THE EFFECT OF PEDAGOGICAL INTERVENTION IN PRAGMATICS ON TURKISH EFL HIGH SCHOOL STUDENTS

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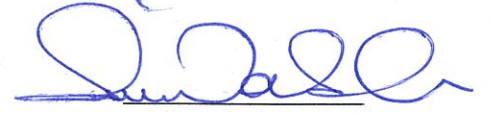**OF**
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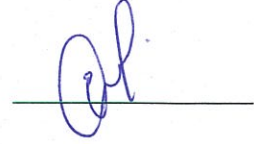**IN THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

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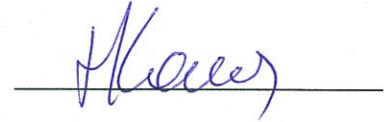Approval of the Graduate School of Educational Science

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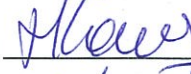
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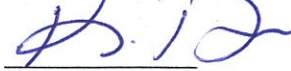
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ABSTRACT

THE EFFECT OF PEDAGOGICAL INTERVENTION IN PRAGMATICS ON
TURKISH EFL HIGH SCHOOL STUDENTS

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This thesis aims to investigate the effect of pedagogical intervention in pragmatics on Turkish 9th grade EFL students. The study specifically focuses on the speech act of requests in English, and how teaching requests influences Turkish EFL students' pragmatic competence. To do so, a research-based instructional plan has been prepared and implemented throughout three weeks. Additionally, the study aims to explore the perceptions of Turkish EFL students' on their pragmatics-based classes. The study embraces a single group quasi-experimental design with several data sources. These include a discourse completion test (DCT), a student-based questionnaire, the students' reflective papers, and the researcher's field notes. The analysis of request realizations in the pre-test and post-test DCTs indicates that Turkish EFL students have more variety and decrease in directness in their use of request strategies after the treatment. They also express mainly positive perceptions with regard to activities and materials in the instructional plan. Finally, the study discusses the future directions and pedagogical implications with regard to instructional pragmatics teaching in EFL context.

Keywords: Pragmatic Competence, Teaching Requests, Speech Act, Instructional Pragmatics.

ÖZ

PRAGMATİK ÖĞRETİMİNE DAYALI PEDAGOJİK DERS ÖĞRETİMİNİN
İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN TÜRK LİSE
ÖĞRENCİLERİ ÜZERİNDEKİ ETKİLERİ

Gazioğlu, Tülay

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Bu tez, pragmatik (kullanım bilim) öğretiminde pedagojik ders öğretiminin İngilizceyi yabancı dil olarak öğrenen 9. sınıf Türk öğrenciler üzerindeki etkisini araştırmayı amaçlar. Çalışma, özellikle İngilizcedeki rica söz eylemlerini ve rica söz eylemlerinin öğretiminin İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin, pragmatik yeterliliğini nasıl etkilediğine dayanır. Bu amaçla, 3 hafta boyunca uygulanmak üzere, araştırmaya dayalı bir eğitim planı hazırlanmıştır. Buna ek olarak, bu çalışma İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin pragmatiğe dayalı derslere yönelik algılarını araştırmayı hedefler. Çalışma tek gruplu ve birkaç veri kaynaklı, yarı deneysel araştırma dizaynını kapsar. Veri kaynakları, söz eylem tamamlama testleri, öğrenci merkezli anket, öğrenci görüş formları ve araştırmacı alan gözlem raporlarını içerir. Eğitim planı öncesi ve sonrası uygulanan ilk ve son söz eylem tamamlama testlerinin analizi, Türk öğrencilerin pragmatik öğretimine dayalı eğitsel dersler sonrasında, rica söz eylem stratejilerini kullanımlarında çeşitlilikte artış ve doğrudan anlatımda azalma olduğunu gösterir. Aynı zamanda, bu analizler temel olarak öğrencilerin bu eğitsel plandaki sınıf içi etkinlikleri ve kullanılan materyallere yönelik algılarının olumlu olduğunu gösterir. Son olarak, bu çalışma ikinci dilin yabancı dil olarak öğretildiği durumlarda, eğitsel pragmatiğin uygulanması ile ilgili gelecek görüşleri ve pedagojik önerileri tartışır.

Anahtar Kelimeler: Pragmatik Yeterlilik, Ricaların öğretimi, Konuşma Eylemi, Eğitsel Pragmatik.

To my daughter

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

DCT   Discourse Completion Test

SLA   Second Language Acquisition

SS   Students

T   Teacher

Chapter 1: Introduction

1.1 Overview

Pragmatics, by definition, is the study of language from the point of view of its speakers according to Kasper (1997). It is the study of language including the choices speakers make, and limitations they confront in using language in social interactions. Therefore, pragmatics is related to communication, which is embedded in many contextual factors, such as the setting, relationship between the speakers, and the social factors framing the situation. These factors create the sociocultural context which is not the same for every culture where a certain language is used. Yet, it is a highly significant aspect of appropriate language use. In that sense, the study of communicative action within its sociocultural context is proposed as another definition of pragmatics by Kasper (1997).

The abovementioned contextual factors involve the social values and cultural features of the society in which the target language is spoken. Although possessing the adequate level of grammar and lexical knowledge is crucial, it does not guarantee successful communication where interlocutors convey a message smoothly. Therefore, pragmatic ability in a language encompasses the ability to understand the intended meaning in addition to the meaning of what is communicated. To be able to interpret the meaning correctly, speakers and the listeners should have shared knowledge related to the contextual, social, and cultural features of the relevant language speaking community.

Put differently, a language learner should acquire functional abilities in addition to linguistic accuracy in second language. As referred by Judd (1999), this is important for being able to employ the appropriate language in accordance with the context, and the sociocultural constraints of the related situation. Otherwise, second language learners misinterpret the conversation and that leads to communication breakdown, or the risk of being labelled as rude, insensitive or impolite.

Pragmatic competence should reasonably be well developed, and whether it needs any specific attention in language teaching is addressed by Kasper (1997). It has been argued in the relevant literature that some pragmatic knowledge is universal. For instance, adult non-native speakers (NNS) get some L2 pragmatic knowledge without any special endeavour. They have the knowledge of organizational principles in conversation turn taking and internal structures in speech events. They also know the contextual factors in communication such as social power, psychological power and distance and imposition degree as was defined in politeness theory by Brown and Levinson (1987). It was also claimed by Kasper (1997) that L2 learners may have some pragmalinguistic knowledge for free without any attention due to a potential form–function mapping between two languages which was named as positive transfer. This can be a facilitative factor for language learners in acquiring sociopragmatic knowledge as well. However, this does not mean that the learners make use of that of free pragmatic information they possess. For instance, they frequently underuse politeness markers. They neglect contextual variables like power and distance in selecting appropriate pragmatic strategies in L2, in contrast to their attempt in choosing correct strategies in their L1. Thus, pedagogic intervention plays a role prominently as the facilitator, providing learners with the awareness of what they already know and encouraging them use this information in L2 contexts as Kasper mentions (1997).

In line with the views regarding the role of pedagogic intervention, instructional pragmatics is considered as one of the methods that has been developed and served to pragmatic language teaching so far. There are numerous studies conducted to see its effect on the development of pragmatic ability among L2 learners. Rose (2005), for instance, reviewed the studies examining the effects of instructional methods for L2 pragmatic learning. Most of them revealed that the instruction has a positive effect on the acquisition of pragmatic ability. According to her extensive review of the studies conducted to date, many pragmatics-related areas involving discourse strategies, speech acts, pragmatic routines, and pragmatic comprehension are teachable. Rose (2005) clearly claimed that learners who have instruction outperformed those who do not. The studies that compare the instruction with exposure question the effect of pedagogical intervention in pragmatics, which also poses as the core question in my study. These studies also test Schmidt's (1993)

noticing hypotheses by checking the effect of instruction. The attention of learners is drawn by the instruction and the positive effect of it supports the noticing hypotheses as well. In a similar vein, Bardovi –Harlig (2001) justifies the necessity of instruction by revealing that second language learners receiving no instructional pragmatics are very different from native speakers in terms of their pragmatic ability in the target language.

As mentioned above, the studies up to date investigated various features of pragmatics. Speech acts have predominantly been the most attention-gathering facet of pragmatic competence. In that sense, speech acts are considered as the minimal units of language, and have been investigated in many aspects: requests and modification types by Safont (2003) and Salazar (2003); with two aspects of apologies and the contextual effect on the use of intensifiers by Olshtain and Cohen (1990); instruction on the study of French speech units in formal and informal contexts by Lyster (1994); Japanese interactional markers by Yoshimi (2001); and hedging devices by Wishnoff (2000). In all these studies with a wide range of learning targets, the instructed learners outperformed the uninstructed ones without exception. In other words, instruction proved to be more effective than sole exposure. Similar to numerous studies addressing the effect of instruction in pragmatics, this research study on the effects of pedagogical intervention is based upon the use of request speech acts with a specific emphasis on internal syntactic modifiers and the types of supportive moves.

1.2 Theoretical Framework

The present study draws upon a multifaceted theoretical framework. Therefore, the components of the theoretical framework that informs this study include pragmatic competence, speech act theory and politeness, and instructional pragmatics. In what follows, I will briefly present each layer of theoretical framework and discuss how they compose my understanding in this study.

1.2.1 Pragmatic competence. The notion of competence is defined as "a type of knowledge that learners possess, develop, acquire, use or lose" (p.105) by Kasper (1997). As mentioned before, pragmatics in language learning refers to the communicative action. Pragmatic competence is the ability of communicate in a second or foreign language. One such primary conceptualization of pragmatic

competence was proposed by Leech (1983) and Thomas (1983). They both introduced two sub-categories of pragmatics: pragmalinguistics and sociopragmatics.

Pragmalinguistics can be explained with its relevance to grammar. It involves the resources for conveying act of communication. Pragmatic strategies, directness, indirectness, a variety of linguistic forms can be regarded among these resources. The linguistic forms may have softening or intensifying role in the meaning of particular illocutions. For example two different versions of apology, *I'm sorry* and *I'm absolutely devastated. Can you possibly forgive me?,* indicate two different attitude and social relationship.

Sociopragmatics, on the other hand, deals with the social matters as namely addressed to the culture and the context of communicative behaviour. It refers to social perceptions underlying participants' interpretation. Social relations, distance, degree of imposition, the speaker's and hearer's rights and obligations are changeable and negotiable contextual factors in communication.

Another definition of pragmatic competence belongs to Bachman (1990). In Bachman's (1990) approach, language competence is divided into two components: organizational and pragmatic competence. Organizational competence is related with grammar, knowledge of linguistic units, and the rules of joining them together in the sentence and discourse level. Pragmatic competence, on the other hand, is subdivided into two competences: Illocutionary competence and sociolinguistic competence. Illocutionary competence is defined as knowledge of communication and the way to carry it out. Sociolinguistic competence is namely concerned with the context. And the ability to choose appropriate communicative acts and appropriate strategies is considered as pragmatic competence. The model clearly shows that pragmatic competence is not extra or ornamental. In order to communicate successfully in L2, pragmatic competence must be developed.

Considering the approaches in pragmatic competence, it is reasonably clear that the appropriate linguistic actions should be taught in classrooms. The learners should be aware of the variety of uses; including strategies of communicative actions belong to the pragmatic system of target language as Rose (1999) proposed. Therefore, L2 learners should develop the two abovementioned aspects of pragmatic competence in their language learning process. The emphasis on speech acts has a

significant role in order to gain such pragmatic competence. This study aims to focus on speech acts to teach pragmatic language use. Sociolinguistic competence as the second main component of pragmatic competence indicates the development of using language appropriately according to the context. In that sense the social relations, distance and politeness factors are addressed in the instructional teaching plan of this study.

1.2.2 Speech act theory and politeness. Speech act or illocutionary act is defined as "the basic unit of language, human linguistic communication, the production of a token in the context" (Austin 2013, p.1).The speech act is produced by certain intentions. The common content of various expressions is defined as proposition.

Like Austin (1975), Searle (1976) believed that meaning cannot be interpreted in the absence of the context of a speech act. He identified the basic categories of illocutionary acts. The first category is *representatives*, which proposes that the target of the members is to commit the speaker to something's being the case to the truth of the expressed proposition. All the members of this class include true and false dimension of the intentions. The illocutionary act can be easily characterized as true or false in representatives. *Directives* are the second category proposed by Searle (1976) to classify speech acts. It can be defined as to influence the listener to do something. Directives consist of the attempts by the speaker to get the hearer to do something. The propositional content is hearer does the future action in this class of illocutionary acts. The verbs denoting members of this class are ask, order, comment, request, beg, pray, invite, advice. There are three more categories of illocutionary acts identified as expressives, commisives and declaration. *Expressives* can be defined as a psychological category which has an impact on the listener or speaker. Congratulating, or thanking can be given as examples to this category. *Commisives* are defined as the speakers' committing themselves to performing an action that they have to carry out such as promises and oath. *Declaration* as the last category is to bring something about in the world such as a statement. For example, pronouncing someone man and wife, or guilty can be stated under this category. Thus, the speech act of requests that is the focus of this study is stated under the directives category as they attempt to make the hearer do the future or desired action (Searle, 1976).

It is proposed that the minimal units of communication are built by the performance of certain types of acts such as making invitations, giving directions, thanking, apologizing, and the sentence *I am hungry* can be interpreted in a few different ways depending on the conditions and the setting. It may refer to a real desire to eat or it may be used as a request for attention (Blum Kulka et al., 1989)

One main distinction in speech act theory is the directness and indirectness. Directness in speech acts refers to the speech acts in which the speaker says the thing he/ she intends, while indirect speech acts refer to the ones where the meaning is beyond what he /she says. This theory claims that certain acts are performed with the conventionally usage of indirect forms.

Searle follows Austin's (1962) view of the speech act matter. They believe that speech acts can be meaningful only when they are supported by the contextual information. A certain speech act can be explained through many ways like physical act, reference act, perlocutionary and illocutionary acts.

According to Blum-Kulka et al. (1989), the speech acts are regarded as the most challenging notion. The speech acts are claimed to be affected by universal pragmatic principles and also varied in conceptualization and verbalization in different cultures and languages. The mode of speech act behaviour and the style of interaction differ according to cultural variety. In line with these views in language teaching in an EFL context, speech acts stand for the important parts of language to be studied on in the pragmatic competence development studies. This present study mainly focuses on the speech act of requests in English taught by a detailed instructional period over three weeks.

Speech acts have been one of the main learning targets employed in the instructional pragmatics endeavours up to date as Rose (2005) mentioned. Olshtain and Cohen (1992) claimed that there is a high amount of data obtained about the speech acts from the studies in pragmatics teaching. The related data contributes to the field of applied linguistics as it is related with language learning and teaching.

Among the speech acts, requests have received high interest in the pragmatics teaching language since they require the knowledge of interpersonal politeness and related concepts belong to a language community. Requests are face threatening acts.

Face is identified as "the negotiated public image, mutually granted each other by participants in a communicative event" (p.49) by Scollon and Scollon (1981). In sociolingustics, the assumptions about the speakers and their relationship with the dealings about the assumptions are named as the study of face. This is also called politeness theory.

As Scollon and Scollon (1981) suggested, there are two aspects of face: Involvement and independence. The first refers to the participant's contributing in communication. It is represented by discourse strategies as, showing attention and interest to others. Involvement strategy can be any indication that speaker is closely related with the hearer. Involvement is also named as positive face. On the other hand, the second aspect of face, independence, refers to the individuality of speakers. It indicates a desire to be free from imposition of others. The discourse strategies that show independence can be making minimal assumptions towards the interests or needs of other participants. Respect to autonomy, respect to others' rights using formal names and titles in the communication act are the features of independence strategy. It is also called as negative face.

Not surprisingly, the notion of face is central to the understanding of linguistic politeness. The two sides of face are defined as involvement and independence. The involvement aspect of face is about any indication that the speaker is asserting that he/ she is connected to the hearer, such as showing agreement. Independence reduces the imposition on the hearer and emphasizes the individuality of the participants. Both aspects of face, namely independence and involvement, greatly influence the linguistic choices the speakers make. In other words, as stated by Scollon and Scollon (2001), "there is no faceless communication" (p.48). Keeping this in mind, my understanding of linguistic politeness is informed by Scollon and Scollon's (2001) framework of politeness system. The general uses and persistent regularities in the face relationships could be described as politeness system as Scollon and Scollon suggested (2001). Addressing people by first names or adding *Mr.* or *Mrs.* relies on the relation between the participants and related social factors. There are three main factors which create such politeness systems; power, distance, and the weight of imposition. Power indicates to the vertical disparity in a hierarchical structure. Distance is more

about the closeness in the participants' relationship. Weight of imposition is concerned with the importance of the topic of discussion.

Three politeness systems suggested by Scollon and Scollon (2001) are primarily based upon the power and distance differences among participants. There are three main politeness systems referred. Deference politeness system is the system in which the participants are equal but act each other at distance. Relation between colleagues, who do not know each other well, can be given as an example for that kind politeness system. Solidarity politeness system indicates a relationship between two participants who see themselves as being equal socially and equal in terms of closeness. They feel their closeness in solidarity system. Friendships among close colleagues can be considered as an example for this system. Hierarchical politeness system, as clear from the name, it indicates the social differences. The relationships are asymmetrical which means the speakers' usage of different politeness strategies to each other. The participant with superior position use involvement strategies, while the speakers with lower status use independence strategies.

Similarly, the use of request strategies in social situations, with interlocutors from varying degree of social distance and power, will provide insights into Turkish EFL students' pragmatic competence. It is important to understand what linguistic choices they make while making requests from different interactants with various social statuses. However, it has to be underlined that the role of instruction in language learning, and thus development of learners' pragmatic competence, is obvious. Therefore, in what follows, I will present the underlying theories for instructional pragmatics as the third layer of theoretical framework in this study.

1.2.3 Instructional pragmatics. One major SLA theory, which provided the strongest impetus for instructional pragmatic studies, is Schmidt's (1993) noticing hypothesis. This hypothesis claimed that learners must learn L2 features in input to develop and use. Thus speaker's realization and noticing of linguistic forms, functional meaning, and related contextual information, is a need for pragmatic input to become intake. The studies which examine instruction versus exposure address the issue if pedagogical intervention leads to more effective learning. They are linked with Schmidt's (1993) noticing hypothesis. Especially for the EFL contexts, the

outcome of studies to date on the effect of instruction is in complete agreement with the improvement in pragmatic ability in a range of pragmatic areas.

Concerning the language acquisition, Bardovi – Harlig (1996) mentioned the question of the necessity of exposure to appropriate and sufficient input and hypothesized that "at least in part, learners either don't receive the relevant input or don't receive it from sources they consider relevant, or they may not notice the relevant input due to either lack of pragmatic awareness" (p.23).

Kasper and Rose (1999) revised the studies involving various approaches to instruction in L2 pragmatics. The results were encouraging and indicating that most pragmatic features are teachable. Instruction in pragmatic teaching is facilitative and necessary. Explicit instruction reveals better results than implicit teaching. From the sociopragmatic point of view, according to Blum-Kulka et al.(1989), the ways language is used to perform speech acts and the social and situational variables should be interrelated. The need for pragmatic language teaching arouses out of this point of view. The necessity of instruction in pragmatics is proved by the examples of learners, whose second language proficiency level is high, but pragmatic performance is not same as Kasper (1995) referred. The importance of pedagogic intervention was also made clear from many empirical studies as Rose revised in (2005). According to her inclusive review, instruction in pragmatics yields the outcome that it outpaces exposure to target language alone.

In a similar vein, Taguchi (2011) reviewed the existing literature related to pragmatics teaching and learning. In instructed SLA, the morphosyntax studies were dominant in time and this lead to question of teachability of pragmatics. This question encouraged and motivated researchers to find the ways of translation of formal instruction to the sociolinguistic and sociocultural skills. With the effect of this idea, the studies in 1990s proved that most aspects of pragmatics are appropriate to instructional teaching and pedagogical intervention is better than no instruction.

Considering all above views in addition to the noticing hypothesis, this study involves a research-informed instructional plan to teach one common speech act in order to see the effect of pedagogical intervention in pragmatics on Turkish EFL learners' use of request strategies.

1.3 Statement of the Problem

Learning a language involves certain abilities such as reading, writing, speaking and listening. Communication in the either first or target language encompasses all of these abilities inside. Yet having all those skills may not be sufficient enough to establish successful communication. As I mentioned above, in one of the definitions of pragmatics, it is the usage of correct strategies in different speech situations considering the contextual factors. Teaching language should involve this aspect in order to provide the opportunities to develop the learners' pragmatic ability.

Having been teaching at state schools in Turkey EFL context for over 12 years, I have observed the need for more authentic materials since the course books have limited pragmatic information. The lack of varied natural input, the lack of authentic materials, and most importantly the lack of pragmatic awareness make the task of learning pragmatic language use challenging for learners. This imputes the responsibility to the teacher as Washburn notes (2001).Teachers should give learners information about the norms and help raise their awareness of linguistic variation in addition to providing authentic models. However, most of the time, teachers experience difficulties in accessing and researching rich and salient materials, especially for the learners in foreign contexts, as well.

Likewise, most of the students in my teaching context encounter difficulties with understanding authentic language either written or oral form, despite having a good command of the language in terms of grammar or vocabulary level. Moreover, one of the main hurdles in language learning in a Turkish state school is developing communicative skills due to the limits of perceiving the target language, the limited lesson hours in the curriculum, the lack of native speaker teachers and/ or the lack of pragmatic awareness. In that sense, from Rose's (1999) point of view, the type of learning contexts as foreign (EFL) and second (ESL) language learning have impact on the process of being aware of the pragmatic use. Foreign language settings are disadvantageous because of the lack of availability of authentic input or real language use. The chance to communicate in target language is low. Another disadvantage is the motivation level. While ESL students need to learn real-life communication to facilitate their life, many EFL students lack of this motivation. In

most EFL settings language is a compulsory subject as it is in our context. What is more, in most EFL contexts, large class sizes and limited contact hours are among the disadvantages for successful language learning- teaching process. Due to the similar conditions for the Turkish EFL high school learners of English in my teaching context, I decided to give instruction to raise pragmatic awareness, and to provide more authentic and real use of language in the production and realization of requests. This study would then help to provide an insight and guide for the Turkish high school L2 learners and their language teachers.

In her review of ten studies on the effect of instruction, Kasper (1997) aimed to assess the instructional methods in L2 classrooms. All ten studies were based upon classroom-based research on pragmatics. The teaching goals in these studies varied in a large range of pragmatic feature and abilities including discourse markers and strategies, speech acts like compliments, apologies, complaints and refusals. The learners' proficiency levels were mostly intermediate or advanced. Similarly, other researchers were also interested in teaching pragmatics from a methodological perspective (Bilmyer, 1990; Bouton, 1994; House & Kasper, 1981; Tateyama et al., 1997) and made a comparison of explicit and implicit approaches. Overall, studies that investigate teachability of pragmatic features resulted in the conclusion that instructed students are more advantageous than uninstructed ones. The studies that made comparison of explicit and implicit instruction revealed that regardless of the approaches, explicitly instructed learners outperformed the implicitly taught counterparts. Kubota (1995) noted the superiority of students being provided deductive or inductive instruction to the uninstructed group of learners.

In alignment with existing literature, intervention on pragmatics utilizing some of the methods proposed by various research studies may also have an effect on Turkish EFL students' pragmatic development. Thus, in order to deal with the abovementioned issues in EFL context to increase our students' pragmatic awareness, this study aims to investigate the role of pedagogical intervention on requests in English with Turkish EFL high school students. To do so, pragmatic language use were taught in classrooms through a set of lessons including pragmatic awareness raising activities, providing pragmatic information about requests, and students' data collection of requests. The results of this study can contribute to our

understanding of teachability and efficacy of instruction on one specific area of pragmatics in Turkish EFL context.

1.4 Purpose

The purpose of the study is to examine the effects of instruction on the speech act of requests in Turkish EFL context. More specifically, the study investigates Turkish EFL 9th grade high school students' use of request strategies in given social situation with interlocutors with different social status. In order to do so, the students in this study have been provided research-informed pragmatic instruction on requests to see its effect on students' request strategy use. Additionally, the study aims to explore perceptions of Turkish EFL students' in this study, on the pedagogical intervention they had and the lessons that incorporated the specific instructional plan for that purpose. Therefore, it is also the underlying assumption in this study that Turkish EFL students will develop pragmatic awareness specifically on the use of request strategies in English, and the study will also bring up specific pedagogical implications with regard to EFL teaching in Turkey.

1.5 Research Questions

The following research questions have been addressed in this study:

Research Question 1. What is the effect of instruction on the speech act of requests on Turkish ninth grade EFL learners?

Research Question 2. What are the perceptions of Turkish ninth grade EFL learners on instructional pragmatics?

1.6 Significance of the Study

As a globally accepted fact, English is one of the most spoken languages in the world. Indeed, the number of non- native speakers is more than the native speakers, and with this growing number of the speakers, English has become the language of international communication. As a matter of fact, the variety of settings where it is used have been expanded from basic interpersonal communication to academic and business settings as well. As a result of this, the speakers should learn the communicative elements of the language including pragmatic aspects in order to prevent misunderstandings and inaccuracies.

In Turkey, English is a compulsory subject at school. This can be regarded as negative for learning. Most of the students have no exact reason for learning English even though some aim at only passing the entrance exams. These factors result in short-term gains and difficulties in real communication while they get a good grammatical competence. The learners in my classes often question the different uses of speech acts as they hear or watch in the TV series they follow. The need for teaching speech acts and different strategies emerges from the limitations of the information provided by the course books and by the teachers.

In such a teaching context, the non-native speaker teacher has the responsibility to bring some pragmatic focus to the lesson in order to overcome the situation. The foreign language learners need to be given this kind of information for a better development in target language.

Judd (1999) clarifies the answer of the question about the necessity of ESL and EFL students' mastering pragmatic features in the target language. She interprets the issue from two aspects; the first one relates to the need of the students while the second one refers to the teachers' ability. In other words, teachers should be able to assess the learners' needs. As Judd (1999) gives as an example for EFL students whose aim is to go to an ESL environment for educational purposes or immigration, the need to acquire pragmatic information of English becomes more important.

Another reason for the necessity of acquisition of pragmatic knowledge is the need to communicate with speakers regularly by phone, e-mail, and /or face to face interaction for various purposes such as business, education, personal relationships. In Turkey, it is a well-known fact that students who have a good mastery in second language in all aspects have difficulties in communication with native speakers. The need for learning pragmatic aspect of English in our context increases continuously since English has become the main second language in most university programmes and business settings as well as it shows itself in other media and electronic ways of communication.

Likewise, requests have been selected for this study, regarding the needs and interests of students and the future type of language communication as proposed by Bardovi-Harlig (1996). The identification of the speech act for instruction can be made by observing or asking them to define the problematic areas of language. In our

investigation, both ways employed in addition to the instructor's own thoughts of the necessities of learners. Requests are face threatening acts, the politeness strategies, the appropriate uses constitutes a very important aspect of a language especially for Turkish students who mostly target to attend English departments in their future education. At school, at least in their English lessons they are supposed to communicate in the target language with their language teachers. Requests were selected since they were thought to be the most frequently used utterances in students' daily use of language. This study aims to investigate the effect of instructional pragmatic teaching of requests and the perceptions of the students and the teacher.

1.7 Operational Definitions of Terms

Pragmatics: "It is the study of communication in its sociocultural context" (Kasper, 1997, p.1). Pragmatics as a subfield of second language acquisition refers to learning the ways to use language appropriately in various contexts.

Instructional Pragmatics: It mainly refers to bringing pragmatics into the classroom, using classroom activities and pedagogical materials as a source of input. Overall, it is the teachers' any kind of endeavours in teaching pragmatic aspect of language to the language learners (Bardovi-Harlig, 1996).

English as a Foreign Language EFL: When the host community of English language learners is not English, there becomes an EFL context (Rose, 1999).

Speech Act: Speech acts broadly refer to doing acts with words. These acts include making statements, issuing commands, giving reports, greeting, warning, requesting, apologizing, etc. (Searle,1969).

Chapter 2: Literature Review

2.1 Overview

　　This literature review section will discuss the research studies examining the effect of instruction, cross cultural studies in teaching speech acts- requests, and other studies examining various learning targets other than the requests, will be reviewed. The chapter will develop our views and knowledge of instructional pragmatic efforts up to date. Their efficacy and their relations to the present study will be assessed in this section.

2.2 Effect of Instruction in Pragmatics Teaching

　　As Taguchi (2011) suggests, the theoretical, empirical, and practical issues in pragmatic abilities of second language learners are divided into two main domains; experimental studies on instructional methods in pragmatics learning in one hand and research studies that investigate the most appropriate instructional practice and tools for pragmatic teaching in formal classroom context in the other. Taguchi's (2011) comprehensive review and discussion of these studies indicate that instructional intervention in interlanguage pragmatics plays a decisive role.

　　Schmidt (1993) claimed that pragmatic functions and contextual elements were not marked through simple exposure to the target language. Such an encounter with pragmatic elements of language would not be sufficient for a second language pragmatic learning. The effect of instruction in teaching pragmatics was highlighted by Schmidt's point of view that, even after a long exposure to the aimed language the pragmatic features could not be noticed through exposure alone. In line with this theory, it seems that acquisition of pragmatics requires instruction.

　　Another review of studies on the instructional effect in L2 pragmatics was carried out by Rose (2005). The literature was assessed through issues of the teachability of pragmatics, benefits of instruction in contrast to exposure, and the differences of approaches and their relative different results. Having examined the research studies on the effect of instruction, Rose (2005) suggested that there is evidence that learners who receive instruction-including a variety of discoursal,

pragmatic and sociolinguistic targets such as speech acts, discourse strategies, are superior to their no-instructed counterparts in their pragmatic competence.

With regard to specific speech act, Olshtain and Cohen (1990) studied on apologies with a focus on the differences between *excuse me* and *I am sorry* as well as the effect of context on the selection of intensifiers. The findings of this study indicated the benefit of instruction by revealing the wider variety of apology strategies and increase in the use of intensifiers used in post-tests. Additionally, Safont (2003) and Salazar (2003) both explored the instructional effect in English requests with speakers of Spanish who were university students in Spain. Safont (2003) focused on the modification dealing with softeners, grounders disarmers. Results justified clear increase in external and internal modifications of requests used in written discourse completion test. This study shows similarity to the present study in many aspects because of the fact that they both examine the effect of instruction in the use of request strategy types and the internal modifiers. Salazar (2003) also found that instruction made a difference on the range of request strategies however Salazar noted that the effects of instruction were short-lived after treatment. This was related with the length of duration of the instructional period in the view of Rose (2005).

Taking into consideration all the studies and findings above, it can be rightfully argued that instructional intervention lead better effect than the simple exposure although some other factors might have influenced the results of instructional period. The length of instructional period, the quantity and the difficulty of the pragmatic element as well as the quality of the activities were some of those factors. For instance, Salazar (2003) implemented only a 40-minute instruction including twenty minutes for pre-test administration. The tasks that need some sociopragmatic information should be employed in instructional treatment as Olshtain and Cohen (1990) claimed.

Forty nine studies of investigations conducted on the effectiveness of L2 instruction were analysed from a meta-analytic review by Norris and Ortega (2000). The researchers administered a synthesis of two research; primary and secondary research and employed the same methodology on individual study samples. The research domain was described as all experimental and quasi- experimental former research studies published between 1980 and 1998 on the effect of instruction. The researchers reported that all investigations were coded, calculated, and compared in terms of their effect size. The aim of the study was to provide a quantitative

summary of findings concerned with a few variables of L2 instruction discovery. By utilizing meta-analytic techniques, it was targeted to reach precise description of what the investigation up to date had found. Generally speaking, L2 instruction had large gains over the pedagogic intervention. Cumulative empirical investigation revealed that the effects remained constant in a large extent. However, due to the small number of investigations that employed delayed post-tests, the results were not considered certain. Furthermore, the investigation revealed that explicit instruction techniques caused more important effects than that of implicit.

All above mentioned reviews are common in their results on the positive effect of instruction as was examined in the present study. All these reviews indicated the success of instruction on the acquisition of some linguistic units as requests in our study. The studies lead language teachers shedding light in the instructional teaching of pragmatics in classroom setting. The activities from the abovementioned studies were benefited in the process of preparing the instructional treatment to the Turkish EFL learners in a high school in this study.

Additionally, Dash (2004) proposed that pragmatics has been regarded to be hard to explain and not important enough to be seen different from semantics by some researchers. Dash (2004) defined pragmatics in terms of context and underlined the distinction of cross-cultural pragmatic failure from other types of communication failures. As he claimed, pragmatics is an important part of a whole in language learning. The question should be according to him, the way we, as the instructors, bring it to the classroom language learning so that we can minimize pragmatic failure risk by the learners. Though it is not a simple issue, pragmatic knowledge can be brought into classroom through giving simple relevance strategies, understanding the pragmatics of politeness and face saving, using some techniques (e.g. role-play, drama, etc.). In addition, describing different contexts can be beneficial for this purpose. In line with this assessment of Dash (2004), the instructors should be careful and more sensitive especially for EFL classrooms and should support a clear understanding of pragmatics on the part of their students.

Kasper and Schmidt (1996) reviewed existing studies in interlanguage pragmatics and shed light on some main questions in Second Language Acquisition (SLA) area. They explored cognitive and social-psychological theories related with pragmatic development and pragmatic competence. Among the basic questions about

SLA the question that probe whether instruction makes a difference in learning pragmatics was answered thoroughly, they claimed that learners in EFL settings where the opportunities for the interactions in target language is limited, instruction is necessary, since not instructed learners find hard to acquire appropriate language use patterns.

Porter, as cited in Kasper and Schmidt (1996), studying with a small group using a communicative approach, examined the possibility of students' learning pragmatic competence from each other but the conclusion she came up with was activities provided good production but they were not adequate to give necessary pragmatic competence.

Kasper and Schmidt (1996) additionally addressed the inadequateness of the pragmatic information in textbooks. They claimed that pragmatic knowledge could be well taught and facilitated to learners through consciousness–raising activities that were employed in the present study instructional period. As mentioned in the article, Kasper and Schmidt (1996), defended three main sources of pragmatic learning as metapragmatic information, teaching materials and the discourse of classroom.

Soler and Pitarch (2010) addressed the benefits of instruction in their study based on a pedagogic proposal for teaching refusals at the discourse level. The benefits of instruction on the attention and awareness of learners were investigated. The study formulated two hypotheses. The first hypothesis claimed that pedagogical intervention would increase the amount of pragmatic knowledge during the planning and performance of refusals. Second hypothesis was related to the learners' awareness. It claimed that sociopragmatic and pragmalinguistic awareness of learners would increase after instructional period. Ninety-nine university students were instructed according to the pedagogical proposal for six weeks. Pedagogical treatment consisted of three steps including identification of refusals in interaction, explanation of speech act sets and finally noticing and understanding of refusal sequences. Students watched some certain sequences from the series Stargate in English, focused on the structures of refusals, directness, and mitigation. Power, social distance and imposition degree in the act of speech act were emphasized in the study. Retrospective verbal reports, pre-tests and post tests were employed to examine the effect of instruction. Hypothesis one was confirmed according to the data gained. This study confirmed awareness-raising as a way to pragmatics teaching. Second hypothesis was also confirmed. A cognitive change was found in

the information attended before and after instruction. The attention of learners towards pragmalinguistic and sociopragmatics increased after instruction. This study showed the positive effect of instruction on learners' attention and awareness of pragmatic issues in the production of refusals. In that sense, this study shows similarity to the present study of instructional teaching of requests to Turkish EFL learners. The steps in pedagogical intervention include similar procedures and goals. Data collection tools (pre-test and post-test) to find out the effect of instruction are also similar. Thus, in line with this research it can be said providing learners with opportunities for authentic samples, pragmatic input students' level of awareness and knowledge of pragmatics change positively.

Several researchers have agreed on the necessity of rich and appropriate input for various contexts in order to help learners develop their pragmatic competence in L2 (Bardovi –Harlig, 2001; Judd, 1999; Kasper, 2001). While the situation for second language learners is advantageous in ESL context, L2 language learners in EFL contexts do not have the same opportunities to use language for real purposes outside the classroom. To fill in this gap, language learners in Turkey need pedagogical intervention. As numerous studies have confirmed up to date, the influence of pragmatical intervention is worth to be investigated, and it is specifically important in Turkey as well in order to improve the quality of EFL education.

2.3 Studies on Request Strategies in English

As stated previously, the speech act under scrutiny in this study is requests. There are various studies that investigated or addressed request strategies from various aspects in the field of pragmatic language learning. Therefore, I find it crucial to review and understand these studies to inform the present study in many aspects.

As suggested by Martinez–Flor (2007), using video clips, films and TV shows might be a good way to bring contextual and real pragmatic examples to EFL classrooms. In that sense, she studied on request modification devices and classified them in two types as internal and external modifiers. Ten films that have been chosen considering the time and the setting, offered 113 request situations, 134 request moves. After showing the films repeatedly, the contextual information were provided and this was followed by transcribing the request situations and finally modification devices used in the request head acts were identified. Based on the results of

Martinez – Flor's (2007) study, request modification devices existed in most of the request moves. Two subtypes of devices as internal and external were employed. Most importantly, the study indicated that the sociopragmatic factors as politeness degree and/or relationship of the participants play a big role in the choice and use of correct request modification devices. The study also proved the benefit of using films providing a rich pragmatic data by presenting different cultural contexts. This study is similar to the present study in terms of the instruments used as a source of input. As referred by Martinez-Flor (2007), this would contribute the development of pragmatic and intercultural competence both.

Crandall and Basturkmen (2004) addressed request strategies in university context. Requests in a university setting were dealt in the study. The efficacy of material, students' perceptions of the materials, and the influence of materials in the awareness of requests were searched. Four classes were instructed employing instructional materials for a period of five, six hours. The participants' L1 ranged in a wide variety including Arabic, Chinese, French, Japanese, Korean, Tamil. As a data collection tool for response based information, the classes were recorded. For student-based information, a questionnaire was administered. "Perceptions of appropriateness" questionnaire was used to discover the development of requests after using materials. The approach that they used was named "guided discovery" approach. It required learners analyse authentic speech. The study concluded with results supporting the inadequacy of text books. The way that speech acts presented can be changed due to the positive outcomes of instructional materials. The results of the study indicated appropriateness of requests come closer to that of the native speakers' after instruction. They suggested that the conventional approach which employs speaking textbooks to teach speech acts were not sufficient. The developed pragmatics–focused materials proved that the learners benefited from them as well as they enjoyed such type of instruction.

Rose (1999) made a clear distinction of ESL and EFL contexts and proposed some techniques for Pragmatic Consciousness Raising (PCR) the first step was introductory phase that involved taking students' interest and familiarizing them with pragmatics. In the study of Rose, the learners were provided with a basic identification of request and various strategies for the act of request. Students were provided with a data collection worksheet as I adapted for my study. After employing techniques mostly based on the students' contribution to the act of

teaching pragmatics or to raise pragmatic awareness, finally learners were exposed to the linguistic elements and then they were required to use and practice them. In this study of Rose (1999) a film scene were shown and then the transcripts were analysed by the students. The results of this study revealed that PCR is a good and practical way to provide students some pragmatic aspects of target language. Many of the techniques were my inspiration preparing instructional lesson plans for teaching request strategies in English.

Taguchi (2006) analysed fifty nine Japanese college students at two proficiency levels. The evaluation was based on the production of requests in a role-play task. The study aimed to investigate how appropriateness ratings and linguistic expressions compare to each other in capturing the quality of speech act production between different level learners. The reason for selection of requests lies under the fact that requests are face threatening acts and they should be acted correctly not to be perceived rude and prevent communication breakdowns. A request elicitation task was developed and conducted preceding the analysis of request speech act through six- point rating scale. The data was coded according to a framework including three directness levels. The study revealed a few findings; although the use of appropriate linguistic forms is an aspect of successful speech act realization, pragmatic performance is beyond this. A speech act is assessed best in a communicative context. Another finding is, for an effective performance of speech acts one shouldn't be imposing and face-threatening. According to this study of evaluation of requests, it was revealed that significant L2 competence has effect on appropriateness.

Request strategies which were categorized according to directness levels in the theoretical framework were also studied in Takahashi's (2001) research. Takahashi (2001) investigated the indirect requests in terms of transferability in pragmatic level. The effect of proficiency level on the transferability was also observed. 37 Japanese learners of English were given a questionnaire including 4 situations of requests. The students rated the five answers for each situation in terms of acceptability. Situations were given in both languages Japanese and English. The answers were analysed to reveal the results in favour of transferability at pragmatic level. The results indicated the effect of contextual factors in the level of transferability. Some strategies showed transferability for certain contexts while some strategies were L1 or L2 specific and non-transferable for given request

situations. The study evidenced the variables of participant's closeness, social status, gender and contextual factors including request imposition and the content of given situation play an important role in the transfer of indirectness strategies.

Another study investigated request performances of Bahasa Indonesian native speakers in daily settings, conducted by Hassal (1997). The aim of the study is to see how requests are performed in various languages and what are the common request strategies across languages and to what extent they indicate similarities and differences. Achieving the aims of related study, the Indonesian learners' use of appropriate request strategies was succeeded and cross- cultural communication was facilitated. The subjects of the study were 18 Bahasa Indonesian native speaker students at an Australian university. Interactive oral role play was employed as a data elicitation method. Twenty seven request situations were selected from the everyday interactions. This study differs from others investigating the speakers' perceptions of the face threatening in each request by considering the relation between speakers, the size of imposition, and the requester's comfort while making request. A student questionnaire was applied to the same subjects to assess the three related variables in request situations. Similar to using a students' questionnaire to see the perceptions, in my study students' questionnaire and additionally students' reflection writing were employed. With the results of Hassal's (1997) study on requests of Indonesian students some certain contentions were indicated in the area of cross-cultural pragmatics. The request strategies in different cultures and languages show similarities. It was also claimed that preparatory strategies in request performance were of a great importance across languages. According to Hassal an indirect request is not a natural way of asking information, in contrast direct questions are regarded as the basic way of asking for information in a number of languages. With the exception of the use of hints, the study also supported the Brown and Levison's (1987) politeness theory.

Najafabadi and Paramasivam (2012) investigated Iranian EFL learners' interlanguage request modifications, use of internal and external supportive moves. The study aimed to compare Iranian and American use of related speech units and to shed light on the similarities and differences of making request acts. DCTs involving 12 situations were implemented to collect data and similar to my study, elicited data were categorized based on the adapted version of CCSARP categories of request strategies. The study concluded with the results indicating overuse of external

modifications and underuse of internal modifications of Iranian learners compared to their American native counterparts. Additionally pragmatic performance of EFL learners' demonstrated increase toward natives as the language proficiency level raised. Iranian learners' use of preparators, getting pre- commitment, promise of reward, sweetener, grounder, appreciations internal modifications in requests were close to native speakers'. On the other hand, their use of external modifications such as disarmer and imposition minimizer was not as frequent as native speakers' use of those. Politeness markers, upgrader strategies, conditionals and understate strategies were used more frequently by advanced learners than the learners with lower proficiency levels. As the researchers support, requests are important indicators of cultural way of speech since it requires sociopragmatic knowledge of the target language. According to Najafabadi and Paramasivam (2012), the instructor should act as the teacher and the reminder of sociopragmatic features and cultural norms of the target language so that the students can successfully communicate. L2 learners should be provided adequate pragmatic information to learn the politeness indicators in target language, to see what is accepted rude, or polite, what is perceived as appropriate or not. Learners ought to be able to choose the best option deciding on their own. The aim should be making learners aware of socio cultural differences effective in communication, avoiding imposing any values to the learners of L2. In that sense the idea behind the study is similar to the aim of the present study which deals with Turkish learners' gains from instructional pragmatic language teaching of requests. After having necessary information related with strategies and uses of requests the learners are free to choose and use the appropriate ones according to the situations.

Requests and politeness were also studied in Turkey. Dikilitaş (2004) for instance, investigated the acquisition of pragmatics by English language learners through politeness level achieved in the production of request speech act. The study targeted to find the ways that may facilitate language teaching in politeness. A discourse completion test was applied to two different levels of preparatory and third class ELT and ELL students. The responses were analysed according to the CCSARP as well. It revealed that EFL learners tend to use conventional indirect speech act rather than direct speech acts. Upper intermediate learners utilized more modifiers than their advanced counterparts. It also indicated that native and non-native speakers perceived politeness differently. The findings of the study showed that the

lack of target community experience limits the native like pragmatic competence. Without experiencing it in original setting, it is difficult to produce requests appropriately for EFL learners. It was also agreed that the traditional ways such as showing only formal and informal types of requests cannot be sufficient for students to learn politeness and appropriateness in requests in order to teach speech act of requests. Dikilitaş (2004) emphasized the necessity of making students aware of the request strategies by showing native speakers' utterances in classroom setting. This was what was targeted in this present study of mine. This finding shows similarity to our purpose of investigation of pedagogical intervention in order to develop pragmalinguistic and sociopragmatic skills of Turkish EFL students.

2.4 Cross-Sectional Interlanguage Pragmatic Studies

As suggested by Kasper and Rose (1999) most of the cross sectional studies investigated the use of speech act strategies of learners at different proficiency levels. Additionally, these studies generally focused on one or more speech acts and explored through the elicited data. Whereas some of these studies focused on L2 speech act production development, some studies examined metapragmatic assessment and speech act comprehension.

One such oft-cited study was conducted by Blum- Kulka et al. (1989) on the realization of two speech acts: requests and apologies. This preliminary study can be considered as the basis for many studies conducted on related speech acts. Cross-Cultural Speech Act Realization Project (CCSARP) is a project related with a cross-cultural investigation of speech act realization patterns. The aim of the project is to reveal the similarities and differences of native and non-native speakers' speech act realization patterns. In this project two speech acts in eight languages or varieties are focused (Australian English, American English, British English, Canadian French, Danish, German, Hebrew, Russian). The results were analysed based on a coding scheme developed by the research team in the research process. The project provided a framework for empirical discussion of the issues included in speech act studies. The work of the CCSARP project include practical implications for foreign and second language learners .The findings of the research facilitate to write target–culture oriented materials. The results of the cross-cultural pragmatic analysis provide information that would form the content of foreign and second language courses. The coding scheme and the assumptions and hypothesis underlying the

project may be used for pragmatic consciousness raising both for learners and the teachers at teacher-training courses. The distribution of request strategy types for the situations is a rich and useful source for us to determine general cultural preferences of native speakers of various languages. It may encourage classroom-scale replications in different languages and different contexts. The study informed me about requests, data collection method, the preparation of DCTs. In that sense, the results of the study constituted an important baseline-data of my study.

A cross –cultural study by Franch and Lorenzo-Dus (2008) addressed elicited versus natural data discussion in speech act realisation through empirical study of request sequences by British and Spanish undergraduates. The study was designed based on two studies the DCT study and EM (empirical study). For DCT data an earlier study was utilized. Elicited written production questionnaire results were coded according to the categories in CCSARP. The EM study consisted of 60 e-mails of university students to their lecturers. This data was coded in line with previous research in the field of computer–mediated communication. Politeness coding was conducted in accordance with Brown and Levinson's (1987) taxonomy of strategies. Finally a comparative study was conducted to see the differences and similarities between the requests of DCT and EM. The results of the study indicated confirmed that DCT data cannot represent the language in use. They provide a categorisation of routines for the speech acts' realisation for instance knowledge of requests. The comparative study demonstrated that EM data offered more to research than that of DCTs. Natural data in other words provides richer, deeper and wider information to work on.

Kotani's (2002) study on Japanese speakers' use of "I'm sorry" in English conversation is regarded as a thoroughly analysed cross sectional study of pragmatics. Kotani (2002) analysed a Japanese speaker's use of I'm sorry in interaction with an English speaker first. Then English speakers' cultural knowledge were analysed and compared with Japanese's regarding the use of "I'm sorry". For the first analysis researcher obtained naturally occurring data at an American university setting where Japanese students usually visited. The conversations were audiotaped. The second analysis was conducted with English speaking informants through in-depth interviews. The study offered some extra functions to the phrase. Furthermore, it contributed the area of research by eliciting data based on the real voices of informants. The study justified the fact that different cultural norms may

cause misunderstandings. This finding of the study supports the need for pragmatic language teaching for better communication ability in target language.

The importance of the necessity of realization of sociolinguistic rules as well as the linguistic rules of language, is well known to language teachers. As emphasized by Nelson-El Bakary-Al Batal (1996), one of the methods of investigation of sociolinguistic rules of target community is to define and study specific speech acts in the related community. This cross- cultural study of American English and Egyptian Arabic compliments aimed to find the similarities and differences in that particular speech act of making compliments. The view behind the idea of focusing on a specific speech act is similar to mine. The requests were focused in the present study to see the effect of instruction. An important aim of cross-cultural studies is to predict inappropriate transfer of first language to second language situations. In line with the same belief, this study aimed to provide a guideline for language teachers in Turkey.

In order to contribute the growing literature with data from Turkish learners of English, Otçu and Zeyrek (2008) addressed the acquisition of requests in their exploratory study. They investigated the acquisition of requests of different proficiency level Turkish EFL students and also the comparison of Turkish and English native speakers use of requests strategies. The participants from both communities were university students of ELT departments. The focus was head acts, alerters, internal and external modifiers, and the use of modals in requests. The data was coded according to the manual of CCSARP as was done in present study. The study revealed the effect of proficiency level in the development of requesting strategies but at the same time it indicated that at both levels pragmalinguistic abilities are lagging behind native English speakers' abilities, especially in Turkish speakers' use of modifiers. The study provided a useful data for English teachers in English since the study also addressed the characteristic aspects of requests in Turkish to determine any effects of transfer. Otçu and Zeyrek (2008) claimed the situation in Turkey very clearly referring that Turkish EFL learners are very good at the activities in their course books, yet they have in trouble with using appropriate language for appropriate situations. At that point the lack of pragmatic knowledge emerges. This kind of view echoes my purpose for the study on instructional pragmatics in classroom context. Since Turkish EFL learners of English are lack of

natural settings, unless creating opportunities in classroom setting, they will continue having difficulties in communicating correctly in target language.

2.5 Other Studies

The distinction between the EFL and ESL settings in learning language has been considered as an effective factor in the acquisition of pragmatic competence in the target language. In that sense, it was suggested that exposure to target language is an advantageous situation for the favour of learners by Iwasaki (2008). A study of Japanese learners' pragmatic development in the use of requests evidenced this view. 12 American learners of Japanese enrolled in an 8 week language program in Kyoto. They all stayed in host families and received an hour of instruction based on use of language every day. The development of students' use of requests in target language was assessed by means of DCTs. The study in the end revealed that a short-term study abroad, helped learners progress in the pragmatic competence acquisition. The findings of the study indicated that learners' understanding of requests was developed and the linguistic forms that were utilized were varied after the study in target community.

Among the issues in the teaching of pragmatic competence, choosing and /or creating useful materials is referred by Judd (1999). According to Judd most of the texts do not provide true representatives of naturally occurring discourse, they usually are limited or inaccurate. To overcome this, teachers are recommended to evaluate published materials. Another study by Jiang (2006) referred to sufficiency of ESL textbooks in terms of the linguistic forms they provide for the performance of speech acts. This study compared suggestions in two real contexts between professor and a student, and between two students, and the suggestions in six well known ESL books. The text books that were selected for the study consisted of three old and three new generation books. The goal of the investigation was evaluating the performance in authentic contexts and then finding out how they match with the suggestion forms involved in related textbooks. The study concluded with the fact that although new generation textbooks provide richer information of linguistic forms than the old generation books, the ways that these forms are shown does not match the real use of language. This disappointing finding highlights the role of teacher in selecting and creating materials for pragmatic language teaching.

With regard to requests in online environment, Mohammadi and Zarei (2012) studied the directness and politeness issues in the Persian and English electronic requests by Iranian EFL postgraduates to their professors at university. The request head acts of 60 English, 60 Persian e-mails of the participants were analysed. The study aimed to explore the directness degree and the effect of increasing imposition in the variety of requests. The analysis of the data was administered in line with the directness levels in Blum-Kulka et al.'s (1989). The findings indicated that Persian e-mails of the students were made by importantly directness while English e-mails were constructed by more indirect strategies. The difference proved the interpretation of the relationship between indirectness and politeness differently across cultures. The importance of the study can be explained with both the popularity and the exponential use of communicating by e-mail, the importance of making students aware of the pragmatic appropriateness in writing e-mails especially in an academic context, gain importance for language teachers, in the areas of syllabus design, classroom activities and material development.

Additionally to the pragmatic acquisition studies on the speech acts, an understudied research area has been acquisition of discourse markers by immigrants. The study by Polat (2011) administered on the acquisition of these markers by an immigrant second language learner. Three discourse markers (e.g., you know, like, well) by a natural adult learner were examined during a year. The participant was a 25 year old Turkish immigrant in the United States, who interacted with Americans every day. The researcher recorded conversations with the participant in every two weeks during a year. Analysing and evaluating the use of three markers in recorded conversations, Polat (2011) reached highly precious results for pragmatic area of language learning, especially for target language settings. According to the results the learners can select and use some discourse markers more readily than that of others. It was found that some markers could be more difficult to be used appropriately. This finding was considered to be very beneficial for instructional pragmatic teaching of discourse markers. The research study also implicated the need of pragmatics for effective communication. The participant in the study had great practical communicative opportunities living and working in the target community. Furthermore, the study demonstrated that a developmental learner corpus is a useful tool for second language research studies.

Another study in the field of pragmatics was conducted on interlanguage pragmatics in Turkish by Kanık (2010). The study employed a DCT including four request situations. The participants were 33 learners of Turkish at a university in Istanbul and 45 Turkish native speakers in the same university. Similar to my study, Kanık (2010) coded the data into request strategies. His study provided some initial data about pragmatics since it revealed good source for outlining request speech acts in Turkish by both Turkish and foreign speakers of Turkish. The study showed that although differences were found, they did not indicate big differences between native Turkish speaking students and learners of Turkish as a second language. This showed that even 1 year in target community helped students develop native like request strategies. In that sense, this study supported the view that claimed the effect of seeing and hearing native or native like utterances in the development of pragmatic competence of EFL language learners.

All studies in this literature review indicated a great variety of learning targets, methods, and contributions for pragmatics language teaching and learning area of second language acquisition. In sum, as suggested by Polat (2011), new methods and understudied groups of language learners can contribute substantial views and sights to our interpretation and teaching of L2 pragmatics. With the ideas and views from these various studies, Turkish EFL learners of 9th grade are chosen as the focal participants in this study for the teaching of requests in order to see any effect of instructional in our context. Similar to most of the studies, the goal in our context was to facilitate Turkish EFL learners' development of pragmatic competence. In the present study, different activities and methods were thus employed in order to provide pragmatic input to learners in the classroom context.

Chapter 3: Methodology

3.1 Overview

This chapter consists of the description of the methodology of the present study. The chapter will then focus on the research questions, design, setting, participants, data collection instruments and procedures, and finally the analysis of data in this study. The following research questions that were investigated in the study are:

RQ 1. What is the effect of instruction on the speech act of requests on Turkish ninth grade EFL learners?

RQ 2. What are the perceptions of Turkish ninth grade EFL learners on instructional pragmatics?

3.2 Philosophical Paradigm

As defined by Guba and Lincoln (1994), paradigm is the main belief system or a world view which leads the researcher. Therefore, it becomes important to emphasize the underlying philosophical assumptions for the administration of the study. Put differently, paradigms have effect on researchers by supplying philosophical framework to base their research planning, design, and action. To be able to guide their studies, researchers need to identify the closest worldview to theirs. By considering the research questions and design of this study, it should be noted that the underlying assumptions can be based upon positivist belief system (paradigm).The main assumption of positivism is the idea that the investigation of the social world can be conducted in the same way as natural world. Positivists used scientific methods for experiments and measurement of what could be observed for the aim of discovery. Additionally, the positivist paradigm believes the fact that there is only one reality exists and the researcher's job is to find it. It highlights objectivity, experimentation and generalizability.

Using DCTs as data collection instruments and utilizing situations from real life contexts, support the paradigm of inquiry that positivists defend. To answer the research questions of the present study, the data was analysed objectively by using

well-known coding manuals from the relevant literature as well as involving interrater reliability of the coding process.

3.3 Research Design

This study utilized a single group quasi-experimental research design in order to investigate the effect of pedagogical intervention on the speech act of requests with Turkish EFL high school students. In order to proceed, the 9th grade high school students in this study were given a DCT (see appendix A for the sample and the Data Collection Instruments section below for more details) as a pre-test before they were given the instruction and a post-test after the instruction on requests ended.

Quasi –experimental research design is used since it is not always possible to select subjects of a research study randomly. As stated in Ary et al. (2010), the researcher applies a quasi –experimental design, in which random assignment for treatment groups is not employed, in this situation. For the purpose of minimizing the weaknesses of this type of design, a number of ways are proposed by Dörnyei (2011). In this present study the subjects were selected non-randomly by the researcher. I used one of my intact classrooms due to the administrative regulations. The lesson hours for the research study were used from my own hours of weekly schedule. As Dörnyei (2011) summarized "it is generally accepted that properly designed and executed quasi-experimental studies yield scientifically credible results." (p.118).

This study utilized both quantitative and qualitative techniques. It consisted of three sessions of instructional teaching of request strategies in English. As the primary data collection instrument, DCTs were used. Additionally, the study explored the perceptions of the students on pragmatics-focused instruction through reflection papers, researcher's field notes, and a short questionnaire. The reflection papers, field notes, and the open-ended questions provided qualitative data. Thus, the study utilized several data sources to examine the effect of instruction on requests and the Turkish EFL students' perceptions by triangulating different data sources.

3.4 Setting

The study was administered to thirty-five Turkish EFL students in a 9th grade of a state high school in Istanbul, Turkey. The school is located in a nice neighbourhood. The region involves a lot of schools in a wide range containing

kindergarten, primary and secondary schools, private and public schools as well. The students of the school mostly come from other parts of the city since the school is the one that requires a certain score from the abovementioned standardized exam, which is called TEOG in Turkish. The school prepares students for the university entrance exam, which named YGS in Turkish. The students at this school select the lessons they will study for the last two years of the high school education, according to the university departments they want to attend in future. English is one of these departments they may choose for future academic endeavours. However, currently, the number of the students who choose English language studies for university is not sufficient to form a language department for university preparation. Thus, English lessons have started to lose importance in the 11th and 12th grades since this school is mostly focused on the science and maths studies for university options of students. As a result, in 9th and 10th grades, the students are more interested in language lessons with the fact that the lesson hours are more than the last two years.

3.5 Participants

The study involved 26 Turkish learners of English. Due to the absence of some students during the instructional period, 26 of 35 students could participate in all lessons and they answered pre and post DCTs. The researcher is the English language teacher of the students as well. The participants were16 male and 10 female students at the age of 15-16. The researcher was 36 year-old, female and Turkish

The students are placed into this school according to their gained scores at the standardized exam that they take every year throughout their secondary education. The students in this study have been studying English since the 4th grade. They have six English lessons per week in their current high school program. The proficiency level is considered to be mostly pre- intermediate. The students are assessed by two exams in English classes and they are supposed to complete one performance task for each semester. Their final score is the average of all scores.

3.6 Procedure

This section aims to present the information about the sampling type that was employed in this study, data collection instruments, the detailed explanation of the

activities involved in the instructional treatment, data analysis procedures, and finally the trustworthiness and the supposed limitations of the study.

3.6.1 Types of sampling. As Dörnyei (2007) claimed, the questions of "how many people should I need to put in my study" or in other words "how large should my sample be" and furthermore "who shall I select for my study?" are the reflections of the idea that the participants of a research study effect the success of it. Sample in its simple definition is the small group that is observed. To give example, all Turkish 9th grade EFL students in the present study constitute the population while the students of class 9-B in Florya Tevfik Ercan Anadolu High School is the sample. Population refers to the large group that the generalizations are made about.

By applying appropriate sampling procedures, it is possible to reach accurate results and saving a high amount of time, money and effort. Dörnyei (2007) divides sampling procedures into two.

1. Probability Sampling, is usually expensive, complex and beyond the methods of the applied linguists. In this type of sampling, everyone has the same chance to be selected.

2. Non-Probability Sampling , is representative sample, the way that ordinary researchers use. This type of sampling is well exemplified by Ary et al. (2010). When school principal does not permit to select participants for a study randomly, but would allow to use certain classes, then this type of sampling is employed.

In the present study, non-probability type of sampling which included non-random procedures for selection of the sample members, convenience sampling, was utilized. The researcher was the English teacher of the participants and there was no sufficient time to conduct the research in a setting other than the selected one. The school principal permitted to administer the study during the class hours and in only own class of the researcher.

Non-probability sampling has three major forms as suggested by Dörnyei (2007): convenience, purposive, and quota sampling. Convenience sampling, as understood from the name of it, involves employing convenient cases for research. Using the students of your own classroom as sample in your study is a good example of that kind of sampling form as was applied in my study. According to Dornyei (2007), representativeness is the most important characteristic of a good sample. That means the sample should represent the target population in the best way, which

means similarity to the features of population such as age, educational background, academic level and so on. In this study, the selecting criteria was choosing participants from the same level of proficiency in target language, and they all were Turkish EFL learners of English in the 9th grade.

3.6.2 Data collection instruments. In order to answer the research questions in this study, four instruments were used as a means of data collection. As mentioned previously, the DCT as pre and post-test constituted the quantitative aspect of the study while the students' reflective papers, researcher's field notes, and open-ended questions in the questionnaire were analysed qualitatively. In what follows, I will present each data collection instrument in detail together with data collection procedures followed throughout the study.

3.6.2.1 *The DCT as pre- and post-test.* Data collection procedures in speech act realisation studies range from role-plays, questionnaires, interviews, diaries, to written production questionnaires. As Eslami-Rasekh (2005) claimed that a discourse completion task is a good starter for pragmatics awareness focused activities in which the students' motivation, interest and attention are drawn. In accordance with this, DCTs are considered practical, useful and convenient especially for the early steps of learning and teaching communicative functions of language.

As Franch and Lorenzo-Dus (2008) mentioned in their study on natural versus elicited data in speech act realisation, one of the most frequently used written methods is the DCT. Typically, DCTs include a description of a situation and then a short dialogue with an empty space for the learner' response. The students are supposed to fill in the blanks or write responses in the given space considering the given situations and the interlocutor in that situation. Gass (1996) claimed that the majority of the research on speech acts' performances of non-native speakers, employ DCTs as a data elicitation method. As Soler and Flor state (2008) DCTs have been the most popular method of testing pragmatic ability. They are used both for eliciting and measuring the learners' production of speech acts. Additionally, due to its practicality DCTs were utilized in this present study.

DCTs were originally developed by Blum –Kulka (1982) firstly in order to compare the speech acts used by native and non-native Hebrew speakers. It was suggested that in addition to its methodological advantages, this method has theoretical advantages as well. Utilizing written elicitation methods provide

researchers more generalized or stereotyped answers. Especially for cross-cultural comparison between languages, such general speech behaviour is concerned as a facilitator.

Likewise, I utilized a DCT in this study as well and the situations in the DCT were adopted from Blum-Kulka et al. (1989). The DCT in the very beginning consists of the fill out part for general information of the students including age, gender, the year of start learning English and out of school contexts in which the 9th grade EFL Turkish students have the chance to speak or hear English (See Appendix A for the sample DCT).

The DCT in this study involved eight different situations occurring in various contexts chosen according to the age, setting and the needs of the participants. The situations were chosen according to the frequency of use and two of them (1st and 4th) were adopted from the study of Blum-Kulka et al. (1989).

In order to comply with the theoretical framework of politeness embraced in this study, the situations reflected the politeness systems. As presented earlier, the deference system involving the contexts where the participants are at the same social level but with a social distance between them is reflected in the situations three, five, and seven. The Solidarity politeness system, in the context of which the speakers are at equal social positions with minimal distance between each other, is reflected in only second situation. The hierarchy politeness system involving the contexts where the participants are at unequal social positions with higher uses of involvement strategies were seen in 1st, 4th, 8th and 6th situation.

The first situation from the discourse completion test occurs between a student and a teacher. The student is supposed to require extension for performance task. The social distance and difference in power between the participants is very clear in this situation.

The second situation happens between a teenager who asks his/her parents to give a lift and pick up back. The participants in this interaction can be regarded equal in terms of the closeness between each other they seem close according to the context.

In the third situation, the situation occurs between the speaker and his/her upstairs neighbour. The speaker asks her/his neighbour to keep the child quiet. The interlocutors in this context can be considered distant from each other in terms of their relationship.

The fourth situation is very similar to the first situation the participants of which are socially different from each other. The student in this situation asks for a repetition from his/her teacher about the details of project requirements.

The fifth situation offers a dialogue between socially equal but personally distant two young people. This situation occurs between two recently met people from the opposite sex. The speaker is supposed to require a new meeting from the hearer.

The sixth situation figures as an example from daily lives of us. A customer asks for a change for a production bought recently from the shop manager. The situation seven takes place at a school library. The speakers do not know each other. One of the speakers is supposed to ask hearer to obey the rules. Finally, the last situation offers another sample of hierarchical politeness system as defined as passing between socially distant interlocutors who have unequal social positions.

3.6.2.2 *Student- based questionnaire.* To investigate their perceptions of pragmatics-integrated instruction in pragmatics, the students were given a questionnaire which was adapted from Crandall and Basturkmen (2004). As referred in the literature review section, they evaluated the materials which aim to raise pragmatic awareness of requests in academic setting. Thus, the original purpose of the questionnaire was the same with the goal of this study. In a similar vein, the questionnaire targeted to investigate students' thoughts in terms of whether they enjoyed the lessons, activities, materials, and whether they think they had learnt new request strategies in the implementation process. The questionnaire also aimed to reveal the out-of-class reflections of the instructional period on the students. It consisted of 3 parts; in-class, out of the class and comments. First part asked the students to grade their ideas from 1 (strongly disagree) to 5 (strongly agree) according to the agreement with the idea given. The second part only provided three yes/no questions related with the students' actions after lessons. Finally, the part allotted to comments involved two open-ended questions to elicit students' ideas and suggestions on the lessons (see Appendix B for the student –based questionnaire).

3.6.2.3 *Students' reflective papers.* To answer the second research question investigating the perceptions of Turkish EFL students, ten of the participants were asked to write reflective paper. The content was supposed to be based on the certain

prompts given towards the instructional sessions administered for three weeks. The students were asked to write their ideas considering these prompts (See Appendix C for students' reflective papers). The explanation and instruction for the students were given in the students' L1. The students were free to choose to write their reflective papers in their L1 or in English. The aim was to enable the students express their ideas more comfortably and easily using their first language.

3.6.2.4 Researcher's field notes. The instructor also took notes during the instructional treatment. Finally the observations and the notes that were kept during the instructional period were written in an organized reflective paper format. These ideas from the point of the teacher together with the students' reflective papers added to the qualitative data in order to determine certain themes in the perceptions.

3.6.3 Instructional Treatment. This section gives explanation of the activities employed during the instructional teaching process. Much more detailed lesson plans of the instructional process are presented in Appendix D.

The study was planned to be conducted during 3 weeks including eighty minutes sessions each. However, in second and third week, 2 hours were not sufficient and it was increased to two and half or nearly 3 in order to complete the planned in class -activities. Additionally in the first week, the day before the lessons started, the DCT as a pre-test was administered. After the lessons were completed in the last week of instructional period, post-test was applied. Thus, the total hour that was spent for the research study got 10 hours.

As stated previously, the focal speech act in this study was requests. The instructional teaching was constructed by some techniques and a number of activities adapted from various studies including Rose (1999), Washburn (2001), Gass (1996), Crandall and Basturkmen (2004), Solar and Pitarch (2010), Eslami Rasekh (2005), and Judd (1999). Additionally, two main techniques including presentation and discussion of research findings on speech acts, and a student- discovery method through observations, surveys, and/or interviews was employed in the instructional treatment. Finally, planning the lessons and designing the activities are based on the suggestions and the numerous techniques for learning, teaching, and assessing pragmatic competence in L2 from the valuable source of Ishihara and Cohen (2010).

In what follows, a brief summary of instructional plan for teaching requests will be presented week by week (see Appendix D for the step by step lesson plans)

Table 1

Timeline for Instructional Treatment

Timeline	Number of Lessons per week	Duration per week	Number of activities
2nd , 3rd March	2 (+ 1 lesson for Pre-tests)	3x40 min.	7
16th March	2 (+1 lesson for extension activities)	3x40 min.	6
23rd March	2 (+ 1 lesson for questionnaires and reflection papers and 1 lesson for Post –tests)	4x40 min.	5
Total	10 lessons	10x40 min.	18 activities + 2 DCTs(Pre-Post Tests)+Questionnaire and reflection paper writing

3.6.3.1 The first week. In Week 1 of the instructional plan, 7 main activities were implemented and it was considered as the *Introductory Phase*. In this very first week, the goal was to draw the learners' attention through presenting some real examples of pragmatic failure and having them discuss the interactions. By the help of this introductory phase, the learners had a general idea of what pragmatic knowledge refers to.

In *Activity 1 Warm-up:* SS brainstormed about different manners in different cultures. They discussed what they had done in previous lesson. T asked if the SS think good manners are the same everywhere in the world. Then SS listened to Miranda, an English woman married to a Russian, talking about manners. They read the given questions for listening activity.

Activity 2 Listening: Teacher elicited T/F questions' answers and elicited request samples from SS' notes, wrote them on board. T asked questions to activate SS' comparison of L1 uses

Activity 3 Reading and discussing 'A pragmatic failure incident', a case from Rose's (1999) study was given to the students in the written form (see Appendix E for the handout for the Activity 3). Their task was reading and discussing the related questions in groups of four. Each group would report their views to the class. The aim of this activity was creating an idea of the notion of pragmatics, introducing pragmatics to the L2 learners.

In *Activity 4 Speaking: Requesting in Your First Language*, the previous warm-up activity was followed with a speaking activity based on the questions referring to the specific area of pragmatics that we would study on. A very general question "How people request in your first language?" aimed to elicit what they already know about requests. A number of questions focusing on the sociolinguistic and sociocultural variables in making requests in the first language were discussed. The aim was to draw the learners' attention to the idea of the variables in L2 may be similar to the ones in their L1 as was implemented in teaching pragmatic competence sessions of Ahmed and Lenchuk (2013).

In *Activity 5 Introduction of requests in terms of directness,* the teacher made a brief overview of the chosen speech act, requests in our context. The students were provided with a basic introduction of requests. The strategies for performing requests (e.g. directness, conventional indirectness, non-conventionally indirectness) and typical request sequence were shown aiming a better understanding and appropriate usage of the request strategies in target language. These strategies and the sequence of request was our guide for identifying and categorizing the request samples for the next activities in the instructional plan. The data was given based on the CCSARP Coding Manual of Blum- Kulka and Olshtain (1984) (see Appendix F for the worksheet).

In Activity 6 Video Watching: First T focused on the photos in the practical English part from the course book. T Asked concept check questions SS watched the video and they were presented request samples. The SS then were supposed to take notes, make their own requests for the given situations in their books.

In *Activity 7 Presentation: Input Enhance,* this step of the lesson involved showing the request sequence, types, and more information about requests. The students were provided with a worksheet adapted from Yates and Springal (2010) (see Appendix G). They were demonstrated the basic steps in request interaction in a

context. The model helped students realize greeting, closing, expressing reasons and supportive moves as well as the request proper. The students were given the input about request types and syntactic modifiers. They were asked to give examples, and to take notes of the examples provided by teacher.

Assigning homework; Observation: At the end of the introductory phase the students were given the task of collecting data from their L1. They were supposed to complete the data – collection worksheets provided by the teacher (see Appendix H). The aim here is to collect naturally occurring requests, to have them compare their findings with the natural occurring requests in L2 that will be shown in next activities while doing pragmatic data analysis. As Eslami- Rasekh (2005) referred in awareness raising activities in his study this activity was the student discovery procedure in which the students become ethnographers and collect naturally occurring speech acts. The aim here is also to make them observe language use in both L1 and L2.

3.6.3.2 The second week. In Week 2 of the instructional plan, 5 main activities were implemented. In second week, the goal was to provide learners examples from real uses of requests, to show them various forms of requests through presenting videos from sitcoms and movies. Additionally the rationale was to provide more input related with request strategies. The learners also had the opportunity to practise the input they gathered.

In *Activity 8 Analysing requests: Translation activity,* Elicited data collected from the learners' L1, was analysed firstly. The students translated to L2 with their partners and reported back to class. Translation activity was a motivating technique to help the students' interest. It served as a tool to discuss pragmatic norms in different speech communities and it helped students to reflect and develop generalizations based on the elicited data. The students discussed the request types and their sequence. The directness strategies, the units used in the act of requests such as alerters, head acts, supportive moves according to the information given in the first week will be analysed. Although this data collection method was a limited one, the goal here was to enable students draw various views from this collection and analysis of the speech act in their first language. Using L1 may be a useful way of enabling students to get a well acquisition of pragmatics before the language itself. Once the students know what they deal with, then English can be developed.

Translation activities are referred as one of the motivation phase activities by Eslami-Rasekh (2005).

In *Activity 9 Presentation: Watching Video from a movie,* this activity was regarded as the presentation stage of this session. A film scene from the movie "Falling Down" (1993) was used for this activity. The students first watched the film clip without sounds. They were asked to predict what is going on. They tried to write a sample dialogue for the scene that they watch and finally they watched it with sounds. They compared their own dialogues and the real one. They were also asked to observe and write the request samples they hear. The learners were asked to draw attention to factors that affect the form of speech, such as status, social status, setting, and the urgency of situation.

In *Activity 10 Practice: Class discussion,* After discussing social factors in requests, the students was handed out the chart 'Politeness factors in requests' A whole class interpretation and discussion of those factors was our goal for this activity of the lesson and also the students were encouraged to add more factors to the list (See Appendix I). The request samples collected by learners were evaluated according to the worksheet given.

In *Activity 11 Practice: Matching Exercise,* involved students working in groups. Each group was given a set of cards. Students had to sort out the cards of request samples according to the following categories of requests strategies: indirect, direct and conventionally indirect. The aim of this activity was to activate the students' knowledge about the functions and strategies for making requests, to revise the baseline data with the help of a matching exercise. This exercise was adapted from the activity in the study of Ahmed and Lenchuk (2013), the speech act type was changed to requests from compliments (See Appendix J for the sentences and strategy cards).

In *Activity 12 Practice: Watching videos,* students watched a very popular and known sitcom that was selected regarding this age group's interests. They watched a scene in which they can find the examples of hints in a request, direct requests, and an indirect request. SS realized, analysed and defined the requests, and contextual factors that affect politeness through this entertaining part of the sitcom.

Another video from a film this time was shown to SS for the purpose of establishing the context to teach and demonstrate various request types, modifiers, strategies, and all related factors in the act of requests. These questions were asked to activate students in the teaching of requests: "Who makes the request first? Is the request accepted? What is the relationship between three? How is the request made? What language structures are used?" Additionally the questions employed another role as Soler and Guzman Pitarch (2010) used for their learners' self-evaluation activity after watching scenes from movies.

In *Activity 13 Production: Role-Play,* The production step of this session was role- play. Students were given out the role – cards, vocabulary was checked beforehand and they were asked to carry out it. (See Appendix K for the role-cards) Role –play activity served as useful tool to facilitate assessing students' development, the activity gave the teacher the opportunity to compare students' choice of strategies of using speech act under study. Carrying out the roles took more time than predicted and the role-play activity extended to the nest lesson. Students were asked to record their dialogues in order to listen and evaluate with class in the next lesson.

Homework task: the students were asked to watch one or more sitcoms of their choice and note down several samples of the speech act we are studying, including contextual information in addition to the characters' relationship. The observations of the students would be our focus for the next lesson's class discussion, group activities, or role plays. Using various sitcoms provided students a rich listening tool and the opportunity to expose various accents in addition to pragmatic norms.

The studio audience laughter in sitcoms offers a valuable source of information in terms of the natural language, appropriate and inappropriate models of speech, verbal and nonverbal behaviours of characters. Through this task student discovery procedure as a cognitive awareness activity referred by Judd (1999) was conducted as the basis to in class activity for the following lesson.

3.6.3.3 The third week. In Week 3 of the instructional plan, 5 main activities were implemented and it was considered as the practice and production. In this last

week, the goal was to make learners use the information they received as much as possible.

In *Activity 14 Revising Requests: Conversation analysis*, First activity of the third week was the analysis of the students' observations collected from sitcoms. The students were asked to find the speech act, define it according to the directness strategies, find some other units such as alerters, head acts, supportive moves were the warm–up activities in the beginning of the third week's pragmatic focused lesson.

In *Activity 15. Presentation: Watching video clips from sitcoms,* in the presentation stage of the lesson students were provided with another short clip from the same sitcom "How I met your Mother". During the first watch without sound, the students were asked to write their own dialogues. They were asked to guess the conversation judging by setting, environment, non-verbal behaviours, and gestures of the actors. Then they reported it to the class. This activity will be done as a group activity. Afterwards they watched the clip with sounds and identify the speech forms used for making request. For the final stage, teacher had the students discuss actor's relationships, and how it affected the language they used. The scripts were provided and analysed by SS. Activities including watching sit coms were inspired and adapted from Washburn (2001) offering a rich source for pragmatic language teaching and learning. The students watched the video, and then asked to write a new dialogue for the scene they watched. They were free to make a few changes in the relationships of the actors. The place, time, and the situation would stay same. They needed to give information about the change in the beginning of their dialogue. They had to include at least two request utterances in their dialogue. SS played it in front of the class.

In *Activity 16 Speaking: "Could you do me a favour?" activity,* this was a communication activity from the course book of the class. Students were given four verb phrases and were supposed to make requests using them. They were required to speak as many students as possible. Students finally reported how many different requests they received and what they were. This activity ended with whole class discussion on the politeness factors, appropriateness of the requests produced by ss.

In *Activity 17 Production: Students' production of requests.* SS wrote situations that needed requests on a blank sheet with necessary contextual

information. They swapped their papers. After identification and reading of all situations to make them clear and understandable by all participants, they were asked to produce appropriate answers using appropriate request types.

In *Activity 18 Practice: Using Request Interactions* Students were provided with a dialogue and an empty chart showing the stages of request interaction. (adapted from Yates & Springall, 2010) (See Appendix L). SS filled the chart with their partner and checked their answers with whole class. Finally Students were given a table which summarise all necessary information about request types and examples. They prepared their own request interactions for the given situations selecting the phrases from the chart with their partner (See Appendix M). All tasks are shown in details in the lesson plans with all the worksheets and written sources that were assigned.

3.6.4 Data Analysis procedures. The data collected for this study were analysed from two aspects as quantitative and qualitative. The quantitative data was analysed by means of coding according to the categories defined in the CCSARP coding manual by Blum-Kulka et al. (1989)**.**

As mentioned above, CCSARP is the investigation of two speech acts in seven languages. The general aim of the project is to establish types of related speech acts in different contexts across variety of languages, cultures and native and non-native varieties. According to the findings of CCSARP, the list of features was coded for requests and apologies are given in the following.

Head act is explained as the request proper by Blum- Kulka et al. (1989). They vary on two dimensions as strategy types and perspective which were used to analyse the data and reach conclusions. There are nine strategy types as shown in Table 2. The strategies were ordered according to the directness level in the coding manual. On top, it started from the direct strategy mood derivable, hedged performatives, obligation and went towards the conventionally indirect strategies like want statements, query preparatory and then non- conventionally indirect level including hints in the bottom.

Another aspect of requests is the perspectives of the head acts, which constitute a valuable source of variation in requests. For example, if the request is speaker-oriented, as in *can I have it?* Then this perspective is defined as speaker dominance. On the other hand, if the focus is on the hearer as in *Can you make it?* This is defined

as hearer dominance. Another perspective is speaker and hearer dominance using *we* as the agent of the request head act. If there are passivization and neutral agents, then it is considered as impersonal in terms of request perspective. Therefore, the analysis of perspective in requests in this study was done accordingly.

Table 2

Request Strategy Types-Definition of coding categories and Tokens

Strategy types	Definition	Tokens
Mood derivable	Includes imperative utterances in which the grammatical mood of the verb indicates illocutionary force	Give it to me. Leave me alone.
Performatives	Includes the utterances in which the illocutionary force is clearly explicitly referred	I am asking you not to park the car here.
Hedged performatives	Involves the utterances the illocutionary force of which modified by hedging expressions	I would like to ask you to give your presentation a week earlier.
Obligation statements	Includes the utterances that signal the obligation of the hearer to do the act.	You will have to move that car.
Want statements	They represent the speakers' desire such as "I want", "I really wish…"	I'd really wish you'd stop bothering me.
Suggestory formula	Involves the utterances that include a suggestion of speaker for the hearer.	"How about helping me?"
Query Preparatory	Includes the utterances which refer to preparatory conditions like ability, willingness as generalized for any specific language.	Could you clear up the kitchen please? Would you mind moving your car?
Strong Hints	They are the utterances which contain reference to one of the object of requested action.	You have left the kitchen in a right mess.
Mild hints	They are the utterances that have no reference to the request head act but they are predictable from the context.	"I'm a nun" (in response to a persistent hassler)

Additionally, CCSARP presents internal modifications, upgraders, and downgraders that modify the requests by either mitigating the impositive force or increasing the impact of request using syntactic choices. Subjunctive, conditional, aspect, tense and the combinations of these are listed as syntactic down graders in CCSARP coding manual while politeness markers *please*, understater *Could you help me a bit?*, hedge *kind of*, subjectivizer *I think* , downtoner *just, maybe*, cajoler *you know* and appealer *Why don't we talk for a bit okay? Right?* are lexical or

phrasal downgraders as well. Upgraders include intensifiers *really, importantly*, expletive *Clean up that <u>disgusting</u> mess*, time intensifier *do it <u>right now</u>*, lexical up-toner and the combinations of these.

In addition to head acts, requests might also incorporate supportive moves. Such moves can be placed before or after head-act, and are considered external modification. These moves also have specific types as mitigating or aggravating the request. Mitigating supportive moves are namely preparators, getting a precommitment, grounder, disarmer, which prepare the hearer to the request, promise of reward, and imposition minimizer. Preparators are the sentences which prepare the hearer for the request (e.g. *Have you got a few minutes sir?)* Getting a pre-commitment is the act of trying to commit the hearer in checking any potential refusal such as *Could you do me a favour and bring your notes tomorrow?*. Grounders are the utterances where the speaker expresses reasons, explanations for the request as in *I missed the class yesterday. Could I borrow your notes?*. Disarmer is the attempt to remove any potential refusal or objection of the hearer (e.g. *I hope you don't think I'm being forward but is there any chance of a lift home?*). Promise of reward as clear from its name as another type of supportive move involves utterances of promising something as a reward for the request (e.g. *I'll finish your homework if you can tidy my room)*. Finally, imposition minimizer is the utterance that the speaker uses to reduce the imposition on the hearer such as *Can you give me a lift, if you are going my way?*.

Aggravating supportive moves on the other side are listed as; insulting, threating, and moralizing. Insulting includes utterances that strengthen the need for the request by insulting words. Threating clearly involves threating words or sentences such as *I'll call the police if you don't stop this noise.* Moralizing includes the expressions and utterances which refer to moralistic norms (e.g. *You are at school, can you be quiet?)*

In order to answer the first research question, the elicited data of DCTs were coded according to these general categories described in CCSARP. The number and the frequency were calculated for the use of all these features in requests. Therefore, descriptive statistics were used as a means of data analysis in this study.

As for the second research question, the data from the student-based questionnaires and reflective papers were analysed qualitatively**.** Additionally, the data in the DCT were coded by a second coder who has been conducting a similar

study on requests, and 95% agreement was reached in the coding of request head acts and supportive moves. As for the discrepancies or differences, we explained our rationale to each other and mutually decided on the most possible category.

3.6.5 Trustworthiness. Lincoln and Guba (1994) emphasized the significance of trustworthiness of a study addressing trustworthiness as the indicator of its worth. According to them, trustworthiness should involve credibility, transferability, and dependability. These terms are traditionally used in qualitative research, and can be replaced with internal validity, generalization, and external validity in quantitative research. Similarly, Ary et al. (2010), suggested that there are two important concepts that researchers have to consider carefully, when they use measuring instruments. These are validity and reliability. The first one, validity, is described as the most important feature in the evaluation and development of measuring instruments; and reliability of a measuring tool refers to the consistency of measure with what is being measured.

Regarding the abovementioned features, this study maintained validity in several ways. First of all, the researcher spent adequate time in the research field to learn and understand the literature through prolonged engagement. Thus, a very detailed and thorough reading, comparison and contrasts were made to establish validity in the study. In other words, the constructs to be measured in this study were theoretically informed and supported by relying on relevant literature. Finally, expert opinion was received on several aspects of these constructs to be measured and at all levels of preparing the instructional plan and the treatment in this study.

As for sampling, the participants were also good representatives of the target population because of the fact that it was an intact classroom at a state high school. Specific information about the setting and the participants were given in details for the purpose of allowing the audience to make connections with their own context. Therefore, the purpose of this study is not to make generalizations but findings can relate or be transferrable to other similar EFL contexts.

Reliability was also the main concern in this study, and similar to validity, it was taken care of in many ways. First of all, before the application of DCTs, they were given to a very similar group of Turkish EFL learners for piloting purposes. In order to see if they encounter any kind of difficulties or misunderstandings, their comments and feedback were utilized to make sure that situations are clear. In

addition to this, the situations were selected and prepared relying on Blum-Kulka et al. (1989), after a detailed and long revision of the related literature. As mentioned previously, the coding of the responses was made twice for intercoder reliability.

Finally, the study employed triangulation method by making use of both qualitative and quantitative techniques; pre- and post-tests, students questionnaire, reflective papers, and researcher's field notes for the purpose of conformability. As Dörnyei (2007) claimed, words put meaning to numbers and numbers increase the value of words. Triangulation method contributes to produce evidence for validity of research findings through the convergence and corroboration of results. The evidence that elicited from multiple methods additionally helps to raise the generalizability – which means external validity- of the results.

3.6.6 Limitations. One of the limitations of this study can be related to the number of the students in the classroom. To apply an effective and fruitful language lesson, the number of the participants in a classroom could have been less. The number of the students could prevent them from performing role-play activities, and viewing film scripts. It was necessary to keep some activities limited with a certain number of participants.

Another limitation for the present study can be regarded as the duration of the instructional teaching period. As mentioned in procedure section, the study was administered in 10 sessions of 40 minutes totally within three weeks. The duration of the sessions could have been extended in order to enable all participants join and benefit from the activities more. For some activities, not all students could be given a chance to express their findings due to the time limitation. However, the number of the participants was sufficient for responding to the research questions in the study especially when compared to similar studies in the literature. Nonetheless, a larger group of participants would be helpful to generalize the results of this study even further.

Chapter 4: Findings

4.1 Introduction

This study aims to investigate the effect of teaching requests in English on Turkish EFL 9th grade students. Consequently, various pragmatics-oriented activities and materials have been designed and utilized during the instruction period. Additionally, the study explores the perceptions of Turkish EFL 9th grade students in this study on their experiences throughout the pragmatics-based instruction.

To shed light on the abovementioned issues, two specific research questions were addressed:

1. What is the effect of instruction on the speech act of requests on Turkish ninth grade EFL learners?

2. What are the perceptions of Turkish ninth grade EFL learners on instructional pragmatics?

Therefore, in this section, the findings with regard to these two research questions will be presented in the same order.

4.2 Types and Frequency of Request Strategies in Head-acts

In order to answer the first research question, a DCT was applied as pre and post-tests. Then, the responses in these pre and post-tests were comparatively analysed. Table 3 presents the type and frequency of request strategies by Turkish EFL 9th graders in both tests.

The overall number of request strategies used by Turkish EFL 9th graders in this study is 165 in pre-tests and 175 in post-tests. In other words, the analysis revealed that the students used only 10 more request strategies in post-tests (around 4%). The number of the non-answered (NA) situations was twenty-eight in pre-tests while it was twenty in post-tests out of 208 (Twenty six participants multiplied 8 situations) in total. Additionally, the most frequent type of requests was 'query preparatory' both in pre-tests (50%) and post-tests (57%). However, it needs to be underlined that the students increased their use of "query preparatory" 7% in post-tests. As presented earlier, query preparatory strategy type contains utterances that refer to preparatory conditions such as ability and willingness.

Table 3

The Number and Frequency of the Request Headacts in Pre-tests and Post-tests

Strategies	Numbers (N)		Frequency (%)	
	Pre	Post	Pre	Post
Mood Derivable	30	17	18	10
Performatives	0	0	0	-
Hedged Performatives	1	5	1	3
Obligation Statements	10	5	6	3
Want Statements	30	30	18	17
Suggestory Formulae	6	10	4	6
Query Preparatory	84	101	50	58
Strong Hint	3	2	2	1
Mild Hints	1	5	1	3
Total	165	175		

The following are the typical examples of the category of query preparatory that were mostly utilized in the dataset by Turkish EFL students in this study:

Can you repeat it for me?

Could you please extend the due?

Would you mind giving me a lift to my friend's home?

However, although "want statements" and "mood derivable" were the second most frequent strategies in pre-tests (18% for both), the first one did not change and the latter dropped sharply to around 10% in the post-tests .As presented previously, mood derivable requests involves imperative utterances *e.g., Be quiet!* from the situation seven). In pre-test results, the total number of the head acts utilized mood derivable strategy is 30 while it was 17 in post-test results. In other words, there was a 10% decrease in the use of mood derivable requests in the post-tests. The number of want statements was the same in both tests. However, the linguistic choices of the participants for 'want statements' showed a remarkable difference in both tests. In the pre-tests, Turkish EFL students overwhelmingly realized a want statement by

employing *I want you to* whereas they evidently switched to more indirect forms of this category. In other words, the difference was not observed in the number or frequency but variety of linguistic choices for this category. The request head acts that were coded as want statement in post-tests were the following:

I would like you to give us more time.

I'd like to change it.

Additionally the want statements found in post tests were mostly in past tense as in the example:

I wanted an hour for the interview.

Similarly, 'obligation statements' were also lower in post-tests (3%) than pre-tests (6%). The obligation statements such as "*You mustn't talk here", "I think you should obey the rules*" were used more in pre-tests. Yet, an obvious increase was observed in the categories of hedged performatives (%1 in pre-tests and %3 in post-tests), suggestory formulae (% 4 in pre-tests and % 6 in post-tests), and mild hints (% 1 in pre-tests and % 3 in post-tests) in comparison of pre-tests and post-tests. Finally, performatives were never used by Turkish EFL 9th graders in this study.

There is also increase in the number and frequency of hedged performatives. It increased from one to five in total.

Here are some samples of the answers:

I was hoping <u>to talk to</u> you about an extension for the performance tasks.

I'd like <u>to</u> ask <u>you</u> about the extension for our performance works.
were of the most frequent request forms in both tests.

The category of suggestory formula was employed in post- tests more than it was in pre- tests. It was observed that a suggestory formula was mostly used in situation 5 to ask for a new meeting. The situation itself involved suggestion meaning. Suggestory Formulae contain a suggestion as in a pre-test answer

Shall we go on to see the new film on Saturday?

The use of hints was very rare when compared to other request strategies. Strong hints were used three times totally in pre-tests while they were used twice in post- tests. One sample from the post-tests for strong hints is presented below:

You know, I do have a phone number

This sentence was given to make a request for arranging a next meeting with someone special to a young girl or boy. There is a partial reference to the element needed for the required act. Mild hints, including no reference to the request proper

but are apparent from the context, were utilized 5 times in post-tests, and only once in pre-tests. For example, *here is a library* was used to imply *you should be quiet* or *could you be quiet* in situation seven in which the conversation took place between students who do not know each other.

All in all, as it is shown in Table 3, the number and the frequency of four request strategies (hedged performatives, suggestory formulae, query preparatory, and mild hints) increased in post- tests. On the other hand, the number and the frequency of four strategies (mood derivable, obligation, want statements, and strong hints) decreased. The category of want statements stayed same in both tests. But generally the total number of the request strategies showed an increase in post-tests.

4.3 The Use of Syntactic Modifiers

The use of syntactic modifiers in pre and post-tests was analysed according to the coding manual CCSARP by Blum-Kulka et al. (1989) as addressed in methodology.

Totally, 12 types of syntactic modifiers were analysed. The total number of the modifiers used in pre-tests was 72 and 172 in post-tests. Overall, the number of each modifier in pre-tests was either none or very limited except for the category of politeness markers. Turkish EFL students in this study employed seven types of modifiers in their pre-tests. These were namely politeness markers, conditional, subjectivizer, understater, hedge, time intensifier, and cajoler. However, the findings indicate that the students remarkably used more syntactic modifiers in their post-tests. The participants in this study employed 12 types of modifiers in post-test. The modifiers used in post-tests in addition to the seven modifiers in pre-tests, were downtoner, tense, appealer, aspect, and upgrader. Unlike pre-test results, it was possible to observe considerable increase in each type of modifier as well.

The use of downgraders and upgraders modifying the head –act was shown in Table 4.

As for the modifiers, the most frequent five categories were downtoners, politeness marker, tense, conditional, and subjectivizer. First of all, the number of downtoners in all situations employed in post-tests reached to 49 from zero (0 % in pre-tests and 28 % in post-tests).

Table 4

The Number, Frequency and Types of Syntactic Modifiers

Syntactic Modifiers	Numbers (N)		Frequency (%)	
	Pre	Post	Pre	Post
Downtoner	0	49	0	28
Politeness marker	55	47	76	27
Tense	0	20	0	12
Conditional	6	17	8	10
Subjectivizer	4	7	6	4
Understater	5	6	7	4
Hedge	1	6	1	4
Appealer	0	6	0	4
Aspect	0	5	0	3
Time intensifier	1	4	1	2
Upgrader	0	2	0	1
Cajoler	1	2	1	1
Total	72	172		

Secondly, the total number of Politeness markers that were used in pre- tests was 55 and it got 47 with a small decrease in post -tests. Additionally, in pre-tests, there was no use of tense but this modifier were utilized totally 20 times in post-tests (0 % in pre-tests and 12 % in post- tests) *I wanted to ask for a change*. Similarly, the use of conditional types increased to 17 from 6 in post- tests. Finally, the number of subjectivizers in pre-tests increased in post-tests (6 % in pre-tests and 4 % in post-tests). *I think we should meet again. I think you should be quiet.*

The use of understaters changed very slightly after instruction it got 6 when it was 5 in pre-tests. The number of the hedge as a modifier type increased to 6 from 1 after instruction (1 % in post-test and 1 % in post-tests). Appealer, aspect and upgrader usage emerged after instruction while none of them were used in any

situations previously. The modifier category of aspect was utilized 5 times (3 %) in post-tests while it was not used in pre-tests (0 %).

The number of upgraders (from 0 to 2) and cajolers (from 1 to 2) used in post -tests increased one or two times more. The examples of cajoler and upgraders from DCTs;

As you know, we're in the library, be quiet!

I really need you to give more time, this is very important.

The results generally showed that there was an increase in the variety and the number of modifiers that were employed after instructional treatment. The number of the modifiers employed in post – tests showed a clear increase in the variety as well as the frequency got higher. Out of 12 syntactic modifiers 5 modifier types used only in post-tests after instruction (e.g., downtoner, tense, appealer, aspect and upgrader).

4.4 Request Perspectives

As it was presented in previous section (see Data analysis procedures 3.6.4), request perspectives provide a rich source for variation. The requests employed in pre- and post-test situations by participants were coded under four categories according to the viewpoint of related verb of the head act: the hearer dominance, speaker dominance, speaker and hearer dominance, and impersonal.

Generally speaking, the findings demonstrate that Turkish 9th grade EFL learners used 119 hearer dominance perspectives *Can you give us more time please?* , 29 speaker dominance perspectives *I want to exchange it.* 13 both speaker and hearer dominance perspectives *Can we have an interview for the school magazine?* In post-tests, on the other hand, the number of hearer dominance perspectives was 113, speaker dominance was 33, and both speaker and hearer dominance was 19. There was no use of impersonal perspectives in the entire data. Table 5 shows the frequency and the number of the perspectives used in requests in pre and post- tests.

As shown in table 5, the number of hearer dominance perspective decreased in post-tests (74 % in pre-tests and 68 % in post-tests) in contrast to speaker and speaker- hearer dominance use since they indicated increase after instruction. There was no usage of impersonal dominance perspective in any tests.

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Table 5

The Number of Request Perspectives in Pre-tests and Post-tests

Request Perspectives	Pre-Tests N	%	Post-tests N	%
Hearer dominance	119	74	113	68
Speaker dominance	29	18	33	20
Speaker and hearer dominance	13	8	19	12
Impersonal	0	0	0	0
Total	161		165	

4.5 The Use of Supportive Moves

Requests are usually followed or preceded by utterances intending to mitigate or aggravate the request act. These utterances which are external to the request proper and which occur before or after the head act are named as supportive moves as suggested in Blum-Kulka et al. (1989). The types of supportive moves and their explanations with examples were explained in Chapter 3.

The responses of participants to the situations in the DCT indicated that the students made use of various supportive moves both before and after the instructional period. The total number of supportive moves in pre-tests was 114 and 199 in post-tests. In other words, all the types of supportive moves including both mitigating and aggravating effect were used more frequently in post-tests (27%) except for the category of grounders. Grounders, in which the speaker gives reasons, explanations, or justifications as it was explained in Chapter 3, were the most frequently used type in both tests. Although the number of grounders stayed same (N=85), the frequency of its usage decreased due to the increase in the variety of other supportive move types.

Table 6

The Variety and Number of Supportive Moves in Pre-tests and Post-tests

Supportive Moves	Pre Test		Post Test	
	N	%	N	%
Preparator	9	8	45	23
Getting a precommitment	0	0	4	2
Grounder	85	75	85	25
Disarmer	12	11	44	22
Promise of reward	1	1	5	3
Imposition minimizer	1	1	0	0
Threat	1	1	4	2
Moralizing	5	4	12	6
Total	114		199	

The number of preparators was 9 in pre-tests and it became 45 in post-tests.(The frequency was 9 % in pre-tests and 23 % in post-tests) Some of the most frequent examples of preparators in the post-tests include:

Have you got a few minutes sir?

I was wondering if you had a moment.

Could I have quick word with you?

None of The Turkish EFL students in this study used the category of getting a precommitment in pre-tests, but they used it four times in post-tests after instruction. For example, *Could you do me a favour and tell your son to be quiet?* was one of these responses in the third situation in the DCT. Similarly, the supportive move of promise of reward was only used once in pre-tests but it was utilized by five students in post- tests. For instance, for the second situation in the DCT, the utterance *if you do this for me, I promise I'll finish all my homework tomorrow* was provided by the student and coded as this type of supportive move. In a similar way, the category of moralizing was used once in pre-tests and it increased to 5 in post-tests. Majority of the moralizing supportive moves were used for situation seven that takes place in the library. One such response was *we are in library and library has rules.*

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The participants employed 12 disarmers in pre-tests while they used them nearly 4 times more (44) in post-tests. (The frequency of disarmers was 11 % in pre-tests and got 22 % in post-tests) Responses, such as *I know you are always busy with meetings,* and *I know you don't like this situation,* were samples of disarmers from the DCTs as post-tests. Furthermore, the students used the supportive move of threat only once in pre-tests whereas it appeared four times in the post-tests. Some of these threats were; *You must obey the rules or I'll call the security!* and *if you don't make him stop I'll speak to the manager!*

To sum up the general findings about the supportive moves employed by the participants, it can be said that there is an increase in the frequency of usage of the "preparator", "disarmer" , "moralizing" , "threat" supportive move types in post-test when compared with pre-test results. The numbers and the frequencies doubled in comparison to their amount in pre-tests. In contrast to other supportive moves "Imposition minimizer" was only used once in pre-tests while it was not employed in any situations in post-tests. However, as it was presented in Table 6, there was a remarkable increase in the total number and frequency of the supportive moves in post-tests.

4.6 Perceptions of Turkish 9th Grade EFL learners on the Teaching of Requests

In order to answer the second research question, the students were given a student-based questionnaire after three weeks of instructional teaching of pragmatics. For the same purpose, in addition to the student based questionnaire was administered. Ten participants, who were randomly chosen, were asked to write reflection papers. They were asked to express their own ideas according to some prompts given to help them consider on the various aspects of the lessons. The students were asked to write the reflection papers in their first language in order to make it easier for them to express what they think. This was also facilitative in eliciting more data with regard to their reflections. The teacher's field notes kept during the instructional period was also helpful to reach some findings concerned with the students' perceptions from various aspects.

4.6.1 Perceptions on the activities of the instructional treatment. In order to explore the perceptions of the Turkish EFL students' on the activities of the

instructional period, three data sources were benefited: the student-based questionnaire, reflective papers of the students, and the teacher's field notes.
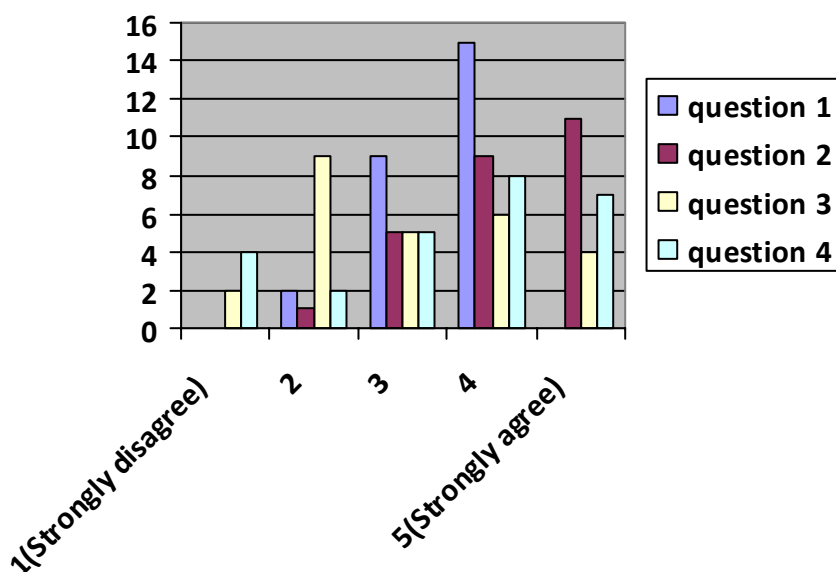
Figure 1. Bar Graph showing the students' answers to the four questions in, in- class part of the student-based questionnaire.

As it was presented in Figure 1, the answers to the first question in the questionnaire reveals whether they found the lessons interesting or not, 15 students gave four points, while none of them strongly disagreed or strongly agreed. In the second question checking the students' opinion about the usefulness of the lessons, 20 students thought that they were useful. As for the third question, the students were asked if the lessons were fun. More than the half of them graded positively while two of them were strongly disagreed. Finally, the fourth question was about the comparison of the instructional lessons with the usual lessons in terms of enjoyment. The idea that supported the superiority of the instructional period to traditional lessons was agreed by 20 students while 6 of them thought negatively.

Students also referred to the usefulness of that kind of instructional teaching of requests in their reflective papers. They all agreed with the idea that these lessons were useful for them. They reflected that to learn how native people make requests in daily life, how many different uses there were, is very important to be able to communicate correctly. All students wrote that the lessons were different, enjoyable and useful for learning daily use of language. A few students wrote about the need

for learning speaking. They claimed that they learnt grammar well but they should learn the ways to speak.

Similarly the students also made a comparison between two types of lessons, traditional English lessons and instructional lessons of teaching requests, in their reflection papers. The activities especially writing dialogues and acting them in front of class were very enjoyable for some students. They thought that the information was quite new, and they were good at producing nice dialogues. Some thought that the lessons were nice and useful, but it would be impossible for them to learn language without the knowledge of grammar they used to learn in usual lessons. They defended that this kind of teaching should be integrated into the traditional English lessons.

As a grounding for reflective papers, the second part of the questionnaire included questions about if the activities were shared or even utilized after the instruction. This second part of the questionnaire aimed to check their perceptions outside the class. Eleven students shared their ideas about classroom activities after the lessons with their friends or parents while fifteen of them did not. Twenty-three students answered the question about their attention to the requests made by other people positively and three students answered the same question negatively.

As for the criticism of these pragmatics-oriented lessons, only one student mentioned the duration in the reflective paper. He found the period long, while a few students thought the lessons could have been longer because we needed to keep some activities shorter. Thus, by also looking at the teacher's field notes together with questionnaire and reflective papers, it was found that overall perceptions of students were positive. During the first week, for example, the teacher noted that the amount of participation in the lessons were higher when compared with the usual lessons.

4.6.2 Perceptions on the materials. Using the same data sources as questionnaire, reflective papers and teacher's field notes, the perceptions related with the instructional materials were elicited.

The 9th grade Turkish EFL students expressed their idea on the instructional material of teaching requests through the reflection papers and the student–based questionnaire, especially through the question asking whether they re-read the

worksheets given in class. Among ten reflection papers all of them explained that the most interesting and enjoyable part of the lessons were watching scenes from the movies and sit-coms to see different request types. They expressed they loved watching movies and for a lesson, in order to learn a new function in English they enjoyed watching especially funny videos. The students claimed that watching movies, making activities before and after watching were unforgettable for them.

Some participants referred that the activities in lessons made them realize and be aware of the requests that they heard in English movies. After these lessons the students became more interested in requests. Some mentioned that they had not known that some similar ways used to request in English as they used in their L1. "After these lessons, I can easily make requests as I do in my L1" was an expression indicating the students' idea towards the lessons.

One student wrote that he/she liked receiving a lot of worksheets which he/she found different and interesting since normally they follow the activities on their course books.

According to the responses given to the third question, in out of class section in the questionnaire, it was found that the worksheets that were used in lessons were re-read by twelve students while fourteen of them did not read them again.

Another opinion related to the materials was the difficulty of some English explanations written in worksheets used during the lessons. Even though the teacher explained in Turkish, it would be better for them to be in L1 according to a student.

Among the teachers' notes, there was the fulfilment of the students' of the first homework task after the first week of instructional period. The students found the task and the material easy and enjoyable to complete. Students liked to complete data collection worksheet adapted from Rose (1999).

The students liked the task in which they were supposed to match the example sentences with the correct supportive move cards. Most of the students kept the cards and sentences for themselves. They enjoyed doing this activity and this indicated that the students had positive perceptions on the material provided by the teacher.

In the very beginning of the instructional period, in order to raise pragmatic awareness, the teacher provided an incident for students and they read and discussed on the event. The majority of the students found the story funny and they tried to find similar incidents to share in classroom. Overall, all participants' comments were positive and they thought that the lessons were enjoyable, useful and they thought these lessons should continue.

Chapter 5: Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The aim of this study was to investigate the effect of instructional pragmatic teaching of requests on the Turkish 9th grade EFL learners. Additionally, it explored the perceptions of the participants on instructional teaching. In this section, I present the discussion of findings for each research question as well as pedagogical implications and future research directions.

5.1.1. Discussion of findings of research question 1. What is the effect of instruction on the speech act of requests on Turkish ninth grade EFL learners? The first research question attempted to investigate the effect of instruction on the participants' speech act of requests. The effect of instruction was examined from 4 various aspects given as the subset of the 1st research question. The effect of instruction was observed regarding the use of request strategies, internal syntactic modifiers, request perspectives and finally the supportive moves.

The findings of the study showing the increase in the number of request strategies indicate an observed effect of the instruction on the use of request strategies of the participants. The decrease in no-answered situations in post-tests also shows the positive effect of instructional treatment on the students' speech act performance. The findings match with the Olshtain and Cohen's (1990) claim on the benefit of instruction analysing the variety of apology strategies.

According to the results of the study, there was a decrease in the use of mood derivable strategy as well as obligation statements in the post -tests when compared with the use in pre-tests. This can be interpreted as a result of the fact that, imperatives are the most known and easy ways for Turkish students to express their wants and wishes. Obligation statements also constitute easy and earlier stages of the 9th grade curriculum of English lesson in that type of Anatolian schools. Before instruction, the Turkish EFL 9th grade learners used these two strategies more than they did in the post-test responses. This finding is also considered as the evidence of the positive effect of instruction on the variety of employed request types.

Furthermore, the raise in the number and frequency of hedged performatives, suggestory formula, and mild hints support this conclusion. In that sense, the findings related with the strategy types and the use of internal modifiers showed similarity to the Safont's (2003) findings. The positive effect of instruction on the range of request strategies was confirmed with the Salazar's (2003) conclusion of the study on the instructional effect in English requests by speakers of Spanish.

Regarding the overall use of internal syntactic modifiers, a significant change is observed in the total number of their use in post-tests. After instruction, participants used modifiers 100 times more. This is a remarkable increase which indicates that instruction influenced the Turkish 9th grade EFL learners' requests performances including their use of modifiers'. The pre-tests responses showed that except for politeness marker *please*, the number of other modifiers were very limited in pre-tests. This might be related to the role of the participants' L1 since the equivalent lexeme is also used frequently in Turkish requests. Furthermore, when the pre-test number of other types of modifiers (e.g., downtoner, tense, conditional, hedge, appealer, aspect, time intensifier, upgrader, cajoler) compared with post-test results, it is very clear that there is instruction effect on the students' request performances. The participants benefited from instruction in terms of learning and using new modifiers in the act of requests for different situations. This finding is parallel with the conclusion of Rose's (2005) study on the effect of instruction in second language pragmatics, which reveals that, instructed learners outpace the uninstructed ones. Pedagogical intervention has a facilitative and positive role on the teaching of pragmatics to language learners in EFL context.

As presented earlier, the findings demonstrated that there was a decrease in the students' use of more direct strategies such as mood derivable strategy as well as in obligation statements, and the stability in the use of want statements. However, the more indirect strategies like suggestory formula, query preparatory, and mild hint displayed a significant increase. Therefore, the increase in indirect strategies and the decrease in direct strategies portray the relation between the pedagogical intervention and the politeness and directness level of the requests produced by learners. The increase in more indirect strategies, and decrease in direct strategies indicate that instruction effected students' requests in terms of politeness and directness.

Another aspect of the analysis of the results was the effect of instruction with regard to variety in the use of requests strategies. In other words, the variety of the strategies, modifiers, and supportive moves indicated an observable increase. Apart from the numbers, the linguistic choices differed in number. For instance, the number of query preparatory increased to 101 from 84 but the variety in the linguistic forms could be realized very easily when the DCTs were analysed. Similarly, the decrease in non-answered situations and significant increase in supportive moves justify the effect of instruction on the variety of students' request preferences in the given situations. This conclusion could be connected with the positive relation between the variety of input and the variety of pragmalinguistic choices. The students' request realization ability was developed by the instructional treatment in this study. Additionally, they started to consider the social and contextual factors more and selected more appropriate request strategies, modifiers and mitigating or aggravating utterances to make their speech acts more appropriate to the situations given in the DCTs. Thus, the study also created awareness in Turkish EFL students in this study with regard to sociopragmatic aspects or factors.

The results related with request perspectives used in pre-tests and post-tests show that while hearer dominance use indicate a small decrease in post-tests, speaker dominance and speaker and hearer dominance indicate a small increase. Although the change in the perspective selection of the students was not very big, the difference can be also explained as a reflection of instruction effect on the participants' request performances.

There are also striking differences in the number and the frequency of used supportive moves. The total number of supportive moves in pre-tests increased significantly according to the analysis. In post-tests it was observed that all requests had at least a supportive move. This finding highlights the positive effect of instruction on the use of supportive moves in requests by 9th grade Turkish EFL learners.

5.1.2 Discussion of findings of research question 2: What are the perceptions of Turkish ninth grade EFL learners on instructional pragmatics? The answer to the second research question was explored concerning the perceptions

of participants from a few aspects including the activities, materials, and overall lessons in comparison to the usual lessons of English.

The findings of the study showed that Turkish 9th grade EFL students found the instructional activities very enjoyable. All students expressed that they found watching videos from movies and sitcoms enjoyable and interesting as well. This finding supports the advantages of using sitcoms as a tool for instruction in pragmatic teaching. As Washburn (2001) suggested, television sitcoms contain rich and contextualized models of appropriate use of language. They represent real-life examples of speech routines and provide beneficial input for classroom.

The results of the student- based questionnaire revealed according to the majority of the students, the lessons were interesting and all of them think that instructional lessons were useful. Additionally the 9th grade Turkish EFL learners found the instructional period fun. By analysing the participants' responses to the question asking for comparison of two types of lessons, it can be claimed that the instructional lessons were found more enjoyable by the students.

The findings of the questionnaire and reflective papers indicated that students developed their attention on requests that they heard. That means instructional teaching made a positive effect on students' awareness of requests in L1 and L2 and their similarities as well as differences. This finding reminds and supports the study of Soler and Pitarch (2010) which revealed the benefits of instruction on the attention and awareness of learners and the effect of pedagogical intervention on the increase of pragmatic knowledge.

The perceptions of Turkish EFL learners on the materials which were employed in instructional period appeared to be positive according to the results of data collection instruments. EFL learners found the materials interesting.

The summary of findings towards the perceptions of students in the present study indicate the conclusion that the pedagogical intervention including a number of instructional activities perceived positively by Turkish EFL 9th grade learners.

5.2 Pedagogical Implications

The present study showed how instructional teaching made a considerable effect on the acquisition and performance of requests in terms of variety, directness/indirectness, and politeness. The teaching of requests in usual English lessons is implemented by utilizing only textbook dialogues and the explanation of requests in formal and informal settings in such textbooks. Therefore, the methodology for teaching how to perform a request in target language remains very limited, and potentially obstructs the learner to use appropriate forms of language in different contexts. To overcome this challenge, language learners should be instructed pragmatically. The present study showed that pedagogical intervention had an impact on learners. In that sense, this study has a pedagogical implication for the English teachers in Turkey. Language teachers should prepare pragmatics based lessons in order to enable the students to use the language appropriately in various settings. The teachers of English in Turkey should consider the fact that it is possible to use and benefit from a number of instructional activities in a language classroom in order to provide our learners with pragmatic aspect of language.

The instructional treatment can be considered as a sample and/or inspiration for the language teachers in EFL context. The use of sitcoms and a part of a movie as a teaching material can provide an opportunity for observation of pragmatic language use. They can be beneficial to demonstrate the variety of uses of a speech act. This conclusion apparently supports Martinez-Flor (2007) in the sense that such authentic activities provide excellent opportunities and appropriate input for EFL learners to develop their pragmatic competence.

Explicit teaching of request types, the strategies and the use of modifiers can be useful to develop language learners' pragmatic ability in the performance of request act. Judging by the findings of the study, it should be noted that the instruction received positive perceptions from the students. The instructional plan helped raise The EFL learners' pragmatic awareness which was the initial aim of the treatment.

In accordance with the implications discussed above, pragmatic language teaching should be encouraged in Turkey. Improving pragmatic competence helps the development of language learners' communicative competence in the target

language. Therefore, teachers of English should be informed, trained and encouraged in the field of teaching pragmatics. As mentioned in literature review, especially in EFL contexts, pedagogical intervention is necessary.

5.3 Conclusion

The present study revealed that there is a positive effect of pragmatic instruction on the performance of requests of Turkish 9th grade EFL learners in terms of variety of strategy types, use of modifiers, and supportive moves. This finding can be confirmed by the theory of Schmidt (1993) which indicates the need for instruction in the acquisition of pragmatics.

The findings of the study also indicated that instructional period was enjoyable and useful from the Turkish 9th grade EFL learners' vision. The students themselves liked the activities and overall lessons more than the usual way of lessons. They believed the efficacy and necessity of instructional pragmatic teaching in learning a foreign language.

5.4 Recommendations for Future Research

This study has some recommendations for further research. Firstly, it should be underlined that this study conducted with a small scale and limited range of participants. To be able to build more general statements, and to obtain more reliable results this study may be replicated with larger number of students.

Alternatively, a further research can be investigating the effect of instruction on the teaching of different speech acts such as apologies, invitations, and compliments in using the same methodology with a few changes in the variety of classroom activities.

The study employed DCTs for evaluating the students' request performances. The study can be enriched with discourse-based data collection instruments in a further research to obtain more detailed and reliable results.

The time of the instructional period was 3 weeks due to the school regulations. A longer period would be given for the implementation and the evaluation of the instructional treatment in a further research.

The study can be replicated by other language teachers such as German, which is the second foreign language in Anatolian High Schools in Turkey. The effect of instruction and the perceptions of students can be discovered in different languages for the purpose of provide contribution to an effective language teaching at high schools in Turkey.

Finally, the study employed a quasi-experimental design research for convenience reasons. To obtain more comparative results, a control group whose role is the baseline to the study can be added to a further study to be able to minimize the threats to validity of the findings.

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A. PRE AND POST TEST DCT

A Discourse Completion Test

Age:

Gender:

When did you start to learn English?

_____

Have you ever been to abroad? :

_____

In which situation(s) outside the school do you use English?

Please read the following descriptions of situations below. Then think of an appropriate answer(s) to each and write in the blanks. Ask your teacher for any kind of vocabulary or misunderstandings.

1. You have been elected as the class representative this semester. You are the one who bridges with the administration/teachers and the students in your class. Your class wants you to go and ask for an extension for the performance tasks from your Maths teacher. What would you say to your teacher?

2. Your parents are about to leave for a dinner on Saturday night and they are in a hurry. You want them to give you a lift to your friend's home and pick you up on the way back at night. What would you say to your parents?

3. Your neighbours upstairs have a 5 year-old boy who keeps running whole day. You have to study for tomorrow's exam but the noise from upstairs makes it impossible. You go and knock the door. What would you say to your neighbours?

4**.** You want to learn about the English project's topic and about the details of the teacher's requirements since you were not in class when she explained all. Now you need her to repeat all for you. You go to her room after the lesson. What would you say to your teacher?

5. You are at a friend's birthday party. You have met a boy/girl that you have wanted to meet for a long time. You find a way to approach and ask him /her to meet again. What would you say to him/her?

6. You have bought a scarf from a big store for your mother but she wants you to change the colour because she already has the same. You go to the store and ask the manager for exchange it. What would you say to the manager?

7. You are studying at the school library. Two students that you don't know are chatting in a noisy way and disturbing other students. You decide to go and ask them to obey the rules. What would you say?

8. You need to interview the school principal for the school magazine. Although you know he is always busy with meetings, you go and ask him to for an hour for the interview. What would you say to him?

Thank You ☺

Student –based questionnaire

In class

	Strongly disagree				Strongly agree
1. The lessons were interesting.	1	2	3	4	5
2. The lessons were useful	1	2	3	4	5
3. The lessons were fun	1	2	3	4	5
4. The lessons were more enjoyable than usual classes	1	2	3	4	5

Out of the class

Did you

1. Tell your friends or family about in- class activities	yes	no
2. Pay attention when other people make requests	yes	no
3.Re-read the worksheets given you in class	yes	no

Comments

 Have you learnt anything new about making requests in English? If yes, what was it?

Write the activity through which you learned most about requests in English?

Any suggestions about sessions teaching requests in L2?

Adapted from Krandal and Basturkmen (2004)

APPENDIX C

REFLECTION PAPERS

İngilizce rica cümlelerinin öğretildiği, Türkçe ve İngilizcedeki rica cümlelerinin karşılaştırmalarının yapıldığı, İngilizce sit-com ve film kesitlerinden faydalanılarak örneklerin gösterildiği ve bir dizi farklı etkinliğin uygulandığı 3 haftalık dersler sonunda, derslerle ilgili kendi düşüncelerinizi kısaca anlatır mısınız? Lütfen düşüncelerinizi aşağıdaki soruların cevaplarını kapsayacak şekilde yazınız. Teşekkür ederim.

*Derslerde sizin en çok ilginizi çeken ne oldu? Neden?

*Bu derslerde normal rutin İngilizce derslerini kıyasladığınızda hangisinin size daha faydalı olduğunu söylersiniz? Neden?

*Sizce bu dersler gerekli mi? Neden?

*Bu derslerden aklınızda en çok ne kaldı? Neden?

*Bu derslerle ilgili olumlu, olumsuz, öneri ve eleştirileriniz nelerdir?

APPENDIX D

LESSON PLANS
WEEK 1

Date:	9/03/2015
Teacher(s) name(s):	Tülay Gazioğlu
Students' Level of Proficiency:	INTERMEDIATE
Students' Age:	15-16
Class Size:	26
Duration of Lesson:	40' x 2

Lesson Topic/Theme:	Introducing Pragmatics/ Requests in L2
Lesson Focus (Teaching Point):	What is Pragmatics, Requests Strategies
Materials:	*Text Book English File Intermediate*, White board Worksheet provided by the teacher including a real pragmatic failure incident Request strategies worksheet Data collection activity worksheet
Audio-visual Aids:	Smart board to play all recorded materials and the i-tools of the textbook
Anticipated Problems:	Some students may find it difficult to understand some certain vocabulary items. Therefore, they will be given the key vocabulary items before and during the activities. Additionally, students will be provided L1input when it is thought to be more effective. Since the lesson will be focused on discussion in order to raise pragmatic awareness, the S will be supported in any kind of vocabulary and phrases used in hand outs for a better understanding.
Pre-requisite Knowledge:	The students have the knowledge of : modals and , past tenses
Objectives	SS will be aware of the pragmatic language use, they will discuss the ideas behind the effective factors in the use of appropriate language in request situations SS will learn what pragmatic knowledge refers to SS will realize or identify the requests in the dialogues listened in class

LESSON 1

Stages (Times needed)	The activities (Procedure)
I. <u>Warm-up</u> (5')	-T greets students, -SS brainstorm about different manners in different cultures to remember the previous lesson -They also discuss about the reading they did in the previous lesson (they dealt with an article from the text book , it was about the good and bad manners when one is invited to stay for a weekend to a friend's family from another country) → SS think, report their ideas to the class by speaking activity
II. <u>Pre- listening</u> (5')	-T asks if they think good manners are the same everywhere in the world. -Then SS listen to Miranda , an English woman married to a Russian , talking about manners.(From the text book) -They read the given questions for listening activity and make sure they understand them. →SS listen, read the T/F questions
III. <u>While-listening</u> (5')	-T plays the record twice SS→ work individually → listen → decide if the sentences given are true or false SS also are asked to note down the different ways to make request in 2 different cultures according to the text.
IV. <u>Post- listening</u> (5')	-T elicits the answers of T/F questions -T elicits the request samples from the Ss' notes and write them on board (Could you…, Please…, Would you mind…, pour me some tea…,) -T asks the question "What would people from your country do in these situations?" →Ss think and answer individually -Ss take some notes from the board
Reading and discussion (showing a pragmatic failure sample) (5'-10')	- T makes groups of four, gives each a worksheet on which a real pragmatic failure incident is written with a list of related questions (see Appendix D) and tells students to read and discuss the questions in groups of four. -T also asks SS if there is a connection with this incident and the listening text from the previous lesson. -T elicits Ss' ideas →SS read , think and discuss the questions within their groups

	-they report their ideas to the class -each group reports their ideas and answers to the questions.
Setting the context **Introducing the speech act "Requests"(5')**	- T writes three questions on board "What is a request?" "Would you request from a close friend and a teacher using the same language? Can you give examples?" T asks SS to think on the questions and discuss with their partners -SS think and discuss the answers with their partners -SS come up with some ideas and examples for the last question and report them back to the class
Presentation of request types in English(5-10')	-SS are handed out a worksheet informing students about the most general types of requests in terms of directness. The SS are introduced with three basic strategies to make requests.(See appendix E) The worksheet is analysed with teacher, SS are encouraged to find examples for the strategy types and finally they are asked to observe any requests around during the break time.

LESSON 2

Stages (Times needed)	Procedure
I. Warm-up **(5-10')**	T asks for the requests the SS collected in the break. The strategy worksheet will be revised again. The students try to compare and contrast their samples based on the request strategies given. Whole class discussion (about the roles/participants, who the requester and the hearer) were held. -SS report their request samples in L1, they try to translate their sentences, find similar types of requests from the worksheet.
II. Presentation of requests **(7')** **Watching a video**	- T focuses on the photos in the Practical English part of the students' course books, asks questions about the context. "Where is Rob?", "Who is he talking to? etc. (SS have a background information about the actors from the previous episodes) - T tells SS to close their books - T writes the question on board "What two favours does Rob ask Jenny?" T plays the video showing a dialogue which presents some examples of requests→SS watch and listen -SS try to find the answer of the question on board

III. After watching exercise (5 ')	- T elicits answers and asks students to fill in some extracts from the conversation. *Rob:_____ you pass the sugar?* *Jenny:_____.* *Rob: Could you do me a big _____?I have to work late this evening, so, would you mind _____ him at the airport?* *Jenny:_____.* *Rob: And do you think you _____ take him to my flat?* *Jenny: No _____, Rob.* -T asks SS to make request sentences for the same situations given above using different strategies from the worksheet provided in the first lesson. → SS speak to the class, fill in the missing word and compare with a partner -SS take notes, make their own requests for the same scene watched, and report their sentences to the class to check.
IV. Showing the sequence, types, and more information about Requests (10')	-T refers to the request strategies mentioned above And asks the questions "How do you respond to *Do you mind if…*? and *Would you mind ….?* When you mean *ok, no problem?* "Which two forms of request should you use if you want to be very polite or are asking a very big favour?" -T gives some situations such as at a tourist information desk; asking for and giving information, - T gives a worksheet showing the stages of typical request interaction in English (See Appendix F) -SS read and understand the stages with their partners -T encourages SS to add examples of each stages of requests with their partners -SS report their answers back to class, T demonstrates more types of requests and request stages, refers some modifiers as well, SS take notes and give examples of each.
V. Assigning Homework task(5')	-T gives the data collection worksheet to the students. (See Appendix G) -T explains the categories (dominance, distance) and the meanings of letters written on the worksheet (M, F, S, H) -T asks SS to collect naturally occurring requests in their L1 - SS collect request samples and fill in their worksheets -SS will bring some various types of request in different situations

Date:	16/03/2015
Teacher(s) name(s):	Tülay Gazioğlu
Students' Level of Proficiency:	INTERMEDIATE
Students' Age:	15-16
Class Size:	34
Duration of Lesson:	40' x 2

Lesson Topic/Theme:	Teaching Requests in L2/ Different ways of making a request
Lesson Focus (Teaching Point):	Request Strategies, Politeness Factors
Materials:	*Worksheet presenting Politeness factors *Video clips from the Sitcom "How I Met Your mother" and, the movie "Changeling" *Strategy and request cards for warm-up activity *Role cards for role-playing activity
Audio-visual Aids:	Smart board to play all recorded materials and computer
Anticipated Problems:	Some students may not be interested in the topic or they may not have completed their homework tasks. Some students may find the worksheets difficult to understand because of vocabulary. Some shy students may hesitate joining the group activities and performing the role- playing activity.
Pre-requisite Knowledge:	The students have the knowledge of some request strategies, the effective factors on making requests, conditionals, past tense and modals that are used in constructing some request types in L2.

LESSON 3

Stages (Times needed)	Procedure
I. Warm-up (5')	-T greets students, -T asks for the SS' data collection worksheets, asks about their observations -T asks if they liked the activity or not → SS answer to the T, and show their worksheets to the T -SS share their feelings about the task

II. **Translation Activity(10')**	-T asks students to work in groups of three -T wants SS to discuss the data collected from their L1 -T asks SS to translate the request sentences from L1 to L2 -T helps SS while they translate requests and shows different strategies of requests in English through this activity (based on the worksheet provide the previous week) -T asks SS to compare and contrast the requests in L1 and L2 (in terms of using "please", directness strategies, using imperatives) -SS work with friends -SS talk about the factors listed in their worksheets -SS translate the request sentences to English -SS try to find differences and similarities between two languages
III.Presentation **(15')** **Watching a video from a movie**	-T gives short information about the movie and the actors (The scene is taken from the movie "Falling Down" 1993) -T plays it without sound, asks SS to predict what is going on. -T makes SS groups for 3 and asks them to write a sample dialogue for the scene they watched -T plays the video again - T asks students to compare the real dialogue with their written ones -T asks students questions about the relationships, the actors' social status and the setting to draw their attention to the factors that define the request strategies -SS listen -SS watch the movie -SS write a short dialogue containing any request sentences with their friends -SS compare the real dialogue and their made-up dialogues -SS take attention to situational factors that affect the form of speech, such as social status, setting, the urgency of situation
IV. Post-watching **Reference to Politeness Factors** **Class Discussion (5')** **Conversation Analysis (5-7')**	- After discussing social factors in requests as a whole class, the teacher will give the worksheet showing " Politeness factors in requests" (Appendix H)) -T encourages SS to add more factors to the list. -T refers to the request samples from the translation activity in the beginning of the lesson -T asks SS to evaluate the requests from their L1 according to those factors presented in the worksheet. -T gives the transcripts of the movie to SS and they underline the request sentences, define the units of requests depending on the information given in the worksheets. -SS analyse the requests in terms of strategies, perspectives, the use of supportive moves, the sequence of the request utterances. -T elicits SS' realizations -A whole class evaluation is made. -SS think about more factors to add the list -SS look at their own collected requests in their L1 and define the effective factors according to the information they learn from the worksheets -SS report their realizations to the class

LESSON 4

Stages (Times needed)	Procedure
Warm-up (5') **Matching Exercise**	-T makes the SS groups of four and gives a set of cards to each group.(See Appendix I for the set of cards) -T asks SS to sort out the cards of request samples according to the following nine request strategies; Mood derivable, explicit performatives, hedged performatives , locution derivable, suggestory formula, want statement, preparatory, strong hint, mild hint. -T activates the Ss' knowledge and revises the input with the help of this activity. -SS sort out the given cards according to the right category -SS add more request sentences to each strategy given
Presentation (10') **Watching video clips from sitcoms**	-T plays the video clip taken from the sitcom "How I met your mother" and presents different request utterances (Hints in a request, direct requests, and an indirect request) -T elicits the answers from SS -SS watch, find and note down the requests, take some notes. -SS realize the speech act, write it, find the politeness factors and the directness strategy, report their answers to the class
Presentation **(10')** **Watching a video from a movie**	- T shows a very short movie scene from the movie "Changeling" offering a very frequent way of a request from a child to mom and from husband to her wife - T first plays it without sound, elicits some request acts from learners based on their imagination -Then T plays the same scene with sound , asks questions below to refer to contextual factors, social status and the distance of speakers: *Who makes the request first? *Is the request accepted? *What is the relationship between three? *How is the request made? *What language structures are used? -SS watch, imagine, write request acts based on their predictions, -SS report their utterances to the class -SS will afterwards assess their own requests in comparison to the real one. -SS answer the questions and they make a self-evaluation after watching the movie scene
Production (10') **Role-play**	- T hands out the role-cards, checks the vocabulary and asks SS to carry out the dialogues (Appendix J) -T assess students' development -T compares Ss' choice of strategies of using requests -SS read their roles from the given cards -SS carry out their dialogues with their partners

Extension (2')	-The role –play activity may require more time than given therefore T asks the SS to revise and record their dialogues for the next lesson -SS listen , take notes
Assigning homework (2')	-T asks SS to watch any sitcoms and note down the a few requests they realize -T tells SS to bring contextual information too as well as their collected data in written form for the next lesson

WEEK 3

Date:	23/03/2015
Teacher(s) name(s):	Tülay Gazioğlu
Students' Level of Proficiency:	INTERMEDIATE
Students' Age:	15-16
Class Size:	26
Duration of Lesson:	40' x 2

Lesson Topic/Theme:	Requests at different situations
Lesson Focus (Teaching Point):	Expressing request utterances in various situations, activating SS knowledge about requests
Materials:	A video clip from the sitcom "How I Met Your Mother ",Course book "English FiIe Intermediate" , Picture cards for the speaking activity "Reward Intermediate", whiteboard
Audio-visual Aids:	Smart board to play all recorded materials and the i-tools of the textbook
Anticipated Problems:	Since these two sessions focus on the practice and production of the L2 learners, SS should be interested and involved lessons. Some students may be shy, or less confident than the others.
Pre-requisite Knowledge:	The students have the knowledge of : request strategies, request sequences, various request types, the effect of social and contextual factors in using speech acts

LESSON 5

Stages (Times needed)	Procedure
I. <u>Warm-up</u> (10')	-T greets students, -T asks for the role – playing tasks that were carried out in the previous week. -T plays the recordings for the whole class aiming to revise and wrap –up request types referred in previous sessions -T asks for the homework task results - T writes the SS' findings on board -T asks questions to make SS analyse the naturally occurring requests that they found from sitcoms -SS listen their own and their friends' recordings -SS discuss request sequences, directness, politeness remarks learned before -SS answer the questions and analyse the request samples that they brought according to the research based information worksheet provided by teacher in the first week -They report their findings to the class.
2.<u>Watching a video</u> **(15')**	-T plays a final video clip from the same sitcom shown before (How I met your Mother) -T encourages SS to watch and realize all request acts from it. -T elicits SS' findings -T asks SS to write a new dialogue independent from the one they watch, they are supposed to include a few request acts in their dialogue "You should write a short dialogue to the context you watch in the clip. You are allowed to make a few changes in the relationships of the actors. The place, time, and the situation should stay same. Give information about the change you make in the beginning of your dialogue. Include at least two request utterances in your dialogue -T makes SS play it in front of the class -SS watch the video -SS have the background information from the previous watching of the same sitcom -SS realize the requests from the clip and they report them to the teacher -SS write their own dialogues to the situation they watch -They play it for the rest of the class
III.<u>Practice</u> **<u>Speaking activity</u>** **(10')**	-T directs SS to do a communication exercise "Could you do me a favour?" from the course book. -T gives the instructions (SS work in pairs. They are given four verb phrases.) *Choose two things you would like somebody to do for you. *Think about any details, e.g. what kind of dog it is, how much money you need, etc. **Look after** (your children, your dog for the weekend, your flat while you 're away) **Lend you** (some money, their car, etc.) **Give you a lift** (home, to the town centre, etc.)

	Help you
	Help you
	*Ask as many other students as possible. Be polite and explain why you want the favour.
	-SS listen to T's instructions
	-They choose two phrases
	-SS request from as many friends as possible
	-SS finally report how many different requests they received and what they were.
	-SS discuss politeness factors, appropriateness of the requests made.
IV. **SS' producing request situations (5')**	-T asks SS to write a situation that requires a request act on a blank sheet
	-T says they should think broad and find a different situation, write it on the sheet with a short information about the context and the relationship of the people and the social factors. For e.g.
	(At a restaurant, the waiter asks the customer to pass the credit card code, or, at school a friend of yours wants your Geography lesson notes)
	-SS think of a situation in which someone needs to make a request from the other, give the information about context, write the situation and the contextual information shortly on a blank piece of paper.

LESSON 6

Stages (Times needed)	Procedures
Production (10') **Writing requests to the given situations**	-T asks SS to swap their situation sheets and read them
	-T tells SS to ask any unclear situations
	-T helps SS to identify the information written by their friends
	-T asks SS to write the appropriate request sentences for the situation
	-SS swap their situation sheets, read and think on the situation and produce the appropriate request sentence for the given situation
	-Then they report them back to the T
Production (15-20') **Practising a request interaction**	-SS are provided with a dialogue and an empty chart to fill in.(See appendix K)
	-the SS first fill in it according to the dialogue given
	-SS then are asked to create a new dialogue containing each stage shown in the chart.
	-The productions of the SS are reported back to the class
	-A new table is given SS showing various types of requests
	-SS with their partner begin a dialogue by choosing phrases from the table.(See Appendix L)When they select their phrases they practise their dialogues. They are encouraged and reminded to use supportive moves.
	-The students are supposed to make their own dialogues choosing the best phrases from the chart for the request situations of their own other than requesting from boss. Some examples are provided such as student-teacher, friend-friend, and a member of family-a son etc…

Extension (5')	T makes SS evaluate their own request sentences according to the strategies taught in previous sessions. SS discuss the requests they produced during the activities.
Wrap-up (5')	T reminds all videos watched, speaking, reading and listening activities carried out during the three weeks lessons and asks for the learners' personal ideas about the lessons. This activity is made as a class discussion. T reminds SS to be careful about the natural occurring speech acts in English all the time and be aware of the cultural differences to interpret and / or to express the utterances in L2. SS express their opinions to T and the class freely.

Activity 3.

The incident occurs in the United States, the couple living next door was Korean. "As I was returning from the hospital after my daughter was born, I met the couple in the parking lot. Upon hearing of my daughter's birth, the woman said (rather solemnly) that I "looked much older." Needless to say, I was initially taken aback. Having had little sleep, I knew I may have looked a bit tired- but older? I was about to question the remark, but fortunately I remembered that for my Korean neighbour, being "older" was a good thing: Now I was a father, and so had taken on a new role, one with much responsibility. Her utterance was intended to be a compliment, and once I realized this, I thanked her. Of course, in American English, this statement would not be appropriate as a compliment, and it thus illustrates well the type of sociopragmatic issues teachers and learners of English must confront." Rose (1999)

Read the real incident above. Try to comment on the answers of the questions below with the friends in your group. Then report it to the class.

1. What was Rose's first feeling about his neighbour's words?

2. What was Korean neighbour trying to say in fact?

3. When you translate the words of Korean neighbour to your L1, is it a compliment for you?

4. What would you think if the same happened to you?

5. Have you ever experienced an incident similar to this in the example in your social context?

Directness strategies worksheet

Strategies for Making Requests

1.Direct Strategies (marked explicitly requests, imperatives):

- I'd like to ask you to help me in the garden.

- Wash the dishes.

- I wish you'd give me a lift.

2. Conventionally indirect Strategies (reference to contextually preconditions, conventionalized in the language)

- How about helping me in the garden?

- Could you help me in the garden, please?

3. Non- conventionally indirect strategies (hints)

- You have left your room in a mess.

- I'm on a diet.(a request to someone to stop insisting on her eating chocolate)

The Typical request sequence:" *Ben, could you open the door? I am in the upstairs.*"

1. Attention getter/ alerter (e.g. address terms): *Ben,*

2. Head Act (the request proper): *Could you open the door?*

Adapted from Blum-Kulka and Olshtain (1984)

Stages of Request Interaction

Stages	Example	Notes
Greeting	Hi Brenda…Have you got a minute?	"Have you got a minute" makes the interruption seem less important.
Prerequest/Supportive move	You look like you've got a bit of a morning ahead…I've got a bit of that to do myself after lunch**.** *I was wondering if* I could talk to you about the latest roster you've just put up.	Speaker tries to find some common ground. She prepares the hearer for the request. The phrase "**I was wondering if I could"** makes the sentence less direct and past tense make it seem less direct and urgent.
The request	**I was really hoping I could** have the weekend free.	Past and continuous forms make the request less direct and the word "really" makes the request stronger**.**
Reason	I had a call from mom last night and she is flying to Sydney next week.	The speaker gives reasons.
Supportive Move	I just thought maybe I could swap next weekend with Sarah.	A possible solution is offered.
Closing	That'll be great. Thanks.	

Yates and Springall (2010)

APPENDIX H

Data collection worksheet

Participants:			
Speaker	M/F:	AGE:	
Hearer	M/F:	AGE:	
Dominance	S>H	S=H	S<H
Distance	1	2	3
Situation: Request:			

Adapted from Rose (1999)

APPENDIX I

Politeness Factors

Factors which affect politeness in requests:

➢ RELATIONSHIP BETWEEN S&H

  Social distance (friend& stranger), social status (little sister& your lecturer)

➢ SIZE OF REQUEST (borrowing a car/ pen)

➢ HOW EASY IS THE REQUEST (borrowing from a rich man/poor man)

➢ NECESSITY OF REQUEST(S has no money for the dinner out/S has no money for a bill due soon)

➢ NORMAL OR EXCEPTION (Asking for an extension for a project task is asking for an exception to be made for you)

Adapted from Krandal and Basturkmen (2004)

Matching Activity Cards

REQUEST SENTENCES

It is so cold here isn't it?   Would you mind if I ask you to give me your history notes?

I'm thirsty.   Give me your address.

I haven't eaten anything since the morning.

I'll ask you to pick me up   How about carrying these boxes upstairs for me?

Why is the window open?   I really wish you cleaned the bathroom for us

You have always been so lazy nowadays , go and study immediately

I'm asking you to carry for me now   I would suggest you leave now   Believe me, please.

I was wondering if you could give me your notes?   You have to put your luggage on the over head-bin..

Could you lend me some money? I'll give your favourite dress of mine if you do this.

STRATEGY CARDS   :

SUGGESTORY FORMULA

WANT STATEMENT

PREPARATORY

LOCUTION DERIVABLE

HEDGED PERFORMATIVE

CONDITIONAL CLAUSE

STRONG HINT

MOOD DERIVABLE

EXPLICIT PERFORMATIVE

Changing project subject Role- play

Role Cards:

Student: It is the end of first month of the semester. You have already chosen your project subject of the year. Your advisor has given the lists to the school administration. Now since you strongly feel you want to make a physics project instead of history you have to go and ask your guide teacher to change it.

Student Advisor: It is the end of the first month of the semester. You have already finished taking all your students' project subject preference letters and given them to the school administration. A student of yours comes to ask you for a change

Request Sequence Worksheet

Request to a colleague

1. Look at the dialogue between Sue had with Brenda, the supervisor.

Sue: Hello Brenda …Could I have a quick word with you please?

Brenda: Yes, sure… come in.

Sue: Now Brenda I know we're pretty busy at the moment, but I haven't taken any of my leave yet this year.

Brenda: Mmm.

Sue So I was wondering if I could take three weeks of my leave now…well starting next week when you do the new rosters.

Brenda: Oh Sue… I know you have got the leave owing but it's really not good time right now.

Sue: Yes, I understand that I'm starting to feel very tired and so I'm making silly mistakes, I really need a break.

Brenda: Oh dear…that's no good is it?... Do you think you could wait for a couple of weeks…then we'll have Jenny back?

Sue: Mmm…Ok…well another two weeks is all right I guess if I know there's some light at the end of the tunnel!

Brenda: OK then Sue…if you fill out your leave forms today I'll sign them so we can get them in.

Sue: Good …thanks Brenda…I'll get them to buy you by the end of the day.

2. Now put Sue's part of the dialogue into the table below:

Stages	Sue says…
Greeting	
Prerequest/supportive move	
Request	
Reason	
Offer/Support move	
Closing	

Yates and Springall (2010

APPENDIX M

A Production worksheet

With a partner choose phrases from the table. Partner A chooses a phrase from each of two boxes in the first row (*).Partner B chooses responses from the two boxes in the second row (-).

*Hi Sam *Hello amy *Good morning Jenny	*Could I have a word with you? *Have you got a few minutes? *I was wondering if you had a moment
-Ah yes -Yes sure -Yeah	-Come in -Sit down -What can I do for you?
*Look I know it is a busy time at the moment *well I realize it's probably not the best time *I was just wondering	*If I could talk to you about my annual leave? *but I wanted to talk to you about my holidays *but something urgent has just come up
-OK -Yes, what did you want to know? -Mmm	
*I was hoping *I was wondering if I could *I would like	*to make two weeks off now *have a few days of my holidays now *to have the rest of the month off
-Oh dear -Well -Right, well	-You can't be serious -It's not a good time at the moment -We normally prefer staff to plan their leave at the start of the year
*Yes I know *I realize that *Yeah,I appreciate that	*but something has come up that I've got to attend to *but my husband is having surgery *but I've got some family business I've got to deal with

Yates and Springall (2010)

CURRICULUM VITA

PERSONAL INFORMATION

Surname, Name: Gazioğlu, Tülay

Nationality: Turkish

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EDUCATION

Degree	Institution	Year of Graduation
BS	Istanbul University	2001
High School	Hasan Polatkan Anatolian High School	1997

WORK EXPERIENCE

Year	Place	Enrollment
1998-2002	Turkish Airlines	Cabin Attendant
2002-2007	Avcılar Anatolian Tech.High School	English Teacher
2002-2003 (part-time)	Istanbul Lisan Merkezi (ILM)	English Teacher
2007-2009	Horev Anatolian High School	English Teacher
2009 (Part-time)	Dilko Language School	English Teacher
2009 to date	Florya Tevfik Ercan Anatolian High School	English Teacher

CERTIFICATES

1. "Pass" in Basic Education Course of teaching (The Ministry of Education) 2002

2. 'Pass' in Guidance Services Education Course (The Ministry of Education) 2002

3. Certificate of attendance Teacher training conference 'Challenge in The Classroom'(Yeşilköy 2001 College) 2004

4. "Pass'in Adaptation to the teaching workshop (The Ministry of Education) 2004

5. "Certificate of Attendance' English Teaching Methods conference(The Ministry of Education) 2004

6. Certificate of Attendance Workshop "Learning to learn" (The Ministry of Education) 2004

7. 'Pass' with excellent grade in Teacher Development Course Part 1 (British Council) 2005

8. Practitioner Certificate of Developing Comenius Projects in European Community Lifelong Learning Programme 2011 (Schools Partnerships Projects)

9. Practitioner Certificate Using and Applying New Teaching Methods by Oxford University Press and Robert College cooperation (2011)

FOREIGN LANGUAGES
Advanced English

HOBBIES
Reading, Swimming, Travelling

TURKISH SUMMARY
PRAGMATİK ÖĞRETİME DAYALI PEDAGOJİK DERS ÖĞRETİMİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK LİSE ÖĞRENCİLERİ ÜZERİNDEKİ ETKİLERİ

1. Giriş

Dil öğrenme alanında pragmatik yeterlilik, öğrencinin dili uygun durumlarda uygun şekilde kullanmasını, diğer bir deyişle dilin iletişim kurmada nasıl kullanılacağını ifade eder. Pragmatik dil öğrenimi, dilin dilbilgisi, kelime bilgisi ve cümle oluşturma gibi özelliklerinin yanı sıra dilin iletişim kurmada etkisi altında olduğu bir takım sosyal faktörleri kapsar. Bu faktörler öğrenilmesi hedeflenen dilin konuşulduğu toplumun sosyal ve kültürel özelliklerini, konuşmacıların sosyal statülerini, konuşmacılar arasındaki yakınlık ve uzaklığı, yaş, nezaket ve konuşma ortamını içerir. Pragmatik yeterlilik bu faktörlerin bilinmesi ve iletişime yansıtılmasıdır. Bu şekilde hedef dil uygun olarak kullanılabilir ve bir takım yanlış anlaşılmalar veya iletişim sorunları ortadan kalkar. Bu sebeple dil öğretiminde pragmatik farkındalığın yaratılması, dilin pragmatik özelliklerinin bilinmesi ve öğretilmesi önemli bir rol taşır.

Pragmatik özelliklerin öğrenilmesi için hedef dilin, o dili konuşan kişilerce nasıl kullanıldığının, çeşitli yollarla gözlemlenmesi ve öğrenilmesi gereklidir. Bu durum, yabancı dili o dilin konuşulduğu yerde öğrenen öğrenciler için daha mümkün görünse de, yabancı dili, hedef dilin konuşulmadığı farklı bir toplumda öğrenen öğrenciler için, pek kolay gerçekleşemez. Bu durumda dilin öğrenildiği sınıf ortamında pragmatik bilgi içeren bir eğitim vermenin, bu yolla öğrencilere gerçek kullanımlara benzer ya da gerçek örnekler sunulmasının ve öğrenciye aktarılmasının gerekliliği ortaya çıkar. Pek çok araştırma pedagojik öğretime dayalı pragmatik öğretimin öğrencilerin pragmatik yeterliliğinin gelişmesinde olumlu etki yaptığını kanıtlar niteliktedir. Bu sebepler esas alınarak, bu çalışmada sınıf ortamında verilecek pragmatik öğretim etkinliklerinin öğrencilerin pragmatik becerileri üzerindeki etkisini incelemek hedef alınmıştır.

Dilin pragmatik özelliklerinin öğretiminde en çok araştırılan ve odaklanılan konu konuşma eylemleridir. Konuşma eylemleri dilin en küçük birimlerini oluşturur

ve bunların anlamı, içinde geçtikleri durumların bilinmesi halinde anlaşılabilir. Rica, özür, davet, selamlama, iltifat bu konuşma birimlerine örnek verilebilir. Pragmatik araştırmaların çoğunun merkezinde bu birimler vardır. Bu çalışmada da bu konuşma eylemlerinden ricalar seçilmiştir. Ricalar bir dilin nezaket kurallarını iyi bir şekilde yansıtan aynı zamanda da dilin en çok kullanılan birimlerinden biri olması nedeniyle seçilmiştir.

Pragmatik yeterlilik, konuşma eylem teorisi ve nezaket, eğitsel pragmatik bu çalışmanın üç teorik dayanağını oluşturur.

Çalışmanın gerekliliğini oluşturan faktörler arasında, İngilizcenin Türkiye'deki yabancı dil öğrenen öğrencilerce uygun şekilde kullanılamadığının gözlenmesi, öğrencilerin ihtiyacı olan, gerçek kullanımlardan oluşan materyal ve kaynak eksikliği, öğrencilerin hedef dili kullanma şanslarının düşük olması, aktarılacak bilginin çeşitliğinin azlığı ve öğrencilerdeki motivasyon düşüklüğü sayılabilir.

Çalışmanın amacı ise sınıf içinde verilecek pragmatik eğitimi çalışmalarının Türkiye'de İngilizce öğrenen Türk lise öğrencilerinin rica cümleleri kurarken kullandığı nezaket stratejilerini, anlamı güçlendirme yada hafifletme amaçlı kullanılan belirleyicileri, ve ricaların anlamına etki eden açıklama ve söz gruplarını kullanmaları üzerindeki etkilerini bulmayı amaçlar. Ayrıca öğrencilerin bu tür ders anlatımlarına dayalı algılarını bulmayı da amaçlar.

Çalışma iki araştırma sorusunun cevabını bulmayı amaçlar.

1. Eğitsel pragmatik öğretiminin Türkiye'de İngilizce öğrenen 9. Sınıf Türk öğrencilerin rica konuşma eylemleri üzerindeki etkisi nedir?

2. Türkiye' de İngilizce öğrenen 9. Sınıf Türk öğrencilerin bu pragmatik eğitimine yönelik algıları nedir?

İngilizce dünyada en çok konuşulan dillerden biri olması sebebiyle, uluslararası iletişimde kullanılması hem mesleki, hem eğitim hayatında artık çok yaygınlaşmıştır. Bu da dilin konuşulduğu ortamın çeşitliliğinin artmasına, dolayısıyla daha geniş bir pragmatik edinim ihtiyacına sebep olmaktadır. Bunun sonucu olarak yanlış anlaşılmalara ve iletişim kopukluğuna sebebiyet vermemek için öğrenciler dilin iletişimsel özelliklerini bilmelidir. Ayrıca Türkiye' de okullarda müfredatın içinde verilen İngilizce dersinin zorunlu ders olması öğrencilerin derse olan ilgisini azaltan bir faktör olmaktadır. Çoğu okulda ana dili İngilizce olmayan İngilizce öğretmenlerinin bu dersi veriyor olması da öğrencilerin dile ait kültürel özellikleri ve

gerçek kullanımları öğrenmelerini zorlaştıran bir durum oluşturmaktadır. Türkiye'de okullarda öğretilen İngilizcenin öğrencilerin okuma, yazma, dinleme ve konuşma becerilerini geliştirdiği fakat bu becerilerde iyi seviyede olan öğrencilerin bile pragmatik yeterliliğinin olmadığı bilinen bir gerçektir. Bu eksikliğin giderilmesi amacıyla sınıf içinde pragmatik farkındalığın oluşturulup öğrencilere dilin kullanımlarında çeşitlilik sunulması gerekliliği düşünülmektedir. Gelecekte İngilizce öğretmekte kullanmak üzere bu gibi çalışmaların uygulanması ve dil öğretmenlerine faydalı olması amacıyla sözü edilen nedenlerin hepsi bu çalışmanın önemini teşkil etmektedir.

2. Alan Yazın Tarama

Dil öğretiminde pragmatik becerilerin öğretilmesi alanında yapılan sayısız çalışmalar vardır. Bu çalışmanın hazırlanmasında ve yürütülmesinde faydalanılan çalışmalar alan yazın araştırması bölümünde dört ana başlık altında verilmiştir; pragmatik öğretiminde eğitsel etkinliklerin etkisini konu alan çalışmalar, rica cümlelerini kurmakta kullanılan stratejiler üzerinde yapılan çalışmalar, diller arası pragmatik kullanımları konu alan çalışmalar ve diğer çalışmalar. Bu çalışmaların hepsinden kullanılan metotlar, amaçları, yapılan etkinlikler ve sonuçları incelenerek faydalanılmıştır. Özellikle de ricaların öğretilmesini konu alan çalışmaların sonuçları bu çalışmanın planlanmasında ve uygulanmasında yol gösterici olmuştur.

Schmidt (1993) dilin pragmatik özelliklerinin o dili basitçe duymak yoluyla edinilmeyeceğini öne sürmüştür. 2. dil pragmatik öğreniminde bunun yetmeyeceğini, eğitsel bir pragmatik öğretiminin daha etkili olacağını ifade etmiştir. Bu görüş de pragmatic yeterlilik edinmenin bununla ilgili bir eğitim gerektirdiğinin altını çizer.

Rose (2005) eğitsel pragmatik alanında yapılmış çalışmaları incelediği çalışması sonucunda dil öğretiminde pragmatiğin öğretilebilir olduğunu, sadece dili basitçe duyarak pragmatik öğrenimi için yetersiz kalacağını ifade etmiştir.

Martinez-Flor (2007) ricaların öğretiminde bir dizi sınıf içi etkinlikleri kullanarak ricalarda anlamı etkileyen belli belirleyiciler üzerinde çalışmıştır. İçinde ricaların geçtiği 10 film sahnesi öğrencilere gösterilmiştir. Çalışma, tıpkı bu çalışmada olduğu gibi filmlerin farklı kültür ve farklı dil kullanımlarını öğrenciye göstermek için zengin bir araç olduğunu ve film sahnelerinin bu amçala

kullanımının öğrencilerin pragmatic becerilerinin gelişimine katkı sağladığını açıklanmıştır.

Pragmatik alanında kültürler arası pragmatik özellikleri inceleyen çalışmalardan Blum-Kulka'nın (1989) kültürler arası söz eylem farkındalık projesi yer alır. Bu çalışmada rica ve özür stratejileri üzerinde durulmaktadır. Bu iki söz eylemin 8 farklı dildeki kullanım özellikleri araştırılmıştır. Bu çalışmanın sonucunda pragmatik alanında rica ve özür söz eylemleriyle ilgili genel açıklamaların olduğu, strateji ve kategorilerin sıralandığı söz eylem kodlama manueli ortaya çıkmıştır. Türk öğrencilerin rica söz eylemlerini inceleyen bu çalışmada toplanan veriler de sözü edilen kodlama manueline göre kodlanmıştır.

Pragmatik alanında yapılan diğer bir çalışma, internet ortamında rica söz eylem kullanımı, direkt ya da dolaylı kullanım, nezaket ve benzeri konuları incelemiştir. Mohammadi ve Zarei (2012) İranlı öğrencilerin üniversite öğretmenleriyle olan iletişiminde kullandıkları Farsça ve İngilizce rica söz eylemlerini incelemişlerdir. Çalışma, pragmatik alanına rica söz eylemlerinin internetteki iletişimde kullanımlarıyla ilgili katkı sağlamış ve söz eylem tamamlama testlerinin kullanılması da kendi çalışmam için örnek teşkil ederek faydalanılmıştır.

Çalışmada bahsedilen ve yararlanılan tüm araştırmalar, pragmatik dil öğretiminde, öğrenme hedeflerinde çeşitlilik, metotlar ve ikinci dil ediniminde pragmatik dil öğretimine ilişkin fayda sağlayacak niteliktedir. Bu çalışmalar ve önerdikleri görüşler ışığında rica konuşma eylemlerini konu alan 3 haftalık bir eğitsel pragmatik öğretim planının, öğrenciler üzerindeki etkilerini araştırmaya karar verilmiştir.

3.Yöntem

Çalışmanın tasarımını deneysel benzeri (quasi-experimental) araştırma dizaynı oluşturur. Bu çalışma katılımcılardan toplanılan bilgilerin hem nicel hem nitel tekniklerin kullanılmasıyla analiz edilmesini kapsar. Çalışma veri toplama aracı olarak söylem tamamlama testleri denilen testler (pragmatik eğitimin öncesinde ve sonrasında iki kez uygulanmak üzere) kullanılmıştır. Ek olarak öğrenci izlenim ve algılarını ölçmek için yansıtıcı yazılar, araştırmacı gözlem notları ve kısa bir anket kullanılmıştır. Böylece bu çalışmada eğitsel planın öğrencilerin rica kullanımları üzerindeki etkisini araştırmak için, birkaç veri toplama aracı birlikte kullanılmıştır.

3.1 Evren, Örneklem ve Çalışma Grubu

Çalışma, Türkiye' de, İstanbul'da bir devlet okuluna giden ve İngilizceyi yabancı dil olarak öğrenmekte olan otuz beş 9. sınıf öğrencisine uygulanmıştır. Katılımcı öğrencilerin İngilizce dil seviyesi (pre-intermediate) orta öncesi seviyededir. Öğrencilerin ana dili Türkçedir. Araştırmacı, öğrencilerin derslerine giren İngilizce öğretmenidir. O da Türk ve anadili Türkçedir. Bu öğrencilerin çalışmada katılımcı olarak seçilmelerinin sebebi okul yönetiminin öyle uygun görmesi ve program uygunluk koşullarının bunu gerektirmesidir.

3.2 Veri Toplama Araçları

Veri toplama araçlarından söylem tamamlama testleri, verilen pragmatik eğitimin öncesinde ve sonrasında uygulanmak üzere kullanılan, öğrencilere 8 rica durumunun verildiği ve rica cümlesini tamamlamalarının istendiği testlerdir. Söylem tamamlama testlerinin en başında öğrencilerle ilgili yaş, İngilizceyi ne kadar zamandır öğrendiği ve nerelerde kullanıldığı gibi bilgilerin sorulduğu bir tanıma bölümü yer alır. Testlerde öğrencilere tamamlatılmak için verilmiş durumlar öğrencilerin ilgi, yaş, sosyal ilişkileri esas alınarak oluşturulmuş ve sosyal yakınlık ve uzaklık, sosyal statüler açısından farklılık gösteren konuşmacıları içeren 8 farklı durumdan oluşmuştur. Ayrıca durumların hazırlanmasında çalışmanın teorik dayanağını oluşturan nezaket sistemleri de göz önüne alınarak her sistemden en az bir durum seçilmek üzere öğrencilere farklı bağlamlarda farklı rica stratejileri öğretme ve ölçme hedeflenmiştir.

Öğrenci anketleri bu çalışmanın 2. araştırma sorusunun cevabını bulmaya çalışan, öğrencilerin 3 haftalık pragmatik öğretiminde uygulanan derslerin, materyallerin, aktivitelerin değerlendirmesini yaptığı, 5 dereceli katılıyorum katılmıyorum şeklinde verilen soruları ve ayrıca eğitimin sınıf dışı yansımalarını sorgulayan bir ankettir.

Öğrencilerin yazdığı görüş yansıtma yazıları ise çalışmanın ikinci araştırma sorusu olan izlenim ve algıları öğrenmeye dayalı oluşturulmuş belli bir formatı olan ve verilen çeşitli kıstaslara göre yazılan veri toplama metodudur. Katılımcı öğrenciler arasından kurayla çekilen 10 öğrenciye yazdırılan yazılar, ucu açık sorulara verilecek cevapları kapsayan bir yazı şeklinde yazdırılır.

Araştırmacı notları ise planın uygulanması sürecinde araştırmacı tarafından tutulan gözlem notlarını oluşturur ve sonuçları diğer veri toplama araçlarının bulguları ile harmanlanarak bu çalışmanın bulgularını oluşturur.

3.3 Sınıf İçi Pragmatik Eğitim Planı

Sınıf içi pragmatik eğitim planı üç haftalık bir süreçten oluşur. Eğitim öncesi ve sonrası söylem tamamlama testlerinin uygulandığı, anket ve görüş yazılarının yazdırıldığı 3 ders dâhil, her biri 40 dakikadan oluşan toplam 10 derslik bir eğitim planını kapsar. Bu plan genel olarak 1. hafta pragmatik farkındalığın ve ilginin yaratılıp harekete geçirilmesi (tanıtım basamağı), ikinci hafta ricalara ait farklı kullanımların sunulması yani bilgi aktarımı, son hafta da öğrencilerin rica oluşturma etkinliklerinde yer almaları yani pratik yapma ve uygulama şeklinde 3 bölümü kapsar. Her bir ders için tek tek ve detayla seçilip hazırlanan toplam 18 etkinlik yapılmıştır. Derslerde uygulanan bilginin verilmesi, farklılığın gösterilmesi etkinliklerinden en belirgin ve klasik derslerdekilerden farklı olanı orijinal film ve dizi (sit com) kesitlerinden alınmış video gösterimleri ve bunlarla ilgili yapılan bir takım etkinliklerdir. Ayrıca etkinlikler rica stratejilerinin, ricalarda kullanılan yumuşatma ve anlamı güçlendirme kalıplarının ve belirleyicilerin öğretilmesini, öğrencilere kullandırılmasını kapsar. Öğrencilere kendi dillerinden örnekler bulup çeviri çalışmalarının yapılması, basit konuşma analizlerinin yapılması, hedef dil kullanım örnekleri buldurtma ve bunların sınıfta paylaşılması, rol canlandırma diyalog hazırlama ve bunun gibi bir dizi etkinlikler bu 3 haftalık planın içinde yer alan etkinliklerdendir.

3.4 Veri Analizi

Çalışmada toplanan verilerin analizinde nicel ve nitel olarak iki farklı yöntem kullanılmıştır. Nicel veriler Blum-Kulka'nın (1989) kültürler arası konuşma eylemlerini araştırma projesinin (CCSARP) sonuçlarına dayanan kodlama manuelindeki kategorilere dayanarak analiz edilmiştir. Bu manuelde rica stratejileri, rica perspektifleri, belirleyiciler ve anlam yumuşatıcı ve güçlendirici eylemler bulunmaktadır. Stratejiler, doğrudan ve dolaylı ricalar olarak sıralanmış olan 9 farklı kategori içinde gösterilir. Belirleyiciler de anlamı artıran azaltan her biri bir amaç içeren toplam 12 farklı türde verilmiştir. Perspektifler ise ricaların hangi özneyle yapıldığını gösteren konuşmacının baskın olduğu, dinleyicinin baskın olduğu ya da

her ikisinin de "biz" olarak kullanıldığı ve son olarak genelleme yapılan kişisel olmayan hitap şeklinin kullanıldığı 4 farklı türden oluşur. Destekleme söz eylemleri ise anlamı güçlendiren ya da hafifleten toplam 8 farklı türde incelenmiştir. Rica cümlelerinde kullanılan tüm bu bahsedilen söz eylemler kodlama manueline göre kodlanıp sayılmış ve böylece bu çalışmanın nicel verileri ortaya çıkmıştır.

Çalışmanın ikinci araştırma sorusunun cevabı içinse elde edilen nitel veriler yukarıda saydığımız veri toplama araçlarının sonuçlarının birleştirilip harmanlanmasıyla ortaya çıkarılmıştır. Ortak olan fikirler bir araya getirilerek genel sonuçlara varılmış, farklılıklar da detaylı olarak belirtilmiştir.

Sonuç olarak bu çalışma nitel ve nicel her iki metodun ortaklaşa kullanılmasıyla elde edilen bilgileri kapsar. Çalışmanın güvenirliği için sayılabilecek özellikler araştırmacının pragmatik alanında ve rica söz eylemleri konusunda bilgilenmek amacıyla geçirdiği yeterli zaman, detaylı ve uzun araştırma ve öğrenme yapılması, karşılaştırma yapma ve uzman görüşlere başvurulup fayda sağlanması sayılabilir.

Ayrıca kullanılacak olan testlerin kullanılmadan önce aynı yaş ve seviyedeki farklı bir gruba gösterilip, anlaşılıp anlaşılmadığının kontrol edilmesi de çalışmanın güvenirliğinin sağlanmasında etkili olmuştur. Son olarak da çalışmadan elde edilen veriler aynı alanda tez yazmakta olan ikinci bir kodlayıcıya kodlama yaptırılarak mutabakata varılmıştır.

3.5 Sınırlamalar

Çalışmanın sınırlaması olarak pragmatik eğitim planına ayrılan süre gösterilebilir. Tüm katılımcıların etkinliklere katılmasına rağmen, daha uzun bir zamanda etkinlikler daha kolay ve detaylı yapılabilirdi.

4. Bulgular

Bu çalışmanın bulguları 1. Ve 2. Araştırma sorusunun cevapları şeklinde ikiye ayrılabilir.1. sorunun cevabı, eğitsel pragmatik öğretiminin İngilizce rica söz eylemlerinin Türk öğrencilerce kullanımları üzerindeki etkileridir.

İlk olarak rica söz eylemlerinde kullanılan stratejilerin sayı ve sıklıkları ele alınmıştır. Buna göre, ilk ve son testlerdeki cevaplar karşılaştırıldığında göze ilk çarpan bulgu ilk testlerde 165 olan toplam strateji sayısının son testlerde 175'e yükselmesidir. Ayrıca cevaplanmayan durum sayısında da azalma olmuştur(İlk test

28, sonraki test 20). Emir cümlelerini kapsayan strateji ve zorunluluk içeren strateji kullanımları düşerken, doğrudan olmayan ve dolayısıyla daha nazik kullanımları içeren strateji kullanımı hem sayısal hem yüzde olarak artmıştır.

Ricalarda kullanılan belirleyici sayı ve yüzdelerine bakıldığında sonraki testlerde kullanılan belirleyicilerin önceki testlere oranla büyük ölçüde arttığı (son test 172, ön test 72) bulunmuştur. Perspektif karşılaştırmaları yapıldığında konuşmacı baskın olan türün ve hem konuşmacı hem dinleyici baskın olan türlerde artış olduğu görülmektedir.

Ricalarda kullanılan destekleme söz eylemlerinin sayıları da büyük ölçüde artış göstermiştir (ilk test 114 ve sonraki test 199).Özellikle ricalarda dinleyiciyi ricaya hazırlayacak giriş ve hazırlama anlamı içeren hazırlayıcı adlı kategoride yüzdelik ve sayısal değerde önemli bir artış söz konusudur (ilk test 9 ve son test 45).

Türk öğrencilerin ricaların pragmatik öğretimi konusundaki algılarını sorgulayan ikinci araştırma sorusunun cevabı ise öğrenci anketlerinin, yansıtıcı görüş yazılarının ve araştırmacı gözlem notlarının sonuçlarına bakılırsa şöyle özetlenebilir: Öğrencilerin hepsi derslerin eğlenceli, faydalı ve öğretici olduğunu ve de devam etmesi gerektiğini düşündüklerini belirtmiştir. Özellikle dizi ve film videoları izleme etkinliklerinin öğrencilerin çok hoşuna gittiği ve sürekliliğinin istendiği öğrenilmiştir. Katılımcı öğrenciler tarafından, kullanılan materyallerin beğenildiği, bu derslerin klasik İngilizce dersleriyle karşılaştırıldığında kesinlikle daha eğlenceli ve farklı kullanımların görülmesi açısından daha faydalı olduğu ifade edilmiştir.

5. Tartışma ve Sonuçlar

Çalışmanın bulguları incelendiğinde ilk sorunun cevabı bize eğitsel pragmatik etkinliklerinin Türk öğrencilere rica stratejilerinin öğretilmesinde olumlu etki yaptığını gösterir niteliktedir. Hem kullanılan stratejilerin artması, hem belirleyicilerdeki çeşitliliğin artması, destekleyici söz eylemlerinin çeşitliliğinin oluşması, pragmatik öğretiminde, sınıf içi eğitsel etkinliklerin pozitif etkisinin olduğunu göstermektedir.

Ayrıca yukarıda bahsedilen çeşitliliğin, pragmatik öğretim planının kapsadığı çeşitlilikle doğru orantılı olduğu ve zenginleştirilmiş bilgi aktarımının öğrencilerin rica söz eylem kullanımlarında çeşitliliğe yol açtığı düşünülmektedir. Kodlama yapılan kategoriler dolaylı kullanım ve nezakete göre yukarıdan aşağı bir sıralamayla

verilmektedir. Buna göre kullanım sıklığının yukarıdaki stratejilerde düşmesi aşağı doğru artması bize pragmatik eğitimin öğrencilerin kullandığı rica söz eylemlerinde daha nazik ve daha dolaylı olan stratejileri kullanmaya başlamalarına neden olduğunu göstermektedir. Bu da pragmatik eğitimin öğrencilerin pragmatik dil yeterliliği edinimi üzerinde olumlu etki yaptığını işaret eder. Bu göstergeler pragmatik alanında eğitsel öğretim yönteminin fayda sağladığını öne süren Olshtain ve Cohen (1990) gibi araştırmacıların bulgularını doğrular niteliktedir.

İkinci araştırma sorusuna ait bulgulara bakılınca Türk öğrencilerin uygulanan pragmatik eğitim planıyla ilgili pozitif algılarının olduğu, eğitsel aktivitelerin çeşitliliğinin, derslerin diğer klasik derslere göre daha çok sevilmesine sebep olduğu ve gerçek kullanımların gösterildiği materyallerin öğrencilerce beğenildiği ve bu pozitif algının rica söz eylem kullanımındaki çeşitliliğe olumlu olarak yansıdığı görüşlerine varılmıştır.

5.1 Gelecek Araştırmalar için Öneriler

Bu çalışma gelecekte daha fazla katılımcı ve daha büyük ölçekli olarak uygulanıp böylece daha genel sonuçlara varılabilir.

Sınıf içinde uygulanacak etkinliklerde bazı değişiklikler yapılarak aynı metodun kullanıldığı bir eğitim planıyla ricalardan farklı söz eylemler üzerinde (örneğin özür dileme, davet etme, iltifat etme ve buna benzer) araştırma yapılabilir.

Ayrıca gelecekte yapılacak benzer bir çalışmada veri toplama araçları çeşitlendirilerek daha detaylı sonuçlara ulaşmak mümkün olabilir. Gelecek çalışmalarda okul kuralları gereği 3 hafta ayrılan bu plana daha uzun bir süre verilebilir. Buna ek olarak sonuçların geçerliliğinin artırılması adına gelecekte yapılacak benzer bir çalışmada bu çalışmadan farklı olarak kontrol grubu da eklenebilir.

Son olarak, gelecek çalışmalar için verilecek bir öneri, bu gibi dil öğreniminde pragmatik eğitimi merkez alan çalışmaların Türk öğrencilere farklı dillerin öğretilmesinde de kullanılabileceğidir. Böylece pragmatik yeterlilik sadece İngilizcede değil, öğrenilecek tüm diller için edinilebilir.