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**TEACHING SPEECH ACTS THROUGH
PYGMALION IN EFL CLASSES**

ALİZE CAN


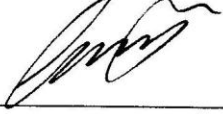

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Başlık: İngilizce'nin Yabancı Dil Olarak Öğretildiği Sınıflarda Pygmalion'daki Söz Eylemlerin Öğretimi

Yazar: Alize CAN

ÖZET

Öğrencilerin ikinci dilde edimbilim bilgisi eksikliğinden kaynaklanan belirli bağlamlarda uygun ifadeler kullanma yetersizlikleri dil öğreniminde karşılaşılan en büyük sorunlardan biridir. Bardovi-Harlig'e göre (2001) dil öğretimi, ikinci dil ediniminde kullanımbilim yeterliliğini etkileyen önemli bir kavramdır.

Bu çalışma, bir drama eserinin özgün materyal olarak kullanılmasının İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilere ret ve şikayet söz eylemlerinin öğretilmesine nasıl etki sağlayacağını araştırmayı hedeflemektedir.

Çalışma, ifadeleri dayanak veri olarak kullanılan 10 İngilizce anadil kullanıcısı ve 52 İngilizce'yi yabancı dil olarak öğrenen Türk öğrenci ile yürütülmüştür. Türk öğrenciler 26 kişilik TEFLA-A ve TEFLA-B olarak iki gruba ayrılmış; TEFLA-B grubu altı hafta süre ile öğretim sürecine dahil olmuş, ancak TEFLA-A grubu bu sürecin dışında tutulmuştur. Veri toplama aracı olarak katılımcılara öğretim sürecinden önce ve sonra 12 ret ile 6 şikayet durumundan oluşan Yazılı Söylem Tamamlama Testi uygulanmıştır. Altı haftalık öğretim süreci belirtilen söz eylemleri incelemeye yönelik diyaloglardan ve George Bernard Shaw'a ait olan Pygmalion isimli drama eserinin edimbilimsel öğretimle birlikte incelenmesini içermektedir. Bu sürecin tamamlanmasının üzerine, Yazılı Söylem Tamamlama Testi gruplara yeniden uygulanmış, elde edilen veriler süreç öncesi verilerle ve gruplarla karşılaştırılmış ve belirtilen söz eylemlerinin öğretiminde drama eseri kullanmanın etkisi değerlendirilmiştir. Ayrıca, öğretim sürecinde yapılan sınıf içi gözlemler de araştırma bulgularını karşılaştırmak için kullanılmıştır.

Bulgular, drama eseri ile belirtilen söz eylemlerin öğretiminin, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin ana dil kullanıcılarına daha yakın ifadeler kullanmalarına katkı sağladığını göstermektedir.

Anahtar Sözcükler: Kullanımbilim Edinci, Söz Eylemler, Ret ve Şikayet Söz Eylemlerinin Öğretimi, İngilizce'yi Yabancı Dil Olarak Öğrenen Türk Öğrenciler

Title: Teaching Speech Acts Through Pygmalion in EFL Classes

Author: Alize CAN

ABSTRACT

In language learning, the inability of the learners in producing appropriate utterances in appropriate contexts is one of the greatest problems, which results from lacking of second language pragmatic knowledge. According to Bardovi-Harlig (2001), instruction is a crucial notion in second language acquisition which affects pragmatic ability.

This study aims at probing into the learning environments of Turkish Learners of English as a Foreign Language (TEFL) by evaluating the effectiveness of teaching speech acts, specifically refusals and complaints, through a drama work, which is used as an authentic material for the development of language skills.

The study was conducted with 10 Native Speakers of English, whose preferences of speech acts are used as baseline data, and 52 Turkish EFL Learners, 26 of which are involved in teaching process (TEFL-B) and the rest (TEFL-A) are not. Participants are given a Written Discourse Completion Task (WDCT) including 12 refusal and 6 complaint situations prior to and after teaching process. Teaching process includes examining sample dialogues of specified speech acts to familiarize the learners with dialogue analysis and going through the drama work, *Pygmalion* by George Bernard Shaw, in terms with pragmatic instruction during six weeks. Upon completing six-week-teaching process, WDCT is implemented again to both groups of TEFL to compare and contrast the preferences and to assess the impact of using drama work for teaching specified speech acts. Additionally, classroom observations made in the teaching process were used to compare the findings of the research.

Findings indicate that, making use of drama work in teaching specified speech acts can facilitate learners to produce more native-like utterances.

Key Words: Pragmatic Competence, Speech Acts, Teaching Speech Acts of Refusals and Complaints, Turkish EFL Learners

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Pragmatic competence is a crucial element of language learning as it should be acquired in order to have a native-like mastery in the target language. It refers to socio-cultural and linguistic appropriateness of utterance of a certain nation and culture. Different nations have different cultures, language backgrounds and communication strategies. While communicating with members of different cultures, these play important role for maintaining a successful relationship. Lacking knowledge of pragmatic competence or violation of structural rules and strategies lead communication breakdowns and hinder people to express themselves clearly in a foreign context. For that reason, learning a language not only mean to master linguistic rules, but also to raise awareness of socio-cultural rules of target language and society.

Hymes' distinction between language knowledge and ability for language use, as well as his incorporation of sociolinguistic knowledge into the framework of communicative competence, have contributed to many of the discussions of language learning and teaching (Canale & Swain, 1980; Canale, 1983; Bachman, 1990; Bachman & Palmer, 1996).

To investigate the learning of second language pragmatics, Kasper and Rose (2001, p. 4) suggests three major questions to be answered: what opportunities for developing second language pragmatic ability are offered in language classrooms; whether pragmatic ability develops in a classroom setting without instruction in pragmatics; and what effects various approaches to instruction have on pragmatic

development. The first and last questions related to classroom research including the resources, processes, and limitations of classroom learning. Second question seeks answer if pragmatic ability develops without pedagogical intervention. Bardovi-Harlig (2001) asserts that, second language pragmatics is not acquired without instruction, or they may be learned more slowly. Thus, it can be inferred that for the acquisition of L2 pragmatics, instruction is a fundamental notion which facilitates it.

1.2. Statement of the Problem

In language learning, the development of pragmatic and sociolinguistic rules is important for language learners. They should understand and use language that is convenient to the various situations, in the exact opposite situation, they may miss key points that are being communicated or have their messages misunderstood. Even worse, may be *“the possibility of a total communication breakdown and the stereotypical labelling of second language users as people who are insensitive, rude, or inept”* (Thomas, 1983). The inability of the students in creating appropriate utterances in appropriate contexts is one of the greatest problems.

1.3. Purpose of the Study

Taking into consideration of the problem mentioned above, it is aimed to promote achievement in teaching specific speech acts to students and develop their language and pragmatic competence with the help of literary text. The main purpose of this study is to investigate the effectiveness of teaching speech acts through a drama work. The specific aims of the study are;

1. to investigate the differences and similarities between the groups of Native Speakers of English (NSE) and Turkish EFL Learners (TEFL) in terms of speech act preferences of refusals and complaints before the teaching process,

2. to investigate the differences and similarities between the groups of NSE and TEFLL in terms of speech act preferences of refusals and complaints after the teaching process,
3. to find out if the teaching program (treatments and tasks given by the drama work as authentic material) affect Turkish EFL learners' preferences of refusal and complaint speech acts

Thus, the following research questions are going to be answered at the end of this study.

1. What differences are there between the groups of Native Speakers of English (NSE) and Turkish EFL Learners (TEFLL) in terms of speech act preferences of refusals and complaints before the teaching process?
2. What differences are there between the groups of NSE and TEFLL in terms of speech act preferences of refusals and complaints after the teaching process?
 - a. Do the tasks given by the drama work as authentic material affect Turkish EFL learners' preferences of refusal and complaint speech acts?

1.4. Significance of the Study

This study could potentially provide insights into the investigation of communication strategies and pragmatic competence of Turkish EFL Learners. It is expected that the findings derived from this study will provide some suggestions regarding the development of language learners' pragmatic competence to the foreign language learning and teaching contexts. Evaluation of the learners' pragmatic competence will lend more potential to language learners in terms of successfully learning the English language. This study also attempts to indicate how language learners cope with their breakdowns in English while involving in communication in a different social and cultural context. By means of evaluating

communication strategies, specified speech acts and the pragmatic competence of the Turkish EFL learners, the language teachers and the Turkish subjects of this study, who are future teachers of English Language Teaching Department, will gain insight and be aware of the current strengths and weaknesses of the learners in order to modify their teaching approach by promoting the notion of communicative competence and they can provide alternative propositions on their decisions regarding selection and design of teaching materials.

1.5. Limitations of the Study

This study has some limitations concerning the types of speech acts, the subjects and implementation. To begin with, there are numerous speech acts that can be studied, however in this study, only two types of speech acts; refusals and complaints, are investigated. As there are not so many studies on refusals and complaints in Turkey, these types have been chosen to be studied. Secondly, the subjects of the study are fifty-two (52) junior students of ELT Department at Trakya University. These students are Turkish native speakers of drama class. Besides, there are ten (10) Native Speakers of English whose data will be used as basis data to compare to Turkish students. Another thing that should be mentioned is that Turkish ELT students are female-oriented and there are not enough male students. Thus, gender factor is eliminated in this study. Lastly, the present study is also limited to only one implementation, a literary drama work of George Bernard Shaw.

1.6. Definitions

Communicative Competence: A speaker's ability to use target language knowledge in communicative situations.

Pragmatic Competence: The ability to use language forms in a wide range of environments, factoring in the relationships between the speakers involved and the

social and cultural context of the situation (Tanck, 2002, p. 1).

Pragmatic Transfer: “The use of first language speech act strategies that are inappropriate in the corresponding second language setting” (Nelson, Carson, Al Batal, El Bakary, 2002, p. 164).

Pragmatics: “Pragmatics is particularly concerned with appropriateness, both with regard to what is said in a particular context and how it is said” (Ellis, 1994, p. 23).

Speech Acts: A speech act is an utterance as a functional unit in communication (Richards and Schmidt, 2002).

Speech Act of Refusal: According to Tanck (2002), the speech act of refusal occurs when a speaker directly or indirectly says no to a request or invitation.

Speech Act of Complaint: According to Tanck (2002), the speech act of complaint occurs when a speaker reacts with displeasure or annoyance to an action that has affected him in an unfavorable manner.

1.7. Abbreviations

ELT: English Language Teaching

EFL: English as a Foreign Language

SA: Speech Act

TL: Target language

NS: Native Speakers

NNs: Non-native Speakers

WDCT: Written Discourse Completion Task

TEFLL: Turkish EFL Learners

CHAPTER II

REVIEW OF LITERATURE

In 1960s, there was a shift of emphasis from structural linguistics and generative transformational grammar to a growing interest in language use in the 1970s and the 1980s. This change of emphasis provided the rationale for the communicative approach to language teaching with competence and performance as the key concept.

2.1. Competence and Performance

In linguistic theory, competence refers to person's knowledge of his language, the system of rules which a language user has mastered so that it would be possible for that user to be able to produce and understand an indefinite number of sentences and recognise grammatical mistakes and ambiguities. Performance is a term used in the linguistic theory of transformational generative grammar in which language seen as a set of specific utterances produced by native speakers.

Widdowson views language learning not merely as acquiring the knowledge of the rules of grammar, but also as acquiring the ability to use language to communicate. As he states, knowing a language is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate. "*We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicate purposes*" (Widdowson, 1978). As Larsen-Freeman (2000) states, in 1970s, some educators realised that students could produce accurate sentences during a lesson, but could not use them in real communication situations outside of the classroom. Students know the rules of linguistic usage, but as they are

unable to use the language, they are not capable of involving in communication activities.

According to Hymes, it is necessary to distinguish two kinds of competence. Linguistic competence that deals with producing and understanding grammatically correct sentences, and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation. Thus, Hymes coins a term “communicative competence” and defines it as “*a knowledge of the rules for understanding and producing both the referential and social meaning of language*”.

2.1.1. Communicative Competence

The phrase ‘communicative competence’ was introduced by the American linguist and anthropologist, Hymes, in the late 1960s (Hymes, 1962, 1968, 1971).

He used this term to reflect the following key positions on knowledge and use of language:

1. The ability to use a language well involves knowing (either explicitly or implicitly) how to use language appropriately in any given context.
2. The ability to speak and understand language is not based solely on grammatical knowledge.
3. What counts as appropriate language varies according to context and may involve a range of modes – for example, speaking, writing, singing, whistling, drumming.
4. Learning what counts as appropriate language occurs through a process of socialization into particular ways of using language through participation in particular communities.

Coined by Hymes in 1966, communicative competence is a reaction against the

inadequacy of Chomskyan distinction between competence and performance. While many definitions of communicative competence continue to emerge, Hymes' initial acknowledgement of the role of context in communication serves as a frame of reference in present-day communicative teaching. In addition to producing grammatically correct utterances, one should know "when to speak, when not,...what to talk about with whom, when, where, in what manner" (Hymes, 1972).

According to Hymes (1974), Chomsky's notion in relation to grammatical competence is incomplete. Hymes claims that Chomsky's emphasis on grammatical competence was not to be neglected but instead, in tandem with acknowledgement of meaning in communication determined by a particular speech community and the content of the interaction.

Researchers recognized that an accurate definition of communicative competence would need to reflect its multidimensional features. As a result, three principal theoretical models emerged, each one acknowledging a set of various subdivisions of competences.

Canale Swain (1980), Canale (1983) brought various expanded notions of communicative competence, respecting to them, Yule (1996) states that communicative competence can be defined in terms of three components; grammatical competence, sociolinguistic competence and strategic competence.

The Components of Communicative Competence

Canale and Swain (1980) categorized components of communicative competence into four main aspects of competence: grammatical, sociolinguistic, strategic competence. Following these, discourse competence was added in 1983.

Grammatical competence is the ability to recognise and produce the distinctive grammatical structures of a language and to use them effectively in communication. This competence is largely based on Chomsky's understanding of linguistic competence. It includes knowledge of syntactic, phonological, semantic, and morphological patterns or rules of the language. For example, learners of English need to learn to understand the different time references of sets of words such as, I go, I went, I will go, and to be able to make appropriate time reference when speaking or writing.

Hymes (1972) distinguishes between what is possible, what is feasible, what is appropriate, and what is actually done in the use of communicative language. This notion is explained through sociolinguistic competence. Sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts, depending on contextual factors such as topic, status of participants, and purposes of the interactions. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form (Swain, 1984). Sociolinguistic competence is then said to be concerned with appropriateness in terms of both form and meaning that is whether an utterance is appropriately produced or understood in different contexts. This appropriateness could vary in accordance with the status of participants, objectives of the communication and norms of the communication (Yoshida, 2003).

Yoshida (2003) states,

“Strategic competence is verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”.

- 1. to compensate for breakdowns in communication due to insufficient competence or to performance limitations and*

2. *to enhance the rhetorical effect of utterances.*

Canale and Swain (1983) introduced discourse competence as an additional competence type. They included the notion of cohesion and coherence in sociolinguistic competence. The researchers refer to discourse competence as the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. For Yoshida (2003), discourse competence refers to mastery of the way grammatical forms and meanings are combined to develop consistent and meaningful texts that are how texts are developed as a result of the combination of grammar and meaning.

Bachman (1990) generated current framework reconstructing of the former framework models. In this model, Bachman divided communicative competence into three main subdivisions: organizational competence, strategic competence, and pragmatic competence. Organizational competence is also divided into two principal categories: grammatical competence and contextual competence. This type of competence concerns itself with the rules of cohesion of grammatical forms and word meaning.

Strategic competence has three main components: assessment, planning and execution. These components can be practiced to compensate for the two other types of competences. Specifically, it is performed when the speaker uses strategic tools to effectively communicate a particular utterance.

Lastly, pragmatic competence, which is relevant to this study, necessitates knowledge of both pragmatic and sociolinguistic conventions to perform acceptable language functions as well as perform these functions appropriately (Bachman, 1990).

Socio-cultural Competence

In addition to previous competence types, socio-cultural competence, which is relevant to this study should be mentioned. As in this study, a drama work is implemented in teaching process, learners should be aware of the cultural elements of target language. A variety of daily and intellectual contexts must often be taken into consideration in order to understand the meaning of something that is said. Contexts can differ greatly from one culture to the next, often making it difficult for newcomers to effectively communicate with other members of their new culture. Developing an understanding of general cultural contexts and their implications will enable someone who was not raised in a particular culture to fully comprehend speech or text in that culture's language, and to use the language more easily. That is the basic idea behind socio-cultural competence and its use in EFL education.

2.2. Pragmatic Competence

To fully understand the meaning of a sentence, one must understand the context in which it is uttered. Pragmatics is concerned with how people use language within a context and why they use language in particular ways.

Crystal (1997, p. 301) defined pragmatics as

“the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication”.

The importance of achieving pragmatic competence in order to become communicatively competent is apparent. It has been regarded as one of the main components of communicative competence (Canale and Swain, 1980; Canale, 1983;

Bachman, 1990; Celce-Murcia et al, 1995). Pragmatic competence, also called actional competence, has been defined as: “the competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (Celce-Murcia et al., 1995).

Pragmalinguistics refers to the linguistic side of pragmatics, that is the range of structural linguistic resources from which speakers can choose when using language in a specific communicative situation. Kasper (2001, p. 51) states that “*pragmalinguistic knowledge requires mappings of form, meaning, force and context*”. In addition to this, Cenoz (2007) in her work writes that pragmalinguistic competence refers to the linguistic elements used in the different languages to perform speech acts; for example, performing a speech act (speech act verbs, imperatives, politeness markers, other pragmatic markers).

E.g. Could you please take the garbage out? Thank you!

Well, the kitchen garbage already smells, you know.

The garbage isn't out yet...

Take the garbage out!

Sociopragmatics relates to the social setting of language use, including variables such as the cultural context, the social status or social distance of interlocutors. Sociopragmatic or cultural component is related to implicit social meaning, and there can be different assessments of social aspects of the context, such as the social distance between the speaker and the addressee. Sociopragmatics refers to the link between action-relevant context factors and communicative action and does not necessarily require any links to specific forms at all (Kasper, 2001, p. 51).

E.g. Imagine you need a book from the library very urgently, but the book has been borrowed by someone else. Take a look at the following sentences. In what situation would they be appropriate?

- a. *I was wondering if you could you possibly return the book in the very near future. I need it urgently for my term paper. Thank you!*
- b. *I need this book urgently, so could you please return it as soon as possible?*
- c. *I really need the book and it's overdue, you've had for too long anyway. So why don't you return it as soon as possible?*
- d. *Dude, can I have the book now? I really need it.*

Taking into consideration the information presented above, to become pragmatically competent, one should have the ability to perform speech acts, to convey and interpret non-literal meanings, to perform politeness functions and discourse functions and to use cultural knowledge.

2.2.1. Factors in Determining L2 Pragmatic Competence

If there is no input, learning will never occur and when it comes to the learning of pragmatics, it becomes even more critical. As Kasper and Schmidt (1996) suggest, by definition pragmatic knowledge is particularly sensitive to the socio-cultural features of a context. Bardovi-Harlig (1998) puts forward that the following factors have a direct influence on the acquisition or pragmatic competence: input, instruction, level of proficiency and length of stay living in the L2 culture, and the L1 culture.

A vast of studies have reported that L2 pragmatic development profits from instruction in various areas: conversational management (Wildner-Bassett, 1984, 1986, 1994; Liddicoat & Crozet, 2001), speech acts (Billmyer, 1990; Olshtain & Cohen, 1990), conversational implicatures (Bouton, 1994a) and pragmatic fluency (House, 1996). The studies addressing pedagogical interventions for teaching pragmatics can be categorized into two general teaching approaches: explicit vs. implicit teaching.

Tanaka (1997) and Clennel (1999) explained what the implicit and explicit teaching. According to them, in the implicit teaching of pragmatics, the success of instruction may depend on how well it raises the learners' awareness of the rules for appropriate L2 use. Explicit teaching, on the other hand, generally involves providing explicit metapragmatic information about L2 rules through explanations (Billmyer, 1990; Bouton, 1994a; House, 1996; LoCastro, 2001), metacognitive discussions (Olshtain & Cohen, 1990), and corrective feedback (Bouton, 1994b).

Learner's level of proficiency has crucial influence on their pragmatic competence. Related to this area, some studies reveal that advanced learners are more likely to perform a speech act that is considered more appropriate in a given context. Parallel to this, Bardovi-Harlig (1998) asserts that the longer the learner interacts with NSs or is immersed in a community of speakers of the L2, the more pragmatically aware the learner becomes.

Lastly, Bardovi-Harlig (1998) states that a positive transfer takes place when the learner successfully communicates the message s/he is trying to convey because of a perceived similarity between the L1 and L2. On the other hand, a negative transfer occurs when the learner incorrectly uses a speech act, linguistic form of a speech act or omits a speech act where it is needed based on his/her comparison of the L1 and L2. The other area that has received the most attention in the literature pertaining to influence on the realization of speech acts is the first language and culture. Kasper (2001b, p. 119) defines pragmatic transfer as "the use of L1 pragmatic knowledge to understand or carry out linguistic action in the L2" and clarifies that, in a language learning situation, a positive or negative transfer may occur.

2.2.2. Interlanguage Pragmatics

As it is aimed to describe how Turkish learners of English as a second language realize the speech acts of refusal and complaint in their interlanguage (ILP) in this study, firstly, it is needed to explain what interlanguage is.

Basically, interlanguage, or interlanguage pragmatics most commonly, is the study of the language systems of language learners; in other words, the study of language learners' language. Although some alternative terms have been employed to the same phenomenon, the term was first coined by Selinker (1972). Interlanguage pragmatics has been defined by different researchers as:

"...the investigation of non-native speakers' comprehension and production of speech acts, and the acquisition of L2-related speech act knowledge" by Kasper & Dahl (1991, p. 215)

"...the study of nonnative speakers' comprehension, production, and acquisition of linguistic action in L2, or, put briefly, ILP [interlanguage pragmatics] investigates 'how to do things with words' (Austin) in a second language" by Kasper (1998b, p. 184).

"...the study of nonnative speakers' use and acquisition of L2 pragmatic knowledge..." by Kasper & Rose (1999, p. 81).

Interlanguages are natural languages. Yet, unlike to other natural languages, they have dynamic nature. The language of learner is incomplete and tends to change and fossilise. They may change when new linguistic forms and rules of target language system are learnt as the structure of grammar is reconstructed. And, they may fossilise if incorrect linguistic features or forms become permanent in written and spoken language.

Selinker (1988, pp. 180-2) explains interlanguage errors with examples:

1. What *did* he *intended* to say? (Past tense morpheme –ed is extended)
2. I *am feeling* thirsty.
3. Don't worry. I'm *hearing* him.

(if the learner has adopted the strategy that all verbs are either transitive or intransitive, he may produce IL forms and in producing them they seem to have adopted the further strategy that the realization of the category 'aspect' in its progressive form on the surface is always with *-ing* marking)

4. I was in Frankfort when I fill application. (Russian speakers avoid past tense forms)
5. After thinking little I decided to start on the *bicycle* as slowly as I could as it was not possible to *drive* fast. (It is most probably over generalizing the use of *drive* to all vehicles).

Selinker (1972) puts forward that there are five steps while a learner creates his own interlanguage (reported in Ellis, 1985, p. 48):

1. Language transfer: L1 is used as a source, which is seen at the early stages of the language learning.
2. Overgeneralization of target language rules
3. Transfer of training: According to which rules enter the learner's system as a result of instruction.
4. Strategies of L2 learning: Refers to "*an identifiable approach by the learner to the material to be learned*" (1972, p. 37)
5. Strategies of L2 communication Refers to "*an an identifiable approach by the learner to communication with native speakers*" (1972, p. 37).

Foreign language learners have little access to target language input and less opportunity for productive second language use outside the classroom (Rose and

Kasper, 2001, p. 4). Lack of exposure to target culture and natural speech environments lead to differences in language learners' pragmatic production and comprehension compared to native speakers'.

Due to its attention to the role in the communicative process and as it goes beyond grammar teaching, pragmatic competence plays critical role in the communicative classroom teaching. As it was mentioned in part 2.1, students can learn linguistic rules; but they are not able perform them in real communication situations outside of classroom. Communicative Language Teaching (CLT) has advantage over the other approaches since it reflects pragmatic competence through recognition of the interdependence of language and communication. This approach gives importance to pragmatic competence by emphasizing language meaning in addition to language form in contextualized communication in the target language.

Kasper (1997) reports that a pragmatic competence is a type of knowledge that learners possess, develop, acquire, use or lose; therefore, it is not teachable. Taking this notion into account, what language teachers can do is to arrange learning opportunities in way that the learners benefit the development of pragmatic competence in second language with activities aiming at raising learners' pragmatic awareness and offering opportunities for communicative practice.

During the language learning processes, some factors that are most probably affecting the development of second language pragmatic competence should be mentioned. These factors are identified as availability of input, influence of instruction, proficiency, length of exposure and transfer (Bardovi-Harlig, 2001, p. 24). Bardovi-Harlig (2001) puts forward that input is an important factor which influences second language pragmatic development and can be received from the learning context and instruction, (i.e. teachers and textbooks). Yet, the quality of it is not like the one acquired in a real context, as the classroom and textbooks offer artificial discourse settings. Besides, teacher-talk includes mostly imperative

structures which are perceived as impolite and pragmatically appropriate in real-life communication settings (Kasper 1997; Bardovi-Harlig, 2001).

Instruction, being another factor, is beneficial for the development of target or second language pragmatic competence (Nguyen, 2005). Bardovi-Harlig (2001, p. 26) states that instructed learners have an advantage over uninstructed learners in terms of learners' movement towards the native-speaker norms.

Level of proficiency and length of stay have different effects on pragmatic competence. The former appears to have little effect while the latter is reported to have direct proportion to an increase in native speaker approximation in the use of speech acts (Olshtain and Blum-Kulka, 1984).

Last factor, transfer, is "*the influence resulting from similarities and differences between the target language and any other language that has been previously acquired*" (Odlin, 1989, p. 27). Odlin (1989) highlights that it occurs in all linguistic subsystems including syntax, phonology, morphology, semantics and pragmatics. The influence of the first language in pragmatic transfer is often evident when "native procedures and linguistic means of speech act performance are transferred to interlanguage communication" (Blum-Kulka, House & Kasper 1989; p. 10). Odlin (1989) and Gass & Linker (1994) draw attention to pragmatic transfer which occurs in two ways: 1) negative transfer or "interference" 2) positive transfer or "facilitation".

Positive transfer is the kind of transfer that results in interlanguage pragmatic behavior that is consistent with target language norms, while the kind of transfer that causes interlanguage deviation from the target norm is considered "negative". According to Bardovi-Harlig (2001, p. 29), positive transfer leads to successful exchanges, whereas negative transfer can result in nonnative use of speech acts, semantic formulas, or linguistic form. For this reason, in Odlin's terms positive transfer can be named as "promote acquisition".

Negative transfer occurs where target language and native language do not share the same language system, resulting in the production of errors while positive transfer occurs where target language and native language share the same language system and the target form is correctly transferred (Gass and Selinker 1994; Odlin 1989; Thomas 1983) Pragmatic error or failure occurs where speech act strategies are inappropriately transferred from the L1 to L2. Thus, cross-cultural study focuses on negative transfer because this is a source of misunderstanding or miscommunication.

2.3. Speech Act Theory

It is necessary to clarify what is meant by the term ‘speech act’ as this study attempts to describe how the acts of refusal and complaint are realised in the interlanguage of Turkish learners of English. Speech acts are utterances of apology, refusal, complaint or request made by speakers. And speech act theory attempts to explain how meaning and action are related to language.

The theory of speech acts has been studied and defined by many experts in pragmatics such as Austin (1962), Searle (1969), Grice (1975), Levinson (1983), Yule (1996) and others. All of them share a common idea that speech act is a unit of speaking and each unit performs certain functions in interaction such as request, invitation, complaint, compliment, prohibition, etc.

The framework of speech act theory is originally introduced by the philosopher John L. Austin (1962) in his book “*How to Do Things with Words*” in which he proposes that communication is a series of communicative acts that are used systematically to accomplish particular purposes, and that all utterances perform specific actions by having a specific meaning assigned to them.

Austin (1962) has been regarded as the father of speech act theory with his assumption that people use language not just to say things, but to do things.

According to his performative hypothesis, Austin claimed that when people use language, they do more than just make statements; they perform actions.

He is the first to design a classification system of the various speech acts and he believes that a single speech act actually contains three separate but related speech acts: locutionary acts, illocutionary acts, and perlocutionary acts.

Levinson (1983, p. 236) outlines them as follows:

1. locutionary act: the utterance of a sentence with determinate sense and reference.
2. illocutionary acts: "the making of a statement, offer, promise, etc., in uttering a sentence, by virtue of the conventional force associated with it or with its explicit performative paraphrase".
3. perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.

For example, somebody might say: *It's hot in here!* (locution), meaning *I want some fresh air!* (illocution) and the perlocutionary effect might be that someone opens the window. Levinson (1983) reviews the case that:

"... the illocutionary act is what is directly achieved by the conventional force associated with the issuance of a certain kind of utterance in accord with a conventional procedure, and is consequently determinate (in principle at least). In contrast, a perlocutionary act is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended..." (p. 237).

Followed by Searle (1969, 1979) , Austin's main ideas have formed much of Searle's earlier work which was an attempt to systematise and formalise them.

Yet, in contrast to Austin (1962), Searle (1969) identified three types of speech acts named as *utterance acts*, *propositional acts* and *illocutionary acts*. An utterance act is the act of saying something. A propositional act is a speech act that a speaker performs when referring or predicting in an utterances and an illocutionary act is ‘*the function (assertion, warning, request) performed in saying something*’ (Bachman, 1990, p. 90).

In an effort to repair the shortcomings in Austin’s schema, Searle (1976) regrouped the speech acts into the following divisions: representatives (or assertives), directives, commissives, expressives, and declarations. The classification of illocutionary acts proposed by Searle (1976) is a development of ideas that appears in Austin’s theory. They are five basic kind of action that can perform in speaking by means of the following five types of utterance (Searle, 1976, p. 1-16):

Declaratives are speech acts that change the world through their utterance. The acts of declaratives can be listed as approving, betting, blessing, christening, confirming, cursing, declaring, disapproving, dismissing, naming, resigning, etc. For example: *I quit from this job* (resigning), *I now pronounce you man and wife* (declaring).

Representatives are speech acts in which the speaker’s purpose in performing the act is to commit himself to the belief that the propositional content of the utterance is true. They include arguing, asserting, boasting, claiming, complaining, criticizing, denying, describing, informing, insisting, reporting, suggesting, swearing, etc. For example: *I met your parent yesterday* (informing), *No one makes a cake better than me* (claiming).

Expressives have the purpose of expressing the speaker’s psychological state of mind about or attitudes towards some action or state of affairs. In short, they are those kinds of speech acts that state what the speakers feel. The acts are

apologizing, complimenting, condoling, congratulating, deploring, praising, regretting, thanking, etc. For example: *I like your house very much* (praising), *I'm terribly sorry* (apologizing).

Directives refer to acts in which the speaker purpose is to get the hearer to commit himself to some future course of action. They can be listed advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting, suggesting, etc. For example: *Don't go to the party!* (forbidding), *Could you lend me your pen?* (asking).

The acts in which the speaker commits himself to some future course of action are regarded as commissives. The acts are committing, guaranteeing, offering, promising, refusing, threatening, volunteering, vowing etc. For example: *I will be there at 5 o'clock* (promising), *I won't do it again* (refusing).

In addition to Searle's classification of speech acts, Yule (1996, p. 55) proposes another way classifying speech acts paying attention to their structure. According to him, there is a strong relationship between the structural forms which are declarative, interrogative and imperative and the general communicative functions (statement, question and command or request). This is illustrated in the following example (Yule, 1996, p. 54):

1. *You wear a seat belt.* (declarative)
2. *Do you wear a seat belt?* (interrogative)
3. *Wear a seat belt!* (imperative)

According to Yule (1996), this distribution entails the distinction between a direct and an indirect speech act, since a direct speech act consists of a direct relationship between a structure and a function, whereas an indirect speech act involves an indirect relationship between a structure and a function. Thus, a direct

speech act would relate a declarative structure to a statement, whereas an indirect speech act would refer to the use of the same declarative structure to make a request.

2.3.1. Directness and Indirectness

According to Searle, speech acts can be performed directly and indirectly. Direct speech acts refer to the performance of certain acts, in which the speaker means what he literally says, and indirect speech acts refer to performative acts in which the speaker means more or something other than what is uttered. Searle proposed that all speech acts, except explicit performatives, are indirect to some degree.

Direct speech acts can be defined as acts in which “...the speaker says what he means...” (Searle et al. 1980). In her work, Black (2006) explains what direct speech acts are through examples. In her words, direct speech acts occur if there is a direct correlation between the grammatical form of an utterance and its illocutionary force (*Shut the door*, for example). Commonly however, the mapping is not straightforward: ‘*Stop it. Harry, why do you have to turn into a devil now?*’ ‘*I don’t like to leave anything,*’ *the man said. ‘I don’t like to leave things behind.’* (Hemingway, ‘The Snows of Kilimanjaro’, 1939/1964, p. 448). Here there are an imperative, an interrogative and a declarative sentence, used appropriately though the illocutionary force of the question is a complaint rather than a request for information, which is how Harry interprets it. In such a case, where there is no direct mapping between form and function, we have what are known as indirect speech acts (p. 19).

In indirect speech acts “*one illocutionary act is performed indirectly by way of performing another*” (Searle, 1979, p. 31). They involve acts in which the speaker “*...means something more than what he says*” (Searle et al. 1980). When we use one speech act rather than another, and leave our hearer to work out the meaning we

intend, we are dealing with indirect speech acts. In Yule (1996, p. 55), the distinction has been drawn with the following examples:

“Different structures can be used to accomplish the same basic function, as in where the speaker wants the addressee not to stand in front of the TV. The basic function of all the utterances below is commands/requests, but only the imperative structure in (1) represents a direct speech. The interrogative structure in (2) is not being used only as a question; hence it is an indirect speech act. The declarative structures in (3) and (4) are also indirect requests.”

1. *Move out of the way*
2. *Do you have to stand in front of the TV?*
3. *You are standing in front of the TV.*
4. *You'd make a better door than a window.*

Yule also presents the usages of interrogative sentences with examples:

1. *Could you pass the salt?*
2. *Would you open this?*

The person who asks these questions does not expect an answer, but an action. Often they are used for reasons of politeness. Indirect speech acts are associated with greater politeness in English than direct speech acts. It is one of the most common types of indirect speech acts which has the form of an interrogative, but is not used to ask a question (Yule, 1996, pp. 55-6).

2.3.2. Politeness Theory

Since politeness seems to be one of the most salient factor in social

interaction, the notions of politeness should be studied and explored. Goffman (1967), having early work on politeness, describes politeness as “the appreciation an individual shows to another through avoidance or presentation of rituals” (p. 77).

According to Fraser and Nolan (1981), politeness is as a set of constraints of verbal behavior. Leech (1983) perceives it as forms of behaviour aimed at creating and maintaining harmonious interaction. Leech defines politeness through a scale of cost-benefit to the hearer. According to him, the more the content of an utterance will impose a cost to the hearer in terms of time and effort, the more likely it is to be constructed using a grammatical formula for politeness.

Not only that, but the use of the direct imperative, which is usually considered an impolite form of address in English, gains in politeness when complying with the action being demanded produces benefits to the agent.

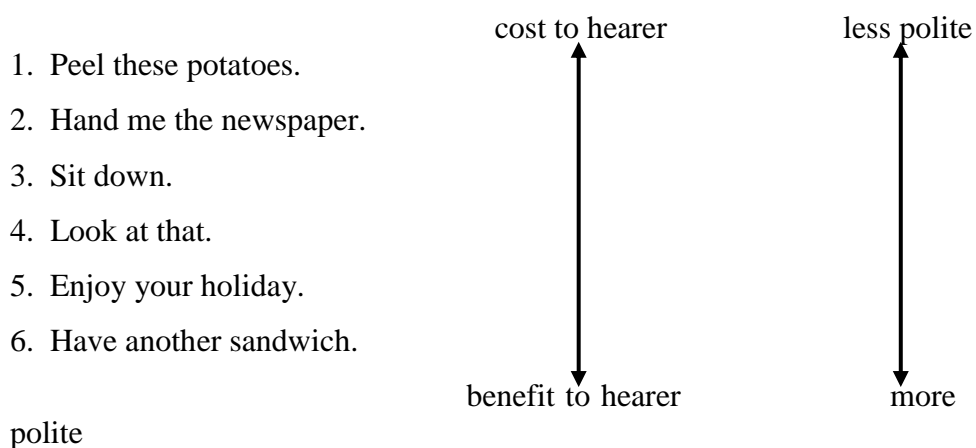


Figure 2.1. Leech's (1983, p. 107) Cost-Benefit Scale

In the case when there is a cost to the hearer, there is another method of increasing politeness: that of increasing indirectness. This is perceived to be more polite because it displays (conventionally) a tacit recognition of the imposition on the hearer (and therefore an implicit openness to refusal), and also because it lessens the force of the illocution in general.

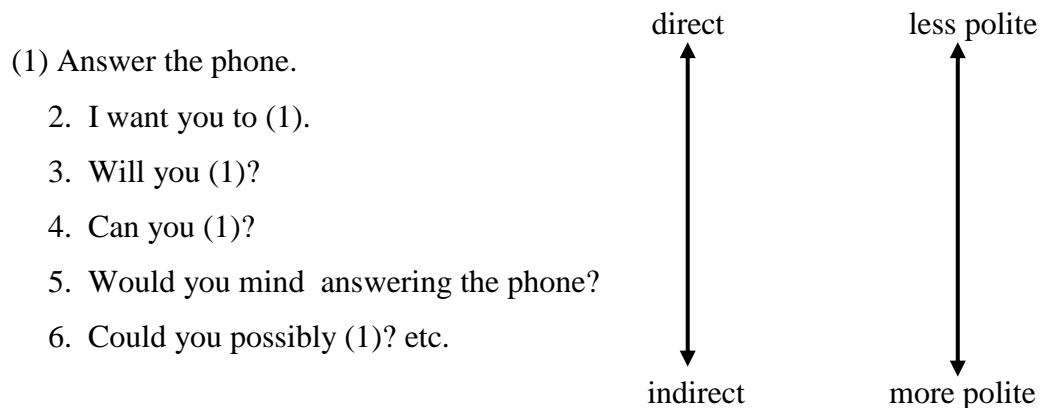


Figure 2.2. Leech's (1983, p. 108) Indirectness Scale

An increase in politeness here results in a proportional decrease in the utterance's adherence to the maxim of manner. So, it can be seen how this explains why speakers often present requests in the indirect form. Just as Grice (1975) developed a range of maxims that give substance to the co-operative principle, Leech proposes the following set of maxims that together comprise the politeness principle (Leech, 1983, p. 132).

He also considers the politeness principle as part of the principles for interpersonal rhetorics. Below there are the six maxims for the Politeness Principle presented by Leech (1983, p. 132-9):

1. Tact maxim: (in impositives and commissives) Minimize cost to other.
Maximize benefit to other.
2. Generosity maxim: (in impositives and commissives) Minimize benefit to self. Maximize cost to self.
3. Approbation maxim: (in expressives and assertives) Minimize dispraise of other. Maximize dispraise of self.
4. Modesty maxim: (in expressives and assertives) Minimize praise of self. Maximize praise of other.

5. Agreement maxim: (in assertives) Minimize disagreement between self and other. Maximize agreement between self and other.
6. Sympathy maxim: (in assertives) Minimize antipathy between self and other. Maximize sympathy between self and other.

The common factor in Geffman's (1967), Grice's (1975), Fraser and Nolan's (1981) and Leech's (1983) approaches is that they all claim, explicitly or implicitly, the universality of their principles for linguistic politeness. The general idea is to understand various strategies for interactive behaviours based on the fact that people engage in rational behaviours to achieve the satisfaction of certain wants.

2.3.2.1. Face Threatening and Face Saving Acts

In politeness theory, notion of face threatening (FTA) and face saving acts (FSA) plays important role. FSA include speech acts such as apologies and suggestion while FTAs include acts such as complaints requests, refusals, orders, etc. As this study is related to speech acts of complaints and refusals, FTAs will be discussed in detail with examples. First of all, it is needed to explain what they mean.

If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as face threatening act. On the other hand, face saving act occurs when given the same possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat (Yule, 1996, p. 61). Below there is an example of them presented by Yule (1996, p. 61). First speaker proposes a face threatening act which is a complaint and second speaker suggests a face saving act which is a suggestion:

Him: I'm going to tell him to stop that awful noise right now!

Her: Perhaps you could just ask him if he is going to stop soon because it's getting a bit late and people need to get to sleep.

The best known account of the theory of politeness which was first proposed by Brown and Levinson in 1978 has given enormous impetus to two decades of politeness studies. Brown & Levinson develop a basic model of politeness strategies for doing FTAs supported with an example as shown below:

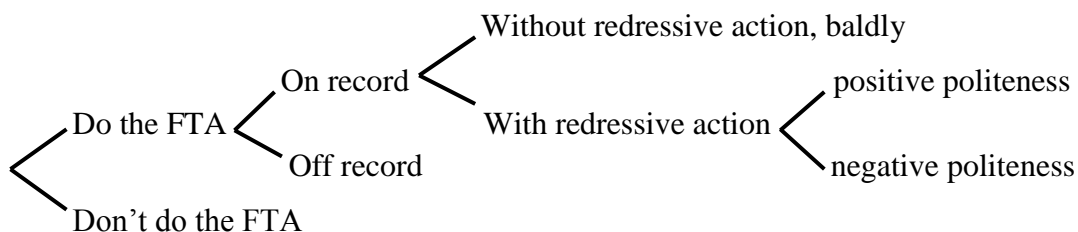


Figure 2.3. Possible strategies for doing FTAs (1987, p. 69)

To concretise the notion presented above, Yule (1996, p. 66) suggests an example:

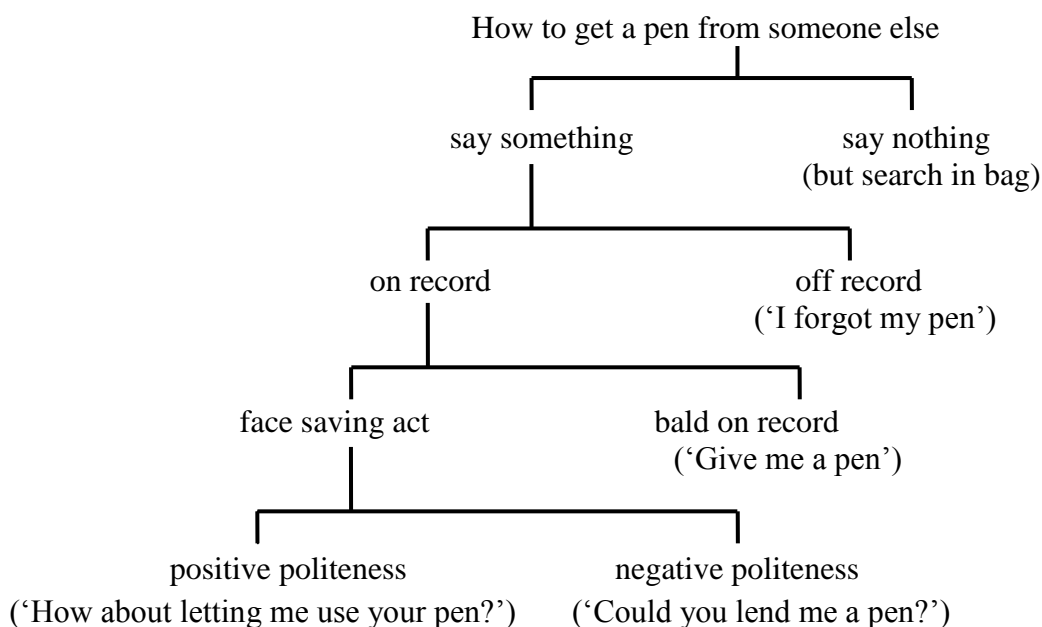


Figure 2.4. How to get a pen from someone else following Brown & Levinson (1987)

The speaker has two options: he either avoids FTAs or decides to do the FTAs (say something). If he decides to do FTAs, he can either go off record in

which case there is more than one ambiguously attributable intention so that the speaker is seen not to commit himself to his particular intent (*I forgot my pen*), or the speaker can go on record (FSAs or bald on record), expressing his intention clearly. In bald on record or in other words, without redressive action, he explains his intention directly. On the other hand, in FSA or with redressive action, he chooses between positive politeness and negative politeness.

Positive politeness is being used for preserving the positive face of other people. When using positive politeness, the speaker tends to show his concerns the hearer or let the other know they have a common goal. For that reason, he tends to use speech strategies that emphasise the solidarity with the hearer, such as informal pronunciation, shared dialect or slang expressions, nicknames, more frequent reference to speaker and hearer as we, and requests which are less indirect. For example: “Hey, buddy, I’d appreciate it if you’d let me use your pen” or “How about letting me use your pen?” (Yule, 1996, p. 64). Negative politeness is, on the other hand, related to the use of mechanisms, which leaves the hearer and “out” or permit him to feel respected. For that reason, when the speaker uses negative politeness, he tends to employ speech strategies that emphasise deference for the hearer. Nicknames, slang and informal pronunciation are to be avoided and requests more frequently use of other mitigating devices, expressions like “please”, “might”, “I’m sorry but...”, etc. For example: “I’m sorry to bother you, but can I ask you for a pen or something?” or “could you lend me a pen?” (Yule, 1996, p. 64).

2.4. Speech Acts of Refusals

Refusals are speech acts which are uttered by a speaker directly or indirectly indicating *no* to a request, invitation or suggestion. Like other speech acts, refusals are culture specific values which can be considered polite in a culture while impolite in another one. Therefore, while saying no, a speaker must have knowledge when to use the appropriate form and its function depending on each group and their

cultural-linguistic values (Ramos, 1991). Besides, according to Chen (1996), as speech act of refusal is a face-threatening act and often realized through indirect strategies, it requires a high level of nonnative pragmatic competence; the use of which depends on some other sociolinguistic variables such as status of the interlocutor, and the form and the content of the refusals (invitation, request, offer or suggestion). Second language learners assume that the expression of gratitude is universal and remain unaware of the significant differences in its cross-cultural realization (Eisenstein and Bodman, 1986). Therefore, this function is particularly challenging for learners to perform successfully.

2.4.1. Refusal Strategies

The taxonomy of refusals developed by Beebe et al. (1990). Refusals are classified into direct and indirect classes. Direct refusals include performative (e.g. I refuse) and non-performative acts. Non-performative statements are formed with either “No” or negative willingness/ability (e.g. I can’t, I won’t, I don’t think so). Apart from them, to mitigate the negative effect of face threatening nature of refusals, speakers can use indirect strategies. Indirect refusals have eleven subcategories: statement of regret, wish, excuse, reason, explanation, statement of alternative, set condition for future or past acceptance, promise of future acceptance, statement of philosophy, statement of principle, attempt to dissuade interlocutor, acceptance that functions as a refusal and lastly avoidance. Below they are presented with examples:

Direct Refusals

1. Performative: “I refuse” 2. Non-performative statement
- A. “No” B. Negative Willingness: “I can’t”, “I won’t”, “I don’t think so”.

Indirect refusals

1. statement of regret: “*I’m sorry.*”, “*I feel terrible.*”
2. wish: “*I wish I could help you.*”
3. excuse, reason, explanation: “*My children will be home that night.*”

4. statement of alternative
 - a. I can do X instead of Y: *"I'd rather..."*, *"I'd prefer..."*
 - b. Why don't you do X instead of Y: *"Why don't you ask someone else?"*
5. set condition for future or past acceptance: *"If you had asked me earlier, I would have..."*
6. promise of future acceptance: *"I'll do it next time."*, *"I promise to do it next time."*
7. statement of philosophy: *"One can't be too careful."*
8. statement of principle: *"I never do business with friends."*
9. attempt to dissuade interlocutor
 - a. threat or statement of negative consequences to the requester: *"I won't be any fun tonight."* to refuse an invitation
 - b. guilt trip: waitress to customers who want to sit a while: *"I can't make a living off people who just order coffee."*
 - c. criticize the request the requester, etc. (statement of negative feeling or opinion); insult/attack: *"Who do you think you are?"*
 - d. request for help. empathy, and assistance by dropping or holding the request.
 - e. let the interlocutor off the hook: *"Don't worry about it."*
 - f. self-defense: *"I am trying my best."*, *"I'm trying all I can do."*
10. acceptance that functions as a refusal
 - a. unspecific or indefinite reply
 - b. lack of enthusiasm
11. avoidance
 - a. nonverbal
 1. silence
 2. hesitation
 3. physical departure
 - b. Verbal
 1. topic switch
 2. joke
 3. repetition of part of request, etc. : *"Monday?"*
 4. postponement: *"I'll think about it."*
 5. hedging: *"I'm not sure."*

Adjuncts to Refusals

1. Statement of positive opinion/feeling/agreement: “It’s a good idea.”; “I’d love to.”)
2. Statement of empathy: “I realize you are in a difficult situation.”
3. Pause fillers: “uhh”; “well”; “oh”; “uhm”
4. Gratitude/ appreciation

2.4.2. Related Research Studies on Refusals

There are numerous studies on refusals conducted by many researchers. In this study the best known ones such as Beebe and Cumming (1985), Takahashi and Beebe (1987), Beebe, Takahashi, and Uliss-Weltz (1990) will be presented. In addition to them, recent studies also will be mentioned.

To begin with, as cited in Cohen (1996, p. 400), Beebe and Cumming (1985) compared refusals in spontaneous speech and written discourse completion tasks. In their study, twenty-two female native English-speaking ESL teachers were asked whether they could assist the local team in organizing an upcoming national TESOL conference, eleven by questionnaire and eleven by phone. According to findings of the research, for gathering large amount of data quickly to classify semantic formulas and to ascertain the structure of refusals, discourse completion task was used. Although the discourse completion task did not elicit the actual wording, researchers reported that the full range of formulas and strategies, the length of responses, or the number of turns necessary to fulfill a function, all of which normally occur in a natural speech.

Following this research, Cohen (1996, pp. 400-1) continues with Takahashi and Beebe (1987) who investigated written refusals uttered by native speakers of English, native speakers of Japanese, Japanese ESL students in the USA, and Japanese EFL students in Japan, who are twenty in each group. The researchers concluded that transfer exist in both the EFL and ESL context and at both lower and

higher proficiency levels. Moreover, it was found that

“native language influence is generally stronger in the EFL context and with negative transfer of native language speech act behavior occurring more at the more advanced levels of ESL”

The researchers remarked that the greater facility of the advanced students at speaking English allowed them to express notions that seemed typically Japanese.

Beebe, Takahashi, and Uliss-Weltz (1990) used discourse completion task formed twenty subjects in each category. The subjects are native speakers of Japanese, native speakers of English and Japanese ESL learners. There were twelve situations and four types of refusals in the discourse completion task: three requests, three invitations, three offers, and three suggestions-one of each type to persons of higher, equal, and lower status (Cohen, 1996, p. 401). The researchers pointed out that pragmatic transfer had an effect on English of Japanese speakers in the USA in terms of order, frequency, and intrinsic content of the semantic formulas they selected for their refusals. From their study, they also concluded that native Japanese excuses in Japanese were less specific than American ones in English (e.g., in refusing an invitation, they just said that they were busy, whereas Americans specified what prevented them from accepting). Besides, Japanese speakers' utterances are more formal in tone than the Americans.

In another study, Chen (1995) analyzed the pragmatic appropriateness of refusals. The subjects were forty-two undergraduate native speakers of English and twenty-six native Americans and non-native speakers (Chinese, Japanese, Koreans and Europeans). Chen wanted forty-two undergraduate native speakers of English analyse non-native speakers' utterances of refusals. Throughout the study it was found that native speakers of English had high consistency of agreement in the identification of which refusals were pragmatically appropriate.

Al-Shalawi (1997) conducted a research on semantic formulas of refusals used by Saudi and American male undergraduate students. According to the results of the study it was seen that Saudis and Americans used similar semantic formulas in refusing requests, offers, suggestions and invitations. On the other hand, they used different amounts of semantic formulas in each situation and different explanations that reflected some values of Saudi and American cultures. As semantic formulas of Saudi and American refusals are different, they reflected the different characteristics of each culture. According to the results, Americans paid attention to be clearer and more straightforward in their explanations than Saudis.

Sadler, Eröz & Chanhming (2002), in their study stated that Turkish speakers used semantic formulas of refusals with statements of regret, excuse, reason and explanation. They indicated that Turkish speakers did not use some refusal patterns such as: direct performative refusal “No”, statement of philosophy “One can’t be too careful”, threat or negative statement of negative consequence to the requestor “I won’t be any fun tonight”, guilt trip “I can’t make a living off people who just order coffee”, unspecific or indefinite reply including “maybe” or “we will see”, lack of enthusiasm, topic switch and joke.

Next study conducted on refusals is Tanck’s (2002). In this study it was aimed to find out speech act sets of refusal and complaint, in which a comparison was made between native and non-native English speakers production. The subjects were twenty-five graduate students formed by twelve native speakers of English and thirteen non-native speakers of English from different backgrounds. The data was collected through Discourse Completion Task (DCT). The result obtained from the study is that frequency of use of three refusal strategies: Expression of Regret, Excuse, and Offering alternative were significantly higher.

Another study related to refusals is by Al-Eryani (2007). He investigated the refusal strategies by Yemeni EFL Learners in his article. The subjects were twenty Yemeni learners of English. He compared their English performances to those of

Yemeni Arabic native speakers and American English native speakers through DCT composed of six refusal situations. According to the results, although a similar range of refusal strategies were available to the two language groups; cross-cultural variation was evident in the frequency and content of semantic formulas used by each language group.

Taking these related studies into account, it is highly apparent that the performance of speech act in a second language is not easily accomplished in an appropriate way by non-native speakers as they could not perform the strategies of speech acts as native speakers do. Each culture has its own norms for setting, context, status and genders of speakers. As refusals are culture-specific, they are highly complex to be used by non-native speakers and language learners.

2.5. Speech Act of Complaints

Complaints are expressive illocutionary acts which are uttered by a speaker directly or indirectly indicating a psychological state of being dissatisfied or unhappy about something. Abe (1982, p. 6) defines speech acts of complaints as

“an utterance, or set of utterances, which identifies a problem or trouble source and seeks remediation, either from the person responsible for the trouble source or a third party who has the power to affect the situation”.

According to Trosborg, (1995), complaint is an illocutionary act in which the speaker shows his disapproval or negative feelings to an event and by which he asks the hearer for either direct or indirect responsibility. It is generally agreed that the speech act of complaint is face-threatening to the hearer and for that reason speakers try to use a variety of linguistic forms and non verbal signals in order to save hearer’s face while complaining; which requires high level of non-native

pragmatic competence. (Sauer, 2001). Yet, many nonnative speakers have neither socio-cultural nor linguistic competences and it may hinder them to perform appropriate speech acts. Speakers may not be able to use exact utterances of linguistic forms as they are not familiar with the native speakers' customs or conventions which can be helpful to soften the face-threatening effects of this speech act (Moon, 2001).

2.5.1. Complaint Strategies

There are several attempts made by many linguists; on establishing a classification of complaint strategies. In this part the most well known one, Trosborg (1995), will be mentioned.

Trosborg (1995, p. 314) puts forward that the directness level of complaint plays crucial role in speech act of complaint. According to him, by choosing a particular stage of directness the speaker (complainer) is able to decide on the conflict potential of the complaint. To decide on the level of directness, three criteria should be taken into consideration: the propositional content (complainable), the complainer and the complaine. Together with these criteria, five factors determine the directness level of complaint as shown below (Trosborg, 1995, p. 315):

1. The complainable is or is not expressed directly.
2. The complainable's negative evaluation of the affair is implicitly or explicitly expressed.
3. The agentive involvement of the complaine is implicitly or explicitly expressed.
4. The complainer's negative evaluation of the complaine's behavior is implicitly or explicitly expressed.
5. The complainer's negative evaluation of the complaine as a person is implicitly or explicitly expressed.

Trosborg (1995) made another categorizing based on directness level of complaint which was mentioned above. In this classification, there are four categories of complaint strategies including eight sub-categories: no explicit reproach, expression of disapproval, accusation and blame. In addition to these categories, there is the fifth one, directive acts.

Complaint Strategies	
Category I	No Explicit Reproach <i>Strategy 1. Hint</i>
Category II	Expression of Approval <i>Strategy 2. Annoyance</i> <i>Strategy 3. Consequence</i>
Category III	Accusation <i>Strategy 4. Indirect Accusation</i> <i>Strategy 5. Direct Accusation</i>
Category IV	Blame <i>Strategy 6. Modified Blame</i> <i>Strategy 7. Explicit Condemnation towards Action</i> <i>Strategy 8. Explicit Condemnation towards Person</i>
Category V	Directive Acts <i>Strategy 9. Request for Repair</i> <i>Strategy 10. Threat</i>

Table 2.1. Complaint Strategies (Trosborg, 1995)

The first category is No Explicit Reproach. Strategy 1. Hint: The complainer does not mention the socially unacceptable act, the complainees does not know about the offence. E.g. *All right, don't see much of you these days, do I?* (Trosborg, 1995, p. 339). The second category is Expression of Approval. Strategy 2. Annoyance: The complainer expresses his annoyance, dislike or disapproval and puts the blame on the complainees and holds him responsible. E.g. *I don't like dust, I'm allergic to dust, don't you know that?* (Trosborg, 1995, p. 316). Strategy 3. Consequence: the complainer does not hurt the complainees who is implicitly responsible for the action.

E.g. *Now, I have to prepare another dish as this one was burnt.*

The third category is Accusation. Strategy 4. Indirect Accusation: the complainer asks questions to hearer. The hearer is the possible complainees of the complainable source and implied to be guilty. E.g. *You borrowed my car last night, didn't you?* (Trosborg, 1995, p. 319). Strategy 5. Direct Accusation: The complainer makes explicit accusation through questions or pieces of information. E.g. *Did you happen to ride my bike yesterday?* The fourth category is Blame. Strategy 6. Modified Blame: The complainer believes that the complainees is guilty, but he does not want to end their relationship and for that reason he expresses modified disapproval. E.g. *Couldn't you been more careful?* (Trosborg, 1995, p. 319). Strategy 7. Explicit Condemnation towards Action: The complainer utters an explicit statement for the action the complainees have done. E.g. *Damn, the glass is broken!* Strategy 8. Explicit Condemnation towards Person: The complainer directly declares the complainees as a non-responsible social member. E.g. *Bloody fool! You've done it again.* (Trosborg, 1995, p. 319).

The last category is Directive Acts. Strategy 9. Request for Repair: The complainees may be requested politely to pay for the loss. E.g. *I presume your insurance will cover the damage.* (Trosborg, 1995, p. 319). Strategy 10. Threat: The complainer can use threats if polite requests are useless. E.g. *Now, call your insurance and cover the damage you did.*

In addition to these, the speaker may also use internal and external modifications to strengthen or mitigate the impact of his utterances or to justify the accusation and make the complaint more convincing (Trosborg, 1995). Downgraders are internal modifiers mitigating the circumstances under which an offence was committed and reduce the blame on the complainees.

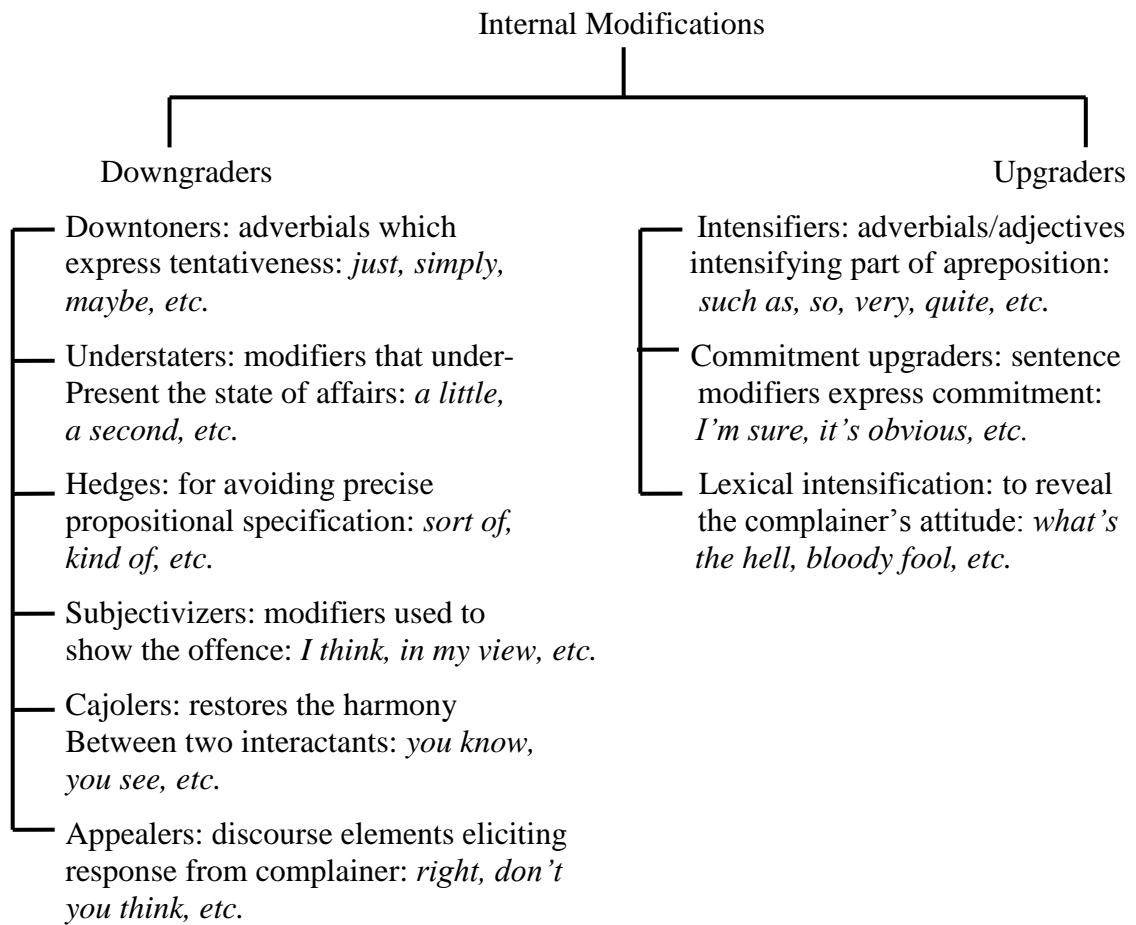


Figure 2.5. Internal Modifications

On the contrary, upgraders increase the impact of the complaint on the hearer as it is shown below:

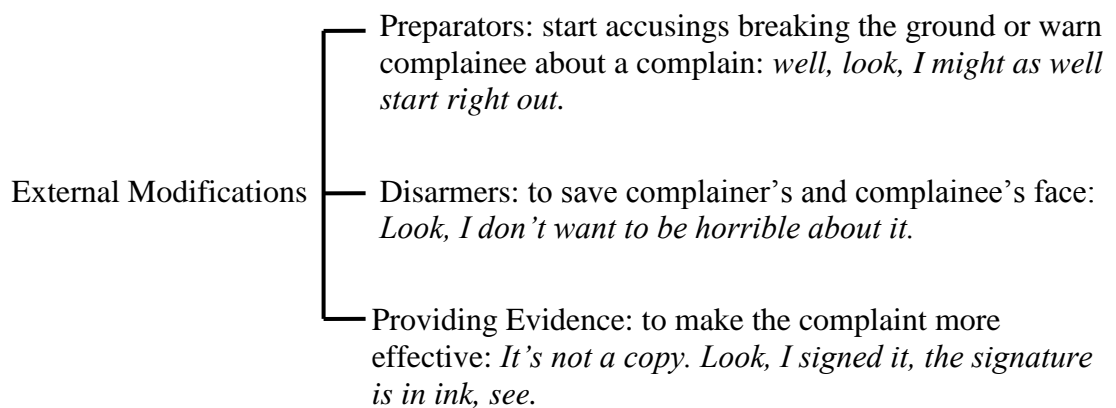


Figure 2.6. External Modifications

2.5.2. Related Research Studies on Complaints

Related to speech act of complaints, there are some studies revealing results of different foreign language speakers' preferences of speech act of complaints. The most well known are Olshtain and Weinback (1987), Murphy and Neu (1996), Moon (2001) and Tanck (2002).

Olshtain and Weinback (1987, p. 202) studied the speech act of complaint produced by native and non-native speakers of Hebrew. They developed five categories of speech act which were based on the degree of the complaint. They used a specific scenario in which a colleague waited for his friend, who is late to an appointment. The five categories are as shown below:

1. Below the level of reproach: *No harm done, let's meet some other time.*
2. Disapproval: *It's shame that we have to work faster now.*
3. Complaint: *You are always late and now we have less time to do the job.*
4. Accusation and warning: *Next time don't expect me to sit here waiting for you.*
5. Threat: *If you don't finish the job today, I'll have to discuss it with the boss*

Throughout their research it was found that first (below the level of reproach) and the last (threat) strategies were used less frequently. There was greater tendency to use the middle three strategies by all members of the sample in both groups including native and non-native speakers of Hebrew.

Following this research, Murphy and Neu (1996) studied on the speech act of complaints uttered by American and Korean speakers of English. Respecting to the results of the study, the semantic formula is an explanation of purpose, a complaint, a justification and a candidate solution which is request. What is more,

there is a high correlation between non-native and native speakers while producing explanation of purpose, justification, and candidate solution which is a request. The difference is in the production of speech act of complaint as the most Korean uttered criticism while Americans softened their complaints. In American context, the production of complaints by Korean speakers may not be welcomed.

Another study conducted on speech act of complaints is Moon's (2001). Moon studied the speech act of complaint produced by 129 native and non-native speakers of English. The data of native and non-native speakers' utterances in complaints were collected through questionnaires and a Discourse Completion Test (DCT). The data was analyzed based on the "severity of the complaint". According to the results, non-native speakers complaint explicitly while native speakers complaint implicitly.

Tanck (2002) conducted research aiming to compare the pragmatic competence of ESL speakers to that of adult native English speakers when performing the speech act of complaints and refusals. The data was collected through "Discourse Completion Test" which includes six prompts. According to the results, native and non-native speakers often produce almost same speech acts of complaints and refusals. On the other hand, the quality of the components produced by non-native speakers differs from those made by the native speakers. Furthermore, it is found that the nonnative speakers' responses are generally linguistically correct, but, lacks the pragmatic competence that allows these face-threatening acts of complaint and refusal.

Related studies have shown that pragmatic competence of non-native speakers is not as successful as non-native speakers'. As the language systems and the cultures are different, the usages of language matching appropriate context in each language are highly difficult. For that reason, it is important to analyze second language learners' socio-cultural communicative competence and pragmatic

competence to see to what extent they are successful in producing speech acts in the target language community.

2.6. Approaches and Techniques for Teaching Speech Acts

According to Kasper (1997) and Rose and Kasper (2001), pragmatics can be taught in the classroom setting. In addition to them, Tateyama *et al.* (1997) and Wildner-Bassett (1994) claim that pragmatic routines are teachable even to new foreign language learners. Although there are different approaches to pragmatic learning, the results of studies have shown that explicit teaching conditions have advantage over implicit ones as cited in House and Kasper (1981), House (1996), Takahashi (2001) and Alcón (2005).

It is proved in House (1996) that both the explicit and implicit group benefited from instruction focused on developing pragmatic fluency, but the explicit group used a higher variety of discourse markers and strategies. Another study proving this notion is Takahashi's (2001), which reports explicit instruction as being more effective. Takahashi examined the effect of four input enhancement conditions (explicit teaching, native speaker request comparison, native and non-native request comparison, and reading comprehension) on Japanese EFL learners' development of request strategies; and reports that the explicit group outperformed the other three groups in the use of the four request strategies addressed in the study.

In Alcon (2005), it is attempted to examine the efficacy of instruction at the pragmatic level. The main purpose of the study was to investigate to what extent two instructional paradigms – explicit versus implicit instruction – affected learners' knowledge and ability to use request strategies. Results of the study show that learners' awareness of requests benefit from both explicit and implicit instruction.

Considering above mentioned studies, it is evident that instruction in acquisition of pragmatic competence is necessary. Beside instruction, in-class

activities are crucial in raising student's pragmatic awareness and development. Kasper (1997) classified these activities into two types: one is activities aimed at raising students' pragmatic awareness; the other is activities offering opportunities for interaction. Through awareness-raising activities, students acquire sociopragmatic and pragmalinguistic knowledge from observing particular pragmatic features in various sources of oral or written 'data', for example, native speaker 'classroom guests' (Bardovi-Harlig *et al.*, 1991), videos of authentic interaction, feature films (Rose, 1997), and other written and audiovisual sources. Rose (1999, p. 171) claims that the main goal of a pragmatic consciousness raising technique is not to deliver explicit instruction of speech acts but to "expose learners to the pragmatic aspects of language and provide them with analytical tools they need to arrive at their own generalizations concerning contextually appropriate language use."

Based on this view, Bardovi-Harlig (1996) also suggests that students can act as investigators; gathering their own examples of speech acts and then observing and recording naturally occurring data by means of administering questionnaires, or conducting interviews. The goal of this approach is to raise students' pragmatic awareness of first language or second language speech acts with authentic information from their own environments.

Another approach is role-play tasks; which are also proposed by Bou-Franch and Garces-Conejos (2003) for the development of learners' pragmatic competences. They suggest a framework that adopts an explicit and direct approach to teaching pragmatic knowledge (Richards, 1990) and divide this teaching into different steps. The first step is to define politeness, followed by presenting both the Brown and Levinson (1987) and Scollon and Scollon's (1995) politeness systems to the learners. Once learners understand these concepts, they are given an awareness-raising task; that is, using an example to illustrate a phenomenon of politeness that is cultural-bound. After completing these stages, Bou-Franch and Garces-Conejos (2003) suggest that role plays

or other communicative activities could be also prepared to provide learners with interactive situations. Similarly many researchers such as Bardovi-Harlig (1996), Rose (1999, 2000) and Kinginger (2000), also argue that arranging productive activities allows learners to interact with other peers. It is evident that those activities provide benefits for assimilation of pragmatics in comparison with the limitations presented in the teacher-fronted classroom settings.

2.6.1. Using Drama as Material

Widdowson (1983, p. 34) puts forward that inferring meaning can be achieved through the process of communicating, and literature can help students how to learn and use language because “in drama and in normal conversation the meaning is created by the interaction”. McCarthy (as cited in Hanford, 2002) asserts a process named as *deconstruction*, whereby the learner first experiences, then analyses and understands a text. Unlike textbook material which is often lacking in any kind of cultural or controversial colour and is invented (Cook, 1998), representational texts are examples of attested language, and attested language ‘is a site in which beliefs, values and points of view are produced, encoded and contested’ (Carter and McCarthy, 2002). “Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language”.

2.6.2. Assessing the Data of Speech Acts

By adopting the criteria of Hudson *et al.* (1995), the evaluation of the learners' pragmatic competence can be facilitated. The basis of the six components of pragmatic competence suggested by Hudson *et al.* (1995, p. 49) represent categories for evaluating the speaker's actual responses. These six components of pragmatic competence are as follows:

1. Ability to use the correct speech act: employing a speech act on its appropriateness in a particular situation.
2. Formulaic expression: using a particular English phrase, avoiding some types of second language transferring, and allowing some grammar errors.
3. Amount of speech used and information given: providing necessary information.
4. Levels of formality: the degree of appropriate expression through word choice, phrasing, use of titles and choice of verb forms.
5. Levels of directness: the appropriateness of the degree of directness.
6. Levels of politeness: including formality and directness, among other things such as politeness markers.

Additionally, the most well known empirically based research project in the field of cross-cultural pragmatics is the Cross-Cultural Speech Act Realization Project (CCSARP) carried out by Blum-Kulka *et al.* (1989). This project was mainly designed to investigate cross-cultural variations in the speech acts of request and apology so that a coding scheme could be developed to evaluate cross-cultural differences (Blum-Kulka *et al.*, 1989).

Similarly, Beebe *et al.* (1990) studied refusals produced by American English speakers and Japanese EFL learners. In their coding principle, the analysis of the refusals was based on a sequence of formulae coded in terms of their semantic content. The classification developed by Beebe *et al.* (1990) later became the best-known and most frequently cited taxonomy for analysing the speech act of refusal (Gass and Houck, 1999).

Data Collection Instruments (Adapted from Akpınar, 2009)

There are some data collection methods suggested by Olshtain and Cohen (1991) for teaching speech acts as shown below:

Discourse completion task (DCT): Being the most useful tools in interlanguage and cross-cultural pragmatics research, discourse completion can be carried out written or orally. For example;

Situation: You are a member of hotel staff taking care of different departments. What would you say if you want to respond to a hotel guest in each situation? Please respond as naturally as possible.

1. *Mr. Smith comes up to you and complains about the dirtiness of his room.*

Mr. Smith: My room is very dirty. It obviously hasn't been cleaned. The bed hasn't been made, either.

You:

The model dialogue: With this technique, students listen to a dialogue, then identify the kind of speech acts used. Next, they are given with more dialogues and supposed to guess the age, social status, and the relationship between the speakers.

Role –play: After students have analyzed a number of dialogues in terms of their language functions, this time they divide them in pairs and have them act out. It is important to supply the learners with ample information about the interlocutors in the conversation and about the situation.

The evaluation of a situation: Students are given a set of situations, and for each they have to decide, in pairs or small groups, whether the violation requiring the speech act is severe or mild, whether the speaker/hearer needs to intensify his/her speech act, whether a specific strategy is called for.

Feedback and discussion: They are useful activities for speech act teaching since students need to talk about their perceptions, expectations, and awareness of similarities and differences between speech act behavior in the target language and in their native culture.

CHAPTER III

METHODOLOGY

3.1. Introduction

In order to help learners develop socio-cultural competence, what they are developing and the features of the method should be known. To fulfill this, Blum-Kulka and Olshtain (1984) has proposed a contrastive speech act analysis to establish comparability. First level of this is at the procedural level which is the contextual features of the situation, while the second level is at the linguistic realization level which the grammatical and lexical choices within conventionalized patterns.

3.2. Research Method

Qualitative methods have been implemented in this study. Specifically, the main purpose of this study is to identify the effectiveness and contributions of the use of authentic material to teach speech acts of refusals and complaints. The topic that covers the study is interpreted by the ‘case study’ and ‘holistic multiple-case design’ as a qualitative research method. To elicit data, a questionnaire (WDCT) has been developed by the researcher. In this study, as the primary aim is to investigate the effectiveness of the teaching process, WDCT has been used prior to and after the process to present empirical evaluation of it providing qualitative and quantitative information on the impact of teaching process. Upon completing data collection, content analysis has been carried out for analyzing the responses of all the subjects, both English NSs and Turkish EFL learners. For analyzing speech acts of refusals, the themes are used which were prepared by Beebe et. al. (1990). However, for analyzing speech acts of complaints, the researcher does not use the themes prepared

by Trosborg (1995), but forms themes in accordance with the responses appeared in WDCT.

3.3. Subjects

The data for this study has been obtained from three groups of participants. In the study, the first group includes ten (10) Native Speakers of English, whose preferences of speech acts is used as baseline data. Second and third groups are composed of fifty-two (52) Turkish EFL learners, who are the students at English Language Teaching (ELT) Department of Faculty of Education, Trakya University. Twenty-six (26) of them are in Class-A and the rest (26) is in Class-B. The reason to include both classes in this study is to enrich the data to be gathered for this thesis.

The native speakers of English, being the first group, consist of MA and PhD students and professors of linguistics from different universities. Four of them are from the USA, three of them are from the UK and the rest (3) are from New Zealand. They are both female and male participants aged between 23 and 52 (the mean age of this group is 36). All the subjects were reached via internet.

The group of TEFLL has the similar educational backgrounds and language levels and their proficiency level is expected to be advanced since they are the juniors of the university and have taken several important exams in their field. Since this study does not aim to analyse the data on the basis of demographic variations, the variables concerning this variation is not taken into consideration in the selection of subjects. They are both male and female students aged between 20 and 26 (the mean age of Class-A is 22, of class-B is 21). None of them have lived in an English speaking country long enough to acquire English language.

3.4. Instrumentation and Justification of the Use of WDCT as a Research Tool

In pragmatic competence study area there are six types of instruments for elicitation (Brown, 2001). They can be listed as Written Discourse Completion Tasks (WDCT), Multiple Choice Discourse Completion Task, Oral Discourse Completion Task, Discourse Role-Play Tasks, Discourse Self-Assessment and Role-Play Assessments. Kasper and Dahl (1991) puts forward that among these six, written discourse completion task is used to gather data in interlanguage pragmatic studies. WDCT used as the primary method of data collection in the Cross-Cultural Speech Act Realization Project (CCSARP) in 1989.

Kasper and Dahl (1991, p. 221) offer the following definition of WDCTs:

“Discourse completion tasks are written questionnaires including a number of brief situational descriptions followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context”. Brown, (2001, p. 301) defines WDCTs as: *“any pragmatics instrument that requires the students to read a written description of a situation (including such factors as setting, participant roles, and degree of imposition) and asks them to write what they would say in that situation”.*

Seliger and Shohamy (1989) list the advantages of DCT as follows: Firstly, they are self administrated and suitable to collect data from large groups of subjects at one time. Secondly, subjects tend to share information of a sensitive nature more easily when anonymity is assured. In addition to this, more uniform and standard data are obtained as all subjects are given the same questionnaire. Lastly, the data are more accurate because the questionnaire is usually given to all subjects in each group

of the research exactly at the same time. According to Beebe and Cummings (1996) Discourse Completion questionnaires are a highly effective by means of:

- 1) gathering a large amount of data quickly;
- 2) creating an initial classification of semantic formulas and strategies that will occur in natural speech;
- 3) studying the stereotypical, perceived requirements for a socially appropriate (though not always polite) response;
- 4) gaining insight into social and psychological factors that are likely to affect speech and performance; and
- 5) ascertaining the canonical shape of refusals, apologies, partings, etc., in the minds of the speakers of that language (1996, p. 80).

However, Discourse Completion responses are reported as not adequately represent:

- 1) the actual wording used in real interaction;
- 2) the range of formulas and strategies used (some, like avoidance, tend to be left out);
- 3) the length of response or the number of turns it takes to fulfill the function;
- 4) the depth of emotion that in turn qualitatively affects the tone, content, and form of linguistic performance;
- 5) the number of repetitions and elaborations that occur; or
- 6) the actual rate of occurrence of a speech act –e.g., whether or not someone would naturalistically refuse at all in a given situation (Beebe and Cummings, 1996, p.80)

In conclusion, in spite of its weaknesses, written discourse completion task provides valuable information about and insights into speech acts. Considering the aims of this study, as data collection instrument, Written Discourse Completion Task

(WDCT) is used to obtain data from Native Speakers of English (NSE) and Turkish EFL Learners (TEFL). The contextual factors of WDCT are as shown in Table 3.1. and Table 3.2.

Table 3.1. Contextual Factors of Refusal Situations in WDCT

Situation	Addressor	Speech Act	Addressee	What to Refuse
1	Hotel manager (High Status)	refuses	waitress's (Low Status)	request
2	Office member (Low Status)	refuses	director's (High Status)	offer
3	Professor (Equal Status)	refuses	colleague's (Equal Status)	invitation
4	Friend (Equal status)	refuses	friend's (Equal Status)	suggestion
5	Student (Low Status)	refuses	teacher's (High Status)	invitation
6	Friend (Equal Status)	refuses	friend's (Equal Status)	request
7	Student (Low Status)	refuses	teacher's (High Status)	suggestion
8	Friend (Equal Status)	refuses	friend's (Equal Status)	offer
9	Surgeon (Low Status)	refuses	head surgeon's (High Status)	request
10	Teacher (High Status)	refuses	student's (Low Status)	suggestion
11	Teacher (High Status)	refuses	student's (Low Status)	invitation
12	Parent (High Status)	refuses	son's/daughter's (Low Status)	offer

Table 3.2. Contextual Factors of Complaint Situations in WDCT

Situation	Addressor	Speech Act	Addressee	Topic
13	Friend (Equal Status)	complains to	home mate (Equal Status)	about noise
14	Passenger (High Status)	complains to	taxi driver (Low Status)	about overcharging
15	Student (Low Status)	complains to	professor (High Status)	about low grade
16	Director (High status)	complains to	junior staff (Low Status)	about being late
17	Student (Low Status)	complains to	old neighbors (High Status)	about noise
18	Friend (Equal Status)	complains to	friend (Equal Status)	about exam notes

3.5. Data Collection

To collect data, Written Discourse Completion Task (WDCT) was prepared by the researcher. To verify reliability, contextual and cultural appropriateness of the items, WDCT was sent to linguistics professors who are specialized in discourse analysis both from Turkish and foreign universities via internet. In Turkey, WDCT was checked by the professors from Boğaziçi, Middle East Technical and Hacettepe Universities. As foreign universities, WDCT was controlled by the professors, who are also native speakers of English, from University College London, the UK and University of Pennsylvania, the USA. Taking suggestions made by the professors into consideration, some corrections were made to amend the WDCT (*see Appendix 2*).

The data collection procedure includes three stages. First stage is pilot study

conducted with ten Turkish EFL students. Second stage is collection of English baseline data from English NSs. The last stage is collection data from Turkish EFL students before and after the teaching process.

Upon ensuring the appropriateness and reliability of data collection instrument, the WDCT was pilot-tested with a group of ten Turkish EFL learners. The goal of the pilot test was to check whether the situations indeed elicited refusals and complaints and whether the situations were appropriate to the cultural expectations of the students. The results were checked and no change was made. At the end of the pilot study, the WDCT was found reliable and feasible in eliciting the speech acts of refusals and complaints.

As the second stage, English baseline data was obtained from NS of English via internet. The purpose of this stage is to have baseline data to determine differences between native and nonnative groups' preferences of speech acts.

In the last stage, WDCT was handed out to Turkish EFL learners at university. Each of the participants from Class-A and Class-B read the instructions and write responses to the situations before teaching process. Following this step, instructional treatments and tasks were applied to Class-B during six weeks, twelve hours. WDCT was conducted again at the end of the month after the last treatment and task. Turkish EFL learners' responses were coded, analyzed and compared with the ones of English NSs. In addition to WDCT, classroom observation reports prepared by the researcher are used to triangulate the data.

3.6. Syllabus Design

The aims of this six weeks Integrated Syllabus (Situational and Notional/Functional Syllabi) are to provide for real or imagery behavioral or experiential situations in which a foreign language is used in concrete context within

which to linguistic structures, to further students' pragmatic competence by dealing with the uses of refusal and complaint speech acts and to get the learners to use these speech acts appropriately respecting to context and social level of interlocutors with suitable linguistic forms.

In the first three weeks of the program, lesson plans were designed according to Situational Syllabus, to get the learners pay explicit attention to the influence of social factors on language choice, especially to registeral variation, to raise awareness that there are strategies of speech acts depending on the culture, context and status of the speakers and hearers and to teach the appropriate linguistic forms that are likely to be encountered in performing speech acts. Upon completing three weeks, in the fourth, fifth and last week; lesson plans designed respecting to Notional/Functional Syllabus were treated. Notional/Functional Syllabus combines two important elements to syllabus design: firstly, meanings (the *notions*) and secondly, communicative acts (the *functions*). The logic behind the functional-notional syllabus is that if the goal is a general competence in language, language content will be context-dependent, drawing ideas from sociolinguistics and viewing language as interpersonal rather than a personal behavior, which is parallel to this study. As a result, a functional-notional based syllabus will take communicative language functions as the leading element, with structural organization being largely determined by the order already established by the functional sequence. Among the linguistic philosophers, applied linguists such as David Wilkins (1976) borrowed a functional view of language. Wilkins realized that it was possible to group language items for teaching purposes not only in terms of the grammatical category to which they belonged but also in terms of the language function they performed. Thus, for example, a range of grammatically varied language could be taught together to exemplify functions such as 'apologizing', 'thanking', 'requesting', etc. This type of syllabus has been developed from a sociolinguistic viewpoint with the primary purpose of identifying the elements of a target language which its learners, as members of a particular group and with particular social and occupational purposes in mind, most need to know. Hence, the driving force behind the syllabus is to

identify the language functions and notions which the learner may wish to perform speech acts such as ‘advising’, ‘requesting’, ‘informing’, etc. (functions). In the lesson plans to analyze the speech acts of refusals and complaints, literary work of Pygmalion, in which dialogues were examined, was used as authentic material.

Literature in the classroom should be approached through a range of strategies which promote learner involvement in response to a range of texts. Strategies employed for teaching is student-centered. Student responses are encouraged through activities such as discussion and presentations.

The syllabus of teaching process was organized in terms of Aims, Objectives and Learning Outcomes. The *Aims* outline the general goals of the program while the *Objectives* define what students should achieve by the end of the program. The *Learning Outcomes* describe the skills, attitudes and knowledge that students will acquire through the study of selected texts.

Aims of the Programme

The Literature in English lesson aims to develop in students an ability to enjoy the experience of reading literature, understand and respond to literary texts in different periods and cultures through an exploration of areas of novels and to learn grammar structures via authentic texts.

Objectives of the Programme

The objectives of this program are to encourage and develop students’ ability to:

- enable the students realize the difference within strategies of speech acts depending on cultures.
- make learners aware of what they know already and encourage them to use their universal or transferable L1 pragmatic knowledge in L2 context.

- raise awareness that there are strategies of speech acts depending on the culture, context and status of the speakers and hearers.
- teach the appropriate linguistic forms that are likely to be encountered in performing speech acts.
- differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context.
- be aware of how language is used for different contexts.

Learning Outcomes

The Learning Outcomes are the expected attainment targets for students at the end of the lesson. They include skills, experiences, attitudes and knowledge. The Learning Outcomes presented here are to aid towards recognizing understanding strategies of speech acts depending on cultures, to raise awareness that there are strategies of speech acts depending on the culture, context and status of the speakers and hearers, to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context.

Table 3.3. Syllabus Design

TIME			LITERARY TEXT	TEACHING POINT	GOALS & OBJECTIVES	TECHNIQUES, APPROACHES & METHODS	MATERIALS
DATE	WEEK	HOURL					
11.01.2011	1	2	Dialogue Extracts	<p>Linguistic Focus: analyzing speech acts of refusals and complaints in terms of strategies preferred, context and social levels of interlocutors.</p>	<p>Linguistic Objectives *to get learners aware of what they know already and encourage them to use their universal or transferable L1 pragmatic knowledge in L2 context.</p> <p>Behavioural Objectives *use their L1 pragmatic knowledge for L2. *use appropriate linguistic forms of refusal and complaints in English.</p>	<p>*Direct Method *Humanistic Approach *Communicative Language Teaching</p>	Dialogue Extracts
22.02.2011	2	2	Dialogue Extracts	<p>Linguistic Focus: analyzing speech acts of refusals and complaints in terms of strategies preferred, context and social levels of interlocutors.</p>	<p>Linguistic Objectives *to get learners aware of what they know already and encourage them to use their universal or transferable L1 pragmatic knowledge in L2 context. *to raise awareness that there are strategies of speech acts depending on the culture, context and status of the speakers and hearers.</p> <p>Behavioural Objectives *use their L1 pragmatic knowledge for L2. *use appropriate linguistic forms of refusal and complaints in English.</p>	<p>*Direct Method *Humanistic Approach *Communicative Language Teaching</p>	Dialogue Extracts
08.03.2011	3	2	Dialogue Extracts	<p>Linguistic Focus: analyzing speech acts of refusals and complaints in terms of strategies preferred, context and social levels of interlocutors.</p>	<p>Linguistic Objectives *to get learners aware of what they know already and encourage them to use their universal or transferable L1 pragmatic knowledge in L2 context. *to raise awareness that there are strategies of speech acts depending on the culture, context and status of the speakers and hearers. *to teach the appropriate linguistic forms that are likely to be encountered in performing speech acts. *to get students use linguistic expressions and some speech act strategies in their verbal acts.</p> <p>Behavioural Objectives *use their L1 pragmatic knowledge for L2 *use appropriate linguistic forms of refusal and complaints in English.</p>	<p>*Direct Method *Humanistic Approach *Communicative Language Teaching</p>	Dialogue Extracts

TIME			LITERARY TEXT	TEACHING POINT	GOALS & OBJECTIVES	TECHNIQUES, APPROACHES & METHODS	MATERIALS
DATE	WEEK	HOUR					
22.03.2011	4	2	Drama by G. Bernard Shaw Pygmalion	Linguistic Focus: presenting speech acts of refusals and complaints appeared in Pygmalion in terms of semantic formulae of utterances, context and social levels of interlocutors.	Linguistic Objectives *to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context. Behavioural Objectives *to use appropriate linguistic forms of refusal and complaints in English.	*Direct Method *Humanistic Approach *Communicative Language Teaching	Script of Pygmalion, whiteboard
29.03.2011	5	2	Drama by G. Bernard Shaw Pygmalion	Linguistic Focus: presenting speech acts of refusals and complaints appeared in Pygmalion in terms of semantic formulae of utterances, context and social levels of interlocutors.	Linguistic Objectives *to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context. Behavioural Objectives *to use appropriate linguistic forms of refusal and complaints in English.	*Direct Method *Humanistic Approach *Communicative Language Teaching	Script of Pygmalion, whiteboard
12.04.2011	6	2	Drama by G. Bernard Shaw Pygmalion	Linguistic Focus: presenting speech acts of refusals and complaints appeared in Pygmalion in terms of semantic formulae of utterances, context and social levels of interlocutors.	Linguistic Objectives *to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context. Behavioural Objectives *to use appropriate linguistic forms of refusal and complaints in English.	*Direct Method *Humanistic Approach *Communicative Language Teaching	Script of Pygmalion, whiteboard

3.7. Treatments and Tasks

The activities and tasks were designed to enhance students' ability to realize the differences within strategies of speech acts depending on cultures and to use appropriate linguistic expressions and speech act strategies in their verbal acts considering the speech context and speakers' social status. To achieve this, at the beginning of the treatment week sample dialogues were examined, in the following weeks, however, students dealt with a specific drama work by analyzing linguistic formulae of speeches, practicing their linguistic expressions and performing speech acts (*see Appendix 3*). During this teaching process, Class-A did not receive treatment and tasks, yet, they continued their curriculum.

Below the examples of refusal and complaint speech acts appeared in *Pygmalion* can be found. The speech acts are analyzed in terms of semantic formulas and through the questions. As examples, speech acts of refusals and complaints are illustrated from Act I. During teaching process, groups present their findings from acts like the examples presented below.

Examples of Refusal Speech Acts Appeared in Act I

THE FLOWER GIRL: If it's worse it's a sign it's nearly over. So cheer up, Captain; and buy a flower off a poor girl.

(an offer made by Eliza the flower girl who is a lower status speaker)

THE GENTLEMAN: I'm sorry, I haven't any change.

(refusing an offer made by a lower status speaker)

Semantic Formula: *statement of regret (I'm sorry) + excuse/reason/explanation (I haven't any change).*

THE FLOWER GIRL: I can give you change, Captain,

(another offer made by Eliza the flower girl)

THE GENTLEMAN: For a sovereign? I've nothing less.

Semantic Formula: *verbal avoidance with repetition* (For a sovereign?) + *excuse/reason/explanation* (I've nothing less).

THE FLOWER GIRL: Garn! Oh do buy a flower off me, Captain. I can change half-a-crown. Take this for tuppence.

- **What's happening in this scene/act?**

In this scene, *Eliza the flower girl* offers *the gentleman* to buy flowers, however, *the gentleman* refuses to buy.

- **Who are the addressor and addressee of the conversation and what are their social levels?**

The addressor of the conversation is *Eliza the flower girl*, the addressee is *the gentleman*. *Eliza the flower girl* is a member of lower social class, *the gentleman*, on the other hand, is a member of higher social class.

- **What are the refusals/complaints about?**

The situation is about refusing an offer made by a lower status speaker.

- **Which strategies of refusal/complain are opted in the conversations?**

For refusals, the semantic formulas of *statement of regret* + *excuse/reason/explanation*, *verbal avoidance with repetition* + *excuse/reason/explanation* are opted by higher status speaker.

- **Does anything attract your attention in the preferences of words/structures?**

In this scene, *Eliza the flower girl* prefers using imperative forms ("*So cheer up, Captain; and buy a flower off a poor girl*", "*Oh do buy a flower off me, Captain*") and slang exclamations ("*Garn!*") as she is not capable of producing utterances appropriate to context and the social level of addressee as she is from a lower social class. *The gentleman's* preferences are more appropriate and kinder. He gives short but accurate responses explaining his reason of refusal.

Examples of Complaint Speech Acts Appeared in Act I

THE DAUGHTER: I'm getting chilled to the bone. What can Freddy be doing all this time? He's been gone twenty minutes.

Semantic Formula: conveyance of sense of dissatisfaction/disapproval/annoyance (I'm getting chilled to the bone).

THE MOTHER: Not so long. But he ought to have got us a cab by this.

THE DAUGHTER: If Freddy had a bit of gumption, he would have got one at the theatre door.

Semantic formula: criticize (Freddy had a bit of gumption, he would have got one at the theatre door).

FREDDY: There's not one to be had for love or money.

THE MOTHER: Oh, Freddy, there must be one. You can't have tried.

THE DAUGHTER: It's too tiresome. Do you expect us to go and get one ourselves?

Semantic Formula: conveyance of sense of dissatisfaction/disapproval/annoyance (It's too tiresome. Do you expect us to go and get one ourselves?).

FREDDY: I tell you they're all engaged. The rain was so sudden: nobody was prepared; and everybody had to take a cab. I've been to Charing Cross one way and nearly to Ludgate Circus the other; and they were all engaged.

Semantic Formula: establishing context/support (I tell you they're all engaged. The rain was so sudden: nobody was prepared; and everybody had to take a cab).

- **What's happening in this scene/act?**

In this scene, *the daughter* and *the mother* complains about cold and rain, and wants his brother to look for a taxi. Her brother cannot find a cab and explains the situation.

- **Who are the addressor and addressee of the conversation and what are their social levels?**

The addressor of the conversation is *the daughter* and *the mother* , the addressee is *Freddy*. They are the members of higher social class and their social status is equal to each other.

- **What are the refusals/complaints about?**

The situation is about conveyance of sense of dissatisfaction/ disapproval/ annoyance.

- **Which strategies of refusal/complain are opted in the conversations?**

For complaints, the semantic formulas of *conveyance of sense of dissatisfaction/ disapproval/ annoyance, criticize* and *establishing context/support* are opted by equal status speakers.

- **Does anything attract your attention in the preferences of words/structures?**

In this scene, *the daughter* and *the mother* complains about cold and rain. As they are not prepared *Freddy* looks for a cab but he fails. *The daughter* prefers using statements of criticism and *Freddy* explains the reason of his failure. The language preferred highlights that the speakers are from upper social class.

3.8. Role of the Researcher

In this study, the researcher has two main roles. First of all, during teaching process, she was the instructor who applied teacher-directed deductive approach in the class while explaining refusal and complaint strategies and inductive approach in which the students involve themselves to practice the speech act set. In this step, the instructor and students had always discussions related to refusal and complaint speech act which appeared in the drama work by analyzing the scenes through these questions: What's happening in this scene/act? Who are the addressor and addressee of the conversation and what are their social levels? What are the refusals/complaints about? Which strategies of refusal/complain are opted in the conversations? Does anything attract your attention in the preferences of words/structures? During class activities, the instructor makes observations to collect data and have triangulation.

Apart from being the instructor during the teaching process, the researcher was the analyser, as well. Before and after teaching process she delivered WDCT to

TEFLL and had them write responses to situations. In this step, she explained how to fill WDCT but paid attention not to affect participant's ideas. Following this, WDCT was analysed and interpreted by the researcher according to themes and semantic formulas produced by participants. In analyzing the data, the researcher communicates a *neutral*, nonjudgmental stance with respect to the substance of the answers.

3.9. Data Analysis

The obtained data has been analyzed by using content analysis technique. Content analysis is a methodology in the social sciences for studying the content of communication. There are numerous definitions for this notion.

Content analysis is defined by Babbie (1973) as "*the study of recorded human communications, such as books, websites, paintings and laws.*" The other definition of content analysis is that "*it is a systematic, research method for analyzing textual information in a standardized way that allows evaluators to make inferences about that information*" (Weber, 1990, p. 9-12; & Krippendorff, 1980, p. 21-7).

The classification process, called "coding," consists of: marking text passages with short alphanumeric codes. This creates "categorical variables" that represent the original, verbal information and that can then be analyzed by standard statistical methods. The text passages can come from structured interviews, focus group discussions, case studies, open-ended questions on survey instruments, work papers and agency documents. To classify a document's key ideas, the evaluator identifies its themes, issues, topics, and so on. The result might be a simple list of the topics in a series of meeting notes. Content analysis can go further if the evaluator counts the frequency of statements, detects subtle differences in their intensity, or examines issues over time, in different situations, or from different groups.

Content analysis is advantageous as it can deal with large volumes of textual data. Furthermore, it can help researchers learn more about the issues and programs they examine because it is systematic. The other advantage is that when the findings from content analysis are not the main evidence in an evaluation, they can still be used to help corroborate other findings. However, there are some disadvantages of content analysis. Because content analysis is systematic, sufficient human resources must be committed to it and rigorously applied to it. This may mean, for some evaluation applications, that the benefits may not outweigh the cost of the resources. Moreover, while content analysis has safeguards against distortion of the evidence, evaluators must use judgment in coding the data.

According to United States General Accounting Office (GAO), there seven stages of content analysis:

- 1) Deciding whether to use content analysis
- 2) Defining the variables
- 3) Selecting material for analysis
- 4) Identifying the themes
- 5) Developing an analysis plan
- 6) Coding the textual material
- 7) Analyzing the data

The stages have been followed by the researcher consecutively. In the process of identifying the themes, for speech acts of refusals already identified themes, classification of refusals by Beebe et. al. (1990), have been used while for complaints the themes have been identified by the researcher.

3.9.1. Coding Schemes

The semantic formulas of speech acts of refusals responded by the subject have been coded in accordance with the ones from Beebe et. al. (1990). Pause filters

have been omitted as they do not have any pragmatic meaning. Coding Scheme of Speech Acts of Refusals is as shown below:

Table 3.4. Coding Scheme of Speech Acts of Refusals

Type	Semantic Formulas	Samples from the Data
I. Direct Refusals	Refusing the suggestion/ offer/invitation/request explicitly	
a. Performative	Expressed with “I refuse”	“I will have to refuse your request”
b. Non-Performatives	Expression of negative willingness “I won’t, I can’t, I don’t think so..”	“I don’t think it’s right for you to copy my notes”
II. Indirect Refusals	Refusing the suggestion/ offer/invitation/request implicitly	“Pupils are too easily distracted when outside.”
a. Statement of Regret	Usually expressed with “I’m sorry, I feel terrible,	“Unfortunately”, “I’m terribly sorry”, “sorry but,”
b. Wish	Usually expressed with “I wish could..”,	“I wish I could come, but, I already have plans”
c. Excuse/Reason/ Explanation	Expressions like “I have a headache, “My children will be home that night..”	“I booked a taxi instead, I didn’t want to trouble you”
d. Statement of Alternative	Expressions like “I can do X instead of Y..”	“I’d prefer a brand new telephone.”
e. Condition for Future/ Past Acceptance	Expressions like “If you had asked earlier, I would have..” Use of verb “promise” or “will of promise”	“If it was any other week, I would definitely attend.”
f. Statement of Principle	Expressions like “I never..., I always..”	“Crash diets aren’t my thing!”
g. Statement of Negative	Using past tenses to exemplify the past actions	“Diets starve you and once you go off it, you’ll

Consequences		just gain the weight back
h. Criticize the Request/Requester	Use of negative words for criticism.	You should have come to the class for notes!"
i. Self Defense	Expressed with advocating one's self	"I need them myself at the moment."
j. Verbal Avoidance	Use of unclear responses (repetition, postponement..)	"Only 20%?" "I'm not sure about that."
k. Let off Hook	To avoid embarrassment	"Don't worry about, I'll deal with it."
III. Adjuncts	Expressions used for completing the refusals.	
a1. Statement of Positive Opinion	Expressions like "that's a good idea, I'd love to.."	I'd love to come, but I've a dinner date."
a2. Statement of Empathy	Expression like "I realize you are in a difficult situation"	"I could understand your problem but, I can't help you."
a3. Gratitude/ Appreciation		"Thank you so much"

In analyzing complaints, coding scheme is formed by the researcher sampled from subjects' responses. Coding Scheme of Speech Acts of Complaints is as shown below:

Table 3.5. Coding Scheme of Speech Acts of Complaints

Type	Semantic Formulas	Examples from the Data
1. Excusing self for imposition	Expressions like “Sorry to bother you boss.”	“Hi ma’am sorry to bother you”.
2. Establishing context/support	Expressions like “This letter is really very important, they said.”	“I’m a student and I have a very important final exam tomorrow.”
3. A request	Expressions like “Could you please help me clean the room before you leave.”	“Can you please turn in down?”
4. Justification	Expressions like “I’m not content with your slow service”.	“I need to study all night, but I can’t concentrate .”
5. Conveyance of sense of Dissatisfaction/ Disapproval/ Annoyance	Expressions like “I am very disappointed and a bit angry”	“Quite frankly, I don’t feel comfortable giving my notes.”
6. Warning	Expressions like “I would think twice before I let you or anyone else use this place again.”	“You know it’s company policy that you must arrive on time.”
7. Threat	Expressions like “If you are late again, you will be fired”.	“Next time you’re late, we’re taking disciplinary action.”
8. Criticize	Expressions like “You are irresponsible and late for school.”	“I feel like you are freeloading.”

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1. Introduction

In this chapter, the data obtained are analyzed and discussed firstly referring to SA preferences of NSE and TEFL; secondly the effects of the drama work for teaching SA refusals and complaints to the TEFL. As the first step, the content analysis of refusal and complaint strategies of three groups are examined in order to find out the ability of TEFL in refusing requests, invitations, offers, and suggestions according to the social distance between the addressor and the addressee before the teaching process. In this step, responses of NSE are used as the common components of SA sets to establish the baseline data to elicit the appropriate English SA patterns in the given situation. After the treatment and tasks of drama work, the data collection instrument is given again and both English NS and TEFL speech act realizations are investigated, by comparing with the results obtained before teaching process.

Taking the aims of the study into account, answers are sought to the research questions mentioned in Chapter One:

1. What differences are there between the groups of Native Speakers of English (NSE) and Turkish EFL Learners (TEFL) in terms of speech act preferences of refusals and complaints before the teaching process?
2. What differences are there between the groups of Native Speakers of English (NSE) and Turkish EFL Learners (TEFL) in terms of speech act preferences of refusals and complaints after the teaching process?
 - a. Do the tasks given by the drama work as authentic material affect Turkish

EFL learners' preferences of refusal and complaint speech acts?

4.2. Analysis of Refusal and Complaint Situations Before Teaching Process

The analysis of eighteen refusal and complaint situations before teaching process are presented below including frequency use of semantic formulas and percentages.

Research Question 1: What differences are there between the groups of Native Speakers of English (NSE) and Turkish EFL Learners (TEFLL) in terms of speech act preferences of refusals and complaints before the teaching process?

In order to answer this research question, the data obtained from NSE and Turkish EFL Learners before teaching process are interpreted and content analysis results presented.

According to the content analysis results of the obtained data before teaching process, preferences of TEFLL-A, TEFLL-B and NSE show similarities in the 3rd, 5th and 11th situations, in which participants refuse invitations.

In the 4th and 10th situations, in which participants refuse offers, preferences of TEFLL differ from NSE. In these situations, TEFLL-A and TEFLL-B use the same semantic formulas, while NSE prefer using different strategies. In the 7th situation, there is no big diversity in the choice of strategy combinations opted by three groups. For refusing offers, one can understand that TEFLL-A TEFLL-B and groups tend to use different strategies than NSE prefer.

In the 2nd situation, use of strategies show great diversity, in which TEFLL-

A and NSE prefer the same strategies in almost the same percentages. In relation to this situation, TEFL-B uses different strategies. In the 12th situation NSE and TEFL-A generally prefer the same strategies, in which TEFL-B use different strategies. For refusing request, in the 1st and 9th situations, TEFL-A and TEFL-B groups generally prefer the same semantic formulas, in which NSE use different ones.

As for the complaint situations, in the 14th situation, NSE preferences of semantic formulas differ from the ones preferred by TEFL-A and TEFL-B. In the 13th, 17th and 18th situations the preferred semantic formulas do not show diversity. However, in the 15th situation, preferences of TEFL-A and TEFL-B differ from NSE. Tables between 4.1 and 4.7. summarize the choice of strategies by each group of participants in detail.

Table 4.1. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Invitations Before Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFL-A (n.26)		TEFL-B (n.26)	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
3	E	- Exp/Exc/Reas	0	0	4	15	11	42
		- Regret+Exp/Exc/Reas	5	50	9	35	6	23
		- Pos.Op.+Exp/Exc/Reas	5	50	12	46	6	23
		- Neg.Will/Ab.+Exp/Exc/Reas	0	0	1	4	3	12
5	L	- Exp/Exc/Reas	3	30	5	19	7	27
		- Regret+Exp/Exc/Reas	3	30	7	27	4	15
		- Pos.Op.+Exp/Exc/Reas	4	40	8	31	8	31
		- Neg.Will/Ab.+Exp/Exc/Reas	0	0	6	23	5	20
		- Wish+Exp/Exc/Reas	0	0	0	0	2	7
11	H	- Pos.Op.+Exp/Exc/Reas	5	50	8	31	15	59
		- Regret+Exp/Exc/Reas	2	20	6	23	4	15
		- Neg.Will/Ab.+Exp/Exc/Reas	0	0	4	15	3	12
		- Exp/Exc/Reas	2	20	8	31	2	7
		- Wish+Exp/Exc/Reas	1	10	0	0	2	7

In the refusal of invitations before teaching process, the strategies used by three groups show similarities. To begin with, in the third situation, in which the subjects refuse an equal invitation to conference, the most common strategies are “Regret+Exp/Exc/Reas” (*regret + explanation/excuse/reason*) with 50% of NSE, 35% of TEFLA-A, 23% of TEFLA-B. The semantic formula of “Pos.Op.+Exp/Exc/Reas” (*positive opinion + explanation/excuse/reason*) preferred by 50% of NSE, 46% of TEFLA-A and 23% of TEFLA-B. The only difference between the groups is that 42% of TEFLA-B, none of NSE and 15% of TEFLA-A uses “Exp/Exc/Reas” (*explanation/excuse/reason*) strategy, which means that TEFLA-B group is not capable of using native like strategies. While native speakers of English tend to use *regret* and *positive opinion* strategies such as “*I’m sorry to say...*” or “*I would like to participate, but...*”, to compensate their refusals, 42% of TEFLA-B refuses invitation directly giving an “Excuse/Explanation/Reason” such as “*I can’t come because I will give a talk at another university*”.

Sample responses of participants for the 3rd situation in which a colleague refuses a conference invitation are as shown below:

Participant from NSE: “*Thanks a lot for the invitation, but I’m sorry to say I’m rather flat out with lectures and conferences at the moment, perhaps another time.*”

Participant from TEFLA-A: “*Thanks for the invitation, I would like to participate but my schedule is very busy, I’m so sorry.*”

Participant from TEFLA-B: “*I can’t come because I’ve a conference at another university and I’ve lots of works to do. Maybe another time.*”

In the fifth situation, in which a lower status speaker refuses higher status’ invitation for cinema, the most used strategies for NSE are *positive opinion + explanation/excuse/reason* with 40%. Following this high percentage, 30% of NSE used combination of *regret + explanation/excuse/reason* and

explanation/excuse/reason with another 30%. The percentage of TEFL-A and TEFL-B show similarities. The main refusal strategy used by these groups is *positive opinion + explanation/excuse/reason* with 31%. These groups prefer using *explanation/excuse/reason* strategy with 19% and 27% respectively. Another combination used by these groups is *regret + explanation/excuse/reason* with 27% of TEFL-A and 15% of TEFL-B. Different from NSE, TEFL-A and TEFL-B groups prefers the combination of *negative willingness/ability + explanation/excuse/reason* with 23% and 20% respectively; and *wish + explanation/excuse/reason* strategies with lowest percentages. When the percentages of semantic formulas preferred by three groups compared for the 5th situation, it could be said that NSE, TEFL-A and TEFL-B groups use *explanation/excuse/reason* strategies with varied combinations to compensate their refusal. However, TEFL-A and TEFL-B groups also use *negative willingness/ability + explanation/excuse/reason* while refusing an invitation from a higher status speaker. This strategy may not be welcomed in a conversation and may lead problems between speakers.

Sample responses of participants for the 5th situation in which a student refuses a cinema invitation from his teacher are as shown below:

Participant from NSE: “*Thank you for the invitation. I’d love come you but I’ve already made plans for this weekend.*”

Participant from TEFL-A: “*I can’t come because this week is our exam week and we must study. Thanks for the invitation.*”

Participant from TEFL-B: “*We have presentations for the next lesson. Besides, we can’t find time to go out.*”

In the eleventh situation, in which a higher status speaker refuses lower invitation, specifically a teacher refuses students’ Christmas stage play, the most used strategy for NSE is *positive opinion + explanation/excuse/reason* strategy with 50%. Consecutively, this group prefers *explanation/excuse/reason* strategy and

regret + explanation/excuse/reason strategy combination with 20%. The least strategy used by this group is *wish + explanation/excuse/reason* strategy combination with 10%. TEFL-L-A and TEFL-L-B groups show similarities in using strategy combinations of *positive opinion + explanation/excuse/reason* with 59% of TEFL-L-A and 31% of TEFL-L-B, *regret + explanation/excuse/reason* with 23% of TEFL-L-A and 15% of TEFL-L-B, *negative willingness/ability + explanation/excuse/reason* with 15% of TEFL-L-A and 12% of TEFL-L-B. In relation to this combination, it is seen that none of NSE preferred *negative willingness/ability + explanation/excuse/reason* strategy. The least used strategy combination by NSE and TEFL-L-B is *wish + explanation/excuse/reason* with 10% and 7% respectively. Taking the percentages of semantic formulas into consideration, it is clear that the most used preferences of three groups show similarities, and one can understand that TEFL-L-A and TEFL-L-B groups substantially prefers the same strategies.

Sample responses of participants for the 11th situation in which a teacher refuses students' Christmas stage play are as shown below:

Participant from NSE: *"I'm very touched by your invitation and I'd like to watch the play, but, I've already made other arrangements."*

Participant from TEFL-L-A: *"I'm very proud of you! I'm sure it will be great. I'd like to be there, but I can't I will be abroad for Christmas."*

Participant from TEFL-L-B: *"That's sound perfect. I really want to watch you on the stage, but I've some other appointments that I promised before."*

Table 4.2. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Suggestions Before Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFL-L-A (n.26)		TEFL-L-B (n.26)	
			f	%	f	%	f	%
4	E	- Negative Consequence	1	10	15	59	6	23
		- Alternative	2	20	6	23	10	39
		- Principle	4	40	2	7	3	11
		- Exp/Exc/Reas	3	30	2	7	5	20
		- Philosophy	0	0	1	4	2	7
7	L	- Exp/Exc/Reas	7	70	18	71	22	85
		- Negative Consequence	0	0	2	7	0	0
		- Principle	1	10	4	15	3	11
		- Neg.Willingness/Ability	2	20	2	7	1	4
10	H	- Exp/Exc/Reas	3	30	13	50	14	54
		- Neg.Con.+Exp/Exc/Reas	5	50	5	20	7	27
		- Neg.Willingness/Ability	0	0	3	11	1	4
		- Verbal Avoidance	0	0	3	11	2	7
		- Negative Consequence	0	0	1	4	1	4
		- Alternate	0	0	1	4	1	4
		- Direct No	2	20	0	0	0	0

In the refusal of suggestions before teaching process, the fourth situation, in which the subjects refuse an equal suggestion, specifically a speaker refuses to apply his friend's diet, shows diversity among groups. As it is indicated in the table above, the baseline data revealed that NSE primarily prefers *principle* strategy (e.g. "Principally, I don't use other people's diet") with 40%. Following this high percentage, 30% of them use explanation/excuse/reason (e.g. "Each metabolism reacts differently to those diets so, I think they must be personal"). For the same group, 20% of them prefer using *alternative* strategy (e.g. "Instead, I can eat less but very often during the day"). And the least strategy used is *negative consequence* (e.g. "In my opinion, I may put on more kilos") with 10%. TEFL-L-A and TEFL-L-B groups differ from NSE as they prefer different strategies most. 59% of TEFL-L-A and 23% of TEFL-L-B prefer *negative consequence*. The other strategies used almost

with the same percentages by TEFL-L-A and TEFL-L-B groups and it is apparent that these groups cannot perform native-like refusal strategies.

Sample responses of participants for the 4th situation in which a speaker refuses to apply his friend's diet are as shown below:

Participant from NSE: *"To gain my slim figure I would go to gym regularly and I don't use my friend's diets."*

Participant from TEFL-L-A: *"I think it's better for me to go to the gym."*

Participant from TEFL-L-B: *"You may be right, but I believe that your diet is not suitable for me, I should go to a dietician."*

In the seventh situation, in which a student refuses teacher's suggestion, preferences of participants not show diversity among groups. As the baseline data, it is seen that NSE mostly prefer *explanation/excuse/reason* with 70% (e.g. *"Both seem impossible at least until I finish this dissertation."*). Following this high percentage, *negative willingness/ability* strategy is used with 20% of NSE and strategy of *principle* with 10% of NSE. When these combinations compared with the ones of TEFL-L-A and TEFL-L-B groups, it is clear that they show similar performance to NSE in their preferences of strategy combinations. Strategy of *explanation/excuse/reason* is preferred by 71% of TEFL-L-A and 85% of TEFL-L-B groups. Following this, *principle* strategy is used by 15% of TEFL-L-A and 11% of TEFL-L-B groups. Considering this, it can be concluded that TEFL-L show native-like performances in this situation.

Sample responses of participants for the 7th situation in which a student refuses teacher's suggestion are as shown below:

Participant from NSE: *"It's not that I go to bed, but that I don't sleep well because of home conditions. As for coffee in spite of what"*

they say it never keeps me awake”

Participant from TEFL-A: *“I think it’s impossible for me to give up coffee as I’m addicted.”*

Participant from TEFL-B: *“But, coffee never makes me awake.”*

In the tenth situation, in which a teacher refuses his students suggestion to have the lesson in the schoolyard, the preferences of semantic formulas show great diversity among groups. As the baseline data, NSE prefers mostly *negative consequence + explanation/excuse/reason* with 50% (e.g. *“I don’t think it is possible. You all fool around once we get outside!”*). Following this strategy combination, they prefer *explanation/excuse/reason* (e.g. *“It’s better to stay in the class, it is going to rain.”*) with 30%, and *direct no* strategy (e.g. *“Hahah, yeah. No!”*) with 20%. However TEFL-A and TEFL-B groups are apt to use varied strategies and their preferences are different from NSE. TEFL-A group use *explanation/excuse/reason* strategy with 50% and TEFL-B group with 54%. Secondly, TEFL-A prefers *negative consequence + explanation/excuse/reason* with only 20% and TEFL-B with 27%. Apart from these two strategy combinations, TEFL-A and TEFL-B groups apply to *negative willingness/ability, verbal avoidance, negative consequence, alternative* and *direct no* strategies with small percentages, while they are not preferred by NSE. Considering this, it can be concluded that TEFL-A and TEFL-B groups are not capable of perform native-like strategies while refusing low status suggestions.

Sample responses of participants for the 10th situation in which a teacher refuses his students suggestion to have the lesson in the schoolyard are as shown below:

Participant from NSE: *“I don’t think it is possible. You all fool around once we get outside!”*

Participant from TEFL-A: *“I have to use blackboard for the next lesson, so we are in the class next lesson.”*

Participant from TEFL-B: “*I have prepared a quiz for you, we don’t go outside.*”

Table 4.3. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Offers Before Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFL-A (n.26)		TEFL-B (n.26)	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
8	E	- Verbal Avoidance	2	20	0	0	0	0
		- Exp/Exc/Reas	6	60	4	15	12	47
		- Gratitude+Exp/Exc/Reas	2	20	15	60	9	35
		- Pos.Op.+Exp/Exc/Reas	0	0	2	7	1	4
		- Regret+Exp/Exc/Reas	0	0	2	7	2	7
		- Direct No+ Exp/Exc/Reas	0	0	3	11	2	7
2	L	- Gratitude+Exp/Exc/Reas	8	80	11	42	6	24
		- Pos.Op.+Exp/Exc/Reas	2	20	9	36	14	54
		- Exp/Exc/Reas	0	0	2	7	2	7
		- Direct No+ Exp/Exc/Reas	0	0	3	11	0	0
		- Neg.W/A+ Exp/Exc/Reas	0	0	1	4	4	15
12	H	- Direct No+ Exp/Exc/Reas	1	10	2	7	3	11
		- Exp/Exc/Reas	4	40	9	36	11	43
		- Gratitude+Exp/Exc/Reas	5	50	13	50	10	39
		- Let off Hook	0	0	2	7	2	7

In the refusal of offers before teaching process, the strategies preferred by the groups show diversity according to the table above. In the eighth situation, in which a friend offers his friend to buy his second-hand phone, the baseline data reveals that NSE generally prefer using *explanation/excuse/reason* strategy (e.g. “*Buying second hand things is always risky.*”) with 60%. Following this high percentage, *verbal avoidance* (e.g. “*Only 20% discount?*”) and *gratitude + explanation/excuse/reason* strategy combination (e.g. “*Thank you for your offer, but, I had a very bad experience with second hand phones.*”) used 20% by NSE. In the TEFL-A and TEFL-B groups strategies are different from NSE group’s preferences. *gratitude + explanation/excuse/reason* strategy combination is the most

used semantic formula by TEFLA with 60%. Second strategy they prefer is *explanation/excuse/reason* with 15%. When compared with NSE, it is apparent that TEFLA group cannot perform native-like semantic formulas in refusing offers. Apart from this, TEFLA group prefers different semantic formulas in small percentages such as *positive opinion + explanation/excuse/reason*, *regret + explanation/excuse/reason* and direct no+ *explanation/excuse/reason*. The most used semantic formula by TEFLB group is *explanation/excuse/reason* with 47% and the second one is *gratitude + explanation/excuse/reason* strategy combination with 35%. In relation to the preferences of NSE, TEFLB prefers the same most used strategy combinations as NSE do. However, the preferences of TEFLB are parallel to TEFLA. Both groups are apt to use *positive opinion + explanation/excuse/reason*, *regret + explanation/excuse/reason* and direct no+ *explanation/excuse/reason* in small percentages. These small percentages may indicate that the participants who prefer these strategies could not develop native-like performances as they lack of the sociopragmatic norms of English.

Sample responses of participants for the 8th situation in which a friend offer his friend to buy his second-hand phone are as shown below:

Participant from NSE: “*I would like to like to buy a new mobile phone which has all new features.*”

Participant from TEFLA: “*Thank you, but I would like to be the one who open its box.*”

Participant from TEFLB: “*Excuse me, but, I do not want to buy a second hand phone.*”

In the second situation, in which an officer refuses the promotion offered by the director, the baseline data indicates that NSE generally prefers *gratitude + explanation/excuse /reason* strategy combination (e.g. “*Thank you so much for thinking me for this promotion. I feel honored. However, while I would love the new responsibilities, I’m not sure if my family wants to change cities. My kids just started*”

school and my husband's job is here, as well.") with 80% and *positive opinion + explanation/excuse/reason* (e.g. *"This is such a compliment, thank you for considering me for this position. However, I'm not sure if my family wants to move."*) strategy combination with 20%. The majority of TEFL-A group prefer using the same strategies which are used by NSE. *gratitude + explanation/excuse/reason* strategy combination is used by 42% and *positive opinion + explanation/excuse/reason* combination by 36% of TEFL-A participants. Yet, beside these strategies, 7% of them use *explanation/excuse/reason*, 11% of *direct no + explanation/excuse/reason* and 4% of *negative willingness/ability + explanation/excuse/reason* strategy combinations. Taking these semantic formulas into account, it is clear that NSE generally refuse higher offers showing gratitude or positive opinion, while TEFL-A participants refuse using direct no or showing unwillingness, which may not be welcomed in English. From the table it is obvious that TEFL-B participants prefer almost the same semantic formulas which are used by TEFL-A group. To conclude, Turkish EFL Learners frequently use *gratitude + explanation/excuse/reason* and *positive opinion + explanation/excuse/reason* combinations, but, they also refuse higher offers using direct no or showing unwillingness.

Sample responses of participants for the 2nd situation in which an officer refuses the promotion offered by the director are as shown below:

Participant from NSE: *"I am honored that you're offering me this promotion and I appreciate it's a fantastic opportunity; however I have to turn down your offer for family reasons."*

Participant from TEFL-A: *"I can't accept this. My family lives in here and I can't leave them. I'm happy with my position, thank you."*

Participant from TEFL-A: *"Thanks for this splendid offer, I'm honored, but I can't move my family to another city, sir."*

In the twelfth situation, in which a parent refuses his/her child's offer for giving lift, the baseline data reveals that 50% of NSE mostly prefer *gratitude + explanation/excuse/reason* (e.g. "Thanks honey! I've already called a taxi.") strategy combination. Following this, they prefer *explanation/excuse/reason* (e.g. "Your aunt will give me a lift.") with 40%. The last strategy NSE prefer is *direct no + explanation/excuse/reason* (e.g. "No, no need honey, I will hire a taxi for that.") strategy combination with 10%. TEFL-A group use same semantic formulas, *gratitude + explanation/excuse/reason* (e.g. "Thank you dear, I called a taxi.") with 50% and *explanation/excuse/reason* (e.g. "As you will be at school, I called a taxi.") 36%. When compared, TEFL-A group preferences show similarities with NSE. But, TEFL-A group use different strategy combinations in addition to common strategies. They use *let off hook* strategy (e.g. "Don't worry about, I'll deal with it.") with 7%. When analyzing TEFL-B group, it is obvious that the majority prefers the same strategies, which are used by NSE and TEFL-A group, with 39% *gratitude + explanation/excuse/reason* and with 43% *explanation/excuse/reason* strategy combinations. Similar to TEFL-A group, TEFL-B use a different strategy combinations in addition to common strategies, such as *direct no + explanation/excuse/reason strategy combination* with 11% and *let off hook* strategy with 7%. Considering the overall analysis of this situation, it is apparent that TEFL-A and TEFL-B groups prefer using the same semantic formulas used by NSE and three groups demonstrated an equal high level frequency in the usage of the combination of *gratitude + explanation/excuse/reason* and *explanation/excuse/reason*.

Sample responses of participants for the 12th situation in which a parent refuses his/her child's offer for giving lift are as shown below:

Participant from NSE: "Thanks for the offer dear, but I booked a taxi instead. I didn't want to trouble you."

Participant from TEFL-A: "Thanks for asking, but there is no need. I will go there by taxi."

Participant from TEFL-A: “*I booked a taxi, honey, thank you.*”

Table 4.4. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Requests Before Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFL-A (n.26)		TEFL-B (n.26)	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
6	E	- Criticize+Neg.W/A	6	60	10	39	11	43
		- Self Defence	3	30	10	39	7	27
		- Criticize	1	10	2	7	3	11
		- Pos.Op.+Exp/Exc/Reas	0	0	1	4	1	4
		- Principle	0	0	3	11	4	15
9	L	- Regret+ Neg.W/A	1	10	3	11	6	24
		- Pos.Op.+Exp/Exc/Reas	2	20	1	4	0	0
		- Neg.Consequence	1	10	0	0	0	0
		- Exp/Exc/Reas+ Neg.Conseq.	6	60	14	54	12	45
		- Regret+Exp/Exc/Reas	0	0	6	24	6	24
		- Direct No+ Exp/Exc/Reas	0	0	2	7	2	7
1	H	- Exp/Exc/Reas	3	30	9	36	8	31
		- Criticize	2	20	3	11	4	15
		- Regret+Exp/Exc/Reas	5	50	10	39	6	24
		- Emphaty+Exp/Exc/Reas	0	0	2	7	5	19
		- Direct No+ Exp/Exc/Reas	0	0	2	7	3	11

In the sixth situation, in which a student wants to have copies of exam notes from his friend, as the baseline data, NSE clearly displayed the semantic formula of *criticize + negative willingness/ability* (e.g. “*If you didn’t skip the lectures you wouldn’t have to ask me. Sorry but I can’t support laziness.*”) with 60% are highly appropriate. The second strategy used by NSE is *self defence* (e.g. “*Sorry, but I need them myself at the moment.*”) with 30%. Apart from these, 10% of NSE prefer *criticize* strategy (e.g. “*I disapprove of absence with no reason. You should try attending to classes.*”), which is not effective when used alone. TEFL-A group uses *criticize + negative willingness/ability* and *self defence* strategy combinations with 39% each. In this respect TEFL-A group use same preferences used by NSE. On

the other hand, they are apt to use other semantic formulas such as *positive opinion + explanation/excuse/reason* strategy combination (e.g. *I would like to give them to you, but, my hand writing is not illegible.*) with 4% and *principle* strategy (e.g. *I never give my lecture notes to anybody.*) with 11%, which are not preferred by NSE. TEFL-B group's preferences are very similar to the ones of TEFL-A. Both groups prefer using *criticize + negative willingness/ability* (43%) and *self-defence* strategy combinations (27%), as NSE prefer. Considering this, both groups are competent in refusing requests from equal status speakers, although there are some participants who prefer different semantic formulas in small percentages.

Sample responses of participants for the 6th situation in which a student refuses giving lecture notes to his friend are as shown below:

Participant from NSE: *“Look, I know you are my friend, but I feel you are freeloading. You never come to class, you never study. I’ve been coming everyday and working really hard. Quite frankly, I don’t feel comfortable giving you my notes. To me, it is like cheating.”* Participant from TEFL-A: *“I cannot give my notes to anyone. You should have attended the courses during the term and known your responsibilities, I think.”*

Participant from TEFL-B: *“I cannot help you in this situation. I attended every lecture even if I had problems. I think you should have attended, as well.”*

In the ninth situation, in which a surgeon refuses head surgeon's extra operation request, as the baseline data, NSE prefers *explanation/excuse/reason + negative consequence* (e.g. *“I’ve been here for 20 hours and performed two surgeries. My hands and eyes are tired, and I’m afraid I’ll do something wrong in a new surgery.”*) semantic combination with 60%. The second semantic combination most used by NSE is *positive opinion + explanation/excuse/reason* (e.g. *“I would like to stay and help for the next operation, but I promised my wife for dinner outside*

tonight.”) semantic combination with 20%. The last strategy preferred by NSE is *regret + negative willingness/ability* (e.g. “I’m sorry, but I don’t want to stay for another operation, I don’t feel myself fine for an extra operation.”) with 10%. The most preferred semantic combination by TEFL-A group is *explanation/excuse/reason + negative consequence* with 54%. In this respect, it is obvious that TEFL-A group is competent in using native-like preferences in this situation. The second strategy preferred by the same group is *regret + explanation/excuse/reason* (e.g. “Excuse me, but I’ve an appointment for lunch with a friend of mine.”) semantic combination with 24%, which is not preferred by any participants from NSE. Another semantic formula, which is not used by NSE, is *direct no + explanation/excuse/reason* (e.g. “No, I’ve to run home as my son has some fever.”) used by 7% of TEFL-A group. Following these strategies, *positive opinion + explanation/excuse/reason* with 4% and *regret + negative willingness/ability* with 11% of TEFL-A group participants, which indicates that TEFL-A group is able to use native-like utterances. According to the table, TEFL-B group mostly prefer using *explanation/excuse/reason + negative consequence* with 45%, *regret + negative willingness/ability* and *regret + explanation/excuse/reason* with 24%. In addition to these, 7% of TEFL-B group prefers *direct no + explanation/excuse/reason* which is not preferred by anyone from NSE. Taking these information into account, most of the participants from TEFL-A and TEFL-B groups are able perform native-like preferences. On the other hand, on a small scale, there are some participants, who prefer dissimilar strategies which are not opted by NSE.

Sample responses of participants for the 9th situation in which a surgeon refuses staying for an extra operation are as shown below:

Participant from NSE: “*I’m sorry. But I’m not feeling up to it.*”

Participant from TEFL-A: “*I ‘m very tired. If I stay for another operation, I can’t concentrate and would not be good for the patients and us.*”

Participant from TEFL-B: *“Excuse me, but I’m too tired. It is risky to attend the next operation.”*

As for the first situation, in which a manager refuses his staff’s request, NSE prefer using *regret + explanation/excuse/reason* (e.g. *“I’m sorry, but, this is a personal problem and not the hotel is required to fix.”*) with 50%. The second strategy used is *explanation/excuse/reason* (e.g. *“We are not responsible for your financial problems.”*) with % 30 and the last one is *criticize* strategy (e.g. *“You should have find a solution by yourself.”*) with 20%. In the TEFL-A group, the preferences show similarities to NSE. The most used refusal strategy is *regret + explanation/excuse/reason* with 39%. The second strategy most preferred is *explanation/excuse/reason* with 36%. The third one is *criticize* strategy used by 11% of TEFL-A group. It can be understood from these analyses that TEFL-A group tend to use native-like utterances. However, this group prefer different strategies such as *empathy + explanation/excuse/reason* (e.g. *“I see your problem.”*) and *direct no+ explanation/excuse/reason* (e.g. *“No, I cannot pay you extra and I cannot arrange your transportation, because, they are your responsibility.”*) with 7%. TEFL-B group illustrate differences as the participants most prefer *explanation/excuse/reason* with 31%. The second strategy combination is *regret + explanation/excuse/reason* with 24%. The third strategy preferred by TEFL-B is *empathy + explanation/excuse/reason* with of 19%. Besides, they are apt to use *direct no+ explanation/excuse/reason* with of 19%, which are not preferred by NSE. It can be concluded from this analysis that TEFL-B group is less capable than TEFL-A in using native-like utterances in refusing a lower status request.

Sample responses of participants for the 1st situation in which a manager refuses his staff request as shown below:

Participant from NSE: *“I’m sorry, but, this is a personal problem and not the hotel is required to fix.”*

Participant from TEFL-A: *“To find solution is your responsibility.”*

Participant from TEFLB-B: “Hotel is not responsible to pay you extra money.”

Table 4.5. Content Analysis Results and Frequency and Percentage Rates of Complain Strategies of Higher Status Complainer Before Teaching Process

WDCT Item	Complainer Status	Semantic Formula	NSE (n.10)		TEFLA-A (n.26)		TEFLB-B (n.26)	
			f	%	f	%	f	%
14	H	- E. Context+Request	6	60	4	15	8	31
		- Ex.Self Im+ E. Context	3	30	2	7	0	0
		- Warning	1	10	0	0	0	0
		- E. Context+ Warning	0	0	7	27	10	39
		- E. Context	0	0	9	36	4	15
		- E. Context+Justification	0	0	4	15	4	15
16	H	- Con.Dist/An/Disp+Warning	4	40	13	50	20	78
		- Con.Dist/An/Disp+Threat	2	20	10	39	0	0
		- Threat	2	20	0	0	4	15
		- Con.Dist/An/Disp+Request	0	0	3	11	2	7

In the analysis of fourteenth situation before teaching process, in which a customer complains about overcharging, the strategies preferred by the groups show notable diversity. In the fourteenth situation, the strategies used by TEFLA-A and TEFLB-B are different from the ones used by NSE. To begin with, as the baseline data, the majority (60%) of NSE prefers using *establishing context + request* strategy combination (e.g. “*I think there must be a mistake. Could you please check the taximeter?*”) while this percentage falls down in TEFLA-A and TEFLB-B 15% and 31% respectively. Another point that need to be mentioned is that while 30% of NSE use *exposition self importance + establishing context* combination (e.g. “*Ur, excuse me, it seems there’s a mistake with the change, I think.*”), this proportion falls to 7% in TEFLA-A subjects and none of the TEFLB-B subjects prefer using this strategy. For 27% of TEFLA-A and 39% of TEFLB-B subjects *establishing context + warning* (e.g. “*Where is the rest of the change? You should count it again.*”), *establishing context* strategy and *establishing context + justification* (e.g. “*The change is not*

complete. I gave you 15\$, you should give me 10\$ instead of 5\$.”) strategy combination are other strategies used mostly, however, they are not preferred by NSE. Considering these strategy combinations and the percentages, we can draw a conclusion that TEFLA and TEFLB group participants lack of native-like utterances in complaining to a lower status speaker.

Sample responses of participants for the 14th situation in which a customer complains about overcharging as shown below:

Participant from NSE: *“I gave you 20\$, and you’ve given me change for a 5\$, could you count it again, please?”*

Participant from TEFLA: *“This is not the correct change, it should be so expensive.”*

Participant from TEFLB: *“I don’t think that the change is correct, it should be more than this, you must be counting wrong.”*

In the sixteenth situation, in which a higher status addresser complains about a staff coming to work late, some of the strategies used by NSE, TEFLA, TEFLB show diversity and some do not. The most used strategy combination by three groups is *conveyance of sense of dissatisfaction/disapproval/annoyance + warning* (e.g. *“I’m afraid this has become something of a habit recently. It really can’t continue and we’ll have to look at disciplinary measures if things don’t change.”*) with 40% of NSE, 50% of TEFLA and 78% of TEFLB. In addition to this strategy, *conveyance of sense of dissatisfaction/disapproval/annoyance + threat* combination (e.g. *“I’m not satisfied what you’re doing recently, if you come to work late again, you’ll be fired.”*) is used by 20% of NSE, 39% of TEFLA but none of the TEFLB subjects. Apart from this strategy, *conveyance of sense of dissatisfaction/disapproval/annoyance + request* (e.g. *“It’s not welcomed to be late every day. Please, be careful for the next time.”*) is preferred by only 11% of TEFLA and 7% of TEFLB, but, none of the NSE subjects. Unlike the previous situation, TEFLA and TEFLB groups’ preferences show similarities with NSE

in large percentages, however, in small scale they use strategy combinations which are not preferred by NSE.

Sample responses of participants for the 16th situation in which a higher status addresser complains about a staff coming to work late as shown below:

Participant from NSE: *“I’ve waited for some time to warn you but I can no more. Please pay more attention to stick to the timetable and don’t even come on time. Don’t forget our motto “be early because on time is late.”*

Participant from TEFLA-A: *“You’ve used your credit for a long time. Be careful another time.”*

Participant from TEFLA-B: *“You are late for days, be careful and come in time.”*

Table 4.6. Content Analysis Results and Frequency and Percentage Rates of Complain Strategies of Equal Status Complainer Before Teaching Process

WDCT Item	Complainer Status	Semantic Formula	NSE (n.10)		TEFLA-A (n.26)		TEFLA-B (n.26)	
			f	%	f	%	f	%
13	E	- E. Contx+ Con.Dist/An/Disp	6	60	11	43	7	27
		- Con.Dist/An/Disp + Warning	1	10	5	19	7	27
		- Con.Dist/An/Disp + Threat	0	0	2	7	2	7
		- Con.Dist/An/Disp	3	30	0	0	10	39
		- Criticize+ Con.Dist/An/Disp	0	0	8	31	0	0
18	E	- Con.Dist/An/Disp+Criticize	6	60	12	46	12	46
		- Criticize	2	20	9	35	9	36
		- Warning	1	10	4	15	2	7
		- Justification	1	10	1	4	3	11

In the analysis of complaints made by equal status addresser before teaching process, the strategies preferred by the groups do not show remarkable diversity. In

the thirteenth situation, in which an equal status addresser complains about the home mate coming home late, the most used strategy is *establishing context + conveyance of sense of dissatisfaction/disapproval/annoyance* (e.g. “*Look, I want to talk to you about this situation... Do you remember our agreement when we first moved into this apartment? Well, I think you’ve completely crossed the line!*”) by 60% of NSE, 43% of TEFLA and 27% of TEFLB subjects. The strategy combination of *conveyance of sense of dissatisfaction/disapproval/annoyance + warning* (e.g. “*Are you home without friends this time? If you bring them late at night again, look for another apartment for yourself.*”) is preferred by 10% of NSE, 19% of TEFLA and 27% of TEFLB. Another strategy used is *conveyance of sense of dissatisfaction/disapproval/annoyance* by 30% of NSE and 39% of TEFLB. None of the TEFLA preferred this strategy, instead they use *criticize + conveyance of sense of dissatisfaction/disapproval/annoyance* strategy combination with 31%. Considering these analysis, it is obvious that preferences of TEFLB is more native-like and more similar to NSE than the preferences of TEFLA.

Sample responses of participants for the 13th situation in which an equal status addresser complains about the home mate coming home late are as shown below:

Participant from NSE: “*You know what we talked before moving this house, I don’t like being disturbed your noisemaker friends.*”

Participant from TEFLA: “*If it happens again, you’ll have to look for another apartment for you and your friends.*”

Participant from TEFLB: “*How many times do I tell you not to bring them after midnight?*”

In the eighteenth situation, in which an equal status addresser complains about the class mate who wants to borrow exam notes, the strategies used do not show remarkable diversity. The most preferred strategy by three groups is *conveyance of sense of dissatisfaction/disapproval/annoyance + criticize* strategy

combination (e.g. *“I would like to tell you that I have had enough of you and your never-ending demands! Maybe you’d better hire someone to take notes for you some time!”*) with of 60% of NSE, 46% of TEFLA and TEFLB. The second strategy that is preferred mostly is *criticize* strategy (e.g. *“You should have come to school regularly and taken notes instead of wandering outside!”*) with of 20% of NSE, 35% of TEFLA and 36% of TEFLB subjects. The other strategies used are *warning* (e.g. *“I warned you to come to school and take notes, but you preferred stay away from the school, and please now stay away from my lecture notes!”*) and *justification* strategy (e.g. *“I’ve already given them a friend of mine and he won’t bring them before a month!”*) with similar percentages. When compared all percentages and strategies, it can be concluded that TEFLA and TEFLB groups are competent in complaining to an equal speaker as their preferences are similar to the NSE.

Sample responses of participants for the 13th situation in which an equal status addresser complains about the class mate who wants to borrow exam notes are as shown below:

Participant from NSE: *“I’m sorry but I don’t think it’s fair for you to ask me for my notes, you haven’t bothered coming to school, frankly I’m fed up with you asking me for them.”*

Participant from TEFLA: *Seriously?, you should have been here to take the notes yourself.”*

Participant from TEFLB: *“I’m sorry but I don’t want to give my notes this time. I’m fed up with this situation. Come and take your own notes.”*

Table 4.7. Content Analysis Results and Frequency and Percentage Rates of Complain Strategies of Lower Status Complainer Before Teaching Process

WDCT Item	Complainer Status	Semantic Formula	NSE (n.10)		TEFLL-A (n.26)		TEFLL-B (n.26)	
			f	%	f	%	f	%
15	L	- E.S.Im+Jst+Con.Dit/An/Dip	6	60	7	27	5	19
		- Jst+Con.Dist/An/Disp+Rq	3	30	5	20	9	35
		- Est.Context+Request	1	10	10	39	4	15
		- Est.Context	0	0	2	7	7	27
		- Con.Dist/An/Disp+Request	0	0	2	7	1	4
17	L	- Ex.S.Im+Justf+Request	6	60	8	31	13	50
		- Est.Context+Request	4	40	6	24	3	12
		- Con.Dist/An/Disp+Request	0	0	4	15	5	20
		- Justify+Con.Dist/An/Disp	0	0	4	15	2	7
		- Ex.S.Im+Con.Dist/An/Disp	0	0	3	11	2	7
		- Request	0	0	1	4	1	4

In the analysis of complaints made by equal status addresser before teaching process, the strategies preferred by the groups show notable diversity. In the fifteenth situation, in which a lower status addresser complains about low grade to the professor, the strategies are various and percentages are different. The strategy of *exposition self importance + justification + conveyance of sense of dissatisfaction/disapproval/annoyance* (e.g. “I’m sorry to disturb you sir, I studied during the term hard, and I got a high mark from project. I don’t understand how I got this low mark but I’m not content with it.”) is mostly used by 60% of NSE, however, it is preferred by 27% of TEFLL-A and 19% of TEFLL-B. TEFLL-A subjects mostly use *establishing context + request* strategy with 39% while TEFLL-B subjects prefer *justification + conveyance of sense of dissatisfaction/disapproval/annoyance + request* with 35%. Besides, *establishing context* and *conveyance of sense of dissatisfaction/disapproval/annoyance + request* are preferred by TEFLL-A and TEFLL-B groups, but none of the NSE applies to these strategy combinations. When compared the preferences of TEFLL-A and

TEFL-B groups with baseline data of NSE, it is apparent that they are not able to complain properly and produce native-like utterances.

Sample responses of participants for the 15th situation in which a lower status addresser complains about low grade to the professor are as shown below:

Participant from NSE: *“Hi professor, I was hoping to talk to you about my final grade. I don’t know if I did something I was unaware of, but my final grade was horribly low. After doing so well on my project, I expected at least a B. I was just hoping you could help me understand what I did wrong.”*

Participant from TEFL-A: *“Sorry sir, but I don’t want such a low mark. Is it possible to go through my paper again?”*

Participant from TEFL-B: *“My final mark is really low, but I got a high one from the project. If it’s suitable, could you check it again?”*

In the seventeenth situation, in which a lower status addresser complains about an old couple who watch TV with high volume, the strategies are various and percentages are different. In this situation, as baseline data, NSE use two strategies, *exposition self importance + justification + request* strategy combination (e.g. *“Excuse me, I have a little request if I could speak to you for a minute. I have exams this week and I’m spending most of my time studying, but your TV has been so loud and it’s making it difficult for me to concentrate. Do you think you’d be able to turn it down?”*) with of 60% and *establishing context + request* (e.g. *“Sorry, I’ve exam for tomorrow and I’m studying, but your TV volume is so high, could you please volume down a bit?”*) with of 40%. On the other hand, TEFL-A and TEFL-B subjects prefer using different strategy combinations, which are not opted by none of NSE, such as *conveyance of sense of dissatisfaction/disapproval/annoyance + request, justification + conveyance of sense of dissatisfaction/disapproval/annoyance, exposition self importance + conveyance of*

sense of dissatisfaction/disapproval/annoyance and lastly *request* with similar percentages in addition to mentioned strategies. From these strategies and percentages, one can conclude that TEFL-A and TEFL-B groups lack of sociopragmatic competence in complaining to a higher status speaker.

Sample responses of participants for the 15th situation in which a lower status addresser complains about low grade to the professor are as shown below:

Participant from NSE: *“I was wondering if it would be possible for you to turn down the television volume a little over the next few days, I’ve got my final exams coming up this week.”*

Participant from TEFL-A: *“Sorry to bother you, but I cannot concentrate on my study because of your TV, is it possible to turn down the volume a little?”*

Participant from TEFL-B: *“My final exams are approaching and I need to study hard, could you please turn down TV?”*

4.3. Analysis of Refusal and Complaint Situations after Teaching Process

The analysis of eighteen refusal and complaint situations after teaching process are presented below including frequency use of semantic formulas and percentages.

Research Question 2: Is there any significant difference between the groups of NSE and TEFL in terms of speech act preferences of refusals and complaints after the teaching process?

In order to answer this research question, the data obtained from NSE and Turkish EFL Learners after teaching process are interpreted and content analysis results presented. Tables between 4.8 and 4.14. summarize the choice of strategies by

each group of participants in detail comparing with the results obtaining prior to teaching process.

Table 4.8. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Invitations after Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFLL-A (n.26)		TEFLL-B (n.26)	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
3	E	- Exp/Exc/Reas	0	0	3	12	1	4
		- Regret+Exp/Exc/Reas	5	50	7	27	4	16
		- Pos.Op.+Exp/Exc/Reas	5	50	14	54	20	76
		- Neg.Will/Ab.+Exp/Exc/Reas	0	0	2	7	1	4
5	L	- Exp/Exc/Reas	3	30	3	12	0	0
		- Regret+Exp/Exc/Reas	3	30	4	16	8	31
		- Pos.Op.+Exp/Exc/Reas	4	40	16	60	15	58
		- Neg.Will/Ab.+Exp/Exc/Reas	0	0	3	12	1	4
		- Wish+Exp/Exc/Reas	0	0	0	0	2	7
11	H	- Pos.Op.+Exp/Exc/Reas	5	50	3	12	14	53
		- Regret+Exp/Exc/Reas	2	20	14	16	8	31
		- Neg.Will/Ab.+Exp/Exc/Reas	0	0	1	4	3	12
		- Exp/Exc/Reas	2	20	0	0	1	4
		- Wish+Exp/Exc/Reas	1	10	8	31	0	0

In the refusal of invitations after teaching process, the strategies used by three groups show similarities. Before teaching process, groups have already preferred the same semantic formulas and after the teaching process, the table above indicates that TEFLL-A and TEFLL-B groups use these strategies. Apart from this, after teaching process these groups give up using different strategies that they opted before teaching process. The variations can be seen in Cross Tabulation Results of Refusal Strategies to Invitations Prior to and After Teaching Process table (*see Appendix 4*).

To begin with, in the third situation, in which the subjects refuse an equal invitation to conference, the most common strategies are *regret* +

explanation/excuse/reason combination with 50% of NSE, 27% of TEFLA, 16% of TEFLB. The semantic formula of *positive opinion + explanation/excuse/reason* preferred by 50% of NSE, 54% of TEFLA and 77% of TEFLB. Comparing these percentages with the previous percentages before teaching process, it is obvious that preferences of these strategy combinations by TEFLA and TEFLB groups have increased and they are able to produce more native-like utterances. Another thing that should be mentioned is that before teaching process, 42% of TEFLB, none of NSE and 15% of TEFLA use *explanation/excuse/reason* strategy and 12% of TEFLB, 4% of TEFLA and none of NSE prefer *negative willingness/ability + explanation/excuse/reason*, which means that TEFLB group is not capable of using native like strategies. Yet, the table reveals that the percentages of *explanation/excuse/reason* strategy and *negative willingness/ability + explanation/excuse/reason* strategy combination preferred by TEFLB falls down to 4% each, which indicates that this group become successful in giving up strategy combinations not used by NSE.

Sample responses of participants for the 3rd situation in which the subjects refuse an equal invitation to conference after teaching process are as shown below:

Participant from NSE: “*Thank you for your invitation but I’m afraid I’m extremely busy at this time and can’t commit to any engagements for the next couple of months.*”

Participant from TEFLA: “*I would be glad to come and join, but I will be abroad at that time, so unfortunately it’s impossible for me to come but, I promise for the next time. Thanks for your kind invitation.*”

Participant from TEFLB: “*I wish I could come, it would have been perfect to participate, but unfortunately I’ve already received an invitation from another university, thanks for your invitation, perhaps next time.*”

In the fifth situation, in which a lower status speaker refuses higher status' invitation for cinema, after teaching process the most used strategies for NSE are *positive opinion + explanation/excuse/reason* with 40%. Following this high percentage, 30% of NSE used combination of *regret + explanation/excuse/reason* and *explanation/excuse/reason* with another 30%. When compared the preferences of TEFLA and TEFLB groups with the results obtained from before teaching process, it can be concluded that these groups prefer native-like semantic formulas. The main refusal strategy used by these groups is *positive opinion + explanation/excuse/reason* with 54% of TEFLA and 76% of TEFLB. Taking these results into consideration, it can be understood that after teaching process these groups prefer more native-like preferences than they prefer before teaching process. Another combination used by these groups is *negative willingness/ability + explanation/excuse/reason* with 12% and 4% respectively. This strategy combination is not opted by any of NSE and when compared the percentages, one can draw the conclusion that after teaching process the preference of this strategy decreased in both groups. In this situation, the frequencies and percentages of after teaching process results indicate that, like before teaching process, the similar preferences are used by three groups and TEFLA and TEFLB groups' choice of formulas has improved when compared with the results of before teaching process.

Sample responses of participants for the 5th situation in which a student refuses a cinema invitation from his teacher after teaching process are as shown below:

Participant from NSE: *"Thank you but I'm super busy. I've got so much homework for all of my classes, there's no way I can make it to the cinema."*

Participant from TEFLA: *"Oh, that's awful! I'm so busy at weekend. I will take my sister to shopping for her graduation ceremony. Thanks for your kind invitation."*

Participant from TEFLB: *"I promised my grandparents to visit*

them at the weekend. I'm so happy for your invitation, but I won't be."

In the eleventh situation after teaching process, in which a teacher refuses students' Christmas stage play, the results above indicate that while TEFLA group did not change their preference of complaint semantic formulas, TEFLB group come closer to the native speaker norms in their realizations of strategy combinations when compared with the results of before teaching process. Before teaching process TEFLB group use *positive opinion + explanation/excuse/reason* with 59%, after teaching process they apply to it with 53%. Similarly, they opted *regret + explanation/excuse/reason* strategy combination with 15% before teaching process and 31% after teaching process, which signals that their use of semantic formulas has improved and become native-like. Preference of *negative willingness/ability + explanation/excuse/reason* strategy combination falls down from 12% to 4% after teaching process. This illustrates that TEFLB group scale down the use of *negative willingness/ability + explanation/excuse/reason* strategy combination, which is not preferred by any of the NSE. For TEFLA, preferences of strategy combinations do not differ from the results of before teaching process as they did not receive any instructions and tasks as TEFLB do during teaching process. Taking these results into consideration, it is apparent that the use of authentic material may help the participants to produce native-like preferences after teaching process.

Sample responses of participants for the 11th situation in which a teacher refuses students' Christmas stage play after teaching process are as shown below:

Participant from NSE: *"I'd love to guys, but I have a dinner date tonight that I simply can't cancel."*

Participant from TEFLA: *"Sorry, but I've already made some plans for Christmas, thanks for the invitation.."*

Participant from TEFL-B: “I’d love to please you and enjoy myself but I’ve promised my wife that we’ll go abroad for this holiday.”

Table 4.9. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Suggestions after Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFL-A (n.26)		TEFL-B (n.26)	
			f	%	f	%	f	%
4	E	- Negative Consequence	1	10	15	58	3	12
		- Alternative	2	20	5	19	1	4
		- Principle	4	40	2	7	14	54
		- Exp/Exc/Reas	3	30	3	12	6	23
		- Philosophy	0	0	1	4	2	7
7	L	- Exp/Exc/Reas	7	70	13	50	24	93
		- Negative Consequence	0	0	2	7	0	0
		- Principle	1	10	8	31	0	0
		- Neg.Willingness/Ability	2	20	3	12	2	7
10	H	- Exp/Exc/Reas	3	30	14	54	9	35
		- Neg.Con.+Exp/Exc/Reas	5	50	8	31	14	54
		- Neg.Willingness/Ability	0	0	1	4	0	0
		- Verbal Avoidance	0	0	0	0	0	0
		- Negative Consequence	0	0	1	4	1	4
		- Alternative	0	0	0	0	0	0
		- Direct No	2	20	2	7	3	7

In the refusal of suggestions after teaching process, the fourth situation, in which the subjects refuse an equal suggestion, specifically a speaker refuses to apply his friend’s diet, TEFL-B group use more native-like strategy combinations. Before teaching process 39% of them preferred *alternative* strategy, on the other hand, after teaching process this percentage falls down to 4% and they change their strategies by preferring *principle* strategy (e.g. “I never try other people’s diet as I believe that diets are personal and unique for one’s metabolism.”) with 54%, *explanation/excuse/reason* strategy (e.g. “I cannot put up with that strict diet, thanks for suggesting, though.”) with %23 which illustrate that their preferences have improved and become native-like when compared with the results of before teaching

process. Other frequencies and percentages of semantic formulas remained almost the same with showing slight differences. TEFLA group, as distinct from TEFLB, prefer using the same strategy combinations that they have used before teaching process. When compared TEFLA group with TEFLB, as they have not involved in a teaching process, they are apt to repeat the semantic formulas they have preferred before teaching process.

Sample responses of participants for the 4th situation in which a speaker refuses to apply his friend's diet after teaching process are as shown below:

Participant from NSE: *“Everyday, I eat little but very often. I don't think I'll be happy with being on a diet.”*

Participant from TEFLA: *“If I start a diet, and quit it, I'm sure I'll gain more kilos.”*

Participant from TEFLB: *“It sounds reasonable, but I feel I should see a dietician to have my own diet list. I principally, I'm against using others diet.”*

In the seventh situation, in which a student refuses teacher's suggestion, after teaching process, the preferences of TEFLB group have changed and become closer to the native speaker norm in their realizations of strategy combinations when compared with the results of before teaching process. The most striking point is that while TEFLB group prefer principle strategy with 11% before teaching process, they quit using this strategy after teaching process. Another point that attracts attention is that the increase in frequency and percentage of *explanation/excuse/reason* strategy preferred by TEFLB group. After teaching process, the majority of them (93%) opted this semantic formula, which indicates that the subjects develop a more native-like preference. As for the TEFLA group after teaching process, the table specifies that they maintained the same strategies with slight differences in frequencies and percentages of semantic formulas when compared with the results of before teaching process. In conclusion, one can

understand that as TEFL-A group has not received any treatment or task during teaching process; they could not develop native-like preferences in this situation.

Sample responses of participants for the 7th situation in which a student refuses teacher's suggestion after teaching process are as shown below:

Participant from NSE: *"I've tried all of those things, but they don't work, I think it's psychological."*

Participant from TEFL-A: *"It's not possible for me to quit coffee as I'm addicted."*

Participant from TEFL-B: *"As I have final exams during the week, I cannot drink less coffee."*

In the tenth situation, in which a teacher refuses his students suggestion to have the lesson in the schoolyard, before teaching process, TEFL-A and TEFL-B groups are apt to use varied strategies and their preferences are different from NSE. After teaching process, TEFL-B group uses *explanation/excuse/reason* strategy with 35%, which were 54% before teaching process. Similarly, *negative consequence + explanation/excuse/reason* strategy combination preferred by 27% of them before teaching process and 54% after teaching process. Comparing these results with NSE preferences, it can be concluded that after teaching process TEFL-B group succeeded in using native-like utterances. Apart from these findings, TEFL-B group, after teaching process, quit using *negative willingness/ability, verbal avoidance, alternative* and *direct no* strategies, which enables them to produce more native-like utterances. After teaching process, TEFL-A participants do not display remarkable variations in preferring semantic formulas, which they used before teaching process. Considering these findings after teaching process, it can be concluded that TEFL-B group gains native-like preferences with the help of teaching process, however, TEFL-A group participants repeat the same strategies which are not opted by NSE. This leads them to be not capable of perform native-like strategies while refusing low status suggestions. The variations can be seen in

Cross Tabulation Results of Refusal Strategies to Suggestions Prior to and After Teaching Process table (*see Appendix 5*).

Sample responses of participants for the 10th situation in which a teacher refuses his students suggestion to have the lesson in the schoolyard after teaching process:

Participant from NSE: “But, *we need to be inside for my planned activities.*”

Participant from TEFLA-A: “*It’s very noisy outside now. If we go out, you’ll be distracted.*”

Participant from TEFLA-B: “First time, when you suggested this, it ended up at the headmaster’s room. I don’t want to live a déjà vu again.”

Table 4.10. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Offers after Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFLA-A (n.26)		TEFLA-B (n.26)	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
8	E	- Verbal Avoidance	2	20	4	15	6	23
		- Exp/Exc/Reas	6	60	8	32	12	48
		- Gratitude+Exp/Exc/Reas	2	20	6	23	4	15
		- Pos.Op.+Exp/Exc/Reas	0	0	1	4	2	7
		- Regret+Exp/Exc/Reas	0	0	3	11	2	7
		- Direct No+ Exp/Exc/Reas	0	0	4	15	0	0
2	L	- Gratitude+Exp/Exc/Reas	8	80	11	43	17	65
		- Pos.Op.+Exp/Exc/Reas	2	20	7	27	3	11
		- Exp/Exc/Reas	0	0	4	16	1	4
		- Direct No+ Exp/Exc/Reas	0	0	1	4	0	0
		- Neg.W/A+ Exp/Exc/Reas	0	0	3	11	5	20
12	H	- Direct No+ Exp/Exc/Reas	1	10	4	16	1	4
		- Exp/Exc/Reas	4	40	6	23	8	32
		- Gratitude+Exp/Exc/Reas	5	50	14	54	17	64
		- Let off Hook	0	0	2	7	0	0

In the eighth situation, in which a friend offers his friend to buy his second-hand phone, after teaching process, it is obvious that the TEFL-B group, who receives treatments and tasks during teaching process, uses the same strategies that are preferred by NSE. Before teaching process, while none of the TEFL-B subjects have used *verbal avoidance* strategy (e.g. “I’m thinking of buying a different brand.”); after teaching process, this percentage increases to 23%. Another significant point that should be discussed is that TEFL-B participants opt *explanation/excuse/reason*, *gratitude + explanation/excuse/reason*, *positive opinion + explanation/excuse/reason* and *regret + explanation/excuse/reason* strategy combinations with the same frequencies and percentages that they had before teaching process. From this finding, one can deduce that even after teaching process, subjects may tend to use their preferences under the effects of their native language. Similarly, after teaching process, TEFL-A subjects still prefer the same strategies they used before teaching process when compared their previous results.

Sample responses of participants for the 8th situation in which a friend offer his friend to buy his second-hand phone are as shown below:

Participant from NSE: “*Hmm, I’m not sure, you only discount %20?*”

Participant from TEFL-A: “*Well, I need to think for some time.*”

Participant from TEFL-B: “*Ohh, I’m not sure about its functions.*”

In the second situation, in which an officer refuses the promotion offered by the director, after teaching process, the preferences of TEFL-B group become more native-like. Before teaching process, they generally used *positive opinion + explanation/excuse/reason* (e.g. “*This is such a compliment, thank you for considering me for this position. However, I’m not sure if my family wants to move.*”) strategy combination with 54% and after teaching process this percentage falls down to 11%, which is closer to NSE. Besides, according to before teaching results, while 24% of TEFL-B group participants preferred *gratitude + explanation/excuse/reason* strategy combination (e.g. “*Thank you so much for*

thinking me for this promotion. I feel honored. However, while I would love the new responsibilities, I'm not sure if my family wants to change cities. My kids just started school and my husband's job is here, as well.”), this percentage has raised 65% after teaching process, which indicates that TEFL-B come closer to NSE percentage (80%). However, after teaching process, there are two strategies TEFL-B subjects do not quit. These strategies are *explanation/excuse/reason* (4%) and *negative willingness/ability + explanation/excuse/reason* strategy combination (20%). Although these inappropriate strategy combinations, TEFL-B subjects succeed to step up native-like preferences after involving in treatments and tasks. As for TEFL-B subjects, there is no significant difference in their preference when the results of before and after teaching processes compared.

Sample responses of participants for the 2nd situation in which an officer refuses the promotion offered by the director after teaching process are as shown below:

Participant from NSE: *“Thank you for this offer. I can see many advantages for me personally, but relocating to Ankara would cause too much upheaval for my family. I'm afraid I can't take the position.”*

Participant from TEFL-A: *“Thank you for this offer. But, my family lives in here and I can't leave them.”*

Participant from TEFL-B: *“That's very kind of you, sir. But, it requires my family to move to a new city, as well.”*

In the twelfth situation, in which a parent refuses his/her child's offer for giving a lift, after teaching process, preferences of TEFL-B participants show slight differences in percentages and frequencies. The group subjects' preferences of *explanation/excuse/reason* (e.g. *No, no need honey, I will hire a taxi for that.*) strategy fall down from 43% to 32%, which indicates that TEFL-B participants are able, use semantic formulas closer to NSE (49%). Likewise, *gratitude +*

explanation/excuse/reason (e.g. “*Thank you dear, I called a taxi.*”) semantic combination is preferred by 39% of TEFL-B participants while after teaching process preferred by 64% of them. As this strategy combination is opted by 50%, it can be inferred that TEFL-B participants have improved their preferences after treatments and tasks. Another point that deserves mention is that after teaching process the preference of *let off hook* decreased from 7% to 0%, which NSE has the same percentage. After teaching process, the table highlights that TEFL-A group did not remarkably change their preferences of refusal semantic formulas. The variations can be seen in Cross Tabulation Results of Refusal Strategies to Offers Prior to and After Teaching Process table (see Appendix 6).

Sample responses of participants for the 12th situation in which a parent refuses his/her child’s offer for giving lift are as shown below:

Participant from NSE: “*Thanks for the offer dear, but I booked a taxi instead. I didn’t want to trouble you.*”

Participant from TEFL-A: “*No need honey, I will go there by taxi .*”

Participant from TEFL-B: “*Thank you so much dear, but I didn’t want to disturb you, that’s why I called a taxi.*”

Table 4.11. Content Analysis Results and Frequency and Percentage Rates of Refusal Strategies to Requests after Teaching Process

WDCT Item	Refuser Status	Semantic Formula	NSE (n.10)		TEFLL-A (n.26)		TEFLL-B (n.26)	
			f	%	f	%	f	%
6	E	- Criticize+Neg.W/A	6	60	12	46	17	66
		- Self Defence	3	30	3	11	4	16
		- Criticize	1	10	4	16	3	11
		- Pos.Op.+Exp/Exc/Reas	0	0	5	20	0	0
		- Principle	0	0	2	7	2	7
9	L	- Regret+ Neg.W/A	1	10	4	16	8	31
		- Pos.Op.+Exp/Exc/Reas	2	20	2	7	1	4
		- Neg.Consequence	1	10	2	7	0	0
		- Exp/Exc/Reas+ Neg.Conseq.	6	60	12	46	13	50
		- Regret+Exp/Exc/Reas	0	0	5	20	4	15
		- Direct No+ Exp/Exc/Reas	0	0	1	4	0	0
1	H	- Exp/Exc/Reas	3	30	3	11	9	35
		- Criticize	2	20	4	16	2	7
		- Regret+Exp/Exc/Reas	5	50	12	46	12	46
		- Emphaty+Exp/Exc/Reas	0	0	4	16	1	4
		- Direct No+ Exp/Exc/Reas	0	0	3	11	2	7

In the sixth situation, in which a student wants to have copies of exam notes from his friend, after teaching process, the preferences of TEFLL-B participants illustrate slight differences. The most striking point is that the *criticize + negative willingness/ability* strategy combination (e.g. “*If you didn’t skip the lectures you wouldn’t have to ask me. Sorry but I can’t support laziness.*”) was used by 43% of TEFLL-B group while after teaching process it is escalated to 66%, which is a close percentage of NSE (60%) for this strategy combination. In this situation, TEFLL-A participants used *criticize + negative willingness/ability* (39%) semantic formula before teaching process. After teaching process, this percentage goes up to %46.

Sample responses of participants for the 6th situation in which a student refuses giving lecture notes to his friend after teaching process are as shown below:

Participant from NSE: *“This is not right what you are doing, I’m sorry but I cannot give my notes to you.”*

Participant from TEFL-A: *“You should have attended the courses during the term and taken them by yourself.”*

Participant from TEFL-B: *“I cannot help you in this situation; you should have attended to the classes.”*

In the ninth situation, in which a surgeon refuses head surgeon’s extra operation request, TEFL-B group do not perform divergently than they did before-teaching-process. In before-teaching-process they used mostly *explanation/excuse/reason + negative consequence* (e.g. *“I’ve been here for 20 hours and performed two surgeries. My hands and eyes are tired, and I’m afraid I’ll do something wrong in a new surgery.”*) semantic combination with 45% and in after-teaching-process this percentage goes up to 50% and becomes closer to more native-like realizations of semantic formula. TEFL-B group preferred *direct no + explanation/excuse/reason* semantic combination which is not preferred by anyone from NSE in before-teaching-process (7%). This percentage disappears after the teaching process. On the other hand, percentages of strategies such as *positive opinion + explanation/excuse/reason* (e.g. *“I would like to stay and help for the next operation, but I promised my wife for dinner outside tonight.”*) and *regret + negative willingness/ability* (e.g. *“I’m sorry, but I don’t want to stay for another operation, I don’t feel myself fine for an extra operation.”*) show slight rising after the teaching process. TEFL-A group is competent in using native-like preferences in this situation as they do not show remarkable variance in their preferences.

Sample responses of participants for the 9th situation in which a surgeon refuses staying for an extra operation are as shown below:

Participant from NSE: *“I’m sorry. But I’m really tired and don’t want to something wrong in the operation.”*

Participant from TEFL-A: *“If I stay for another operation, I*

believe it would not be good for the patients and us.”

Participant from TEFL-B: *“It is very dangerous to attend the next operation as I don’t feel energetic.”*

As for the first situation, in which a manager refuses his staff’s request, after teaching process, it is seen that preferences of TEFL-B participants do not change their preferences. The point which attracts attention is that in before-teaching process while 24% of them preferred *regret + explanation/excuse/reason* (e.g. *“I’m sorry, but, this is a personal problem and not the hotel is required to fix.”*) with 24%, after-teaching-process this percentage rise up to 46%, which indicates that in using semantic formulas TEFL-B group subjects improve the use of strategies and become closer to NSE (50%). Besides, after teaching process, the use of *empathy + explanation/excuse/reason* (e.g. *“I see your problem.”*) and *direct no+ explanation/excuse/reason* (e.g. *“No, I cannot pay you extra and I cannot arrange your transportation, because, they are your responsibility.”*) strategy combinations by TEFL-B group subjects slightly falls down to 4% and 7% respectively. For TEFL-A subjects, one can understand that in this situation, the same semantic formulas are preferred when the results of after teaching process are compared with the results of before teaching process. In Cross Tabulation Results of Refusal Strategies to Requests Prior to and After Teaching Process table the variations can be seen (*see Appendix 7*).

Sample responses of participants for the 1st situation in which a manager refuses his staff request after teaching process are as shown below:

Participant from NSE: *“I’m sorry, but, we can’t help you in any way.”*

Participant from TEFL-A: *“I’m sure you’ll find a solution by yourself, I’m sorry for that.”*

Participant from TEFL-B: *“I’m sorry for you, but, we can’t help you paying extra money.”*

Table 4.12. Content Analysis Results and Frequency and Percentage Rates of Complain Strategies of Higher Status Complainer after Teaching Process

WDCT Item	Complainer Status	Semantic Formula	NSE (n.10)		TEFLL-A (n.26)		TEFLLT-B (n.26)	
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
14	H	- E. Context+Request	6	60	4	16	10	39
		- Ex.Self Im+ E. Context	3	30	2	7	3	11
		- Warning	1	10	7	27	4	16
		- E. Context+ Warning	0	0	6	25	7	27
		- E. Context	0	0	4	16	2	7
		- E. Context+Justification	0	0	3	11	0	0
16	H	- Con.Dist/An/Disp+Warning	4	40	13	50	19	72
		- Con.Dist/An/Disp+Threat	2	20	4	16	3	11
		- Threat	2	20	7	27	4	7
		- Con.Dist/An/Disp+Request	0	0	2	7	0	0

In the analysis of fourteenth situation after teaching process, in which a customer complains about overcharging, the preferences of TEFLL-B become more native-like after teaching process. When compared with the results of before teaching process, it is obvious that the percentage of *establishing context + request* strategy combination (e.g. “*I think there must be a mistake. Could you please check the taximeter?*”) before teaching process (31%) goes up to (39) after teaching process. Likewise, before teaching process not preferred formulas of *exposition self importance + establishing context* combination (e.g. “*Ur, excuse me, it seems there’s a mistake with the change, I think.*”), warning (e.g. “*You should count it again.*”) opted by TEFLL-B subjects respectively 11% and 16%; and by doing so this group succeed in using the preferences of NSE (30%) and (10%) respectively. However, there are some inappropriate semantic formulas used by TEFLL-B subjects. The most preferred strategy combination before teaching process was *establishing context + warning* (e.g. “*Where is the rest of the change? You should count it again.*”), which was used by 39% and after teaching process 27% and none of NSE. Besides, *establishing context* strategy and *establishing context + justification* strategy combination used 15% by TEFLL-B, yet, after teacher process, the former falls down

to 7% and the latter 0%, which indicates that TEFL-B participants still lack of native-like strategies but they have improved to some extent. In this situation, TEFL-A participants do not change their preferences and the frequencies together with percentages are similar to the ones inferred from before teaching process.

Sample responses of participants for the 14th situation in which a customer complains about overcharging after teaching process are as shown below:

Participant from NSE: *“I gave you 20\$, and you’ve given me change for a 5\$, could you count it again, please?”*

Participant from TEFL-A: *“Are you sure, it shouldn’t have been so expensive.”*

Participant from TEFL-B: *“I don’t believe that you counted correct, could you count again.”*

In the sixteenth situation, in which a higher status addresser complains about a staff coming to work late, the preferences of TEFL-B do not show remarkable difference. The only point that should be mentioned is that while in before-teaching-process none of TEFL-B opted *conveyance of sense of dissatisfaction/disapproval/annoyance + warning* (e.g. *“I’m afraid this has become something of a habit recently. It really can’t continue and we’ll have to look at disciplinary measures if things don’t change.”*) strategy combination, it has been preferred by 11% of them, which is a closer percentage of NSE (20%). This implies that treatments and tasks are effective to learn semantic formulas to some extent. As for TEFL-A participants, there is no significant difference when compared their results with NSE and the results of before teaching process as they did not involve in treatments and tasks. The variations for both situations are displayed in Cross Tabulation Results of Complain Strategies of Higher Status Complainer after Teaching Process table (*see Appendix 8*).

Sample responses of participants for the 16th situation in which a higher status addresser complains about a staff coming to work late after teaching process are as shown below:

Participant from NSE: *“I’ve waited for some time to warn you but I can no more. Please pay more attention to stick to the timetable and don’t even come on time. Don’t forget our motto “be early because on time is late.”*

Participant from TEFL-A: *“I’m not suitable for now to listen your requests.”*

Participant from TEFL-B: *“I’m not satisfied with your performance at work place. And you ask for extra salary?”*

Table 4.13. Content Analysis Results and Frequency and Percentage Rates of Complain Strategies of Equal Status Complainer after Teaching Process

WDCT Item	Complainer Status	Semantic Formula	NSE (n.10)		TEFL-A (n.26)		TEFL-B (n.26)	
			f	%	f	%	f	%
13	E	- E. Contx+ Con.Dist/An/Disp	6	60	8	31	10	39
		- Con.Dist/An/Disp + Warning	1	10	8	31	3	11
		- Con.Dist/An/Disp + Threat	0	0	3	11	0	0
		- Con.Dist/An/Disp	3	30	0	0	13	50
		- Criticize+ Con.Dist/An/Disp	0	0	7	27	0	0
18	E	- Con.Dist/An/Disp+Criticize	6	60	13	50	19	72
		- Criticize	2	20	7	27	5	20
		- Warning	1	10	4	16	1	4
		- Justification	1	10	2	7	1	4

In the thirteenth situation, in which an equal status addresser complains about the home mate coming home late, after teaching process, the preferences of TEFL-B subjects do not show remarkable diversity when compared with the results of before teaching process. The only difference after teaching process is related to the use of combination of *conveyance of sense of*

dissatisfaction/disapproval/annoyance + threat strategy combination, which was used by 7% of TEFL-B subjects before teaching process; and none of them after teaching process as NSE do. As for TEFL-A participants in this situation when compared with the results of before teaching process, according to table it is apparent that there is no big variety of preferences after teaching process and the frequencies together with percentages are almost stable.

Sample responses of participants for the 13th situation in which an equal status addresser complains about the home mate coming home late after teaching process are as shown below:

Participant from NSE: *“You know what we talked before moving this house, I don’t like being disturbed your noisemaker friends.”*

Participant from TEFL-A: *“If it happens again, you will have to leave home, not me!”*

Participant from TEFL-B: *“Did you forget our agreement? It has reached the end of my rope!”*

In the eighteenth situation, in which an equal status addresser complains about the class mate who wants to borrow exam notes, after the teaching process, when compared the results of before and after teaching process, it can be understood that the preferences of TEFL-B and TEFL-A do not show differences. When compared all percentages and strategies, it can be concluded that TEFL-A and TEFL-B groups are competent in complaining to an equal speaker as their preferences are similar to the NSE just as in before-teaching-process results. The variations for both situations are displayed in Cross Tabulation Results of Complain Strategies of Equal Status Complainer After Teaching Process table (*see Appendix 9*).

Participant from NSE: *“I’m sorry but I don’t think it’s fair for you to ask me for my notes, you haven’t bothered coming to school,*

frankly I'm fed up with you asking me for them."

Participant from TEFLA-A: *Why you weren't here to take the notes yourself."*

Participant from TEFLA-B: *"It happens only once, I'll never give you my note again."*

Table 4.14. Content Analysis Results and Frequency and Percentage Rates of Complain Strategies of Lower Status Complainer after Teaching Process

WDCT Item	Complainer Status	Semantic Formula	NSE (n.10)		TEFLA-A (n.26)		TEFLA-B (n.26)	
			f	%	f	%	f	%
15	L	- E.S.Im+Jst+Con.Dit/An/Dip	6	60	6	24	19	72
		- Jst+Con.Dist/An/Disp+Rq	3	30	5	20	5	20
		- Est.Context+Request	1	10	4	15	1	4
		- Est.Context	0	0	9	34	1	4
		- Con.Dist/An/Disp+Request	0	0	2	7	0	0
17	L	- Ex.S.Im+Justf+Request	6	60	7	27	16	61
		- Est.Context+Request	4	40	7	27	6	24
		- Con.Dist/An/Disp+Request	0	0	2	7	2	7
		- Justify+Con.Dist/An/Disp	0	0	2	7	1	4
		- Ex.S.Im+Con.Dist/An/Disp	0	0	3	12	1	4
		- Request	0	0	5	20	0	0

In the fifteenth situation, in which a lower status addresser complains about low grade to the professor, after the teaching process, TEFLA-B participants prefer native-like strategies when compared with the results in before-teaching-process. The most significant example of this is the use of exposition *self importance + justification + conveyance of sense of dissatisfaction/disapproval/annoyance* (e.g. *"I'm sorry to disturb you sir, I studied during the term hard, and I got a high mark from project. I don't understand how I got this low mark but I'm not content with it."*) strategy combination with 72% as it goes up from 19% according to before-teaching-process results. Apart from this example, the percentages of *justification + conveyance of sense of dissatisfaction/disapproval/annoyance, establishing context +*

request, establishing context and conveyance of sense of dissatisfaction/disapproval/annoyance + request fall down to little percentages just as NSE have. Likewise TEFL-B participants, TEFL-A subjects are also tend to prefer the same strategy combinations they used before teaching process. When compared the results both before and after teaching process, it is clearly seen that they preserve their preferences with almost stable percentages.

Sample responses of participants for the 15th situation in which a lower status addresser complains about low grade to the professor are as shown below:

Participant from NSE: *“Hi professor, I was hoping to talk to you about my final grade. I don’t know if I did something I was unaware of, but my final grade was horribly low. After doing so well on my project, I expected at least a B. I was just hoping you could help me understand what I did wrong.”*

Participant from TEFL-A: *“Sorry sir, but is it possible to go through my paper again?”*

Participant from TEFL-B: *“I got a high one from the project. On the contrary, I got a low one from final, could you check it again?”*

In the seventeenth situation, in which a lower status addresser complains about an old couple who watch TV with high volume, after the teaching process, the frequencies and percentage of both groups stay stable. The most important point that should be mentioned is that the percentage of of exposition *self importance + justification + request* (e.g. *“I was wondering if it would be possible for you to turn down the television volume a little over the next few days, I’ve got my final exams coming up this week.”*) strategy combination used by TEFL-B subjects goes up from 50% to 61% after teaching process, which can be accepted as native-like preference. However, from the table one can conclude that these groups still lack of using the appropriate strategy combinations while complaining to a higher status speaker as they still use non-preferred strategies by NSE. The variations for both

situations are displayed in Cross Tabulation Results of Complain Strategies of Lower Status Complainer After Teaching Process table (*see Appendix 10*).

Sample responses of participants for the 17th situation in which a student complains about an old couple who watch TV with high volume after teaching process are below:

Participant from NSE: *“I was wondering if it would be possible for you to turn down the television volume a little over the next few days, I’ve got my final exams coming up this week.”*

Participant from TEFL-A: *“I cannot concentrate on my study because of your TV?”*

Participant from TEFL-B: *“Sorry, ma’am, this is my exam week and I need to study hard, could you please turn down TV?”*

4.4. Classroom Observation Reports

Classroom observations, which were made during six-week teaching process, provide information to understand students’ in-class improvement. These observations were held at the end of the lessons by having discussions with the students. The researcher got the learners reflect on their learning process and assess their improvement.

Before the teaching process, learners did not have idea about the procedure and what they would deal with.

In the first week of teaching process, sample dialogues in English and Turkish were analyzed and compared. The learners realized that while analyzing, they used their L1 and culture. In this respect, while using speech acts in a foreign language, learners fall back on their L1 knowledge and culture, which was sometimes acceptable but sometimes not as the cultures were different from each

other.

In the second and third weeks of the teaching process, learners analyzed dialogues including complaints and refusals paying attention to linguistic formulae of selected strategies. By doing so, the learners understood what determines the strategies of refusals and complaints under specific conditions.

In the following weeks, the learners were supposed to do the analysis that they learned in the previous weeks in *Pygmalion*. As it was a drama work, the students were aware that there were cultural elements, different social classes and speech acts of complaints and refusals. Apart from this, learners realized that a literary work could be used as a material in teaching pragmatics-speech acts, which facilitated them to use kinds of literary works in teaching culture and speech acts of target language.

After the teaching process, the learners indicated that they liked to discuss and analyse the speech act sets of refusals and complaints reflecting on their L1. Besides, they were successful in finding sets of complaints and refusals throughout the text and analyse them using the precise questions. They showed eagerness and were willing to participate in group activities during the presentations. Learners pointed out the importance of target language's culture and they know their deficiencies in complaints and refusals in English. They were aware that they should pay attention to the context, culture and social status of the interlocutors while using refusal and complaint strategies in English.

The learners are prospective teachers and in the future, when they have their own classes, they will take the importance of culture, context and social status of interlocutors into account while teaching English and besides, they will design their lessons in accordance with these notions. They focused on how teaching speech acts can be affective in EFL classes when they become teachers. As they are both

students and prospective teachers they easily made a deduction for teaching speech acts. After teaching process they have clear ideas why to learn speech acts and why to teach them.

4.5. Discussion

This thesis study was carried out to investigate the effectiveness of teaching speech acts through a drama work. In the light of the content analysis results and the observation results it is obvious that teaching speech acts through a drama work plays a crucial role in not only teaching speech acts but also the target culture. Before the teaching process the strategies preferred by the TEFLL differed from the native speakers. However, after the teaching process, these strategies showed similarities. Through the observation reports, learners indicated that using a drama work as a material got them to see target language utterances in context among speakers from different social classes which is useful for learning speech acts.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Summary of the Research

The main purpose of this study was to investigate the effectiveness of teaching speech acts of refusals and complaints through a teaching process by using treatments and tasks through drama work, which is an authentic material, in EFL classes at Trakya University. To collect data, Written Discourse Completion Task (WDCT) was prepared by the researcher and data collection procedure included three stages. First stage was pilot study conducted with ten Turkish EFL students. Second stage was collection of English baseline data from English NSs and the last stage was gathering data from Turkish EFL students before and after the teaching process. As the primary aim was to investigate the impact of the teaching process, WDCT was used before and after the teaching processes. Upon completing data collection, content analysis was carried out by the researcher to analyze the responses of all the subjects, both English NSs and Turkish EFL learners and their results were compared with the ones prior to the teaching process.

5.2. Conclusion of Research Questions

The first research question of this study concerned with the differences exist between the groups of NSE and Turkish EFL Learners in terms of speech act uses of refusals and complaints before the teaching process.

The results prior to the teaching process revealed that in most of the situations (in 1, 2, 4, 7, 9, 10, 12, 14 and 15) Turkish EFL Learners' preferences differ from the NSE preferences in terms of the quality of semantic formulas of

speech act sets of refusals and complaint and taking the social status of speakers in conversation. NSE are consistent in their speech act realizations, they prefer using simple strategy combinations but their preferences are varied as they prefer different semantic formulas. Both groups of Turkish EFL Learners (A and B) is not capable of using varied semantic formulas of speech act sets of refusals and complaint like NSE do. Besides, the qualities of these formulas produced by non-native speakers (Turkish EFL Learners) in these situations are less appropriate than those produced by NSE. From this finding, it can be inferred that while using refusal and complaint strategies, TEFLL did not pay careful attention to factors of social status of speakers and context. Taking these deficiencies into account, it is hypothesized that TEFLL can improve their pragmatic competence, i.e. quality of semantic formulas of speech act sets of refusals and complaints and perception of social status of speakers in conversation as long as they are exposed to instruction through authentic materials, such as extracts, scenes, drama works or other literally works in the classroom.

The second research question of the study concerned with the differences exist between the groups of NSE and Turkish EFL Learners in terms of speech act uses of refusals and complaints after the teaching process. As Bardovi-Harlig and Dörnyei (1998) disputed, the notion of linguistic and phonological fluency may be acquired dealing involving in the target language culture. Concordantly, TEFLL-B group involved in a teaching process, which was designed to improve learners' speech act sets of refusals and complaints. The learners, who received a pragmatic instruction through drama work showed remarkable advancement and succeeded in using more native-like preferences being attentive to social status of speakers in the situations.

The sub-question of the second research question was examining if the tasks given by the drama work as authentic material affect Turkish EFL learners' preferences of refusal and complaint speech acts. The remarkable development of pragmatic competence after teaching process resulted from the use of tasks and treatments through drama work, as TEFLL-B group involved in this process, they

were tend to use more accurate and native-like speech act strategies than TEFL-B group did.

5.3. Implications

Considering the findings of this thesis, some implications can be made to improve the language learning settings. Use of speech acts requires sociopragmatic knowledge. For that reason, learners should be aware of sociopragmatic norms considered by Hymes (1972, p. 45) under the term communicative competence.

Çelik (2007) describes the lack of pragmatic competence in the target language. He states:

“The consequences of pragmatic failure (...) are generally interpreted as lacking social and personal skills rather than a failure in the language learning process. Therefore a pragmatic error may hinder good communication between speakers, may make the speaker appear abrupt in social interactions, or may make the speaker appear rude or uncaring” (p. 250).

Çelik (2007) suggests the following objectives of teaching of pragmatics as:

- to raise learners’ pragmatic awareness and give them choices about their interactions in the target language, and
- to facilitate the learners’ ability to select socially appropriate language for various situations they encounter (p. 250).

In this respect, knowing what to say to whom, when to speak and in what circumstance is the gist of Hymes’ argument. Concordantly, in language teaching

settings, teaching speech acts of apologizing, requesting, greeting, rejecting, thanking and many others have important role and learners need information on the rules of what to say and the context in which they are needed. Considering this belief, it can be inferred that target language socio-cultural norms can be taught through a program which is designed in raising awareness of learners about cultural differences in speech acts realizations across languages. They can compare and contrast the norms of target language and their native language.

5.4. Suggestions for Further Research

This study aims to investigate the effectiveness of literally work (treatments and tasks through it) in teaching speech acts of refusals and complaints. However, for further research, it will be fruitful to investigate the speech act realizations by comparing the groups of learners who receives instruction only from coursebook materials which are written for primarily language teaching, and the learners who are exposed to literally works.

In this study the data elicitation instrument was WDCT, however, further studies can be conducted by using varied data collection techniques. An example for this can be interviews which can be held upon completing WDCT, to figure out why the participants use semantic formulas. In addition to this, role-plays can be helpful for participants while practicing their newly-acquired speech act sets of refusals and complaints. It may also help researchers to analyse the data as they have the potential to obtain more natural data.

Another point that should be discussed is the use of DCT. Although they are widely used for eliciting data, it has still some disadvantages. Firstly, as WDCT procedure does not include interaction a controlled weakly, participant tend to give responses insincerely and they have time to think and change their reactions. Proposed by Kasper and Dahl (1991, p. 216), some interview techniques can be

included to be compared with the WDCT results, in addition to classroom observation reports.

Throughout the study it is seen that courses in the department are not designed for developing socio-cultural cultural competence. To be able to involve and understand foreign language contexts, it is a must that students socio-cultural competences in target language should be improved. This shows that the students are in need of integrating cultural content to ELT materials covered in the classes.

Lastly, in this thesis, refusals and complaints were examined, yet, for future research, speech acts of apology, requests, offers, thanking, etc. can be examined to understand the competence of TEFLL.

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APPENDICES

Appendix 1: Informed Consent

Appendix 2: Written Discourse Completion Task

Appendix 3: Weekly Lesson Plans

Appendix 4: Sample Speech Acts of Refusals and Complaints in Pygmalion

Appendix 5: Cross Tabulation Results of Refusal Strategies to Invitations Prior to and After Teaching Process

Appendix 6: Cross Tabulation Results of Refusal Strategies to Suggestions Prior to and After Teaching Process

Appendix 7: Cross Tabulation Results of Refusal Strategies to Offers Prior to and After Teaching Process

Appendix 8: Cross Tabulation Results of Refusal Strategies to Requests Prior to and After Teaching Process

Appendix 9: Cross Tabulation Results of Complain Strategies of Higher Status Complainer After Teaching Process

Appendix 10: Cross Tabulation Results of Complain Strategies of Equal Status Complainer After Teaching Process

Appendix 11: Cross Tabulation Results of Complain Strategies of Lower Status Complainer After Teaching Process

Appendix 12: Research Events and Time Line

Appendix 1: Informed Consent

INFORMED CONSENT

Alize Can is conducting research on the English language use of adult EFL speakers at Trakya University. This master thesis aims at investigating how Turkish EFL speakers accomplish communicative purposes when speaking in English through written responses and how these responses compare with those made by native speakers of English. Specifically, in this thesis speech acts of refusals and complaints are being examined. To collect data, “Written Discourse Completion Task” (WDCT) was designed by the researcher. The researcher takes social distances of the speaker, what they refuse and for what they complain into consideration.

Participants’ performance will be kept confidential, and participants’ names will not be revealed, although specific responses from the DCTs may be used for exemplary purposes.

Appendix 2: Written Discourse Completion Task

WRITTEN DISCOURSE COMPLETION TASK

Your Age:

Gender:

Please read the following eighteen situations. After each situation you will be asked to write a response in the blank after “you”. Respond as you would in actual conversation. For 1-12 situations you should respond with refusals while for 13-18 situations with complaints.

1. You are a hotel manager and there have been problems with a waitress.
 Waitress: Excuse me, I cannot manage my time because of the changes in the work timetable. I have to wait at the bus stop every night. Could you either pay me extra or arrange my transportation?
 You: _____

 Waitress: I'm sorry to disturb you with this problem. I'm sure I will find a solution.

2. Your director at work has offered you a promotion. You don't want to take the position even though there would be a large pay increase, because it would involve moving your family to another city.
 Director: You are one of my hardworking staff and I would like to see you as a sales manager with raised salary in our other branch in Ankara.
 You: _____

 Director: Anyway, sleep on it before you turn it down.

3. You are a professor of economics at a university. Your colleague from another university invites you to give a talk in their department on the current global economic crisis.
 Colleague: I would like to invite you for a conference at our university. Since you are an expert in the science of economics, it would be very nice if you could come and give a talk on the current global economic crisis to our professors and students.

You: _____

Colleague: O.K., maybe another time.

4. Recently you realised that you've put on some weight. You ask for suggestion.
 You: I put on some weight in these days and, unfortunately I can't wear my clothes. I'm planning to go to the gym again. Do you have any other suggestions?
 Your friend: Why don't you try my diet? I've lost almost five kilos with this diet.
 You: _____

Your friend: O.K. then, it was just a suggestion.

5. There is a new movie on at the cinema. Your teacher has invited you and your classmates to watch the movie together at the weekend.
 Teacher: I'm sure we will enjoy it. Why don't you join us?
 You: _____

Teacher: I see, perhaps next time.

6. Final exams are approaching and you are one of the few students who attend the classes regularly and have complete lecture notes in an order without any miss. A friend of you who has been frequently absent during the academic term asks you to have the copies of your notes.
 Your friend: Hey, it's good to see you again, I hope you are fine. I thought I could make copies of your lecture notes for the final exams if it suits you.
 You: _____

Your friend: Well, I see. I should ask somebody else, then.

7. You have been suffering from insomnia for a week and you were late for the first class a few times in a row.
 You: I'm terribly sorry, I overslept and I'm late again.
 Your teacher: Maybe, you should go to bed a bit earlier. And besides, why don't you try drinking less coffee during the day?
 You: _____

Your teacher: So, you should try other ways. For instance, seeing a doctor.

8. You want to buy a new mobile phone. Your friend has bought one a couple of months ago and offered to sell it to you.

Your friend: I just bought it a couple of months ago. I can sell it to you with %20 discount. You do not need to buy a new one.

You: _____

Your friend: O.K. It's up to you. Go and buy a new one then.

9. You are a surgeon in a hospital and you had a very busy day with operations. The head surgeon wants you to stay for another operation.

Head surgeon: I know you've had a very busy day, but could you stay for another operation?

You: _____

Head surgeon: Ohh, all right, I'll ask someone else then.

10. You are a teacher in a high school and one of your students suggests having the next lesson in the schoolyard instead of the classroom.

Student: Excuse me, is it possible for us to have the second lesson in the schoolyard instead of classroom?

You: _____

Student: All right, it was just a suggestion.

11. Your students have organized a stage play for Christmas and invited you to watch it.

One of your students: We have organized a play for Christmas and we'd be very happy to see you there.

You: _____

Student: Ohh, it would have been nice if you could've come.

12. You will have a flight in the afternoon and your son/daughter has offered to take you to the airport.

Your son/daughter: I can give you a lift to the airport.

You: _____

Your son/daughter: I wish you had told me earlier. I could have given you a lift.

13. You are sharing an apartment with your friend. Recently, s/he comes home very late almost every night. S/he brings his/her friends and they make a lot of noise. When you first moved into your apartment, you and your friend agreed to be quiet after 23:30 and not to invite friends over at night. You have put up with the noise for several days and his/her friends are getting on your nerves. Tonight you feel you should say something to your friend.

Your friend: Hi, I'm home!

You: _____

Your friend: Why are you angry? Let's discuss this matter tomorrow.

14. You get on a taxi from the airport and ask the taxi driver to take you to the city centre. When he gives you the change you understand that he has overcharged you.

Taxi Driver: Here is your change, Sir/Ms.

You: _____

Taxi Driver: I'm very sorry for this. Here is the correct change.

15. You learned your final grades and you were shocked that the professor gave you a very low grade. Her class was one of your favourites and got a very high mark from your project, so you do not understand why your final grade was so low. You decided to talk to your professor about it.

Professor: Please come in.

You: _____

Professor: I might have counted the points wrong, I'll check your paper again.

16. As the head of the department, you have recently noticed that a junior staff member is often late for work. You have tolerated it for some time, but now you think you should talk to him/her about it.

Junior staff member: I'm sorry, I'm late again.

You: _____

Junior staff member: Excuse me, I will be more careful than before.

17. There are final exams in this week. You need a silent place to study but the old couple next door watch television very loudly day and night. You feel it is time you did something about it. You knock on their door:

Old man/woman: Good evening [your name], how can I help you?

You: _____

Old man/woman: We have a hearing problem, but we will be careful this week, good luck for your exams.

18. One of your friends has been absent during the whole academic term and comes to the school before the final exams to get the copies of your exam notes. S/he did the same thing before the exams and you are fed up with him/her. You state your discontent nervously.

Your friend: Long time no see. I hope everything is O.K. with school. The finals are approaching and I do not have the lecture notes. I would like to make copies of yours again.

You: _____

Your friend: I'm sorry, I will not ask you again!

THANK YOU FOR YOUR TIME AND EFFORT

Appendix 3: Weekly Lesson Plans

TEACHING REFUSALS AND COMPLAINTS IN EFL SETTING (ADOPTED FROM SACHIKO KONDO)

TRAKYA UNIVERSITY
FACULTY OF EDUCATION
FOREIGN LANGUAGES TEACHING ELT DEPARTMENT

LESSON PLAN-I

Length of Lesson: 90 min (45+45)

Teaching Point: Teaching Speech Acts of Refusals and Complaints in English

Age of Ss: 21-22

Linguistic Level of Ss: Intermediate-Upper Intermediate

Materials: Dialogues scripts, whiteboard, worksheet

Overall Assumption: Students can understand the points of speech easily, write paragraphs and dialogues explaining cause and effects, combine phrases, give short but detailed summaries, narrate events and use language effectively.

Skill Focus: Reading, Listening, Speaking, Writing

Linguistic Focus: Use of refusals and complaints respecting to context with appropriate grammar forms.

Overall Objectives 1: Cultural Objectives

- a. to enable the students realize the difference within strategies of speech acts depending on cultures.

Overall Objectives 2: Linguistic Objectives

- a. to make learners aware of what they know already and encourage them to use their universal or transferable L1 pragmatic knowledge in L2 context.
- b. to raise awareness that there are strategies of speech acts depending on the culture, context and status of the speakers and hearers.
- c. to teach the appropriate linguistic forms that are likely to be encountered in performing speech acts.
- d. to make students use vocabulary, linguistic expressions and some speech act strategies in their verbal acts.

Behavioral Objectives: At the end of the lesson, students will be able to...

- a. use their L1 pragmatic knowledge for L2
- b. use appropriate linguistic forms of refusal and complaints in English

Approaches, Methods, Techniques: Direct Method, Humanistic Approach, Communicative Language Teaching

Procedure

Warm-Up

The teacher greets the class. Lesson begins with two dialogues from different cultures. Students read the dialogues and discuss the similarities and differences between them.

Pre-Activity

The teacher presents two situations (one refusal, one complaint) in English and in Turkish, similar to discourse completion task, to be responded by students. Students use their pragmatic knowledge while responding.

While-Activity

a. Students read and analyze their speech act performances. With simplified versions of speech acts sets, they have the chance to examine the strategies of refusals and complaints through the responses of whole class. Besides, they identify the similarities and differences of the responses in Turkish and English.

b. In this step, model dialogues are presented. Students read the dialogues by paying special attention to intonation and rhythm. Later on, they perform them in pairs.

Post-Activity

Students are given situations so that they practice writing responses and create their own role-plays.

Dialogue 1

Mary: Hi, Sally. I'm planning to go camping next weekend with my friends. How about going with us?

Sally: I'm sorry, but I'm busy next weekend. Sorry.

Mary: Are you sure you don't want to go? It should be a lot of fun.

Sally: No, I really can't. I'm sorry.

Dialogue 2

Mary: Hi, Sally. I'm planning to go camping next weekend with my friends. Would you like to come with us?

Sally: Oh, I'd like to, but I can't go. I have a math test on Monday.

Mary: Are you sure you don't want to go? Come on, Sally. It should be a lot of fun.

Sally: I wish I could, but I really need to study for that test. Thanks for inviting me, though.

Dialogue 3

Student: Professor Weisinger, my name is Tyler. I've wanted to talk to you about this paper that I got a D on, and I really felt the grade was unfair. I worked very hard on the paper, I've been researching it for the past month, I've been to the library and I read and took notes. I was hoping you could, maybe, explain to me why I got this grade and if there's any way I can maybe improve it if you have any suggestions.

Professor: Well, I can give you suggestions to improve it, but since it was a grade from last semester I'm not able to change it and I'm sure you put time into it, but there were some specific things I was looking for and some organization problems that I saw on the paper.

Refusals**Dialogue 1**

Brian: Hi, Eliot. I'm planning to go on a ski trip next weekend. How about going with us?

Eliot: Oh, I'm sorry, but my family has already made plans.

Dialogue 2

Brian: Hi, Eliot. I'm planning to go on a ski trip next weekend. How about going with us?

Eliot: Oh, I'd love to go, but I've got to work this weekend.

Dialogue 3

Brian: Hi, Eliot. I'm going on a ski trip with some of my friends next weekend. Would you like to come with us?

Eliot: I can't afford to go on a ski trip right now. I used all my money for my new car. Maybe some other time.

Complaints**Dialogue 1**

Driver A: Ohh, I'm terribly sorry for the damage, sir. I just lost the control of the car.

Driver B: Call your insurance immediately and cover the damage you did, at once.

Dialogue 2

Driver A: Ohh, I'm terribly sorry for the damage, sir. I just lost the control of the car.

Driver B: You could have been more careful. I hope you have insurance to cover the damage.

Dialogue 3

Driver A: Ohh, I'm terribly sorry for the damage, sir. I just lost the control of the car.

Driver B: You fool, look what you have done! I want you to cover the damage. Now, call the insurance, otherwise, I'll call the police!

A)

SITUATION 1: Ski Trip

A friend of yours, Jennifer, asks you to go on a ski trip with her and her friends next weekend, but you don't feel like going, because you don't like some of the people who are going.(Refusal)

SITUATION 2: Ticket line

You have been waiting in line for almost two hours to buy concert tickets. While you are standing in line, a man/woman who is about your age tries to cut in line in front of you. (Complain)

SITUATION 2: Ticket line

B)

SITUATION 2: Concert Ticket

Your classmate, Tony, plays in a jazz band. He is going to have a concert soon, and he asks you to buy a ticket to the concert. You really do not want to go, because it will cost you \$23, and you feel this is too expensive.

SITUATION 2: Ticket line

SITUATION 3: Party Invitation

Dr. Kane, a professor at your college, invites you to a party at his house. But as you don't like him very much, you don't feel like going.

TEACHING REFUSALS AND COMPLAINTS IN EFL SETTING

TRAKYA UNIVERSITY
FACULTY OF EDUCATION
FOREIGN LANGUAGES TEACHING ELT DEPARTMENT

LESSON PLAN-II

Length of Lesson: 90 min (45+45)

Teaching Point: Teaching Speech Acts of Refusals and Complaints in English

Approaches, Methods, Techniques: Direct Method, Humanistic Approach, Communicative Language Teaching

Materials: Dialogues scripts, whiteboard, worksheet

Goals: At the end of the lesson, students' awareness of speech act's strategies will be raised and they will be able to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context.

Procedure:

Pre-Activity: A quick revision of previous lesson with strategies of complaints and refusals.

While-Activity: The teacher presents example dialogues with strategies. Students read the dialogues and identify the relationship between speakers, context and tone of the language. Working in pairs, they decide which strategy used in situations. They also clarify the linguistic formulae of the speech and compare and contrast with other situations to see if the same formulae can be used in other situations.

Post-Activity: Teacher asks what determines the strategies of refusals and complaints while having a dialogue. Students are supposed to take part in discussion.

Dialogue 1

A: No, I'm sorry your laundry hasn't come back yet.

B: But I brought it in a fortnight ago.

A: I know, but there's been a go-slow at the factory and everything's delayed.

B: Well, I'm sorry, but I really don't think that's good enough. I trust my suit is back. Here's the ticket.



A: Thank you. I'll go and check for you. Yes, your suit's ready. Here it is.

B: Oh good. But look, that big stain. I told you about it still there. They haven't cleaned it properly.

A: Well, yes, but I don't think they can remove that kind of stain. It's embedded in the material.

B: Oh no, that's no excuse. Why didn't you tell me that before?

A: I'm sorry sir. You can send it back if you like. But it'll take a week.

B: A week? But I need it for Saturday evening. No, I'll take it as it is. How much is it?

A: £1.50.

B: £1.50? For that job? Oh no, you can't.

Dialogue 2

HIM: Would you like to come out with me tonight?

HER: Sorry, I can't.

HIM: Tomorrow night then?

HER: I'd like to, but I'm afraid I can't

HIM: Would you like to go to the theatre, then?

HER: I wish I could.

HIM: OK, well give me a ring, then.

HER: No, I'd better not.

HIM: Why not?

HER: Because I don't think my husband would like it!



Dialogue 3

A: Well Peter, you'll have to do better than that next time, won't you?

B: Have I really got to do those exams again, Dad?

A: Of course you have. You must try harder this time.

B: And must I go back to school?

A: No. You needn't do that. You'd better get a part-time job somewhere and go to evening classes.

B: But Dad, I should be working full time at my age. I'm nearly seventeen.

A: You ought to have worked harder, then you wouldn't have failed your exams. You'll have to take a job and study.

B: What else have I got to do? Join the Army?

A: Who knows? That might have to come later.



Dialogue 4

SECRETARY: May I come in Mr Sutcliffe?

BOSS: I'd rather you didn't Miss Redington. I'm very busy just now.

SECRETARY: Can I try later, then?

BOSS: Yes, of course.

(an hour later)

SECRETARY: Is it all right for me to come in now Mr. Sutcliffe?

BOSS: Well... Mmm ... I'm still pretty busy, but... all right, come in.

What can I do for you?

SECRETARY: Do you mind if I sit down?

BOSS: Not at all. Take a seat. Now, what can I do for you?

SECRETARY: I want to leave the department. I wonder if I could put in for a transfer?

BOSS: Yes, but why should you want to do that?

SECRETARY: You don't mind if I speak frankly, do you?

BOSS: Not at all. Go ahead.

SECRETARY: Well, you see; I don't like the office, I don't like the staff, and I'm afraid you and

I don't get on. So, may I put in for a transfer?

BOSS: You are a hardworking staff here. Why don't you try working here for a while again? If you have problems again, then you can transfer.

**Dialogue 5**

A: Shall we have some soup first?

B: No, thank you. I don't like soup. I'd rather have some fruit juice to start with.

A: OK. And what about the main course? Which would you rather have, fish or meat?

B: Meat, I think.

A: Don't you like fish, then?

B: I do, but I prefer meat.

A: Shall we have some white wine?

B: I'd rather have red, please.

A: Don't you like white wine, then?

B: Yes, but I prefer red wine with meat.

A: What would you like for dessert? Some cheese?

B: I'd rather just have a coffee, I think.

A: Fine. And ... er, after dinner? Shall we go to a disco?

B: No thanks. I'd rather go straight home. I'm very tired.



Dialogue 6

HER: And why are you yawning now? Are you bored?

HIM: *Forgive me*, darling. I'm very tired. Why don't you sit down and relax.

HER: Because I don't want to.

HIM: Well, come and talk to me then.

HER: Certainly not.

HIM: May I turn on the TV then?

HER: Turn on the radio? What for?

HIM: So that we can sit down together and watch a good film.

HER: Watch a good film? And who'll cook dinner? Will you?

HIM: OK, I will. But let's go to a disco after dinner.

HER: To a disco? Heaven forbid! You know I hate pop.

**Dialogue 7**

HER: John, why don't you go and do some gardening? The lawn needs weeding.

HIM: Because I'm not in the mood, that's why.

HER: Well, don't just sit there. Do something. Come and help me in the kitchen.

HIM: Help you in the kitchen? I don't feel like it.

HER: Well, would you like to lay the table then?

HIM: Really, do I have to?

HER: Not if you don't want to. Perhaps you'd like to have a drink?

HIM: No, I don't really want to. Because, I'm not really in the mood.

HER: Well, isn't there anything you want?

HIM: Yes. I want to go out. Would you like to come?

HER: No, why should I?

TEACHING REFUSALS AND COMPLAINTS IN EFL SETTING

TRAKYA UNIVERSITY
FACULTY OF EDUCATION
FOREIGN LANGUAGES TEACHING ELT DEPARTMENT

LESSON PLAN-III

Length of Lesson: 90 min (45+45)

Teaching Point: Teaching Speech Acts of Refusals and Complaints in English

Approaches, Methods, Techniques: Direct Method, Humanistic Approach, Communicative Language Teaching

Materials: Dialogues scripts, whiteboard, worksheet

Goals: At the end of the lesson, students' awareness of speech act's strategies will be raised and they will be able to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context.

Procedure:

Pre-Activity: A quick revision of previous lesson with strategies of complaints and refusals.

While-Activity: The teacher presents example dialogues with strategies. Students read the dialogues and identify the relationship between speakers, context and tone of the language. Working in pairs, they decide which strategy used in situations. They also clarify the linguistic formulae of the speech and compare and contrast with other situations to see if the same formulae can be used in other situations.

Post-Activity: Teacher asks what determines the strategies of refusals and complaints while having a dialogue. Students are supposed to take part in discussion.

Assignment: For the following lesson, students are divided into five groups and each group is going to work on an act (of Pygmalion) and find speech acts of refusals and complaints to be presented in the classroom.

Dialogue 1

TOM: Waiter, bring me the menu, will you?

WAITER: Just a moment, I'm coming.
(ten minutes later)



WAITER: Now, what would you like?

TOM: I'd like to see the menu. Would you get me one, please?

WAITER: Yes, certainly. Here you are.

TOM: Thank you. Ah! But this is in French. Would you mind giving me the English menu?

WAITER: It's written in English too, in smaller print. There.

TOM: Thanks. I'll need a while to choose. Could you come back in a minute?

WAITER: Right.

(five minutes later)

WAITER: Now, what are you having?

TOM: I'm sorry, I haven't decided yet. Do you mind giving me a couple of minutes?

WAITER: All right, but would you be so kind as to make up your mind soon? We're very busy.

Dialogue 2

HER: You didn't ring me last night. You said you would.

HIM: I'm sorry, I do apologise.

HER: And why were you so rude to me at lunch?

HIM: Was I? Sorry. I didn't mean to be. It was wrong of me.



Dialogue 3

BARRISTER: You told the Court that you were a friend of the defendant's.

WITNESS: I'm sorry, that's not exactly what I said.

BARRISTER: What exactly did you say, then?

WITNESS: I said we'd been neighbours for many years.

BARRISTER: But you said you knew him very well.

WITNESS: No, that's not quite right. With respect, that's not quite what I said. I said I knew him well by sight.



Dialogue 4

CHILD: Mum, what's eleven times twelve?

MOTHER: I don't know dear. Ask your father. He'll know.

CHILD: Dad, Do you know what eleven times twelve is?

FATHER: Eleven times twelve? Haven't a clue. Ask your sister. She may know.

CHILD: Sue, what's eleven times twelve?

SUE: Eleven times twelve? Sorry, haven't the foggiest. Work it out.

CHILD: How do you work it out?

SUE: Don't know. Ssh! Can't you see I'm doing my homework?



Dialogue 5

GIRL: Why didn't you tell me you had a girlfriend?

BOY: Sorry, I thought you knew.

GIRL: But you should have told me you were in love with her.

BOY: Didn't I?

GIRL: You know you didn't.

BOY: Well, I'm telling you now.

GIRL: Yes, but you might have told me before.

BOY: I didn't think you'd be interested.

GIRL: You can't be serious! How dare you not tell me you were going to marry her!

BOY: Sorry, I didn't think it mattered.

GIRL: Oh, you men! You're all the same.

**Dialogue 6**

HIM: Don't you want to go out with me?

HER: No, I don't.

HIM: Wouldn't you like to go to a discotheque or something?

HER: No, I wouldn't.

HIM: Well, what would you like to do?

HER: I'd like to do something exciting, like flying to Miami for example.

HIM: Oh! I see.

HER: Yes, I'd love to be rich, enjoy myself and have a good time.

HIM: Anything else?

HER: Yes, I want to marry a millionaire.

HIM: Well, that's one thing I've no desire to be

HER: I know. That's why I've no wish to go out with you.

**Dialogue 7**

A: Any more fares?

B: Oxford Circus, please.

A: The fare's 30p now, sir.

B: Yes, I know.

A: But you only gave me 10p.

B: No, I didn't.

A: Look, here's the 10p you gave me.

B: Are you su..?

A: Absolutely sure.

B: I'm sorry, but I don't think. But anyhow here's another 20p.

A: You still owe me £10, you know.

B: No, I don't .

A: Oh, yes you know.

B: ?

A: Absolutely.



TEACHING REFUSALS AND COMPLAINTS IN EFL SETTING

**TRAKYA UNIVERSITY
FACULTY OF EDUCATION
FOREIGN LANGUAGES TEACHING ELT DEPARTMENT**

LESSON PLAN-IV

Length of Lesson: 90 min (45+45)

Teaching Point: Teaching Speech Acts of Refusals and Complaints in English

Approaches, Methods, Techniques: Direct Method, Humanistic Approach, Communicative Language Teaching

Materials: Script of Pygmalion, whiteboard

Goals: At the end of the lesson, students will be able to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context.

Procedure:

Starting from the first act, group members read out the dialogues which include speech acts of complaints and refusals. In this step, group members identify the semantic formulae of the utterances, as well. Following this activity, as the next step through these questions the acts are analyzed:

- What's happening in this scene/act?
- Who are the addressor and addressee of the conversation and what are their social levels?
- What are the refusals/complaints about?
- Which strategies of refusal/complain are opted in the conversations?
- Does anything attract your attention in the preferences of words/structures?

After first act, second act is analyzed by the second group.

TEACHING REFUSALS AND COMPLAINTS IN EFL SETTING

**TRAKYA UNIVERSITY
FACULTY OF EDUCATION
FOREIGN LANGUAGES TEACHING ELT DEPARTMENT**

LESSON PLAN-V

Length of Lesson: 90 min (45+45)

Teaching Point: Teaching Speech Acts of Refusals and Complaints in English

Approaches, Methods, Techniques: Direct Method, Humanistic Approach, Communicative Language Teaching

Materials: Script of Pygmalion, whiteboard

Goals: At the end of the lesson, students will be able to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context.

Procedure:

Starting from the third act, group members read out the dialogues which include speech acts of complaints and refusals. In this step, group members identify the semantic formulae of the utterances, as well. Following this activity, as the next step through these questions the acts are analyzed:

- What's happening in this scene/act?
- Who are the addressor and addressee of the conversation and what are their social levels?
- What are the refusals/complaints about?
- Which strategies of refusal/complain are opted in the conversations?
- Does anything attract your attention in the preferences of words/structures?

After the third act, fourth act is analyzed by the fourth group.

TEACHING REFUSALS AND COMPLAINTS IN EFL SETTING

**TRAKYA UNIVERSITY
FACULTY OF EDUCATION
FOREIGN LANGUAGES TEACHING ELT DEPARTMENT**

LESSON PLAN-VI

Length of Lesson: 90 min (45+45)

Teaching Point: Teaching Speech Acts of Refusals and Complaints in English

Approaches, Methods, Techniques: Direct Method, Humanistic Approach, Communicative Language Teaching

Materials: Script of Pygmalion, whiteboard

Goals: At the end of the lesson, students will be able to differentiate between complaint and refusal strategies respecting to linguistic formulae of the speech, speakers' social status and context.

Procedure:

As the first activity, starting from the last act, group members read out the dialogues which include speech acts of complaints and refusals. In this step, group members identify the semantic formulae of the utterances, as well. Following this activity, as the next step through these questions the acts are analyzed:

- What's happening in this scene/act?
- Who are the addressor and addressee of the conversation and what are their social levels?
- What are the refusals/complaints about?
- Which strategies of refusal/complain are opted in the conversations?
- Does anything attract your attention in the preferences of words/structures?

Appendix 4: Sample Speech Acts of Refusals and Complaints in Pygmalion

Examples of Refusal Speech Acts Appeared in Act I

THE FLOWER GIRL: If it's worse it's a sign it's nearly over. So cheer up, Captain; and buy a flower off a poor girl.

THE GENTLEMAN: I'm sorry, I haven't any change.

THE FLOWER GIRL: I can give you change, Captain,

THE GENTLEMAN: For a sovereign? I've nothing less.

THE FLOWER GIRL: Garn! Oh do buy a flower off me, Captain. I can change half-a-crown. Take this for tuppence.

Examples of Complaint Speech Acts Appeared in Act I

THE DAUGHTER: I'm getting chilled to the bone. What can Freddy be doing all this time? He's been gone twenty minutes.

THE MOTHER: Not so long. But he ought to have got us a cab by this.

THE DAUGHTER: If Freddy had a bit of gumption, he would have got one at the theatre door.

FREDDY: There's not one to be had for love or money.

THE MOTHER: Oh, Freddy, there must be one. You can't have tried.

THE DAUGHTER: It's too tiresome. Do you expect us to go and get one ourselves?

FREDDY: I tell you they're all engaged. The rain was so sudden: nobody was prepared; and everybody had to take a cab. I've been to Charing Cross one way and nearly to Ludgate Circus the other; and they were all engaged.

Examples of Refusal Speech Acts Appeared in Act II

HIGGINS: Well, I think that's the whole show.

PICKERING: It's really amazing. I haven't taken half of it in, you know.

HIGGINS: Would you like to go over any of it again?

PICKERING: No, thank you; not now. I'm quite done up for this morning.

Examples of Complaint Speech Acts Appeared in Act II

HIGGINS: We want none of your Lisson Grove prudery here, young woman. You've got to learn to behave like a duchess. Take her away, Mrs. Pearce. If she gives you any trouble wallop her.

LIZA: No! I'll call the police, I will.

LIZA: Not me. I don't want never to see him again, I don't. He's a disgrace to me, he is, collecting dust, instead of working at his trade.

PICKERING: What is his trade, Eliza?

LIZA: Talking money out of other people's pockets into his own. His proper trade's a navy; and he works at it sometimes too—for exercise—and earns good money at it. Ain't you going to call me Miss Doolittle anymore?

Examples of Refusal Speech Acts Appeared in Act III

MRS. HIGGINS: But you mustn't. I'm serious, Henry. You offend all my friends: they stop coming whenever they meet you.

HIGGINS: Nonsense! I know I have no small talk; but people don't mind.

MRS. HIGGINS: Oh! don't they? Small talk indeed! What about your large talk? Really, dear, you mustn't stay.

HIGGINS: I must. I've a job for you. A phonetic job.

MRS. HIGGINS: No use, dear. I'm sorry; but I can't get round your vowels; and though I like to get pretty postcards in your patent shorthand, I always have to read the copies in ordinary writing you so thoughtfully send me.

Examples of Complaint Speech Acts Appeared in Act III

LIZA: The shallow depression in the west of these islands is likely to move slowly in an easterly direction. There are no indications of any great change in the barometrical situation.

FREDDY: Ha! ha! how awfully funny!

LIZA: What is wrong with that, young man? I bet I got it right.

FREDDY: Killing!

FREDDY: The new small talk. You do it so awfully well.

LIZA: If I was doing it proper, what was you laughing at? *[To Higgins]* Have I said anything I oughtn't?

Examples of Refusal Speech Acts Appeared in Act IV

HIGGINS: Hand them over. *[She puts them into his hands]*. If these belonged to me instead of to the jeweler, I'd ram them down your ungrateful throat. *[He perfunctorily thrusts them into his pockets, unconsciously decorating himself with the protruding ends of the chains]*.

LIZA: This ring isn't the jeweler's: it's the one you bought me in Brighton. I don't want it now. *[Higgins dashes the ring violently into the fireplace, and turns on her so threateningly that she crouches over the piano with her hands over her face, and exclaims]* Don't you hit me.

HIGGINS: Hit you! You infamous creature, how dare you accuse me of such a thing? It is you who have hit me. You have wounded me to the heart.

LIZA: I'm glad. I've got a little of my own back, anyhow.

HIGGINS: You have caused me to lose my temper: a thing that has hardly ever happened to me before. I prefer to say nothing more tonight. I am going to bed.

Examples of Complaint Speech Acts Appeared in Act IV

PICKERING: Oh come! The garden party was frightfully exciting. My heart began beating like anything.

HIGGINS: Yes, for the first three minutes. But when I saw we were going to win hands down, I felt like a bear in a cage, hanging about doing nothing. The dinner was worse: sitting gorging there for over an hour, with nobody but a damned fool of a

fashionable woman to talk to! I tell you, Pickering, never again for me. No more artificial duchesses. The whole thing has been simple purgatory.

HIGGINS: What the devil have I done with my slippers? [*He appears at the door*].

LIZA: There are your slippers. And there. Take your slippers; and may you never have a day's luck with them!

HIGGINS: What on earth—! [*He comes to her*]. What's the matter? Get up. [*He pulls her up*]. Anything wrong?

LIZA: Nothing wrong—with you. I've won your bet for you, haven't I? That's enough for you. *I* don't matter, I suppose.

HIGGINS: You won my bet! You! Presumptuous insect! *I* won it. What did you throw those slippers at me for?

LIZA: Because I wanted to smash your face. I'd like to kill you, you selfish brute. Why didn't you leave me where you picked me out of—in the gutter? You thank God it's all over, and that now you can throw me back again there, do you? [*She crimps her fingers, frantically*].

LIZA: He might want them for the next girl you pick up to experiment on.

HIGGINS: Is that the way you feel towards us?

LIZA: I don't want to hear anything more about that. All I want to know is whether anything belongs to me. My own clothes were burnt.

HIGGINS: But what does it matter? Why need you start bothering about that in the middle of the night?

LIZA: I want to know what I may take away with me. I don't want to be accused of stealing.

HIGGINS: Stealing! You shouldn't have said that, Eliza. That shows a want of feeling.

Examples of Refusal Speech Acts Appeared in Act V

PICKERING: Why don't you slang back at him? Don't stand it. It would do him a lot of good.

LIZA: I can't. I could have done it once; but now I can't go back to it. Last night, when I was wandering about, a girl spoke to me; and I tried to get back into the old way with her; but it was no use. You told me, you know, that when a child is brought to a foreign country, it picks up the language in a few weeks, and forgets its own. Well, I am a child in your country. I have forgotten my own language, and can speak nothing but yours. That's the real break-off with the corner of Tottenham Court Road. Leaving Wimpole Street finishes it.

Examples of Complaint Speech Acts Appeared in Act VI

LIZA: How do you do, Professor Higgins? Are you quite well?

HIGGINS: Am I—*[He can say no more]*.

LIZA: But of course you are: you are never ill. So glad to see you again, Colonel Pickering. *[He rises hastily; and they shake hands]*. Quite chilly this morning, isn't it? *[She sits down on his left. He sits beside her]*.

HIGGINS: Don't you dare try this game on me. I taught it to you; and it doesn't take me in. Get up and come home; and don't be a fool.

Appendix 5: Cross Tabulation Results of Refusal Strategies to Invitations Prior to and After Teaching Process

Cross Tabulation Results of Refusal Strategies to Invitations Prior to Teaching Process																			
Semantic Formulas	NSE (n.10)						TEFL-L-A (n.26)						TEFL-L-B (n.26)						
	Sit.3		Sit.5		Sit.11		Sit.3		Sit.5		Sit.11		Sit.3		Sit.5		Sit.11		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Explanation/Excuse/Reason	0	0	3	30	2	20	4	15	5	19	8	31	11	42	7	27	2	7	
Regret+Exp/Exc/Reas	5	50	3	30	2	20	9	35	7	27	6	23	6	23	4	15	4	15	
Pos.Opinion.+Exp/Exc/Reas	5	50	4	40	5	50	12	46	8	31	8	31	6	23	8	31	15	59	
Neg.Will/Ab.+Exp/Exc/Reas	0	0	0	0	0	0	1	4	6	23	4	15	3	12	5	20	3	12	
Wish+Exp/Exc/Reas	0	0	0	0	1	10	0	0	0	0	0	0	0	0	2	7	2	7	
Cross Tabulation Results of Refusal Strategies to Invitations After Teaching Process																			
Semantic Formulas	NSE (n.10)						TEFL-L-A (n.26)						TEFL-L-B (n.26)						
	Sit.3		Sit.5		Sit.11		Sit.3		Sit.5		Sit.11		Sit.3		Sit.5		Sit.11		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Explanation/Excuse/Reason	0	0	3	30	2	20	3	12	3	12	0	0	1	4	0	0	1	4	
Regret+Exp/Exc/Reas	5	50	3	30	2	20	7	27	4	16	14	54	4	16	8	31	8	31	
Pos.Opinion.+Exp/Exc/Reas	5	50	4	40	5	50	14	54	16	60	3	12	20	76	15	58	14	54	
Neg.Will/Ab.+Exp/Exc/Reas	0	0	0	0	0	0	2	7	3	12	1	1	1	4	1	4	3	12	
Wish+Exp/Exc/Reas	0	0	0	0	1	10	0	0	0	0	8	31	0	0	2	7	0	0	

Appendix 6: Cross Tabulation Results of Refusal Strategies to Suggestions Prior to and After Teaching Process

Cross Tabulation Results of Refusal Strategies to Suggestions Prior to Teaching Process																		
Semantic Formulas	NSE (n.10)						TEFLA-A (n.26)						TEFLA-B (n.26)					
	Sit.4		Sit.7		Sit.10		Sit.4		Sit.7		Sit.10		Sit.4		Sit.7		Sit.10	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Negative Consequence	1	10	0	0	0	0	15	59	2	7	1	4	6	23	0	0	1	4
Alternative	2	20	0	0	0	0	6	23	0	0	1	4	10	39	0	0	1	4
Principle	4	40	1	10	0	0	2	7	4	15	0	0	3	11	3	31	0	0
Explanation/Excuse/Reason	3	30	7	70	3	30	2	7	18	71	13	50	5	20	22	85	14	54
Philosophy	0	0	0	0	0	0	1	4	0	0	0	0	2	7	0	0	0	0
Neg. Con.+Exc/Exp/Reason	0	0	0	0	5	50	0	0	0	0	5	20	0	0	0	0	7	27
Negative Willingnes/Ability	0	0	2	20	0	0	0	0	2	7	3	11	0	0	1	4	1	4
Verbal Avoidance	0	0	0	0	0	0	0	0	0	0	3	11	0	0	0	0	2	7
Direct No	0	0	0	0	2	20	0	0	0	0	0	0	0	0	0	0	0	0
Cross Tabulation Results of Refusal Strategies to Suggestions After Teaching Process																		
Semantic Formulas	NSE (n.10)						TEFLA-A (n.26)						TEFLA-B (n.26)					
	Sit.4		Sit.7		Sit.10		Sit.4		Sit.7		Sit.10		Sit.4		Sit.7		Sit.10	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Negative Consequence	1	10	0	0	0	0	15	59	2	7	1	4	3	12	0	0	1	4
Alternative	2	20	0	0	0	0	5	19	0	0	0	0	1	4	0	0	0	0
Principle	4	40	1	10	0	0	2	7	8	31	0	0	14	54	0	0	0	0
Explanation/Excuse/Reason	3	30	7	70	3	30	3	12	13	50	14	54	6	23	24	93	9	35
Philosophy	0	0	0	0	0	0	1	4	0	0	0	0	2	7	0	0	0	0
Neg. Con.+Exc/Exp/Reason	0	0	0	0	5	50	0	0	0	0	8	32	0	0	0	0	14	54
Negative Willingnes/Ability	0	0	2	20	0	0	0	0	3	12	1	4	0	0	2	7	0	0
Verbal Avoidance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Direct No	0	0	0	0	2	20	0	0	0	0	2	7	0	0	0	0	3	7

Appendix 7: Cross Tabulation Results of Refusal Strategies to Offers Prior to and After Teaching Process

Cross Tabulation Results of Refusal Strategies to Offers Prior to Teaching Process																		
Semantic Formulas	NSE (n.10)						TEFLA-A (n.26)						TEFLA-B (n.26)					
	Sit.8		Sit.2		Sit.12		Sit.8		Sit.2		Sit.12		Sit.8		Sit.2		Sit.12	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Verbal Avoidance	2	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Explanation/Excuse/Reason	6	60	0	0	4	40	4	15	2	7	2	7	12	47	2	7	11	43
Gratitude+Exp/Exc/Reason	2	20	8	80	5	50	15	60	11	42	11	42	9	36	6	24	10	39
Pos.Op+Exp/Exc/Reason	0	0	2	20	3	30	2	7	9	36	9	36	1	4	14	54	0	0
Regret+Exp/Exc/Reason	0	0	0	0	0	0	2	7	0	0	0	0	2	7	0	0	0	0
Direct No+Exp/Exc/Reason	0	0	0	0	1	10	3	11	3	11	3	11	2	7	0	0	3	11
Neg. Wil /Ab+Exp/Exc/Rea	0	0	0	0	0	0	0	0	0	0	1	4	0	0	4	15	0	0
Let off Hook	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	7
Cross Tabulation Results of Refusal Strategies to Offers After Teaching Process																		
Semantic Formulas	NSE (n.10)						TEFLA-A (n.26)						TEFLA-B (n.26)					
	Sit.8		Sit.2		Sit.12		Sit.8		Sit.2		Sit.12		Sit.8		Sit.2		Sit.12	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Verbal Avoidance	2	20	0	0	0	0	4	15	0	0	0	0	6	23	0	0	0	0
Explanation/Excuse/Reason	6	60	0	0	4	40	8	32	4	16	6	23	12	48	1	4	8	32
Gratitude+Exp/Exc/Reason	2	20	8	80	5	50	6	23	11	43	14	54	4	15	17	65	17	64
Pos.Op+Exp/Exc/Reason	0	0	2	20	3	30	1	4	7	27	0	0	2	7	3	11	0	0
Regret+Exp/Exc/Reason	0	0	0	0	0	0	3	11	0	0	0	0	2	7	0	0	0	0
Direct No+Exp/Exc/Reason	0	0	0	0	1	10	4	5	1	4	4	16	0	0	0	0	1	4
Neg. Wil /Ab+Exp/Exc/Rea	0	0	0	0	0	0	0	0	3	11	0	0	0	0	5	20	0	0
Let off Hook	0	0	0	0	0	0	0	0	0	0	2	7	0	0	0	0	0	0

Appendix 8: Cross Tabulation Results of Refusal Strategies to Requests Prior to and After Teaching Process

Cross Tabulation Results of Refusal Strategies to Requests Prior to Teaching Process																		
Semantic Formulas	NSE (n.10)						TEFL-L-A (n.26)						TEFL-L-B (n.26)					
	Sit.6		Sit.9		Sit.1		Sit.6		Sit.9		Sit.1		Sit.6		Sit.9		Sit.1	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Criticize+Neg.Will/Ability	6	60	0	0	0	0	10	39	0	0	0	0	11	43	0	0	0	0
Self Defence	3	30	0	0	0	0	10	39	0	0	0	0	7	27	0	0	0	0
Criticize	1	10	0	0	2	20	2	7	0	0	3	11	3	11	0	0	4	15
Pos.Op.+Exc/Exp/Reason	0	0	2	20	0	0	1	4	1	4	0	0	1	40	0	0	0	0
Principle	0	0	0	0	0	0	3	11	0	0	0	0	4	15	0	0	0	0
Regret+Neg.Will/Ability	0	0	1	10	0	0	0	0	3	11	0	0	0	0	6	24	0	0
Negative Consequence	0	0	1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exc/Exp/Re+Neg.Conseq.	0	0	6	60	0	0	0	0	14	54	0	0	0	0	12	45	0	0
Regret+ Exc/Exp/Reason	0	0	0	0	5	50	0	0	6	24	10	39	0	0	6	24	6	24
Direct No+ Exc/Exp/Reason	0	0	0	0	0	0	0	0	2	7	2	7	0	0	2	7	3	11
Emphaty+Exp/Exc/Reas	0	0	0	0	0	0	0	0	0	0	2	7	0	0	0	0	5	19
Explanation/Excuse/Reason	0	0	0	0	3	30	0	0	0	0	9	36	0	0	0	0	8	31

Cross Tabulation Results of Refusal Strategies to Requests Prior to Teaching Process																		
Semantic Formulas	NSE (n.10)						TEFL-L-A (n.26)						TEFL-L-B (n.26)					
	Sit.6		Sit.9		Sit.1		Sit.6		Sit.9		Sit.1		Sit.6		Sit.9		Sit.1	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Criticize+Neg.Will/Ability	6	60	0	0	0	0	10	39	0	0	0	0	11	43	0	0	0	0
Self Defence	3	30	0	0	0	0	10	39	0	0	0	0	7	27	0	0	0	0
Criticize	1	10	0	0	2	20	2	7	0	0	3	11	3	11	0	0	4	15
Pos.Op.+Exc/Exp/Reason	0	0	2	20	0	0	1	4	1	4	0	0	1	40	0	0	0	0
Principle	0	0	0	0	0	0	3	11	0	0	0	0	4	15	0	0	0	0
Regret+Neg.Will/Ability	0	0	1	10	0	0	0	0	3	11	0	0	0	0	6	24	0	0
Negative Consequence	0	0	1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exc/Exp/Re+Neg.Conseq.	0	0	6	60	0	0	0	0	14	54	0	0	0	0	12	45	0	0
Regret+ Exc/Exp/Reason	0	0	0	0	5	50	0	0	6	24	10	39	0	0	6	24	6	24
Direct No+ Exc/Exp/Reason	0	0	0	0	0	0	0	0	2	7	2	7	0	0	2	7	3	11
Emphaty+Exp/Exc/Reas	0	0	0	0	0	0	0	0	0	0	2	7	0	0	0	0	5	19
Explanation/Excuse/Reason	0	0	0	0	3	30	0	0	0	0	9	36	0	0	0	0	8	31

**Appendix 9: Cross-Tabulation Results of Complain Strategies of Higher Status
After Teaching Process**

Cross Tabulation Results of Complain Strategies of Higher Status Complainer Prior to Teaching Process												
Semantic Formulas	NSE (n.10)				TEFLL-A (n.26)				TEFLL-B (n.26)			
	Sit.14		Sit.16		Sit.14		Sit.16		Sit.14		Sit.16	
	f	%	f	%	f	%	f	%	f	%	f	%
E. Context+Request	6	60	0	0	4	14	0	0	8	31	0	0
Ex.Self Im+ E. Context	3	30	0	0	2	7	0	0	0	0	0	0
Warning	1	10	0	0	0	0	0	0	0	0	0	0
E. Context+ Warning	0	0	0	0	7	25	0	0	10	39	0	0
E. Context	0	0	0	0	9	36	0	0	4	15	0	0
E. Context+Justification	0	0	0	0	4	14	0	0	4	15	0	0
Con.Dist/An/Disp+Warning	0	0	4	40	0	0	13	50	0	0	20	78
Con.Dist/An/Disp+Threat	0	0	2	20	0	0	10	39	0	0	0	0
Threat	0	0	2	20	0	0	0	0	0	0	4	15
Con.Dist/An/Disp+Request	0	0	0	0	0	0	3	11	0	0	2	7
Cross Tabulation Results of Complain Strategies of Higher Status Complainer After Teaching Process												
Semantic Formulas	NSE (n.10)				TEFLL-A (n.26)				TEFLL-B (n.26)			
	Sit.14		Sit.16		Sit.14		Sit.16		Sit.14		Sit.16	
	f	%	f	%	f	%	f	%	f	%	f	%
E. Context+Request	6	60	0	0	4	14	0	0	10	39	0	0
Ex.Self Im+ E. Context	3	30	0	0	2	7	0	0	3	11	0	0
Warning	1	10	0	0	0	0	0	0	4	16	0	0
E. Context+ Warning	0	0	0	0	7	25	0	0	7	27	0	0
E. Context	0	0	0	0	9	36	0	0	2	7	0	0
E. Context+Justification	0	0	0	0	4	14	0	0	0	0	0	0
Con.Dist/An/Disp+Warning	0	0	4	40	0	0	13	50	0	0	19	74
Con.Dist/An/Disp+Threat	0	0	2	20	0	0	10	39	0	0	3	11
Threat	0	0	2	20	0	0	0	0	0	0	4	15
Con.Dist/An/Disp+Request	0	0	0	0	0	0	3	11	0	0	0	0

**Appendix 10: Cross Tabulation Results of Complain Strategies of Equal Status
Complainer After Teaching Process**

Cross Tabulation Results of Complain Strategies of Higher Status Complainer Prior to Teaching Process												
Semantic Formulas	NSE (n.10)				TEFL-L-A (n.26)				TEFL-L-B (n.26)			
	Sit.13		Sit.18		Sit.13		Sit.18		Sit.13		Sit.18	
	f	%	f	%	f	%	f	%	f	%	f	%
Es. Cont.+ Con.Dist/An/Disp	6	60	0	0	11	43	0	0	7	27	0	0
Con.Dist/An/Disp+Warning	1	10	0	0	5	19	0	0	7	27	0	0
Con.Dist/An/Disp+Threat	0	0	0	0	2	7	0	0	2	7	0	0
Con.Dist/An/Disp	3	30	0	0	0	0	0	0	10	39	0	0
Criticize+Con.Dist/An/Disp	0	0	6	60	8	31	12	46	0	0	12	46
Criticize	0	0	2	20	0	0	9	35	0	0	9	36
Warning	0	0	1	10	0	0	14	15	0	0	2	7
Justification	0	0	1	10	0	0	1	4	0	0	3	11
Cross Tabulation Results of Complain Strategies of Higher Status Complainer After Teaching Process												
Semantic Formulas	NSE (n.10)				TEFL-L-A (n.26)				TEFL-L-B (n.26)			
	Sit.13		Sit.18		Sit.13		Sit.18		Sit.13		Sit.18	
	f	%	f	%	f	%	f	%	f	%	f	%
Es. Cont.+ Con.Dist/An/Disp	6	60	0	0	8	31	0	0	10	39	0	0
Con.Dist/An/Disp+Warning	1	10	0	0	8	31	0	0	3	11	0	0
Con.Dist/An/Disp+Threat	0	0	0	0	3	11	0	0	0	0	0	0
Con.Dist/An/Disp	3	30	0	0	0	0	0	0	13	50	0	0
Criticize+Con.Dist/An/Disp	0	0	6	60	7	27	13	50	0	0	19	72
Criticize	0	0	2	20	0	0	7	27	0	0	5	20
Warning	0	0	1	10	0	0	4	16	0	0	1	4
Justification	0	0	1	10	0	0	2	7	0	0	1	4

Appendix 11: Cross Tabulation Results of Complain Strategies of Lower Status Complainer After Teaching Process

Cross Tabulation Results of Complain Strategies of Lower Status Complainer Prior to Teaching Process												
Semantic Formulas	NSE (n.10)				TEFLL-A (n.26)				TEFLL-B (n.26)			
	Sit.15		Sit.17		Sit.15		Sit.17		Sit.15		Sit.17	
	f	%	f	%	f	%	f	%	f	%	f	%
E.S.Im+Jst+Con.Dit/An/Dip	6	60	0	0	7	27	0	0	5	19	0	0
Jst+Con.Dist/An/Disp+Rq	3	30	0	0	5	50	0	0	9	35	0	0
Est.Context+Request	1	10	4	40	10	39	6	24	4	15	3	12
Est.Context	0	0	0	0	2	7	0	0	7	27	0	0
Con.Dist/An/Disp+Request	0	0	0	0	2	7	4	15	1	4	5	20
E.S.Im+Jst+ Request	0	0	6	60	0	0	8	31	0	0	13	50
Justify+Con.Dist/An/Disp	0	0	0	0	0	0	4	15	0	0	2	7
Ex.S.Im+Con.Dist/An/Disp	0	0	0	0	0	0	3	11	0	0	2	7
Request	0	0	0	0	0	0	1	4	0	0	1	4
Cross Tabulation Results of Complain Strategies of Lower Status Complainer After Teaching Process												
Semantic Formulas	NSE (n.10)				TEFLL-A (n.26)				TEFLL-B (n.26)			
	Sit.15		Sit.17		Sit.15		Sit.17		Sit.15		Sit.17	
	f	%	f	%	f	%	f	%	f	%	f	%
E.S.Im+Jst+Con.Dit/An/Dip	6	60	0	0	6	24	0	0	19	72	0	0
Jst+Con.Dist/An/Disp+Rq	3	30	0	0	5	20	0	0	5	20	0	0
Est.Context+Request	1	10	4	40	4	15	2	7	1	4	6	24
Est.Context	0	0	0	0	9	34	0	0	1	4	0	0
Con.Dist/An/Disp+Request	0	0	0	0	2	7	2	7	0	0	2	7
E.S.Im+Jst+ Request	0	0	6	60	0	0	7	27	0	0	16	61
Justify+Con.Dist/An/Disp	0	0	0	0	0	0	2	7	0	0	1	4
Ex.S.Im+Con.Dist/An/Disp	0	0	0	0	0	0	3	11	0	0	1	4
Request	0	0	0	0	0	0	5	20	0	0	0	0

Appendix 12: Research Events and Time Line

The main events that took place in this study are reported as shown below:

Table A: Research Events and Time Line

Research Events	Date
Pilot Test of WDCT	07.12.2010
Analysis of Pilot Study	08.12.2010
Application of WDCT prior to Teaching Process	21.12.2010
Teaching Process-1	11.01.2011
Teaching Process-2	22.02.2011
Teaching Process-3	08.03.2011
Teaching Process-4	22.03.2011
Teaching Process-5	29.03.2011
Teaching Process-6	12.04.2011
Application of WDCT after Teaching Process	19.04.2011
Analysis and Evaluation of Data	26.04.2011