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**İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN
TÜRK ÖĞRENCİLERİN İNGİLİZCE'DEKİ RİCALARDAKİ
KİBARLIK STRATEJİLERİNİ KULLANMALARINDAKİ
İLETİŞİMSEL BAŞARILARININ DEĞERLENDİRİLMESİ**

**AN EVALUATION OF THE
COMMUNICATIVE SUCCESS
OF TURKISH EFL LEARNERS
IN UTILIZING POLITENESS
STRATEGIES IN REQUESTS**

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(Yüksek Lisans Tezi)
Eskişehir, 1996**

**ANADOLU UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES ·**

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Thesis of Master of Arts

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ESKİŞEHİR

SEPTEMBER, 1996

**Angoloji Enstitüsü
Merkez Kütüphane**

To my mother

ÖZET

Bu çalışma İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin İngilizce'de ricalardaki kibarlık stratejilerini kullanmalarındaki iletişimsel başarılarını incelemektedir. Türk öğrencilerin bu alandaki başarılarına karar verebilmek için, İngilizce'deki ricalarda kullandıkları kibarlık stratejileri ana dili İngilizce olan kişilerin kullarımlarıyla karşılaştırılmıştır.

Bu çalışmaya katılanlar İngilizce'yi yabancı dil olarak öğrenen 50 Türk öğrencisi ve ana dili İngilizce olan 13 kişidir.

Çalışmaya katılanlar 5 farklı statü ve yaş değişkenini gösteren;(i) daha yaşlı ve daha yüksek bir statüye sahip (ii) daha genç ve daha yüksek bir statüye sahip (iii).daha yaşlı ve daha düşük bir statüye sahip (iv).daha genç ve daha düşük bir statüye sahip (v) aynı yaş ve statüye sahip kişilerden birşey rica etmeyi gerektiren durumlarda kullanılan kibarlık stratejilerinin uygun olup olmadığını belirlemek durumundadırlar.

İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerinin başarı ya da başarısızlıklarıyla ilgili sonuçlara varmak için 3 tür veri gerekmiştir: (1). Türkçe Veri Tabanı, anadili Türkçe olan deneklerin Türkçedeki ricalarda kullanılan kibarlık stratejilerini ortaya koyan cevaplarıyla oluşmuştur. (2). İngilizce Veri Tabanı, anadili İngilizce olan kişilerin İngilizcedeki ricalarda kullanılan kibarlık stratejilerini ortaya koyan cevaplarıyla oluşmuştur. (3). Deneysel İngilizce Veri Gurubu, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerinin İngilizcedeki ricalarda kullandıkları kibarlık stratejileriyle oluşmuştur.

Bu çalışmanın sonuçları, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerinin İngilizce'deki ricalarda pozitif ve negatif kibarlık stratejilerinin kullanımında başarılı olduklarını, ama dolaysız ve dolaylı kibarlık stratejilerinin kullanımında başarısız olduklarını göstermiştir.

ABSTRACT

This study investigates the communicative success of Turkish EFL learners in using politeness strategies in requests in English. In order to determine the success of Turkish EFL learners, their usage of the politeness strategies in requests in English was compared to those preferred by native speakers of English.

Participants in this study were 50 Turkish EFL learners and 13 native speakers of English. Their task was to choose appropriate politeness strategies in five socially differentiated situations. The situations included requesting something from someone who is (i) older and having higher status, (ii) younger and having higher status, (iii) older and having lower status, (iv) younger and having lower status, and (v) at the same age and having the same status.

In order to draw conclusions about the success or failure of Turkish EFL learners' use of politeness strategies in requests in English, three types of data were needed. (1) Turkish L1 Baseline Data formed by the responses of Turkish native speakers revealing politeness strategies used in requests in Turkish, (2) English L1 Baseline Data formed by the responses of native speakers of English revealing politeness strategies used in requests in English, and (3) EFL Experimental Data formed by the responses of Turkish EFL learners revealing the use of politeness strategies in requests in English by Turkish EFL learners.

The findings of the study indicated that Turkish EFL learners were successful in the use of positive and negative politeness strategies, but they were not successful in the use of direct and indirect politeness strategies.

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CHAPTER I

INTRODUCTION

“Learning how to request is not just learning language or even just speech acts. It is also learning the culture and how to get things done by language in that culture” (Bruner, 1983:115; cited in Axia, 1987:2).

1.1 Background and Goals of the Study

1.1.1 Background

For centuries people have had a desire to learn other languages. However, this hasn't been easy since language learners confront a new language with a different sound system, vocabulary, word order etc. that may be unfamiliar to them.

While learning a language, the learner inevitably confronts many problems. The grammar, syntax, pronunciation, vocabulary, spelling, punctuation and some other characteristics of languages differing from the characteristics of one's native language are mostly barriers for learners. Material developers and language teachers are used to giving emphasis to the characteristics mentioned above both in the textbooks and in their class time.

Knowing the grammar of a language, putting the words in an order that will make sense, pronouncing the words clearly and accurately, using a wide range of vocabulary, using correct spelling and pronunciation are all really not sufficient to reach the aims of communication (Olshtain & Blum-Kulka, 1985:303; Davies, 1987:76; Lörcher & Schulze, 1988:184; Yemenci, 1995:152). Hymes states the ways of reaching full communicative competence as follows:

“In acquiring full communicative competence, children must learn to speak not only grammatically, but also appropriately. At some time during acquisition they must learn a variety of sociolinguistic and social interactional rules that govern appropriate language use” (Hymes, 1972; cited in Andersen, 1990:5).

If Hymes's assertion is accepted, it should not be wrong to think that the same is correct for second language learners. Violations of grammatical rules seldom disturb communication, but violations of communicative rules often lead to disturbances of communication and of the relationship between the communication partners (Lörcher & Schulze, 1988:184).

According to Davies (1987:77) few courses provide detailed specifications of the importance of the sociolinguistic factors in learning a second language. Although a great deal of effort has been made to have learners learn grammar, syntax, pronunciation, vocabulary, spelling, punctuation and some other characteristics of the

English language, 'sociolinguistic factors' need to be studied, since they affect learning and teaching processes and since they haven't been emphasized enough. The sociolinguistic factors, which are as important as the knowledge of the language itself, are age, sex, social status, regional features, educational level, the context of social situation and so on, which affect the language use of the interlocutors. Speakers of a language change the mode of their language according to these variables. Tannen (1990) states that people are not the same and they are on different levels with regard to status; that is, people are differently placed in a hierarchy. For this reason, the way they talk to one another, the way they send and understand "messages" and "metamessages" show differences (Tannen, 1990:28-32). Since speakers of a language determine the rules of speaking, it is inevitable that language reflects different societal features and rules. If the learners are not aware of these rules, there will be communication problems, no matter how competent they are in grammar (Yemenici, 1995:152).

Rules for appropriate language use may vary from culture to culture. However, they are sensitive to many of the same factors such as the context and the topic of discourse and sex, age, and status of the speakers (Andersen,1990:6). In most languages, adults speak in one way to young children, in another to older children, and in yet another to fellow adults (Ferguson,1977; Andersen, 1975; cited in Andersen, 1990:6); also the doctors' way of talking to their patients or

colleagues shows differences (Shuy, 1976; cited in Andersen, 1990:6), students “change their style” when they leave a peer group and get into an academic discussion in the classroom (De Stefano, 1972a; 1972b; Houston, 1969; 1970; cited in Andersen, 1990:6).

The successful language learner is the one who has grammatical, textual, illocutionary and last, but not the least, sociolinguistic competence. According to Bachman (1990; cited in Brown, 1994:229), sociolinguistic competence deals with considerations such as politeness, formality, metaphor, register, and culturally related aspects of language.

Politeness is one of the crucial elements in reaching sociolinguistic competence (Bachman, 1990; cited in Brown, 1994:229). Markers of politeness are indispensable to the acquisition of communicative competence. Learners who are not fully aware of the use of markers of politeness may fail to grasp the subtle differences between first language and target language formulas, which leads to serious misunderstandings and misjudgments (Davies, 1987:75). For this reason, they need to be studied to give an insight for language teachers and material developers.

‘Politeness formulas’, labelled by Ferguson (1976; cited in Davies, 1987:75), include idiomatic expressions, proverbs, clichés, and the formulas used in structuring conversational exchanges (to open an exchange, fill a pause, interrupt, etc.). The use of those formulas is part of a society’s protocol and these are considered to be the markers

of politeness by members of that society. Markers of politeness include the fixed expressions conventionally used in many societies for the purposes of requesting, addressing, greeting, leave-taking, thanking, apologizing, refusing, disapproving, congratulating and expressing various kinds of wish.

Politeness in requests is a particularly important issue (Tracy et al., 1984; cited in Kitao;1990:178). Requests are one of the major areas that require careful usage for many non-native speakers. For this reason, they are important for second language teachers and others involved in cross-cultural communication.

Requests are widely used in daily life. There may be no day in a person's life that s/he has not requested something such as asking the time, asking for a cup of tea, asking for a loan, etc. Besides, requests are interesting from a sociolinguistic point of view. A request demands an action rather than a verbal response (Taylor & Taylor, 1990). Requests are also sensitive to other sociolinguistic variables such as status or age of the interlocutors. Requests exhibit interesting cultural and linguistic differences across languages and might therefore be suitable for research related to the learning process (Olshtain & Blum-Kulka, 1985:306).

The problems of Turkish EFL learners in communicating in English, thus, become significant as an area of research. Politeness is an area in which Turkish EFL learners may have some problems.

The communicative success of Turkish EFL learners in utilizing politeness strategies especially in requests needs to be evaluated in order to ascertain their competence.

1.1.2 Goals of the study

In this study, politeness with particular reference to requests will be studied and the communicative performance of Turkish EFL learners in utilizing strategies of requesting will be measured in terms of cultural and structural appropriateness.

This study investigates whether Turkish EFL learners use appropriate language forms in different situations of requesting.

In order to achieve this objective the following questions are to be answered.

1. How successful are Turkish EFL learners in using politeness strategies in requests in English?

2. What are the similarities and differences between native speakers of Turkish and English in the preferences of politeness strategies used in requests?

3. Do Turkish EFL learners transfer the politeness strategies used in requests in Turkish to English?

1.2 Statement of Research Question

In this study, communicative success of Turkish students of English is measured in order to ascertain their competence in utilizing politeness strategies in requests. The positive transfer of some of the Turkish structures in

requests may be possible for certain situations in English, but there is also a possibility of negative transfer. Thus, the question to be answered through the analysis of the data in this study is how the similarities and differences between Turkish and English politeness strategies in requests affect the communicative success of Turkish EFL students.

1.3 Significance

This study hopes to accomplish;

1. to help learners be aware of the importance of the extra-linguistic factors such as the context of situation, status and the age of the interlocutors when conversing in the target language.

2. to offer a comparison basis to researchers who have done studies in politeness and request strategies in other languages.

3. to draw attention to the extra-linguistic factors in language teaching so as to offer necessary changes in curriculum development.

1.4 Statement of the variables

Dependent Variable: The politeness strategies used in requests are utilized as the dependent variable of the study. Specifically, the following politeness strategies will be considered;

- (i). Positive politeness strategies,
- (ii). Negative politeness strategies,
- (iii). Bald-on-record politeness strategies, and
- (iv). Off-record politeness strategies.

Independent Variables: *Age* and the *status* of the interlocutors are the independent variables of the study.

1.5 Assumptions

Throughout this research the following assumptions are taken into consideration.

1. Politeness strategies used in requests can be determined through collecting information via questionnaires.

2. Scientific method is a valid problem solving approach as in the other scientific fields, and it is a starting point for examining politeness phenomenon in requests.

3. Knowledge about politeness in requests, which is an important step to reach communicative competence, is one of the crucial points in learning another language.

4. Turkish EFL learners do not have enough competence in using politeness strategies in requests in English.

1.6 Limitations

This research is limited to;

1. 50 lower advanced level university students at Anadolu University, Education Faculty, Eskişehir in 1995/96 academic year.

2. 13 native speakers of English teaching English as a foreign language at Anadolu University and private teaching institutions.

3. investigation of politeness strategies in *requests*

which is only a part of sociolinguistic behavior among apologies, refusals, greeting and leave-taking sequences; expressing gratitude, approving and disapproving etc.

4. verbal acts of the interlocutors. So nonverbal politeness, nonverbal requests are not emphasized.

1.7 Definitions

Terms mentioned in this study have been used in the following meanings.

1.7.1 Speech acts

Any linguistic act involved in conversation is called “speech act” (Searle, 1969; cited in Mızıkacı,1991)

Speech acts are the basic units of linguistic communication. Austin (1962; cited in Levinson, 1982:20) distinguished between different kinds of acts a speaker does in speaking. *Locutionary Acts* are the acts a speaker does in uttering a sentence with determinable sense and reference. *Perlocutionary Acts* are the acts a speaker does through saying something, “the intended or unintended consequences of what one says” which are not part of the conventional meaning of the utterance. *Illocutionary Acts* are “the intended and conventional use of specific kinds of utterance types, e.g. the use of ‘I promise to x’ to promise that the speaker will do x”. The term ‘speech act’ has come to designate exclusively the illocutionary acts which are related to specifications like promising, christening, ordering, questioning, requesting and so on.

Austin (1975) made a distinction between what is actually said, the proposition, or in his terms the 'locution', and what is intended by what is said, the 'illocution' (cited in Gardner, 1985:44). Austin exemplifies locution as a statement of fact as in 'The ice over there is very thin.', but illocution as a warning taking the same sentence into consideration.

Searle (1969,1976,1979;cited in Gardner,1985) has looked at the conditions that determine the interpretation of speech acts and also indirect speech acts. Searle (1975) describes indirect speech acts as "the types of utterance that does not explicitly say what is meant". Searle (1975;cited in Gardner,1985) exemplifies indirect speech acts as follows. In 'Can you pass the salt?' the speaker does not request for information, but request for action.

Heringer (1972; cited in Levinson,1982:31) groups the examples of indirect speech acts under four headings; (i) statements of the sincerity condition on requests, that one sincerely wants what one requests, (ii) questionings of the ability (preparatory) condition on requests, that one believes that the addressee has the ability to do the thing requested, (iii) questionings of the propositional content condition on requests, that the propositional content be a future act of the addressee's and (iv) questionings of the felicity condition (FC) that distinguishes requests from orders or demands, that the speaker believes that the addressee might not mind doing the act requested.

According to Nelson (1991:323) "broader repertoires of speech acts, as subparts of our sociolinguistic competences, will make us better readers and hearers".

1.7.2 Politeness

The New Lexicon Webster's Dictionary (1987) defines 'politeness' as "being in a good social manners, characterized by refinement, achieving greater subtlety or purity in meaning or effect".

Especially non-linguists and non-sociologists take everyday use of the word 'politeness' as tact, etiquette or chivalry: in these terms, complaisance, deference, and respect towards every interactant is revealed. Politeness, in this sense, is only of minor importance. Rather it should be close to the considerations and theses of Symbolic Interactionism (Lörscher & Schulze, 1988:185). In this sense politeness includes verbal and behavioral patterns comprising greeting and leave-taking sequences; apologies, thanks, requests, refusals etc. which are the components of verbal repertoire.

Leech (1983; cited in Kitao, 1990) defines *politeness* as "a strategy used to maintain and develop relationships".

According to Koike (1989:279), politeness is one of the factors playing a crucial role in reaching 'pragmatic competence' along with rules of appropriateness. These two factors are important for understanding and formulating speech acts.

Smith-Hefner (1988:550) states that "politeness can be a particularly effective means of social control inasmuch as its coerciveness is largely hidden in the guise of linguistic etiquette and social convention".

Leech's (1983:132;cited in Fasold,1991) view of politeness involves a set of politeness maxims;*Tact Maxim* is about minimizing cost to *other* and maximizing benefit to *other*. *Generosity Maxim* includes minimizing benefit to *self* and maximizing cost to *self*. *Approbation Maxim* is about minimizing dispraise to *other* and maximizing praise of *other*. *Modesty Maxim* includes minimizing praise to *self* and maximize dispraise of *self*.

According to Brown & Levinson (1987:68) politeness is used to maintain hearer's (H) face, that is, wants. They state that speaker (S) uses politeness not only to decrease relative imposition, but also to increase approval for achieving the goal (Brown & Levinson,1987:70). They group *politeness* as; on-record politeness, off-record politeness. (See Figure 1.1)

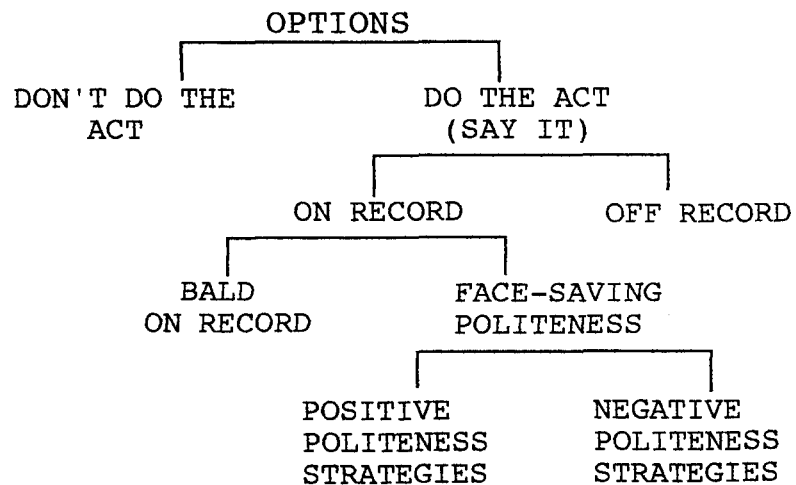


Figure 1.1 Speakers' Options in Performing Face-Threatening Speech Acts
(Adapted from Brown & Levinson, 1987:69)

Off-record politeness is related to the indirect uses of language. If a communicative act is done off-record, it is done in the way that it is not possible to attribute only one clear communicative intention to the act. Using an off-record politeness strategy, the speaker wants to avoid responsibility for doing it and leaves it up to the addressee to decide how to interpret it. Off-record politeness strategies are general (containing less information) or actually different from what the S means (intends to be understood). In these cases H must make some inference to discover what was actually intended by the S. For example, when a speaker says “Oh God, I’ve got a headache again” the hearer may infer that the speaker possibly needs a painkiller. So, the politeness strategy that the S uses here is an off-record politeness strategy (Brown & Levinson, 1987:215).

Brown & Levinson (1987:215) give examples to off-record politeness strategies as;

- It’s cold in here. (Shut the window.)
- The soup is a bit bland. (Pass the salt.)
- I need some more nails to finish up this rabbit hutch. (Buy me some when you go town.)

In off-record politeness strategies, there are essentially two processes involved; “(i) a *trigger* serves notice to the addressee that some inference must be made, (ii) some mode of *inference* derives what is meant (intended) from what is actually said, this last providing a sufficient *clue* for the inference” (Brown & Levinson, 1987:211).

On-record politeness is related to the direct uses of language. This strategy is used “whenever S wants to do the face-threatening act (FTA) with maximum efficiency *more than* he wants to satisfy H’s face, even to any degree”. There are two types of on record politeness:

(i) *Bald-on-record politeness strategies* are mostly direct imperatives. For example, if a speaker says “Give me that painkiller” the hearer gets the message directly without a need to make any kind of inference. Bald-on-record politeness strategies are sometimes chosen in cases of urgency and danger: “Help!, Watch out!, Come here right away!” (Olshtain & Blum-Kulka, 1985:308). Brown & Levinson (1987:97-101) give examples to bald-on-record politeness strategies as;

- Send me a postcard.
- Give me the nails.
- Wash your hands.
- Please come in.

(ii) *Face-saving politeness strategies* are chosen in cases of close intimate relations between speaker and hearer which make it possible to do away with politeness. If the speaker chooses to carry out using face-saving politeness strategies, two new choices are available; these are *positive politeness strategies* and *negative politeness strategies*;

Positive politeness is oriented toward S’s need for approval, that is, “the positive face of H”, the positive self-image that he claims for himself and expresses solidarity.

e.g., using in-group markers, being optimistic, indicating common ground, and offering and promising etc. For example, “Honey, how about fetching me a painkiller?” can be considered to be a positive politeness strategy. S using a positive politeness tries to minimize the social distance. Positive politeness is used between intimates

Brown & Levinson (1987:124-128) give examples to positive politeness strategies as;

- How about letting me have one of those?
- Look, I’m sure you won’t mind if I borrow your typewriter.
- Let’s have a cookie, then.
- Why don’t we go to the seashore?

Negative politeness is essentially avoidance-based and functions to minimize the imposition. It is oriented toward satisfying (redressing) H’s negative face, his basic want to maintain claims of territory and self determination. e.g., being conventionally indirect, questioning, hedging, being pessimistic, giving deference and apologizing etc. For example, “Could you please give me a painkiller?” can be said to be a negative politeness strategy. Negative politeness is the heart of respect behavior, just as positive politeness is the kernel of familiar behavior.

Brown & Levinson (1987:135-169) give examples to negative politeness strategies as;

- Can you pass the salt?
- Could you pass the salt?
- Would you close the window?
- I’d like to borrow your car, if you wouldn’t mind.
- May I borrow your car, please?

1.7.3 Requests

A request is “an attempt to obtain (something) by making one’s wants or desires known in speech or writing; an attempt to get (someone) to do or give something that one wants by making this known in speech or writing; an attempt in speech or writing to obtain permission (to do something)” (The New Lexicon Webster’s Dictionary, 1987).

According to Kitao (1990:178) when the S is making a request, s/he is asking the H to do something. H is imposed upon and S usually profits. The imposition on H gets greater when the request is larger.

Brown & Levinson (1987) define requests as face-threatening acts.

“Apologies and confessions are essentially threats to S’s face, and advice and orders are basically threats to H’s face, while requests and offers are likely to threaten the face of both participants” (Brown & Levinson, 1987:76).

Requests express the speaker’s expectation towards some prospective action (verbal or nonverbal) by the hearer. All types of requests impinge upon the private territory of the hearer (suggested by Brown & Levinson, 1978; cited in Olshtain & Blum-Kulka, 1985:305).

Another phenomenon observed about requests (Searle, 1975; Labov & Fanshel, 1977) is the seemingly systematic relationship between pragmatic preconditions necessary for the performance of the act and its linguistic realizations. This relationship is observable in verbal patterns referred to as

“conventional indirect speech acts”, which provide speakers across languages with linguistically fixed utterances that ‘count’ habitually as requests (such as “could you...”) (cited in Olshtain & Blum-Kulka, 1985:305).

All languages seem to provide their speakers with a wide variety of direct and indirect strategies for making requests. The realization patterns for requests seem to consist of at least three basic categories, two of which can be defined using linguistic and pragmalinguistic formal criteria. These three categories form a scale of directness which seems to be shared by all languages. The first category consists of the *direct*, linguistically marked ways for making requests, such as imperatives and performatives. The second category, which is the most difficult one to compare across languages, consists of those *indirect* strategies which are conventionally used for requesting in a given language, such as “Could you ...” or “Would you ...” in English. The third category consists of the open-ended set of *indirect hints*, such as “It is cold in here” used as a request to close the window. (Olshtain & Blum-Kulka, 1985:305).

Wilkinson et. al. (1984:2130) state that a request is *direct*, if its phrasing tells the listener explicitly that the speaker wants the listener to respond and also tells what response the speaker is seeking. A request is *indirect*, if its phrasing merely announces the speaker’s need, without stating literally that the speaker wants the listener to meet the need.

According to Gibbs (1986), indirect requests can be made using a variety of sentence forms, such as *I would like*, *Can you*, *Will you*, *May I*, etc. Making indirect speech acts provides addressees with options which enable them to either comply with requests, or give some good reason why they can or will not respectfully do so without losing face (Lakoff, 1973;cited in Gibbs,1986:181).

Taylor & Taylor (1990:35) exemplify a direct request as an imperative sentence and as a command in; "*Take the garbage out.*" They exemplify an indirect request as an interrogative sentence in; "*Could you take the garbage out?*" and their last example is again an indirect request as a declarative sentence which is more indirect than the former; "*Today is garbage (collection) day.*"

The act of requesting is rather different from the act of apologies, since apologies are called for *after* some behavior or action has resulted in the violation of social norms (Olshtain & Blum-Kulka, 1985:305).

Ervin-Tripp (1976; cited in Wolfson,1989:92) separates requests into six categories:(Examples for 1-4 are taken from Hatch,1992:122)

(1)*Need statements* are used by superiors in work settings and to superiors in age in family settings, e.g., "I need X" or "I want X".

(2)*Imperatives* are frequent within family or when used downwards in rank or among equals,e.g., "Give me X".

(3)*Imbedded imperatives* are used to superiors in

rank and age, and when the speaker is the beneficiary of the request, e.g., “Could you give me X, (please)?”

(4) *Permission directives* are infrequent and used most when the activity requested includes action by the addressee. They are used to superiors in rank, in work as well as in the family settings, e.g., “May I have X?, Is there any X left?, Do you have X?”.

(5) *Nonexplicit question directives* tend to state a condition that would make compliance difficult or impossible and thus, give the addressee an escape route. It is used to superiors in rank and/or age and when both physical and interpersonal distance is greater, e.g., “Isn’t it hot here?” (The speaker implicitly wants the addressee to open the window)

(6) *Hints* are used when shared knowledge between participants is greatest, familiarity or solidarity between interlocutors is greater, and when the task requested is most “special”, e.g., “All of my friends are going to the party.” (The speaker wants his/her parents give him/her permission to go to the party).

1.7.4 Face

Brown & Levinson (1987:61-62) defines ‘face’ as “the public self-image that every member wants to claim for himself”. They distinguish two types of ‘face’. *Negative face* is “the want of every ‘competent adult member’ that his actions be unimpeded by others (freedom of action)”. *Positive face* is “the want of every member that his wants be desirable to at least some others”.

1.7.5 Face threatening acts (FTAs)

Certain kinds of acts intrinsically threaten face, namely those acts that by their nature run contrary to the face wants of the addressee and/or of the speaker. What is meant by ‘act’ here is “what is intended to be done by a verbal or non-verbal communication, just as one or more ‘speech acts’ can be assigned to an utterance” (Brown & Levinson, 1987:65).

1.7.6 Imposition

Oxford Advanced Learner’s Dictionary (1974) defines ‘imposition’ as “the act of forcing (something, oneself, one’s company) on somebody”.

According to Brown & Levinson (1987) impositions may vary in their value,

“Impositions can still situationally vary in value; to ask for a dollar is generally to ask for more than to ask for a dime, yet to ask for a dime just outside a telephone booth is less than to ask for a dime for no apparent reason in the middle of the street” (Brown & Levinson, 1987:79).

Impositions are often systematically preceded by preparatory utterances or whole exchanges, sometimes called pre-sequences, and followed by post-sequences which serve to repair possible face-damage caused by the imposition (Piiirainen-Marsh, 1991:144).

1.8 Statement of Methodological Procedure

This research makes use of survey model. In order to collect data for the usage of English requests, a

questionnaire, which includes ten situations for the use of requests, will be given to 13 native speakers of English, and 50 native speakers of Turkish studying English at the university level.

‘English L1 Baseline Data’ collected by native speakers of English provides evidence for the norms of acceptable politeness strategies used in requests in English.

‘EFL Experimental Data’ collected by the Turkish EFL learners will help to determine the success of them in utilizing politeness strategies in requests in English.

Turkish EFL learners are also going to be given the Turkish version of the same questionnaire which constitutes ‘Turkish L1 Baseline Data’ in order to detect whether there are any first language interferences.

1.9 Analytical Procedure

Assessment of the results is based on these two questions:

1. Do Turkish EFL learners use politeness strategies in requests in English inappropriately? If so, to what extent their native cultural norms interfere in choosing these inappropriate strategies?

2. If Turkish EFL learners use politeness strategies appropriately in English, to what extent their cultural norms are similar with the English culture?

In order to analyze the data elicited from the groups studied, the distribution of the items will be calculated and the preferences made on the strategies will be revealed.

In order to achieve this, the frequency of the items will be decided by counting the choices made by the subjects.

Then the percentages of these will be given to provide an insight about the results.

1.10 Organization of thesis

Chapter II presents the review of the studies done on politeness and requests, sheds light to the discussion on universality of politeness and explains the notions of transfer and interlanguage. It also emphasizes the importance of sociolinguistic knowledge affecting proficiency in the second language and the influence of status and age in determining the language use of the interlocutors.

Chapter III describes the way the data was collected and the instruments used in the collection of the data.

Chapter IV presents the results and discussion of the findings

Chapter V presents the conclusions, implications for language teaching and suggestions for further studies.

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

Several studies have addressed speech acts and pragmatics in adult L2 interlanguage. Most of these studies have examined the cross-cultural differences between two languages and tried to determine the potential usages for the possible misunderstandings. These studies have made use of the evidence obtained largely from the experiments involving written responses to speech act stimuli that, despite a good command of grammar and lexicon, learners may fail to convey pragmatically appropriate expressions. The reason for this is that they transfer L1 pragmatic rules to their L2 production (Koike, 1989:281).

Earlier studies including request and apologies were conducted by Blum-Kulka (1982); Blum-Kulka, Danet, & Gerson (1983), Cohen & Olshtain (1981) and Olshtain & Cohen (1983).

This chapter presents research on politeness and speech acts and summarize arguments about whether politeness is universal or not, states the ideas about transfer, interlanguage and communicative competence, examines how the lack of sociolinguistic knowledge affect proficiency in the second language, explores the importance of cultural differences and appropriateness, and presents how status and age influence the language use of the interlocutors.

2.2 Research on Politeness and Speech Acts

Research on politeness and speech acts will be viewed in three perspectives. First, research on L1, second, research on L2, and research done comparatively between L1 and L2 will be discussed.

2.2.1 Research on L1

There seems to be a limited number of research conducted on politeness and speech acts on L1. Pan (1994) investigated the politeness behavior patterns in present-day China with regard to actual language use in different settings. Giving examples from naturally occurring verbal interactions between superior-subordinate, buyer-seller and among family members, Pan illustrated the importance of social factors, such as age, gender, official rank and in-group identity in Chinese politeness behavior

Bentahila & Davies (1989) compared the language use of speakers of British English with speakers of Moroccan Arabic, two of which might be said to have sharply contrasting cultural backgrounds. They found that “the imperative is available in both English and Arabic for conveying orders, requests, invitations, etc; but the patterns of actual use of imperatives in the two languages differ considerably”. Their major finding was that Moroccan culture favored positive politeness, while British culture tended to favor what Brown and Levinson called negative politeness.

Vigner (1978:88; cited in Wardhaugh, 1988:270) examined the use of French politeness, and found that longer utterances were considered to be more polite than shorter ones in certain circumstances.

2.2.2 Research on L2

There has been a number of research conducted on the L2 performance of the second language learners.

Cohen & Olshtain (1993) conducted a study giving six speech act situations, two apologies, two complaints and two requests to the subjects who were 15 advanced English as a foreign language learners. The subjects were to role play along with a native speaker in the given situations. The verbal report protocols of the subjects were evaluated according to; (i) the extent to which utterances were assessed and planned, (ii) the selection of language of thought (L1,L2,L3) for planning and executing the utterances, (iii) the search/ retrieval/selection of language forms, (iv) the extent to which grammar and pronunciation were attended to, and (v) the sources for language used in the production of the utterances. Their questionnaire included a situation in which the subjects were asked to request to get a ride with the teacher. This situation (which was called 'Lift Situation') prompted by far the most specific planning. Respondents stated that they had to plan their utterances because they were asking a higher status person for a ride. In the same situation, one of the respondents wanted to make a polite request by asking 'Do you have any room in the car?' which

was not really polite (Cohen & Olshtain, 1993:40). One of the respondents monitored her pronunciation in order to speak properly to her higher status professor in the 'Lift Situation' (Cohen & Olshtain, 1993:45).

Cathcart-Strong (1986) conducted a study in order to determine the effectiveness of various types of communicative acts (e.g., requests for information, calls for attention, intention statements and so on) for eliciting native speaker input. Results showed that while the response rate to some type of utterances was predictable (e.g., to requests for information), others (e.g., calls for attention) did not generate the expected feedback (Cathcart-Strong, 1986:515).

Borkin & Reinhart (1978) detected that EFL learners commit inappropriate usages of "Excuse me" and "I'm sorry". Studying the usage and ways of teaching the formulae of "Excuse me" and "I'm sorry", they suggested that teaching such formulae which are part of sociolinguistic rules involves some teaching of the target language culture, in particular, teaching the aspect of culture commonly called "manners".

Scarcella (cited in Koike, 1989:281) compared adult advanced and beginning ESL learners in their performance of utilizing request forms in three role-play situations in order to gather data about acquisition of politeness forms. The results showed that while the advanced students could vary the syntactic form of the requests according to the social situations using imperatives and declaratives, the beginning students used imperatives. Her suggestion was "certain

politeness features emerge quite early in L2 acquisition, such as lexical features (e.g., sorry, please) while others, such as slang and ellipsis, do not”.

2.2.3 Comparative Research on L1 and L2

There has been a number of comparative studies on L1 and L2.

Olshtain & Blum-Kulka (1985) conducted a study on two speech acts - requests and apologies. Their study was related to the receptive and sociocultural aspects of language learning. They developed acceptability tests which were given to native speakers of Hebrew and learners of Hebrew at various stages of their stay in Israel. In their study, Olshtain & Blum-Kulka (1985:303) found that there seemed to be an increasing similarity between native and nonnative acceptability judgments as a function of the nonnatives' length of stay in the target speech community.

Trosberg (cited in Koike, 1989:281) compared apologies by Danish learners of English in the L2 as well as L1. She concluded that pragmatic strategies were transferred from the L1 to L2, and there was “a gradual increase in the use of certain grammatical markers for politeness relative to an increase in competence”.

Doing a research on the performance of Japanese learners of English in offers and requests Fukushima (1990) compared the performance of Japanese subjects with those of native English-speaking people. The subjects were given an open-ended questionnaire with a short description of offering and requesting situations. In the situations, the status of the

addresser and the addressee was held constant, and the degrees of closeness between them were different. The results showed that (i) the Japanese subjects could not use appropriate expressions according to situations, even when they wanted to be more polite to the addressees, (ii) the expressions used by the Japanese subjects were too direct in most situations, and sounded rude.

In her study on polite requests in French, Philips (1993:372) suggested that input from textbooks could be used to fill the gap related to polite requests if more attention is devoted to the presentation and practice of formulaic expressions and appropriate linguistic forms such as the conditional of politeness. She stated that English speakers learning French had difficulties in using polite requests appropriately. As a result, Philips (1993:380) claimed that "L1/L2 transfer alone is insufficient to assure sociopragmatic competence".

Harlow (1990) conducted a research in order to find out what additional information besides linguistic and lexical knowledge must a learner of French know in order to communicate successfully. She tried to find out whether social variables such as sex, age, and familiarity have an effect in the usage of speech act realization patterns. The results revealed that the age of the addressee appeared to affect the speech act realization used in requests. The age of the addressee seemed to have an effect on the length of the statement used in French to thank someone. The data gathered in her study revealed that there was no effect of social variables in using apologies (Harlow, 1990:347).

Atawneh's (1991) research tested two hypotheses; (i) Arabic linguistic patterns of politeness differ from the English patterns in structure and hierarchy due to linguistic and cultural differences;(ii) such patterns are transferred from one language to another in cross-cultural communication. The results of the research strongly supported both hypotheses and revealed that Arabic employed fewer modals as hedges than English and substituted other politeness strategies to bridge this gap.

Blum-Kulka (1982,1983a; cited in Wolfson,1989:150) conducted a study, focusing her study on requests. She compared the relevant sociolinguistic rules among speakers of English and of Hebrew. Designing a study to compare the speech act performance in making requests of second language learners of Hebrew with that of native speakers of both Hebrew and English, Blum-Kulka found that although certain forms could be translated word for word from one language to other, the meaning of the utterances were very often lost. The translated forms were ambiguous or did not simply carry the meaning of a request in Hebrew. Even in some cases sociolinguistic rules seemed to be shared across cultures she was studying and these helped learners to get their meanings across by applying their own native language rules in conversation. However, she also found that there were differing rules.

“When the rules are language- or culture-specific, the most deviation from native language usage occurs. Since only two language groups were studied, however, and since the likelihood is great that both the Hebrew speakers and the Hebrew learners, though of different nationalities were members of the same ethnic group whose recent immigrant backgrounds were very often identical, it is a bit difficult to accept this as an argument for universality of sociolinguistic rules” (Wolfson, 1989: 151).

Rintell (cited in Koike, 1989:281) found that Spanish speaking learners of English used more deferent forms when requesting in their L1 than they did when speaking English.

The research done so far in this field claim that second and foreign language learners do not use appropriate expressions when conversing in the target language, that is, they do not have enough competence in the use of both speech acts and politeness strategies. One of the reasons that the researchers generally put forward for that failure is cultural differences. Also negative transfer is thought to be another reason for the poor L2 performance.

In the light of these, this study tries to provide evidence for the success of Turkish EFL learners in utilizing politeness strategies in requests in English. This study investigates whether Turkish EFL learners are successful or not, whether they commit positive and/or negative transfer in requesting in English.

2.3 Universality of Politeness

Although it is difficult, it is possible to learn foreign languages and “acquire the skills required to function ‘properly’ in a foreign culture’s communicative style”

(Verschueren, 1989:125). This validates the assumption of a universal core inherent in all languages and all cultures. Universality, in this sense, can be viewed from two different perspectives.

The assumption of maximal universality tends to characterize all theoretical approaches such as the philosophical tradition embodied in speech act theory. In other words, the researcher's or the philosopher's own experience of verbal behavior is taken as a maximally relevant representative of the corresponding universal experience. The danger of this assumption stems from the point of learning is to acquire the mastery of the differences.

The assumption of minimal universality seems much safer starting point when approaching a new language or a new culture and its characteristic discourse style (Verschueren, 1989:125).

According to Brown & Levinson (1987) politeness phenomenon is universal. They (1987:62) claim that while the content of face differ in different cultures, "the mutual knowledge of members' public self-image or face, and the social necessity to orient oneself to it in interaction, are universal". Similarly, Searle (1965,1975; Gordon & Lakoff 1975; Fraser 1978; cited in Wolfson, 1989:150) claimed that there is a sociolinguistic or pragmatic *universality* among languages.

All languages seem to provide their speakers with a wide variety of direct and indirect strategies for making

requests; this variation is motivated *universally* (Brown & Levinson, 1978; cited in Olshtain & Blum-Kulka, 1985:305), by the need to minimize the impingement, or threat to face, involved in requesting behavior.

Fraser (cited in Koike, 1989:281) claims that “becoming socially competent in another language does not involve new concepts concerning how language is organized”, that is the knowledge of using question requests as a strategy for politeness. What he suggests is that learners need to know the grammar of the target language to encode the speech act.

Blum-Kulka (1983; cited in Koike, 1989:281) argues against Fraser’s proposal claiming that “the interdependence of pragmatic, linguistic, and social factors involved in speech acts varies from one language to another. She concludes that the reason of the failure of L2 learners in effectiveness and appropriateness in their speech act attempts is that pragmatic, linguistic, and social features of languages are *not universal*.

Scollon & Scollon (1981:75; cited in Piirainen, 1991:143) extend the global functions of politeness further and introduce the idea of cross-culturally different politeness systems. They claim that cultures reflect different politeness systems.

Bentahila & Davies (1989:103) state that preferred discourse strategies vary from one language and culture to another. They cite Kaplan’s (1967:15) thought of discourse strategies as being *not universal* as follows; “rhetoric, the method of organizing syntactic units into larger patterns, is

as much a culturally coded phenomenon as the syntactic patterns are". They also cite a parallel thought of Halliday (1970:141) as "the nature of language is closely related to the demands that we make on it, the functions it has to serve. In the most concrete terms, these functions are specific to a culture."

The development of pragmatic skills is an interesting domain for cross-cultural research since pragmatics includes all those relationships between language and context which are represented in the structure of all languages (Levinson, 1983; cited in Axia, 1987:2). Rules for speech acts, such as requests or responses, are sociolinguistic in nature (Dore, 1977; cited in Axia, 1987:2). Sociolinguistic rules portray a notion of social exchange which may vary among cultures. When speakers perform requests or responses, they use social rules which originate within their culture and are represented in their language.

"Learning how to request is not just learning language or even just speech acts. It is also learning the culture and how to get things done by language in that culture" (Bruner, 1983:115; cited in Axia, 1987:2).

"The use of an indirect request may not be a universal device of politeness." (Taylor & Taylor, 1990:36). German speakers who are learning English are often considered impolite by English speakers since they commit not grammatical but pragmatic errors because they prefer direct speech acts more than English speakers do (House & Kasper; cited in Taylor & Taylor, 1990:36). Similarly, Polish

speakers do not favor the use of indirect requests as frequently as English speakers do (Wierzbicka,1985; cited in Taylor & Taylor, 1990:36).

2.4 Transfer and Development of an Interlanguage

It is self-evident that language learning takes place over a period of time and during this period the learner will produce some forms correctly, some incorrectly and others inconsistently (Norrish, 1983:11). The ‘staging post’ is a sign of where the learner is on the journey from complete ignorance of the target language to a competent command of it. The transitional stage of the learner’s development has been referred to differently by the scholars on the subject as ‘interlanguage’ (Selinker,1972), ‘approximative systems’ (Nemser, 1971), ‘interlingua’ (James,1971) and ‘idiosyncratic dialect’ (Corder, 1971) (cited in Norrish, 1983:11).

According to Irujo (1986:288) “transfer is based on the idea that previous learning affects subsequent learning”. A good deal of attention to the transfer of structures has been paid by the researchers (e.g., James,1980; Sheen,1980; Steinbach,1981; cited in Irujo,1986; and Gass & Selinker, 1983; Ringbom,1987; Dechert & Raupach,1989; cited in Cohen & Olshtain,1993:35). Recent investigations have focused on the question of what is transferred, what the domains of language transfer are, and whether transfer can be predicted (Gass & Selinker,1983; cited in Irujo,1986). Despite a good command of grammar and lexicon, learners may fail to convey pragmatically appropriate expressions.

The reason for this is that they transfer L1 pragmatic rules in their L2 production (Koike, 1989:281).

Learners are said to apply the rules of speaking to the target language. Native language has interfering effects on the target language (Brown, 1994:90). When rules of speaking in the native language is *negatively transferred*, communication problems may arise. For example, a Turkish speaker might say in English 'I am in Eskişehir since 1986.'* This is quite logical transfer of the comparable Turkish sentence '1986'dan beri Eskişehir'deyim.' However this is a *negative transfer* of the Turkish verb to English.

According to Brown (1994:90), it is exceedingly important to remember that the native language of a second language learner is often *positively transferred*. In this case, the learner benefits from the facilitating effects of the first language. For example, Turkish has a comprehensive set of modal verbs which expresses similar meanings with the English modals, including separate forms corresponding to structures such as *I was able to go/ I could have gone*, or *We had to do it/ We should have done it* (Thompson, 1987:163). Students are therefore broadly familiar with the meanings expressed by the English modals. However the usage differences between *should*, *must*, *have to* and *have got to* may cause difficulty. For example, 'Should I go shopping?' and 'Must I go shopping?' indicate different functions. The former has the function of suggestion while the latter indicates obligation. English forms, with their

contractions and neutralized vowels may cause a great deal of trouble (Thompson, 1987:163).

Furthermore, every language has specific vocabulary items, the concepts of which are totally different in another language. In Urdu, for example, there are five words for the English word 'rice' (Rauf,1988:44). The attempts of the poor English learner of an Urdu speaker for finding the equivalence of the other words used for 'rice' in English will be in vain. On the contrary, an English speaker learning Urdu may have difficulty in expressing him/herself in contexts requiring the use of a particular word used for 'rice' since there are five counterparts of the word 'rice' in Urdu.

Studying the transfer in the acquisition of idioms in a second language, Irujo (1986:300) suggests that "students should be taught how to utilize positive transfer and avoid interference, and they must be given enough opportunities to practise using idioms in contextualized situations".

White (1993:193) claims that parents force their children to say 'Thank you' in required situations. Such childhood training provides learners of a foreign language with the competence of how to be polite within their own language and culture. Their attempts to transfer their native conventions to their second language run into unexpected problems. According to Scarcella (1990:338), such a transfer may even result in misaccurate character judgments.

Beebe (in press:4; cited in Beebe et al., 1990:55) argues that “language transfer is not only psychological process but often a sociolinguistic process, frequently of cultural identity assertion”. Sociolinguistic transfer is classified into three types (1) transfer of a native language sociolinguistic variable rule; (2) transfer of native, discourse-level, sociocultural competence; and (3) socially motivated transfer where the transferred pattern may not be sociolinguistic in itself, but is transferred in order to fulfill a social psychological function. Beebe (in press:4; cited in Beebe et al., 1990:56) views pragmatic transfer primarily as the second of these three types of sociolinguistic transfer, i.e., as transfer of L1 sociocultural communicative competence in performing L2 speech acts or any other aspects of L2 conversation, where the speaker is trying to achieve a particular function of language.

Bentahila & Davies (1989:105) cite examples from textbooks showing that textbook writers make generalizations about the use of English. In these textbooks it is said that English people use *will you/would you/can you/could you* in requests in order to sound more polite. However, by making such broad generalizations, textbook writers run the risk of being “oversimplistic and inaccurate”, since one can use these forms to issue extremely rude directives too.

According to Beebe et al. (1990:55) a large body of research claims that interference plays an important role in shaping interlanguage (e.g. Gass and Salinger 1983, Richards

and Sukwiwat 1983, Schmidt and Richards 1980, Cohen and Olshtain 1981, Bodman 1986, Takahashi 1984, and Scarcella 1983).

According to Philips (1993:372) “gaps in students’ sociopragmatic competence may be caused by incomplete transfer from L1 to L2 and by the difficulty of grammatical structures required for polite requests”.

2.5 Lack of Sociolinguistic Knowledge Affecting Proficiency in the Second Language

When second language learners engage in conversations with native speakers, communication difficulties often arise (Graham,1981;Carpenter,1983; Gumperz; Sato; and Scarcella, 1989; cited in Scarcella, 1990). Such difficulties result when the intent of the speaker is mistaken by the addressee, which constitutes one of the reasons for the lack of proficiency in the second language.

To become a competent second language user, one needs to acquire sociocultural rules of appropriacy, as well as grammatical competence (White,1993:201). The lack of sociocultural competence may result in communicative failure (Olshtain & Blum-Kulka (1985:303). “We do our students a disservice if we don’t teach them the social rules along with the linguistic rules as long as we remember not to imply any moral superiority of one rule over the other” (Paulston, 1974a: 3; cited in Wolfson, 1989:45).

Kabakchy (1978:317) notes that students should be warned of the existing differences between the cultures of

different nations; “they must realise that things familiar to one nation may be unheard of among people of other countries and need special explanation”. To overcome this problem, Rivers (1964:139; cited in Kabakchy, 1978:313) suggests that “the foreign language should be learned in as close association as practicable with the culture of the country where it is spoken, if its full ‘meaning’ is to be plumbed to any depth”.

Borkin & Reinhart (1978:58) state that it is not easy to equip teachers with conscious knowledge of sociolinguistic rules which is necessary to help students use them in routine, but important, social interactions with native speakers of English. “Incomplete knowledge of the target language sociolinguistic patterns is one impetus for transfer” (Beebe et al. 1990:68). To be successful in using politeness strategies appropriately requires a high level of pragmatic competence. “The purpose in the interaction may be the maintenance of good relations or the transmission of information; usually both will be present strongly” (Gardner, 1985:42).

According to Gardner (1985:42), the purpose of the conversation may be the maintenance of good relations or the transmission of information or may be the both. In conversation, notions such as politeness, tact or informativeness are of fundamental importance.

Covato (1991) found that even grammatically competent ESL students can be perceived as being rude and abrasive when speaking in the target language. The reason

for this is their lack of understanding of the pragmatic and interpretative aspects of the linguistic structures they utilize.

Knowing that incomplete knowledge of sociolinguistic rules is one of the reasons for the lack of proficiency in the second language, language teachers need a thorough understanding of different functions of the second language in different social contexts (Jones et al., 1989:257).

2.5.1 Communicative Competence

According to Hammonds (1980:15), *linguistic competence* is concerned, primarily, with the ability to distinguish between utterances that are grammatically acceptable and those which are in some way deviant, and secondly, with the ability theoretically to produce an infinite number of linguistically correct utterances. *Communicative competence*, on the other hand, is concerned with “the ability to recognize and produce language that is socially appropriate”. (See Figure 2.1 for the components of communicative language ability in communicative language use).

The ability to produce grammatical sentences does not, in itself, constitute knowledge of a language. “Language acquisition involves not linguistic competence alone, but what Hymes (1967,1972b) has called *communicative competence*” (Wolfson,1989:44).

Similarly Harlow (1990:328) states that “sociopragmatic competence in a language comprises more than linguistic and lexical knowledge”. Speakers of a

language should also know how to vary speech act strategies according to the situational or social variables present in the act of communication.

“Communicative competence is the competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.” (Brown, 1994:227).

Canale & Swain (1980:28;cited in Wolfson, 1989: 47) proposed a “theoretical framework for communicative competence”. They include three components: grammatical competence, sociolinguistic competence, and strategic competence. By ‘grammatical competence’, the ability to produce meaningful sentences with the knowledge of words and structures in a language is meant. Under the term ‘sociolinguistic competence’, sociocultural rules of use and rules of discourse .are discriminated.

“Sociocultural rules of use specifies the ways in which utterances are produced and understood *appropriately*. ...the rules of discourse is the combination of utterances and communicative functions and not the grammatical well-formedness of a single utterance nor the sociocultural appropriateness of a set of propositions and communicative functions in a given context” (Canale & Swain 1980:28; cited in Wolfson, 1989: 47).

The third component of communicative competence is ‘strategic competence’. It includes both verbal and nonverbal communication strategies that help language learners to cope with or remedy breakdowns in communication which result from lack of proficiency in the language.

Strategic competence is limited to the notion of ‘compensatory strategies’. It is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through “paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style” (Brown,1994: 228).

Textbook writers and teachers have accepted the necessity of sociolinguistic information in language instruction and started to search the literature in sociolinguistics for the information they needed to apply (Wolfson, 1989:48).

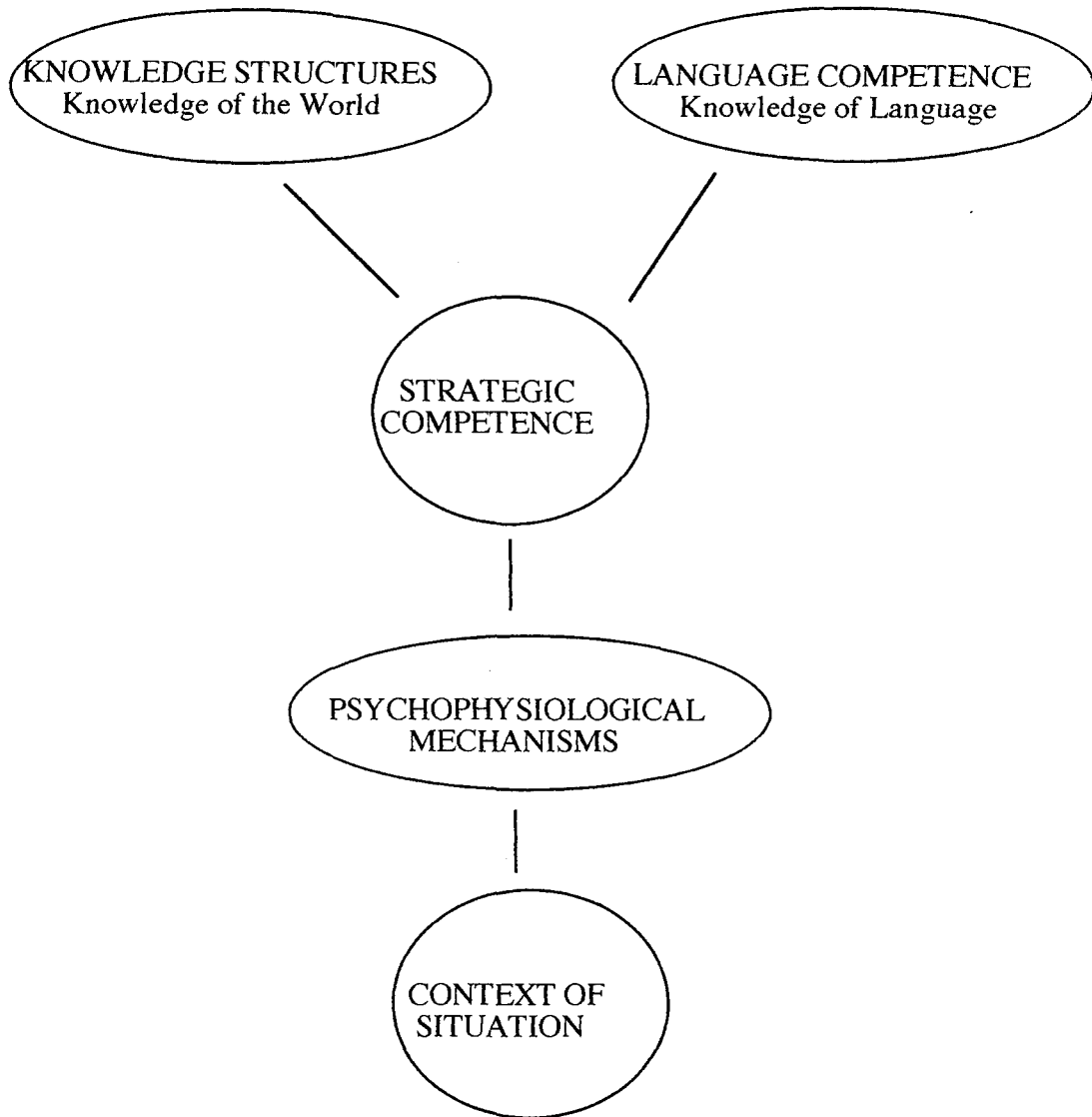


Figure 2.1 Components of communicative language ability in communicative language use
(Bachman, 1990:85; cited in Brown, 1994:230)

As it is shown in Figure 2.2, sociolinguistic competence is one of the inseparable elements in reaching communicative competence. According to Bachman (1990; cited in Brown, 1994:229), sociolinguistic competence deals with considerations such as politeness, formality, metaphor, register, and culturally related aspects of language.

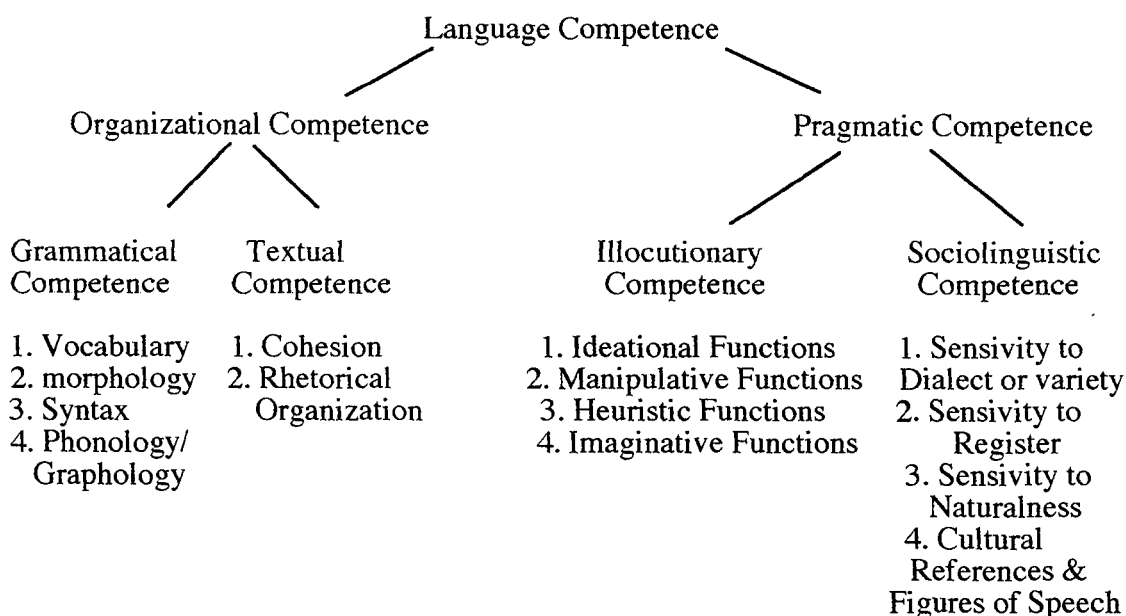


Figure 2.2 Components of language competence
(Bachman, 1990:87 ; cited in Brown, 1994:229)

Taylor & Taylor (1990:29) emphasize the importance of having communicative competence as follows; “There are a variety of expressions available to convey essentially the same message, and a competent speaker chooses the right expression for a right situation.” They give four sample sentences each of which may be used in different conversational settings or the use of which may vary according to the hearer’s closeness to the addressee or the addressee’s social status:

Get lost!

Please leave.

Would you mind leaving?

I’m sorry but I’m tired and sleepy.

Giving these sample sentences, Taylor and Taylor (1990) define a *skilled conversationalist* as a person who knows *when to say what to whom*. A skilled conversationalist is a

person who shows consideration of other participants, by sharing speaking turns with them, by introducing topics that interest them, and by speaking civilly to them, which are as important as having the linguistic competence.

2.5.2 The Importance of Cultural Differences

For a number of reasons 'cultural background' in language teaching has recently moved to the foreground. In the course design, there has been a shift from a pre-occupation with form to an interest in content (Prodromou,1992:39). There are burgeoning hypotheses expressed by a variety of scholars about the importance of culture in English language teaching, some of which include the importance or otherwise of (i) bilingual, bicultural teachers; (ii) native-speaker modals of English; (iii) the cultural content of English lessons in a context where English is a foreign rather than a second language.

Language is embedded in the culture of a people and reflects the totality of beliefs and sentiments of the speech community. Even the meaning of a word is not absolute in any language. It is conditioned by social conventions (Rauf, 1988:44). For example, Arabic comprises many words for the word 'camel', and Eskimo for 'snow'. Similarly, Turkish has 'Afiyet olsun (mostly said to people having their lunch or dinner [meaning: bon appetit]), Sıhhatler olsun (said to people who had a bath [meaning:Be healthy]), Güle güle gidin (said to people who are to leave for a long distance [meaning:Have a safe trip)'

other languages. The conclusion to be drawn here is that certain concepts are easier to express in some languages than in others (Akar, 1992:320).

EFL teachers should not only teach language but also the culture and global awareness, so that students can put the information they learn into perspective and enhance their comprehension and communication skills (Shang, 1991:40).

Bowers (1992) states that there is a relationship between language learning and cross-cultural awareness.

Fishman (1977:69) suggests that languages and varieties are best learned and taught when fully conventionalized, i.e., via real communication involving real roles, situations, domains, etc.

Valentine (1991:325) states that linguists have begun to search how language is embedded in the cultural context, that is, what meanings and world views are shared by speaker-hearer and writer-reader.

According to Kachru (1991:299) any comparative study on speech acts is necessarily a study of verbal interaction across cultures in that the 'grammar of culture' of the users of the variety and the native 'grammar of culture' of the English language.

Each culture has a set of norms regarding the appropriateness of different types of expressions and conversational strategies. Learning of these strategies could enable L2 learners to communicate more effectively, without having inappropriate conversational strategies sabotage the communicative intent of their utterances (Hurley, 1992:259).

defined with the help of a grammar book and a dictionary alone. *Utterances*, on the other hand, occur between individuals, who bring their experience and knowledge of the world, their expectations resulting from their respective *statuses*, their knowledge of the topic; utterances occur in particular places, for example in a school playground or a church, and they are used to achieve particular purposes, more or less conscious and are subject to certain sociocultural norms (Hymes, 1972; cited in Gardner 1985:43).

If only the first of these types of context is present, namely *the context of language*, one has to use another of Widdowson's distinctions, *text*, a stretch of language which can be analysed, and of which sense can be made. It is possible to look at a poem or a dialogue as text, as something 'out there' with its independent and unchanging meaning. However if both types of context are present, the *context of language* and of the world, then the language becomes *discourse*. Participants in a conversation bring their own meanings to bear and their own interpretations. They will have to impromise and negotiate understanding. If language is being studied for its own sake, it is being studied as *text*; if it is being used as a vehicle to achieve or to do something, it is *discourse*. The aim of most foreign language classes is that the learners can leave the class with the ability to produce and interpret discourse. The study of texts may help achieve this. Discourse occurs in the context of the world, or as the ethnographers of speech would put it, in a 'speech

situation' (Hymes, 1964,1972; also Jakobson, 1960; cited in Gardner, 1985:43).

Speaker intent and sentence meaning are not always the same. Speaker intent may be more or less, or actually the opposite, of sentence meaning (as in sarcasm). Therefore, "no utterance is completely context free in terms of meaning or function" (Hatch, 1992:121).

Axia & Baroni (1985:926) state that there are various extralinguistic factors that modify the way in which speech acts, especially requests are formulated. These are respective status of the interlocutors (subsets of this factor are age, sex, role and other situational variables); cost of request accomplishment; aim of maintaining the interaction; linguistic competence and social distance.

Holborow (1991:24) summarizes the different aspects of the situation that influence and inform language outcomes as follows; (i) setting, (ii) topic/subject/theme, (iii) activity/activities of speech participants, (iv) addressor/addressee identities (social, personal, age, sex, etc.), (v) addressor /addressee relationships (boss/employee, mother/child, teacher/ student etc., (vi) socio-cultural context.

Naka (1986:1) emphasizes the importance of contextual information in producing in speech acts. Naka & Muto (1983; cited in Naka,1986:1) illustrate how the situation of the speaker and the hearer affect the production of request. According to Naka (1986), both the speaker and the hearer must share the same context for the production of speech acts.

Language has restricted usages depending on the extralinguistic factors such as the context of situation. For example, the use of 'thou/ thee/ thy/thine' in Standard English is restricted to those extra linguistic contexts in which certain religious factors are dominant (Crystal & Davy, 1980:72). So, situation has a conditioning influence in discourse.

The results of the study done by McCampbell & Ruback (1985) suggest that *situational constraints* on the target of the request are more important than the way in which the request is phrased.

Philips (1993:372) states that the profession's concern with learners' ability to use language 'in context' is well established. Language is used in complex physical and social situations, in which these and other factors can be identified. Interpretation of language is influenced by a rich variety of factors. (Gardner (1985:43).

Joos (1967) states the differences in language usage depending on the situation. According to his view the style of the speaker may be *frozen, formal, consultative, casual* or *intimate* depending on the situation.

2.5.3.1 The question of appropriateness

According to Holborow (1991:24) "the appropriacy of text to situation is a constant source of difficulty to language learners of all levels". Holborow (1991) states that as structural accuracy begins to be achieved especially by advanced learners, they suffer to use appropriate language

forms depending on the situation.

Languages contain elements, words and phrases, such as *thank you, all right, OK, please* etc., that cannot be described in normal semantic and grammatical analysis. The only way to describe such words is to analyze them in their context of use. Learning to use them correctly and appropriately is significant for the foreign language learners (Markkanen,1985:87).

According to Gardner (1985:42) utterances should be appropriate to the event as well as they are to be linguistically accurate. He states that there are discourse types, for example. job interviews or business letters in which accuracy is vital to communicate success, but in casual conversation, communicative success is not so dependent on linguistic accuracy.

“The pragmatics of speech acts in the second language context involves issues of usage such as the **appropriateness** of the learner’s utterance for the situation and the degree of politeness as perceived according to the target culture” (Koike, 1989:279).

Koike (1989:279) defines ‘pragmatic competence’ as “the speaker’s knowledge and use of rules of appropriateness and politeness which dictate the way the speaker will understand and formulate speech acts”.

Learners of a second language must not only know the syntactic forms of the utterances that are used in particular speech acts, but also the appropriate situation in which to use them (House & Kasper; Edmonson, House, Kasper & Stemmer; Davies; cited in Koike 1989:281).

In order to be a competent speaker of the target language “what the learner needs to know is how and when those concepts can be realized appropriately in the second language” (Koike,1989:281).

Although an utterance is grammatically well-formed, it may be functionally confusing or contextually *inappropriate* (White,1993:193). This inappropriateness may result in violations of speech acts and the attempts at being polite can come unstuck.

Speakers of a language know a great deal about what is appropriate in various sorts of interactions and they are very sensitive to appropriateness of language since inappropriate language use may lead to a tense atmosphere or even social sanctions - as children who fail to say ‘please’ are reprovved by their parents.

“What is important to remember is that while our intuitions as native speakers are far from adequate to the description of sociolinguistic rules, we would be completely unable to make sense of these rules if we had no intuitions at all. Inadequacy is not the same as absence of knowledge. We do not know enough about the way language is used, but this does not mean that we do not know a great deal” (Wolfson,1989:44).

2.6 The Influence of Status and Age in Determining the Language Use of the Interlocutors

The semantic field which may be classified under the label ‘status’ is a complex one (Crystal & Davy, 1980:81). It involves a lot of factors, such as formality, informality, respect, politeness, deference, intimacy, kinship relations,

business relations and hierarchic relations in general.

The ages of the interlocutors may be another factor in shaping conversation. The way a person talks to an old man, a younger one or his/her peer may show differences. In most languages, adults speak in one way to young children, in another to older children, and in yet another to fellow adults (Ferguson, 1977; Andersen, 1975; cited in Andersen, 1990:6); also the doctors' way of talking to their patients or colleagues shows differences (Shuy, 1976; cited in Andersen, 1990:6).

2.7 Conclusion

The need for the studies on politeness and speech acts has stemmed from the importance of gaining sociolinguistic competence in language learning. Researchers have studied speech acts to help foreign language learners to overcome difficulties faced in conversing in a foreign language. They proposed contrastive speech act analyses to establish comparability between the native language and the target language of the language learners.

The studies have shown that there are interesting cultural and linguistic differences across languages. Therefore, such studies have been regarded as having crucial importance in the learning process (Olshtain & Blum-Kulka, 1985:306).

Basic categories for analyzing requests can serve as a basis for setting up cross-linguistically comparable speech acts. Thus, comparing requests across languages should yield

language-specific variations in the group of direct and conventionally indirect strategies, as well as the major types of context-bound, open-ended sets of indirect ones (Olshtain & Blum-Kulka, 1985:306).

Requests have attracted the attention of the researchers, but there is no study found on the *strategies* used in requesting in Turkish. Therefore, I have considered the importance of determining the strategies used in requests in Turkish and comparing them with those of English since this is interesting and worth studying for improving Turkish EFL learners awareness of sociolinguistic rules in language learning.

CHAPTER III

METHODOLOGY

3.1 Introduction

Review of literature on pragmatics has shown that gaining sociolinguistic competence is not very easy, but indispensable for language learners. A language learner has to be aware of the language use when addressing a person who may be at a different rank in the social strata by his/her status or age.

Learners have to gain sociolinguistic competence which will enable them to be successful in using their target language. In order to determine the reasons of the success or failure of Turkish EFL learners in communicating in English, there is a need to propose a contrastive speech act analysis between Turkish and English.

Olshtain & Blum-Kulka (1985) developed a judgment test consisting of eight items: four request situations and four apology situations in order to incorporate Brown & Levinson's model (1978), and at the same time to ensure cross-cultural comparability. Olshtain & Blum-Kulka (1985) gave the acceptability (judgment) tests to native speakers of Hebrew and learners of Hebrew at various stages of their stay in Israel.

For this study, a similar acceptability (judgment) test was developed in order to investigate Turkish learners'

success in recognizing the appropriate request strategies in English according to the given situations (See Appendices A-B-C).

Analysing the data depending on the different realizations of requests provides a measure of objectivity and gives way to the universal applicability of the results.

Slama-Cazacu (1987) emphasizes the importance of aiming at demonstrating the necessity of contrastive studies in order to improve foreign language teaching as follows;

“The area of special politeness forms and strategies studied in a contrastive approach is of great importance in language teaching. These forms and strategies are an essential part of communication in any language and present, in each language, some specific peculiarities” (Slama-Cazacu, 1987:45).

3.2 Subjects

The data were collected from 13 native speakers of English and 50 Turkish EFL learners.

The formation of the English L1 Baseline Data was based on the responses of 13 native speakers of English -11 British English and 2 Americans (8 female and 5 male, aged 27 to 32, the mean age being 28). 10 of the British subjects were teaching English as a foreign language at private teaching institutions, and one British English at Anadolu University, Engineering Faculty. One of the two American subjects was teaching English as a foreign language at Anadolu University Education Faculty, and the other teaching English at Anadolu University, Communications Faculty in

the 1995/96 academic year. The responses of these formed English L1 Baseline Data. The responses of American subjects did not show any differences from those of the British subjects.

The formation of the Turkish L1 Baseline Data were based on the responses 50 native speakers of Turkish (30 female and 20 male, aged 21 to 24, the mean age being 22). They were university students studying English as a foreign language at Anadolu University, Education Faculty, Eskişehir in the 1995/96 academic year. The subjects were lower advanced level students in their fourth year at the university.

In order to provide a comparison basis for the transfer of items, the same 50 subjects who were given the Turkish version of the questionnaire also served as the subjects of the EFL Experimental Data as they were both native speakers of Turkish and EFL learners.

The subjects were selected depending on what Smith & Glass (1987) call *convenience sampling*, since the subjects were chosen for their proximity to the researcher.

3.3 Materials

To ascertain the comparability of the Turkish L1 and English L1 Baseline Data and the EFL Experimental Data, a questionnaire including 10 request situations was presented as an instrument to collect data (See Appendices A, B and C). The questionnaire was prepared based on Olshtain & Blum-Kulka's (1985) Judgment Test. In the preparation of this questionnaire, the rules of conducting a questionnaire study

in survey models, which was proposed by Gay (1987) was followed.

For each situation, subjects were presented with four different choices, and they were asked to mark each choice as (1) *most appropriate*, (2) *more or less appropriate* and (3) *not appropriate*. Thus, number 1 indicated agreement on the acceptability of the item, while number 3 indicated rejection of it. Number 2 indicated that the choice is neither *the most appropriate* nor *inappropriate* but might be accepted. That is to say, if a subject ranked a statement as number 2, this means, for him/her there is a possibility to use such a statement, but not all the time.

There were two versions of the questionnaire. One of the questionnaire was in English. The other questionnaire was in Turkish which was formed by the translation of the situations and choices of the English version of the questionnaire. Although a direct translation was made for the explanation of the situations, the choices were not directly translated from the English version of the questionnaire all the time. The reason for this is that it is inevitable that certain kind of expressions show differences in Turkish, that is, even the wording is different the given strategy type is the same. The English version of the questionnaire was given to native speakers of English to detect the strategies used in requesting in English, which helped the formulation of English L1 Baseline Data. The English version of the questionnaire was also given to Turkish EFL learners in

order to determine the strategies used by Turkish EFL learners in English, which formed EFL Experimental Data. The Turkish version of the questionnaire was given to Turkish EFL learners - as native speakers of Turkish - to determine the strategies used in Turkish, which formed Turkish L1 Baseline Data.

For the English version of the questionnaire, all the request types was taken from the course books available in the market. (The course books used are: Grammar:Azar, 1989; Spoken:Kelty, 1991; Writing: Fowler, 1986). Then, a questionnaire having 10 situations was prepared. After each situation, four of these request types were given as choices. These four request types was followed by a blank space for any suggestions and this questionnaire was pilot tested with 10 native speakers of English. Their suggestions - as alternatives to the given request types - were taken into account when all the request types were checked with a native speaker of English to determine the possible preferences of native speakers of English.

The Turkish version of the questionnaire was pilot-tested with a group of 18 Turkish students who were 4th year students at Anadolu University, Education Faculty in the 1995/96 academic year.

The purpose of the pilot study was to check whether the situations were realistic i.e., that can be confronted in real life situations and whether the choices (request types) given were convenient for the situations or whether there

were any incomprehensible parts in the questionnaire. Subjects did not have any difficulty in doing what was required. When the results were checked, it was observed that the subjects gave responses to each item which showed they understood the situations and they were capable of ranking the different ways of requesting in terms of appropriateness. So, no changes were made and the questionnaire was accepted to be reliable.

The situations in the questionnaire simulated natural contexts. There were five socially differentiated situations each of which included a short description of the situation, specifying the setting, giving clues about the *age* and the *status* of the person requesting. The main goal of this study was to find out the patterns preferred when requesting something from someone;

- (i).who is older and having higher status, (situations 3-5)
- (ii).who is younger and having higher status, (situations 7-9)
- (iii).who is older and having lower status, (situations 1-10)
- (iv).who is younger and having lower status, (situations 4-8)
- (v).who is at the same age and having the same status (situations 2-6).

Two different situations of the five different conversational settings were given in the questionnaire to provide more reliable results. So, the total number of the situations was 10. To prevent any interferences, situations as well as strategy types (i.e., choices provided) were randomly ordered.

The following are examples of two situations in the questionnaire. The first one (situation 3) was constructed to determine the strategy type preferred when requesting something from a person (professor) who is older and having higher status than the one who requests (student) The second (situation 9) presented a setting when requesting something from a person (research assistant) who is younger and having higher status than the one who is requesting (student),

SITUATION 3

You are attending the first lesson of a new course. The classroom is very hot. The professor is standing near the window. You ask him to open it.

- a. Do me a favour and open the window, sir. (P)¹
- b. Could you please open the window sir? (N)
- c. Open the window, please. (D)
- d. Isn't it hot here, sir? (O)

SITUATION 9

You are a student. A research assistant who is younger than you gives you a lift to downtown. You ask him to drop you off at the post office.

- a. Why don't you drop me off somewhere near the post office? (P)
- b. Drop me off somewhere near the post office, please (D)
- c. Could you drop me off somewhere near the post office? (N)
- d. A-ha! Here is the post office. (O)

The four different choices represent four different types of politeness strategies; positively-oriented (**P**), negatively-oriented (**N**), bald-on-record (direct) (**D**), and one off-record (indirect) (**O**).

Subjects were asked to write **1**(most appropriate), **2**(more or less appropriate), or **3**(not appropriate) in the space left on the left of the choices.

¹ The strategy types presented here in parantheses to aid the reader were not indicated on the actual questionnaire.

From the choices made on the request strategies, it can be understood whether the respondents prefer off-record, bald-on-record, positive or negative politeness strategies for a particular situation.

A cross linguistic comparison of the choices provided for the same situation would reveal whether there are differences between Turkish EFL learners and native speakers of English in the type of strategy chosen to realize the act in English.

3.4 Procedures

The data collection procedure included two stages: (i) collection of Baseline Data, and (ii) collection of EFL Experimental Data.

3.4.1 Collection of Data

3.4.1.1 Collection of English L1 Baseline Data

The data constituting the English L1 Baseline Data was collected from 13 native speakers of English. These native speakers were given the questionnaire consisting of ten situations and asked to rank the given four realization forms depending on the level of appropriateness. The choices of the native speakers formed the English L1 Baseline Data.

3.4.1.2 Collection of EFL Experimental Data

The EFL Experimental Data was collected from 50 Turkish EFL learners who were in their fourth year at the university in the 1995/96 academic year.

The instructions in the first part of the questionnaire were read aloud in English and explained to ensure that all

subjects understood what was to be done. Subjects were told that they were free to ask questions. There were, however no questions. In the classroom setting, the students were asked to finish the questionnaire in half an hour. They finished doing it before the time allotted.

3.4.1.3 Collection of Turkish L1 Baseline Data

The instrument used to collect Turkish L1 Baseline Data was developed translating the same set of situations in English questionnaire into Turkish. This instrument was given to the same 50 subjects who were used in eliciting the EFL Experimental Data. This questionnaire was given a month after the EFL Experimental Data was gathered in order to prevent any FL interferences on L1. The Turkish subjects were asked to rate the given four choices depending on the level of appropriateness.

When collecting Turkish L1 Baseline Data, the students were asked to complete the questionnaire in half an hour in the classroom setting. They finished doing it before the time allotted.

3.5. Data Analysis

When analysing the data, situation 3-5, 7-9, 1-10, 4-8 and 2-6 were taken as one since they measure the same features.

For Turkish L1 Baseline Data and EFL Experimental Data, the questionnaire was given to 50 Turkish EFL learners. These subjects gave responses to, for example both

situation 3 and 5. Knowing that each of the two situations were regarded as one, the total number of the responses is 100 for situations 3 and 5.

Similarly, although English L1 Baseline Data was gathered from 13 subjects, the total number of subjects for these data was thought to be 26 for the same reasons.

To gather the total number of the preferences of the appropriateness of the given politeness strategies, the ratings of the subjects for dual situations measuring the same features were counted.

For example, situation 1 and 10 were prepared to measure the preferred politeness strategy/strategies when requesting something from someone who is at the same age and having the same status. The following examples illustrate the ratings of appropriateness of a subject (a native speaker of English) for situations 1 and 10;

SITUATION 1

You are a bank officer and you realize that an old man is not in the line. You ask him to get in the line.

- 2 a. Please get in the line, sir.
- 3 b. Why don't you get in the line, sir?
- 1 c. Could you please get in the line, sir.
- 3 d. Sir, we ask that all our customers use the line.

Choice (a) represents a bald-on-record politeness strategy. In choice (b), a positive politeness strategy is given. There is a negative politeness strategy in choice (c). The last choice is a realization of an off-record politeness strategy.

For this subject, for example, *the most appropriate* request strategy for this situation is 'negative politeness

strategy'. The subject identified 'bald-on-record politeness strategy' as *more or less appropriate*.; 'off-record' and 'positive' politeness strategies, on the other hand, were *not appropriate* for the situation.

SITUATION 10

You are in the canteen with your friend and you ask the man who is older than you to serve you two cups of coffee.

- 1 a. Give us two cups of coffee, please.
- 3 b. Why don't you give us two cups of coffee?
- 2 c. Is the coffee fresh?
- 1 d. Can you give us two cups of coffee?

In this example choice (a) is a realization of a bald-on-record politeness strategy. Choice (b) represents a positive politeness strategy. An off-record politeness strategy is presented in choice (c). The last choice (d) is a realization of a negative politeness strategy.

In the above example, for this subject *most appropriate* request strategies for this situation were 'negative politeness strategy' and 'bald-on-record politeness strategy'. The subject identified 'off-record politeness strategy' as *more or less appropriate*.; 'positive' politeness strategy was *not appropriate* for the situation.

The preferences of the subjects in one group made for situation 1 and situation 10 were counted and compared with other groups, which constituted the results of the study for the preferred strategy types when requesting something from someone who is at the same age and having the same status.

A subject could mark 1, 2 or 3 for more than one choice. However, it was necessary to give only one number

for a particular choice. For a particular situation, the total number of the preferences made for a particular choice were found. Then, the preferences made for the dual situations measuring the same feature were counted and the total number of the preferences made on the strategy types were found.

When calculating the percentages, decimals were rounded to the nearest integer.

To discover the similarities and differences between the data types a chi-square test was applied.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents how the various subject groups made acceptability judgments in the same speech situation. Firstly, differences between the acceptability judgments of native speakers of Turkish and native speakers of English will be discussed. Secondly, the acceptability judgments of Turkish EFL learners will be examined to reveal whether Turkish EFL learners are successful in utilizing politeness strategies used in requests in English and whether there are possible cases of transfer from Turkish to English.

4.2. Comparison of Turkish L1 and English L1 Baseline Data

The acceptability judgments of native speakers of Turkish and native speakers of English is summarized in Table 1. To determine whether there are similarities or differences between the acceptability judgments of the two groups, a chi-square test was applied for each politeness strategy within each situation (for detailed conversational setting of each situation, refer to Appendices A,B and C - Questionnaires).

Table 1. Cross-Cultural Variance between Turkish and English

STRATEGY TYPE	TURKISH L1 BASELINE DATA n=100			ENGLISH L1 BASELINE DATA n=26			Significance Chi-square Test
	1 %	2 %	3 %	1 %	2 %	3 %	
Older-Higher (Situations 3-5)							
Positive Politeness Strategy	17	27	56	0	4	96	p<0.05
Negative Politeness Strategy	87	12	1	88	8	4	n.s.
Bald-on-record Pol. Strategy	7	27	66	0	38	62	n.s.
Off-record Politeness Strategy	22	44	34	4	54	42	n.s.
Younger-Higher (Situations 7-9)							
Positive Politeness Strategy	0	9	91	0	27	73	p<0.05
Negative Politeness Strategy	82	14	4	85	15	0	n.s.
Bald-on-record Pol. Strategy	31	50	19	4	69	27	p<0.05
Off-record Politeness Strategy	43	56	1	38	27	35	p<0.05
Older-Lower (Situations 1-10)							
Positive Politeness Strategy	0	12	88	4	0	96	p<0.05
Negative Politeness Strategy	86	13	1	62	31	8	p<0.05
Bald-on-record Pol. Strategy	22	45	33	50	35	15	p<0.05
Off-record Politeness Strategy	39	16	45	27	23	50	n.s.
Younger-Lower (Situations 4-8)							
Positive Politeness Strategy	23	26	51	19	31	50	n.s.
Negative Politeness Strategy	83	17	0	85	12	4	n.s.
Bald-on-record Pol. Strategy	14	49	37	12	54	35	n.s.
Off-record Politeness Strategy	14	45	41	0	39	61	p<0.05
Same age & status (Situations 2-6)							
Positive Politeness Strategy	32	58	10	15	38	46	p<0.05
Negative Politeness Strategy	75	18	7	73	19	8	n.s.
Bald-on-record Pol. Strategy	31	42	27	15	46	38	n.s.
Off-record Politeness Strategy	16	40	44	23	35	42	n.s.

The following is the presentation of the acceptability judgments of native speakers of Turkish and English.

When someone (a student) requests something (opening the window, a letter of recommendation) from someone (a professor, a dean) who is older and having higher status (situations 3 and 5), acceptability judgments of native speakers of Turkish were similar to those of native speakers of English for negative, bald-on-record and off-record politeness strategies. However, the difference between the acceptability judgments for the positive politeness strategy was statistically significant ($\chi^2=19.30$, $p<0.05$, $df=2$). Thus, the only difference between Turkish and English for these situations is in the use of positive politeness strategy.

When someone (a receptionist, a student) requests something (leaving the key, giving a lift) from someone (a customer, a research assistant) who is younger and having higher status than the one who requests (situations 7 and 9), the difference of the acceptability judgments of native speakers of Turkish and native speakers of English were statistically significant, for positive ($\chi^2=11.92$, $p<0.05$, $df=2$), bald-on-record ($\chi^2=11.91$, $p<0.05$, $df=2$) and off-record ($\chi^2=22.09$, $p<0.05$, $df=2$) politeness strategies. However, the acceptability judgments of both groups for negative politeness strategy were found to be similar. The only similarity between Turkish and English for these situations is then in the use of negative politeness strategy.

When someone (a bank officer, you) requests something (getting in the line, serving coffee) from someone

(an old man, a man who serves coffee) who is older and having lower status than the one who requests (situations 1 and 10), the difference of the acceptability judgments of native speakers of Turkish and native speakers of English was statistically significant for positive ($x^2=10.83$, $p<0.05$, $df=2$), negative ($x^2=13.39$, $p<0.05$, $df=2$) and bald-on-record ($x^2=12.48$, $p<0.05$, $df=2$) politeness strategies. However, the acceptability judgments of both groups for off-record politeness strategy were found to be similar. This finding indicates that the only similarity between Turkish and English for these situations was in the use of off-record politeness strategy.

When someone (you) requests something (the chocolate cake, to buy a loaf of bread) from someone (a shop assistant, a doorman's son) who is younger and having lower status (situations 4 and 8), native speakers of Turkish used similar acceptability judgments with native speakers of English for positive, negative and bald-on-record politeness strategies. However, the difference between the acceptability judgments made on the off-record politeness strategy was statistically significant ($x^2=12.04$, $p<0.05$, $df=2$). This finding indicates that the only difference between Turkish and English for these situations was in the use of off-record politeness strategy.

Situations where someone (you) requests something (turning the music down, borrowing a book) from someone (your roommate, your friend) who is at the same age and

having higher status were situations 2 and 6. Native speakers of Turkish used similar acceptability judgments with native speakers of English for negative, bald-on-record and off-record politeness strategies. However, the difference between the acceptability judgments made on the positive politeness strategy was statistically significant ($\chi^2=24.02$, $p<0.05$, $df=2$). The only difference between Turkish and English for these situations was in the use of positive politeness strategy.

Comparison of native speakers of Turkish and English showed that there are cross-cultural differences (9 cases) and similarities (11 cases) in the acceptability judgments of both groups in terms of politeness strategies used in requests, which may affect the success of Turkish EFL learners.

4.3 Turkish EFL Experimental Data

When someone (a student) requests something (opening the window, a letter of recommendation) from someone (a professor, a dean) who is older and having higher status (situations 3 and 5), the most appropriate politeness strategy preferred by Turkish EFL learners was negative politeness strategy (89%). The percentages showed that positive (4%), bald-on-record (3%) and off-record (17%) politeness strategies were not thought to be appropriate for these situations.

When someone (a receptionist, a student) requests something (leaving the key, giving a lift) from someone (a customer, a research assistant) who is younger and having higher status than the one who requests (situations 7 and 9),

Turkish EFL learners showed that the negative politeness strategy was the most appropriate politeness strategy for these situations (85%). The ratings of Turkish EFL learners for the appropriateness of positive (4%), bald-on-record (30%), off-record (25%) were rather low compared to that of negative politeness strategy.

When someone (a bank officer, you) requests something (getting in the line, serving coffee) from someone (an old man, a man who serves coffee) who is older and having lower status than the one who requests (situations 1 and 10), the majority of Turkish EFL learners thought negative (79%) and bald-on-record (67%) politeness strategies were appropriate. However, the ratings for the appropriateness of positive (13%) and off-record (12%) politeness strategies were much lower than the negative and bald-on-record politeness strategies.

When someone (you) requests something (the chocolate cake, to buy a loaf of bread) from someone (a shop assistant, a doorman's son) who is younger and having lower status (situations 4 and 8), Turkish EFL learners thought that the most appropriate politeness strategy for these situations was negative politeness strategy (74%). The ratings of Turkish EFL learners for the appropriateness of bald-on-record politeness strategy was 56%, which was preferred less than than the negative politeness strategy. The acceptability judgments given for the appropriateness of positive (25%) and off-record (29%) politeness strategies were rather low.

Situations where someone (you) requests something (turning the music down, borrowing a book) from someone (your roommate, your friend) who is at the same age and having higher status were situations 2 and 6. For these situations the majority of Turkish EFL learners preferred negative politeness strategy (82%). The percentages for bald-on-record (42%), off-record (45%), and positive (28%) politeness strategies were quite low when compared to the preference given to negative politeness strategy.

The following section presents cases of pragmatic transfer displayed by Turkish EFL learners in their acceptability judgments for the appropriateness of the politeness strategies in the given situations will be discussed.

4.4 Discussion

In this section the acceptability judgments of Turkish EFL learners are compared to those of the native speakers of English, which showed that Turkish EFL learners preferred similar politeness strategies in some cases and different strategies in other cases.

The similarities found in the acceptability judgments of politeness strategies through the analysis of this comparison showed the appropriate use of these strategy types were either positively transferred to English or learned. However, the differences showed the appropriate use of these strategy types were either negatively transferred or not learned.

In order to determine whether there were any first language interferences the acceptability judgments of native speakers of Turkish and Turkish EFL learners were analyzed.

The findings indicate that the appropriate use of the politeness strategies in requests in English by Turkish EFL learners were

- (1) either positively transferred or learned,
- (2) either negatively transferred or unlearned,
- (3) learned without any possibility of positive transfer,
- (4) unlearned without any possibility of negative transfer.

Methodologically, it is not always possible to discriminate a positively transferred item from a learned item (Beebe, Takahashi & Uliss-Weltz, 1990, Kasper, 1992; cited in Erçetin, 1995). In cases of positive transfer, there is also a possibility that a particular strategy has been learned. Similarly, in cases of negative transfer, there is also a possibility that a particular strategy has not been learned.

TABLE 2. Percent Distribution of the Baseline and the Experimental Data

STRATEGY TYPE	TURKISH L1			ENGLISH L1			EFL		
	BASELINE			BASELINE			EXPERIMENTAL		
	DATA n=100			DATA n=26			DATA n=100		
	1 %	2 %	3 %	1 %	2 %	3 %	1 %	2 %	3 %
Older-Higher (Situations 3-5)									
Positive Politeness Strategy ±	17	27	56	0	4	96	4	12	84
Negative Politeness Strategy *	87	12	1	88	8	4	89	10	1
Bald-on-record Pol. Strategy ±	7	27	66	0	38	62	3	35	62
Off-record Politeness Strategy ±	22	44	34	4	54	42	17	53	30
Younger-Higher (Situations 7-9)									
Positive Politeness Strategy ±	0	9	91	0	27	73	4	33	63
Negative Politeness Strategy *	82	1	44	85	15	0	85	12	3
Bald-on-record Pol. Strategy **	31	50	19	4	69	27	30	41	29
Off-record Politeness Strategy ±	43	56	1	38	27	35	25	32	43
Older-Lower (Situations 1-10)									
Positive Politeness Strategy !	0	12	88	4	0	96	13	31	56
Negative Politeness Strategy *	86	13	1	62	31	8	79	16	5
Bald-on-record Pol. Strategy ±	22	45	33	50	35	15	67	28	5
Off-record Politeness Strategy !	39	16	45	27	23	50	12	47	41
Younger-Lower (Situations 4-8)									
Positive Politeness Strategy *	23	26	51	19	31	50	25	35	40
Negative Politeness Strategy ±	83	17	0	85	12	4	74	19	7
Bald-on-record Pol. Strategy !	14	49	37	12	54	35	56	32	12
Off-record Politeness Strategy !	14	45	41	0	39	61	29	54	17
Same Age & Status (Situations 2-6)									
Positive Politeness Strategy ±	32	58	10	15	38	46	28	36	36
Negative Politeness Strategy *	75	18	7	73	19	8	82	13	5
Bald-on-record Pol. Strategy **	31	42	27	15	46	38	42	42	16
Off-record Politeness Strategy ±	16	40	44	23	35	42	45	30	25

Number of cases

- * indicates cases of positive transfer or learned strategies 5
± indicates cases of learned strategies (non-deviations despite cultural differences) 9
** indicates cases of negative transfer or unlearned strategies 2
! indicates cases of unlearned strategies 4

4.4.1 Positively Transferred or Learned Politeness Strategies

The appropriate use of a particular strategy is positively transferred or learned, if there is no statistically significant difference between the acceptability judgments of Turkish EFL learners and native speakers of English, and also if there is no statistically significant difference between the acceptability judgments of native speakers of Turkish and Turkish EFL learners.

When someone (a student) requests something (opening the window, a letter of recommendation) from someone (a professor, a dean) who is older and having higher status (situations 3 and 5), Turkish EFL learners used similar acceptability judgments with native speakers of English in negative politeness strategy. Since there was also similarity between the acceptability judgments Turks as native speakers of Turkish and Turkish EFL learners, it was concluded that negative politeness strategy was either positively transferred or learned when someone requests something from someone who is older and having higher status (See Table 2).

Similarly, negative politeness strategy is either positively transferred or learned by Turkish EFL learners in situations when requesting something from someone who is younger and having higher status (situations 7-9), who is older and having lower status (situations 1-10), and who is at the same age and having the same status (situations 2-6). Also positive politeness strategy is preferred when requesting something from someone who is younger and having lower

status (situations 4 and 8) was either positively transferred or learned (See Table 2).

4.4.2 Negatively Transferred or Unlearned Politeness Strategies

The appropriate use of a particular strategy is negatively transferred or unlearned, if there is a statistically significant difference between the acceptability judgments of Turkish EFL learners and native speakers of English, and if there is no statistically significant difference between the acceptability judgments of native speakers of Turkish and Turkish EFL learners.

The difference between the acceptability judgments of Turkish EFL learners and native speakers of English was statistically significant ($x^2=13.35$, $p<0.05$, $df=2$) for the preference of bald-on-record politeness strategy, when requesting something from someone who is younger and having higher status (situations 7 and 9) and it is again statistically significant ($x^2=13.18$, $p<0.05$, $df=2$) for the preference of bald-on-record politeness strategy when requesting something from someone who is at the same age and having the same status (situations 2 and 6) were either negatively transferred or unlearned (See Table 2).

4.4.3 Learned Politeness Strategies

The findings indicate there were also cases of learned strategies, because there were no deviations between the acceptability judgments of Turkish EFL learners and native speakers of English, although there were differences between

Turkish and English.

The preferences of the positive politeness strategy when requesting something from someone who is older and having higher status (situations 3-5), who is younger and having higher status (situations 7 and 9) and who is at the same age and having the same status (situations 2 and 6) were similar when the acceptability judgments of Turkish EFL learners and native speakers of English were compared. However, the difference between the acceptability judgments of native speakers of Turkish and English on positive politeness strategy was statistically significant when requesting something from someone who is older and having higher status (situations 3 and 5; $\chi^2=19.30$, $p<0.05$, $df=2$), who is younger and having higher status (situations 7 and 9; $\chi^2=11.92$, $p<0.05$, $df=2$) and who is at the same age and having the same status (situations 2 and 6; $\chi^2=24.02$, $p<0.05$, $df=2$).

Similarly, off-record politeness strategy was preferred when requesting something from someone who is older and having higher status (situations 3 and 5), who is younger and having higher status (situations 7 and 9) and who is at the same age and having the same status (situations 2 and 6) was learned.

Bald-on-record politeness strategy preferred when requesting something from someone who is older and having higher status (situations 3 and 5) and who is older and having lower status (situations 1 and 10) was learned.

Also, negative politeness strategy preferred when

requesting something from someone who is younger and having lower status (situation 4 and 8) was learned by Turkish EFL learners (See Table 2; pp.76).

4.4.4 Unlearned Politeness Strategies

There were also cases of unlearned strategies, because there were deviations between the acceptability judgments of Turkish EFL learners and native speakers of English. There was no possibility that these unlearned strategies were due to negative transfer because there were deviations between the acceptability judgments of native speakers of Turkish and Turkish EFL learners.

The difference on preferences about off-record politeness strategy when requesting something from someone who is older and having lower status (situations 1 and 10) between Turkish EFL learners and native speakers of English was statistically significant ($\chi^2=9.79$, $p<0.05$, $df=2$). For this reason, it can be said that the use of this strategy was not learned. There was no possibility of negative transfer here since there was also a significant difference ($\chi^2=37.24$, $p<0.05$, $df=2$) between the acceptability judgments of native speakers of Turkish and Turkish EFL learners.

The difference on preferences about off-record politeness strategy when requesting something from someone who is younger and having lower status (situations 4 and 8)

between Turkish EFL learners and native speakers of English was statistically significant ($\chi^2=21.17$, $p<0.05$, $df=2$). For this reason, it can be said that the use of this strategy was not learned. There was no possibility of negative transfer here since there was also a significant difference ($\chi^2=20.85$, $p<0.05$, $df=2$) between the acceptability judgments of native speakers of Turkish and Turkish EFL learners.

The difference on preferences about positive politeness strategy when requesting something from someone who is older and having lower status (situations 1 and 10) between Turkish EFL learners and native speakers of English was statistically significant ($\chi^2=19.54$, $p<0.05$, $df=2$). For this reason, it can be said that the use of this strategy was not learned. There was no possibility of negative transfer here since there was also a significant difference ($\chi^2=34.34$, $p<0.05$, $df=2$) between the acceptability judgments of native speakers of Turkish and Turkish EFL learners.

The difference on preferences about bald-on-record politeness strategy when requesting something from someone who is younger and having lower status (situations 4 and 8) between Turkish EFL learners and native speakers of English was statistically significant ($\chi^2=22.77$, $p<0.05$, $df=2$). For this reason, it can be said that the use of this strategy was not learned. There was no possibility of negative transfer here

since there was also a significant difference ($\chi^2=17.35$, $p<0.05$, $df=2$) between the acceptability judgments of native speakers of Turkish and Turkish EFL learners (See Table 2; pp.76).

CHAPTER V

CONCLUSIONS

5.1 Introduction

This chapter presents the conclusions of the study, implications for language teaching and suggestions for further research.

As mentioned in section 1.7.2, there are four types of politeness strategies;

(i) *Positive politeness strategy* (used between intimates, familiar behavior, minimizing social distancing, e.g., Why don't you lend me your cottage for the weekend? - Brown & Levinson , 1987:128).

(ii) *Negative politeness strategy* (polite pessimism about the success of requests, social distancing, e.g., Can/Could you pass the salt? - Brown & Levinson 1987:130)

(iii) *Bald-on-record politeness strategy* (Direct imperatives, e.g., Come home right now! - Brown & Levinson 1987:97)

(iv) *Off-record politeness strategy* (Indirect uses of language, e.g., What a hot day! (i.e., Give me something to drink - Brown & Levinson 1987:215)

This study aimed at the evaluation of the communicative success of Turkish EFL learners in utilizing politeness strategies used in requests in English.

5.2 Conclusions

This study tried to answer the following question:

How successful are Turkish EFL learners in using politeness strategies in requests in English?

In order to answer this question the following subquestions were to be answered.

1. Do Turkish EFL learners use politeness strategies in requests in English inappropriately? If so, to what extent their native cultural norms interfere in choosing these inappropriate strategies?

2. If Turkish EFL learners use politeness strategies appropriately in English, to what extent their cultural norms are similar with the English culture?

In order to answer these questions, the similarities and differences between native speakers of English and Turkish EFL learners in the preferences of politeness strategies used in requests were revealed.

This study statistically demonstrated that there were both similarities and differences between the acceptability judgments of Turkish EFL learners and native speakers of English for the appropriate use of politeness strategies used in requests. Similarities showed the success of Turkish EFL learners, while differences were the indicators of their failure.

This study is not conclusive for the transfer of certain strategies since it is not easy to decide whether a particular strategy is *positively transferred or learned* or *negatively*

transferred or unlearned. For this reason, in such instances, it is said that there is a possibility of positive or negative transfer for a particular strategy.

Findings of this study revealed that out of 20 cases (4 strategy types given for 5 socially-differentiated situations); there are 5 cases of possible positive transfer, 2 cases of possible negative transfer, 9 cases of learned strategies and 4 cases of unlearned strategies.

So, out of 20 cases Turkish EFL learners are successful (having the same preferences with native speakers of English) in 14 cases, and Turkish EFL learners have failed (having deviations when compared to native speakers of English) in 6 cases.

5.2.1 Unlearned Politeness Strategies

Unlearned politeness strategies are the cases of inappropriate use of politeness strategies in requests in English by Turkish EFL learners.

When there is a difference between the acceptability judgments of native speakers of English and Turkish EFL learners in the appropriateness of a request strategy, it was concluded that the appropriate use of this particular strategy was not learned by Turkish EFL learners.

The following are the request strategies the appropriate use of which were not learned by Turkish EFL learners.

Positive Politeness Strategy - when requesting something from someone who is older and having lower status :

The preference of *positive* politeness strategy which was made by Turkish EFL learners when requesting something from someone who is older and having lower status shows an instance of a deviation from the target language. For this situation, there is a cross-cultural variance between the norms of requesting between Turkish and English. So, there is no possibility for Turkish EFL learners to positively transfer the appropriate use of *positive* politeness strategy.

Bald-on-record Politeness Strategy - when requesting something from someone who is younger and having higher status :

The acceptability judgments of native speakers of Turkish and native speakers of English showed differences for the preferences about *bald-on-record* politeness strategy when requesting something from someone who is younger and having higher status. Since the acceptability judgments of native speakers of Turkish and Turkish EFL learners are parallel, it can be said that Turkish EFL learners were likely negatively transferred the use of *bald-on-record* politeness strategy for this situation.

Bald-on-record Politeness Strategy - when requesting something from someone who is younger and having lower status :

This is an instance of a deviation from TL norms even norms of L1 and TL are parallel. That is to say, for both native speakers of Turkish and native speakers of English it is not appropriate to use a *bald-on-record* politeness strategy when requesting something from someone who is younger and having lower status. However, the acceptability judgments of Turkish EFL learners for the appropriateness of bald-on-record politeness strategy for this situation were rather high. This outcome faces us with interlanguage dilemma which does not have certain rules and which is not easy to explain.

Bald-on-record Politeness Strategy - when requesting something from someone who is at the same age and having the same status :

This is again an instance of a deviation from TL norms even norms of L1 and TL are parallel. Since the preferences of native speakers of Turkish and Turkish EFL learners are similar it is likely that Turkish EFL learners have negatively transferred the use of bald-on-record politeness strategy.

Off-record Politeness Strategy - when requesting something from someone who is older and having lower status :

This is another instance of a deviation from TL norms even norms of L1 and TL are parallel. There is no possibility

of negative transfer here, since Turkish EFL learners deviate from the norms of L1 also. This shows the learners are in an interlanguage continuum, creating and testing the hypotheses about the appropriateness of politeness strategies in the way to reach full communicative competence.

Off-record Politeness Strategy - when requesting something from someone who is younger and having lower status :

For this situation, there is a deviation between the acceptability judgments of Turkish EFL learners and native speakers of English. Since the acceptability judgments of Turkish EFL learners differ from those of native speakers of Turkish, a negative transfer of the use of this strategy is not possible.

5.2.2 Learned Politeness Strategies

Learned politeness strategies are the cases of appropriate use of politeness strategies in requests in English by Turkish EFL learners.

When the acceptability judgments of Turkish EFL learners and native speakers of English in the appropriateness of a request strategy are parallel, it was concluded that Turkish EFL learners have learned the appropriate use of this particular strategy.

The following are the request strategies the appropriate use of which were learned by Turkish EFL learners.

Positive Politeness Strategy - when requesting something from someone who is older and having higher status :

The findings indicate that Turkish EFL learners were successful in their acceptability judgments of *positive* politeness strategy when requesting something from someone who is older and having higher status. This may be due to the universality of the use of *positive* politeness strategy. There is no possibility of positive transfer here, since the acceptability judgments of native speakers of Turkish and Turkish EFL learners differ.

Positive Politeness Strategy - when requesting something from someone who is younger and having higher status :

The acceptability judgments of native speakers of English and Turkish EFL learners in the appropriateness of a *positive* politeness strategy are parallel. Since there is a deviation from the acceptability judgments of native speakers of Turkish and Turkish EFL learners in the use of positive politeness strategy for this situation, it is unlikely that Turkish EFL learners made a positive transfer for the use of positive politeness strategy for this situation.

Positive Politeness Strategy - when requesting something from someone who is younger and having lower status :

Turkish EFL learners are successful in their

acceptability judgments of positive politeness strategy when requesting something from someone who is younger and having lower status. Since there is no deviation from the acceptability judgments of native speakers of Turkish and Turkish EFL learners in the use of positive politeness strategy, it is likely that Turkish EFL learners made a positive transfer for the use of positive politeness strategy for this situation.

Positive Politeness Strategy - when requesting something from someone who is at the same age and having the same status :

The acceptability judgments of native speakers of English and Turkish EFL learners in the appropriateness of a *positive* politeness strategy are parallel. Since there is a deviation from the acceptability judgments of native speakers of Turkish and Turkish EFL learners in the use of positive politeness strategy for this situation, it is unlikely that Turkish EFL learners made a positive transfer for the use of positive politeness strategy for this situation.

Negative Politeness Strategy - when requesting something from someone who is older and having higher status :

The findings indicate that Turkish EFL learners were successful in their acceptability judgments of *negative* politeness strategy when requesting something from someone who is older and having higher status. This may be due to the universality of the use of *negative* politeness strategy - as

some scholars advocate there is sociolinguistic and pragmatic universality among languages (Verschueren, 1989; Brown & Levinson, 1987; and Searle, 1965, 1975; Gordon & Lakoff 1975; Fraser 1978; cited in Wolfson, 1989). It is likely that Turkish EFL learners committed a positive transfer here, since the acceptability judgments of native speakers of Turkish and Turkish EFL learners are similar.

Negative Politeness Strategy - when requesting something from someone who is younger and having higher status :

Turkish EFL learners are successful in their acceptability judgments of *negative* politeness strategy for this situation. Their success may be due to a positive transfer.

Negative Politeness Strategy - when requesting something from someone who is older and having lower status :

Turkish EFL learners are successful in their acceptability judgments of *negative* politeness strategy for this situation. Their success may be due to a positive transfer.

Negative Politeness Strategy - when requesting something from someone who is younger and having lower status :

Turkish EFL learners are successful in their acceptability judgments of *negative* politeness strategy for this situation. There is no possibility of a positive transfer

here, since the acceptability judgments of Turkish EFL learners and Turkish EFL learners differ.

Negative Politeness Strategy - when requesting something from someone who is at the same age and having the same status :

Turkish EFL learners are successful in their acceptability judgments of *negative* politeness strategy for this situation. Their success may be due to a positive transfer.

Bald-on-record Politeness Strategy - when requesting something from someone who is older and having higher status :

. Turkish EFL learners are successful in their acceptability judgments of *bald-on-record* politeness strategy for this situation. There is no possibility of a positive transfer here, since the acceptability judgments of Turkish EFL learners and Turkish EFL learners differ.

Bald-on-record Politeness Strategy - when requesting something from someone who is older and having lower status :

. Turkish EFL learners are successful in their acceptability judgments of *bald-on-record* politeness strategy for this situation. There is no possibility of a positive transfer here, since the acceptability judgments of Turkish EFL learners and Turkish EFL learners differ.

Off-record Politeness Strategy - when requesting something from someone who is older and having higher status :

. Turkish EFL learners are successful in their acceptability judgments of *off-record* politeness strategy for this situation. There is no possibility of a positive transfer here, since the acceptability judgments of Turkish EFL learners and Turkish EFL learners differ.

Off-record Politeness Strategy - when requesting something from someone who is younger and having lower status :

. Turkish EFL learners are successful in their acceptability judgments of *off-record* politeness strategy for this situation. There is no possibility of a positive transfer here, since the acceptability judgments of Turkish EFL learners and Turkish EFL learners differ.

Off-record Politeness Strategy - when requesting something from someone who is at the same age and having the same status :

. Turkish EFL learners are successful in their acceptability judgments of *off-record* politeness strategy for this situation. There is no possibility of a positive transfer here, since the acceptability judgments of Turkish EFL learners and Turkish EFL learners differ.

To sum up, it can be said that the appropriate use of *positive* and *negative* politeness strategies was preferred

successfully by Turkish EFL learners for all of the situations (The only exception is the failure in the acceptability judgments of *positive* politeness strategy when requesting something from someone older and having lower status). This shows that Turkish EFL learners have almost no problems in their preferences of *positive* and *negative* politeness strategies (See Appendix D).

On the contrary, Turkish EFL learners are not successful in their preferences of *bald-on-record* and *off-record* politeness strategies (See Appendix E) when compared to their success about the preferences of *positive* and *negative* politeness strategies.

The appropriate use of *bald-on-record* politeness strategy was preferred successfully by Turkish EFL learners for only 2 situations;

- 1- when requesting something from someone who is older and having higher status
- 2- when requesting something from someone who is older and having lower status, and

However, *bald-on-record* politeness strategy was not preferred successfully for 3 situations;

- 1- when requesting something from someone who is younger and having higher status,
- 2- when requesting something from someone who is younger and having lower status, and
- 3- when requesting something from someone who is at the same age and having the same status).

The appropriate use of *off-record* politeness strategy was preferred successfully by Turkish EFL learners for only 3 situations;

1- when requesting something from someone who is older and having higher status,

2- when requesting something from someone who is younger and having higher status, and

3- when requesting something from someone who is at the same age and having the same status).

However, this strategy was not preferred successfully for 2 situations;

1- when requesting something from someone who is older and having lower status, and

2- when requesting something from someone who is younger and having lower status).

For these reasons, it is concluded that Turkish EFL learners were not fully successful in their acceptability judgments about *bald-on-record* and *off-record* politeness strategies. This shows that learners were gaining some appropriacy in the use of *bald-on-record* and *off-record* politeness strategies, which was shown by their appropriate preferences for certain situations. On the contrary, they were not successful in choosing *bald-on-record* and *off-record* politeness strategies for other situations. This may be due to the development of their interlanguage. Similar to the creation and use of hypotheses about target language grammar, learners possibly create and use hypotheses about the pragmatics of target language.

5.3 Implications for Language Teaching

The findings of this study indicate that, in some speech situations, politeness strategies used in requests show similarities between Turkish and English and there are some speech situations in which the preferred politeness strategies are language-specific. Turkish EFL learners sometimes followed their L1 norms and sometimes created their own rules on language use.

These findings have remarkable implications for language teaching. Knowing that appropriate use of markers of politeness can prevent serious misunderstandings and misjudgments between the speakers (Davies, 1987:75), language teachers should be concerned with how to teach such pragmatic information.

The following are some probable activities that can take place in an EFL classroom.

Listening to dialogues of native speakers and then discussing what is meant or implied by the characters in such dialogues may be helpful to develop an understanding of the differences and similarities between the mother tongue and the target language in the use of politeness strategies used in requests and other speech acts.

Cohen's (1994; cited in Erçetin, 1995) five-step propose involving a framework for the planning and implementation of lessons on speech acts could be adapted for the awareness of the appropriate use of politeness strategies in requests as follows;

1. The language teacher should determine students' level of awareness of politeness strategies in requests that can be taught by Discourse Completion Tests and role-plays (Diagnostic Assessment).
2. Language teachers should prepare short and natural sounding dialogues for learners, which can be beneficial for the creation of an insight about the importance of appropriate use of politeness strategies in requests.
3. Group discussions for the evaluation of the situation can be fruitful for an understanding of different politeness strategies used in requests.
4. Role-play activities in which learners are provided with sufficient information about the context and the roles of the interlocutors should be helpful for the appropriate production of politeness strategies used in requests.
5. Feedback and discussion related to the perception and awareness of similarities and differences in the realization of politeness strategies used in requests can be noteworthy for the understanding of politeness strategies used in requests.

Since strategies used in speech acts are not as clear-cut as the rules of grammar (Thomas, 1993; cited in Erçetin, 1995), language learners should be warned about different choices of politeness strategies used in different situations.

Harlow (1990) states that speakers of a language should know how to vary speech act strategies according to the situational or social variables (age, status, sex, social distance etc.) present in the act of communication.

Paulston (1974; cited in Wolfson, 1989) states that ignoring the teaching of social rules along with the linguistic rules is a disservice of a language teacher. Similarly, Kabakchy (1978) notes that students should be warned of the existing differences between the cultures of different nations which are reflected in their languages.

According to Covato (1991), grammatically competent ESL students can be perceived as being rude and abrasive when speaking in the target language. The reason for this is their lack of understanding of the pragmatic and interpretative aspects of the linguistic structures they utilize.

Knowing that incomplete knowledge of sociolinguistic rules is one of the reasons for the lack of proficiency in the second language, language teachers need a thorough understanding of different functions of the second language in different social contexts (Jones et al., 1989:257).

Analyses of sociolinguistics in English are needed in order that material developers and language teachers have concrete, empirically based information upon which to plan instruction. By stating that, Wolfson, (1989:79) emphasizes that sociolinguistic usage has great importance for language learning and teaching. What is meant by sociolinguistic usage is that the rules of speaking that should be applied in situations like addressing someone, apologizing, requesting, making telephone conversations, disapproving, refusing, expressing gratitude, greeting and leave-taking. So, the language used in such kind of situations should be examined to ascertain what the native speakers actually say in natural conversational settings.

Wolfson (1989) also emphasized textbook writers and teachers have accepted the necessity of sociolinguistic information in language instruction and started to search the literature in sociolinguistics for the information they needed to apply. However, for now, their attempts seems to be insufficient for the teaching of sociolinguistic information in the language class.

5.4 Suggestions for further studies

In order to have sounder and more generalizable results the following could be some of the implications for further studies.

This study uses five socially differentiated situations. However, socially differentiated situations are not limited with only five of these. In order to find out which politeness strategies are used when requesting the following four socially differentiated situations can also be studied.

A person requesting something from someone who is;

- (a) at the same age and having higher status,
- (b) at the same age and having lower status,
- (c) older and having the same status,
- (d) younger and having the same status.

The study can be replicated by increasing the number of the subjects in order to reach much more reliable results.

The study can also be replicated by considering the social distance between the interlocutors.

It can also be studied that what the differences are in the ways politeness strategies are used in requests in terms of sex.

The study can be replicated by gathering data from students from different proficiency levels in order to detect in which levels students acquire any politeness strategies used in requests in English.

This study reached conclusions by the use of a questionnaire. Conclusions could also be reached by observing speakers speaking in actual conversations or depending on the situations provided.

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APPENDIX A

(The questionnaire given to native speakers of English which formed the English L1 Baseline Data.)

**A QUESTIONNAIRE ON POLITENESS STRATEGIES
USED IN REQUESTS**

A. Age;

B. Sex;

a. MALE b. FEMALE

C. Nationality

Each of the following situations describes an event which might easily take place in reality. The situation is followed by four different sentences. Please rate each sentence on a scale as being:

1= appropriate

2= more or less appropriate

3= not appropriate

(You may use 1, 2, or 3 for more than one option.)

SITUATION 1

You are a bank officer and you realize that an old man is not in the line. You ask him to get in the line.

___ a. Please get in the line, sir.

___ b. Why don't you get in the line, sir?

___ c. Could you please get in the line, sir.

___ d. Sir, we ask that all our customers use the line.

SITUATION 2

You are trying to study. Your roommate who is about your age is playing his/her music tapes very loudly. You ask him/her to turn it down.

___ a. Turn it down, please.

___ b. We're gonna go deaf.

___ c. Can you turn the music down?

___ d. Do me a favor and turn it down.

SITUATION 3

You are attending the first lesson of a new course. The classroom is very hot. The professor is standing near the window. You ask him to open it.

___ a. Do me a favour and open the window, sir.

___ b. Could you please open the window sir?

___ c. Open the window, please.

___ d. Isn't it hot here, sir?

SITUATION 4

You are in a pastry shop. You ask the shop assistant who is younger than you to give you the big chocolate cake in the front window.

___ a. Any chance of giving me this one?

___ b. I prefer chocolate cake.

___ c. Excuse me, could you give me this one?

___ d. Give me this one, please.

SITUATION 5

You are in the dean's office. You ask him to write a letter of recommendation which you need to be eligible for a scholarship.

- ___a. Excuse me, would it be possible for you to write a letter of recommendation for me?
- ___b. Why don't you write a letter of recommendation for me sir?
- ___c. I urgently need a letter of recommendation.
- ___d. Sir, write a letter of recommendation for me, please.

SITUATION 6

When talking about literature with your friend who is about your age, you have discovered that s/he has a book you would like to have, but couldn't find in any stores. You ask him/her to lend it to you.

- ___a. Lend me that book, please.
- ___b. Why don't you lend it to me?
- ___c. I have been looking for this book for ages.
- ___d. Can you lend me that book?

SITUATION 7

You are a receptionist in a hotel. You want a customer who is younger than you to leave the key before leaving the hotel.

- ___a. Leave the key, please.
- ___b. Why don't you leave the key ?
- ___c. We ask that all our guests leave their keys with us before leaving the hotel.
- ___d. Could you please leave the key?

SITUATION 8

You are at home preparing to have your dinner. You realize that there isn't any bread at home. You call the doorman's son and want him to buy a loaf of bread.

- ___a. I need a loaf of bread.
- ___b. Get me a loaf of bread, please.
- ___c. Can you get me a loaf of bread?
- ___d. Do me a favor and get a loaf of bread.

SITUATION 9

You are a student. A research assistant who is younger than you gives you a lift to downtown. You ask him to drop you off somewhere near the post office.

- ___a. Why don't you drop me off somewhere near the post office?
- ___b. Drop me off somewhere near the post office, please.
- ___c. Could you drop me off somewhere near the post office?
- ___d. A-ha! Here is the post office.

SITUATION 10

You are in the canteen with your friend and you ask the man who is older than you to serve you two cups of coffee.

- ___a. Give us two cups of coffee, please.
- ___b. Why don't you give us two cups of coffee?
- ___c. Is the coffee fresh?
- ___d. Can you give us two cups of coffee?

APPENDIX B

(The questionnaire given to Turkish EFL learners which formed the Turkish L1 Baseline Data.)

**RİCALARDA KULLANILAN KİBARLIK STRATEJİLERİYLE
İLGİLİ ANKET FORMU**

1. Yaşınız;

2. Cinsiyetiniz

a. ERKEK b. BAYAN

Aşağıda verilen her durum gerçek hayatta karşılaşılabileceğiniz türdendir. Durumların altında dört farklı cümle verilmiştir. Bu cümlelere 1'den 3'e kadar numara verip, bu cümleleri verilen durumlarda kullanıp kullanmayacağınıza karar veriniz.

1=en uygun

2=kabul edilebilir

3=uygun değil

(1,2, ya da 3'ü birden fazla seçenek için kullanabilirsiniz.)

1. DURUM

Bir bankada memursunuz. Yaşlı bir adamın kuyruğa girmediğini görüyorsunuz. Ona kuyruğa girmesini söylüyorsunuz.

- a. Lütfen kuyruğa girin.
 b. Kuyruğa girsenize.
 c. Kuyruğa girer misiniz lütfen?
 d. Beyefendi burada kuyruk var herhalde.

2. DURUM

Siz ders çalışırken sizin yaşıңызdaki oda arkadaşınız yüksek sesle müzik dinliyor. Teybin sesini biraz kısmasını istiyorsunuz.

- a. Lütfen, teybin sesini kıs.
 b. Sen bir kulak doktoruna gitsen.
 c. Lütfen, teybin sesini biraz kısabilir misin?
 d. Şu teybin sesini biraz kısak daha iyi olmaz mı?

3. DURUM

Yeni bir dersin ilk günündesiniz. Sınıf çok sıcak. Profesör pencerenin yanında duruyor. Profesörden pencereyi açmasını istiyorsunuz.

- a. Hocam, pencereyi açsanıza.
 b. Hocam, pencereyi açar mısınız lütfen?
 c. Hocam, lütfen pencereyi açın.
 d. Hocam, sınıf çok sıcak değil mi?

4. DURUM

Pastanedesiniz. Yaşı sizden küçük olan görevliden size vitrindeki büyük çikolatalı pastayı vermesini istiyorsunuz.

- a. Şu pastayı versene.
 b. Çikolatalı pastalarınız günlük mü?
 c. Şu pastayı verebilir misiniz?
 d. Şu pastayı verin.

5. DURUM

Dekanın odasındasınız. Size bir burs için gerekli olan referans mektubunu yazmasını istiyorsunuz.

- a. Vaktinizi alıyorum ama benim için bir referans mektubu yazar mısınız?
- b. Benim için bir referans mektubu yazarsanız sevinirim.
- c. Benim bir referans mektubuna ihtiyacım var.
- d. Lütfen, benim için bir referans mektubu yazın.

6. DURUM

Sizin yaşınızdaki bir arkadaşınızla edebiyat hakkında konuşurken, onun hiçbir yerde bulamadığınız bir kitaba sahip olduğunu öğreniyorsunuz. Kitabı size ödünç vermesini istiyorsunuz.

- a. Lütfen o kitabı bana yarın getir.
- b. O kitabı yarın bana getirsene.
- c. Keşke o kitabın sende olduğunu daha önceden bilseydim.
- d. O kitabı yarın bana getirebilir misin?

7. DURUM

Bir otelde resepsiyonistsiniz. Yaşı sizden daha küçük olan müşterinizden otele ayrılmadan önce anahtarı bırakmasını istiyorsunuz.

- a. Lütfen, anahtarınızı bırakın.
- b. Anahtarı bıraksanıza.
- c. Anahtarınız bizde kalıyor.
- d. Anahtarınızı bırakabilir misiniz lütfen?

8. DURUM

Akşam yemeği için hazırlanıyorsunuz ve evde hiç ekmek kalmadığını farkettiniz. Kapıcının oğlunu çağırıp ondan bir ekmek almasını istiyorsunuz.

- a. Bir ekmek.
- b. Lütfen bir ekmek al.
- c. Bana bir ekmek alabilir misin?
- d. Hadi bana bir ekmek al da gel.

9. DURUM

Bir öğrencisiniz. Yaşı sizden küçük olan bir araştırma görevlisi sizi arabasıyla şehir merkezine bırakıyor. Ona postanede inmek istediğinizi söylüyorsunuz.

- a. Beni müsait bir yerde indirsenize.
- b. Lütfen müsait bir yerde durun.
- c. Müsait bir yerde durabilir misiniz?
- d. Müsait bir yerde ineyim.

10. DURUM

Arkadaşınızla kantindedesiniz. Yaşı sizden büyük olan çaycıdan size iki kahve vermesini istiyorsunuz.

- a. İki kahve, lütfen.
- b. Şuradan iki kahve getirsene.
- c. İki kahve getirin lütfen.
- d. İki kahve getirebilir misiniz?

APPENDIX C

(The questionnaire given to Turkish EFL learners which formed the EFL Experimental Data.)

A QUESTIONNAIRE ON POLITENESS STRATEGIES
USED IN REQUESTS

A. Age;

B. Sex;

a. MALE b. FEMALE

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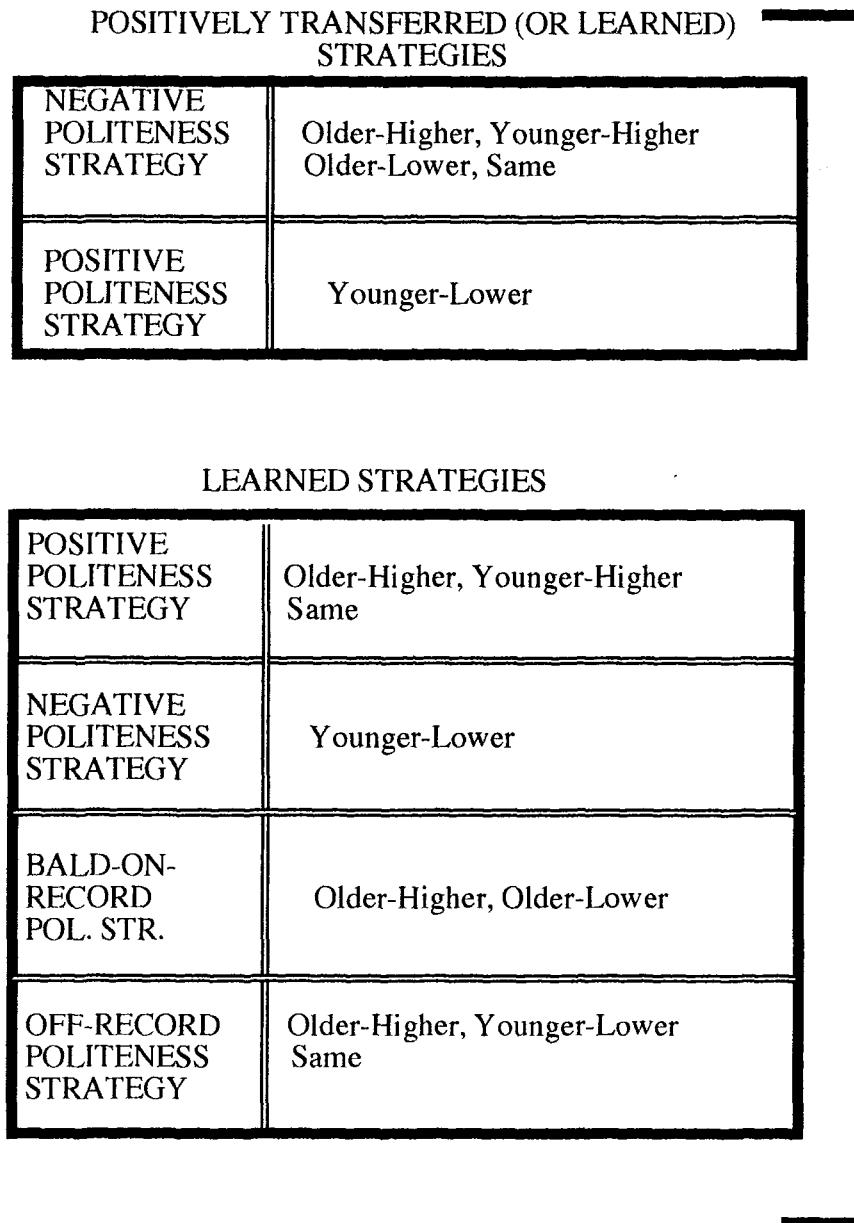
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APPENDIX D. Politeness Strategies that Turkish EFL Learners Preferred Successfully



STRATEGIES THAT TURKISH EFL LEARNERS PREFERRED SUCCESSFULLY

POSITIVE POLITENESS STRATEGY	Older-Higher, Younger-Higher Younger-Lower, Same
NEGATIVE POLITENESS STRATEGY	Older-Higher, Younger-Higher Older-Lower, Younger-Lower Same
BALD-ON-RECORD POL. STR.	Older-Higher, Older-Lower
OFF-RECORD POLITENESS STRATEGY	Older-Higher, Younger-Lower Same

Older-Higher: When requesting something from someone who is older and having higher status

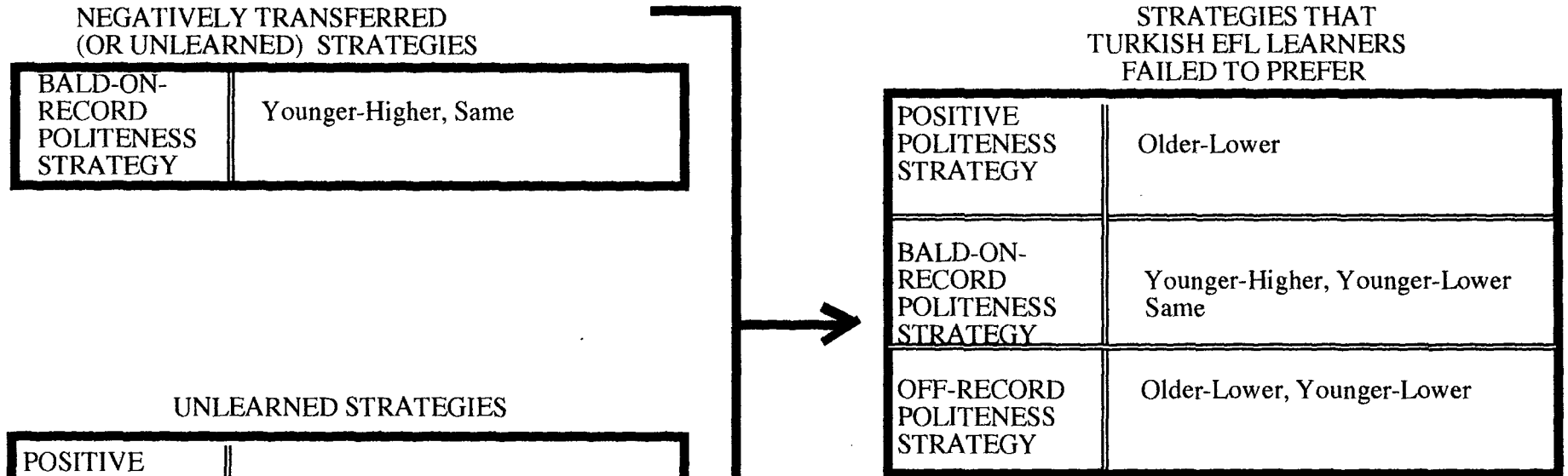
Younger-Higher: When requesting something from someone who is younger and having higher status

Older-Lower: When requesting something from someone who is older and having lower status

Younger-Lower: When requesting something from someone who is younger and having lower status

Same: When requesting something from someone who is at the same age and having the same status

APPENDIX E. Politeness Strategies that Turkish EFL Learners Failed to Prefer



NEGATIVELY TRANSFERRED (OR UNLEARNED) STRATEGIES

BALD-ON-RECORD POLITENESS STRATEGY	Younger-Higher, Same
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UNLEARNED STRATEGIES

POSITIVE POLITENESS STRATEGY	Older-Lower
BALD-ON-RECORD POLITENESS STRATEGY	Younger-Lower
OFF-RECORD POLITENESS STRATEGY	Older-Lower, Younger-Lower

STRATEGIES THAT TURKISH EFL LEARNERS FAILED TO PREFER

POSITIVE POLITENESS STRATEGY	Older-Lower
BALD-ON-RECORD POLITENESS STRATEGY	Younger-Higher, Younger-Lower, Same
OFF-RECORD POLITENESS STRATEGY	Older-Lower, Younger-Lower

Older-Higher: When requesting something from someone who is older and having higher status

Younger-Higher: When requesting something from someone who is younger and having higher status

Older-Lower: When requesting something from someone who is older and having lower status

Younger-Lower: When requesting something from someone who is younger and having lower status

Same: When requesting something from someone who is at the same age and having the same status