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OF INDIRECTNESS IN A SECOND LANGUAGE

(YÜKSEK LİSANS TEZİ)

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Murat Bayrak'a ait "Pragmatic Development in the Acquisition of Indirectness in a Second Language - İkinci Dilde İmalı Anlatımın Öğrenilmesindeki Gelişim Süreci" adlı çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında …/…/2006 tarihinde Yüksek Lisans tezi olarak kabul edilmiştir.

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Başkan ....

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ABSTRACT

The aim of this study is to investigate whether there is a pragmatic development in the acquisition of indirectness in a second language. It also questions the tendency to prefer non-conventionally indirect structures by the Turkish learners of English when requesting or rejecting offers and invitations.

69 EFL learners provided the data for the present study. The first group included 23 prep class students studying at a super high school; the second group consisted of 23 foreign language classroom students studying at the same school and in the last group there were 23 first year students of an ELT Teacher Education Department.

The data for this study was collected through a multiple choice discourse completion test in which the subjects were asked to choose the best option in the given scenarios. There were 20 situations in the DCT, 10 of which were related to requests, 5 of them to rejecting offers and the other 5 to rejecting invitations. Among the contextual factors that might affect the level of indirectness, only size of imposition was held high.

The results of the study indicated that there is no clear and systematic pragmatic development in the acquisition of indirectness in requests. However, there appears to be a partial development in rejecting offers and invitations The findings also showed that Turkish EFL learners mostly have a tendency to choose conventionally indirect patterns in requests; on the other hand, they tended to prefer non-conventionally indirect structures in rejecting offers and invitations.

Key words: pragmatic development, indirectness, requests, offers, invitations

ÖZET

Bu çalışmanın amacı ikinci dilde imalı anlatımın öğrenilmesinde edimbilimsel gelişmenin olup olmadığını incelemektir. Ayrıca İngilizce öğrenen Türk öğrencilerin ricada bulunurken, veya teklif ve davetleri reddederken imalı anlatımı seçme eğilimlerini sorgular.

Bu çalışma için gereken data İngilizce'yi yabancı dil olarak öğrenen 69 öğrenciden elde edilmiştir. İlk grup 23 süper lise hazırlık sınıfı öğrencisinden, ikinci grup 23 süper lise iki yabancı dil sınıfı öğrencisinden ve son grup da 23 birinci sınıf İngilizce Öğretmenliği Bölümü öğrencisinden oluşmaktadır.

Datayı toplamak için öğrencilerden okuyup en doğru cevabı seçmelerinin istendiği senaryolardan oluşan, çoktan seçmeli durum testi kullanılmıştır. Uygulanan testte 10 tane rica, 5 tane teklif ve 5 tane de davet durumlarının olduğu toplam 20 senaryo mevcuttu. İmalı anlatımın derecesini belirleyebilecek sosyal etkenlerden sadece, istenilen veya istenilmeyen durumun büyüklüğü yüksek tutuldu.

Araştırma sonuçları rica durumlarında imalı anlatımın öğrenilmesinde net ve düzenli bir edimbilimsel gelişme olmadığını gösterdi. Ancak teklif ve davet durumlarında kısmi bir edimbilimsel gelişme olduğu tespit edildi. Ayrıca, elde edilen bulgular İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin ricalarda daha çok kalıplaşmış dolaylı yapıları seçtiklerini, diğer yandan teklif ve davetleri reddederken imalı anlatımı tercih etme eğiliminde olduklarını göstermiştir.

Anahtar Kelimeler: edimbilimsel gelişim, imalı anlatım, ricalar, teklifler, davetler

ACKNOWLEDGEMENTS

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LIST OF ABBREVATIONS

Abbreviation	Bibliographic Information
CCSARP	Cross Cultural Speech Act Realization Project
CI	Conventionally Indirect
D	Direct
DCT	Discourse Completion Test
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FTA	Face Threatening Act
IL	Interlanguage
ILP	Interlanguage Pragmatics
L2	Second Language
NCI	Non-conventionally Indirect
NNS	Nonnative Speaker
NS	Native speaker
P	Power
SD	Social Distance
SI	Size of Imposition
SLA	Second Language Acquisition

CHAPTER 1

INTRODUCTION

1.1. Introduction

Foreign language learners generally have little chance to access to target language input. The input they get in a classroom environment is also insufficient most of the time and they have almost no opportunity to use L2 outside the classroom. The case for Turkish EFL students is not much different. Therefore, they face problems in using the language appropriately and communicating with NSs. They just learn a set of grammatical rules and increase their vocabulary.

Canale (1983) propose that in order to be competent in a language, one must achieve the four aspects of "communicative competence" which can be named as grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Pragmatic competence is represented in this model as sociolinguistic competence, which Canale (1983: 7) described as encompassing both "appropriateness of meaning" and "appropriateness of form". (Kasper & Rose 2001). According to Bachman (1990), language competence is divided into two categories: organizational competence and pragmatic competence. The former includes grammatical and textual; whereas the latter resembles Canale's sociolinguistic competence.

As Bachman's model makes clear, pragmatic competence is not extra or ornamental, like the icing on the cake. It is not subordinated to knowledge of grammar and text organization but co-ordinated to formal linguistic and textual knowledge and interacts with 'organizational competence' in complex ways. In order to communicate successfully in a target language, pragmatic competence in L2 must be reasonably well developed. (Kasper 1997).

As the studies on this field indicate that a speaker who is considered fluent in the target langue due to his/her perfect grammar knowledge and vocabulary capacity might still lack pragmatic competence. This means that he/she may keep producing socially and culturally inappropriate language. Therefore, necessary importance must be given

to pragmatic knowledge as well as grammatical knowledge. Recent classroom research on Interlanguage Pragmatics (ILP) has found that, in general, teaching pragmatics is beneficial to second and foreign language learners. (Kasper 1997 a; Kasper & Rose 1999; cited in Kasper & Rose 2001: 100).

One important aspect of pragmatics is indirectness which Thomas (1995 119) describes it as a universal phenomenon. It would not always be appropriate to be direct in some cases; therefore, people sometimes employ indirect strategies which will be mentioned later. The level of indirectness may also vary. For instance, instead of using a very direct strategy like "Answer the phone!", people might mitigate the utterance as "Can/Could/Would you answer the phone!". This pattern exemplifies the term "conventionally indirect strategy" in the classification of request strategies which was proposed by Blum-Kulka et al. (1989). The structure may even be more indirect as in the example "The phone is ringing!" which belongs to "non-conventionally indirect strategy". The level of directness might change according to the three situational factors: social distance, power and size of imposition. (Brown and Levinson 1987).

As stated before, the teaching and learning pragmatics and indirectness has a crucial role to be fully competent in a second language. Although the studies in the field of SLA prove this view, not much importance is attributed to these branches. Many textbooks lack realistic use of language and teach the language in a formulaic way or overwhelm the students with grammar rules.

Rose (2000) indicates that the relative shortage of developmental pragmatics research has led Kasper and Schmidt (1996) to strengthen the connections between SLA and interlanguage pragmatics. The writer also expresses that studying pragmatic development requires either longitudinal research with a given group of participants over an extended period of time or cross-sectional studies with participants at various stages of development.

This study was carried out to determine whether there is a pragmatic development in the acquisition of indirectness in a second language. In order to look at the development, three speech acts were chosen: requests, offers and invitations. These were the most common and studied types; therefore it would be easier to get indirect answers from the scenarios that were formed.

The current study is a cross-sectional one. Due to the fact that longitudinal studies require a long period of time, a cross-sectional study would be more appropriate to conduct. The study did not expect from the participants to produce indirect answers. However, the aim was to determine whether they could understand the given situations and simply choose the non-conventional indirect answer.

1.2. Organization of the Thesis

The study consists of six chapters. This chapter gives a brief introduction and presents the main points of the study.

The second chapter, literature review, gives brief information about the relevant studies. First of all, the concepts, pragmatics and indirectness are explained. Secondly, Brown and Levinson's (1987) Politeness Theory is briefly mentioned. The relationship between politeness and indirectness is also presented in this section. Thirdly, the factors that affect indirectness are discussed and then the Speech Act Theory is explained. The three selected speech acts, requests, offers and invitations, respectively and the research about them comprise the last part of literature review.

The third chapter deals with the methodology of the current study. The subjects are presented in terms of their ages, schools, educational background etc. The instrument itself and the reasons for choosing it are stated. The factors that might affect the participants are given in a table separately for each scenario. Later on, piloting and data collection procedures are mentioned briefly. Finally, information about how the data were analyzed is given.

In the fourth chapter, the results of the discourse completion test (DCT) are presented. The results are also shown in tables and figures. Percentages and frequencies of each option in the twenty different situations are given.

The fifth chapter discusses the results of the multiple choice questionnaire. First of all, the results gathered from the request situations are assessed. Secondly, the results of the offer situations are discussed and finally, invitation results are explained.

The last chapter, conclusion, summarizes the whole study. It also contains implications for English language teaching and some suggestions for further studies.

The aim of the present study is to explore whether there is a pragmatic development in the acquisition of indirectness in requests, offers and invitations in a second language.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

2.1.1. Pragmatics and Indirectness

Crystal (1997: 301, cited in Kasper & Rose 2001: 2) defines pragmatics as "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication". According to Cohen (1996), learning a language does not merely mean to learn its grammar rules and increase the vocabulary repertory. In other words, apart from learning the grammatical and lexical information of the target language, it is crucial to acquire pragmatic competence of that language. The primary focus of pragmatics is on conversation and the strategies which speakers use to achieve their goals. In Stalnaker's (1972) words, pragmatics is "the study of linguistic acts and the contexts in which they are performed".

"Pragmatic comprehension involves the ability to understand implied speaker intention by using linguistic knowledge, contextual clues, and the assumption of relevance". (Grice 1975; Levinson 1983; Sperber & Wilson 1995; Thomas 1995; cited in Taguchi 2005). Pragmatic competence is defined in Thomas' (1983: 92) study as "… the ability to use language effectively in order to achieve a specific purpose and to understand language in context." The writer also adds that some grammatical errors may exist during the conversation which can be tolerated by the hearer; since they are not face-threatening. However, pragmatic failure may insult the listener, as it is not very easy to define during a conversation. Thomas (1983) defines the term 'pragmatic failure' as the inability to understand what is meant by what is said. One of the ways to acquire pragmatic competence is the acquisition of indirectness, which is quite difficult for the Turkish EFL students.

Indirectness is a fundamental element in human communication. In order to understand how we communicate with each other, indirectness in discourse is one of the keys. For several reasons, people do not always want to express their thoughts and ideas very clearly or explicitly. Therefore, these opinions are hinted or implied sometimes in order to avoid confrontations. People may even express opposite thoughts to what they actually believe to save faces of themselves or the hearers. All these are related to indirectness in discourse. Thomas (1995: 119) proposes that indirectness is a universal phenomenon, which appears when there is a mismatch between the expressed meaning and the implied meaning.

2.2. Politeness vs. Indirectness

As stated before, it is important for language learners to acquire pragmatic competence in the target language. By the same token, while communicating one must surely know what is polite and what is impolite at the moment of speaking. Politeness theory was introduced by Brown and Levinson in 1987. This theory was grounded upon Goffman's 'face' concept. The concept of face is a central one to the theory and was adapted from Goffman (1967), who defined face as 'the public self-image that every member wants to claim for himself' (Goffman 1967: 66). Ervin Goffman's theory of face in human interaction explains the reason why indirect structures are preferred.

According to Goffman (1967: 5) "face" can be defined as follows:

"… the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self delineated in terms of approved social attributes – albeit an image that others may share; as when a person makes a good showing for his profession or religion by making a good showing for himself."

Brown and Levinson (1978: 66) also made a definition of face as follows; "Face is something that is emotionally invested; and that can be lost maintained or enhanced and must be constantly attended to in interaction."

Brown and Levinson (1987) divided "face" into two different categories. According to Brown and Levinson (1987), "positive face" is the desire to be approved of and "negative face" is the desire to be unimpeded in one's actions. Positive politeness

is mostly based upon how the speaker approaches the hearer, like by treating him as a member of a group, a friend, a person whose wants and personality traits are known and liked. On the other hand, negative politeness is used if the speaker may be imposing on the hearer, intruding their space or violating their freedom of action. In other words, positive face is the desire of being seen as a good human being and negative face is the desire to remain autonomous. Speakers in a conversation must pay attention to both their own faces and the hearer's positive and negative faces.

Goffman (1967) argues that there is a limited amount of strategies to maintain face. A threat to a person's face has been termed a "face threatening act" (FTA). Brown and Levinson (1987) argue that a FTA often requires a mitigating statement or some sort of politeness or the line of communication will break. They add that while maintaining their face, one participant can threaten the other's face.

According to Yule (1996: 61), a FTA can be defined as follows; "if a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a face threatening act". In order to avoid face threatening acts, some politeness strategies are employed by the speakers in an interaction. Brown and Levinson (1987) classify different kinds of politeness strategies used according to the ways of reacting to FTA's. Brown and Levinson (1987) also state that positive politeness means that the speaker tries to save the hearer's positive face by reducing the distance between them. This strategy attempts to minimize the threat to the hearers face and it is most commonly used in situations where the audience knows each other fairly well. On the other hand, in negative politeness, the speaker tries to keep the hearer's negative face by valuing the hearer's personal territory (p. 68-71). Therefore, it is clear that politeness is closely related to the term "indirectness". If the speaker does decide to perform the face-threatening act, then there are four possibilities. These are briefly presented as follows:

1. To perform the face-threatening act *on record* without any redress: the speaker expresses his/her utterance baldly, with little or no concern for face.

2. To perform the face-threatening act using *positive politeness* strategies: with redress directed to the addressee's positive face, which appeals to the hearer's desire to be liked and be approved of.

3. To perform the face-threatening act using *negative politeness* strategies: with redress towards the hearer's negative face which appeals to the hearer's desire not to be impeded or to be left free to act as he/she chooses.

4. To perform the face-threatening act using *off record* strategies: the speaker expresses his/her utterance ambiguously (formulated as a hint, for instance), and its interpretation is left to the addressee. Such strategy is used when the risk of loss of face is great but not too great as absolutely to prohibit the FTA.

Lakoff (1979) proposes that politeness is a tool used for reducing friction in personal interaction. She also formed her own rules for politeness by analyzing Grice's (1975) "conversational maxims". Lakoff's rules of politeness consist of the following three principles:

1. Formality: Keep aloof
2. Deference: Give options
3. Camaraderie: Show sympathy

Rule 1 and 2 of Lakoff's principles are similar to Brown and Levinson's definition of negative politeness. In the first rule, in order to avoid emotional breakdown, speaker generally tend to use formal expressions and vocabulary. However, in the second one, the speaker does not state his/her own thought directly, instead leaves the decision to the hearer. Both of these politeness principles are closely related to indirectness. On the other hand, the third principle, camaraderie, lays stress on equality between the speaker and the hearer, and it enhances closeness between them. By using Brown and Levinson's term, this strategy enhances positive face of the speaker and the hearer. In this principle, indirectness can be also employed when the speaker and the hearer understand each other completely.

Tannen (1984: 15) relates direct and indirect communication to Brown and Levinson's terms as follows:

> "Brown and Levinson (1978), building on Lakoff's work on politeness and Goffman's on deference as well as Goffman's (1967) notion of 'face', identify two aspects of politeness semantics as negative and positive face. Their notion of negative face corresponds to Lakoff's defensive function of indirectness or distance strategy... Brown and Levinson's notion of positive face

corresponds to camaraderie and to the rapport function of indirectness....Negative and positive politeness strategies grow out of these face wants....Finally, Brown and Levinson's terms on record and off record correspond to what has been referred to by others as direct and indirect communication."

In sum, according to the studies that have been carried out there is an absolute relationship between the terms politeness and indirectness. For instance, Brown and Levinson (1987) propose that a higher degree of indirectness reveals more politeness. In order to save face, people generally use positive politeness or negative politeness, both of which are representations of indirectness in conversation. In addition, a speaker using the indirect strategy might simply say "It's getting hot in here" implying that it would be nice if the listener would get up and open the window or turning on the air-conditioner without directly asking the listener to do so. Brown and Levinson (1987) also express that politeness strategies are affected by the following three sociological factors: the relative power of the hearer over the speaker, the social distance between the speaker and the hearer, and the ranking of the imposition in doing the face-threatening act. Brown and Levinson (1987) argue that these three 'dimensions' consequently contribute to the seriousness of an FTA, and thus to a determination of the level of politeness with which, other things being equal, an FTA will be communicated.

2.3. Factors Affecting Indirectness

In this study, the instrument used for carrying out the research was a multiple choice questionnaire which consisted of twenty different scenarios. Among the factors which affect indirectness the focus was on the degree of imposition. In other words, while composing these situations only size of imposition was held high. The other factors, namely, social distance and power were held constant.

2.3.1. Social Distance

Social distance refers to the relationship between the interlocutors. Leech (1983: 126) describes social distance as follows:

"Social distance is a combination of psychologically real factors (age, sex, status, degree of intimacy, etc.) that together decide the overall degree of 'respectfulness' within a given speech situation."

If two people are very close, they would have a low degree of social distance. On the contrary, two people who do not know each other at all would have a high degree of social distance. These explanations mean that a person generally needs to be more indirect when the degree of social distance is high; on the other hand, he/she will probably be more direct if the degree of social distance is low.

2.3.2. Power

People will typically find themselves in three types of power relationships. In the first, one would have equal power with the person he/she is talking to (e.g., a friend or colleague). In the other two, one would either have more power (e.g., as a boss, instructor) or less power (e.g., employee, student) than the person he/she is talking to.

Brown and Levinson (1987) define power as 'an asymmetric social dimension of relative power'. According to Thomas (1995: 127) power fall into three categories: legitimate power, referent power and expert power. Legitimate power can be explained as a person's having the right to order or request certain things by virtue of role, age or status. In the second type of power, a person has referent power over the other because of the other's admiration and desire to be like him/her in some respects. Finally, the in the last type of power, a person has a special knowledge or skillfulness that the other needs. Thomas also states that people always face legitimate power in a relationship.

2.3.3. Size of Imposition

Size of imposition refers to the importance or degree of difficulty in the situation. For example, in requests, a large rank of imposition would occur if you were asking for a big favor, whereas a small rank of imposition would exist when the request is small. For instance, when requesting a loan for a great deal of money, one should more likely to be indirect. However, if the person wants a pencil, he/she would be more direct.

According to Thomas (1995: 130) size of imposition refers to "how great is the request you are making?". An example would make the explanation more clear.

Example 1

The speaker was my mother. She made the two following requests to me within the space of a few minutes:

"Shut the window, Jen."

"Do you think you could find time to take those invitations to the printers?" (Thomas 1995: 130)

These examples show that the first request was made directly as the speaker thought that degree of imposition was not high. However; in the second example, the writer's mother might probably thought that size of imposition was high and she requested in a more indirect way.

Degree of imposition is regarded to show differences among various cultures. According to a study carried out by Mir (1995; cited in Kasper & Rose 2001: 20) the perception of NSs of English and Spanish and Spanish-speaking learners of English revealed differences in perceptions of the degree of imposition involved in a request.

2.4. Speech Act Theory

Blum-Kulka et al. (1989) stated in their study that the work on speech act started on the assumption that the minimal units of human communication are not linguistic expressions, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving directions, apologizing, thanking and so on. "Speech Act Theory" was first proposed by Austin (1962) and developed by other linguists afterwards. Austin (1960: 52; cited in Thomas, 1995: 51) originally used the term "speech act" to refer to an utterance and the "total situation in which the utterance is issued".

Thomas (1995) states that Austin (1962) divides speech acts into three categories:

1. **Locutionary Act :** The actual words uttered
2. **Illocutionary Act:** The force or intention behind the words

3. Perlocutionary Act: The effect of the illocution on the hearer

He distinguished the act of saying something, what one does in saying it, and what one does by saying it, and named these as the 'locutionary', the 'illocutionary' and the 'perlocutionary' act, respectively.

Searle (1976) finds another way to distinguish between speech acts. According to this classification, speech acts fall into five categories. The first one is "representatives" which clearly reveals what the speaker reveals. The second one is "directives" that aims to get the hearer to do something. The third one expresses the intention of the speaker which is called "commissives". The fourth one, "expressives", expresses the feelings of the speakers and finally, the last one named as "declarations" that bring about immediate changes in the institutional state of affairs. The main categories of communicative acts – in Searle's (1976) influential classification, representatives, directives, commissives, expressives, and declarations – are available in any community, as are (according to current evidence) such individual communicative acts as greetings, leave-takings, requests, offers, suggestions, invitations, refusals, apologies complaints, or expressions of gratitude. (Kasper & Rose 2001: 5).

There are also some other types of classification models. For instance, Yule (1996) classified speech acts as direct and indirect. Searle (1979; cited in Thomas 1995) explained indirect speech acts "the ones which are performed by means of another". The difference between direct and indirect speech acts is explained by Ellis (1994: 160) as follows:

> "In a direct speech act, there is a transparent relationship between form and function as when an imperative is used to perform a request (for example, 'Pass me the salt.'). In an indirect speech act, the illocutionary force of the act is not derivable from the surface structure, as when an interrogative form serves as a request (for example, 'Can you pass me the salt?')."

2.5. Requests

Among all the speech acts, requests are the most investigated and researched by the linguists. The term "request" is defined by many linguists. According to Searle (1979, cited in Reiter 2000: 35) request is "an attempt performed by the speaker to get the hearer to do something". Ellis (1994: 167) expanded this definition by explaining

requests as "the attempts on the part of a speaker to get the hearer to perform or to stop performing some kind of action". Blum-Kulka (1991) states that requests are pre-event acts which are intended to affect the hearer's behaviour. Brown & Levinson (1987: 76) maintain that requests are likely to threaten the face of both the speaker and the hearer. Therefore, speakers should employ indirect request strategies to keep face of the hearers.

Blum Kulka et al. (1989: 17) indicate that the request sequence may include the following parts in their linguistic structures: alerters, supportive moves, head acts and internal modifications (downgraders and upgraders).

Example 2

Judith, I missed class yesterday, do you think I could borrow your notes?
I promise to return them by tomorrow.

Alerters serve as attention-getters which is "Judith" in the example. Supportive moves provide a reason for the request that is "I missed class yesterday" in the same example. Head acts can be explained as the part of the sequence which might serve to realize the act independently of other elements. "Do you think I could borrow your notes?" is the example for a head act. Finally, internal modifications may act as downgraders to soften the act or as upgraders to emphasize its degree of coerciveness. (House and Kasper 1981; cited in Blum-Kulka et al. 1989). "I promise to return them by tomorrow" functions as a downgrader.

Blum-Kulka et al. (1989: 18) classified request into three main categories and nine sub-categories in their Cross-Cultural Speech Act Realization Project (CCSARP). This classification also explains the level of directness. As stated before, directness level may change according to different factors such as power, social distance, degree of imposition etc.

These three main requesting strategies according to Blum-Kulka et al. (1989) are:

a) **Direct (D) Strategies:** In this type of strategies the requester expresses himself/herself directly, not caring much about the hearer's face.

1. **Mood Derivable:** These are utterances in which the grammatical mood of the verb signals illocutionary force. ('Leave me alone'; 'Clean up that mess').

2. **Performatives:** These are utterances in which the illocutionary force is explicitly named. ('I am asking you to clean up the mess').

3. **Hedged Performatives:** These are utterances in which the naming of the illocutionary force is modified by hedging expressions. ('I would like you to give your presentation a week earlier than scheduled').

4. **Obligation Statements:** These are utterances which state the obligation of the hearer to carry out the act. ('You'll have to move that car').

5. **Want Statements:** These are utterances which state the speaker's desire that the hearer carry out the act. ('I really wish you'd stop bothering me').

b) Conventionally Indirect (CI) Strategies: This conventionally indirect level covers 'strategies that realize the act by reference to contextual preconditions necessary for its performance, as conventionalised in a given language' (Blum-Kulka et al.1989: 47)

6. **Suggestory Formulae:** These are utterances which contain a suggestion to do x. ('How about cleaning up?').

7. **Query Preparatory:** These are utterances containing reference to preparatory conditions (e.g., ability, willingness) as conventionalized in any specific language. ('Could you clean up the kitchen, please?'; 'Would you mind moving your car?').

c) Non-conventionally Indirect (NCI) Strategies: This category includes strategies which are not conventionalised in the language and hence require more inferencing activity from the hearer to derive the speaker's requestive intent.

8. **Strong Hints:** These are utterances containing partial reference to object or element needed for the implementation of the act ('You have left the kitchen in a right mess').

9. **Mild Hints:** These are utterances that make no reference to the request proper (or any of its elements) but are interpretable as requests by context. ('I am a nun' in response to a persistent hassler).

These requesting strategies are placed on a direct-indirect scale, with strategy 1 being the most direct and strategy 9 the least direct. As one moves up this scale, the length of the inferential process needed for identifying the utterance as a request becomes longer. It must, at this point, be emphasised that this scale refers to a scale of directness and does not necessarily account for politeness. (Economidou-Kogetsidis 2002)

2.5.1. Research on Requests

As mentioned before, a lot of studies were carried out about requests. Most studies of indirectness relate mainly to requests since they exhibit a rich variety of the phenomenon. For instance, Blum-Kulka (1991) focuses on pragmatics of "requests" and discusses constraints (level of proficiency, transfer from L1, perception of target language norms, length of stay in target community) in her study. The author presents data from bilingual English-Hebrew immigrant speech acts, which shows that the speech acts produced by bilingual speakers are different from both Israeli and American patterns. She also claims that native Israeli norms are defied because learners do not wish to identify with NS norms.

In their study, Cenoz & Valencia (1994) investigate whether NSs (34) and NNSs (62 Basque) of English used the same linguistic expressions to make requests and apologies, whether these varied according to situation, sex, and social status. They used a DCT - four requests and four apologies. They found similar overall patterns, but NSs used more alerts and locution derivable strategies than learners, and learners used more syntactic downgraders in requests. NSs used more intensifiers in apologies. No significant differences were found between males and females.

Cohen & Olshtain (1993) carried out a study describing ways in which nonnative speakers assessed, planned, and then delivered speech acts. The subjects, fifteen advanced English foreign language learners, were given six speech act situations (two apologies, two complaints, and two requests) in which they were to role-play along with a native speaker. They found that the participants only planned out general things in their minds while forming speech acts. Finally, there were respondents whose speech production styles characterized them as "metacognizers," "avoiders," and "pragmatists" respectively.

Ellis (1992) looks at the extent to which communication in an ESL classroom (in London) resulted in the acquisition of requests by a 10-year-old Portuguese speaker and an 11-year-old Punjabi speaker. He found that both learners failed to develop the full range of request types or a broad linguistic repertoire for performing those types that they did acquire. They also failed to develop the sociolinguistic competence needed to vary their choice of request to take account of different addressees. His interpretation was that the classroom lacked the conditions for real sociolinguistic needs even though it fostered interpersonal and expressive needs.

Francis (1997) focuses on requests produced by adult ESL learners across three settings (public administrative office, private office of a university program advisor, ESL classroom) and nine levels of ESL proficiency. The NNSs were found to rely on direct request strategies until their proficiency improved, whereupon they began to use more complex strategies. The percentage of conventionally indirect requests made by intermediate students (24%) was twice that of elementary students (12%).

Garcia (1993) conducted a study on ten males and ten female Peruvians from Lima who took part in two role plays (making a request for service and responding to it) as well as follow-up interviews. The strategies used by Peruvian Spanish speakers when making a request showed a marked preference for the expression of deference over camaraderie in both head acts and supporting moves.

Hartford (1996) studied e-mail requests from NS and NNS students to faculty. He evaluated their positive or negative effect on the addressee. The perceived negative requests assumed a greater obligation to comply by the faculty member than was appropriate. Differences were in the acknowledgment of degree of imposition, manner

of presentation of time constraints, and explanations for the request. NNSs were found to use fewer downgraders than NSs.

Iwai & Rinnert (2001) conducted a research on the realization of requests and apologies using DCTs among four groups - ESL/EFL respondents in Hong Kong (44), EFL respondents from Japan (100), ESL respondents from Singapore (71), and NSs from the US (100).Two request and two apology situations were used. With regard to requests, only the Japanese EFL respondents used either a direct strategy (32%) or a conventionally indirect expression of desire (24%), which were the two most popular responses for this group. This is consistent with the behavior in Japanese, according to the researchers. The Japanese used the conventional politeness marker "please" much more frequently (34%) than the other groups and used other softeners much less frequently than the other three groups.

Izaki (2000) examined sociolinguistic differences in request behavior in French and Japanese, focusing on supportive move strategies (pre-request moves). Native speakers of Japanese and French role-played three request dialogues, and their performance was compared to that of seven French speakers learning Japanese. The author stated that there were socio-cultural differences in determining distance, power, and the degree of imposition of the request, and this results in differential politeness levels between the two languages.

Kim (1995) begins her study by giving an explanation of what constitutes a request schema and an overview of Blum-Kulka and Kasper's (1989) CCSARP. The subjects were from 2 groups: 25 native Korean speakers and 15 native speakers of American English. Results showed that although native and non-native speakers used the same level of directness, native speakers used internal modification plus routinization to further mitigate their requests. In terms of external modifications, 53% of the native speakers used preparators while neither of the Korean subject groups used preparators at all. All 3 groups used grounders as a supportive move, but unlike non-native speakers, native speakers tended to use them both before and after the head requesting act.

Rose's (2000) study reports the results of an exploratory cross-sectional study of pragmatic development among three groups of primary school students in Hong Kong

who completed a cartoon oral production task designed to elicit requests, apologies, and compliment responses in EFL or in Cantonese. The subjects were approximately 40 children at levels P-2, P-4, and P-6 respectively, half receiving the prompts in English, half in Cantonese. They were to tape record what they thought the character in the cartoon would say. In requests, there is at best only weak evidence of any situational variation. It would seem that the children had not yet developed the pragmatic competence in English to exhibit such situational variation.

2.6. Refusal of Offers and Invitations

Offers and invitations belong to "commissives" which is one of the categories of communicative acts in Searle's (1976) classification mentioned earlier. The speech act of refusal occurs when a speaker directly or indirectly says "no" to a request or invitation. Refusal is a face-threatening act to the listener/requestor/inviter, because it contradicts his or her expectations, and is often realized through indirect strategies. Thus, it requires a high level of pragmatic competence (Chen 1996; cited in Tanck).

As stated earlier, the most studied and examined speech act is "request" in the field of pragmatics. Research on offers and invitations are limited when compared to requests.

Beebe, Takahashi and Uliss-Weltz (1990; cited in Tanck), studying refusals produced by American English speakers and Japanese EFL learners, analyzed the refusals as a formulaic sequence, comprised – in the case of refusing an invitation – of an expression of regret, followed by an excuse, and ending with an offer of alternative. In studying these refusals, they found that Japanese speakers of English and native speakers differed in three areas: the order of the semantic formulae, the frequency of the formulae, and the content of the utterances. While the Japanese speakers appropriately produced the same semantic components as their American peers, the quality of the utterances was very different. American subjects tended to offer specific details when giving explanations, while the Japanese subjects often produced explanations that might be interpreted as vague by Americans.

Chen (1996) used semantic formulae to analyze speech act sets of refusal (refusing requests, invitations, offers and suggestions) produced by American and

Chinese speakers of English. She found that direct refusal (i.e., "No") was not a common strategy for any of the subjects, regardless of their language background. Further, she found that an expression of regret, common in American speakers' refusals, was generally not produced by the Chinese speakers, which could lead to unpleasant feelings between speakers in an American context.

Schodorowska-Pilch's (2002) study provides an analysis of naturally-occurring offers made in a travel agency in Spain. The linguistic construction and grammatical modifications of offers that encode politeness are analyzed. In addition, the author identifies various contexts in which the speaker modifies his or her offer in order to express politeness. Offers threaten both the positive and negative face of the hearer, thus, mitigation is often used to demonstrate politeness. Three classes of offers are examined. That is, direct offers, indirect offers, and other mitigation markers (grammatical mechanisms).

Félix-Brasdefer (2003) carried out a research that provides a cross-cultural analysis of preference for and use of politeness strategies when declining an invitation by native Spanish-speakers and advanced non-native speakers of Spanish whose native language is American English. The subjects were divided into three groups (10 NS of Spanish speaking Spanish [SPN-SPN], 10 Americans speaking Spanish [ENG-SPN], and 10 NS of English speaking English [ENG-ENG]). Results show that the ENG-ENG group tended to be more direct than the SPN-SPN group with the ENG-SPN group falling in the middle. This level of directness was also affected by the social constraints of the situation. Both positive and negative pragmatic transfer was found and many of the advanced learners lacked some L2 socio-cultural knowledge when declining the invitation.

Garcia (1996) explores the teaching of speech acts through inviting and declining an invitation. The author claims that instructing about frames of participation, underlying preferred politeness strategies, and linguistic strategies is essential to pragmatic development. The importance of using empirical data for instruction is discussed and pedagogical suggestions are made based on Cohen & Olshtain (1991) and DiPetro (1987). Examples of each of the five stages of pragmatic instruction are given -

Diagnostic Assessment, Model Dialogue, Evaluation of Situation, Role play Activities, and Feedback, Discussion, Conclusion.

2.7. Research on Pragmatic Development

Rose (2000) states in his study that there is a lack of developmental pragmatics research, although studies on pragmatic development in a second language were first carried out more than 15 years ago. The writer also explains that there are a lot of studies on pragmatic performance; whereas the same cannot be said of studies on interlanguage pragmatic development.

Research on pragmatic development can be carried out in two ways. Unlike performance research, studying pragmatic development requires either a longitudinal research within a given group of participants over an extended period of time, or a cross sectional study with participants at various stages of development. Ideally, ILP research should routinely incorporate both. (Rose 2000).

Schmidt (1983) observed an adult Japanese learner of English (Wes) over a period of 3 years. When Wes arrived in the United States, his English ability was minimal. At first, Wes used either formulaic requests such as "Shall we go?" or incorrect forms as "Sitting?" (intended to mean, "Shall we sit down?"). Over 3 years of observation, however, he showed increasingly elaborate requests. (Shall we maybe go out coffee now, or you want later?). It is interesting to note that despite the fact that Wes' grammatical accuracy did not improve much (he was characterized as having fossilized grammatical development), his pragmatic development did.

Ellis (1992; cited in Kasper and Schmidt 1996) observed two boys, aged 10 and 11, who had arrived in London from Portugal and Pakistan, respectively, shortly before the beginning of the study. Ellis made notes of their request strategies for two years and showed their request strategy development from direct to indirect. He reports that early patterns of request were an ellipsis type, followed by a direct strategy. After a while, conventionally indirect strategies appeared. Non-conventional indirect strategy was hardly used at all.

Though these are only a couple of longitudinal studies, they seem to provide evidence that beginning learners learned how to make requests by first using formulaic

or direct strategies both inside (the two learners in Ellis' study) and outside of the classroom (Wes in Schmidt's study). Obviously more studies are needed to understand issues related to pragmatic development in a second language.

CHAPTER 3

METHODOLOGY

3.1. Introduction

First of all, information about the participants in terms of their ages, schools, educations, backgrounds, numbers etc. will be given in this chapter. Secondly, in the materials section, the instrument that was used to carry out this study will be presented. In the third section, piloting and data collection procedure will be explained. Finally, the way how the data were analyzed will be mentioned.

3.2. Subjects

69 subjects participated in this study. They were all native speakers of Turkish who learn English in an EFL environment. The subjects consisted of three groups all of whose ages and education levels were different.

The subjects in the first group were 23 prep class students who were randomly selected out of 29. This group had studied English in the fourth and fifth grades in the primary school. Furthermore, they had been studying it in a very intensive curriculum, which involves 24 hours of English lessons in a week, at the time they were given the test. Twelve of the students were female and eleven of them were male. The approximate average age in the group was 15.

The subjects in the second group were 23 tenth grade students (i.e., second year of super high school education after prep class) who were in a foreign language classroom. They had been learning English for about 5 years. Their aim was to prepare for the YDS exam to enter a university. They were exposed to 14 hours of English in a week. Twenty-two of the students were female and only one of them was male. The approximate average age in the group was 17.

The subjects in the third group were 23 first year students of an ELT Teacher Education Department. These twenty-three students were randomly selected out of thirty. The approximate average age in the group was 19. Twenty-one of the students

were female while two of them were male. They had been learning English for nearly 7 years.

The subjects had to be proficient enough to be capable of understanding each situation in order to carry out this study. It would be misleading to name the proficiency level of the students as elementary, intermediate or advanced. However, their ages and education background or maybe the schools they were attending might be a clue for their proficiency standards.

3.3. Materials:
3.3.1. Multiple Choice Discourse Completion Test

The data for this study was collected through a multiple choice discourse completion test (DCT). In this kind of DCT, participants were going to read the written situation descriptions and then select what they think would be the best to say next in the situation from a list of options. This was the best instrument for this study as it can be easily administered to a large number of participants simultaneously. A written DCT where the students read the written situations and then write what they would say in that context was not preferred. Since in this study, the focus was not on production but comprehension and use. An oral DCT, where the participants listen to a situation and then speak aloud what they would say next, was also not chosen as an instrument to carry out this project for the same reason stated. Besides, it would be very time-consuming to conduct the study. DCTs have been used as the basis of many speech act studies, including Olshtain and Weinbach's (1987) study of complaints, and Beebe, Takahashi and Uliss-Weltz' (1990) study of refusals. The aim of the DCT was to provide an opportunity for the participants to demonstrate their pragmatic proficiency in a range of contexts.

The questionnaire consisted of twenty scenarios followed by five multiple choice answers. Ten of the situations were constructed to specify requests, five to reject offers and five to reject invitations all of which were presented in different contexts. The situations and the options in each situation were randomized lest the respondents could not notice the real purpose of the study. The instruction and the situations were

not translated into participants' native language, as it was assumed that the students had the proficiency to understand them in the target language.

For each scenario, the respondents were supposed to choose the item which they believed they would say in the context given. Five options were given for each situation and only one of them was indirect. The others were direct but there was no exact pattern. By giving the options it became easier for the participants to complete the task when they just choose the best one, instead of producing a probable indirect answer. To avoid biasing the subjects' responses, the word 'request' was not mentioned throughout the request situations in the questionnaire. These three speech acts were chosen as they were the most common ones which the students would probably see or learn in their textbooks during their learning period of a second language. The questionnaire aimed to investigate whether the students were able to choose the most appropriate response for each situation.

The situations were controlled for three major situational variables: the relative power (P) of speakers and hearers, the social distance (SD) of speakers and hearers, and the absolute size of imposition (SI) suggested by Brown & Levinson's (1987) face threatening view of politeness. The interlocutors in the situations were all friends; therefore they were socially close to each other. Likewise, the interlocutors had no power on each other. Therefore, two of these social variables did not have any influence on the participants' choices. The only factor that would affect the participants' responses was size of imposition. In all of the situations, the degree of imposition was high, which was expected to lead them to choose non-conventional indirect answers.

The table below presents the situations according to "social distance", "power" and "size of imposition".

SITUATIONS	Social Distance	Power	Size of Imposition
1) Window	-SD	=P	+SI
2) Cigarette	-SD	=P	+SI
3) Wedding Ceremony	-SD	=P	+SI
4) Coffee	-SD	=P	+SI

5) Electricity Bill	-SD	=P	+SI
6) Movie	-SD	=P	+SI
7) Swimming	-SD	=P	+SI
8) Interview	-SD	=P	+SI
9) History Notes	-SD	=P	+SI
10) Dinner	-SD	=P	+SI
11) Money	-SD	=P	+SI
12) Joystick	-SD	=P	+SI
13) Mobile Phone	-SD	=P	+SI
14) Party	-SD	=P	+SI
15) Free Trip	-SD	=P	+SI
16) Study Help	-SD	=P	+SI
17) Lift	-SD	=P	+SI
18) Extension	-SD	=P	+SI
19) Motorbike	-SD	=P	+SI
20) Opera Concert	-SD	=P	+SI

Table 3.1. DCT situations in relation to social factors that affect indirectness

In the table above SD refers to "social distance" and –SD means the interlocutors in the situations are not socially distant. P refers to "power" and =P means that they were equal in terms of power. SI refers to "size of imposition" and +SI means imposition in each situation is high.

3.4. Procedures

3.4.1. Data Collection

The questionnaire was carried out during the students' usual class hour and their teachers were formerly informed that the subjects were going to have a test. Before the participants started answering the situations in the questionnaire, they were given a brief instruction. The respondents were told that they were going to read twenty situations and then circle the option that they believed they would use in that context. It was also added that they had twenty minutes to accomplish the questionnaire.

The subjects were not asked to write their names as that might cause a doubt for being assessed as in written examinations. They were just asked to indicate their gender and ages on the DCT. This might make the students feel comfortable and give their answers accordingly. The data collection was carried out in respondents' mother tongue to ensure adequate comprehension of the situations and answers.

No problems were encountered during the data collection procedure.

3.4.2. Piloting:

The questionnaire was piloted with 30 second year students in an ELT Teacher Education Department and no significant problems were encountered during the piloting procedure. They completed the test within approximately twenty minutes.

In order to confirm that each situation in the questionnaire was proper, the situations and the items were discussed with a number of native speakers. They approved that the situations were convenient and likely to occur in daily lives of the respondents.

After a few minor modifications were made in the situations according to the responses of the participants included in the piloting procedure and the feedback from the native speakers, the final version of the questionnaire was ready to put into practice.

3.5. Data Analyses

In order to analyze the results of the multiple choice questionnaire, the frequencies and the percentages were calculated. The collected data were analyzed in terms of directness level. The categorization made by Blum-Kulka et al. (1989) was taken as a basis for the evaluation. Within the items, direct, conventionally indirect and non-conventionally indirect options exist. There were twenty situations in the questionnaire and the overall score was 20 for the participants to achieve. The non-conventional indirect answers were accepted as true and 1 point is given for each correct answer.

CHAPTER 4

RESULTS

4.1. Introduction

This study aims to investigate the pragmatic development in the acquisition of indirectness in a second language. In this chapter, results are briefly presented. As it was mentioned in the previous chapter the data were gathered through a DCT. The tables showed the frequencies and the percentages of the answers for each situation. These percentages are given both separately for each group and the total proportions are also indicated.

4.2. The Results of the DCT

This multiple choice questionnaire test consisted of twenty different scenarios, ten of which were formed to determine whether the participants will choose non-conventional indirect patterns for request situations (1, 2, 5, 8, 9, 11, 13, 16, 18 and 19). Similarly, in the other ten situations, non-conventional indirect answers were expected from the students. In these remaining situations, participants dealt with five offer (4, 6, 12, 15 and 17) and five invitation (3, 7, 10, 14 and 20) situations.

As indicated in the previous chapter, interlocutors have no power over each other in the given situations. Besides, they were not socially distant. However, the size of imposition was high. Therefore, the students were expected to give non-conventional indirect answers to all situations. Average scores for each group are presented in separate tables below.

Situation 1: *You are sitting in a restaurant and the window behind you is open. Although it is not very cold, you are worried about getting cold from the breeze. You decide to ask your friend, who is sweating, to close it.*
Which of the following would you say?
a) I am a little anxious about getting cold from the breeze.
b) Could you possibly close the window, please?

c) Would you mind dosing the window, please?

d) I would appreciate it if you could close the window, please.

e) Close the window.

Table 4.1. The frequencies and percentages of situation 1

	SITUATION 1						
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Indirect Answer	0	0,0	1	4,35	1	4,35	2,90
Could you…?	11	47,80	5	21,75	2	8,70	26,10
Would you mind…?	5	21,75	15	65,20	19	82,60	56,50
I would appreciate it if you…	4	17,40	2	8,70	1	4,35	10,15
Imperative	3	13,05	0	0,0	0	0,0	4,35
TOTAL	23	100	23	100	23	100	100
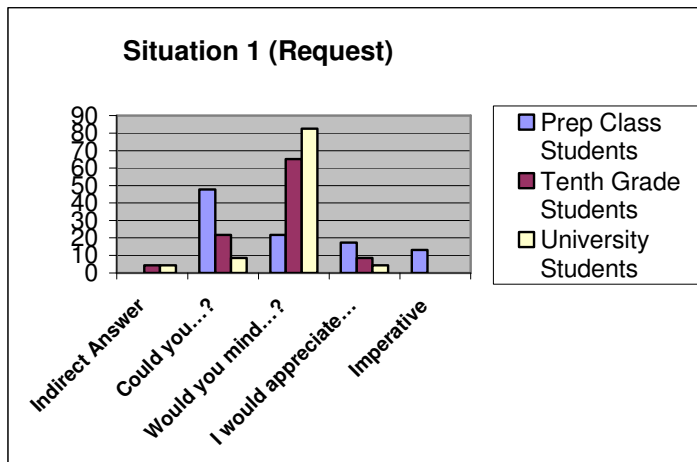
Figure 4.1. The distribution of participants' answers in Situation 1

In the first scenario, results showed that of all the students participated in the study, almost nobody preferred non-conventionally indirect answers for the request

situation. Among the sixty-nine participants only two of them chose NCI structure for this scenario, the other sixty-seven preferred other choices. There was no student to opt for the indirect answer among the prep class students.

Table 4.1. and Figure 4.1. show that there is no significant difference between the two subject groups in not selecting the indirect answer for the given situation. Nearly half of the prep class students tended to choose 'Could you?' structure with a proportion of 47,80%; whereas most of the students who are studying at high school and university preferred 'Would you mind?' to make a request. According to the results of the data shown in Table 4.1. and Figure 4.1. there does not seem to be a development for Situation 1.

Situation 2: *You are trying to give up smoking. One of your friends lights up a cigarette and you are very disturbed.*

Which of the following would you say?

a) Stop smoking.

b) Could you possibly not smoke in here, please?

c) Would you mind not smoking in here, please?

d) I would appreciate it if you didn't smoke in here.

e) It disturbs me when someone smokes near me as I am trying to give up smoking.

Table 4.2. The frequencies and percentages of situation 2

SITUATION 2						
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Imperative	4	17,40	0	0,0	0	0,0	5,80
Could you…?	2	8,70	3	13,05	6	26,05	15,95
Would you mind…?	3	13,05	2	8,70	5	21,75	14,50
I would appreciate it if you…	4	17,40	5	21,75	4	17,40	18,85
Indirect Answer	10	43,45	13	56,50	8	34,80	44,90
TOTAL	23	100	23	100	23	100	100
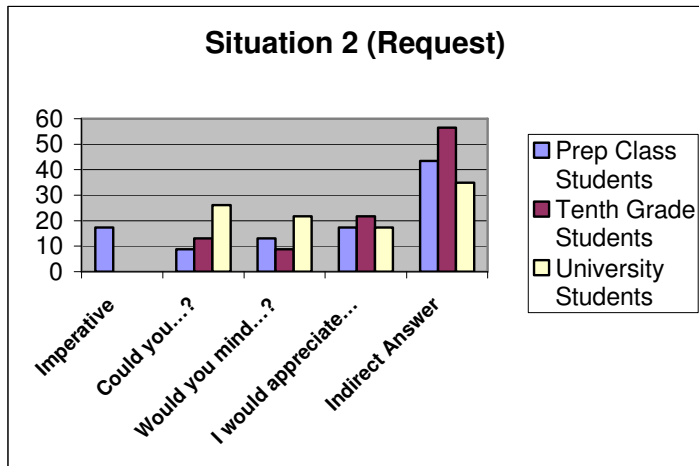
Figure 4.2. The distribution of participants' answers in Situation 2

Table 4.2. and Figure 4.2. show that for the second scenario, among these three groups that were given the test, the target indirect answer was much more preferred by the tenth grade students. 44,90% of the students chose the indirect response in total. Another point that may seem interesting is that neither the students in the tenth grade nor university students chose imperative structure to request from a friend not to smoke; nevertheless, 17,40% of the prep class students preferred a very direct request. There seems to be not much difference between the other conventionally indirect answers in terms of frequencies. There appears to be no development between the subject groups according to the results shown above.

Situation 3: *Your friend's elder sister is getting married. Your friend invites you to the wedding ceremony on Sunday. However, you don't want to go, as you hate wedding ceremonies.*

Which of the following would you say?

a) I cannot come.

b) I don't want to come.

c) It is impossible for me to come.

d) I will be out of the city that Sunday.

e) I won't come.

Table 4.3. The frequencies and percentages of situation 3

	SITUATION 3						
Rejecting an invitation	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I cannot …	8	34,80	1	4,35	1	4,35	14,50
I don't want to…	4	17,40	0	0,0	1	4,35	7,25
It is impossible for me…	3	13,05	5	21,75	4	17,40	17,40
Indirect Answer	6	26,05	17	73,90	17	73,90	57,95
I won't…	2	8,70	0	0,0	0	0,0	2,90
TOTAL	23	100	23	100	23	100	100
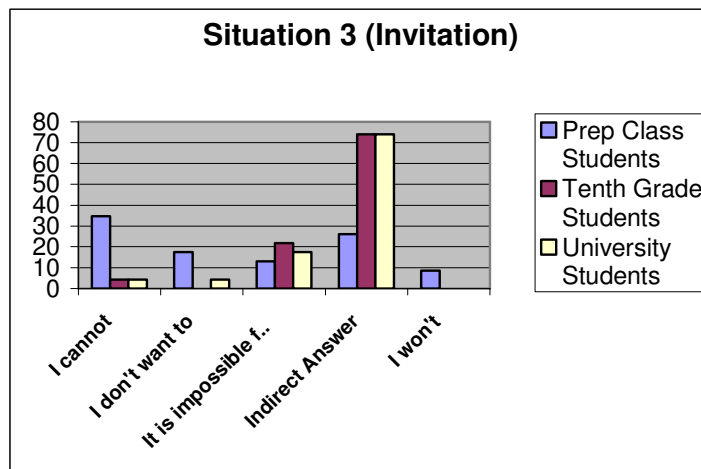
Figure 4.3. The distribution of participants' answers in Situation 3

It is evident from the Table 4.3. and Figure 4.3. that there is no difference between the tenth grade high school students and university students in terms of using the non-conventionally indirect structure to refuse the invitation. They almost chose the same structures for this scenario. However, there is a very clear difference between the prep class students and the other two groups, as it can be seen from the results that only 26,05% of the prep class students chose the NCI answer.

The results provided in Table 4.3. and Figure 4.3. show that there is a development in the acquisition of indirectness between the prep class and the tenth grade students.

Situation 4: *You are taking a break in the canteen. A friend comes by and gets himself a cup of coffee. He offers you a cup, too, but you cannot drink coffee now because you have an upset stomach.*

Which of the following would you say?

a) No, thanks.

b) I will have to say 'no' to your offer.

c) I don't want any coffee now.

d) No, I can't drink coffee now.

e) I like coffee but I feel a bit unwell at the moment, thanks.

Table 4.4. The frequencies and percentages of situation 4

SITUATION 4							
Rejecting an Offer	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
No, thanks	6	26,10	2	8,70	1	4,35	13,05
I will have to say 'no'…	0	0,0	0	0,0	0	0,0	0,0
I don't want…	3	13,05	0	0,0	0	0,0	4,35
No, I can't…	1	4,35	1	4,35	0	0,0	2,90
Indirect Answer	13	56,50	20	86,95	22	95,65	79,90
TOTAL	23	100	23	100	23	100	100
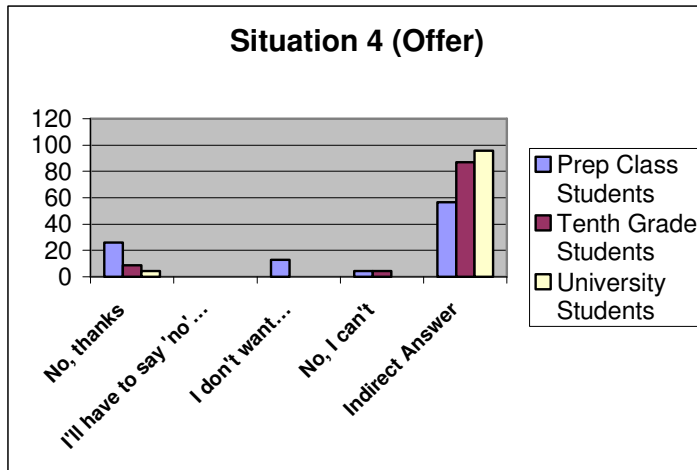
Figure 4.4. The distribution of participants' answers in Situation 4

In this situation, an obvious augmentation can be seen within the three groups as the age variable grows. Although the frequencies of the tenth grade high school students and the university students may seem a bit closer, the difference can be understood better when the percentages are examined. The data presented in Table 4.4 and Figure 4.4 reveal that the percentage of choosing the indirect answer is quite high for Situation 4 in total, which is 79,90%. None of the students tended to choose the option 'I will have to say 'no''. With reference to the data presented in Table 4.4. and Figure 4.4., there appears to be a development between the participant groups in rejecting the offer in Situation 4.

Situation 5: *You realize that you have an electricity bill which you haven't paid. If you don't pay it today, your electricity will be cut off. You are so busy today and you decide to ask one of your friends to pay it for you.*

Which of the following would you say?

a) I would appreciate it if you could pay the electricity bill for me.

b) Pay the electricity bill for me.

c) My electricity will be cut off and I am too busy today to go and pay for it.

d) Would you mind paying the electricity bill for me, please?

e) Could you possibly pay the electricity bill for me, please?

Table 4.5. The frequencies and percentages of situation 5

SITUATION 5							
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I would appreciate it if …	0	0,0	0	0,0	4	17,40	5,80
Imperative	0	0,0	0	0,0	0	0,0	0,0
Indirect Answer	10	43,50	3	13,05	2	8,70	21,75
Would you mind…?	4	17,40	4	17,40	7	30,40	21,75
Could you…?	9	39,10	16	69,55	10	43,50	50,70
TOTAL	23	100	23	100	23	100	100
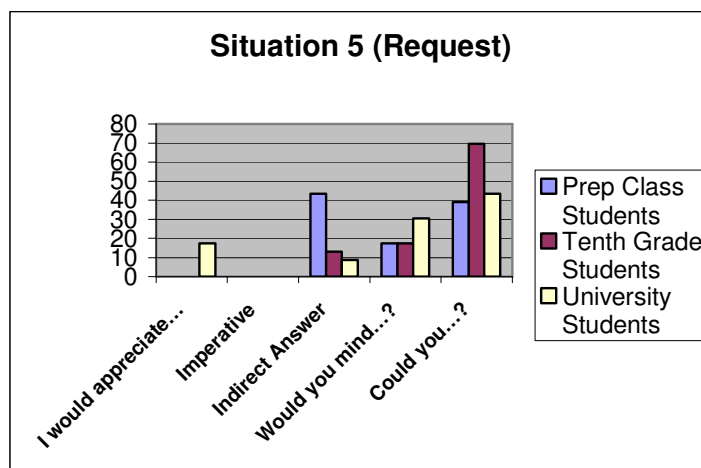
Figure 4.5. The distribution of participants' answers in Situation 5

Table 4.5. and Figure 4.5. show that there is a considerable difference between prep class students and the other two groups in terms of using the non-conventionally indirect structure for this situation. In order to request from a friend to pay the electricity bill, more than half of the students who participated in this study chose 'Could you…?' structure. Imperative is not preferred by any students. Besides, according to the results only 21,75% of the participants preferred the non-conventionally indirect structure for this request situation. It is interesting that 43,50% of the prep class students had chosen NCI response for Situation 5, whereas the other

two groups did not prefer that type of strategy much. Therefore, it is clear that there is no pragmatic development in this situation. It can be said that there is an opposite pragmatic development.

Situation 6: *You decide to go to the cinema with your friend. Your friend insists on seeing a movie full of unnecessary violence but you don't like such films very much. However, you don't want to hurt your friend's feelings.*
Which of the following would you say?
a) I don't like watching violence.
b) No, I don't want to watch this movie.
c) No, I would prefer watching another movie tonight.
d) I will have to say 'no' to your offer.
e) I don't think we will enjoy it.

Table 4.6. The frequencies and percentages of situation 6

SITUATION 6							
Rejecting an Offer	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I don't like…	0	0,0	0	0,0	0	0,0	0,0
No, I don't want to…	3	13,05	0	0,0	0	0,0	4,35
No, I would prefer…	11	47,80	13	56,50	8	34,80	46,375
I will have to say 'no'…	1	4,35	1	4,35	0	0,0	2,90
Indirect Answer	8	34,80	9	39,15	15	65,20	46,375
TOTAL	23	100	23	100	23	100	100
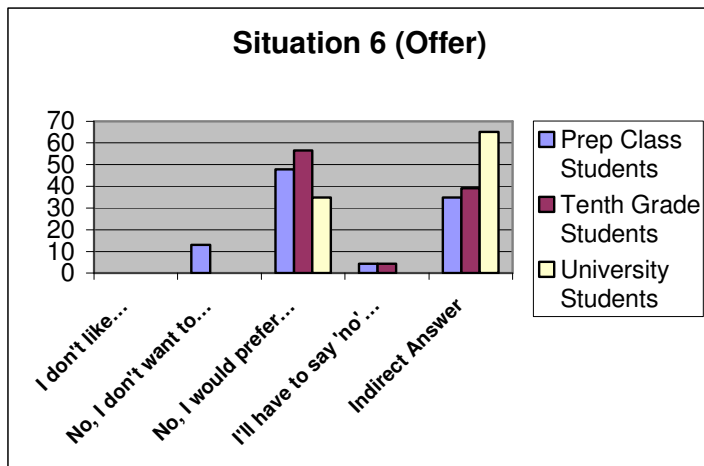
Figure 4.6. The distribution of participants' answers in Situation 6

Table 4.6. and Figure 4.6. show that the total number of 'would prefer' structure and the indirect answer are the same. However, the NCI answer is mostly preferred by the first year university students with a percentage of 65,20%. There is a slight difference between prep class students (34,80%) and the tenth grade high school students (39,15%). Totally, 46,375% of the students who participated in the present study had a tendency to choose the NCI pattern to reject the offer in Situation 6. The frequencies and the percentages shown in Table 4.6. and Figure 4.6. indicate that there is a pragmatic development between the subject groups in rejecting the offer.

Situation 7: *Your good friend has a summer house with a big swimming pool. He/She invites you and some other friends of yours to the summer house for the next day. However, you don't want to join them, because you can't swim and you think this is embarrassing.*

Which of the following would you say?

a) I don't want to come.

b) I would prefer watching TV at home.

c) ***Thanks, but I have hurt my foot.***

d) I cannot come.

e) I won't come.

Table 4.7. The frequencies and percentages of situation 7

	SITUATION 7						
Rejecting an Invitation	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I don't want to…	3	13,05	1	4,35	2	8,70	8,70
I would prefer…	5	21,75	2	8,70	2	8,70	13,05
Indirect Answer	7	30,40	16	69,55	17	73,90	57,95
I cannot…	4	17,40	3	13,05	2	8,70	13,05
I won't…	4	17,40	1	4,35	0	0,0	7,25
TOTAL	23	100	23	100	23	100	100
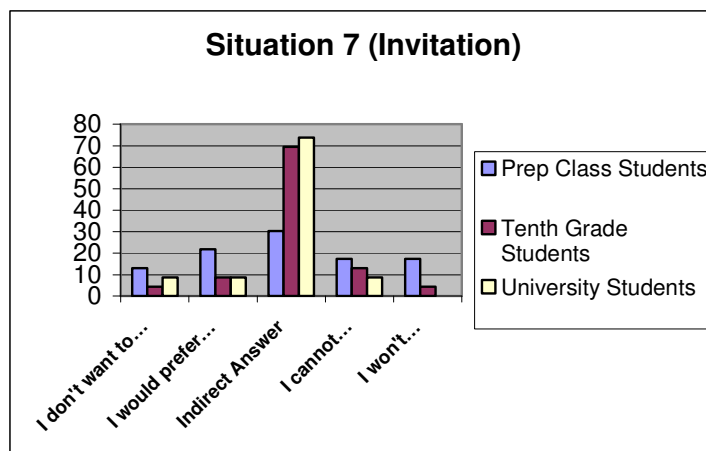
Figure 4.7. The distribution of participants' answers in Situation 7

As shown in Table 4.7. and Figure 4.7., it is very clear that most of the students chose the NCI response to refuse the invitation situation. The percentages and frequencies of other options seem close to each other. However, when the groups are investigated separately, it is not hard to see the difference between prep class students and the other two groups in terms of choosing the NCI answer. According to the results of Situation 7, there seems to exist a development between the subject groups.

Situation 8: *You are preparing an important project for a lesson, and need to interview a student. You decide to interview your friend. You know the interview will take at least*

two hours, and that your friend is very busy right now. Still, you decide to ask him.

Which of the following would you say?

a) Would you mind if I interviewed you, please?

b) I would appreciate it if I could interview you.

c) Have an interview with me.

d) Could you possibly have an interview with me, please?

e) I really need to interview you for this very important project of mine.

Table 4.8. The frequencies and percentages of situation 8

SITUATION 8						
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Would you mind…?	0	0,0	3	13,05	4	17,40	10,15
I would appreciate it if…	0	0,0	1	4,35	2	8,70	4,35
Imperative	1	4,35	0	0,0	0	0,0	1,45
Could you…?	10	43,50	11	47,80	10	43,50	44,90
Indirect Answer	12	52,15	8	34,80	7	30,40	39,15
TOTAL	23	100	23	100	23	100	100
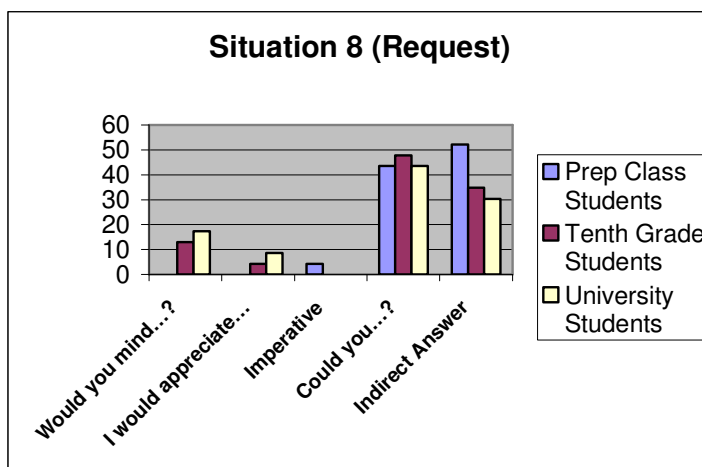
Figure 4.8. The distribution of participants' answers in Situation 8

Table 4.8. and Figure 4.8. show that the most preferred strategy for this request scenario is 'Could you…?' structure, which is a CI type of strategy, with 44,90% in total. The non-conventionally indirect option follows it with a proportion of 39,15%. As in most of the request situations, again prep class students' frequency of giving NCI answer is much more than the other two groups. The participants did not tend to choose the imperative option to make a request, as the percentage of this answer is only 1,45% in total. There is no pragmatic development between the three participant groups in this request situation.

Situation 9: *Because of flu, you were absent last Friday and missed the history class. So you decide to borrow one of your classmate's notes to catch up with the rest of the class.*

Which of the following would you say?

a) I would appreciate it if you could lend me your history notes.

b) As I was absent last Friday, I missed the history class and I need your notes.

c) Could you possibly lend your history notes to me, please?

d) Lend your history notes to me.

e) Would you mind lending me your history notes, please?

Table 4.9 The frequencies and percentages of situation 9

SITUATION 9							
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I would appreciate it if…	2	8,70	2	8,70	1	4,35	7,25
Indirect Answer	14	60,85	6	26,05	9	39,10	42,00
Could you…?	5	21,75	10	43,50	8	34,80	33,35
Imperative	1	4,35	0	0,0	0	0,0	1,45
Would you mind…?	1	4,35	5	21,75	5	21,75	15,95
TOTAL	23	100	23	100	23	100	100
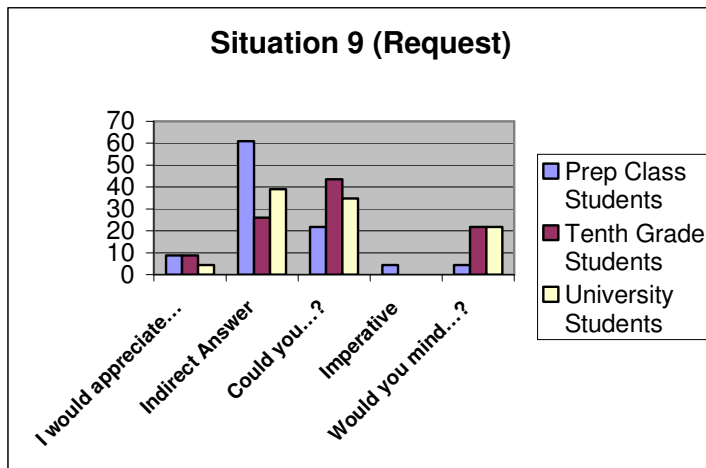
Figure 4.9. The distribution of participants' answers in Situation 9

The scores for this request situation showed different results between the three subject groups. More than half of the prep class students preferred non-conventionally indirect answer with 60,85%. On the other hand, 42,00% of the first year university students chose this option. The tenth grade high school students were the least to opt for this NCI structure with 26,05%. The number of the students who preferred the NCI response for Situation 9 is 29, which is equivalent to 42,00% in total. Still, there does not seem to be a pragmatic development between the subject groups in the ninth situation.

Situation 10: *You can't stand your good friend's family. One day your friend invites you over for dinner on Sunday night.*
Which of the following would you say?
a) I don't want to come.
b) I cannot come.
c) I won't come.
d) No, I cannot have a dinner with your parents.
e) Thanks, but I have an appointment that night

Table 4.10. The frequencies and percentages of situation 10

SITUATION 10							
Rejecting an Invitation	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I don't want to…	0	0,0	0	0,0	0	0,0	0,0
I cannot…	5	21,75	3	13,05	2	8,70	14,50
I won't…	0	0,0	0	0,0	0	0,0	0,0
No, I cannot…	5	21,75	0	0,0	0	0,0	7,25
Indirect Answer	13	56,50	20	86,95	21	91,30	78,25
TOTAL	23	100	23	100	23	100	100
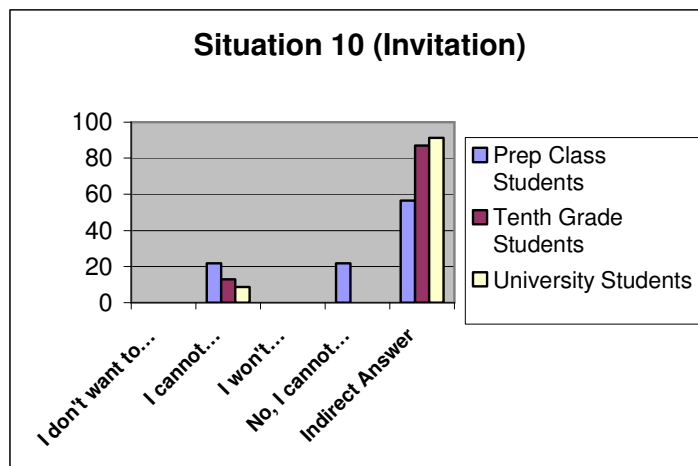
Figure 4.10. The distribution of participants' answers in Situation 10

Table 4.10. and Figure 4.10 summarize the obvious inclination in using NCI answer for refusing the dinner invitation. 78,25% of the responses was NCI type and there is a great similarity between tenth grade high school and the first year university students' choices. 20 students chose the NCI answer from the second group; similarly, 21 participants from the third group did so. Other options were quite impolite in this invitation scenario. 10 out of 23 prep class students chose those options whose structures contain 'cannot'. The options which contain 'I don't want to' and 'I won't' were not preferred by any students. According to the results, there appears to be a development here.

Situation 11: *You want to buy a new car but to do so; you need to borrow 10 thousand YTL. You decide to borrow some money from your friend.*

Which of the following would you say?

a) Lend me some money!

b) Would you mind lending me some money, please?

c) I have decided to buy a new car but I need an extra 10 thousand YTL.

d) I would appreciate it if you could lend me some money.

e) Could you possibly lend me some money, please?

Table 4.11. The frequencies and percentages of situation 11

	SITUATION 11						
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Imperative	1	4,35	0	0,0	2	8,70	4,35
Would you mind…?	2	8,70	3	13,05	3	13,05	11,60
Indirect Answer	16	69,55	5	21,75	7	30,40	40,55
I would appreciate it if…	0	0,0	2	8,70	1	4,35	4,35
Could you…?	4	17,40	13	56,50	10	43,50	39,15
TOTAL	23	100	23	100	23	100	100
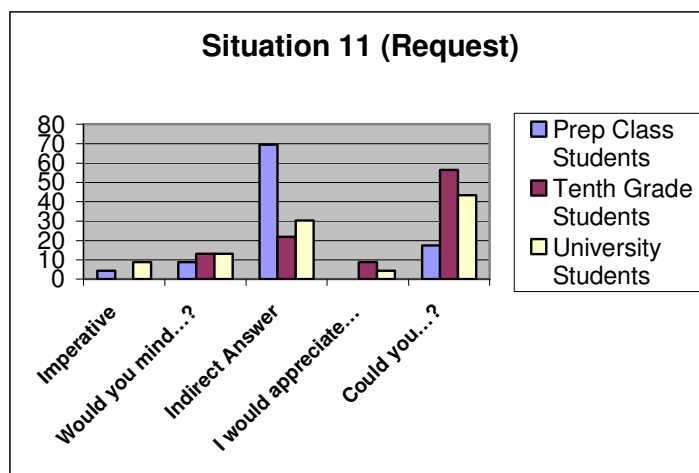
Figure 4.11. The distribution of participants' answers in Situation 11

Although the size of imposition in this scenario was obviously huge, the expected frequency of giving non-conventionally indirect answer was pretty low especially among the tenth grade high school and the first year university students. 'Could you…?' structure is mostly preferred by these two groups. Almost nobody chose imperative to request 10 thousand YTL; however, the use of NCI structure is not demanding either. The total percentage of preferring this option is just 40,55%. The data shown in Table 4.11. and Figure 4.11. provide evidence that there is no pragmatic development in this situation.

Situation 12: *You are playing computer games with one of your friends in your house. He/She breaks the joystick. He/She becomes very sad and offers to pay you for it. You don't want your friend to feel sorry about the situation.*
Which of the following would you say?
a) I don't want you to pay for it.
b) No, you cannot pay for it.
c) No, I will not let you pay for it.
d) I will have to say 'no' to your offer.
e) You don't need to feel sorry; I have got another one.

Table 4.12. The frequencies and percentages of situation 12

SITUATION 12							
Rejecting an Offer	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I don't want…	2	8,70	0	0,0	0	0,0	2,90
No, you cannot…	0	0,0	0	0,0	0	0,0	0,0
No, I will not let you…	0	0,0	1	4,35	1	4,35	2,90
I will have to say 'no'…	0	0,0	0	0,0	1	4,35	1,45
Indirect Answer	21	91,30	22	95,65	21	91,30	92,75
TOTAL	23	100	23	100	23	100	100
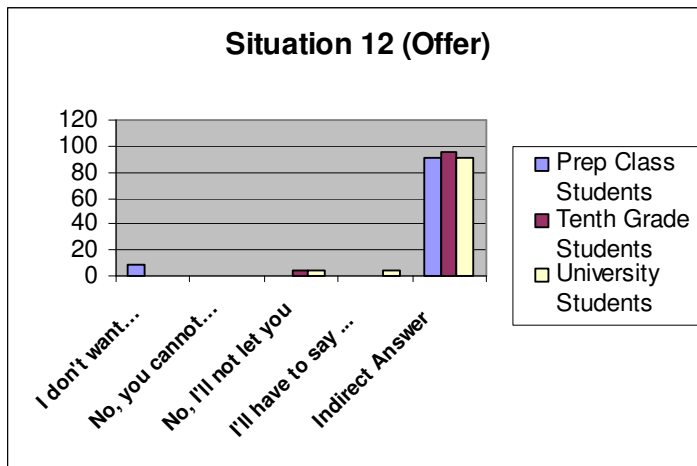
Figure 4.12. The distribution of participants' answers in Situation 12

5 out of 69 answers were just not non-conventionally indirect. Therefore, in terms of giving NCI answers, there was virtually no difference between the three groups that participated in this study. When the students want to refuse an offer of paying for the broken joystick for this scenario, the average 92,75% shows that they had the tendency to use NCI structure. 'No, you cannot' structure was not preferred by any students in this situation. According to the results of Situation 12, all the subject groups already seem to be well-developed.

Situation 13: *Your mobile phone has a dead battery and you have to talk with your father, who has got a different operator from yours, immediately. You see a friend and want his/her mobile phone.*

Which of the following would you say?

a) Lend me your mobile phone.

b) I would appreciate it if you lend me your mobile phone.

c) Could you possibly lend me your mobile phone, please?

d) Would you mind lending me your mobile phone, please?

e) I really need to call my father immediately but my mobile phone has a dead battery.

Table 4.13. The frequencies and percentages of situation 13

SITUATION 13							
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Imperative	1	4,35	0	0,0	0	0,0	1,45
I would appreciate it if …	0	0,0	0	0,0	1	4,35	1,45
Could you…?	3	13,05	9	39,10	9	39,10	30,45
Would you mind…?	3	13,05	4	17,40	5	21,75	17,40
Indirect Answer	16	69,55	10	43,50	8	34,80	49,25
TOTAL	23	100	23	100	23	100	100
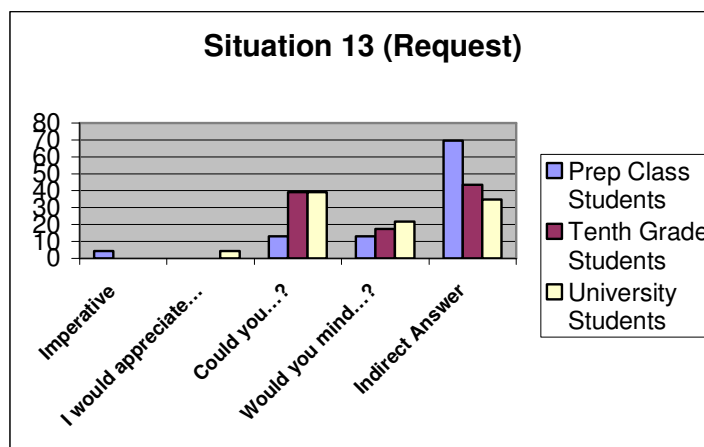
Figure 4.13. The distribution of participants' answers in Situation 13

Table 4.13. and Figure 4.13. show that of all the students who participated in this study, nearly half of them preferred to give non-conventionally indirect answer for this request situation. The mean percentage was 49,25%. Imperative and 'I would appreciate it if …' structures were chosen by just one student each. The option which contains 'Could you…?' structure has the average percentage of 30,45% and seems to be the most selected option after the NCI answer. 'Would you mind…?' has the average percentage of 17,40%, which is not negligible. The results show that there appears to be an opposite development between the subject groups.

Situation 14: *You are walking along the school corridor. A friend of yours invites you to come to a party at his house the following Sunday. You cannot go to the party because you have three important exams next Monday.*

Which of the following would you say?

a) I cannot come to your party.

b) Thank you, but I have three important exams on Monday.

c) I don't want to come to your party.

d) It is impossible for me to come.

e) I won't come to your party.

Table 4.14. The frequencies and percentages of situation 14

	SITUATION 14						
Rejecting an Invitation	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I cannot …	0	0,0	0	0,0	0	0,0	0,0
Indirect Answer	21	91,30	22	95,65	22	95,65	94,20
I don't want…	0	0,0	0	0,0	0	0,0	0,0
It is impossible for me…	1	4,35	1	4,35	1	4,35	4,35
I won't…	1	4,35	0	0,0	0	0,0	1,45
TOTAL	23	100	23	100	23	100	100
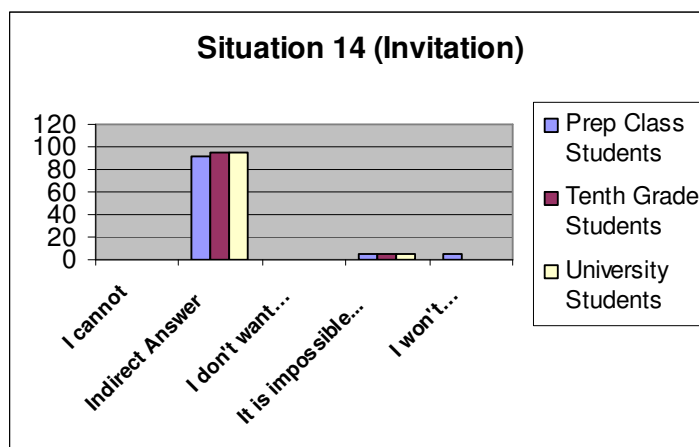
Figure 4.14. The distribution of participants' answers in Situation 14

It is evident from Table 4.14. and Figure 4.14. that there is no significant difference between the three subject groups. Furthermore the frequencies and the percentages of the tenth grade high school students and the first year university students are the same. As in the previously investigated invitation situations, the percentage of preferring the NCI answer is quite high for this scenario, as well. 94,20% of the students chose the NCI response. It is clear from the Table 4.14 that 'I cannot…' and 'I don't want…' structures which are rather impolite were preferred by none of the students in all groups. All the groups already seem to be well-developed according to the results.

Situation 15*: It is Friday night. A friend who is working at a travel agency offers you a free trip to İzmir for the weekend. You cannot go, because you have to hand in your project by Monday morning and you haven't done anything yet.*
Which of the following would you say?
a) I'd love to but I have a project to finish this weekend.
b) No, thanks.
c) I will have to say 'no' to your offer.
d) No, I cannot go to İzmir this weekend.
e) I won't accept your offer.

Table 4.15. The frequencies and percentages of situation 15

SITUATION 15						
Rejecting an Offer	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Indirect Answer	19	82,60	23	100	23	100	94,20
No, thanks	0	0,0	0	0,0	0	0,0	0,0
I will have to say 'no'…	0	0,0	0	0,0	0	0,0	0,0
No, I cannot…	4	17,40	0	0,0	0	0,0	5,80
I won't…	0	0,0	0	0,0	0	0,0	0,0
TOTAL	23	100	23	100	23	100	100
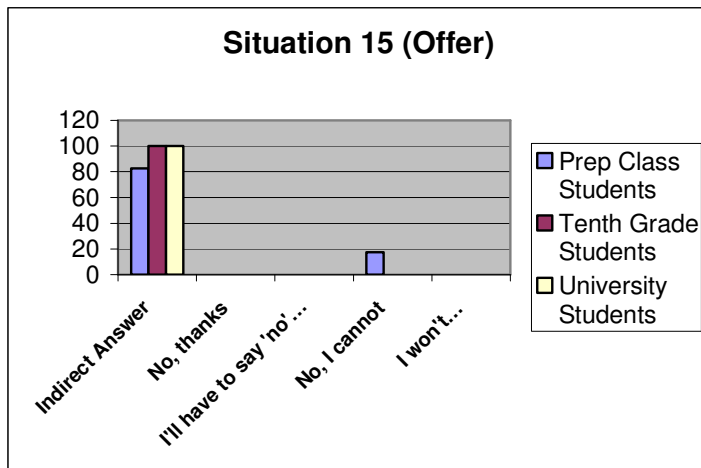
Figure 4.15. The distribution of participants' answers in Situation 15

Table 4.15.and Figure 4.15. show that all the tenth grade high school and the first year university students chose the NCI answer to reject a free trip offer. On the other hand, 82,60% of the prep class students preferred to choose this option. Another option that is preferred by them is a very direct refusal structure which is formed by using "No, I cannot". The mean percentage of preferring this option is 17,40% among the prep class students. The frequencies and the percentages given in Table 4.15. and Figure 4.15. provide evidence that there is a pragmatic development between the three participant groups.

Situation 16: *You have an important Maths exam tomorrow. One of your friends is very good at Maths but he/she also has an important exam. Still, you decide to ask him/her to help you.*

Which of the following would you say?

a) Could you possibly help me to prepare for my Maths exam, please?

b) Help me to prepare for my Maths exam.

c) Would you mind helping me to prepare for my Maths exam, please?

d) I really need to get some help to prepare for my Maths exam.

e) I would appreciate it if you could help me to prepare for my Maths exam.

Table 4.16. The frequencies and percentages of situation 16

SITUATION 16						
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Could you…?	6	26,05	13	56,50	8	34,80	39,15
Imperative	2	8,70	0	0,0	0	0,0	2,90
Would you mind…?	5	21,75	5	21,75	7	30,40	24,60
Indirect Answer	10	43,50	1	4,35	4	17,40	21,75
I would appreciate it if…	0	0,0	4	17,40	4	17,40	11,60
TOTAL	23	100	23	100	23	100	100
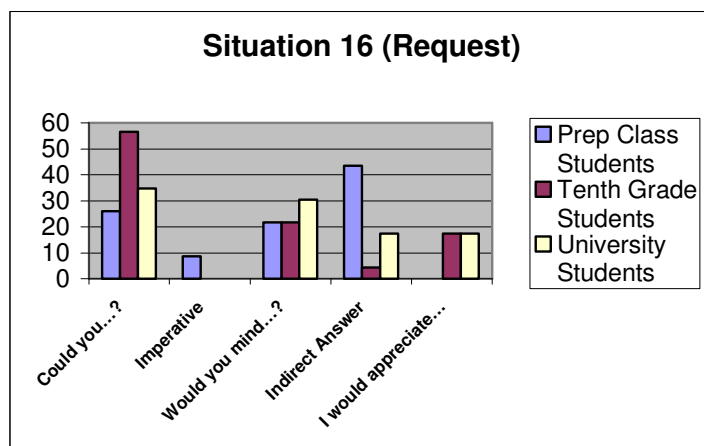
Figure 4.16. The distribution of participants' answers in Situation 16

When the frequencies of Table 4.16. and the percentages of Figure 4.16. are examined, the obvious variety in results can be seen clearly especially for the non-conventionally indirect answer. Although 10 students in prep class out of 23 preferred to use a non-conventionally indirect way to request from a friend, just 1 student opt for this option. 17,40% of first year university students chose the NCI answer that can be considered pretty low when compared to the prep class students. The most preferred structure is 'Could you…?' with 39,15%. According to the results of Situation 16, there appears to exist no development here.

Situation 17: *You are waiting at the bus stop. A friend driving in his car notices you and offers you a lift. You don't want to get in the car because you don't like him much. Which of the following would you say?*

a) No, I cannot come with you.

b) I will have to say 'no' to your offer.

c) Thanks, but I have to wait for one of my friends here.

d) No, thanks.

e) I don't want to come with you.

Table 4.17. The frequencies and percentages of situation 17

SITUATION 17							
Rejecting an Offer	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
No, I cannot…	0	0,0	0	0,0	0	0,0	0,0
I will have to say 'no'…	0	0,0	0	0,0	0	0,0	0,0
Indirect Answer	20	86,95	16	69,55	19	82,60	79,70
No, thanks	2	8,70	7	30,45	4	17,40	18,85
I don't want…	1	4,35	0	0,0	0	0,0	1,45
TOTAL	23	100	23	100	23	100	100

Figure 4.17. The distribution of participants' answers in Situation 17

Table 4.17. shows that the option which has the non-conventionally indirect answer is the most preferred one within all the three groups with 79,70%. Although it is quite impolite, another response that was widely marked is 'No, thanks' whose percentage is 18,85% in total. 'No, I cannot' and 'I have to say 'no'…' structures were not chosen by any students participated in the study. As in most of the request situations the highest percentage of preferring NCI answer belongs to the prep class students. Although the frequencies and percentages of choosing NCI option is quite high in this situation, there seems to be no pragmatic development between the subject groups.

Situation 18: *You borrowed a great deal of money from a close friend of yours promising to give it back as soon as possible. Five months have passed but, you couldn't give the money back. You decide to ask for some extra time to pay it back.*
Which of the following would you say?
a) I would appreciate it if you could give me some time, please.
b) Could you possibly give me some extra time, please?
c) Would you mind giving me some extra time for paying the money back?
d) Give me some extra time.
e) My parents will send me money in two weeks.

Table 4.18. The frequencies and percentages of situation 18

SITUATION 18							
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
I would appreciate it if…	1	4,35	3	13,05	1	4,35	7,25
Could you…?	11	47,80	10	43,50	8	34,80	42,00
Would you mind…?	6	26,05	10	43,50	11	47,80	39,15
Imperative	2	8,70	0	0,0	0	0,0	2,90
Indirect Answer	3	13,05	0	0,0	3	13,05	8,70
TOTAL	23	100	23	100	23	100	100
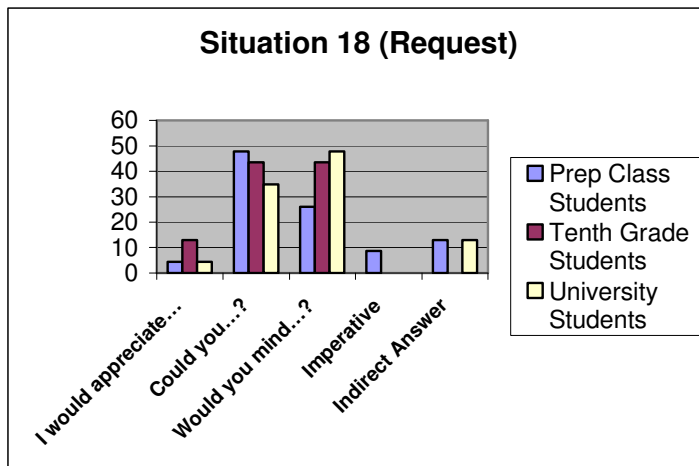
Figure 4.18. The distribution of participants' answers in Situation 18

It is clear from Table 4.18. and Figure 4.18. that the frequencies and the average percentages showed different results for this request situation. 6 out of 69 responses were just non-conventionally indirect. It is interesting that none of the students among the tenth graders chose the NCI response. The total percentage of preferring the non-conventionally indirect answer is 8,70%. 'Could you…?' structure was the most preferred option when compared to the other options with a proportion of 42,00%. Another common answer is 'Would you mind…?' with 39,15%. Regarding the results gained from the data shown in Table 4.18 and Figure 4.18., there appears to be no sign of pragmatic development between the three subject groups participated in the present study.

Situation 19: *You love motorbikes. One of your close friends has bought a new motorbike and you ask for permission to ride it.*
Which of the following would you say?
a) You know I am crazy about motorbikes and I would love to ride it.
b) Would you mind giving me your motorbike for a ride, please?
c) I would appreciate it if you could let me ride your motorbike.
d) Could you possibly let me ride your motorbike, please?
e) Give me your motorbike.

Table 4.19. The frequencies and percentages of situation 19

SITUATION 19							
Request	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Indirect Answer	12	52,15	1	4,35	1	4,35	20,30
Would you mind…?	4	17,40	14	60,85	13	56,50	44,90
I would appreciate it if…	2	8,70	0	0,0	4	17,40	8,70
Could you…?	5	21,75	8	34,80	5	21,75	26,10
Imperative	0	0,0	0	0,0	0	0,0	0,0
TOTAL	23	100	23	100	23	100	100
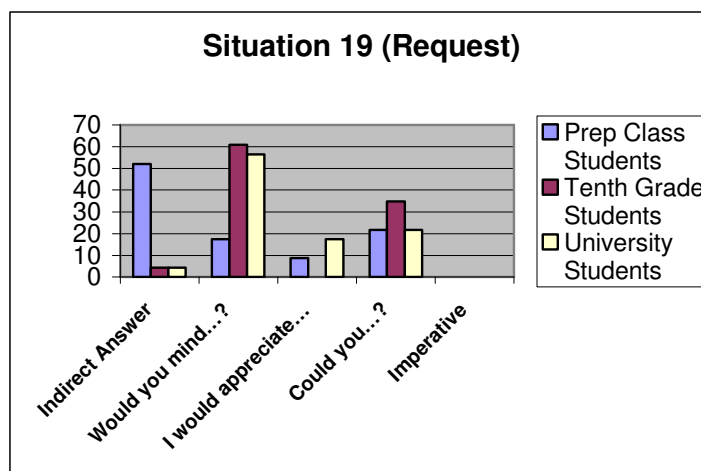
Figure 4.19. The distribution of participants' answers in Situation 19

The results for this request situation vary in a great extent. As it is clearly seen from the Table 4.19. and Figure 4.19. that there is a huge difference between the prep class students and the other two groups who are older than the first group. 52,15% of the prep class students chose the NCI option to make a request. On the other hand, only 4,35% of the tenth grade high school and first year university students chose preferred to use NCI structure. None of the students tended to choose imperative for Situation 19. The results show that there is no development in this request situation.

Situation 20: *A good friend of yours, who sings with a chorus, invites you to a concert at the opera house on Saturday night. You don't want to go because you hate operas. Which of the following would you say?*

a) I will have to go to meet my guests from İstanbul that night.

b) No, I hate operas.

c) I cannot be there.

d) I don't want to come.

e) I won't come.

Table 4.20. The frequencies and percentages of situation 20

SITUATION 20							
Rejecting an Invitation	PREP CLASS ST.		TENTH GRADE HIGH SCHOOL ST.		UNIVERSITY ST. of FIRST GRADE		TOTAL
	Frequency	%	Frequency	%	Frequency	%	%
Indirect Answer	10	43,50	18	78,25	18	78,25	66,65
No, I hate…	9	39,10	0	0,0	2	8,70	15,95
I cannot …	3	13,05	2	8,70	2	8,70	10,15
I don't want …	1	4,35	3	13,05	1	4,35	7,25
I won't …	0	0,0	0	0,0	0	0,0	0,0
TOTAL	23	100	23	100	23	100	100

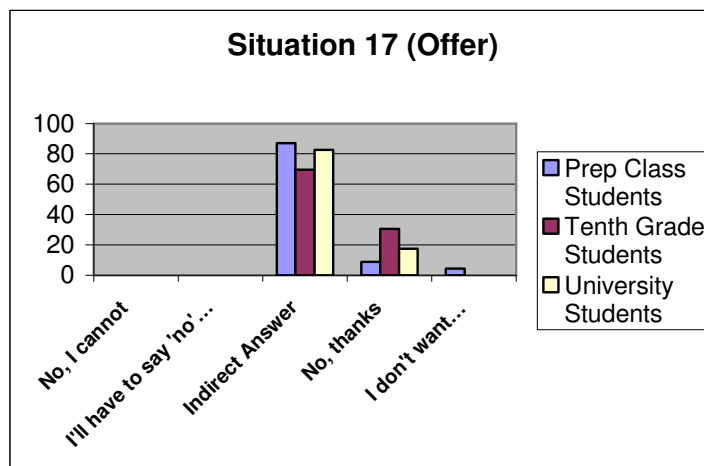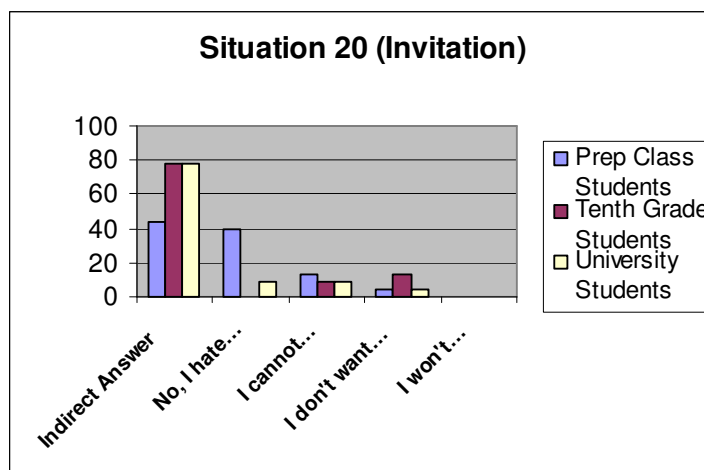**Figure 4.20. The distribution of participants' answers in Situation 20**

The data shown in the Table 4.20.and Figure 4.20. indicate that most of the students who participated in this study preferred indirect option to refuse an invitation to a concert. The average percentages of the tenth grade high school and first year university students are the same with 78,25% each. However, the average percentage of prep class student is nearly half of these two groups with 43,50%. The other options which are impolite are also preferred with an average percentage of 33,35% in total. According to the results shown in Table 4.20. and Figure 4.20., although the frequency of first year university students decreases, there seems to exist a pragmatic development.

The findings whether there is a pragmatic development between the three subjects groups in request situations are given below in Table 4.21.

Table 4.21. Results showing pragmatic development in the request situations

Request Situations	Situation Number	Developmental Pattern
Window	1	No
Cigarette	2	No
Electricity Bill	5	No
Interview	8	No
History Notes	9	No
Money	11	No
Mobile Phone	13	No
Study Help	16	No
Extension	18	No
Motorbike	19	No

As can be seen in Table 4.21., in all the request situations there is no sign of pragmatic development between the participant groups.

The results whether there is a pragmatic development in offers situations are presented below in Table 4.22.

Table 4.22. Results showing pragmatic development in the offer situations

Offer Situations	Situation Number	Developmental Pattern
Coffee	4	Yes
Movie	6	Yes
Joystick	12	Already developed
Free Trip	15	Yes
Lift	17	No

According to the results of the offer situations, there appears to be some pragmatic development. Actually, the frequencies and percentages of choosing the NCI responses are quite high in all the offer situations including the one which does not show any pragmatic development (Situation 17).

The table below presents the results whether there is a pragmatic development in invitations.

Table 4.23. Results showing pragmatic development in the invitation situations

Invitation Situations	Situation Number	Developmental Pattern
Wedding Ceremony	3	Yes
Swimming	7	Yes
Dinner	10	Yes
Party	14	Already developed
Opera Concert	20	Yes

Like in the offer situations, the frequencies and the percentages of preferring NCI answers are very high in invitation situations. Table 4.23. clearly shows that there is a pragmatic development in the invitation situations.

CHAPTER 5

DISCUSSION

5.1. Introduction

This study aims to investigate the pragmatic development in the acquisition of indirectness in a second language. In this chapter, the findings derived from the multiple choice questionnaire and their probable reasons are discussed in details.

Three research questions were formed in order to gain necessary information, all of which examine whether there is a pragmatic development in the acquisition of indirectness in the given speech acts in the DCT. The first question was related to requests, the second deals with offers and the third one aims to investigate invitations.

5.2. Is there a pragmatic development in the acquisition of indirectness in requests in a second language?

This research question investigates whether there is a pragmatic development in request situations between Turkish learners of English. Besides, it calls for an investigation of the situations 1, 2, 5, 8, 9, 11, 13, 16, 18 and 19, all of which were designed to specify requests.

To start with, it is evident from the results obtained from the multiple choice questionnaire that there is a great variety in the responses of the students who participated in the study. According to the results, the students participated in this study did not tend to prefer indirect answers very much. Mean percentages of these non-conventionally indirect request responses vary from the minimum 2,90% to the maximum 49,25%. As for the numbers, the frequencies range from the least 2 to the most 34 out of 69 participants.

The findings derived from the DCT reveals that indirect answers were mostly preferred by prep class students within the three subject groups. Nevertheless, the NCI responses were not the ones that were chosen mostly when compared to the other answers. The minimum average percentage of the indirect responses of the prep class students for the request situations was 0,0% which means none of the students preferred

an indirect structure for that scenario. However, the percentages reached to the maximum 69,55% in another request situation. The reason why there is such a considerable difference between the percentages and the frequencies is probably due to the variation of the circumstances in the situations. In other words, this is probably because of the perceived difference in size of imposition in each situation.

To begin with requests no developmental pattern was observed. The results of the multiple choice questionnaire offered no significant difference between the tenth grade high school and the first year university students in terms of preferring non-conventionally indirect answers for the request situations. Still, according to the results, the participants who tended to choose the least indirect responses were the tenth grade high school students. The average percentages range from minimum 0,0% to the maximum 56,50% and the frequencies vary from the least 0 to the most 13 students.

When compared to the other two groups, first year university students who study at an ELT Teaching department were frankly more proficient in terms of using the language in general. Surprisingly, the results of the DCT showed that they were not the ones who chose the indirect answers most. Although the frequencies and the percentages of the indirect responses were higher than the tenth grade high school students, there was a great difference between the prep class students and the first year university students. In short, according to the results, the indirect responses of the first year university students to specify requests were not as high as expected.

The issue of developmental pattern in each request situation is discussed below. Regarding the results obtained from the data shown in Table 4.1. and Figure 4.1., it is clear that there is no pragmatic development in the acquisition of indirectness in requests. Almost none of the students tended to choose the target indirect answer. Only 2 of the students out of 69 preferred indirect patterns. The mean percentage of NCI answer was 2.90% in total. Another surprising point is that the students who chose indirect answers for Situation 1 were not the prep class students, although they tended to choose the most NCI responses. When we consider that the participants in the situation had no power on each other and they were socially not distant, in other words friends, this difference might be due to the fact that size of imposition is not strong enough for Situation 1. The person who was going to request from a friend to close the window had

to consider the circumstance that his/her friend was sweating. However, it seems that this condition did not cause any trouble for the person who was going to make a request. Another possible reason for not choosing the NCI structure might be the strength of the reason why the participant wants his/her friend to close the window. The anxiety of getting cold from the breeze and being ill might lead the participants to use more direct patterns.

Table 4.2 and Figure 4.2. provided us with the results that there is not any pragmatic development in request this situation. For Situation 2, with a frequency of 8, first year university students whose average percentage was 34,80% chose the indirect response least. Even though the second group was the one which preferred the least indirect structures in general; for this scenario, the highest percentage belongs to the tenth grade high school students with 56,50%. This means that 13 students out of 23 opt out indirect option in the questionnaire. 10 of the prep class students out of 23 preferred the indirect pattern for Situation 2. According to the results shown in Table 4.2., 31 students out of 69 chose the indirect option to specify a request for Situation 2.

Taking our evidence from the analysis of DCT data shown in Table 4.5. and Figure 4.5. it is clearly seen that between the three subject groups no pragmatic development exists. The number of the prep class students who gave the target indirect answer for Situation 5 is twice the number of other two subject groups. Only 13,05% of the tenth grade high school students and 8,70% of the first year university students chose the NCI response to make a request. On the other hand, with a frequency of 10, prep class students were the first group to choose NCI structure to make a request for Situation 5. When the total number of the participants are considered 21,75% of the students preferred the target indirect answer. The most preferred option was the one that contains 'Could you…?' structure, with a percentage of 50,70. This result shows that more than half of the students who participated in the study chose 'Could you…?' to specify a request for Situation 5, which is quite an important number.

As seen in Table 4.8. and Figure 4.8., the frequencies and the percentages provide evidence that the students show no development in giving the non-conventional indirect response to this request situation. The group which had the most tendency to choose an NCI pattern for the given request scenario is the first group. 12 out of 23 prep

class students preferred this option. In order to request to have an interview a friend 52,20% of these students chose a non-conventionally indirect way. Although the number of the tenth grade high school and the first year university students who gave NCI responses are very close to each other, the difference can be more obviously seen when the percentages are examined. 34,80% of the tenth grade high school students preferred the target indirect option for Situation 8; whereas, 30,45% of the first year university students tended to choose NCI structure for the same scenario.

As shown in Table 4.9. and Figure 4.9., there is a significant difference between the groups in terms of choosing the non-conventionally indirect answer for the given request situation. Therefore, it is obvious that there is no pragmatic development between the three subject groups. When the results obtained from the multiple choice questionnaire are considered, the frequency and the percentage of giving the NCI answer for Situation 9 is the highest in prep classes with a proportion of 60,85% and the number of 14. On the other hand, 39,10% of the first year university students, which makes 9 students in number, chose the NCI pattern for the given situation. The least indirect responses came from the tenth grade high school students. Their number for the same scenario was just 6 and the percentage was 26,05%. Actually, this variation between the three subject groups and the rarity in the NCI answer were not expected. Since, the situation was likely to occur in their daily lives and seems to necessitate a non-conventionally indirect pattern for requesting a classmate's notes. 42,00% may not be regarded as a very low rate; however, the results might be higher in number and frequency since the reason why the requester couldn't come to the class is clearly stated in the target indirect option.

The frequencies and the percentages shown in Table 4.11. and Figure 4.11. are in contradiction with the idea that there is a pragmatic development in the acquisition of indirectness in requests. Situation 11 was one of the scenarios from which the highest numbers and frequencies are obtained in total with a 40,60% proportion. Actually, the number of the students who gave the target indirect answer for the request situation was not as high as it was expected for the second and the third subject groups. In contrast, 16 out of 23 prep class students chose the NCI option, which is one of the highest numbers within all the situations. The reason why the frequencies and the percentages are higher

when compared to the other situations might be because the size of imposition is very high. The participant needed 10 thousand YTL in order to buy a new car and the amount of he/she wants is a lot of money. The total number of the tenth grade high school and the first year university students was just 12 out of 46. This might be because the students in these two groups did not believe that they were going to face a condition like this simply because they are students and do not have so much money.

According to the results shown in Table 4.13. and Figure 4.16., no pragmatic development can be mentioned in requests. The highest percentage and the frequency of preferring the NCI structure between all the request situations appear in Situation 13. 49,25% of the participants, which means 34 students, tended to give the non-conventional indirect response for this situation. However, 16 of them were prep class students and the number proves no pragmatic development in requests. 10 of the students who gave the NCI answer were in the tenth grade in a high school. In the third group that consisted of first year university students, only 8 of the participants preferred the target indirect pattern. As a matter of fact, the numbers reveal an ultimate contrary situation with the idea that there is a pragmatic development in requests in a second language.

Regarding the results gained from the data indicated in Table 4.16. and Figure 4.16., it is evident that there is not any pragmatic development in the acquisition of indirectness in requests. Like the frequencies mentioned in the fifth situation, the number of the prep class students who chose the indirect option for Situation 16 is twice the number of the other two groups. Only 1 student among the tenth graders gave the indirect response; on the other hand, 4 of the first year university students did so. However, 10 of the prep class students, with a proportion of 43,50% tended to give the indirect response for this situation.

The frequencies and the percentages shown in Table 4.18. also indicate no sign of pragmatic development in requests. This is one of the situations whose mean percentages of giving the NCI answer are low. The total number of the students who preferred the target indirect answer is very few. Just 6 students out of 69 chose the NCI option for the given request situation, which means 8,70% in total. None of the tenth grade high school students gave the target indirect response. One potential source of this

low rate in preferring the NCI structure might be again the size of imposition. Although the money the requester had borrowed was a great deal, there was no clear information whether the friend needed the money immediately. This might affect the students' responses in the direction to use more direct structures.

As for the last request situation is concerned, Table 4.19. and Figure 4.19. also reveal that students show no pragmatic development in requests. It is evident from the numbers that prep class students had the highest frequency and percentage of giving the target indirect response. More than half of them tended to chose the NCI structure with a percentage of 52,15%; whereas, only 1 tenth grade high school student and 1 first year university student did so.

To sum up, the findings derived from the DCT clearly reveal that Turkish learners of English as a second language do not tend to prefer non-conventional indirect structures very much in request situations and there seems to be no pragmatic development. They generally prefer conventionally indirect responses for requests especially "Could you…?" structure. Another point that might be interesting is that, based on the results of the multiple choice questionnaire carried out on three different groups, which consists 69 participants, it is obvious that there is no pragmatic development in the acquisition of indirectness in requests. A possible explanation for the CI strategy preference can be found in politeness theory, since requests of this type are generally less face-threatening than direct ones and their interpretation is more transparent than that of non-conventionally indirect requests or hints (Brown and Levinson 1978, 1987). When these reasons are considered, the participants might have avoided NCI responses. Within the category of indirectness, conventional indirectness has been the most preferred requestive strategy in a number of contrastive speech act studies, including related and unrelated languages, such as English, German, French, Hebrew, Spanish (Blum-Kulka et al. 1989), Tamil, Tzetal (Brown and Levinson 1978 1987), English and Greek (Sifianou 1992), Indonesian (Hassall 1999), and English and Spanish (Garcı́a 1996; Ma´rquez Reiter 1997, 2000; Placencia 1998; Va´zquez Orta 1996) .Conventional indirectness appears to be the most preferred request strategy across languages in that it is generally seen as less face-threatening than direct requests and its use almost certainly guarantees the right hearer interpretation.

In addition, Brown and Levinson (1987; cited in Lwanga-Lumu & Christine 1999) have argued that conventional indirect strategies for realising speech acts are universally considered the most polite ones - that is, more polite than the non-conventionally indirect ones, such as hints in the case of requests. To support their argument, they claim that the non-literal (requestive) interpretation is conventionalized, hence readily accessible. Therefore, the inferencing process is shortened and the hearer does not have to work out the intended meaning, as he would have had to do in the case of NCI strategies. At the same time, however, the speaker has indicated the desire to be polite by being indirect.

Counter to what was expected, prep class students in a high school, who were younger than the other two groups and less proficient than the other groups, did best in preferring the NCI patterns in the given request situations in the DCT. Moreover, the background of these prep class students were not as strong as the other two groups in terms of learning English, as many of them had been studying a foreign language for the first time that year. According to Kasper & Schmidt (1996: 159, 160), because pragmatic knowledge is highly sensitive to social and cultural features of context, one would expect input that is richer in qualitative and quantitative terms to result in better learning outcomes. Therefore, it can be argued that prep class students' intensive curriculum in English lesson and exposure to the target language for 24 hours a week affected them in the direction to give non-conventionally indirect answers. Since many prep class students indicate that they start to think and even dream in English during their education. However, when they come to ninth, tenth and eleventh grades and the exposure decreases gradually, they tend to forget what they had learned linguistically and pragmatically.

Some studies on pragmatic development in a second language (Ervin-Tripp 1977; Preston 1989; Bardovi-Harlig & Dörnyei 1998) propose that proficiency has effects on pragmatic development. Yet there is evidence that for Japanese learners of English the direction in the development of requests, for instance, is from indirect to direct (Takahashi & DuFon 1989; cited in Kasper & Schmidt 1996: 157). Takahashi & Beebe (1987) found that proficiency did not make a difference in the EFL group that

was studied, presumably because neither level of proficiency in the EFL situation receives enough input. (Kasper & Rose 2001: 27).

One other potential reason for not choosing the non-conventionally indirect answers in a great extent might be teaching-induced. In other words, the participants might have been taught the idea that the structures 'Could you…?' and 'Would you mind…?' are the most polite ones in English language when requesting. Therefore, this misleading condition might guide the students to prefer CI strategies rather than the NCI responses.

5.3. Is there a pragmatic development in the acquisition of indirectness in offers in a second language?

The number of rejecting offer situations was five in the multiple choice questionnaire. The students who participated in the study had to choose the best answer to reject the offers that their friends had made. This category included the situations 4, 6, 12, 15 and 17. As in all the invitation and offer situations, the options included one non-conventional indirect response and four direct answers.

The results of the multiple choice questionnaire for offer situations are quite different when compared to the request and invitation situations. However, as in the invitations participants mostly tended to choose the options that contain NCI structures. Actually, the results of the offer situations gathered from the DCT were the most complex. Since, in three situations there seemed to be a pragmatic development; whereas one shows no sign of progress. For instance, Table 4.4. and Figure 4.4. provided us with the results that 56,50% of the prep class students, 86,95% of the tenth grade high school students and 95,65% of the first year university students chose the indirect answer for the given situation. By looking into these percentages one can assume that there is a pragmatic development in offers. On the contrary, when the data shown in Table 4.17. are examined, it is impossible to talk about a development, even there is a decrease in the rates and numbers. 86,95% of the prep class students tended to chose the target indirect option; on the other hand, 69,55% of the tenth grade high school students and 82,60% of the first year university students did so.

According to the results of Situation 6 which can be seen in Table 4.1.6., the preference of choosing the target indirect answer is very close for the prep class students and the tenth grade high school students. 8 out of 23 students in the first group opt out the indirect response; similarly, 9 participants from the tenth grade high school students preferred to choose it. On the other hand, when it comes to the first year university students the number increases. 15 students had a tendency to choose the non-conventional indirect option. Regarding the results gained from the data shown in Table 4.12. and Table 4.15., we can say that Situation 12 and 15 have the highest frequencies and percentages in terms of preferring the indirect answers. There is almost no difference in the number of participants' choices of using indirect patterns for Situation 12, because 21 students each from the prep class and first year university students chose the indirect response. At the same time, 22 students did so for the tenth graders in a high school. As for Situation 15, Table 4.15. shows the highest percentage of the NCI answer, which is 94,20%. The choice of the students is quite impressive, as all the tenth grade high school and the first year university students preferred the non-conventional indirect response to reject the situation. 19 of the prep class students chose the target indirect option and the equivalent of this number is 82,60% in rate.

Finally, the findings derived from the DCT reveals that the subjects preferred non-conventional indirect responses in a great extent. They did not tend to choose "direct" refusals in this study, which shows parallel results with Chen's (1996) study on speech act sets of refusal (refusing requests, offers, invitations and suggestions). The results showed that there is no systematic development in offer situations but a partial one.

5.4. Is there a pragmatic development in the acquisition of indirectness in invitations in a second language?

This research question looks for the answer whether there is a pragmatic development in the acquisition of indirectness in invitations. As stated before, five of these scenarios in the DCT were invitation situations. The participants were going to reject the invitations of their friends. The related situations in the DCT were 3, 7, 10, 14 and 20.

The results of the invitation situations are quite different from the requests. The percentages of giving non-conventionally indirect answers range from minimum 57,95% to maximum 94,20% in total. The percentages clearly show that the participants had a tendency to prefer NCI structures much more than they did in request situations. Among the participants, the prep class students, who preferred target indirect structures most in requests, tended to choose the NCI patterns least in invitations. The number of the prep class students who gave the target indirect responses to reject invitations varied from 6 to 21. On the other hand, based on the results of the DCT, no significant difference emerged between the tenth grade high school and the first year university students. The frequencies and the percentages of preferring NCI answers were quite close to each other, even same in three situations out of five. The percentages of these two groups ranged from minimum 69,55% to maximum 95,65%.

As seen in Table 4.3. and Figure 4.3. there is a great difference between the prep class students and the other two subject groups in terms of giving NCI responses to the invitation scenario. Only 6 students out of 23 preferred the target indirect response; whereas, 17 students from the tenth grade high school students did so for Situation 3. The number of the first year university students who gave the NCI answer is also the same with the tenth graders. "I won't" structure is not preferred by any of the participants for this scenario, which is quite a rude answer to reject an invitation. Actually all the answers, but the non-conventionally indirect one, were rather impolite for all situations. According to the results provided in the Table 4.1.7., it is clear that there is a big variation in the answers of the prep class students. 7 of these students preferred the target indirect answer. On the other hand, 16 students from the tenth grade high school and 17 students from the first year university chose the NCI response. These two situations, 3 and 7 were the ones whose frequencies and percentages were the lowest in terms of using NCI patterns. The data shown in Table 4.1.10. clearly indicate that in terms of development there is a similarity between the previous results and the results of Situation 10. Since, the percentage of the prep class students is 56,50%; whereas, it is 86,95% for the tenth grade high school students and 91,30% for the first year university students. The answer which contains "I won't" structure is preferred by none of the students like they did in Situation 3. Besides, "I don't want to" structure is

not chosen by any of the participants. The results of Situation 20 are also similar to the ones examined before. As shown in Table 4.1.20, when the frequencies are investigated it will be clearly seen that 10 of the prep class students tended to choose the target indirect option to reject the invitation. On the other hand, 18 students each from the tenth grade high school and the first year university had a tendency to opt for the NCI option. As for the 14th situation, the results are quite different when compared to the other invitation situations. Table 4.1.14. provided us with the results that the frequency and the percentages between the three subject groups are very close to each other. All of them tended to choose the target indirect response to reject the invitation. 94,20% of the students who participated in the study preferred the non-conventionally indirect option for this scenario.

In Bouton's study (1996, cited in Kasper & Rose 2001) the results showed that 80% of the invitations in one ESL textbook used a form of invitation which appeared only 26% of the time in a published corpus on NS invitations. Based on the results of the multiple choice questionnaire, it is evident that most of the students preferred the NCI answers. While the frequencies and the percentages of giving NCI answers were low at first in prep class, they increase in the tenth grade high school. Nevertheless, according to the results of the DCT, there appears to be no pragmatic development during the period between the tenth grade and the first year of university education. Therefore, the results show that although there is a development it is not systematic.

The NCI responses may be increased through instruction. Several studies on the effects of instruction have been carried out and although the emphasis of such research tends to be on instructional outcomes, they often collect data on pragmatic development over a period of time and thus qualify as longitudinal. (Rose 2000). Morrow's (1996) research on teaching complaints and refusals to ESL learners demonstrates that after only three and a half hours of instruction, ESL learners improved their performance of these speech acts and retained their gains at the time of the delayed posttest 6 months after the intervention. (Kasper & Rose, 2001: 56).

Rose (2000) states that several of the studies listed by Bardovi-Harlig and Hartford (1993) were in fact cross-sectional, but unfortunately not all provide insight on pragmatic development. It is added in the same study that all these studies employed a

cross-sectional design but ultimately did not yield significant information regarding interlanguage (IL) pragmatic development.

In summary, the findings derived from the multiple choice questionnaire shows that there is no systematic pragmatic development in the acquisition of indirectness in request situations. However, in offer and invitations, most of the students were able to use NCI strategies and there appears to be a partial pragmatic development in these two speech acts according to the results provided in the previous chapter.

CHAPTER 6

CONCLUSION

6.1. Summary and Conclusion

The purpose of this study was to explore whether there is a pragmatic development in the acquisition of indirectness in a second language. To do so, three speech acts were chosen, requests, offers and invitations. Since they were the most studied ones in the field of SLA and the participants were likely to encounter in their textbooks or maybe outside the classroom, these speech acts were chosen on purpose.

Another point that the study focused is whether the students have a tendency to choose non-conventional indirect structures. Among the three factors that might affect the students, only size of imposition was high. Social distance and power factors had no effect on the participants in leading them to give NCI answers.

The results of the study offered no exact sign of pragmatic development between the three subject groups. In requests, the findings were quite complex and there seemed to be a great variety at the responses of the participants. Naturally, the expectation was that the first year university students would get the highest score. However, prep class students were the most successful group in choosing the target indirect options. The least successful selection of non-conventional indirect responses in request situations was made by the tenth grade high school students. Only one-third of the whole students who participated in this study chose NCI answers for requests. The general tendency for request situations was the selection of the CI strategy.

The findings of the offer situations showed that the most preferred answers are NCI types. However, it is hard to say that there is a systematic pragmatic development as the answers vary a lot. Students tended to reject those offers in an indirect way instead of using D strategies. The frequencies and the percentages of the tenth grade high school and the first year university students are very close to each other; however the latter responded more with the NCI answers in the offer situations.

As for the invitation situations, the results of the DCT showed that there seems to be a partial pragmatic development as in offers. Nevertheless, participants preferred

NCI types more than the other options. An explicit difference was found in the proportions of choosing NCI strategy between the prep class students and the other two groups. Like in the offer situations, the frequencies and the percentages of the tenth grade high school and the first year university students were very close in terms of giving NCI answers.

6.2. Implications

Pragmatic development in the acquisition of indirectness was the main concern of this study. As stated earlier, in order to be competent in the target language grammatical knowledge and a high capacity of vocabulary may not be enough. Therefore, students should also be aware of sociolinguistic part of the language. They should gain pragmatic competence as well.

A range of precautions can prevent Turkish EFL learners from using or choosing inappropriate utterances in a definite context. For instance, in their textbooks, Turkish learners of English often see strict and stereotyped patterns when making a request. The examples of the request forms are direct or conventionally indirect most of the time. Actually, the textbooks do not classify them as direct, indirect but they categorize them as formal and informal requests. When the request is formal, the examples are conventionally indirect; when the request is informal, the examples follow a direct pattern. The case for non-conventionally indirect answers can be labeled as "pathetic" as there is almost no example for this type. As for the refusals, the students have more chance to see non-conventional indirect answers than they have in requests. Of course, there are examples of direct refusals like "No, thanks", but there seems to be enough indirect patterns for the students as the results of this study displayed high rates of NCI strategy in rejecting offers and invitations.

As far as teaching pragmatics is concerned, Kasper and Schmidt (1996) argue that there is every reason to expect that pragmatic knowledge should be teachable. They also express that although little research has been done on the effects of instruction in ILP, the results are quite encouraging. Rose (2000) states in his study that Billmyer's (1990) study of the effects of instruction on compliments and compliment responses

showed that after a 12 week instruction, the instructed group exhibited more native-like use of the target speech acts.

Teachers of English should also make use of more authentic materials in the classroom environment. Since Turkish EFL learners have almost no exposure to the target language input and little chance to use and practice it outside the classroom, they should be provided the opportunity to see more realistic materials in the classroom. These materials may include popular songs, up-to-date news, newspapers, magazines, movies etc.

Another point that is worth-mentioning can be the training of the students who are going to be English teachers in the future. The third group included in the current study was chosen among the first year university students of ELT Teacher Education Programme. The results showed that they were very inadequate in choosing the NCI answers in request situations. The previous studies also supported this idea and emphasized the importance of giving necessary information to gain pragmatic competence as well as grammatical competence.

6.3. Further Research

The present study was related to the pragmatic development and it also looks for the tendency of choosing non-conventionally indirect answers by Turkish EFL learners in a range of contexts.

Ten request, five offer and five invitation scenarios were prepared in order to investigate the preference of indirectness. The number of the situations, especially for offer and invitations, may be increased in the subsequent studies or new speech acts might be added.

In this study three groups were selected to determine the pragmatic development: prep class students in a super high school, tenth grade super high school students who were studying in a foreign language classroom and the first year university students who were studying in the ELT Department. More groups can be included in the subsequent studies, who might be the students in their fourth year of ELT education or the existing teachers of English. It is possible to look at not only the development but also the production of the indirect answers.

The scenarios in the multiple choice questionnaire were just validated by the NSs of English. A group of NSs may be given the test and their findings can be compared with the results of the NNSs. Thus, there would be a concrete evidence for how close our students are to native like use of the target language.

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APPENDIX A

MULTIPLE CHOICE DISCOURSE COMPLETION TEST

Gender:

Age:

INSTRUCTION

Please read each of the following situations carefully and circle the option which you would use in that context.

Situation 1: You are sitting in a restaurant and the window behind you is open. Although it is not very cold, you are worried about getting cold from the breeze. You decide to ask your friend, who is sweating, to close it.

Which of the following would you say?

a) I am a little anxious about getting cold from the breeze.

b) Could you possibly close the window, please?

c) Would you mind dosing the window, please?

d) I would appreciate it if you could close the window, please.

e) Close the window.

Situation 2: You are trying to give up smoking. One of your friends lights up a cigarette and you are very disturbed.

Which of the following would you say?

a) Stop smoking.

b) Could you possibly not smoke in here, please?

c) Would you mind not smoking in here, please?

d) I would appreciate it if you didn't smoke in here.

e) It disturbs me when someone smokes near me as I am trying to give up smoking.

Situation 3: Your friend's elder sister is getting married. Your friend invites you to the wedding ceremony on Sunday. However, you don't want to go, as you hate wedding ceremonies.

Which of the following would you say?

a) I cannot come.

b) I don't want to come.

c) It is impossible for me to come.

d) I will be out of the city that Sunday.

e) I won't come.

Situation 4: You are taking a break in the canteen. A friend comes by and gets himself a cup of coffee. He offers you a cup, too, but you cannot drink coffee now because you have an upset stomach.

Which of the following would you say?

a) No, thanks.

b) I will have to say 'no' to your offer.

c) I don't want any coffee now.

d) No, I can't drink coffee now.

e) I like coffee but I feel a bit unwell at the moment, thanks.

Situation 5: You realize that you have an electricity bill which you haven't paid. If you don't pay it today, your electricity will be cut off. You are so busy today and you decide to ask one of your friends to pay it for you.

Which of the following would you say?

a) I would appreciate it if you could pay the electricity bill for me.

b) Pay the electricity bill for me.

c) My electricity will be cut off and I am too busy today to go and pay for it.

d) Would you mind paying the electricity bill for me, please?

e) Could you possibly pay the electricity bill for me, please?

Situation 6: You decide to go to the cinema with your friend. Your friend insists on seeing a movie full of unnecessary violence but you don't like such films very much. However, you don't want to hurt your friend's feelings.

Which of the following would you say?

a) I don't like watching violence.

b) No, I don't want to watch this movie.

c) No, I would prefer watching another movie tonight.

d) I will have to say 'no' to your offer.

e) I don't think we will enjoy it.

Situation 7: Your good friend has a summer house with a big swimming pool. He/She invites you and some other friends of yours to the summer house for the next day. However, you don't want to join them, because you can't swim and you think this is embarrassing.

Which of the following would you say?

a) I don't want to come.

b) I would prefer watching TV at home.

c) Thanks, but I have hurt my foot.

d) I cannot come.

e) I won't come.

Situation 8: You are preparing an important project for a lesson, and need to interview a student. You decide to interview your friend. You know the interview will take at least two hours, and that your friend is very busy right now. Still, you decide to ask him.

Which of the following would you say?

a) Would you mind if I interviewed you, please?

b) I would appreciate it if I could interview you.

c) Have an interview with me.

d) Could you possibly have an interview with me, please?

e) I really need to interview you for this very important project of mine.

Situation 9: Because of flu, you were absent last Friday and missed the history class. So you decide to borrow one of your classmate's notes to catch up with the rest of the class.

Which of the following would you say?

a) I would appreciate it if you could lend me your history notes.

b) As I was absent last Friday, I missed the history class and I need your notes.

c) Could you possibly lend your history notes to me, please?

d) Lend your history notes to me.

e) Would you mind lending me your history notes, please?

Situation 10: You can't stand your good friend's family. One day your friend invites you over for dinner on Sunday night.

Which of the following would you say?

a) I don't want to come.

b) I cannot come.

c) I won't come.

d) No, I cannot have a dinner with your parents.

e) Thanks, but I have an appointment that night

Situation 11: You want to buy a new car but to do so; you need to borrow 10 thousand YTL. You decide to borrow some money from your friend.

Which of the following would you say?

a) Lend me some money!

b) Would you mind lending me some money, please?

c) I have decided to buy a new car but I need an extra 10 thousand YTL.

d) I would appreciate it if you could lend me some money.

e) Could you possibly lend me some money, please?

Situation 12: You are playing computer games with one of your friends in your house. He/She breaks the joystick. He/She becomes very sad and offers to pay you for it. You don't want your friend to feel sorry about the situation.

Which of the following would you say?

a) I don't want you to pay for it.

b) No, you cannot pay for it.

c) No, I will not let you pay for it.

d) I will have to say 'no' to your offer.

e) You don't need to feel sorry; I have got another one.

Situation 13: Your mobile phone has a dead battery and you have to talk with your father, who has got a different operator from yours, immediately. You see a friend and want his/her mobile phone.

Which of the following would you say?

a) Lend me your mobile phone.

b) I would appreciate it if you lend me your mobile phone.

c) Could you possibly lend me your mobile phone, please?

d) Would you mind lending me your mobile phone, please?

e) I really need to call my father immediately but my mobile phone has a dead battery.

Situation 14: You are walking along the school corridor. A friend of yours invites you to come to a party at his house the following Sunday. You cannot go to the party because you have three important exams next Monday.

Which of the following would you say?

a) I cannot come to your party.

b) Thank you, but I have three important exams on Monday.

c) I don't want to come to your party.

d) It is impossible for me to come.

e) I won't come to your party.

Situation 15: It is Friday night. A friend who is working at a travel agency offers you a free trip to İzmir for the weekend. You cannot go, because you have to hand in your project by Monday morning and you haven't done anything yet.

Which of the following would you say?

a) I'd love to but I have a project to finish this weekend.

b) No, thanks.

c) I will have to say 'no' to your offer.

d) No, I cannot go to İzmir this weekend.

e) I won't accept your offer.

Situation 16: You have an important Maths exam tomorrow. One of your friends is very good at Maths but he/she also has an important exam. Still, you decide to ask him/her to help you.

Which of the following would you say?

a) Could you possibly help me to prepare for my Maths exam, please?

b) Help me to prepare for my Maths exam.

c) Would you mind helping me to prepare for my Maths exam, please?

d) I really need to get some help to prepare for my Maths exam.

e) I would appreciate it if you could help me to prepare for my Maths exam.

Situation 17: You are waiting at the bus stop. A friend driving in his car notices you and offers you a lift. You don't want to get in the car because you don't like him much.

Which of the following would you say?

a) No, I cannot come with you.

b) I will have to say 'no' to your offer.

c) Thanks, but I have to wait for one of my friends here.

d) No, thanks.

e) I don't want to come with you.

Situation 18: You borrowed a great deal of money from a close friend of yours promising to give it back as soon as possible. Five months have passed but, you couldn't give the money back. You decide to ask for some extra time to pay it back.

Which of the following would you say?

a) I would appreciate it if you could give me some time, please.

b) Could you possibly give me some extra time, please?

c) Would you mind giving me some extra time for paying the money back?

d) Give me some extra time.

e) My parents will send me money in two weeks.

Situation 19: You love motorbikes. One of your close friends has bought a new motorbike and you ask for permission to ride it.

Which of the following would you say?

a) You know I am crazy about motorbikes and I would love to ride it.

b) Would you mind giving me your motorbike for a ride, please?

c) I would appreciate it if you could let me ride your motorbike.

d) Could you possibly let me ride your motorbike, please?

e) Give me your motorbike.

Situation 20: A good friend of yours, who sings with a chorus, invites you to a concert at the opera house on Saturday night. You don't want to go because you hate operas.

Which of the following would you say?

a) I will have to go to meet my guests from Istanbul that night.

b) No, I hate operas.

c) I cannot be there.

d) I don't want to come.

e) I won't come.

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