üzgünüm" are the equivalents of English "I am sorry". Turkish usage allows for the use of "özür dilerim" and "üzgünüm" in the meaning of English "I am sorry" in a situation. Thus, Turkish students seem to use "I am sorry" at a very high rate in English including the two strategies

in one formula.

In acknowledgement of responsibility strategies, the Turkish data showed that self-deficiency and explicit self-blame were not frequent strategies. Based on the Turkish data results, it can be said that Turkish students did not very often use these strategies in responding to situations in English. Explanation of cause and promise of forbearance strategies also go parallel in terms of frequency in Turkish and English responses of Turkish students.

#### 5.5.4 Summary

##### 5.5.4.1 Requests

There seems to be similarities between Turkish and English request patterns as well as differences. Most of the similarities occurred at the level of structure in terms of sequencing in a request pattern. The most specific unit, explanation as pre-adjunct was found to occur proportionately similar in both languages. In directness in requests, both Turkish and English speakers prefer conventional indirect level strategies, specifically reference to preparatory conditions. Infrequent use of the most direct and nonconventional indirect strategies were also found relatively similar in two languages. Although similarities occur, in terms of proportion, Turkish and English pre-adjunct patterns show a distinctive character, Turkish allowing for more varieties of units. Head acts differed

proportionately in English and Turkish. Turkish students used more pre- and post-adjuncts with head acts while English speakers prefer more head acts in isolation. In directness strategies, English has a distinctive characteristic that is the use of explicit performatives (at the most direct level) at a higher rate in contrast to more frequent use of hedged performatives in Turkish. Turkish allowed for two strategies, but English does not, at the nonconventional indirect level.

From the social distance point of view, English openers as pre-adjuncts were only used when addressing superiors while Turkish openers occurred for both superiors and inferiors with similar proportions. "Please" as pre-adjunct occurred more, in Turkish, when addressing inferiors while there was no difference in the proportions of occurrence of "please" in English. Hedged performatives occurred, in Turkish, most of the time for superiors while it occurred only for inferiors in English. Strong hints and mild hints (nonconventional indirect level) were only used when addressing inferiors in Turkish but they occurred for neither superiors nor inferiors in English. Thus, the social distance between the interlocutors seems to be an important factor in choosing request strategies.

#### 5.5.4.2 Apologies

Similar apologetic formulas of English and Turkish like "excuse me" in English and "affedersiniz" in Turkish expressing the same semantic meaning occurred in both languages. The utterances that do not involve an overt apology but an expression of excuse occurred at approximately the same rates in ASs 15 and 16 (when addressing inferiors) in both languages.

Although Turkish seems to have corresponding apology formulas to those of English ones, a large variety of apologetic formulas occur differently. The two Turkish formulas "üzgünüm" and "özür dilerim" which correspond to English "I'm sorry" occurred in different proportions in the two languages. Turkish "affedersiniz" corresponding (semantically) to English "excuse me" occurred more in Turkish than it did in English. Three taking responsibility strategies, explanation of cause, offer of apology and promise of forbearance were used proportionately differently in English and Turkish.

In terms of social distance, English speakers tend to address the patterns of "excuse me" and "forgive me" to inferiors more than superiors. The Turkish correspondent of these patterns, "affedersiniz", were equally addressed to superiors and inferiors. Self-deficiency strategy patterns occurred more for superiors in English while it occurred more for inferiors. It is

a distinctive characteristic of the two languages to address the strategy type to either superiors or inferiors as well as choosing these strategy types.





## CHAPTER VI

### L2 EXPERIMENTAL DATA

#### 6.1 REQUESTS

##### 6.1.1 Overall Presentation of the Data

In the production of English request patterns, the most used unit was the head acts in isolation occurring at the rate of 58% while the least used one was post-adjuncts 8% of the time. Pre-adjuncts occurred at the rate of 38% (Figure 6.1). Turkish students used three types of pre-adjuncts; (1) openers like "excuse me," "I'm sorry" "pardon" and "good morning"; (2) address terms like "sir," "miss," "boss" and a name of a person; (3) explanations such as "I want to get more information about the job" and (4) "please." The most used pre-adjunct was explanation for the request occurring at the rate of 18%. Head acts with pre-adjuncts occurred at the rate of 26%. When the post-adjuncts were present they usually occurred as explanations to the head acts, in 13% of the request patterns. It was also found that when responding to the same situation the same explanation occurred sometimes as pre- and sometimes post-adjunct in responding to the same situation. In these cases the importance of the reason for the speaker may be considered as an influential factor in sequencing.

In terms of directness in requests, Turkish students seem to prefer to use conventional indirect level

strategy was the most used strategy at the rate of 68%. No imperatives could be found in RSs addressed to superiors. Nonconventional indirect level strategies were not very frequent; strong hints occurred at the rate of 1% in RSs 2, 4 and 6, (addressing both superiors and inferiors), and mild hints did not occur at all.

From the social distance point of view, Turkish students used most of the openers and address terms for superiors rather than inferiors. For instance, they used 20% of the openers for superiors and only 2% of them for inferiors. "Please" as pre-adjunct occurred for superiors at the rate of 4% while it occurred at the rate of 3% for inferiors. Head acts in isolation usually occurred for inferiors (49%) especially in RS7I where the speakers are to ask a doorman to buy a packet of cigarettes. Ninety percent of the responses occurred as requests in isolation. Post-adjuncts were used for inferiors at the rate of 3% while 7% of them occurred for superiors. Using directness strategies Turkish students used all of the imperatives when addressing social inferiors. There was no a big difference in the strategies at conventional indirect level in terms of social distance. As for the nonconventional indirect level strategies, strong hint and mild hint strategies were used for superiors more than for inferiors.

Other than the request patterns analyzed here, a considerable number of linguistically incorrect responses

were taken out.

Figure 6.1

(in numbers and percents)

Pre-adjuncts		Head Acts		Post-adjunct	
N	%	N	%	N	%
66	38	102	58	14	8

### 6.1.2 Units of Analysis

#### 6.1.2.1 Pre-adjuncts

Explanations occurred in a large variety. 24 different types of explanations occurred as pre-adjuncts. Especially in RS4S which requires a request for a teacher who is about to sit in the favorite chair of a student's father, 40% of the students tended to provide explanations.

(1) RS4S I don't want my father to be upset, and this is his favorite chair. Would you...?

Turkish students tend to start a request with an apologetic formula especially when addressing superiors, at the rate of 68% (Table 6.1). For example, when addressing inferiors in RS5I, 9% of the students supplied an apology term. This is the only RSI which involved this type of opener when addressing inferiors.

(2) RS3S I'm sorry, I must leave earlier than 5 pm. Can you allow me?

**TABLE : 6.1**  
**Pre-adjuncts. I<sub>2</sub>**  
**N = 22**  
**Number and Percent Distribution**

Pre-adj.		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
Openers	N	2	3	7	6	2				22
	%	9	13	31	27	9				11
Explanations	N	1	4	8	8	3	4	2	3	33
	%	4	18	36	36	13	18	9	13	18
Address terms	N	1	1	3	2				1	8
	%	4	4	13	9				4	4
" Please "	N	3			1		2		1	7
	%	13			4		9		4	3.5

TABLE : 6.2  
Pre-adjuncts. L2  
N = 22  
Number and Percent Distribution

Pre-adj.		SITUATION								Average for all situations	
		SUPERIOR				INFERIOR					
		1	2	3	4	5	6	7	8		
O P E N E R	"Excuse me I am sorry"	N	1	1	7	6	2				17
		%	4	4	31	27	9				9
	"Good morning"	N		2							2
		%		9							1
A D D R E S S T E R M	Sir / title	N	1		3	1				1	6
		%	4		13	4				4	3
	Explanation (reason)	N			6	9	4	4			23
		%			27	40	18	18			12
	Explanation (other)	N			4					3	7
		%			18					13	3.5
	" Please "	N	3			1		2		1	7
		%	13			4		9		4	3.5

RSs eliciting requests addressed to superiors involved more address terms than those eliciting requests to inferiors. (Table 6.1) While 13% of the responses in RS3S were found to involve address terms like "sir" only one could be found in RS1S addressed to an inferior.

(3) RS3S Sir, may I leave earlier today?

In terms of openers and address terms, RS3S seems to be the situation which elicited these strategies the most. Use of "please" as a pre-adjunct was not found distinctive, at the rate of 3%. It was supplied in RSs 1 and 4 were addressed to superiors and in RSs 6 and 8 were addressed to inferiors. For example, in RS1S, 13% of the students used please as an opener.

(4) RS1S Please, would you give me an extension?

#### 6.1.2.2 Head Acts

The most used structure found in the request data was the head act in isolation occurring at the rate of 58%. For example, in RS7I when addressing an inferior it occurred at the rate of 90% having the most of all RSs (Table 6.3).

(5) RS7I Would you buy me a packet of cigarettes? Head acts before post-adjuncts did not occur very often especially when addressing superiors. For instance, it was supplied in RS2S at the rate of 4% while in RS6I it was 13%.

Table : 6.3  
 Head Acts. L<sub>2</sub>  
 N = 22  
 Number and Percent Distribution

Head act.		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		9	10	11	12	13	14	15	16	
After Pre-adjunct	N	6	6	11	11	4	3	2	4	47
	%	27	27	50	50	18	13	9	18	26
Before Pre-adjunct	N		1	3	1	2	5		2	14
	%		4	13	4	9	22		9	7
Between Pre and post adjunct	N		2		1					3
	%		9		4					1.5
in isolation	N	13	12	8	2	9	13	20	13	90
	%	59	54	36	9	40	59	90	59	50.7

(6) RS6I Try to be quick because I must catch the plane.

Head acts between pre and post-adjuncts occurred only in RSs 2 and 4 at the rates of 9% and 4%, when addressing superiors.

(7) RS4S Please, can you sit down another chair? This is very important for my father.

#### 6.1.2.3 Post-adjuncts

While in RS6I there were 4 (18%) explanations appended to the head act, none occurred in RSs 1 and 7.

(8) RS6I Could you go fast please? I may miss the plane if you go slow.

In the following examples, the same explanation occurred as pre- and post-adjunct in the same RSS.

(9) RS3S My mum had an operation. I need to be in the hospital...

(10) RS3S May I go earlier than 5 pm.? My mother is ill.

#### 6.1.3 Directness in Requests

##### 6.1.3.1 Strategies at the Most Direct Level

No imperatives could be found in the requests from inferiors to superiors while they occurred in RSsI 6 and 8, addressed to inferiors, at the rates of 36% and 9%. (Table 6.5)

(11) RS8I Please, type these letters in an hour.



**TABLE : 6.4**  
**Post-adjunts. I<sub>2</sub>**  
**N = 22**  
**Number and Percent Distribution**

Post-adj.		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
Explanation (reason)	N			2	1	1	4		2	10
	%			9	4	4	18		9	13
other	N		1	1		1	1			4
	%		4	4		4	4			2
" Please "	N	6	2	1	4		2	5	6	26
	%	27	9	4	18		9	22	27	14

**TABLE : 6.5**  
**Directness in requests. L2**  
**N = 22**  
**Number and Percent Distribution**

Strategy		SITUATION								Average for all situations
		SUPERIOR				INFERIOR				
		1	2	3	4	5	6	7	8	
Imperatives	N						8		2	10
	%						36		9	5
Explicit Performatives	N									
	%									
Hedged Performatives	N	1	2			1	1			5
	%	4	9			4	4			2
Locution Derivable	N		2			1				3
	%		9			4				1.5
Scope Stating	N		1		2				1	4
	%		4		9				4	2
Language Spec. Suggestory Formula	N			1	1					2
	%			4	4					1
Reference to Preparatory Conditions	N	18	12	19	12	13	11	21	15	121
	%	81	54	86	54	59	50	95	68	68
Strong hints	N		1		1			1		3
	%		4		4			4		1.5
Mild hints	N				1					1
	%				4					0.5

Interestingly, none of the students used an imperative when addressing a doorman (RS7I) even though a taxi driver (RS6I) and a doorman are of nearly the same social class.

Explicit performatives which allow the speaker to do the action the verb names by using the verb (Austin, 1962) did not occur in the request data. Hedged performatives was also found rare; at the rate of 3% in RSs addressing superiors and at the rate of 2% in RSs addressing inferiors. (Table 6.5)

(12) RS5I I want you to make your presentation a week earlier.

#### 6.1.3.2 Strategies at the Conventionally Indirect Level

Locution derivables in which the illocutionary point is directly derivable from the semantic meaning of the locution occurred only in RSs 2 and 5 at the rates of 9% and 4%. (Table 6.5)

(13) RS5I You must be ready this week.

Scope stating strategies were supplied to RSs 2, 4 and 8 at the rate of 2%.

(14) RS4S I don't want my father to be upset.

And this is his favorite chair.

Only two examples of language specific suggestory formulas could be found in RSs 3 and 4 at the rate of 1%. Examples are as follows:

(15) RS3S Do you mind if I leave early?

(16) RS4S Would you mind sitting next to that chair?

Strategies that involve reference to preparatory conditions were used in all RSs at the rate of 68%. For instance, in RS7I it occurred at the rate of 95% while it was at the rate of 50% in RS6I, the least of all RSs.

(17) RS7I Would you buy me a packet of cigarettes?

(18) RS6I Can you take me to Esenboga Airport please?

#### 6.1.3.3 Strategies at the Nonconventional Indirect Level

Only three examples of strong hints occurred in RSs 2, 4 and 7 at the rate of 1%.

(19) RS7I I need a packet of cigarettes.

A mild hint occurred only in RS4 at the rate of 0.5%.

(20) RS4S Sorry. I don't want to sit in this room. Can we stay in my room?

#### 6.1.4 Results and Summary

In responding to the RSs in English, Turkish students tended to use apologetic formulas as preadjuncts especially when addressing superiors. "Excuse me" and "I am sorry" occurred at the rate of 99%. Use of titles, names and "please" was not found very often. However in RS3 "excuse me," "sir" and explanations occurred the most of all RSs. This could be from the situation itself where there is a possibility of being rejected by the manager who is requested to give

permission to the secretary. Explanations typically occurred as the potential reasons for the requests in most of the RSs.

Head acts usually occurred after pre-adjuncts, at the rate of 26%. Without a pre- and post-adjunct, head acts in isolation were the most used structure occurring at the rate of 58%. Post-adjuncts also occurred as explanations to head acts in five of the eight situations at the rate of 13%.

In terms of directness, Turkish students supplied most of their responses at the level of conventional indirect, especially using the strategy of reference to preparatory conditions at the rate of 68%. Hedged performatives at the level of most direct occurred at the rate of 2%. Imperatives occurred only in RSsI 6 and 8 situations addressed to inferiors. The nonconventional indirect level did not occur too much; only strong hints were supplied in RSs 2, 4 and 7.

## 6.2 APOLOGIES

### 6.2.1 Overall Presentation of the Data

When apologizing, Turkish students tend to use "excuse me" and "I'm sorry" at high rates, 52% and 16%. (Table 6.6) "I apologize" and "forgive me" occurred at low rates. Expression of apologies usually occurred as the strategies of expression of regret as in "I am sorry." Expressions that do not involve an overt apology but are interpretable as apologies occurred at

the rate of 5%; especially in AS16I, 13% of the responses seem to involve utterances that are not overt apologetic formulas. For example, "I didn't want to say so" does not involve an apologetic formula but involves an expression of excuse.

Taking responsibility strategies occurred in a large variety. For example, strategies of explanation of cause and offer of repair occurred at the rates of 29% and 21% while promise of forbearance occurred only at the rate of 4%. Self-deficiency occurred at a high rate in AS16I. Not a significant difference could be found, in terms of social distance, between the ASs in general.

When addressing social superiors Turkish students used the formula "I am sorry" at the rate of 55% and "excuse me" at the rate of 20%. For inferiors 49% of "I am sorry" and 12% of "excuse me" were used. They used the "forgive me" pattern only for superiors. In terms of taking responsibility strategies there were big differences in the use of self-deficiency, explicit self-blame denial of fault and promise of forbearance strategy patterns for inferiors and superiors. For example, denial of fault strategy patterns occurred at the rate of 13% for inferiors while it was 3% for superiors.

### 6.2.2 An Expression of Apology

"I am sorry" occurred an average of 52% of the time in all ASs. For example in AS13I 72% of the students supplied this pattern in their responses when addressing an inferior. (Table 6.6)

Trying to repair the fault or offence by offering an overt performative apology, Turkish students tended to use the strategy of an offer of apology at the rate of 2% as in

(21) AS11S I apologize for forgetting to bring the book.

In the ASs addressed to superiors and inferiors an equal number (2%) of an offer of apology formulas were supplied. It seems that Turkish students do not use "I apologize" very often in English.

In the apology data "Excuse me" occurred more often than "forgive me." For example, "forgive me" occurred only in ASsS 10 and 12 at the rate of 1% while "excuse me" occurred in all ASs at the rate of 16%. "Forgive me" occurred only for superiors.

(22) AS10S Excuse me, forgive me please, I was in a hurry.

Note in this example that two formulas of request for forgiveness occur probably to emphasize the meaning of forgiveness. This pattern was not usual.

Expressions that do not involve an overt apology but an excuse which serves as an apology did not occur

TABLE : 6.6  
 An Expression of Apology. L2  
 N = 22  
 Number and Percent Distribution

Apology		S I T U A T I O N								Average for all situations
		SUPERIOR				INFERIOR				
		9	10	11	12	13	14	15	16	
" I am sorry"	N	15	13	14	7	16	7	13	8	101
	%	68	59	63	31	72	31	59	36	52
"I apologize"	N	1		1		2				4
	%	4		4		9				2
" Excuse me "	N	1	7	2	8	4	3	3	1	29
	%	4	31	9	36	18	13	13	4	16
" forgive me "	N		1		1					2
	%		4		4					1
others	N	1		2	1		1	2	3	10
	%	4		9	4		4	9	13	5



very often (5%).

(23) AS14I Believe me, I was very busy.

In this example, the speaker states his/her excuse by stating "I was very busy," apologizing implicitly.

### 6.2.3 An Acknowledgement of Responsibility

Expressing self-deficiency was not found very often (7%) while explicit self-blame occurred at the rate of 18% in the request data. Especially in AS15I, where a professor runs into a student's car and is to apologize, 40% of the students supplied an explicit self-blame expression, mostly in the form of "it is my fault." However, in ASs 11, 12 and 16 this strategy did not occur at all. Another type of this strategy, "I have made a mistake," occurred in AS10S at the rate of 4%.

Denial of fault strategies were found frequent in the apology data at a rate of 8% average. (Table 6.7) In AS13I, this strategy typically occurred at the rate of 40% where a superior is to apologize to a taxi driver for forgetting to pay for the fare. ASs 12 and 15 also elicited this strategy but only at the rate of 9% for each.

(24) AS15I Why did you park your car there?

(25) AS12S Do you want other meal?

Explanation or account of cause strategies were the most used strategies occurring at the rate of 29%. (Table 6.7)

**TABLE : 6.7**  
**An Acknowledgement of Responsibility. Lz**  
**N = 3**  
**Number and Percent Distribution**

Strategy	S I T U A T I O N								Average for all situations	
	SUPERIOR				INFERIOR					
	9	10	11	12	13	14	15	16		
Self-deficiency	N		1	1	3	1			8	14
	%		4	4	13	4			36	7
Explicit Self-blame	N	1	8			14	1	9		33
	%	4	36			63	4	40		18
Denial of fault	N	1			2	9		2	1	15
	%	4			9	40		9	4	8
Explanation or account of cause	N	9	8	9	1	15	8	1	1	52
	%	40	36	40	4	68	36	4	4	29
An offer of repair	N		6	2	11	4	2	13		38
	%		27	9	50	18	9	59		21
Promise of forbearance	N	3		3					3	9
	%	13		13					13	4.8

(26) AS9S I'm very sorry. I have completely forgotten about the meeting.

Explanations usually were the reasons that led to the fault or offence.

The offer of repair strategy occurred at the rate of 21%. (Table 6.7)

(27) AS12S Forgive me. I'll go and change it at once.

Especially in ASs 12 and 15 the rate of occurrence is very high in terms of this strategy (50% and 59%).

The promise of forbearance strategy occurred only in ASs 9, 11 and 16 at the rate of 4%.

(28) AS9S I'm so sorry. I never do the same again.

#### 6.2.4 Results and Summary

The use of apologetic formulas in English was found quite similar to that of English speakers. For example, the use of "I'm sorry" in expressing an apology occurred very often in the apology data (52%). "Excuse me" is also a frequent one occurring at the rate of 16% while "I apologize" and "forgive me" did not occur so often.

In terms of taking responsibility, Turkish students were found to use a large variety of these strategies but usually at low rates. All of the six strategies of taking responsibility were found almost in all ASs. Especially, the explanation of cause and offer of repair strategies occurred at the high rates of 29% and 21%.

AS13I typically elicited explanations at the rate of 68% and self-blame strategy at the rate of 63%. Promise of forbearance is quite rare in the apology data occurring at the rate of 5%.

### 6.3 Experimental Data and General Conclusions

Comparing the experimental data analysis results and general conclusions elicited from the comparison of Turkish and English patterns (Chapter V), the following results were found:

#### 6.3.1 Requests

In requests, Turkish students prefer pre-adjuncts over post-adjuncts fairly strongly while English allows for proportionately more post-adjuncts. Turkish students followed Turkish patterns in English and used relatively fewer post-adjuncts. Although openers as pre-adjuncts are not very common in English they occur at a high rate in Turkish. Turkish students follow Turkish patterns in their English production. "Please" as post-adjunct did not occur in English while it occurred in Turkish. Turkish students used "please" as post adjunct in English. Although Turkish and English both allow for "please" as pre-adjunct, Turkish students used proportionately less "please" in English. Head acts before a post-adjunct are used at a relatively high rate in English while Turkish allows for this pattern at a low rate. Turkish students followed Turkish usage and used proportionately fewer head acts before a post-

adjunct.

Directness in Turkish and English seems to occur at the same level that is, conventionally indirect. But, English allows for more of the most direct strategies like explicit performatives than does Turkish. Turkish students seem to follow Turkish usage by not using explicit performatives at all. Although no strategy occurred at the nonconventional indirect level in English, Turkish allowed for these strategies but at low rates. Turkish students seem to follow Turkish strategies in English.

#### 6.3.2 Apologies

Turkish usage allows for more apologetic formulas in the expression of apology while English allows relatively fewer. Turkish students seem to follow Turkish patterns in terms of proportion in using, for example, "affedersiniz" (excuse me) approximately at the same rate in Turkish and English. Although English usage did not allow for any offer of apology pattern "I apologize" its corresponding form "özür dilerim" in Turkish occurred at a high rate. Turkish students seem to transfer the use of this pattern in English using "I apologize." Taking responsibility strategies, for example, an offer of reparation, occurred infrequently in Turkish compared to English. This also seems to be followed in English to a certain extent. The denial of fault strategy occurred approximately at the same rates

in Turkish and English L2 experimental data while it was found fairly lower in English. While English allows for proportionately more promise of forbearance strategy Turkish students prefer to use this strategy at least parallel to the proportion of Turkish usage.



## CHAPTER VII

### CONCLUSION

#### 7.1 Summary of the Study

This study discusses the cross-cultural aspect of speech act patterns in L2 production. It establishes the similarities and differences between Turkish and English request and apology patterns through a comparative method linking them with different cultural norms and cultural assumptions. In order to establish the similarities and differences between speech act patterns of Turkish and English provided from native speakers of Turkish and English, a comparative analysis proposed as universal for all language studies was used in the analysis of data. Two sets of questionnaires (Turkish and English) consisting of sixteen situations, eight eliciting requests and eight eliciting apologies were used as the instruments for this study. After Turkish and English baseline data were collected from the native speakers of these two languages through these questionnaires, the L2 experimental data was elicited with the English questionnaire from the same set of twenty-two university students who had also provided the Turkish baseline data.

The written responses of the students and of three native English speakers who are English professors at Bilkent University were analyzed by means of a nonstatistical analysis since the scope of this study

has been descriptive. The coding scheme used in the comparative analysis of request patterns consists of two main categories: (1) units of analysis and (2) directness in requests. For apologies, a set of semantic formulas associated with the speech act of apology and a range of apology strategies was applied in the analysis of responses. This kind of contrastive analysis method provided accountable results for cross-cultural variability in the realization patterns of the same speech acts. The speech act patterns were also described both from social superiors' and inferiors' points of view since an intended request and/or apology, for example, may be interpreted as being sensitive to such social distance.

## 7.2 Conclusions

Based on the comparison of Turkish and English speech act patterns, the question of whether the differences between the realization patterns in two languages led to inappropriate use of L2 patterns (both culturally and linguistically) while the similarities led the students to use appropriate patterns was posited. Answers to this question can be stated under two titles as positive and negative titles:

### 7.2.1 Positive Transfer

(1) Both English and Turkish usages allow for the same set of units in means of sequencing in request



utterances. Although Turkish has more variety in units, it was found to lead to positive transfer to English usage.

(2) Both English and Turkish requests normally occurred at the conventionally indirect level usually selecting the strategy type reference to preparatory conditions (Could you do it? etc.). This similarity encouraged appropriate use of English patterns.

(3) Although neither of these strategies were commonly used, the most direct level and nonconventional indirect level strategies, both in English and Turkish, occurred consistently with the situations in terms of social distance: the former as imperatives when addressing social inferiors and the latter as strong hints to superiors.

#### 7.2.2 Negative Transfer

(1) Making long explanations before uttering the request was found as a typical characteristic of Turkish usage. Students supplied this characteristic in their English patterns creating deviant expressions in English.

(2) The use of apologetic expressions before a request in Turkish led the students to use exaggerated request patterns in English. In English only "excuse me" as an apologetic expression in requests occurred in certain situations when addressing superiors. So the extended use of apologetic expressions both in variety

and number was deviant in English.

(3) Turkish students seem to follow Turkish patterns in using post-adjunct less than pre-adjuncts in their request patterns in English.

(4) Using openers when starting a request, Turkish students seem to follow Turkish patterns which allow for more openers.

(5) Since Turkish usage, compared to English, allows for more nonconventional indirect level strategies in requests Turkish students transfer these strategy patterns in English.

(6) Apologetic formulas in Turkish occurred in a larger variety than in English. Turkish students do not seem to transfer the Turkish patterns but do have difficulty in choosing "excuse me" and "I am sorry," to indicate appropriate social distance. Which one is appropriate in which situations is unclear because these two formulas function alike in Turkish, but not in English.

(7) Using taking responsibility strategies in Turkish seems to be transferred in English occurring at lower rates.

Other than these conclusions, lack of proficiency and lack of mastery of the speech act forms in English were also observed as an important factor leading the students to use linguistically inappropriate patterns.

For example, some of the responses like \*"may you give permission?" occurred in the request data approximately at the rate of 7%. These responses occurred as a result of lack of mastery of the second language structure. They also have a tendency to transfer the forms of corresponding Turkish patterns to English.

### 7.3 Assessment of the Study

The conclusions drawn from the comparison of the two sets of language patterns is limited because of the limited number of native speakers, especially for the English baseline data.

Furthermore, some of the situations presented in the questionnaire may be interpreted as culturally non-Turkish since approximately half of the students did not provide a response to these situations. For example, in RS4S where a student is to ask a teacher, at his/her home, not to sit on his/her father's favorite chair, students explicitly stated that such situations never occur in their house. A questionnaire based on the informal observations of natural situations which occur in both cultures needs to be developed.

### 7.4 Suggestions for further Studies

More research to describe speech act patterns in terms of their cultural and linguistic functions in the area of cross-cultural differences needs to be done to provide a broader comparative base. Data collection

methods based on the observations of informal and actual social situations, and oral responses of students to social contexts should be developed in order to establish more reliable results. For this study, the data were collected through a written questionnaire. Oral data needs to supplement the written data to assure accuracy. In such socio-cultural studies, background and social class variables would also be focused on when describing the speech act behaviors.

#### 7.5 Pedagogical Implications

Speech act behavior reflects culturally dependent conventionality, that is, speakers' agreement on the overall need to use a given speech act and on its most acceptable or frequent realizations. However, the possible realizations occur in a wide range. The question of what the priorities and specific goals are should be answered to apply the results of this kind of research to teaching situations. The most prominent goal seems to be the definition of cultural differences in speech act behavior across languages. For the purpose of syllabus design it would be assumed that the learner needs to know how to request and apologize in a variety of interactive discourse situations in the target language. Making the learner aware of overall patterns of behavior in the target culture and of available choices for speech act realization may well help learners

become better users of input in L2. Modern textbooks that lack theoretical description and research evidence should base their selections on these kinds of research results.



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## Appendix A

## SÖZEYLEMLERİ İLE İLGİLİ ANKET

## AÇIKLAMA:

Aşağıdaki durumları dikkatle okuyunuz ve bu durumlarda ne söyleyeceğinizi verilen boşluklara yazınız.

## RİCALAR

1. Bir üniversitede öğrencisiniz. Bir dersten hazırlayacağınız ödev için çok kısa süreniz kaldı. Hocanızdan ödevi bitirmek için daha fazla süre istemeniz gerekiyor. Bu durumda hocanıza ne dersiniz?

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2. Gazatede çıkan bir iş ilanı için başvuruda bulunacaksınız. İş ile ilgili daha fazla bilgi almak için şirket yöneticisini arıyorsunuz. Ona ne söylersiniz?

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3. Büyük bir bilgisayar şirketinde sekretersiniz. O gün işyerinden saat 17'den önce ayrılmanız gerekiyor. Fakat müdürünüz o anda çok meşgul. İzin istemek için ona ne söylersiniz?

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4. Evinizde misafir olan bir hocanız babanızın çok sevdiği bir koltuğa oturmak üzere. Beş dakika içinde babanız gelebilir ve onu orada görünce sinirlenebilir. Bu durumda hocanıza ne dersiniz?

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5. Bir üniversitede hocasınız. Öğrencilerinizden biri iki hafta sonra ders anlatacak. Bu öğrencinizden dersini kararlaştırıldıktan bir hafta önce anlatmasını istiyorsunuz. Bu durumda ona ne söylersiniz?

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6. Şu anda saat 8.15 ve saat 9.00 da kalkacak uçağa yetişmek zorundasınız. Bir taksiye bindiniz, sizi Esenboğa Havaalanına yetiştirmesini istiyorsunuz. Ona ne söylersiniz?

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7. Eve gelirken sigara almayı unuttunuz. Kapıcıyı çağırıp size bir paket sigara almasını istiyorsunuz. Ona ne söylersiniz?

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8. Büyük bir film şirketinde yöneticisiniz. Hemen yazılması gereken iki iş mektubu var. Sekreterinizin yapması gereken başka işler varken bu mektupları da bir saat içinde yazmasını istiyorsunuz. Ona ne söylersiniz?

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#### ÖZÜRLER

9. Patronunuzla olan çok önemli bir iş görüşmesini unuttunuz. İki saat sonra özür dilemek için arıyorsunuz. Asıl sorun böyle bir buluşmayı ikinci kez unutuyor olmanız. Ona telefonda ne dersiniz?

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10. Okul koridorunda hocanıza kazara çarpıp elindeki kitapların düşmesine sebep oldunuz. Ayrıca hocanızın bacağı da incindi. Bu tamamen sizin hatanız. Bu durumda ona ne söylersiniz?

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11. Hocanızdan bir kitap aldınız ve Çarşamba günü geri getirmeye söz verdiğiniz halde unuttunuz. Bugün Cuma ve kitabı geri veriyorsunuz. Bu durumda ona ne söylersiniz?

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12. Ünlü bir lokantada garson olarak çalışıyorsunuz. Müşterilerden birine yanlışlıkla tavuk ızgara yerine biftek götürdünüz. Müşteri size yanlışlığı kibarca hatırlattı. Bu durumda ona ne dersiniz?

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13. Kızılay'a gitmek için taksiye bindiniz. Çok aceleniz olduğu için inerken parayı vermeyi unuttunuz. Şoför arkanızdan seslenerek parasını istedi. Bu durumda ona ne söylersiniz?

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14. Büyük bir şirkette personel şefisiniz. Ani bir toplantı nedeniyle iş için başvuran bir öğrenciyi bir saat bekletmek zorunda kaldınız. Döndüğünüzde onu sizi bekler buldunuz. Ona ne söylersiniz?

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15. Bir üniversitede hocasınız. Arabanızı parketmeye çalışırken bir öğrencinin arabasına çarptınız. Bu tamamen sizin suçunuz. Bu durumda ona ne söylersiniz?

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16. Bir iş toplantısında bir söz söylüyorsunuz. Sekreteriniz bu sözü kendisine yapılmış bir hakaret olarak algılıyor ve üzülüyor, toplantıdan sonra da size söylüyor. Bu durumda ona ne söylersiniz?

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## Appendix B

## QUESTIONNAIRE ON SPEECH ACTS

## INSTRUCTION

Read the situations carefully.

What would you say in these situations?

Write your answer in the spaces provided.

## REQUESTS

SITUATION 1: You are a student at a university. You have a very short time to finish up your seminar paper. You are asking your professor to give an extension for finishing up the paper. What would you say to him / her?

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SITUATION 2: You apply for a job advertised in a paper. You are calling the manager of the company to get more information about the job. What would you say to him / her?

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SITUATION 3: You are a secretary working for a big computer company. You know your boss is very busy, but you have to leave earlier than 5 pm today. You are asking for permission. What would you say to him / her?

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SITUATION 4: Your teacher is in your house and has just sat down on your father's favorite chair. You know your father will be upset if he finds him/her sitting there when he returns home in five minutes. What would you say to him/her?

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SITUATION 5: You are a professor at a university. One of your students is going to make a presentation next week. But you are asking him/her to make his/her presentation a week earlier than scheduled. What would you say to him/her?

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SITUATION 6: You must catch the plane at 9 pm. It is 8.15 now. You take a taxi and ask the driver to take you to Esenboga Airport. What would you say to him/her?

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SITUATION 7: You have forgotten to buy cigarettes. You call the doorman and ask him to buy cigarettes for you. What would you say to him/her?

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SITUATION 8: You are a manager of a big film company. You have two business letters to be written soon. You are asking your secretary to type them in an hour and you know she has other work to do. What would you say to her?

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#### APOLOGIES

SITUATION 9: You have completely forgotten about a crucial meeting with your boss. Two hours later you call him to apologize. The problem is that this is the second time you have forgotten such a meeting. What would you say to him/her?

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SITUATION 10: You bump into a teacher in the school corridor causing her to spill her books all over the floor. You hurt her leg, too. It is clearly your fault. What would you say to her?

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SITUATION 11: You had borrowed your professor's book and promised to return it on Wednesday, but you have forgotten to bring it back that day. It is Friday and you are giving the book back. What would you say to him/her?

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SITUATION 12: You are a waiter/waitress in a well-known restaurant. You bring fried chicken instead of roast beef. The customer reminds you politely. What would you say to him/her?

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SITUATION 13: You take a taxi to KIZIAY, but you are in a hurry and you have forgotten to pay. You get out. The taxi driver runs after you and asks for the money. What would you say to him/her?

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SITUATION 14: You are the staff manager of a big company. You have kept an applicant waiting for a job interview for an hour because you were called to an unexpected meeting. An hour later you find him/her waiting for you. What would you say to him/her?

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SITUATION 15: You are a university teacher. While you are trying to park your car you run into a student's car damaging it seriously. This is completely your fault. What would you say to him/her/

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SITUATION 16: At a business meeting you say something that your secretary takes offense to, interpreting it as a personal insult. S/he says "I take offence with your last remark" after the meeting. What would you say to him/her?

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