

**T. C.
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SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**A COMPARATIVE STUDY ON THE USE OF REFUSALS BY
TURKISH LEARNERS OF ENGLISH AND NATIVE SPEAKERS
OF ENGLISH IN URBAN AND RURAL AREAS**

(YÜKSEK LİSANS TEZİ)

Özlem TEKYILDIZ

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ULUDAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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ABSTRACT

This study was carried out in order to investigate the similarities and differences between the use of refusal strategies used by TLE in urban areas, TLE in rural areas, NSE in urban areas and NSE in rural areas.

101 Turkish EFL learners and 50 native speakers of English participated in the present study. In order to gather the necessary information a discourse completion questionnaire (DCQ) was administered. The DCQ consists of 9 situations which may require a refusal : three invitations, three requests and three offers. For each of these three groups of situations, the subjects were in interaction with one higher, one equal and one lower status interlocutor. The data were analysed by means of pearson chi-square, correlation and Mann Whitney-U tests.

Analysis of the data showed that subjects in all groups used the refusal strategies in a manner similar to one another. All the subjects seem to have similar notions of directness and indirectness in their actions with people from varied social status. In addition, it was observed that the status of interlocutor was an important factor in strategy choice for all respondent groups.

It might be wrong to generalize the findings of this study since the limited number of subjects participated in it. That is why this fact should be taken into consideration when the findings are evaluated.

ÖZET

Bu çalışma İngilizce öğrenmekte olan Türkiye’de kentsel ve kırsal bölgelerde yaşayan öğrencilerin ve anadili İngilizce olan Amerika’da kentsel ve kırsal bölgede yaşayan kişilerin reddetme stratejilerini kullanımlarında benzerlikler ve farklılıklar olup olmadığını ortaya çıkarmak amacı ile yapılmıştır.

Çalışmaya 101 İngilizce öğrenmekte olan Türk öğrenci ile 50 anadili İngilizce olan kişi katılmıştır. Gerekli bilgiyi toplayabilmek amacıyla söylem tamamlama anketi uygulanmıştır. Uygulanan söylem tamamlama anketi reddetme gerektirebilecek 12 farklı durumda oluşmuştur: üç rica, üç öneri ve üç davet. Her bir gruptaki durumda denekler kendilerinden biri yüksek, biri düşük ve biri de kendilerine eşit sosyal statüdeki insanla iletişim kurmuşlardır.

Data analizi tüm gruptaki deneklerin reddetme stratejilerini benzer bir şekilde kullandıklarını göstermiştir. Tüm denekler farklı sosyal statüdeki insanlarla olan etkileşimlerinde benzer açıklık ve dolaylılık tutumlarını sergilediler. Ayrıca, iletişimde bulunan kişinin sosyal statüsünün bütün grupların strateji seçimlerinde önemli bir rol oynadığı gözlenmiştir.

Bu çalışmaya sınırlı sayıda denek katılmasından ötürü, bu araştırmanın sonuçlarını genellemek yanlış olabilir. Bu nedenle, sonuçlar değerlendirilirken bu gerçek göz önünde bulundurulmalıdır.

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LIST OF ABBREVIATIONS

Abbreviations

DCQ
ELT
IP
L1
L2
NSE
Sit
TLE

Bibliographic Information

Discourse Completion Questionnaire
English Language Teaching
Interlanguage Pragmatics
First language
Second language
Native speaker of English
Situation
Turkish learners of English

CHAPTER I

INTRODUCTION

1.0. Introduction

We use language as a means of communicating our thoughts to others. However, language cannot be regarded just as a representation of thought. It is also a vehicle for social activity. In other words, in uttering a word a speaker has certain intentions while uttering a word. A coach, through the use of language, is able to encourage the boxer during the match; a friend may make peace with a friend by apologizing; a teacher may punish his/her naughty student by uttering "Go out!". In a speech situation a person also performs some acts such as refusing, apologizing, offering, promising which are called speech acts.

ESL learners who are regarded as advanced learners due to their advanced level of grammar and vocabulary of a second language may lack pragmatic competence. In order to be able to use a target language appropriately in terms of pragmatic competence, speakers ought to be able to employ a variety of speech acts such as apologies, requests, complains and refusals. However, it is not enough merely to use speech acts appropriately in a communication context. It is also necessary to be endowed with indirect speech acts where a speaker means more than or something other than what he or she says. For instance, a speaker may utter the sentence "It is too hot here" and mean it not only as a statement but as a request to open the window.

Speech acts vary considerably across cultures and languages. Each culture requires varied kinds of speech act behaviour. As Blum-Kulka et al. (1989: 30) points out, "Culturally coloured interactional styles create

culturally determined expectations and interpretative strategies, and can lead to breakdowns in intercultural and interethnic communication. " That is, when people from different cultures interact, breakdowns in communication occur due to signalling different speech act strategies that reflect the culture's distinctive interactional style.

Since a language cannot be separated from its culture, nor can speakers depart from their native cultural values, speech styles, inferences and interpretations, it is inevitable for second language learners to have difficulties using their second language (L2) in linguistically and socially appropriate ways. Due to this challenge, L2 learners tend to transfer speech act strategies of their first language (L1) to L2 situations in communication. The transfer of modes of speech acts of one speech community to another community cause pragmatic failure. As Nelson et al. (2002 : 171) states, "While native speakers often forgive the phonological, syntactic and lexical errors made by L2 speakers, they are less likely to forgive pragmatic errors. " Thus, pragmatic failure results in speaker's being regarded as rude, tackless, arrogant, impatient, and so forth.

English and Turkish are languages from two different speech communities and two different cultural backgrounds. It is most likely for Turkish learners of English to use English socially and culturally inappropriate. One way to decrease pragmatic errors is for teachers to be aware of the pragmalinguistic aspects of the target language. EFL teachers should teach pragmalinguistic information to the L2 learners to enable them perform speech acts, in a linguistically, socially and culturally appropriate manner.

The present study is concerned with the performance of the speech act of refusals by Turkish learners of English and native speakers of English. It focuses on the similarities and differences between the use of refusal strategies used by Turkish learners of English in urban areas, Turkish learners of English in rural areas, native speakers of English in

urban areas and native speakers of English in rural areas in order to find out whether native language and social contexts influence speakers' comprehension and use of speech acts, in particular refusals, in terms of their status in a society.

1.1. The Research Questions

For the purposes of this study, the following research questions have been formulated.

- 1- Does the preference of refusal strategies by Turkish EFL learners in urban areas vary in a way similar to the preference of those by Turkish EFL learners in rural areas ?
- 2- Do Turkish learners of English in urban areas use refusal strategies in various situations in a way similar to the native speakers of English in urban areas?
- 3- Do Turkish learners of English in rural areas use refusal strategies in various situations in a way similar to the native speakers of English in rural areas?
- 4- Does the preference of refusal strategies by the native speakers of English in urban areas vary in a way similar to the preference of those by the native speakers of English in rural areas ?

1.2. The Purpose and the Significance of the Study

The aim of the present study is to put forward the ways in which speech act of refusal is used by Turkish learners of English (TLE) and to reveal whether or not regional variety of TLE affect the kind of refusal strategies that are used; if it does, to what extent the effect of regional

variety of TLE on the use of refusal strategies is similar to that of native speakers of English (NSE).

Conducting research on the use of refusal strategies by TLE in both urban and rural areas is important for several reasons.

First, the speech act of refusal has not been of interest to researchers sufficiently as much as other speech acts such as requests, apologies. Nevertheless, a few studies on refusal strategies (Beebe, Takahashi and Uliss-Weltz, 1990; Chen, 1995; Murphy and Neu, 1996 ; Olshtain and Weinbach, 1993) have appeared in the literature. However, the speech act of refusing has not been studied in terms of the effect of regional varieties of native speakers of English and Turkish learners of English on the use of refusal strategies.

Second, although there have been a number studies conducted on the speech act refusals in different countries, there are fewer studies (Erçetin, 1995; Kamışlı, 1997) carried out in the Turkish context. Therefore, it is necessary to conduct similar studies on refusal strategies used by TLE in order to contribute to the literature.

Third, in most of the studies on speech acts, there is a comparison of second language (L2) user's pragmatic competence with that of the native speakers of the target language. However, suggesting that "cultural norms reflected in speech acts differ not only from one language to another, but also from one regional and social variety to another"(Wierzbicka, 1985: 154), the present study does not only compare L2 users with native speakers of the target language but also native speakers of English in rural areas with native speakers of English in urban areas and TLE in urban areas with TLE in rural areas in terms of their preference of refusal strategies.

Fourth, a considerable number of researchers have often taken for granted L2 users' failure to become native speakers. However, as Cook(1999: 195) points out, "comparing the characteristics of native speakers and of L2 is like comparing tomatoes and apples, useful only

at a gross level. " The aim of the present study is not to point out pragmatic failure of TLE by comparing with native speakers of English. Rather, it attempts to investigate the ways in which TLE and native speakers of English in different regions use refusals.

Fifth, the present study sheds light on the use of refusal strategies used by native speakers of English from different social classes which helps TLE to be aware of sociolinguistic aspects of English and thus to improve their pragmatic competence.

Finally, English language teaching (ELT) curriculum in both private and state schools in Turkey focuses on accuracy much more than appropriacy. The students are taught how to make sentences with words but are not taught " how to do things with words"(Austin, 1962), which is central to communication in the target language. The present study attempts to contribute to the field by making ELT profession become aware of the importance of pragmatic competence as well as linguistic competence.

1.3. Limitations of the Study

This study has some limitations concerning several phases of the research.

The first limitation is that a Discourse Completion Questionnaire (DCQ) was used as the data collection instrument. The subjects were asked to write how they would refuse in a given situation. The limitation about this written elicitation technique is that the subjects may not write exactly what they would say in a real life. Thus, the results of the questionnaire cannot be claimed to represent the exact forms of refusals used by native and non-native speakers of English.

The second limitation comes from the fact that refusals may require several utterances and turns, and "often more than one discrete speech act is necessary for a speaker to develop the overarching communicative

purpose – or illocutionary force – desired. "(Tanck, 2004:14) Therefore, in the case of a refusal, a speaker may first express his/her regret, then may state his/her excuse following with an offer of alternative. (Tanck, 2004). However, the DCQ used in this study does not give any chance to the subjects to have several turns while realizing a face-threatening speech act of refusals.

The third limitation is about the number of the subjects. A total of 151 subjects participated in this study, the number of which makes it difficult to generalize the data that is gathered.

This chapter provided an introduction to the subject matter, the research questions of the study were provided, the purpose and limitations of the study are pointed out.

Chapter II reviews a literature relevant to the present study. First, the terms interlanguage, pragmatic transfer and speech act theory are examined. Then, information about the studies carried out on refusals are given.

Chapter III introduces the subjects who participated in the study. Then, it presents the information on the research instrument, data collection procedures and data analysis.

Chapter IV reviews refusal strategies. Then data analysis is examined.

Chapter V shows the results of the questionnaire.

Chapter VI presents the conclusions, implications for English language teaching and some suggestions for further studies.

CHAPTER II

REVIEW OF LITERATURE

2.0. Introduction

The aim of the present study is to put forward the ways in which speech act of refusal is used by Turkish learners of English and to reveal whether or not regional varieties of Turkish learners of English affect the kind of refusal strategies that are used; if it does, to what extent the effect of regional varieties of TLE on the use of refusal strategies is similar to that of native speakers of English.

This chapter focuses on the literature which is relevant to the present study. First, it examines the term interlanguage. Second, it elaborates on pragmatic transfer. Next, the term speech act theory is examined. Then, it dwells on the studies carried out on refusals.

2.1. Interlanguage

Since the aim of the present study is to reveal the ways how Turkish learners of English as a foreign language realize the speech act of refusals in their interlanguage, it is essential to make it clear what is meant by the term "interlanguage".

During the process of second language acquisition, learners build up a system which is between the system of native language and that of target language. The terminology that is most widely used for this system is suggested by Selinker (1972). It is "interlanguage" which can be defined as "the systematic knowledge of the language being learned (L2) which is independent of both these learner's native language (L1) and the target language" (Ellis, 1994: 698).

While learning a language, second language learners attempt to provide order and structure to the linguistic stimuli surrounding them by

"borrowing patterns from the mother tongue, extending patterns from the target language and expressing meanings using the words and grammar which are already known" (Richards, 1980: 425). In the process of learning a second language, learners gradually manage to make closer approximations to the target language system used by the native speakers of language.

According to Selinker (1972), there are five central processes in which a learner develops his own interlanguage. They are:

1- *Language Transfer* : A second language learners uses the items, rules and subsystems of L1 while developing his interlanguage system.

2- *Transfer of Training* : In a training process, some items, rules and subsystems affect the way that the interlanguage is created.

3- *Strategies of Second Language Learning* : The approaches that the second language learner uses while learning a second language effect the development of interlanguage.

4- *Strategies of Second Language Learning* : The approaches that the second language learner uses while communicating with native speakers of the target language may also effect the creation of some interlanguage elements.

5- *Overgeneralization of Target Language Linguistic Material* : A Learner may overgeneralize the rules and semantic features of target language which causes pragmatic failures.

During the 1970s, interlanguage studies mainly concerned with second language learners' phonological, morphological and syntactic knowledge (Habermas, 1970; Hymes, 1972). Second language teaching

felt the need to entail the area that comprises learners' pragmatic and discourse knowledge. This area is termed as "interlanguage pragmatics".

Interlanguage Pragmatics (ILP) is the area that studies the development and use of strategies for performing linguistic action by non-native speakers. As Kasper (1992:220) points out, "interlanguage pragmatics emerged from the problems of miscommunication between people coming from different cultures, not necessarily that they speak different language. " The area of Interlanguage Pragmatics has revealed the point that non-native speakers from different linguistic and cultural backgrounds show different range of skills in terms of pragmatic competence. Kasper (1992) considered interlanguage pragmatics to cover the topics as acts of pragmatic comprehension, differences in pragmatic structure of different speech acts, different strategies used in different cultures and pragmatic transfer.

2.2. Pragmatic Transfer

In order to communicate socially and culturally appropriately, being knowledgeable about the grammar and vocabulary of the target language is not enough. Learners even the ones who have the high level of proficiency in grammar and vocabulary of the target language may not produce language in socially and culturally appropriate way because of their lack of pragmatic competence the major cause of which is the phenomenon of pragmatic transfer.

Pragmatic transfer was defined as Sociolinguistic transfer by Wolfson(1989), as transfer of L1 sociocultural competence or cross linguistic influence by Beebe et al. (1990), as a transfer of conversational features by Odlin (1989), and as "the influence exerted by learners' pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information" by Kasper (1992).

Speech behaviours are governed by social constraints which have considerable influence over what is regarded as appropriate or tackless in the course of communication. Each culture has its own set of values for the terms' appropriateness and politeness, by means of which interlocutors appraise the speech of each other. Since it is a hard work to separate a language from its culture, speakers have difficulty in diverging themselves from "native cultural norms of speaking" (Al-Issa, 2003: 592). As a result, L1 speakers inevitably tend to use the communication styles, expectations and interpretations of their native culture in the process of communicating in a second language, which leads to the phenomenon of pragmatic transfer resulting in pragmatic failure and the judgement that the speaker is rude, arrogant, disrespectful, and so forth.

According to Kasper (1992), there are two types of pragmatic transfer:

1- *Pragmalinguistic transfer* : It deals with linguistic means of Conveying illocutionary force and politeness values.

2- *Sociopragmatic transfer* : It deals with socially appropriate linguistic behaviours.

Pragmatic transfer is mainly related with linguistic aspect of pragmatic transfer while sociopragmatics is mostly associated with its social aspect. Beebe, et al. (1990) view pragmatic transfer as a transfer of L1 sociocultural communicative competence in performing L2 speech acts or any other function of language, where the speaker is trying to achieve a particular function of language. In their study, Beebe, et al. (1990) point out that pragmatic transfer influences the process of second language learning in terms of "the frequency, order and content of semantic formulas utilized in their refusals". Unlike the result of their

study, Dulay and Burt(1974)suggest that pragmatic transfer does not affect the production of refusals by second language learners in a negative way.

In order to achieve communicative competence in a target language effectively, second language learners should be aware of not only the social values of the target culture but also the use of speech act strategies in an appropriate way. Kasper(1992: 217) claims that by means of overt teaching, learners become, to a significant degree, aware of the speech act behaviours successfully in actual communication situations. Furthermore, she enumerates some teachable features of second language pragmatics such as "discourse markers and strategies, pragmatic routines, overall discourse characteristics, pragmatic comprehension and speech acts".

Rose&Kwai-Fun's(2001) study shows that learners who receive instruction on the production of compliments and compliment responses are much better than those who do not. Confirming the results of Rose and Kwai-Fun's study, Takahashi(2001) suggests that explicit teaching of pragmatics both improves the ability of the use of target forms and increases confidence in producing requests. Tateyama (2001) maintains that instruction on pragmatics assists learners to be overly courteous.

It follows from these studies that pragmatic failure resulting from pragmatic transfer can be lessened by through teaching pragmatics. This can be done by raising awareness of the facets of pragmalinguistic and sociopragmatic competence and as Kasper (1992) states, "by combining metapragmatic explanation with input enhancement and opportunities for communicative practice".

2.3. Speech Act Theory

Since the main aim of this study is to compare the use of refusals by Turkish learners of English to the native speakers of English, it is necessary to explain the term "speech act".

The term 'speech act' has been defined as a minimal unit of discourse by Searle (1969) and as a basic and a functional unit of communication by Cohen (1996). In a broad sense, it is an act that is performed by a speaker in the course of making an utterance.

Speech acts are realized when we give compliments, ask question, apologize, complain, invite, refuse, and so on. Up to now, speech act of requests has been studied by a number of researchers (BlumKulka, 1982, 1983; BlumKulka&Levenston, 1987; Fraser&Nolan, 1981; Walters, 1981). Speech act of apologies has been studied by Borkin&Reinhart (1978), Olsthain&Cohen (1983), Trosborg (1986) and Zimin (1981). Speech act of thanks has been investigated by Einstein&Bodman (1986). Complaints have been studied by Olshtain&Weinbach (1986). Speech act of refusals has been studied by Blum-Kulka (1989) and Takahashi and Ullis-Weltz (1990).

As Bach and Harnish (1979:65) state, "people do not speak merely to exercise their vocal cords". People say something to communicate with others. Whether the communication succeeds or not depends on the hearer's recognizing the intention of the speaker behind the words that are uttered. The hearer cannot fully understand the intention of the speaker on the basis of what is said. Speakers may mean more than what they say. In this respect, Speech Act Theory takes on the responsibility "to explain in which senses and under which conditions uttering something can be doing something and to provide a conceptual framework for describing and understanding the various kinds of linguistic action" (Sbisa, 2000:501)

Austin (1962) designates three kinds of acts of utterance: the locutionary, the illocutionary and the perlocutionary act. The locutionary act covers 'What one does in saying it' and the perlocutionary act comprises 'What one does by saying it' (Blackwell, 2003). For instance, if a child tells his mother that "The meal is without enough salt", he is thereby performing the locutionary act of saying that 'the meal is without enough salt', which is reported by indirect quotation. In saying this, the child is performing the illocutionary act of requiring her mother to add salt to the meal. If his/her mother understands the intention of the child's utterance which alludes to the act of adding salt to the meal and does the action of adding salt, the perlocutionary act is performed. Thus all that three kinds of speech acts are performed just by uttering certain words (Blackwell, 2003).

As Bach and Harnish (1984) state most of the illocutionary acts are performed with the intention to produce some effect in an audience by means of the recognition of this intention. If those intentions are recognized by the hearer, the perlocutionary act is performed.

Similar to Austin's classification, Searle (1969) classified utterances into five functions: directives, commissives, representatives, declaratives and expressives. The speech act of directives functions as a request that is made so that someone will do or stop doing something (i. e. , I need x. or May I have x?). Commissives function as promises or refusals (i. e. , Maybe I can do that tomorrow or I'm sorry, I can't come.). Representative is a speech act that can be judged for truth value (i. e. , Some are very old and some are new.). Declaratives are, similar to Austin's performatives, speech acts that generates a new state of being (i. e. , I now pronounce you husband and wife. or I find you guilty as charged.) Expressives are the statements that reflect our likes and dislikes (i. e. , What a great day! or Oh, my God, that's terrible!).

As Tanck (2004) points out, in order to realize the communicative purpose, a speaker usually needs to use more than one speech act. For instance, in order to refuse, a person may produce three different speech acts in three stages;

- 1- An expression of regret, "I'm so sorry. "
- 2- A direct refusal, "I can't come to your graduation. "
- 3- An excuse, "I will be out of town on business".

2.4. Speech Act of Refusal

Refusals are considered to be " a major cross-cultural 'sticking point' for many native speakers" (Beebe, Takahashi&Uliss-Weltz, 1990), since they are face-threatening acts. Brown and Levinson(1987:402) define 'face' as "the public self-image that every member wants to claim for himself. " Refusals are referred to as face-threatening as they threaten the listener's, requestor's or inviter's face. Self image of the speaker is threaten while refusing invitation, offer, request or suggestion. In order to defend his/her own self-image, the speaker develops some strategies which minimize or eliminate the threats occurred in refusing. Refusals are realized by means of both direct and mostly indirect strategies the use of which depends on some other sociolinguistic variables such as status of the interlocutor (e. g. high, equal or low status) and the form and the content of the refusals (e. g. refusing invitation, request, offer or suggestion).

In order not to offend the interlocutor, refusals are realized in a long negotiated sequence. Refusal statements comprise semantic formulas which are realized through steps. For example, a typical refusal statement might involve formulas like this;

- *I'm sorry. I wish I could come to the party with you but I've lots of homework to do.*

I'm sorry : Statement of regret

I wish I could. . . : Wish

But I've a . . . : Excuse

In their study of refusals produced by American English speakers and Japanese learners of English , Beebe, Takahashi and Uliss-Weltz (1990) point out that formulaic sequence of refusals comprises three paces:

- 1- an expression of regret (*i. e. , 'I am sorry. . . '*)
- 2- an excuse (*i. e. , 'I have to attend my brother's wedding'*)
- 3- an offer of alternative (*i. e. , 'Why don't we go out next week?'*)

In their study of refusals used by TLE, Sadler, R. , Eröz, B. , & Chanhming, P. (2002) state that in Turkish the commonly used refusal formulas are statements of regret, excuses, explanations and reasons. They, furthermore, point out that there are some refusal patterns which are hardly ever used by Turkish speakers. These are;

a) the direct, performative refusal (*i. e. , 'No'*)

b) statement of philosophy (*i. e. , 'One can't be too careful'*)

c) threat or negative statement of negative consequence to the requestor (*i. e. , 'I won't be any fun tonight' to refuse an invitation.)*

d) guilt trip (*i. e. , waitress to customers who want to sit a while: 'I can't make a living off people who just order coffee'*)

e) unspecific or indefinite reply (i. e. , 'maybe' or 'we will see')

f) Lack of enthusiasm

g) Topic switch

h) Joke

Sadler, R. , Eröz, B. , & Chanhming, P. (2002) refer to Turkish speakers as "the most conservative in their choice of refusals", since Turkish participants did not prefer 9 of the 29 refusal formulas and adjuncts in their study.

There are some other studies which examine the use of speech act realization strategies. For example, Beebe, Takahashi and Uliss-Weltz (1990) compared Japanese and American refusal strategies. They used a DCQ which consists of 12 situations that are divided into four types as request, invitation, offer and suggestion, The aim of the study is to reveal the differences in the order, frequency and content of semantic formulas used by Japanese and Americans, As a result, they hypothesized that even highly proficient Japanese learners of English often used the Japanese tones when performing refusals in English. They found evidence of negative transfer from Japanese in three areas: order of semantic formulas, the frequency of semantic formulas, and the content of semantic formulas.

In another study, Chen(1995) wanted 42 undergraduate native speakers of English to analyse the pragmatic appropriateness of refusals used by 26 native Americans and non-native speakers (Chinese, Japanese, Koreans and Europeans). She found that native speakers of English had high consistency of agreement in the identification of which refusals were pragmatically appropriate , and also maintained that the

judgements of native speakers of English about whether the refusals by both native speakers and non-native speakers are pragmatically appropriate or not remained stable over time.

The studies above suggest that the performance of speech act in an L2 is not easily accomplished in an appropriate way by non-native speakers as they could not perform the strategies of speech acts used by native speakers.

Refusals are regarded as complex tasks to be achieved by language learners. Because refusals are culture-specific, they are sensitive to other sociolinguistic variables such as status and gender and require long sequences of negotiations. Then it is the job of language teachers and language authorities to enable students with the knowledge of speech acts, and to teach them how to use the speech acts in an appropriate manner by taking into consideration the setting, the context and the status and gender of the interlocutor.

CHAPTER III

METHOD OF RESEARCH

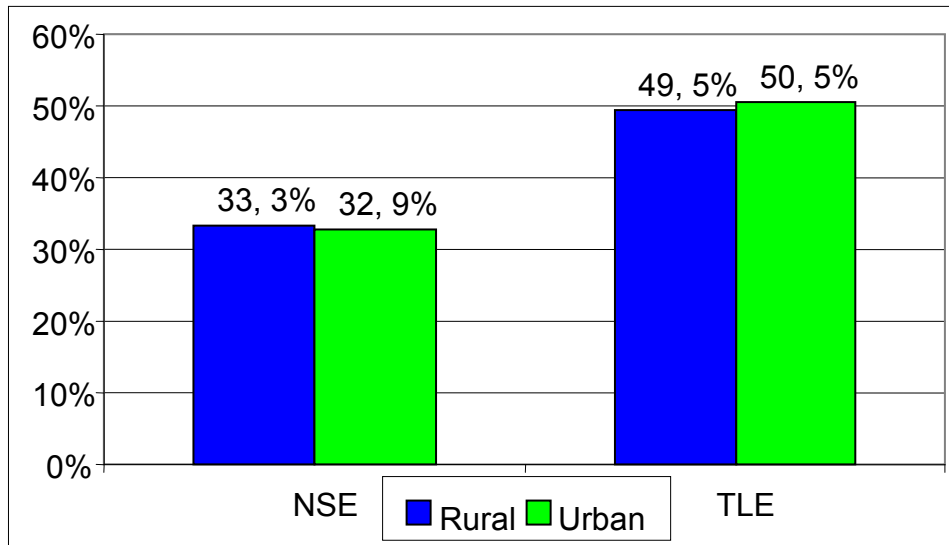
3.0. Introduction

This chapter first introduces the subjects who participated in the study. Then, it presents the information on the research instrument and it examines data collection procedures. Finally, it presents data analysis.

3.1. Subjects

The subjects of this study were composed of four groups: Turkish learners of English in urban areas, Turkish learners of English in rural areas, native speakers of English in urban areas and native speakers of English in rural areas.

A total of 151 subjects participated in this study. 101 subjects were from Turkey while 50 subjects were from abroad. Moreover, 49, 7% of subjects live in urban areas while 50, 3% of those live in urban areas. 50 Turkish learners of English represent urban area while 51 TLE represent rural area in Turkey. 25 subjects whose native language is English represent rural area and 50 subjects whose native language is English represent urban area.



Graph – 3.1.1: The dispersion of subjects in terms of the areas they live and their native languages

Group-1 : Turkish Learners of English in Urban Areas

The first group of subjects, Turkish learners of English in urban areas, were chosen among the students studying ELT at Kocaeli University in İzmit . It comprised a total of 50 subjects. This group of subjects were selected randomly from first grade students who are upper-intermediate level learners of English in ELT department at Kocaeli University. The average age of this group is 19, 7. The researcher had an interview with the learners and asked how long they had been learning English. The average number of students' answers is 8. 5 years. Only 4 of the students had been abroad for a summer camp or a language course in a country the official language of which is English. The criteria on which they were selected were being Turkish learners of English in an urban area and being an upper-intermediate level learners of English. The first group of subjects live in İzmit the population of which is 443358.

Group-2 : Turkish Learners of English in Rural Areas

The second group of subjects, Turkish learners of English in rural areas, were chosen among upper-intermediate level learners of English at Anatolian Training High schools in Gönen in Isparta. This group comprised a total of 51 subjects. The average

age of students was 18. The researcher had an interview with the learners and asked how long they had been learning English. The average number of the students' answers is 6. 5 years. They had studied mainly through highly controlled formal education in Turkey. None of the students had been abroad.

The criteria on which they were selected were being Turkish learners of English in an rural area and being an upper-intermediate level learners of English. The subjects in the second group live in Gönen the population of which is 9454.

Group-3 : Native Speakers of English in Urban Areas

In the third group of subjects, native speakers of English in urban areas, a total of 25 subjects participated in the study. 8 subjects were from New York whose population is 8, 143, 197; 6 subjects from Los Angeles whose population is 3, 844, 829; 3 subjects from Chicago whose population is 2, 842, 518; 3 subjects from Boston whose population is 559, 034; 2 subjects from San Francisco whose population is 739, 426; 1 subject from Jacksonville whose population is 782, 623; 1 subject from Philadelphia whose population is 1, 463, 281; and 1 subject from Cleveland whose population is 452, 208 . The only criterion on which they were selected was being a native speaker of English living in an urban area.

Group-4 : Native Speakers of English in Rural Areas

The fourth group of subjects, native speakers of English in rural areas, comprised a total of 25 subjects. 7 subjects were from Brookings whose population is 18, 464 ; 5 subjects from Rexburg whose population is 21, 862; 4 subjects from Evanston whose population is 11, 375; 3 subjects from Aberdeen whose population is 24, 086; 3 subjects from Kalispell whose population is 16, 391; 2 subjects from Greenbelt whose population is 22, 096; and 1 subject from Beckley whose population is 16, 994 . The only criterion on which they were selected was being a native speaker of English in a rural area.

3.2. Instrument

The instrument used to elicit the data was a questionnaire presenting a set of situations that simulated natural contexts (see Appendix A). There are 9 socially differentiated situations which are categorized into three stimulus types eliciting a refusal: three requests, three offers, three invitations. Each group of situations requires a refusal to a person of higher status, lower and equal status. All of the situations include a description of a situation, specifying the social distance between the interlocutors and their status relative to each other.

The questionnaire was prepared based on Blum-Kulka and Olshtain's (1984) discourse completion questionnaire . As Kasper and Dahl (1991) suggests a DCQ is an instrument that can elicit pragmalinguistic production data. A DCQ includes written discourse describing the situation. Respondents write down what they think would be said in the context using the desired speech act. The following is an example of the questionnaire items. It was constructed to elicit a refusal strategy from a social superior (professor) to a inferior (student) :

- *You are a professor at a university. One of your students asks you to extend the deadline to complete the project. You refuse this requirement and say :*

From the answers given to this question we can learn the preferences that speakers have for realizing a refusal strategy for action between social superiors and inferiors. A cross cultural comparison of the answers provided for the same item will reveal whether there are differences in the type of strategy chosen to realize the speech act of refusal under the same social situations between native speakers of English in urban areas and native speakers of English in rural areas, between Turkish learners of English in urban areas and Turkish learners of English in rural areas and between native speakers of English in urban areas and Turkish learners of English in urban areas, between native speakers of English in rural areas and Turkish learners of English in rural areas.

In this study, the modified version of DCQ that was previously developed by Bebee et al. (1990) is used. Bebee et al. used three separate categories for direct refusals ; for example, "I refuse", "No", " I can't" are coded separately. However, in the scheme of the present study, they are all coded as direct refusals.

Refusal strategies vary according to the status of the interlocutor. The reason why the DCQ is used in this study is that it includes situations consisting of interlocutors from different statuses (higher, lower, and equal). Furthermore, the situations include all three possible stimuli such as requests, offers, and invitations. It is easier to indicate the importance of stimulus type in refusals by using the DCQ.

Finally, the DCQ is both helpful in collecting data from large sample of subjects and effective to compare refusal strategies in cross-cultural studies. In this study, refusal strategies used by subjects in urban and rural areas in Turkey and America are compared in order to find out whether they use refusal strategies in various situations in a way similar to each other. Therefore, it is necessary to explain the concepts of urban and rural area clear.

3.2.1. The concept of urban and rural areas

An urban area is term used to define a unit of settlement where there is an increased density of field and "human-created structures" in comparison to the settlements around it. There is an intensive division and organization of labor in urban area the mainstay of which generally depends on industry and commerce.

A rural area is term used to define a settled place that is away from the influence of large cities and towns. A majority of rural areas have agricultural character whereas there are lots of rural areas the economy of which is based on logging, mining, petroleum and natural gas exploration or tourism.

Lifestyles in rural areas are different from those in urban areas as there are limited services; for example, schools, fire departments, libraries are limited or unavailable. Public transportation in rural area is not as easy and speedy as the one in urban area.

In the United States, an urban area is defined as " core census block groups or blocks that have a population density of at least 1, 000 people per square mile and

surrounding census blocks that have an overall density of at least 500 people per square mile”.

In Turkey, Turkish Population and Health Survey (2003) defines an urban area as an enclave with a population 10, 000 or more than it. A place with a population less than 10, 000 is regarded as a rural area.

3.3. Data Collection Procedures

The copies of the questionnaire, which includes 9 situations in random order, were given to subjects in third and fourth groups which were Turkish learners of English in urban areas and Turkish learners of English in rural areas. The copies of questionnaire were sent to first (native speakers of English in urban areas) and second group (native speakers of English in rural areas) subjects via mail.

Before distributing and sending the questionnaires, the subjects were told that the purpose of the study is to compare the use of refusals by TLE and NSE in urban and rural areas.

After the distribution of the questionnaires, the subjects were instructed to imagine that the situations were real and to write down what they would say in each situation that is given. No time limit was imposed. Most of the subjects completed the questionnaire in about 15 minutes.

A teacher of English in the U. S. A, an administrator of a website called Dave’s ESL cafe and native speakers of English who are teachers in Turkey helped to collect the data from native speakers of English. The subjects were randomly selected in the determined areas (see Appendix B).

A teacher of English in Isparta helped to collect data from Turkish learners of English. The subjects were selected randomly in the senior classes.

All four subject groups participated in the study voluntarily and, therefore, no payment of any kind was made to them for being involved in the study. The Turkish version of the questionnaire was not used, all subjects were suggested to answer the questionnaire written in English as the main aim of the present research is to compare the production of refusal strategies in English by Turkish learners of English with the production of those by native speakers of English.

3.4.Data Analysis

The subjects of this study were composed of four groups: native speakers of English in urban areas, native speakers of English in rural areas, Turkish learners of English in urban areas and Turkish learners of English in rural areas.

In analysis and presentation of the data derived from the study, SPSS 11 and Microsoft Excel packet programmes were used. In analysis of data, Pearson Chi-Square, Correlation, Mann Whitney-U and Wilcoxon tests were Applied. 5% expresiveness level was applied.

In this study which was carried on in urban and rural areas in America and Turkey, the use of refusal strategies by NSE in urban areas is compared with the use of those by NSE in rural areas.

The use of refusal strategies by TLE in urban areas is compared with the use of those by TLE in rural areas, and the use of refusal strategies by NSE in urban areas is compared with the use of those by TLE in urban areas, and finally the use of refusal strategies used by NSE in rural areas is compared with TLE in rural areas.

In the present study, the subjects are presented nine situations which may require a refusal : three invitations, three requests and three offers, and for each of these three groups of situations, the subjects were in interaction with one higher, one equal and one lower status interlocutor. The refusal strategies which were used by subjects in all groups were categorized in six types: an expression of regret, a direct refusal, an excuse, wish, an offer of an alternative and unspecific or indefinite reply (see Appendix C).

CHAPTER IV

RESULTS

4.0. Introduction

In this chapter, first, refusal strategies are explained and exemplified by means of the data obtained from the subjects. Then data analysis is examined.

4. 1 Refusal Strategies

Refusals are referred to as face-threatening as they threaten the listener's, requestor's or inviter's face. Self image of the speaker is threaten while refusing invitation, offer, request or suggestion. In order to defend his/her own self-image, the speaker develops some strategies which minimize or eliminate the threats occurred in refusing. Refusals are realized by means of both direct and mostly indirect strategies the use of which depends on some other sociolinguistic variables such as status of the interlocutor (e. g. high, equal or low status) and the form and the content of the refusals (e. g. refusing invitation, request, offer or suggestion).

In the following part, some examples of each strategy which are taken from the collected data are provided.

Strategy-1 : An expression of regret

The refusal strategy of regret projects a refusal and indicates strong non-compliance. As Chen, Ye, & Zhang, (1995:119) state, "The use of the formula I'm sorry does not necessarily indicate sincere regret. Rather, it means that the refuser

cannot control the situation and signals no more negotiation". This strategy is considered indirect strategy.

e. g. ,

...I am sorry...

...I am afraid...

...Unfortunately...

... I apologize...

Strategy-2: A direct refusal

Direct Refusal is the most explicit, and thus a very effective refusal strategy that is appropriate only in limited occasions. The direct strategies which are exemplified below occurred alone or together with other refusal strategies as subjects refused the offer, invitation or a request.

- Using performative verbs: This type of refusal can be expressed with a statement such as;

" I refuse"

- Nonperformative statement: By means of nonperformative statement, refusals can be expressed with utterances such as;

1. "No"
2. Negative willingness/ability ("I can't. " "I won't. " "I don't think so. ")

Strategy-3: An excuse

An excuse is one of the most frequently employed refusal strategy both by native speakers of English and Turkish learners of English. The reasons normally stress prior commitments or obligations beyond the speaker's control to imply that the refusal is not the speaker's deliberate preference for non-compliance. This prevents both speaker and interlocutor from face threatment. Americans like Turkish unusually expect

some kind of explanation, specific reasons for saying no. This category includes use of excuses, putting blame on a third party and explanations. This strategy is a component of indirect strategy.

e. g. ,

...I have an important exam...

...My father called and asked me to go home early...

...I have already planned to go to the cinema...

...I am very busy now...

Strategy-4 : Wish

In this category, speakers express some kind of willingness to accept the interlocutor's offer, invitation or request. This is one of the indirect strategies.

e. g. ,

...I would love to but...

...It sounds a good idea but...

...Another time...

Strategy-5 : An offer of an alternative

In this strategy, speakers suggest an alternative course of action while refusing an offer, invitation or request. Giving an alternative is the second most frequently employed refusal strategy that provides a way to avoid a direct confrontation. Giving an alternative also softens the threatening power of refusals. This is regarded as an indirect strategy.

e. g. ,

...You could ask someone else...

...Can you consider next year? . . .

...Why don't you buy the same dress for yourself? . . .

Strategy-6 : Unspecific or indefinite reply

This category includes expressions that the refuser uses to express that they are not ready to agree by saying things that show that they are thinking about what to say.

e. g. ,

...well, uhm, mmm...

...I don't know...

... I am not sure...

First, there is a comparison between native speakers of English in urban areas and native speakers of English in rural areas and then comparison between Turkish learners of English in urban areas and Turkish learners of English in rural areas in terms of the use of refusal strategies in refusing offer, invitation and request below.

4.2. A Comparison of the Use of Refusals by Turkish Learners of English in Urban Areas and Turkish Learners of English in Rural Areas

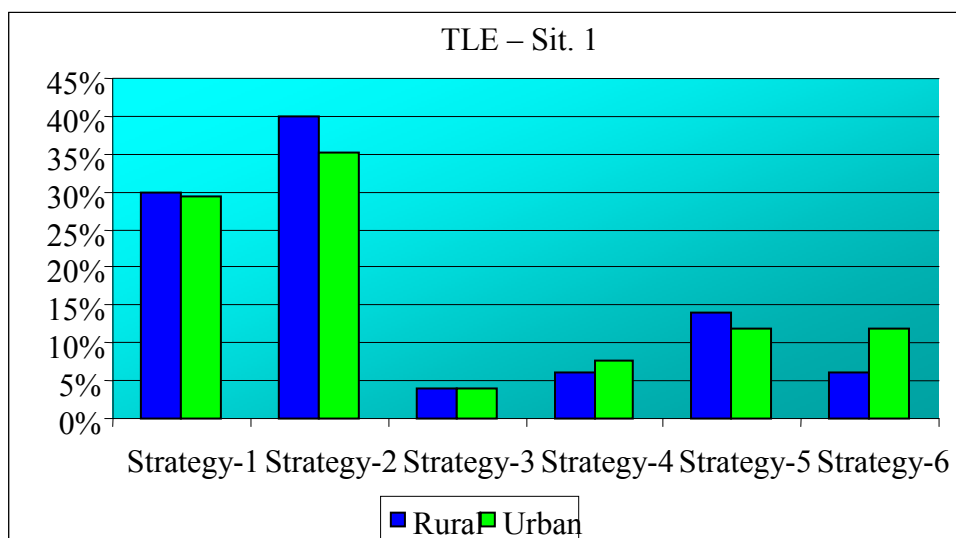
	TLE						χ^2	r	p
	Rural			Urban					
	Mean	Median	Mode	Mean	Median	Mode			
Question-1	2, 52	2	2	2, 73	2	2	1, 315	0, 061	0, 933
Question-2	2, 36	2	1	2, 69	2	1	4, 930	0, 112	0, 425
Question-3	3, 96	4	4	4, 02	4	3	1, 266	0, 021	0, 938
Question-4	3, 72	4	4	3, 71	4	4	0, 674	-0, 004	0, 984
Question-5	4, 16	4	5	4, 49	5	5	2, 946	0, 120	0, 708
Question-6	4, 28	5	5	3, 86	5	5	6, 748	-0, 127	0, 240
Question-7	3, 74	4	4	3, 41	4	5	1, 848	-0, 100	0, 870
Question-8	2, 88	2	2	2, 59	2	2	0, 977	-0, 089	0, 964
Question-9	3, 98	4	5	3, 84	4	5	2, 141	-0, 048	0, 829

Table-4.2.1 :Mean-scores of the strategies used by Turkish learners of English in urban and rural areas

When the difference between the use of refusals by Turkish learners of English in urban areas and Turkish learners of English in rural areas is studied, it can be seen that there is no meaningful difference or relation in answers of the presented questions by Turkish speakers of English in urban and rural areas ($p > 0,05$).

		Strategy-1		Strategy-2		Strategy-3		Strategy-4		Strategy-5		Strategy-6		p
		n	%	n	%	n	%	n	%	n	%	n	%	
QUESTION 1	Rural	15	30,0%	20	40,0%	2	4,0%	3	6,0%	7	14,0%	3	6,0%	0,000
	Urban	15	29,4%	18	35,3%	2	3,9%	4	7,8%	6	11,8%	6	11,8%	0,000
QUESTION 2	Rural	16	32,0%	13	26,0%	15	30,0%	1	2,0%	3	6,0%	2	4,0%	0,000
	Urban	15	29,4%	12	23,5%	10	19,6%	5	9,8%	6	11,8%	3	5,9%	0,030
QUESTION 3	Rural	3	6,0%	3	6,0%	14	28,0%	15	30,0%	3	6,0%	12	24,0%	0,001
	Urban	3	5,9%	1	2,0%	16	31,4%	15	29,4%	4	7,8%	12	23,5%	0,000
QUESTION 4	Rural	12	24,0%	2	4,0%	2	4,0%	19	38,0%	2	4,0%	13	26,0%	0,000
	Urban	11	21,6%	3	5,9%	3	5,9%	19	37,3%	3	5,9%	12	23,5%	0,000
QUESTION 5	Rural	3	6,0%	4	8,0%	8	16,0%	11	22,0%	15	30,0%	9	18,0%	0,036
	Urban	2	3,9%	2	3,9%	8	15,7%	7	13,7%	21	41,2%	11	21,6%	0,000
QUESTION 6	Rural	5	10,0%	5	10,0%	5	10,0%	5	10,0%	16	32,0%	14	28,0%	0,006
	Urban	3	5,9%	13	25,5%	5	9,8%	4	7,8%	19	37,3%	7	13,7%	0,000
QUESTION 7	Rural	6	12,0%	6	12,0%	8	16,0%	12	24,0%	11	22,0%	7	14,0%	0,549
	Urban	10	19,6%	8	15,7%	7	13,7%	9	17,6%	11	21,6%	6	11,8%	0,841
QUESTION 8	Rural	12	24,0%	17	34,0%	2	4,0%	7	14,0%	8	16,0%	4	8,0%	0,003
	Urban	15	29,4%	19	37,3%	2	3,9%	5	9,8%	7	13,7%	3	5,9%	0,000
QUESTION 9	Rural	2	4,0%	4	8,0%	15	30,0%	5	10,0%	20	40,0%	4	8,0%	0,000
	Urban	5	9,8%	5	9,8%	13	25,5%	3	5,9%	20	39,2%	5	9,8%	0,000

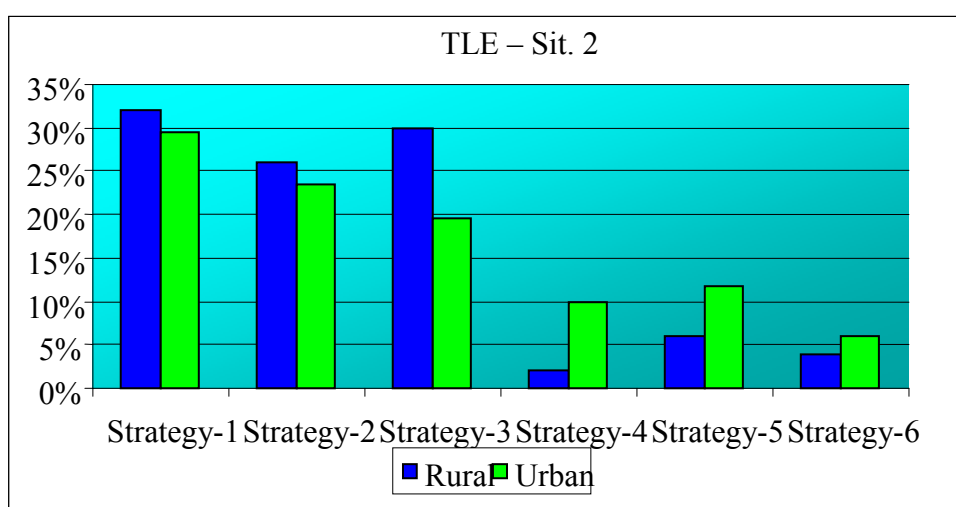
Table- 4.2.2: The distribution of the strategies used by Turkish learners of English in urban and rural areas



Graph-4.2.1 : The distribution of strategies of Turkish learners of English in situation-1

40% of subjects in urban areas in Turkey and 35, 3% of subjects in rural areas densely used strategy-2 (a direct refusal). Moreover, the answers given by subjects in urban and rural areas for the first situation differentiate amongst themselves (p_{urban} and rural = 0, 000 < 0, 05).

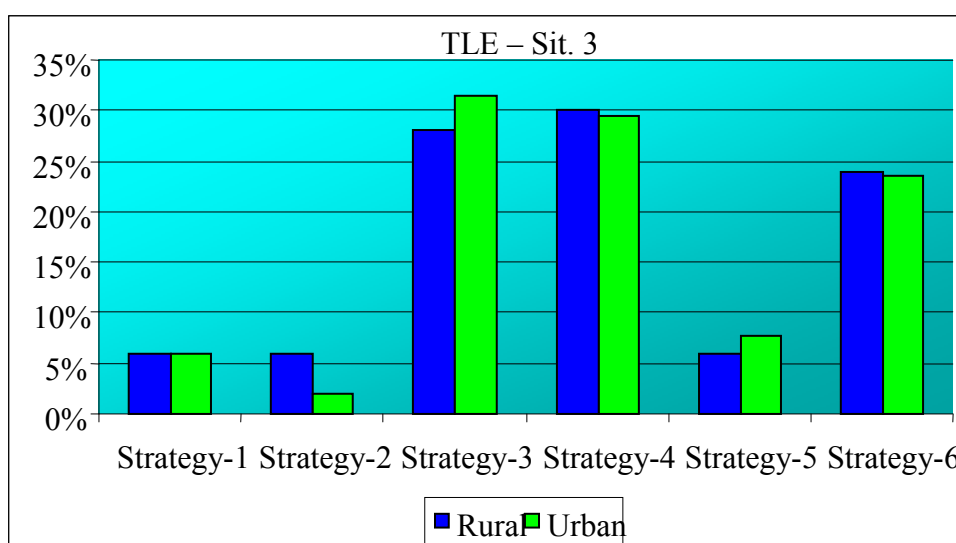
It is interesting to note here that Turkish learners of English in both urban and rural areas employed more direct strategies such as strategy-2 (a direct refusal) to lower status interlocutor than native speakers of English in urban and rural areas. Moreover, subjects in rural areas in Turkey used strategy-2 more than the other group.



Graph-4.2.2 : The distribution of strategies of Turkish learners of English in situation-2

In the second situation, subjects living in urban areas in Turkey chose strategy-1 (an expression of regret) with the percentage of 32% and those living in rural areas chose the same strategy with the percentage of 29, 4%. It is statistically meaningful that subjects in both urban and rural areas intensified on the first three strategies ($p_{urban} = 0,000$ and $p_{rural} = 0,030$).

While refusing a request of an equal status interlocutor, most of the subjects in both urban and rural areas did not tend to use strategy-4 (wish), strategy-5 (an offer of an alternative) and strategy-6 (unspecific or indefinite reply) the reason of which may result from the fact that because of pragmatic transfer subjects tend to use the strategies that they mostly use in native language while producing target language in interactions with a person of equal status.

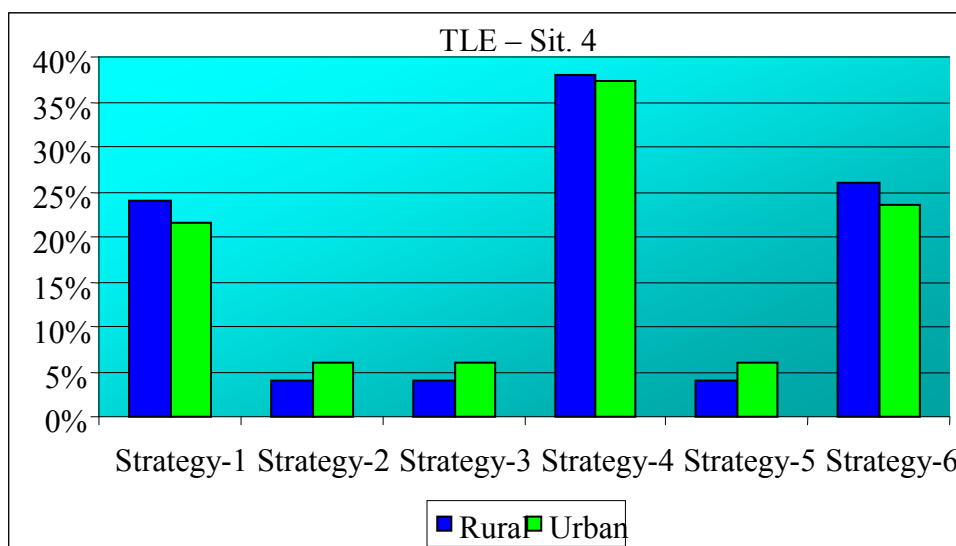


Graph-4.2.3 : The distribution of strategies of Turkish learners of English in situation-3

While answering the third question, subjects in urban and rural areas commonly adopted strategy-3 (an excuse) and strategy-4 (wish). Subjects in urban areas mostly preferred strategy-4 with the percentage of 30% while those in rural areas mostly preferred strategy-3 with the percentage of 31, 4.

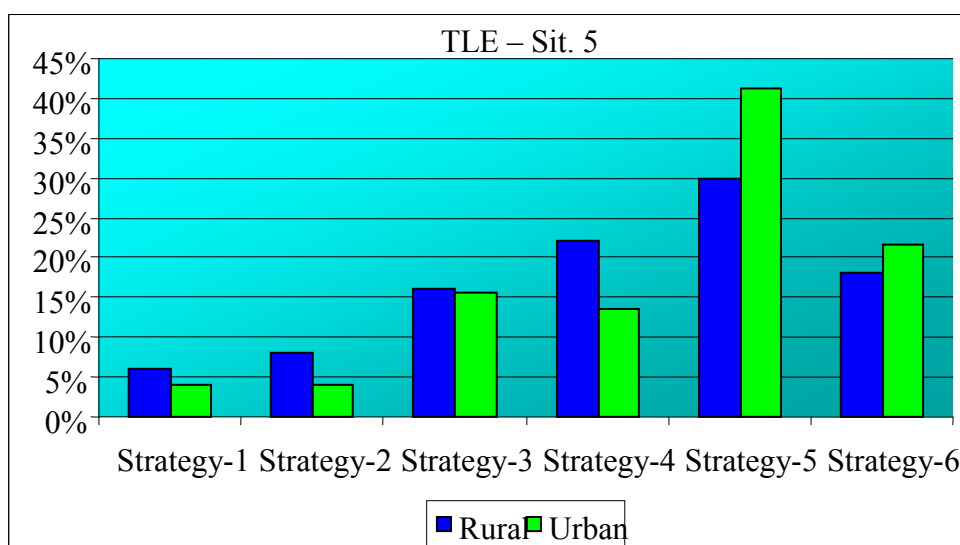
When it comes to the refusals to a person of a lower status, a difference between the frequency of the use of strategy-4 (wish) in situation 2 (refusing a request of an

equal status interlocutor) and situation 3 (refusing an invitation of a lower status interlocutor) can be seen. While refusing a request of a equal status interlocutor, subjects did not need to use strategy-4 ; whereas, most of them preferred to use it while refusing an invitation of a lower status interlocutor. This finding suggests that while refusing in situation 3, the stimulus type of situation affected the choice of subjects in terms of strategy use more than the social status of the interlocutor. Otherwise, as expected before while refusing an invitation of a lower status interlocutor, subjects would prefer to use strategy-2 or strategy-3 which are regarded less polite than strategy-4.



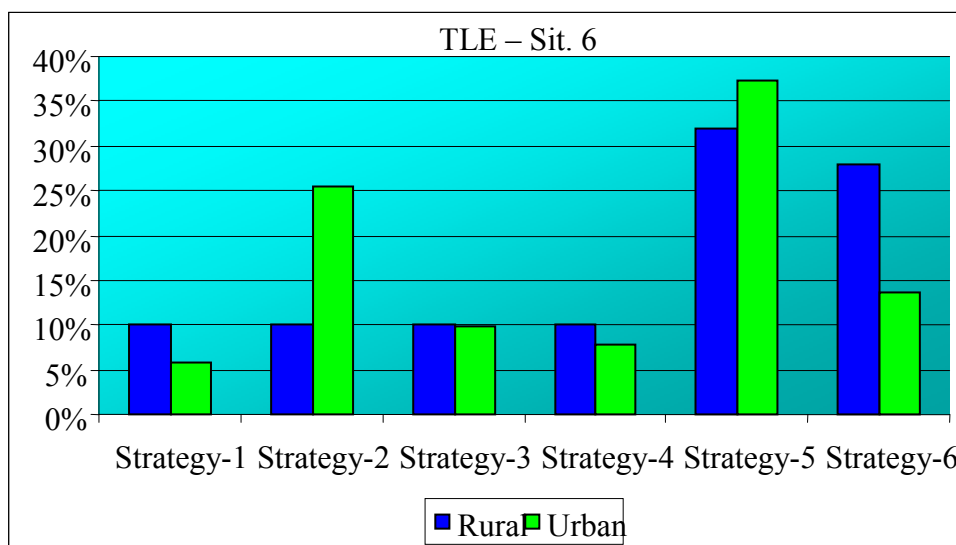
Graph-4.2.4 : The distribution of strategies of Turkish learners of English in situation-4

It is interesting that in the fourth situation, subjects in urban and rural areas used the same strategies almost with the same percentages. Most of the subjects in urban and rural areas (38% of the subjects in urban areas and 37, 3% in rural areas) preferred strategy-4 (wish). Although there is not any statistical relation among the answers obtained from urban and rural areas ($p > 0, 05$) , it seems meaningful that subjects living in urban and rural areas intensified on definite strategies ($p_{urban \text{ and } rural} = 0, 000 < 0, 05$).



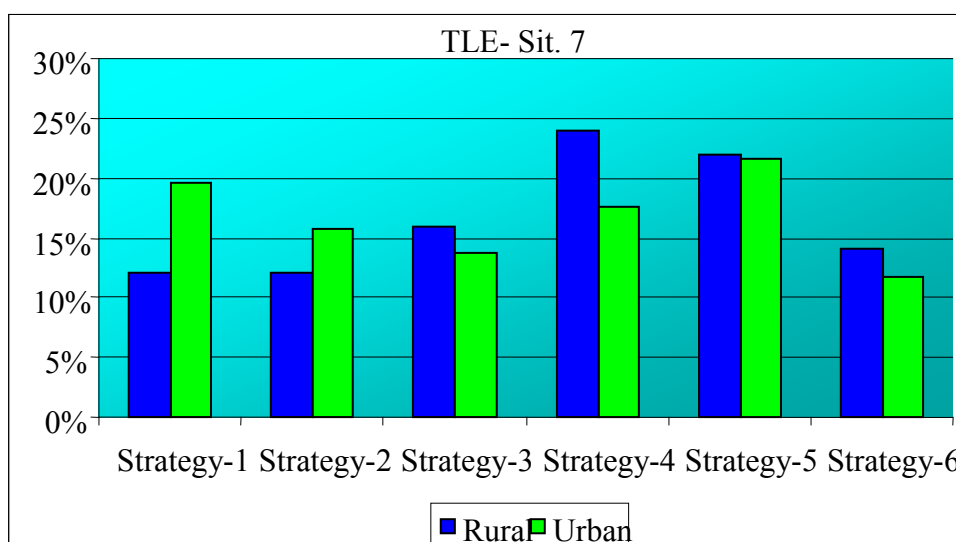
Graph-4.2.5 : The distribution of strategies of Turkish learners of English in situation-5

In the fifth situation, the density was on just one strategy. Both subjects in urban and rural areas mostly preferred strategy-5 (an offer of an alternative). 30% of subjects in urban areas and 42, 2% of subjects in rural areas indicated this option. As it can be seen on the figure, the accumulation was on strategy-5 and around it. In this accumulation, a similarity or a difference between urban and rural areas couldn't be found out ($p > 0, 05$). However, the accumulation of subjects in both urban and rural areas on a definite point was regarded as a meaningful point in terms of statistical values ($p_{urban} = 0, 036$ and $p_{rural} = 0, 000 < 0, 05$).



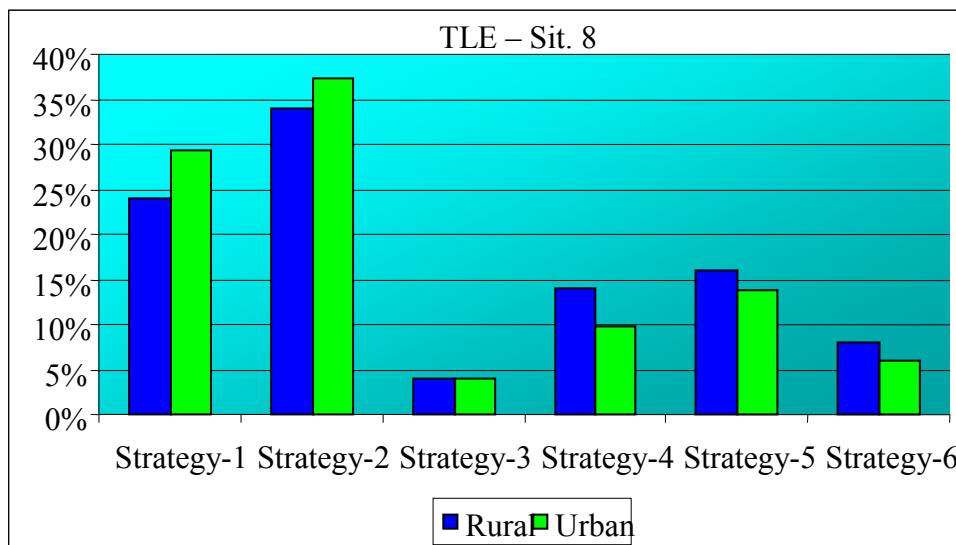
Graph-4.2.6: The distribution of strategies of Turkish learners of English in situation-6

In the sixth situation, like the fifth one, the accumulation was on strategy- 5 (an offer of an alternative). 32% of subjects in urban areas and 37% of those in rural areas used strategy-5 while answering the sixth question.



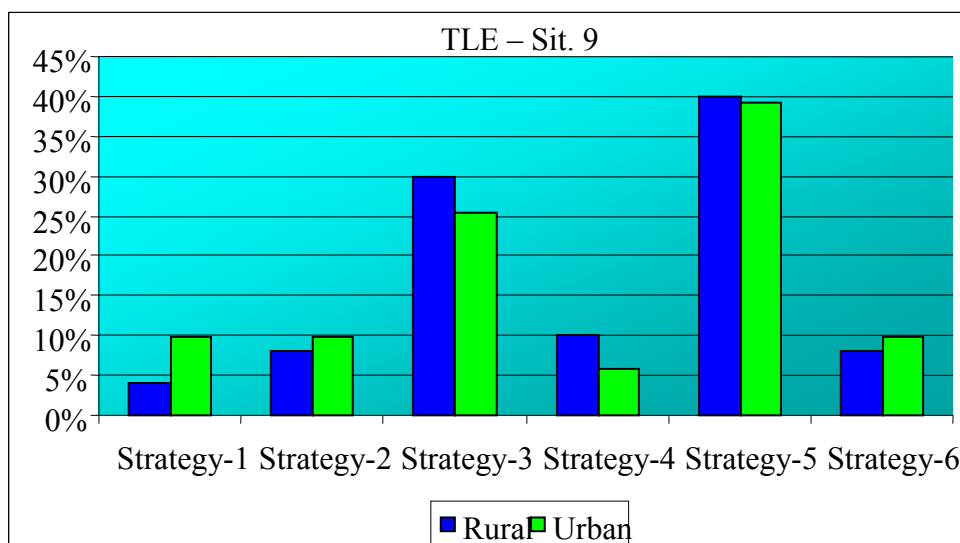
Graph-4.2.7 : The distribution of strategies of Turkish learners of English in situation-7

The strategies used by subjects in urban and rural areas in the seventh situation had the similar rates of usage. Therefore, a meaningful difference between urban and rural areas in terms of using refusal strategies could not be found out ($p > 0,05$). 24% of subjects in urban areas preferred strategy-4 (wish) and 21, 6% of subjects in rural areas preferred strategy-5(an offer of an alternative) .



Graph-4.2.8: The distribution of strategies of Turkish learners of English in situation-8

As can be seen on the figure, subjects in urban and rural areas generally chose the first two strategies at the eighth question. In both areas, the least chosen strategy was strategy-3 (an excuse). Density around the first two strategies in both areas is statistical meaningful ($p_{urban} = 0,003$ and $p_{rural} = 0,000 < 0,05$).



Graph-4.2.9 : The distribution of strategies of **Turkish learners** of English in situation-9

In the ninth situation, 40% of subjects in urban areas and 39, 2% of subjects in rural areas mostly preferred strategy-5 (an offer of alternative). The second most preferred strategy was Strategy-3 (an excuse). However, there is no meaningful difference amongst the answers given by subjects in urban and rural areas ($p > 0, 05$). It is statistically meaningful that the answers given by subjects in urban and rural areas intensified on definite strategies ($p_{urban \text{ and } prural} = 0, 000 < 0, 05$).

The similarity among the members of both subject groups with regard to the frequency of the use of strategy-5 (an offer of an alternative) and strategy-3 (an excuse) can be seen as an indicator of the fact that, rather than using direct strategies, subjects in both urban and rural areas in Turkey prefer to use more polite refusal strategies. Moreover, strategies 3 and 5 can be regarded as the most preferred strategies used in most of the situations without discriminating the status of interlocutors.

4.3. A Comparison of the Use of Refusals by Turkish Learners of English in Urban Areas and Native Speakers of English in Urban Areas

As can be seen in the above sections, there is a comparison of the use of refusals by Turkish learners of English in urban areas and Turkish learners of English in rural areas. Below is an analysis of data to test whether there are differences or similarities among the refusal strategies used by Turkish learners of English in urban areas and native speakers of English in urban areas.

The subjects were composed of two groups: native speakers of English in urban areas and Turkish learners of English in urban areas. 33, 3% of subjects live in urban areas in America while 67, 7% of those live in urban areas in Turkey.

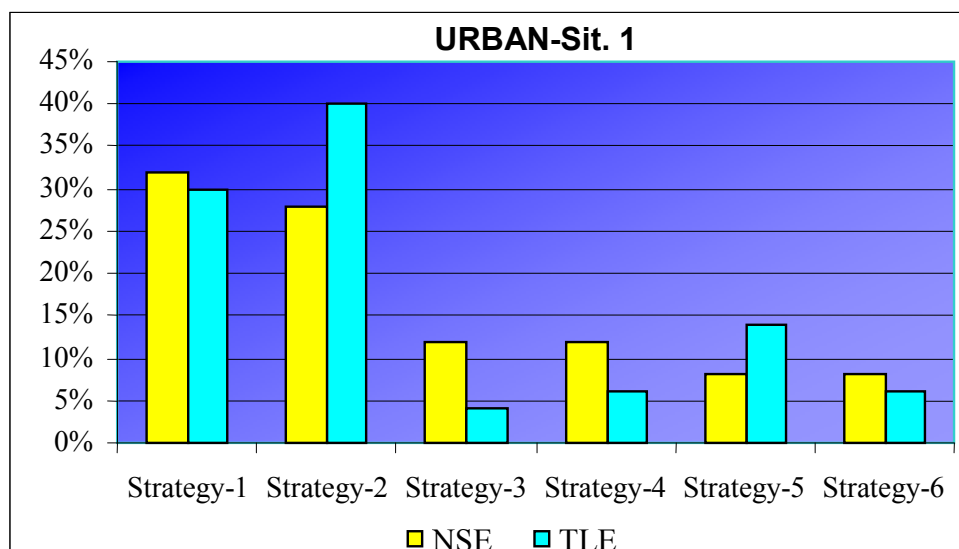
No significant differences can be seen amongst the refusal strategies used by subjects in Turkey and in America ($p > 0, 05$).

	URBAN						χ^2	r	p
	English			Turkish					
	Mean	Median	Mode	Mean	Median	Mode			
QUESTION1	2, 6	2	1	2, 52	2	2	3, 638	0,024	0, 603
QUESTION2	2, 48	2	1	2, 36	2	1	2, 107	0,040	0, 834
QUESTION3	3, 76	4	3	3, 96	4	4	2, 032	0,063	0, 845
QUESTION4	3, 96	4	4	3, 72	4	4	2, 161	-0062	0, 827
QUESTION5	4, 56	5	5	4, 16	4	5	4, 424	0,141	0, 490
QUESTION6	3, 56	4	5	4, 28	5	5	6, 696	0,204	0, 244
QUESTION7	3, 44	3	3	3, 74	4	4	1, 135	0,089	0, 951
QUESTION8	2, 36	2	2	2, 88	2	2	3, 739	0,148	0, 588
QUESTION9	3, 76	4	5	3, 98	4	5	0, 993	0,078	0, 963

Table-4.3.1: Mean-value of the strategies used by Turkish learners of English and native speakers of English in urban areas

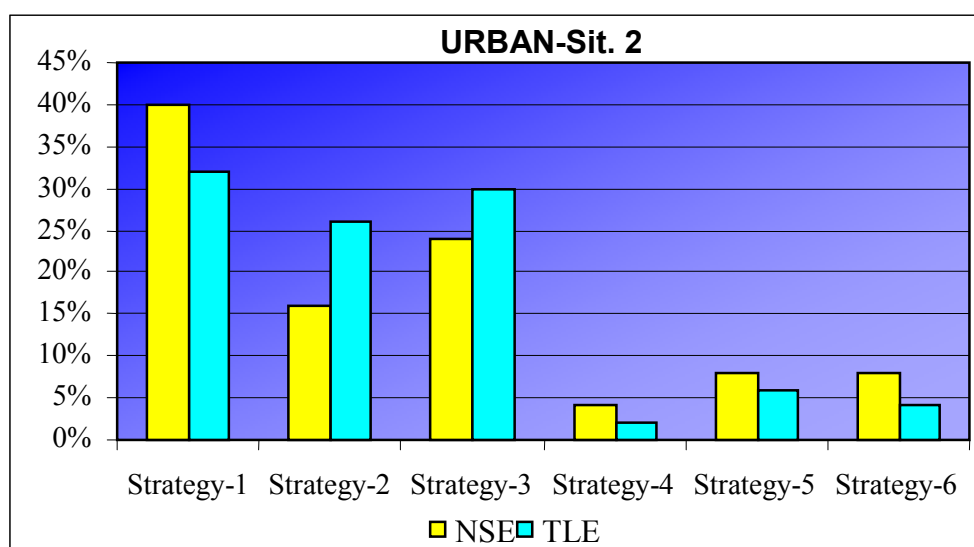
		Strategy-1		Strategy-2		Strategy-3		Strategy-4		Strategy-5		Strategy-6		p
		n	%	n	%	n	%	n	%	n	%	n	%	
Situation 1	NSE	8	32, 0%	7	28, 0%	3	12, 0%	3	12, 0%	2	8, 0%	2	8, 0%	0,137
	TLE	15	30, 0%	20	40, 0%	2	4, 0%	3	6, 0%	7	14, 0%	3	6, 0%	0,000
Situation 2	NSE	10	40, 0%	4	16, 0%	6	24, 0%	1	4, 0%	2	8, 0%	2	8, 0%	0,018
	TLE	16	32, 0%	13	26, 0%	15	30, 0%	1	2, 0%	3	6, 0%	2	4, 0%	0,000
Situation 3	NSE	3	12, 0%	2	8, 0%	6	24, 0%	6	24, 0%	3	12, 0%	5	20, 0	0,614
	TLE	3	6, 0%	3	6, 0%	14	28, 0%	15	30, 0%	3	6, 0%	12	24, 0	0,001
Situation 4	NSE	5	20, 0%			2	8, 0%	9	36, 0%	2	8, 0%	7	28,0%	0,107
	TLE	12	24, 0%	2	4, 0%	2	4, 0%	19	38, 0%	2	4, 0%	13	26,0%	0,000
Situation 5	NSE					6	24, 0%	5	20, 0%	8	32, 0%	6	24,0%	0,859
	TLE	3	6, 0%	4	8, 0%	8	16, 0%	11	22, 0%	15	30, 0%	9	18,0%	0,036
Situation 6	NSE	2	8, 0%	7	28, 0%	3	12, 0%	3	12, 0%	8	32, 0%	2	8, 0%	0,137
	TLE	5	10, 0%	5	10, 0%	5	10, 0%	5	10, 0%	16	32, 0%	14	28,0%	0,006
Situation 7	NSE	4	16, 0%	4	16, 0%	5	20, 0%	4	16, 0%	5	20, 0%	3	12,0%	0,984
	TLE	6	12, 0%	6	12, 0%	8	16, 0%	12	24, 0%	11	22, 0%	7	14,0%	0,549
Situation 8	NSE	9	36, 0%	9	36, 0%	2	8, 0%	1	4, 0%	2	8, 0%	2	8, 0%	0,004
	TLE	12	24, 0%	17	34, 0%	2	4, 0%	7	14, 0%	8	16, 0%	4	8, 0%	0,003
Situation 9	NSE	2	8, 0%	2	8, 0%	8	32, 0%	2	8, 0%	10	40, 0%	1	4, 0%	0,004
	TLE	2	4, 0%	4	8, 0%	15	30, 0%	5	10, 0%	20	40, 0%	4	8, 0%	0,000

Table- 4.3.2: The distribution of the strategies used by Turkish learners of English in urban areas and native speakers of English in urban areas



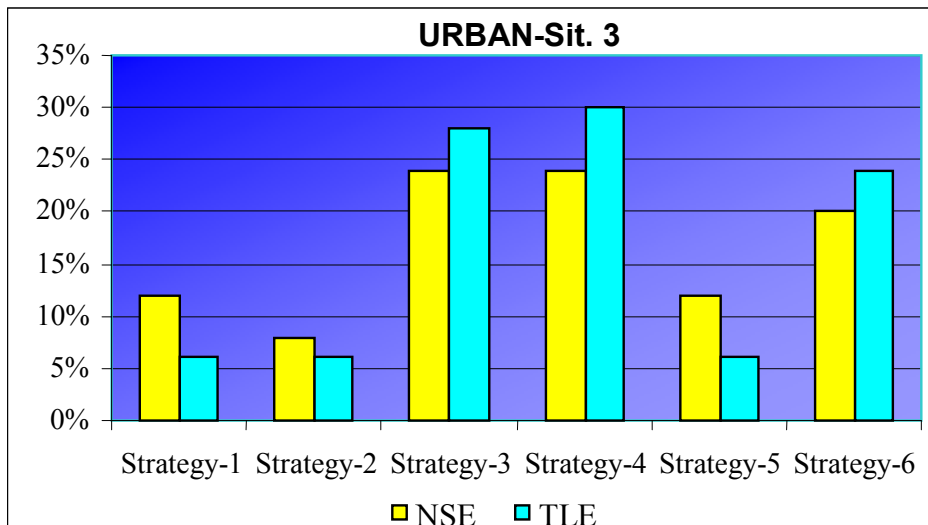
Graph-4.3.1 : The distribution of strategies of TLE and NSE in situation-1

40% of subjects in urban areas in Turkey used strategy-2 (a direct refusal) ; whereas, 32% of subjects in urban areas in America used strategy-1 (an expression of regret) in the first situation. However, there is not any meaningful relation between Turkish learners of English (TLE) and native speakers of English (NSE) in urban areas despite this similarity ($p > 0, 05$). Moreover, while the responses attained from native speakers of English do not differentiate among themselves ($P_{NSE} > 0, 05$), a difference among the responses attained from TLE is remarkable ($P_{TLE} = 0, 000 < 0, 05$).



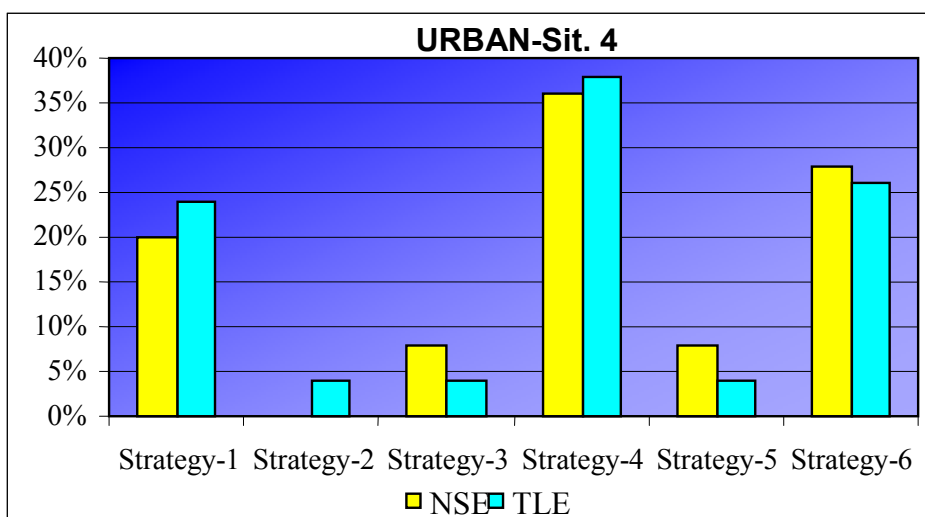
Graph-4.3.2 : The distribution of strategies of TLE and NSE in situation-2

In the second situation, 40% of subjects in urban areas in Turkey and 32% of subjects in America used strategy-1 (an expression of regret). Responses attained from TLE and NSE in urban areas diverse meaningfully among themselves ($P_{NSE} = 0, 018$ and $P_{TLE} = 0, 000 < 0, 05$).



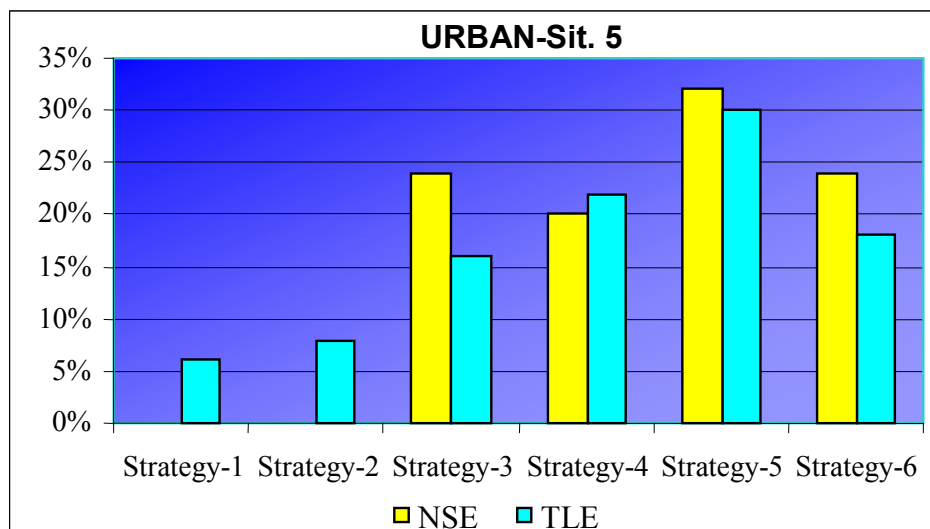
Graph-4.3.3 : The distribution of strategies of TLE and NSE in situation-3

In the third situation, 24% of subjects in America preferred strategy-3 (an excuse) and the other 24% in America preferred strategy-4 (wish). While the responses obtained from NSE do not differentiate among themselves ($P_{NSE} > 0,05$), TLE's intensifying on strategy-4 (wish) is statistically meaningful ($P_{TLE} = 0,001 < 0,05$).



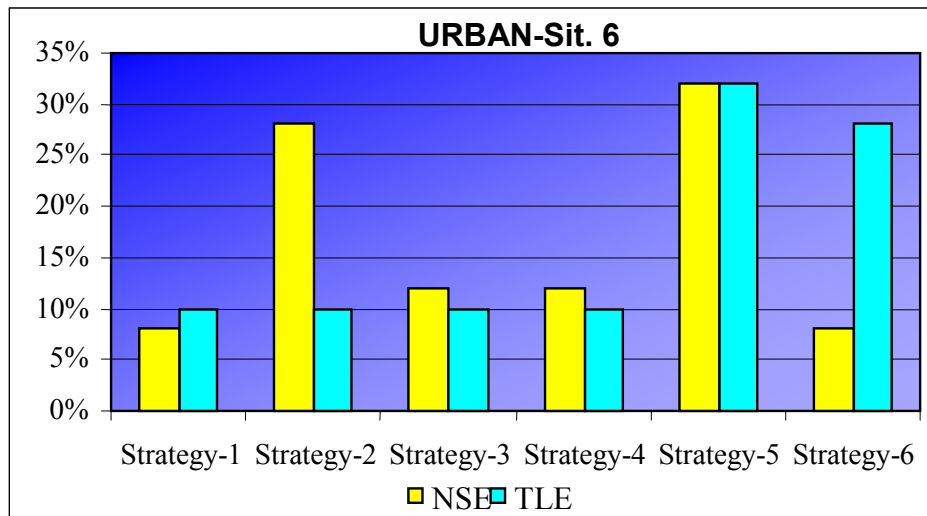
Graph-4.3.4 : The distribution of strategies of TLE and NSE in situation-4

In the fourth situation, the majority of TLE and NSE used strategy-4 (wish) with the percentages of 36% and 38%. There is not meaningful similarity between themselves ($P > 0,05$). None of the subjects in America preferred strategy-2 (a direct refusal). Moreover, while the responses obtained from NSE do not diverse among themselves ($P_{NSE} > 0,05$) TLE's intensifying on strategy-4 is statistical meaningful ($P_{TLE} = 0,000 < 0,05$).



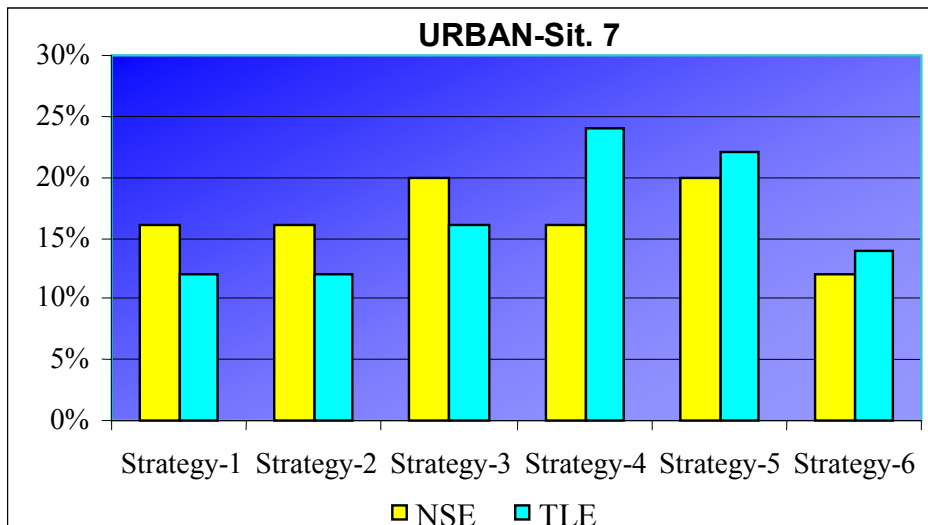
Graph-4.3.5 : The distribution of strategies of TLE and NSE in situation-5

A majority of NSE (32%) and TLE (30%) used strategy-5 (an offer of an alternative) in the fifth situation. None of NSE preferred strategy-1 (an expression of regret) and strategy-2 (a direct refusal). However, this similarity is not statistical meaningful ($P_{NSE} > 0,05$). Furthermore, while there is not any variation among the responses of NSE, a statistical variation is remarkable among the responses of TLE ($P_{TLE} = 0,036 < 0,05$).



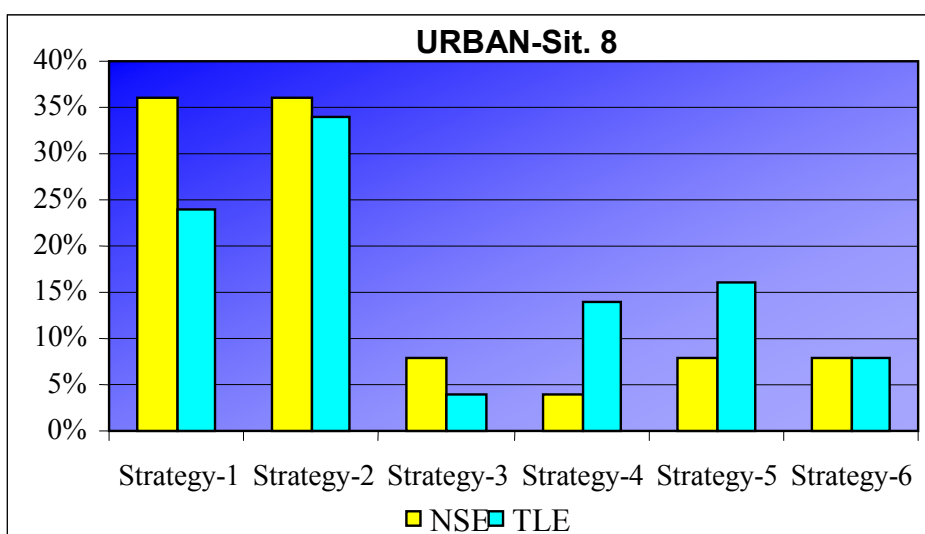
Graph-4.3.6: The distribution of strategies of TLE and NSE in situation-6

In situation 6, subjects intensified on strategy-5 (an offer of an alternative). With the percentages of 32% TLE and NSE preferred strategy-5 in the main. Another similar state is that 28% of NSE preferred strategy-2 (a direct refusal) and with the same percentage TLE used strategy-6 (unspecific or indefinite reply). However, a variety or similarity cannot be observed among NSE and TLE in terms of their responses in the sixth situation ($p > 0, 05$). While NSE do not diverse among themselves ($P_{NSE} > 0, 05$), a statistical diversity can be observed among TLE ($P_{TLE} = 0, 0006 < 0, 05$).



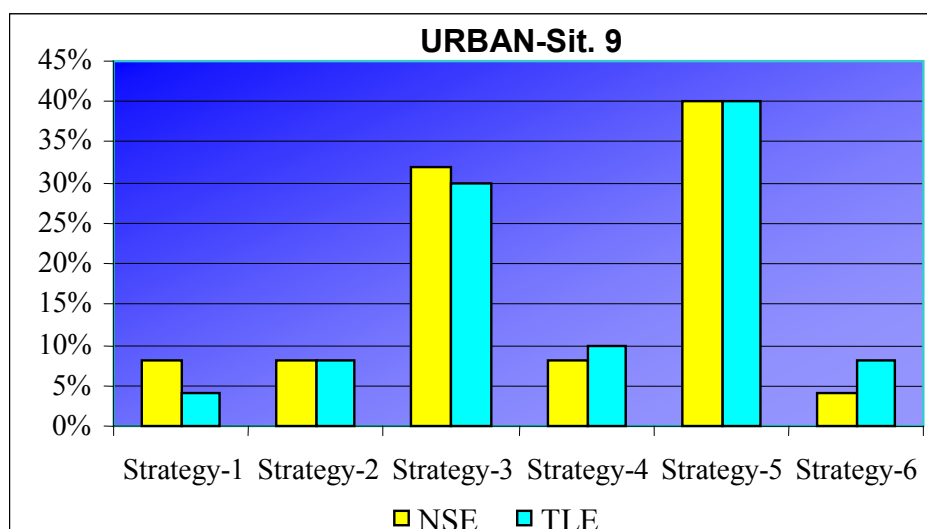
Graph-4.3.7 : The distribution of strategies of TLE and NSE in situation-7

NSE and TLE used the strategies with similar frequencies. With the percentage of 20%, NSE used strategy-3 (an excuse) and Strategy-5 (an offer of an alternative) more than the others. With the percentage of 24%, TLE preferred strategy-4 (wish) more than the other strategies. However, this similarity between TLE and NSE is not statistically meaningful ($P > 0,05$). Furthermore, the strategies that were used by TLE and NSE did not differ meaningfully among themselves ($P > 0,05$).



Graph-4.3.8 : The distribution of strategies of TLE and NSE in situation-8

In situation 8, TLE and NSE mostly preferred first two strategies. 34% of TLE used strategy-2 (a direct refusal) while 36% of NSE intensified on strategy-1 and strategy-2. Statistical similarity between TLE and NSE did not appear ($p > 0,05$). Whereas, a meaningful variety can be observed inside themselves ($P_{NSE} = 0,004$ and $P_{TLE} = 0,003 < 0,05$).



Graph-4.3.9 : The distribution of strategies of TLE and NSE in situation-9

TLE and NSE used strategy-3 and strategy-5 in the main in situation-9. The most preferred strategy is the fifth one which was used by TLE and NSE with the percentages of 40%. This similarity is not statistical meaningful ($P > 0,05$). However, the responses obtained from TLE and NSE in this situation diverse meaningfully inside themselves ($P_{TLE} = 0,000 < 0,05$ and $P_{NSE} = 0,0004$).

4.4. A Comparison of the Use of Refusals by Turkish Learners of English in Rural Areas and Native Speakers of English in Rural Areas

Below is an analysis of data to test whether there are differences or similarities among the refusal strategies used by Turkish learners of English in rural areas and native speakers of English in rural areas.

The subjects were composed of two groups: Turkish learners of English in rural areas and native speakers of English in rural areas. 49, 5% of subjects live in urban areas in America while 50, 5% of those live in rural areas in Turkey.

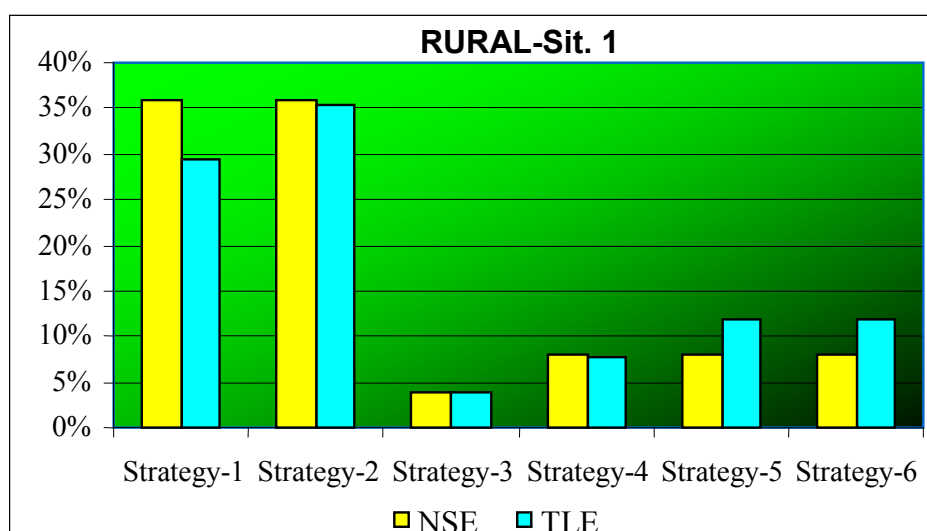
No significant differences can be seen amongst the refusal strategies used by subjects in Turkey and in America ($p > 0, 05$).

	RURAL								
	English			Turkish					
	Mean	Median	Mode	Mean	Median	Mode			
Question-1	2, 40	2	1	2, 73	2	2	0, 685	0, 089	0, 984
Question-2	2, 56	2	1	2, 69	2	1	3, 087	0, 037	0, 687
Question-3	3, 52	3	3	4, 02	4	3	6, 927	0, 161	0, 226
Question-4	3, 52	4	1	3, 71	4	4	1, 623	0, 047	0, 898
Question-5	4, 20	4	4	4, 49	5	5	5, 118	0, 098	0, 402
Question-6	3, 44	4	5	3, 86	5	5	3, 310	0, 123	0, 652
Question-7	3, 16	3	1	3, 41	4	5	3, 331	0, 068	0, 649
Question-8	2, 56	2	1	2, 59	2	2	5, 095	0, 008	0, 404
Question-9	3, 88	4	5	3, 84	4	5	0, 335	-0, 012	0, 997

Table-4.4.1 : Mean-value of the strategies used by Turkish learners of English and native speakers of English in rural area

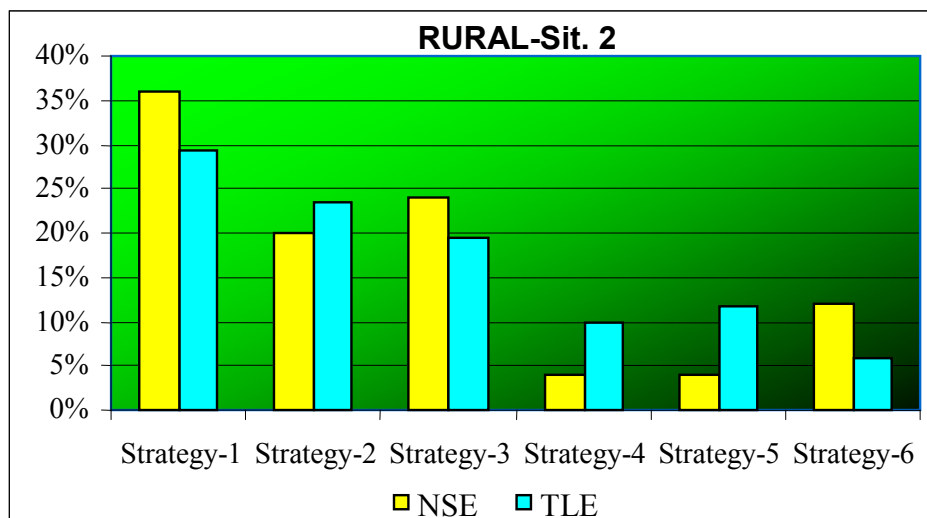
		Strategy-1		Strategy-2		Strategy-3		Strategy-4		Strategy-5		Strategy-6		p
		n	%	n	%	n	%	n	%	n	%	n	%	
Situation 1	NSE	9	36,0%	9	36,0%	1	4,0%	2	8,0%	2	8,0%	2	8,0%	0,004
	TLE	15	29,4%	18	35,3%	2	3,9%	4	7,8%	6	11,8%	6	11,8%	0,000
Situation 2	NSE	9	36,0%	5	20,0%	6	24,0%	1	4,0%	1	4,0%	3	12,0%	0,039
	TLE	15	29,4%	12	23,5%	10	19,6%	5	9,8%	6	11,8%	3	5,9%	0,030
Situation 3	NSE	2	8,0%	4	16,0%	9	36,0%	4	16,0%	1	4,0%	5	20,0%	0,097
	TLE	3	5,9%	1	2,0%	16	31,4%	15	29,4%	4	7,8%	12	23,5%	0,000
Situation 4	NSE	8	32,0%	1	4,0%	1	4,0%	7	28,0%	1	4,0%	7	28,0%	0,012
	TLE	11	21,6%	3	5,9%	3	5,9%	19	37,3%	3	5,9%	12	23,5%	0,000
Situation 5	NSE	3	12,0%			4	16,0%	6	24,0%	6	24,0%	6	24,0%	0,809
	TLE	2	3,9%	2	3,9%	8	15,7%	7	13,7%	21	41,2%	11	21,6%	0,000
Situation 6	NSE	3	12,0%	8	32,0%	1	4,0%	2	8,0%	10	40,0%	1	4,0%	0,003
	TLE	3	5,9%	13	25,5%	5	9,8%	4	7,8%	19	37,3%	7	13,7%	0,000
Situation 7	NSE	7	28,0%	5	20,0%	1	4,0%	5	20,0%	3	12,0%	4	16,0%	0,416
	TLE	10	19,6%	8	15,7%	7	13,7%	9	17,6%	11	21,6%	6	11,8%	0,841
Situation 8	NSE	9	36,0%	6	24,0%	4	16,0%	1	4,0%	3	12,0%	2	8,0%	0,068
	TLE	15	29,4%	19	37,3%	2	3,9%	5	9,8%	7	13,7%	3	5,9%	0,000
Situation 9	NSE	2	8,0%	2	8,0%	7	28,0%	2	8,0%	10	40,0%	2	8,0%	0,012
	TLE	5	9,8%	5	9,8%	13	25,5%	3	5,9%	20	39,2%	5	9,8%	0,000

Table- 4.4.2: The distribution of the strategies used by Turkish learners of English in rural areas and Native speakers of English in rural areas



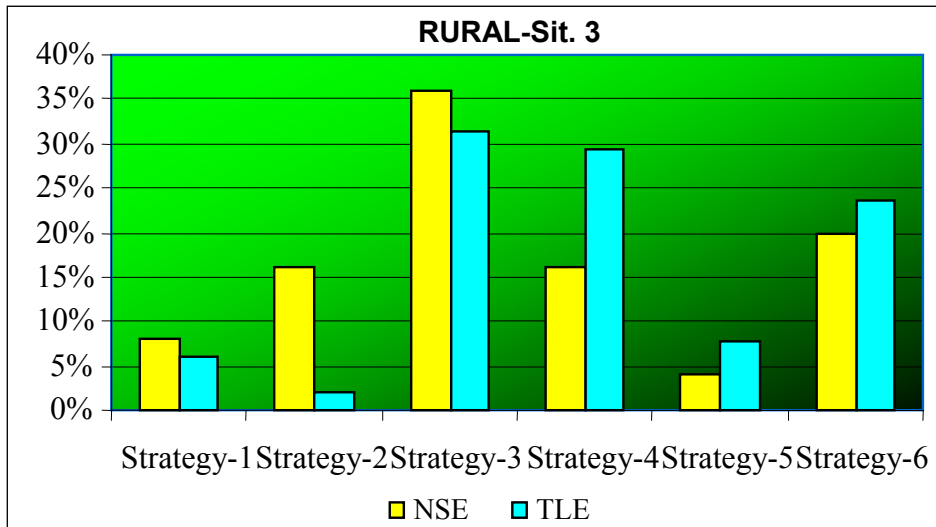
Graph-4.4.1 : The distribution of strategies of TLE and NSE in situation-1

TLE and NSE generally preferred first two strategies in the first situation. 35, 3% of TLE used strategy-2 while 36% of NSE intensified on strategy-1 and strategy-2. Statistical meaningful similarity between TLE and NSE is not observed ($P > 0, 05$). However, a meaningful variety can be observed inside themselves ($P_{TLE} = 0, 000 < 0, 05$) and $P_{NSE} = 0, 004$).



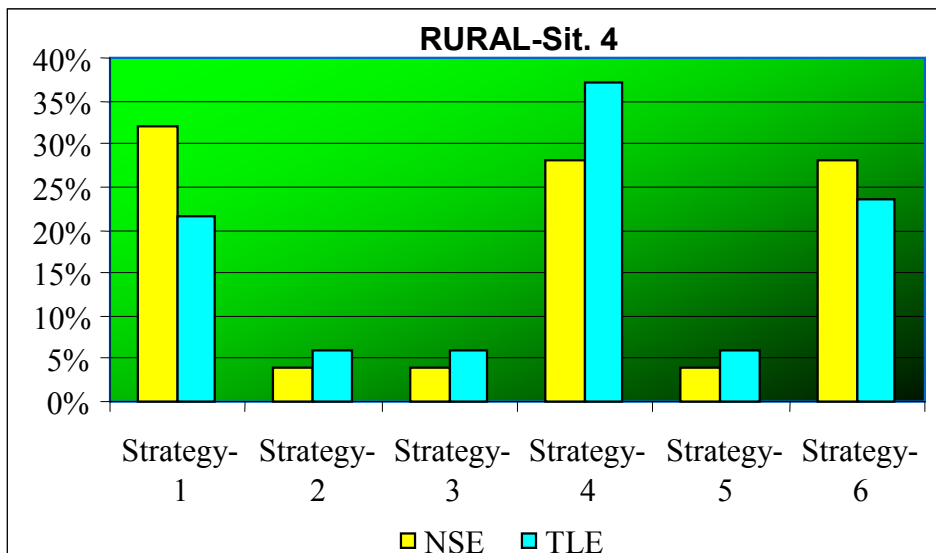
Graph-4.4.2 : The distribution of strategies of TLE and NSE in situation-2

29, 4% of TLE and 36% of NSE used strategy-1 in the main for the second situation. Despite this similarity, a statistical meaningful relation is not observed between TLE and NSE ($P > 0, 05$). Moreover, the responses of TLE and NSE in the second situation diverse meaningfully inside themselves ($P_{TLE} = 0, 030 < 0, 05$ and $P_{NSE} = 0, 039 < 0, 05$).



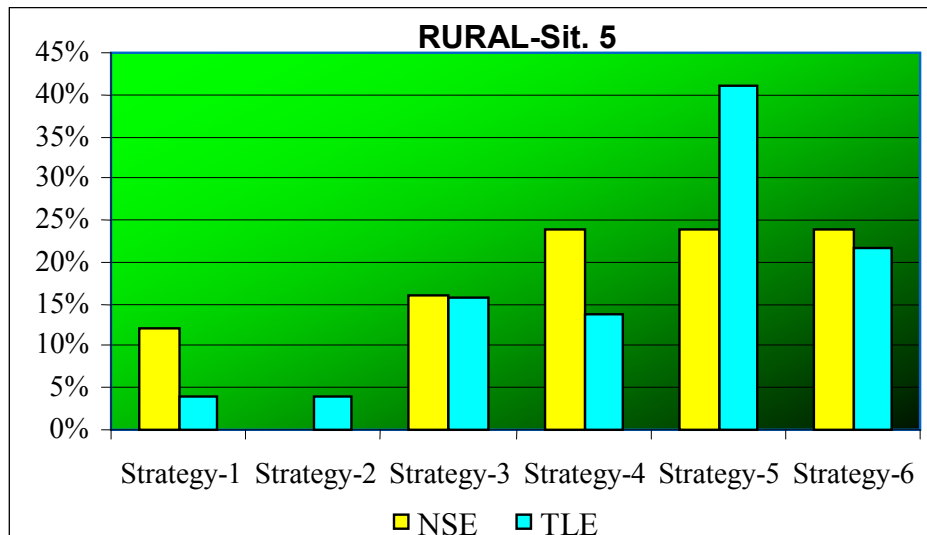
Graph-4.4.3 : The distribution of strategies of TLE and NSE in situation-3

The most preferred strategy is strategy-4 (wish) in the third situation; it is used by 38% of TLE and 36% of TLE. While the responses of NSE do not diverse inside themselves ($P_{NSE} = 0,097 > 0,05$), TLE's intensifying on strategy-3 is statistical meaningful ($P_{TLE} = 0,000 < 0,05$).



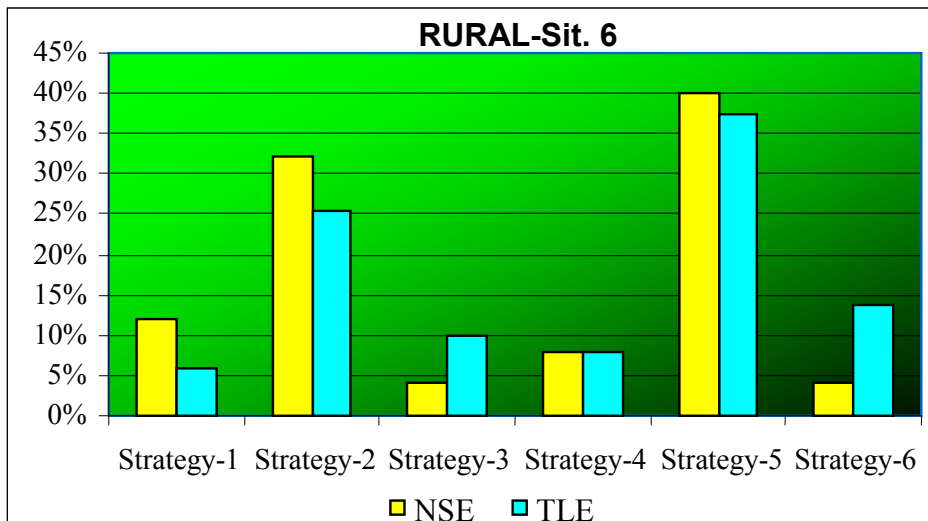
Graph-4.4.4 : The distribution of strategies of TLE and NSE in situation-4

In the fourth situation, 32% of NSE preferred strategy-1 while % 37, 3 of TLE preferred strategy-4. This difference is not statistical meaningful ($P > 0, 05$). However, the responses attained from TLE and NSE in the fourth situation diverse meaningfully inside themselves ($P_{TLE} = 0, 000$ and $P_{NSE} = 0, 012 < 0, 05$).



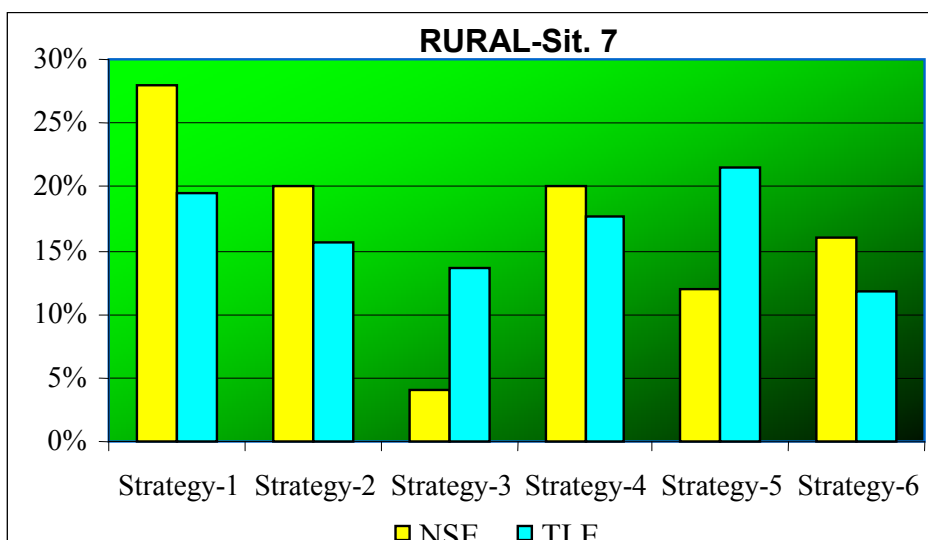
Graph-4.4.5 : The distribution of strategies of TLE and NSE in situation-5

With the percentages of 41, 2%, TLE mostly used strategy-5. With the percentages of %20, NSE used strategy-4, strategy-5 and strategy-6 equally, and none of them preferred strategy-2. A meaningful similarity can not be seen between TLE and NSE ($P > 0, 05$). Furthermore, while the responses of NSE did not diverse inside themselves ($P_{NSE} > 0, 05$), TLE's intensifying on strategy-5 is statistical meaningful ($P_{TLE} = 0, 000 < 0, 05$).



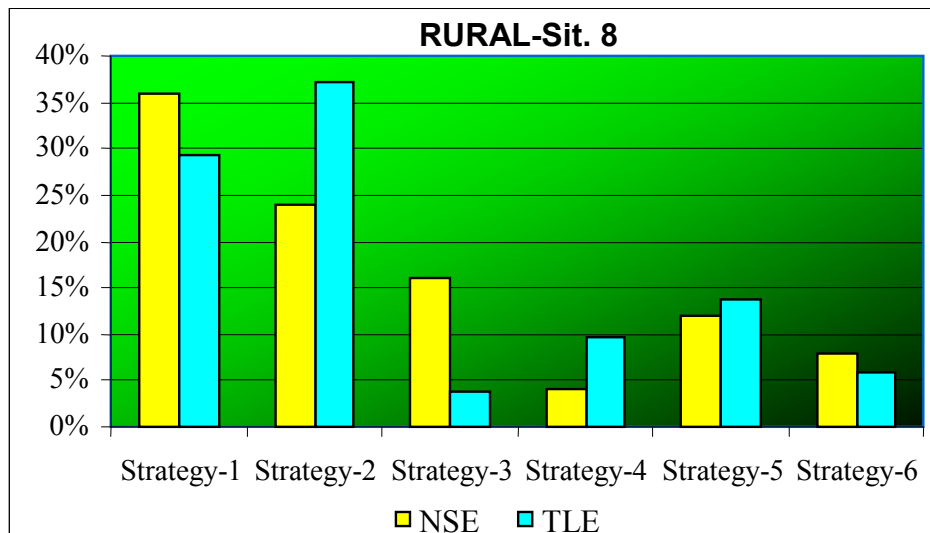
Graph-4.4.6 : The distribution of strategies of TLE and NSE in situation-6

In the sixth situation, TLE and NSE generally used strategy-2 and strategy-5. However, they mostly intensified on strategy-5. Although 37, 3% of TLE and 40% of NSE preferred strategy-5, this similarity is not regarded as statistical meaningful ($P > 0, 05$). The responses of TLE and NSE in the sixth situation diverse inside themselves meaningfully ($P_{TLE} = 0, 000$ and $P_{NSE} = 0, 003 < 0, 05$).



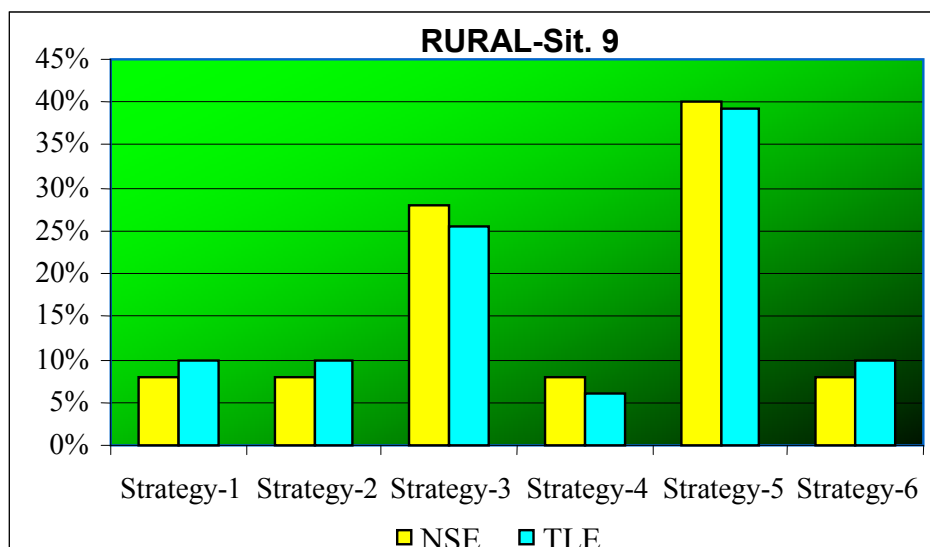
Graph-4.4.7 : The distribution of strategies of TLE and NSE in situation-7

In the seventh situation, 21, 6% of TLE and 28% of NSE preferred strategy-5. This variety is not statistical meaningful ($P > 0, 05$). Also, TLE and NSE did not diverse inside themselves in terms of the strategies that they used ($P > 0, 05$).



Graph-4.4.8 : The distribution of strategies of TLE and NSE in situation-8

37, 3% of TLE used strategy-2 and 36% of NSE used strategy-1 in the main. Despite this similarity, a meaningful relation cannot be found between TLE and NSE ($P > 0, 05$). While the responses attained from NSE did not vary inside themselves ($P_{NSE} > 0, 05$), a diversity in the responses of TLE is remarkable ($P_{TLE} = 0, 000 < 0, 05$).



Graph-4.4.9 : The distribution of strategies of TLE and NSE in situation-9

Although 39, 2% of TLE and 40% of NSE preferred strategy-5, this similarity is not statistical meaningful ($P > 0, 05$). The responses of TLE and NSE differentiate inside themselves meanigfully ($P_{NSE} = 0, 012$ and $P_{TLE} = 0, 000 < 0, 05$).

4.5. A Comparison of the Use of Refusals by Native Speakers of English in Urban Areas and Native Speakers of English in Rural Areas

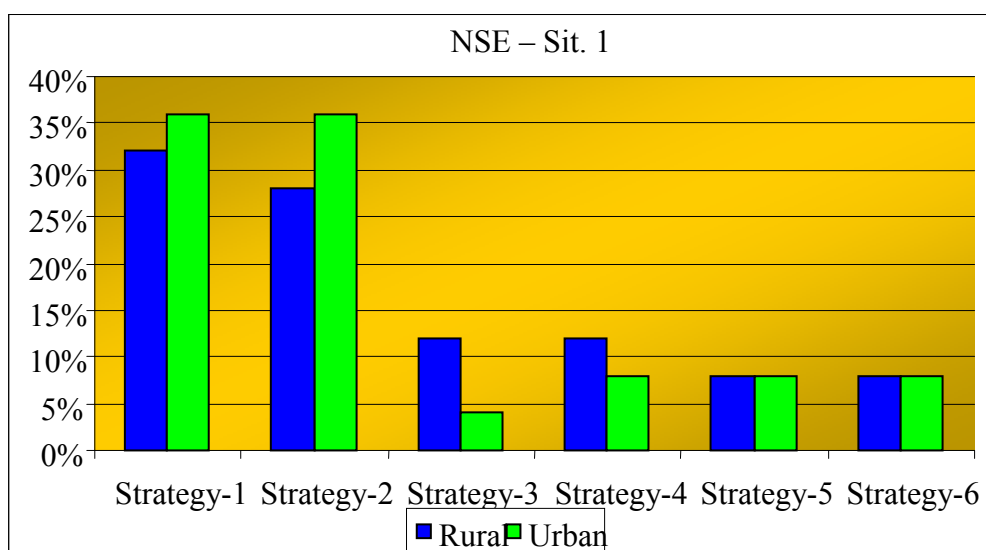
When the difference between the use of refusals by native speakers of English in urban areas and native speakers of English in rural areas is studied, it can be seen that there is no meaningful diference or relation in answers of the presented questions by native speakers of English in urban and rural areas ($p > 0, 05$).

	NSE						χ^2	r	p
	Rural			Urban					
	Mean	Median	Mode	Mean	Median	Mode			
Question-1	2, 60	2	1	2, 40	2	1	1, 509	-0, 062	0, 912
Question-2	2, 48	2	1	2, 56	2	1	0, 697	0, 025	0, 983
Question-3	3, 76	4	3	3, 52	3	3	2, 867	-0, 077	0, 721
Question-4	3, 96	4	4	3, 52	4	1	2, 609	-0, 116	0, 760
Question-5	4, 56	5	5	4, 20	4	4	3, 777	-0, 133	0, 437
Question-6	3, 56	4	5	3, 44	4	5	2, 022	-0, 038	0, 846
Question-7	3, 44	3	3	3, 16	3	1	4, 350	-0, 080	0, 500
Question-8	2, 36	2	2	2, 56	2	1	1, 467	0, 062	0, 917
Question-9	3, 76	4	5	3, 88	4	5	0, 400	0, 043	0, 995

Table-4.5.1 : Mean-scores of the strategies used by native speakers of English in urban and rural areas

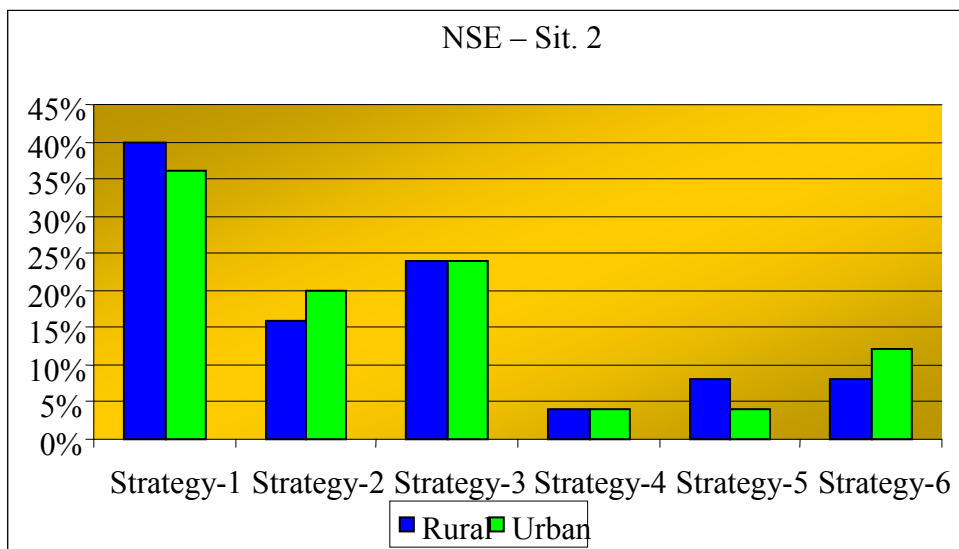
		Strategy-1		Strategy-2		Strategy-3		Strategy-4		Strategy-5		Strategy-6		p
		n	%	n	%	n	%	n	%	n	%	n	%	
Question- 1	Rural	8	32, 0%	7	28, 0%	3	12, 0%	3	12, 0%	2	8, 0%	2	8, 0%	0, 137
	Urban	9	36, 0%	9	36, 0%	1	4, 0%	2	8, 0%	2	8, 0%	2	8, 0%	0, 004
Question- 2	Rural	10	40, 0%	4	16, 0%	6	24, 0%	1	4, 0%	2	8, 0%	2	8, 0%	0, 018
	Urban	9	36, 0%	5	20, 0%	6	24, 0%	1	4, 0%	1	4, 0%	3	12, 0%	0, 039
Question- 3	Rural	3	12, 0%	2	8, 0%	6	24, 0%	6	24, 0%	3	12, 0%	5	20, 0%	0, 614
	Urban	2	8, 0%	4	16, 0%	9	36, 0%	4	16, 0%	1	4, 0%	5	20, 0%	0, 097
Question- 4	Rural	5	20, 0%			2	8, 0%	9	36, 0%	2	8, 0%	7	28, 0%	0, 107
	Urban	8	32, 0%	1	4, 0%	1	4, 0%	7	28, 0%	1	4, 0%	7	28, 0%	0, 012
Question- 5	Rural					6	24, 0%	5	20, 0%	8	32, 0%	6	24, 0%	0, 859
	Urban	3	12, 0%			4	16, 0%	6	24, 0%	6	24, 0%	6	24, 0%	0, 809
Question- 6	Rural	2	8, 0%	7	28, 0%	3	12, 0%	3	12, 0%	8	32, 0%	2	8, 0%	0, 137
	Urban	3	12, 0%	8	32, 0%	1	4, 0%	2	8, 0%	10	40, 0%	1	4, 0%	0, 003
Question- 7	Rural	4	16, 0%	4	16, 0%	5	20, 0%	4	16, 0%	5	20, 0%	3	12, 0%	0, 984
	Urban	7	28, 0%	5	20, 0%	1	4, 0%	5	20, 0%	3	12, 0%	4	16, 0%	0, 416
Question- 8	Rural	9	36, 0%	9	36, 0%	2	8, 0%	1	4, 0%	2	8, 0%	2	8, 0%	0, 004
	Urban	9	36, 0%	6	24, 0%	4	16, 0%	1	4, 0%	3	12, 0%	2	8, 0%	0, 068
Question- 9	Rural	2	8, 0%	2	8, 0%	8	32, 0%	2	8, 0%	10	40, 0%	1	4, 0%	0, 004
	Urban	2	8, 0%	2	8, 0%	7	28, 0%	2	8, 0%	10	40, 0%	2	8, 0%	0, 012

Table- 4.5.2: The distribution of the strategies used by native speakers of English in urban and rural areas



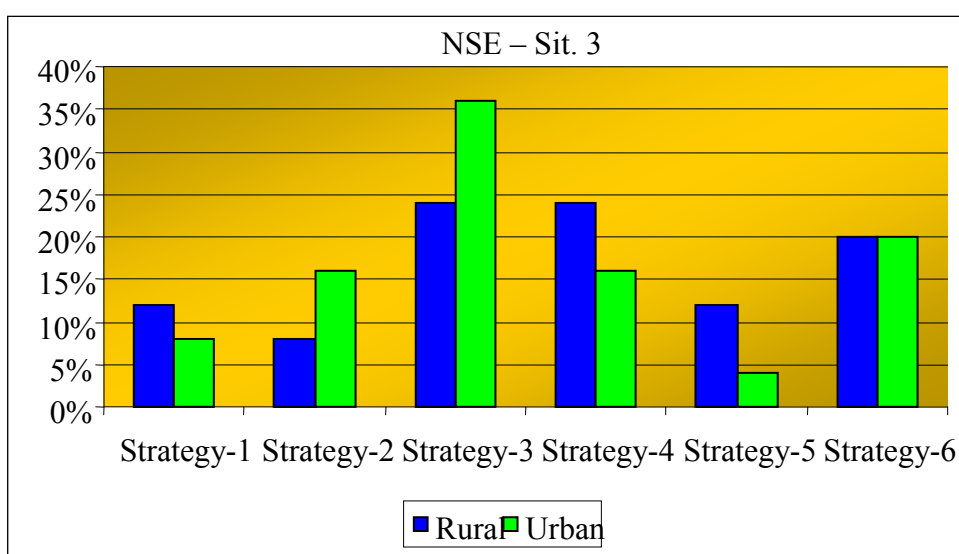
Graph-4.5.1 : The distribution of strategies of native speakers of English in situation-1

In the first situation, 32% of native speakers of English in urban areas and 36% of native speakers of English in rural areas intensified on the first strategy (an expression of regret). As it can be seen on graph-2 , speakers in rural areas prefer just first two strategies more than the ones in urban areas. While there is no significant difference among the answers given by subjects in urban areas ($p > 0, 05$), there is statistical difference among the answers given by subjects in rural areas ($p = 0, 004 < 0, 05$).



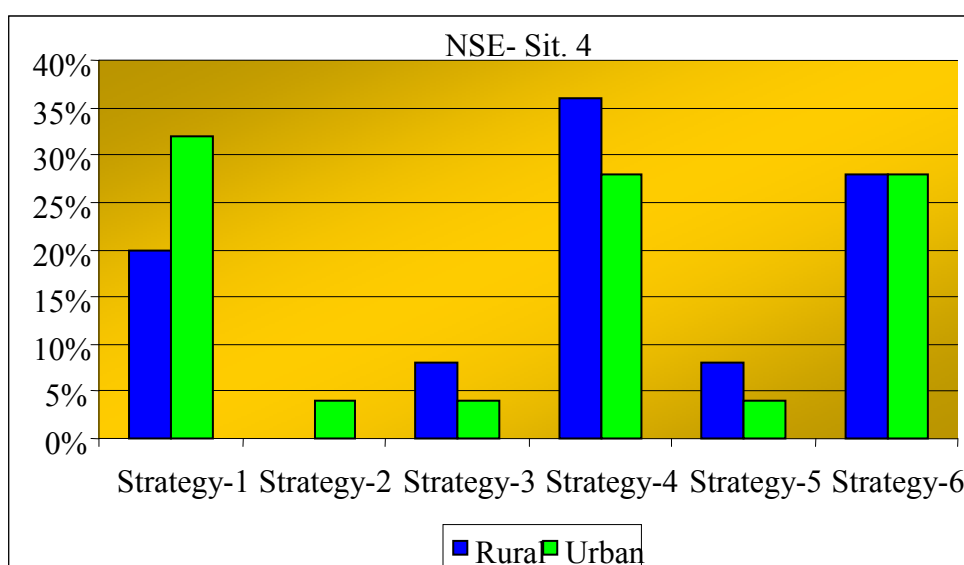
Graph-4.5.2 : The distribution of strategies of native speakers of English in situation-2

In the second situation, the majority of the subjects preferred the first strategy (an expression of regret). 40% of native speakers of English in urban areas and 36% of native speakers of English in rural areas used the first refusal strategy. There is no statistical relation between the answers given by subjects in urban areas and in rural areas ($p > 0, 05$). However, the replies given by each areas have meaningful difference among themselves ($p_{urban} = 0, 018$ and $p_{rural} = 0, 039$).



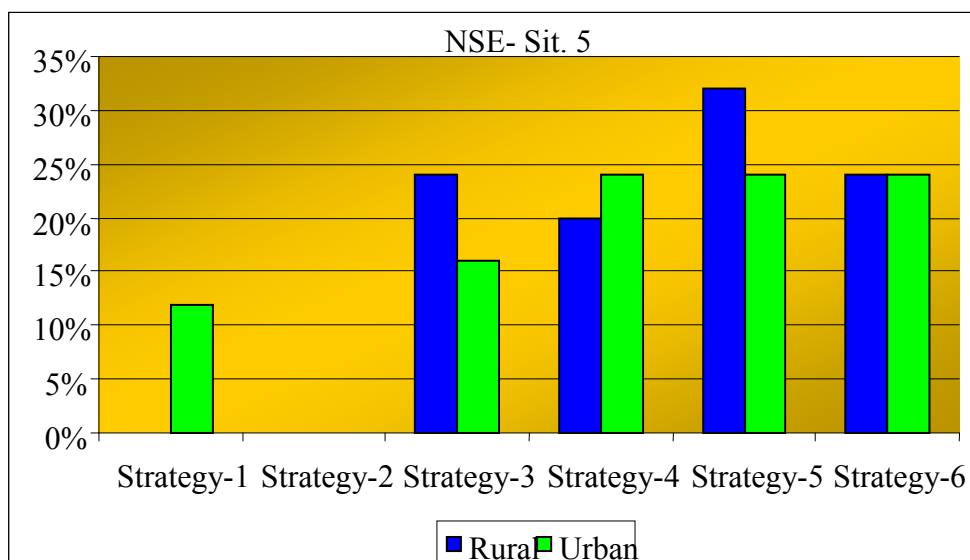
Graph-4.5.3 : The distribution of strategies of native speakers of English in situation-3

While answering the third question, with the percentages of 24% , third (an excuse) and fourth (wish) strategies were chosen by subjects living in urban areas. On the other hand, the majority of the subjects living in rural areas used third strategy in the third situation.



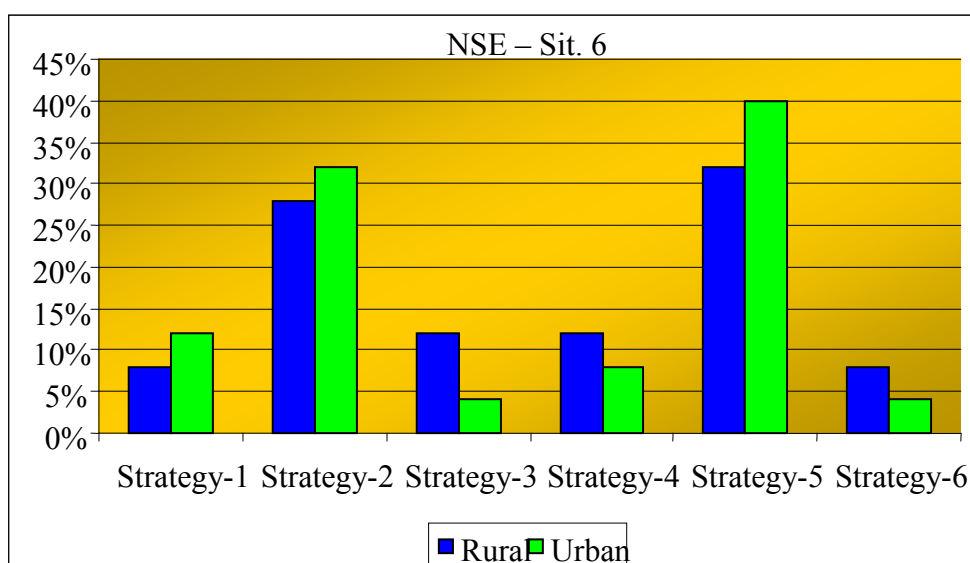
Graph-4.5.4 : The distribution of strategies of native speakers of English in situation-4

In the fourth situation, strategy-1 (an expression of regret) , strategy-4 (wish) and strategy-6 (unspecific or indefinite reply) are the most preferred refusal strategies in both urban and rural areas. However, when the rates are taken into consideration, it can be seen that subjects in urban areas mostly used strategy-4 (36%) while the ones in rural areas mostly preferred strategy-1 (32%) . Furthermore, none of the subjects in urban areas used strategy-2 (a direct refusal). The answers given by subjects in rural areas reveal a significant difference among themselves ($p = 0,012 < 0,05$) .



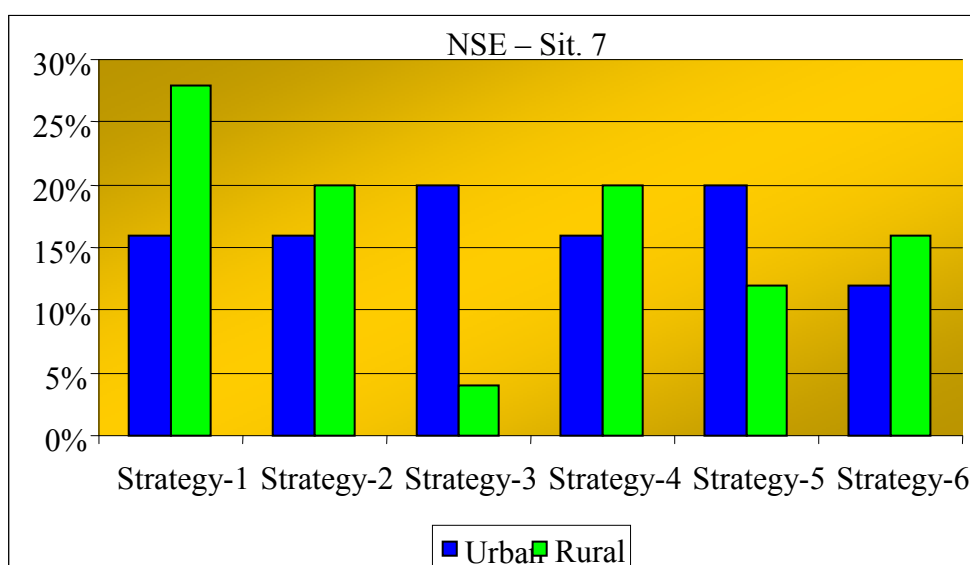
Graph-4.5.5 : The distribution of strategies of native speakers of English in situation-5

Nobody in urban areas used strategy- 1 (an expression of regret) and strategy- 2 (a direct refusal) while answering the fifth question. They mostly intensified on strategy-5 (an offer of alternative) with the percentage of 32%. strategy-2 is not used by any of the subjects in rural areas. The majority of the subjects in both urban and rural areas preferred the last three strategies.



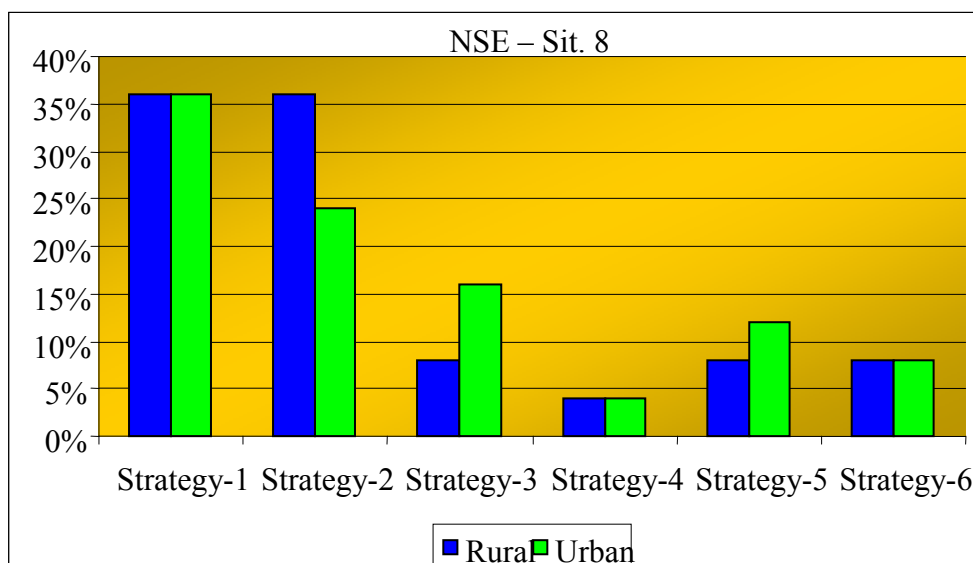
Graph-4.5.6 : The distribution of strategies of native speakers of English in situation-6

The majority of both native speakers of English in urban areas and rural areas used strategy-5 (an offer of alternative) while answering the sixth question. 32% of native speakers of English in urban areas and 40% of native speakers of English in rural areas constitute this majority. While there is no significant difference among the answers given by subjects in urban areas ($p > 0,05$), we can see a meaningful difference among the answers given by subjects in rural areas ($p = 0,003 < 0,05$).



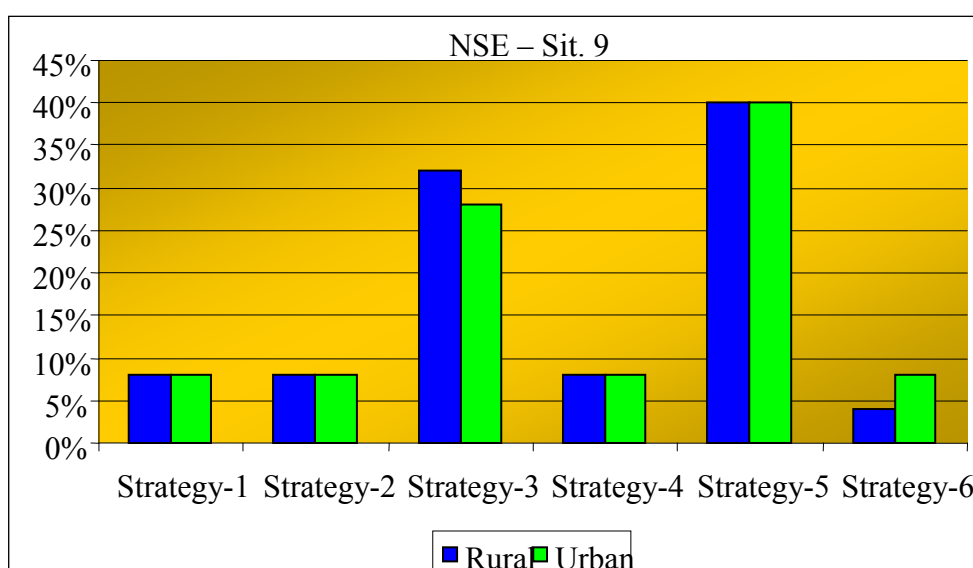
Graph-4.5.7 : The distribution of strategies of native speakers of English in situation-7

A general overview of Graph-8 demonstrates some similarities in the seventh situation. In the seventh situation, subjects in urban areas used all the strategies almost equally. However, the mostly preferred ones were strategy-4 (wish) and strategy-5(an offer of alternative) with the percentages of 20%. On the other hand, most of the subjects in rural areas used strategy-1 (an expression of regret) with the percentages of 20%.



Graph-4.5.8 : The distribution of strategies of native speakers of English in situation-8

In America, the majority of the subjects in urban and rural areas preferred strategy-1 (an expression of regret) and strategy- 2 (a direct refusal) . While there is a meaningful difference among the answers given by subjects in urban areas ($p = 0,004 < 0,05$) , I couldn't see a meaningful difference among the strategies that were used by subjects in rural areas ($p > 0,05$).



Graph-4.5.9 : The distribution of strategies of native speakers of English in situation-9

In the ninth situation, subjects in urban and rural areas mostly used strategy-3 (an excuse) and strategy-5 (an offer of alternative). Both 40% of the subjects in urban areas and 40% in rural areas intensified on strategy-5. However, there is no meaningful relation between the two areas ($p > 0,05$) . When the areas are considered singly, a meaningful difference can be observed among the answers given by subjects in urban areas ($p = 0,004$) and those in rural areas ($p = 0,012$) .

CHAPTER V

DISCUSSION

5.0. Introduction

The aim of the present study is to put forward the ways in which speech act of refusal is used by Turkish learners of English and to reveal whether or not regional varieties of Turkish EFL learners affect the kind of refusal strategies that are used; if it does, to what extent the effect of regional varieties of Turkish EFL learners on the use of refusal strategies is similar to that of native speakers of English.

In this chapter, the results of the questionnaire are discussed in detail referring to each research question.

5.1 Does the Preference of Refusal Strategies by Turkish Learners of English in Urban Areas Vary in a Way Similar to the Preference of Those by Turkish Learners of English in Rural Areas ?

Turkish people normally do not prefer to use direct strategies while refusing in their native language. However, in the target language (English), Turkish learners of English in both urban and rural areas used strategy-2 (a direct refusal) with high percentages (40% in rural areas, 35, 3% in urban areas) in the first situation while refusing a request of a lower-status-interlocutor.

While refusing a request of an equal-status-interlocutor, subjects in two groups used the strategies with similar percentages. Subjects in both groups used strategy-1 (an expression of regret), strategy-2 (a direct refusal), strategy-3 (an excuse) more than the other strategies, which seems meaningful in terms of statistical analysis.

In the third situation, the majority of subjects in both urban and rural areas preferred using strategy-3 (an excuse), strategy-4 (wish), strategy-6 (unspecific or indefinite reply). Similar to the results of the other situations, subjects in rural areas used direct strategy less than those in urban areas. Moreover, strategy-2 (a direct refusal) is the least used strategy by subjects in rural areas.

Although Turkish learners of English did not usually prefer strategy-4 (wish) while refusing in most of the situations in this study, in the fourth situation, in refusing an invitation of a high-status-interlocutor, strategy-4 has become the most preferred strategy, which may result from the stimulus type (invitation) and the status of an interlocutor (high).

In the fifth situation, an interesting result cannot be seen as all the strategies were used with similar percentages in urban and rural areas.

While refusing an offer of a lower-status-interlocutor, the majority of subjects in both groups preferred using strategy-5 (an offer of an alternative) which is one of the most preferred strategy by subjects in all four groups in the present study.

In the seventh situation, all strategies are used with similar rates. There is not any meaningful difference between subjects in urban and rural areas in terms of the frequencies of their using 6 refusal strategies while refusing an offer of an equal-status-interlocutor.

In the eighth situation, strategy-2 (a direct refusal) is the most frequently used one in both urban and rural areas in Turkey. It may result from the fact that the use of direct strategy is regarded as the easiest strategy that is used in English.

While refusing a request of a high-status-interlocutor, the majority of subjects in both urban and rural areas preferred using strategy-5 (an offer of an alternative). The differences in the results of graph-18 and graph-19 shows that subjects in both groups attach importance to the stimulus type as much as the status of an interlocutor. Because while reusing an offer of a high-status-interlocutor, most of the subjects in both groups used strategy-2 (a direct refusal). On the other hand, while refusing a request of a high-status-interlocutor, the majority of subjects preferred to use strategy-5 rather than strategy-2.

In conclusion, there are no significant differences between Turkish learners of English in urban areas and Turkish learners of English in rural areas in terms of choosing refusal strategies.

5.2. Do Turkish Learners of English in Urban Areas Use Refusal Strategies in Various Situations in a Way Similar to the Native Speakers of English in Urban Areas?

It is interesting that a direct refusal is used by most of TLE in urban areas while refusing a request of a lower-status-interlocutor. However, in their native language Turkish learners of English do not generally prefer direct refusal strategies such as "No", "I can't".

While refusing a request of a equal-status-interlocutor, most of the native speakers of English preferred using strategy-1 (an expression of regret) while a majority of Turkish learners of English preferred strategy-3 (an excuse). They used the strategies with similar frequencies.

An interesting state cannot be observed in situation-3 as the strategies are used with similar percentages by Turkish learners of English and native speakers of English while refusing an invitation of a lower-status-interlocutor. Strategies' having been used with similar rates may result from the type of stimulus (invitation). When an invitation is in question, subjects did not use precise strategies, instead they tended to use different strategies in order to be mitigate the face-threatening force of the refusing an invitation.

While refusing an invitation of a high-status-interlocutor, strategy-2 (a direct refusal) was never used by native speakers of English while it is used by Turkish learners of English with the percentage of...Most of the subjects in both groups preferred using strategy-4 (wish), which may result from both the stimulus type(invitation) and status of an interlocutor (high). It may be concluded that in order to be more polite, subjects in all groups prefer refusing with expressions like "I wish I could".

It is very interesting that while refusing an invitation of an equal-status-interlocutor, none of native speakers of English used strategy-1 (an expression of regret) and strategy-2 (a direct refusal). Both groups intensified on strategy-5 (an offer of an alternative).

Native speakers of English did not prefer strategy-2 (a direct refusal) while refusing in the given situations in this study. However, in situation-6, a majority of NSE (28%) preferred strategy-2 (a direct refusal) while only 10% of TLE used it. One more interesting result is that TLE do not usually prefer strategy-6 (unspecific or indefinite reply) which may result from its having more difficult structure than the other sentence types. However, in situation-6, TLE used strategy-6 more frequently than NSE. In fact, it is one of the most preferred strategy used by TLE in this situation.

In situation-7, all strategies are used by Turkish learners of English and Native speakers of English with very close rates while refusing an offer of an equal-status-interlocutor.

In situation-8 while refusing an offer of a high-status-interlocutor, a direct refusal is the most preferred strategy by both TLE and NSE. The reason why strategy-2 (a direct refusal) is preferred more than the other strategies may result from the stimulus type (offer) rather than the status of an interlocutor (high).

In the ninth situation while refusing a request of a high-status-interlocutor, both Turkish learners of English and native speakers of English preferred using strategy-3 (an excuse) and strategy-5 (an offer of an alternative).

Turkish learners of English and Native speakers of English used the strategies with similar rates in most of the situations. Therefore, it can be concluded that Turkish learners of English and Native speakers of English attach importance to the stimulus types and status of interlocutors in the same way.

5.3 Do Turkish Learners of English in Rural Areas Use Refusal Strategies in Various Situations in a Way Similar to the Native Speakers of English in Rural Areas?

While refusing a request of a lower-status-interlocutor, both TLE and NSE preferred using strategy-1 (an expression of regret) and strategy-2 (a direct refusal). They used direct and indirect refusal strategies with similar rates.

In situation-2, while refusing a request of an equal-status-interlocutor, strategy-1 (an expression of regret) is regarded as the most popular strategy. Strategy-2 (a direct refusal) is also one of the most preferred strategies in this situation.

Strategy-3 (an excuse) is preferred by most of the subjects in two groups. Direct refusal strategy is used by native speakers of English more than Turkish learners of English while refusing an invitation of a lower-status-interlocutor. However, while refusing equal and high status interlocutors, Turkish learners of English used direct refusal strategy more than native speakers of English.

While refusing an invitation of a high-status-interlocutor, a majority of Turkish learners of English preferred strategy-4 (wish) which was not generally preferred by Turkish learners of English in other situations. Maybe they tended to be more attentive because of the stimulus type (invitation) and a status of an interlocutor (high).

While refusing an invitation of a equal-status-interlocutor, none of native speakers of English preferred a direct refusal while Turkish learners of English preferred it with high percentage. The most preferred strategy by subjects in both groups is strategy-5 (an offer of an alternative)

In refusing an offer of a lower-status-interlocutor, strategy-2 (a direct refusal) is highly used by subjects in both groups. However, similar to the other situations, strategy-5 (an offer of an alternative) is the most preferred one.

In refusing an offer of an equal-status-interlocutor, strategy-1 (an expression of regret) is the most preferred one by subjects in rural areas in America. Whereas, in Turkey it is strategy-5 (an offer of an alternative) that is mostly used by subjects in rural areas while refusing an offer of an equal-status-interlocutor.

It is again interesting that strategy-2 (a direct refusal) is highly used by Turkish learners of English although the status of an interlocutor is high.

Strategy-5 (an offer of an alternative) is the most preferred strategy by subjects in both groups, which is not interesting as strategy-5 is preferred by subjects in all groups with high percentages.

5.4.Does the Preference of Refusal Strategies by Native Speakers of English in Urban Areas Vary in a Way Similar to the Preference of Those by Native Speakers of English in Rural Areas ?

In the first situation, while refusing a request of a lower-status-interlocutor subjects in urban and rural areas used the strategies with similar frequencies. However, it is prominent that strategy-1 (an expression of regret) and strategy-2 (a direct refusal) were used more than the other strategies. Moreover, while strategy-3 (an excuse) is used by subjects in rural areas with the percentage of %12, it is used by subjects in urban areas with the percentage of %4 that makes strategy-3 the least frequently used strategy by urban areas.

In the second situation, subjects in two groups mostly preferred strategy-1 (an expression of regret) with the percentages of 40% in rural areas and 36% in urban areas while refusing a request of an equal-status-interlocutor. The least used strategy is strategy-4 (wish). In fact, the strategies an expression of regret and wish are not in different lanes in terms of the expressions that are used in these strategies. Therefore it s interesting that while strategy-1 is the most preferred strategy, strategy-4 has become the least preferred one.

In the third situation, while refusing an invitation of a lower-status-interlocutor, subjects in two groups used all of the strategies with similar percentages although there are some differences in the frequencies of the use of strategies, which is not meaningful in accordance with statistic analysis.

It is interesting that strategy-2 (a direct refusal) is never used by subjects in rural areas while refusing an invitation of a high- status-interlocutor. Whereas, it is used by subjects in urban areas with the percentage of 4% . In this situation, most of the subjects in urban areas used strategy-1 (an expression of regret) while those in rural areas mostly used strategy-4 (wish).

While refusing an invitation of an equal-status-interlocutor, none of the subjects in rural areas preferred strategy-1 (an expression of regret) while it is preferred by subjects in urban areas with the percentage of 12% . Furthermore, none of the subjects in both groups preferred the direct strategy while refusing an invitation of an equal-status-interlocutor, which may result from the fact that because of the type of

stimulus (invitation) it would be too rude to use the direct strategy with expressions like “no”, “I don’t want”, etc.

Although strategy-6 (unspecific or indefinite reply) is generally used by native speakers of English with high percentages, in situation-6 while refusing an offer of a lower-status-interlocutor, subjects in both groups did not tend to use this strategy. It is also interesting that strategy-2 (a direct refusal) was rarely used by native speakers of English in this study; however, while refusing an offer of a lower-status-interlocutor 28% of subjects in rural areas and 32% subjects in urban areas used this strategy the percentage of which is higher than expected.

In the seventh situation, in refusing an offer of an equal-status-interlocutor, strategy-3(an excuse) is one of the most frequently used strategy by subjects in rural areas while it is one of the least frequently used strategy by subjects in urban areas. However, the other strategies are used with similar percentages.

Like the seventh situation, subjects in both urban and rural areas used the strategies with similar percentages. It can be concluded that in situations seven and eight, the stimulus types and the status of interlocutors are equally attached importance.

The fifth strategy (an offer of an alternative) is one of the strategies that are mostly used by subjects in all four groups in this study. Therefore, it is not interesting that while refusing a request of a high-status-interlocutor, the majority of the subjects in America in urban and rural areas preferred using strategy-5.

5.5. A general overview of graphs and discussion of results

Subjects in all four groups- native speakers of English in urban areas , native speakers of English in rural areas, Turkish learners of English in urban areas and Turkish learners of English in rural areas - displayed a similar attitude towards refusing the offers. strategy-1 and strategy-2 are the most preferred strategies to refuse the offers of the lower-status-interlocutors, and in refusing the offers of the equal-status-interlocutors, strategy-1 is mostly used while strategy-5 is the one which is generally used to refuse the offers of the higher-status-interlocutors.

Similarly, subjects in all four groups generally used strategy-3 and strategy-4 to refuse the invitation of the lower-status-interlocutors while they preferred to use strategy-4 and strategy-5 to refuse that of the equal-status-interlocutors. Furthermore, while refusing the invitations of the higher-status-interlocutors, subjects in urban areas in Turkey and in the USA preferred to use strategy-4, subjects in rural areas in Turkey used strategy-4 and those in rural areas in the USA mostly used strategy-1.

In the case of refusing the offers of the lower-status-interlocutors, subjects in urban and rural areas in Turkey and in the USA similarly focused on strategy-5. In a dissimilar manner, subjects in urban areas in Turkey and in the USA used strategy-4 and Strategy-5 while refusing the offers of the equal-status-interlocutors. While strategy-5 is mostly preferred by Turkish learners of English in rural areas in the case of refusing the offers of the equal-status-interlocutors, strategy-1 is the one which is used by most of the native speakers of English in rural areas. While refusing the offers of the higher-status-interlocutors, subjects in both urban and rural areas in Turkey and in the USA intensified on strategy-1 and strategy-2.

A general overview of graphs demonstrate some similarities in all respondent graphs. In all respondent graphs, direct strategies were elicited in refusals to equal and lower status interlocutors more than in refusals to lower or higher status interlocutors. This finding can be regarded as an indicator for their having similar notions of directness and indirectness in their actions with people from varied social status.

As can be observed in graphs, the results showed that strategy-5 (an offer of an alternative) was by far the most frequently used type while strategy-6 (unspecific or indefinite reply) was the least frequently used type across all four subjects groups.

Furthermore, the similarity among the members of four subject groups with regard to the frequency of use of strategy-3 (an excuse) and strategy-5 (an offer of an alternative) can be seen as an indicator of the fact that all respondents use refusal strategies in various situations in a way similar to each other. Although there was a similarity in the use of refusal strategies in given situations, some differences were observed across all four subjects.

In spite of a relatively rare use of strategy-2 (a direct refusal) across all native speakers of English in urban and rural areas, Turkish learners of English in urban and rural areas highly used it in situations 1, 2, 6, 7 and 8 while especially refusing lower and equal status interlocutors. In Turkey, subjects in urban areas used strategy-2 more than the others in rural areas; however, it does not indicate a meaningful difference.

It is also interesting that strategy-6 (unspecific or indefinite reply) was preferred by native speakers of English in urban and rural areas more than Turkish learners of English in urban and rural areas. This finding confirms the idea that in the target language production of Turkish learners of English, a phenomenon of pragmatic transfer can be observed. What made us think that there is a phenomenon of pragmatic transfer in the less preference of strategy-6 by Turkish learners despite the high preference of it by native speakers of English is the fact that while native speakers of English prefer to use unspecific or indefinite reply strategy in their natural environment, Turkish learners of English hardly ever use this refusal pattern in their native language, the idea of which is confirmed by Sadler, R. , Eröz, B. , & Chanhming, P. (2002) in their study, "I refuse you!" An Examination of English Refusals by Native Speakers of English, Lao, and Turkish.

Another striking result was that Turkish learners of English tended to use direct refusal (i. e. , "No", "I have to turn down the offer") in the production of a target language (English) more frequently than they use that strategy in the production of their native language. As Sadler, R. , Eröz, B. , and Chanhming, P. (2002) point out that the refusal pattern of the direct, performative refusal is hardly ever used by Turkish speakers. However, subjects in both urban and rural areas in Turkey used this strategy in all situations more than they use that strategy in their interaction in Turkish.

The reason for such an inconsistency in the use of direct refusal may result from the fact that Turkish learners of English find it easier to use direct refusal patterns while speaking target language rather than the others such as an offer of alternative, an excuse, etc. which are relatively more difficult to produce in a foreign language.

Overall, findings suggested that interlocutor's status plays a role in the choice of refusal strategies by subjects in all four groups. This result is not surprising since it is expected that the status of interlocutor would be an important factor in the need of face saving in refusals for Turkish and English subjects in both urban and rural areas.

Similarly, all respondents in four groups tried to minimize the potential face-threat by employing indirect strategies which are mostly used face-saving acts. The use of more polite strategies can be seen as an indicator of the fact that the subjects in four groups tried to be respectful and polite towards the requestee by choosing mostly indirect strategies.

CHAPTER VI

CONCLUSION

6.0. Introduction

In this chapter, first, the summary of the study will be given. Then, implications of the study for English Language Teaching will be discussed. Finally, some suggestions will be provided for future research.

6.1. Summary

The present study is concerned with the performance of the speech act of refusals by Turkish learners of English and native speakers of English. It focuses on the similarities and differences between the use of refusal strategies used by Turkish learners of English in urban areas, Turkish learners of English in rural areas, native speakers of English in urban areas and native speakers of English in rural areas in order to find out whether native language and social contexts influence speakers' comprehension and use of speech acts, in particular refusals, in terms of their status in a society.

To this end, this study first set out to find out whether Turkish learners of English in urban areas use refusal strategies in various situations in a way similar to the native speakers of English in urban areas, whether Turkish learners of English in rural areas use refusal strategies in various situations in a way similar to the native speakers of English in rural areas, whether the preference of refusal strategies by Turkish EFL learners in urban areas vary in a way similar to the preference of those by Turkish EFL learners in rural areas and finally whether the preference of refusal strategies by the native speakers of English in urban areas vary in a way similar to the preference of those by the native speakers of English in rural areas. In order to find out the answer to these questions, copies of a questionnaire that presents 9 socially differentiated situations which are categorized into three stimulus types eliciting a refusal: three

requests, three offers, three invitations were distributed to Turkish learners of English in urban areas and Turkish learners of English in rural areas, and sent to native speakers of English in urban areas and native speakers of English in rural areas subjects via mail.

The essential data was gained from native speakers of English in urban areas who were residents in New York, Los Angeles, Chicago, Jacksonville, San Francisco, Boston, Philadelphia, and Cleveland, native speakers of English in rural areas, were residents in Hobbs, Evanston, Carlsbad, Kalispell, Greenbelt, Rexburg and College Park, Turkish learners of English in urban areas who were chosen randomly among the students studying ELT at Kocaeli University and Turkish learners of English in rural areas, were chosen among upper-intermediate level learners of English at Anatolian Training High school in Gönen, Isparta.

Overall, the results suggested that subjects in all four groups used the refusal strategies in a manner similar to one another. All subjects seem to have similar notions of the necessity of using some kind of refusal patterns in a face threatening refusal situation in order to make a mitigating effect.

Most of the subjects in four groups elicited direct strategies in refusals to equal and lower status interlocutors than in refusals to lower or higher status interlocutors. This finding suggests that interlocutor's status plays a role in the choice of refusal strategies by subjects in all four groups. It is also interesting that while native speakers of English prefer to use unspecific or indefinite reply strategy in their natural environment, Turkish learners of English hardly ever use this refusal pattern in their native language, and this case reflected to the present study that strategy-6 was the least used strategy by Turkish learners of English whereas one of the frequently used one by native speakers of English, which is a signal of a phenomenon of pragmatic transfer.

Turkish learners of English hardly ever use direct refusal in their interaction in Turkish and on the basis of the finding stated above, it can be expected that Turkish learners of English may use this strategy rarely also in their interaction in English. On the contrary, they used this strategy more than native speakers of English, the reason of which may result from the fact that the production of refusal patterns such as "no",

"I cannot" may seem to be easier than the other patterns such as stating an excuse or an expression of regret .

In conclusion, the results suggested that subjects in all four groups have similar notions of directness and indirectness in their actions with people from varied social status. the status of interlocutor and the stimulus type are thought to be important factors in the need of face saving in refusals by Turkish and English subjects in both urban and rural areas.

6.2. Implications for English Language Teaching

Within the same set of social constraints, members of one culture tend to use refusal strategies different from the members of another culture. Individuals even within the same society might differ in their achieving refusal patterns depending on personal variables such as social status, level of education or the environment they live. Turkish learners of English should be made aware of the priorities and goals in choosing the refusal strategy in given contexts.

To be able to design a useful English Language Teaching syllabus, it is ought to be assumed that the learner of English needs to know how to refuse in a various situations in the target language. Making students aware of various refusal strategies in the target language may help them become better users of input in a target language.

Although in this study it can be seen that Turkish learners of English are able to use refusal strategies in a way similar to the native speakers of English, it is also observed that some learners are not aware of cross-cultural differences between the two speech communities. Therefore, those cross-cultural differences should be incorporated into English Language Teaching programs in order to lead Turkish learners of English use the target language more appropriately.

Tasks which focus on pragmatic aspects such as speech acts should be incorporate into text boks. As Turkish learners of English do not have a direct access to the target language and target language in a natural environment, multi-media classes that include lessons with authentic audio-lingual and audio-visual materials such as video, computer, etc. should be included in the syllabus, which may help learners to be aware

of how native speakers of English react in a native environment, how they produce speech acts in various situations appropriately.

6.3. Implications for Further Research

In order to better understand the use of refusal strategies, further studies which take into consideration the following issues need to be conducted in the future.

First, the conclusion drawn from the comparison of the strategy use of native speakers of English and Turkish learners of English is limited because of the limited number of native speakers. A large enough number of subjects should be used in the further studies in order to get more reliable results.

Second, in the present study, there are three stimulus types which may result in a refusal : offer, request and invitation. New research can be done with more than three stimulus types which are probable to occur in real life situations.

Third, in this study, only the effect of social variables is investigated. However, sex, age and environment of both interlocutor and the respondents are also important in the way a refusal is made.

Fourth, data collection methods based on the observations of informal and actual situations should be developed in order to establish more reliable results.

Although the present study has certain limitations, the findings of the study are assumed to be helpful for the further studies in the field of speech act of refusal, which may contribute to the field of English Language Teaching.

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APPENDIX A

DISCOURSE COMPLETION TEST

A comparative study on the use of refusals by Turkish EFL learners and native English speakers in urban and rural areas

Age: **Location:** **Area:** rural urban

Please read the following situations . After you read the description for each situation, you are required to refuse requests, invitations and offers as you would in actual conversation.

1- You are the owner of a popular shop. One of the workers wants to leave early. However, the shop is full of costumers; so, you refuse this request by saying:

2- Your roommate wants to borrow your new shirt/blouse. As s/he has a serious personal hygiene problem, you don't like the idea, so you say:

3- You are the president of an oil company. A sales manager in your company invites you to his son's wedding reception. You have lots of work to do. You say:

4-You are a competent teacher in a pricate college. The Principal of your school and his/her spouse invites you to their house for a dinner. You refuse this kind invitation by saying:

5- While walking around the street, you meet your friend. S/he invites you to his/her house which is nearby to have a drink. As you would prefer to stay outside, you say to your friend:

6- You are an office manager. You have been looking for your programme CD which is of paramount importance. At that time, a cleaner comes rushing up to you and says that s/he has thrown it out by mistake. S/he offers to order a new one from abroad. You refuse this offer by saying:

7- You are a vegetarian. A colleague invites you for a meal at his/her house, and offers you roast beef. How do you react?

8- You are a professor at a university. One of your students asks you to extend the deadline to complete the project. You refuse this requirement and say :

9- You are a secretary in a company. A manager of your company asks you to enter some documents into a computer, but it is time to leave work. You say:

APPENDIX B

POPULATION OF CITIES IN TURKEY*

Isparta- Gönen : 9454 (rural area)

Kocaeli-İzmit : 1.203.335 (urban area)

POPULATION OF CITIES IN THE USA**

Urban area (7/1/2005 population estimate)

New York : 8, 143, 197

Los Angeles : 3, 844, 829

Chicago : 2, 842, 518

Jacksonville : 782, 623

San Francisco : 739, 426

Boston : 559, 034

Philadelphia : 1, 463, 281

Cleveland : 452, 208

Rural area (7/1/2005 population estimate)

Hobbs : 28, 311

Evanston : 11, 375

Carlsbad : 25, 303

Kalispell : 16, 391

Greenbelt : 22, 096

Rexburg : 21, 862

College Park : 25, 329

* Source : *State Institute of Statistics of Turkey*

**Source : U.S. Census Bureau. Web: www.census.gov .

APPENDIX C

Refusal Strategies

Strategy-1 : An expression of regret

Strategy-2 : A direct refusal

Strategy-3 : An excuse

Strategy-4 : Wish

Strategy-5 : An offer of an alternative

Strategy-6 : Unspecific or indefinite reply

ÖZGEÇMİŞ

01.01.1979 tarihinde İzmit'te doğdum. İlköğrenimimi İzmit'te, orta öğrenimimi ise Bolu Anadolu Öğretmen Lisesi'nde tamamladım. 1996 yılında Hacettepe Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü'ne başladım. 2001 yılında buradan mezun oldum.

Yrd. Doç. Dr. Zübeyde Sinem Genç danışmanlığında "Kentsel ve kırsal bölgede yaşayan İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin ve ana dili İngilizce olan kişilerin reddetme stratejilerini kullanmalarının karşılaştırılması" konulu tez çalışmama başladım.

Özlem TEKYILDIZ