

**AMERICAN ENGLISH, TURKISH AND INTERLANGUAGE REFUSALS:
A CROSS-CULTURAL COMMUNICATION AND INTERLANGUAGE
PRAGMATICS STUDY**

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Approval of the Graduate School of Social Sciences

Prof. Dr. Meliha Altunışık
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Prof. Dr. Wolf König
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the Master of Arts.

Assoc. Prof. Dr. Çiler Hatipoğlu
Supervisor

Examining committee Members

Prof. Dr. Deniz Zeyrek	(METU, FLE)	<hr/>
Assoc. Prof. Dr. Çiler Hatipoğlu	(METU, FLE)	<hr/>
Dr. Zeynep Doyuran	(HU, EL)	<hr/>

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Sevgi ŞAHİN

Signature:

ABSTRACT

AMERICAN ENGLISH, TURKISH AND INTERLANGUAGE REFUSALS: A CROSS-CULTURAL COMMUNICATION AND INTERLANGUAGE PRAGMATICS STUDY

Sevgi, Şahin
M.A., Department of English Language Teaching
Supervisor: Assoc. Prof. Dr. Çiler Hatipoğlu

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This study investigates the refusal realizations of native speakers of American English (AE), Turkish (TUR) and Turkish learners of English with advanced level of proficiency (TRE). It aims to uncover the refusal strategies of young AE, TUR and TRE in conversations between equals and also to uncover if the learners display pragmatic transfer in their refusal strategies. In addition to this, the extent to which the social variables of level of closeness and refusal eliciting acts affect the refusal productions of each group is pursued. The thesis also aimed to provide an explanation for the rapport management orientations of the three examined groups when refusing equal-status interlocutors. To this end, the data are collected from three different groups using a Discourse Completion Test (DCT), which is developed out of the situations in a TV Serial. The analysis of data is done manually and each refusal is coded. CLAN CHILDES is utilized in order to see the typical combinations of refusal semantic formulae used by three groups. Later, PASW is used to run descriptive statistics and calculate the frequency and percentages of refusal strategies/semantic formulae.

The results of the study show that refusals and rapport management orientations while refusing status equal interlocutors are culture and situation specific and they differ both cross-culturally and intra-culturally. Research findings also reveal that TRE often produce pragmatically appropriate refusals because refusal strategies they use correspond to those of AE. However, there are some cases in which the evidence of pragmatic transfer are observed with respect to the frequency of certain semantic formula usages.

Keywords: cross-cultural communication, interlanguage pragmatics, refusals, pragmatic competence, Turkish learner of English as a foreign language

ÖZ

AMERİKAN İNGİZLİZCESİ, TÜRKÇE VE ARADİL'DE REDDETME: BİR KÜLTÜRLERARASI İLETİŞİM VE ARADİL EDİMBİLİM ÇALIŞMASI

Sevgi ŞAHİN
Yüksek Lisans, İngiliz Dili Öğretimi Bölümü
Tez Yöneticisi: Doç. Dr. Çiler Hatipoğlu

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Bu çalışma anadili İngilizce olan Amerikalılar, Türkçeyi anadil olarak konuşan Türkler ve ileri seviyede İngilizce öğrenen Türklerin reddetme söylemini kullanım biçimlerini araştırmaktadır. Genç Amerikalıların, Türklerin ve ileri seviyede İngilizce öğrenen Türklerin akranlar arasında geçen konuşmalardaki reddetme stratejilerini ortaya çıkarmayı ve öğrencilerin reddetme stratejilerinde edimsel aktarım söz konusu olup olmadığını bulmayı amaçlamaktadır. Ayrıca, yakınlık derecesi ve reddetme tepkimesi oluşturan söylem değişkenlerinin katılımcıların ret ifadeleri üzerindeki etkileri de araştırılmaktadır. Bu tez, ayrıca incelenen üç grubun akranlarını reddederkenki uyum yönetme eğilimlerine açıklama getirmeyi de amaçlamaktadır. Bu amaçla, veriler Söylem Tamamlama Testi kullanılarak üç farklı gruptan toplanmıştır. Reddetme stratejilerinin analizi el ile kodlanarak yapılmıştır. CLAN CHILDES programı kullanılarak örnekssel reddetme strateji kombinasyonları belirlenmiş ve daha sonra, nicel analiz olarak, PASW kullanılmış ve reddetme stratejilerinin frekans ve yüzdeleri hesaplanmıştır.

Araştırmanın sonucu reddetme söylemlerinin kültür ve bağlama göre değişebildiğini ve farklı yakınlık derecesine sahip akranların birbirlerini reddederken kullandıkları stratejilerin ve uyum yönetme yönelimlerinin hem kültürler arası hem de aynı kültür içinde değişkenlik gösterdiğini vurgulamaktadır. Ayrıca, bulgular ileri seviyede İngilizce öğrenen Türklerin akranlarını reddederken edimbilimsel olarak uygun ret ifadelerini kullandıklarını da göstermektedir çünkü öğrenciler tarafından kullanılan ret ifadelerinin anadili İngilizce olan Amerikalıların kullandıkları ifadelerle sıklıkla örtüştüğü gözlemlenmiştir. Ancak, bazı durumlarda kullanılan reddetme stratejilerinin frekanslarında ve kombinasyonlarında edimbilimsel aktarım örneklerine de rastlanmıştır.

Anahtar Kelimeler: kültürlerarası iletişim, aradil edimbilimi, reddetme, edimbilimsel yeti, anadili Türkçe olan ve İngilizceyi yabancı dil olarak öğrenen Türkler

“Hayatımın güneşı Anneciğime,
Sevgili babama ve değerli ablalarım
Koşulsuz sevgi, güven ve destekleri için...

To the Sun of my life, ‘my Mom’
&
To my dear father, and two precious sisters
for their unconditional love, trust & support...

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LIST OF ABBREVIATIONS

Foreign Language Learners:	FLL
Başkent University:	BU
Discourse Completion Test:	DCT
English Language Teaching:	ELT
Face-threatening Act:	FTA
First Language:	L1
First Pilot Study:	FPS
Foreign Language Education:	FLE
Gazi University:	GU
Hacettepe University:	HU
Hymes SPEAKING Model:	HSM
Interlanguage:	IL
Interlanguage Pragmatics	ILP
Middle East Technical University:	METU
Native speakers of American English:	AE
Native speakers of Turkish:	TUR
Rapport-threatening Act:	RTA
Second Language	SL
Second Language Acquisition	SLA
Second Pilot Study:	SPS
Turkish Language and Literature Education:	TLLE
Turkish Language Education:	TLE
Turkish learners of English with advanced level of proficiency:	TRE

CHAPTER I

INTRODUCTION

Most of our misunderstandings of other people are not due to any inability to hear them or to parse their sentences or to understand their words...A far more important source of difficulty in communication is that we so often fail to understand a speaker's intention.

(Miller 1974 as cited in Thomas 1983: 91)

1.0. Presentation

In this chapter, the background of the study, its purpose, the necessity and importance of pragmatic competence in language learning, and the reasons why the speech act of refusal needs to be studied are presented and discussed in detail as well as its significance and the research questions to be investigated.

1.1. Background of the study

Social interaction is an inevitable part of human beings' lives. However, with every communicative act, human beings face a dilemma similar to the one experienced by the porcupines described by Arthur Schopenhauer (2000). In his work Schopenhauer (2000) tells us how porcupines spend winter. In the freezing cold, they need to huddle together for warmth to survive, but if they get too close to each other they stab one another with their quills. Therefore, they move away not to hurt each other, yet this time they face the risk of freezing. That is, they spend winters balancing the closeness among the members of the group, trying to find the medium in which they might survive in some degree of comfort and warmth without hurting one another.

Similarly, human beings are continuously in a struggle for achieving the balance among other people. On the one hand, they want to be a part of a group, to be approved and accepted by the other members of the society; on the other hand, they also want to be on their own and to do whatever they want to and they even want to use their right to say 'NO' (Hatipoğlu 2010) when they hear illogical/strange/undoable requests, suggestions

and invitations. But before refusing a request/suggestion/invitation, they think 'long and hard' about the consequences. Because as a part of the social group in order to maintain the continuity of the interaction/relationship, they need to consider not only their own but also their interlocutors' face needs. One of the biggest problems that foreign language learners (henceforth FLL) encounter, however, is the fact that the 'face needs' (Brown & Levinson 1987) may change from one culture to the other. Since cultural differences in these face needs change 'the ways we do things with words' (Austin 1962), miscommunication, misunderstandings, communicative/pragmatic failures and communication breakdowns are most likely to occur. Being "*a form of understanding which is partially or totally deviant from what the speaker intended to communicate*" (House et al. 2003: 5), misunderstanding can occur due to different linguistic domains such as phonetic, syntactic, lexical, semantic and pragmatic (Bazzanella & Damiano 1999 cited in House et al. 2003). It is the misunderstandings on the pragmatic level from which this study is initiated from. The misunderstandings often originate from the illocutionary force and indirect speech acts when the pragmatic level is at stake because the hidden meanings underlying communicative conventions are failed to be uncovered and interpreted (House 2003). The same problem occurs when producing and/or interpreting refusals since rather than directly saying 'NO', the interlocutors might prefer to use indirect conventions to reject. These interaction problems and pragmatic failures in realizing refusals may lead to the perpetuation of the biases and stereotypes and to unrealistic labeling of groups/nations/cultures because when we think of FLL who try to communicate with the native speakers of the target language, we can see that the learners' lack of pragmatic rules/knowledge of the target society in refusing might also lead to the labeling of those speakers as rude, cold and/or inept.

For a successful second language acquisition (henceforth SLA), a development at five levels is needed: phonetics and phonology, morphology, syntax, discourse and pragmatics (Fromkin et al. 2007). Research shows that among these fields, it is most difficult to develop the pragmatic competence of the FLL (Cohen 1996a). If the teachers do not teach and do not focus students' attention to the pragmatic rules valid in the target culture, it is almost impossible for the FLL to acquire the pragmatic rules of the new language since they are implicit and very difficult to uncover (Thomas 1995). Since many English language teaching (henceforth ELT) course-books and materials do not include natural and/pragmatically appropriate conversations (Bardovi-Harlig et al. 1991) and

mainly focus on teaching the grammatical structures presented in the dialogues and hence ignore the pragmatically appropriate ways of realizing speech acts in the target language. Blum-Kulka, House and Kasper (1989 cited in Murray 2010) tell us that even advanced language learners may regularly commit pragmatic failures and fail to communicate or interpret the illocutionary force or the politeness value of the utterances. Moreover, they might transfer the pragmatic strategies of their first language (henceforth L1) simply because they may presume universality in pragmatic strategies or in realizing the speech acts (McLean 2001). Consequently, language learners using pragmatically inappropriate language in the target culture hold “*the risk of appearing uncooperative at the least*” (Bardovi-Harlig et al. 1991:4) while building up social relations in the community of practice. Although number of researchers attempted the difficult task of teaching the pragmatic rules of English related to the production of various speech acts to Turkish learners of English (e.g., requests, Atay 1996; Yumun 2008; Zingir Gülten 2008; apology, Mızıkacı 1991; Karsan 2005; Hatipoğlu 2009), there are some speech acts such as refusals, which are frequently used in everyday communication, but not sufficiently examined in research studies. The current study is an attempt to fill in the niche related to refusals by Turkish learners of English in the area of interlanguage pragmatics (ILP).

The aim of this study is threefold:

- (1) To uncover the refusal strategies that native speakers of American English (henceforth AE) with the age range 18-33 use in conversations between equals (E-E).
- (2) To identify the refusal strategies that native speakers of Turkish (henceforth TUR) with the age range 18-33 use in conversations between equals.
- (3) To find out what types of refusal strategies Turkish learners of English with advanced level of proficiency (henceforth TRE) use in English in contexts parallel to the ones examined for the two native groups and also to uncover if the TRE transfer the refusal strategies that they used in their native language to their target language, English (i.e., whether they display evidence of *pragmatic transfer* or not (Beebe, Takahashi and Uliss-Weltz 1990)).

The refusals were chosen as focal speech acts in this study mainly because of the following four prominent reasons:

(1) Refusals are ‘naturally’ face-threatening (henceforth FTAs) (Brown & Levinson 1987; Beebe et al. 1990) and ‘rapport-threatening’ (henceforth RTAs) speech acts. They are face-threatening not only because they conflict with the listeners’ expectations (Eslami 2010) (e.g., his negative face wants: a request/invitation/suggestion to be accepted) but they also damage the face of the refusees (e.g., his/her positive face wants: to be accepted and liked by other people). They are also classified as rapport-threatening since they threaten the harmony between the interlocutors in three main ways: “through face-threatening behaviors, through rights-threatening/obligation-omission behavior, through goal-threatening behavior” (Spencer-Oatey 2008:17). Stated differently, refusals are “*sticking points*” for many non-native speakers (Beebe et al. 1990), which makes them even more interesting for researchers because in such an ‘omni threatening conversation’, interlocutors try to employ many face-saving and rapport management strategies.

(2) Refusals are complex speech acts. Beebe et al. (1990) argues that refusals are complex first in the sense that they often call for long negotiated strings of utterances during the interactions and second in the sense that they include such a high risk of offending the other party that certain level of indirectness is generally ‘a matter of requirement’. Hence, interlocutors often make use of indirect refusal strategies (Beebe et al. 1990; Chen 1996) (i.e., refusal expressions whose illocutionary force is not reflected in their sentence structure (Adolphs 2008), (e.g., saying ‘*That sounds very entertaining but I think I’ll stick with my other plan*’ in return for an invitation to a party functioning as a refusal). Maybe because of that, differently from speech acts such as greetings, leaves-taking and requests, refusals very rarely emerge as formulaic and routine expressions. Hence, they usually cannot be learnt by heart, which makes them even more difficult for the non-native speakers (Chen 1996) to recognize and/or interpret the refusals in the contexts where they interact with native speakers of the target language

(3) Refusals are culture and context-dependent. In the first pilot study (henceforth FPS) carried out for this research and aiming to uncover how the native speakers of Turkish and American English evaluate the situations included in the Discourse Completion Test (henceforth DCT), the Turkish participants found impolite to refuse their close friend’s

invitation to an entertainment while s/he was in the middle of a chat with another friend, whereas American informants stated that they would refuse their friends now that they were already enjoying the talk with another friend. The refusal strategies people employ would differ depending on the cultural context as well as the status of the refusee, the role relationship and the level of closeness between the interlocutors. Wannaruk (2008), for instance, found that the percentage of the native speakers of English utilizing 'No' in most of the situations were quite low, except in the situations where they were supposed to refuse equal or lower status interlocutors such as a friends (while refusing their invitations), neighbors or newsagents (while refusing their offers). Hence, when refusals do not follow the rules of politeness in the particular cultures, they might be interpreted as humiliating or insulting, or/and might lead to misunderstandings and communication breakdowns and it might even end up with the loss of a relationship. Al-Kahtani (2005) also states that the face of the speaker or listener is at risk when a situation requiring refusal emerges hence, as refusals are sensitive and they bear the tendency to risk interpersonal relationships of the interlocutors, and learners of a foreign language are most likely to commit pragmatic failures due to the very limited exposure of pragmatic rules of the target culture, refusals need to be investigated cross-culturally. That is, interactants with different cultural backgrounds should be aware of the refusal strategies that are valid in the respective societies. This, in turn, means 'a possession of 'a great deal of sociopragmatic competence or being 'pragmatically fluent' in the target language. The need to know as much as possible about the sociopragmatic rules of the culture becomes even more eminent when the language learners are future English teachers. Therefore, two of the aims of this study are to examine how future English teachers (i.e., native speakers of Turkish with advanced level of proficiency in English) refuse people with equal status (e.g. lovers, close friends, classmates, and acquaintances) in English; and to compare those refusal strategies with the ones used by native speakers of American English.

(4) Refusals need a high level of pragmatic competence. Although grammatical and pronunciation mistakes are tolerated by the native speakers of a language, since pragmatic failures often cause frictions among the native and non-native interlocutors (Thomas 1995), they are not excused. This is mostly because these failures are generally perceived as intentional offending actions rather than accidental mistakes which were caused by the cultural differences and the lack of knowledge regarding pragmatic rules to realize

refusals in the target language. Thomas (1983, 1984) also signified the seriousness of pragmatic failures for the simple reason that they might reflect the refuser as a rude, bad, and disrespectful person while a linguistic failure would reveal that the non-native speaker has a low level of proficiency in the language. Thus, due to the reasons enumerated in detail above, for a successful cross-cultural communication, refusals “*demand a very high pragmatic competence*” (Chen 1996: 47) and to teach the learners what kinds of cultural rules, beliefs, attitudes and values the target culture possesses in realizing refusals, they need to be analyzed in detail.

So far, the studies on the speech act of refusal examined the strategies exchanged between interlocutors with different social statuses; namely, from high to low, from low to high and from equal to equal (e.g. Beebe et al. 1990; Bulut 2000; Nelson et al. 2002; Al-Kahtani 2005; Tekyıldız 2006; Wannaruk 2008; Allami and Naeimi 2011). However, these studies to a certain extent fail to present a sufficiently detailed picture related to the use of the speech act of refusal among equal-status interlocutors with different degrees of closeness. To fill in this gap in the field, in the current study, only refusals among equal-status interactants with varying degrees of closeness are investigated. There are also the following important reasons why this strategy was adopted:

(1) The learners of English as a second or foreign language are generally exposed to formal language in the academic context since the relationship between the learners and the teachers are formal (i.e., they learn the language appropriate for high to low and low to high relationships). Thus, although they might have the opportunity to learn the productions of the speech act of refusal in the situations where they generally refuse higher status people or higher status people refuse them, they might not have the chance to learn how native speakers of English tend to refuse people with equal status, which may cause problems in communication with equal status people.

(2) Moreover, even in a relationship between people who are equal in status, the speakers might prefer to use different refusal strategies in accordance with the degree of closeness of their relationships. Besides, since the relationship between equal-status interlocutors is free from the impacts of power (power in the sense that one of the interlocutors possesses superiority over the other or the interaction is shaped by the rules of a hierarchical relationship (Spencer-Oatey 2008)), the negotiation strategies that the refuser would

utilize might differ to a great extent depending on the level of closeness with the refusee (e.g., the strategies used to refuse a lover could be different from the refusals addressed to a classmate although in both relationships the interlocutors are equal in status). Furthermore, in a preliminary study, Shigeta (1974 cited in Allami and Naemi 2011) analyzed the responses of the native speakers of Japanese and American English to 6 DCT situations: 2 apologies, 2 requests and 2 refusals and found out that Japanese respondents were anxious about the status of the interlocutors in the described situations whereas Americans considered the personal relations or the level of closeness with the person in the situations as more important. Using these findings as a base, it might be hypothesized that Americans would choose to utilize different refusal and face management strategies when refusing the equal-status interlocutors but with different level of closeness. In addition, following Spencer-Oatey's (2008) framework it could be predicted that the rapport management orientations would be different in each category of relationships examined in the current study (i.e., lovers, close friends, classmates, and acquaintances). To illustrate, while AE might prefer to adopt a rapport-maintenance orientation when refusing their lovers, they could chose to employ rapport-neglect orientation in their refusals against their acquaintances, taking into consideration the level of closeness and the nature of the relationship they have with the interlocutors. Therefore, refusals realized among people with equal status but with different degrees of closeness should also be examined in detail and the pragmatic competence of the Turkish learners of English should be developed in that respect.

1.2. Significance of the Study

Teaching the pragmatic rules of a language to FLL is a formidable and demanding process in order for FLL to maintain a healthy and pragmatically appropriate conversation between native speakers of English. This study aims to contribute to developing the pragmatic competence of TRE in realizing the speech act of refusal as well as providing a clear and concise understanding of refusal strategies used by AE and TUR in conversations with equal status people.

The current study is thought to be significant and it would contribute to the fields of Cross-cultural Pragmatics and Pragmatics in Teaching English as a Foreign Language specifically to Turkish learners of English for the following reasons:

First of all, although there are numerous studies conducted on the speech act of refusal across various cultures/communities of practice, there are very few studies done on this complex speech act in the Turkish context (e.g., Bulut 2000; Tekyıldız 2006; Akpınar 2009; Çimen 2009). However, this study is the first attempt to investigate in detail the refusals exchanged between equal status interlocutors with different level of closeness in the Turkish and American cultures, and by the Turkish learners of English.

Secondly, to the best knowledge of the researcher, there are no studies on refusals in which the DCT situations were constructed from TV Serials. Most of the studies either adopted the DCTs developed by prominent researchers who examined the speech act of refusals (e.g., Beebe et al. 1990) or constructed their DCT items by interviewing a bunch of native speakers of the examined languages over the speech act in question (e.g., Nelson et al. 2002; Wannaruk 2008). In studies such as Nelson et al.'s (2002) and Wannaruk's (2008) researchers asked interviewees to give typical daily situations in which a refusal was realized. But in this study, the DCT scenarios were selected among the most frequently encountered refusal situations in the 38 episodes of a highly popular American TV Serial *Gossip Girl* scrutinized for this study. It is believed that the selected scenarios have yielded helpful insights into natural situations that call for refusals in the American culture.

Third, to date, the speech act of refusals has been endeavored in terms of semantic formulae and face management strategies; however, there seems to be no study on refusals in the Turkish contexts which uses the Rapport Management Theory developed by Spencer-Oatey (2008). Hence, this study aims to contribute to the speech act studies viz. refusals with a new theoretical perspectives on (im)politeness in the Turkish and ILP contexts.

Last but not least, when compared with the previous studies on refusals conducted in the EFL contexts in Turkey, this study is innovative in the sense that it adopts the multiple data collection procedures, through which the researchers can draw a realistic picture of the refusal productions of the examined groups (Cohen 1996b). The data in this study basically comes from DCT. However, while constructing the DCTs, the researcher followed a different path. First by utilizing the philological method (Jucker 2009) refusal

scenarios from the TV Serial Gossip Girl were extracted to develop the DCTs. Second, the selected DCT situations were evaluated via a Likert-scale questionnaire and interviews were conducted. Before administered in their final form, the DCT situations were also evaluated in terms of length and the components of Dell Hymes SPEAKING Model (henceforth HSM) (1974) due to the fact that situations with different length and/or different number of contextual information can impinge on the participants' responses in the DCTs. Therefore, it was made sure that each situation in the DCTs has the same number of lines and same amount of information in the light of HSM (See section 4.1.4).

1.3. Research Questions

This study aims to answer the following research questions:

- (1) What are the refusal strategies/semantic formulae used by young AE to different stimulating acts (requests, invitations, and suggestions) in interactions with interlocutors with equal status but different level of closeness?
- (2) What are the refusal strategies/semantic formulae used by young TUR to different stimulating acts (requests, invitations, and suggestions) in interactions with interlocutors with equal status but different level of closeness?
- (3) What are the refusal strategies/semantic formulae used by young TRE to different stimulating acts (requests, invitations, and suggestions) in interactions in English with interlocutors with equal status but different level of closeness?

CHAPTER II

THEORETICAL FRAMEWORK

2.0. Presentation

This chapter first presents and discusses Speech Act Theory. Then it goes on with brief background information to the politeness theories. Lastly, Rapport Management Theory is explained and discussed.

2.1. Speech Act Theory

The speech acts, defined as the basic units of linguistic communication, were first introduced by Austin (1962) and Searle (1969, 1979) in their Speech Act Theory (henceforth SAT). At the core of this theory is the assumption that language is utilized to (explicitly or implicitly) perform certain actions apart from the basic transmission of information. Namely, “in utilizing linguistic conventions, the speaker with an associated intention performs a linguistic act to the hearer” (Oishi 2006: 14). Utterances like ‘I refuse to go to the party with you’ and ‘I bet you sixpence it will rain tomorrow’ are treated as the performance of an act. Austin (1962) describes these utterances as *performatives* and he asserts that a set of criteria need to be fulfilled for an utterance to be successful; in other words, a set of *felicity conditions* are required. These felicity conditions correspond to the rules of propositional, preparatory, sincerity, essential that govern speech acts (Searle 1979). Levinson (1983), on the other hand, classifies felicity conditions into three categories: (1) the conditions and the people must be suitable to the situation, (2) the procedure need to be performed in the right way, and (3) the people have to possess the necessary thoughts, emotions, and intentions, which would overlap with the sincerity rules of Searle. To illustrate, if somebody has not offered you a lift to the school, but you say ‘I’ll take the bus this time’, then you violate the felicity condition.

Austin (1962) states the necessity to group speech acts into three dimensions (1) locutionary, (2) illocutionary, and (3) perlocutionary. The locutionary act is to produce the utterance physically or to produce meaningful linguistic expression (Yule 1996). It is then followed with the second category, illocutionary act, the semantic *illocutionary force* of the utterance, which is the intended meaning. The final category, the perlocutionary act is the effect of an illocutionary act on the hearer.

However, depending on the circumstances, the intended meaning of a locutionary act can be interpreted in different ways. Yule (1996) elaborates the issue with the following locutionary act and its potential illocutionary forces (p.49).

- a. I'll see you later. (=A)
- b. (I predict that) A.
- c. (I promise you that) A.
- d. (I warn you that) A.

Based on the rules and components, Austin and Searle developed taxonomy of speech acts. Austin (1962) presents five general classes of illocutionary forces of utterances, including verdictives, exercitives, commissives, behabitives, and expositives. On the other hand, Searle's (1969, 1979) taxonomy of illocutionary acts includes representatives, directives, commissives, expressives, and declarations.

The speech act of refusal, the focus of this study, belongs to the category of 'commissives' in Searle's classification of illocutionary acts (1969, 1979). "*Commissives are those kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends*" (Yule 1996: 54). When a speaker uses a commissive, s/he tries to make the world fit the words (Searle 1969, 1979).

Searle (1975) differentiates between a direct and indirect speech acts depending on the recognition of the intended illocutionary effect of an utterance in a certain case. A direct speech act is performed directly with the illocutionary force of an utterance built on the structure of the sentence (Levinson 1983). Indirect speech acts are defined as "*cases in which illocutionary act is performed indirectly by performing another*" (Searle 1975:60).

The focus of the current study was to explore the productions of the speech acts of refusals by AE, TUR and TRE; therefore, the SAT was used to define refusals and the stimulating acts to elicit the refusals (invitations, requests, and suggestions) in the DCTs were also differentiated and described.

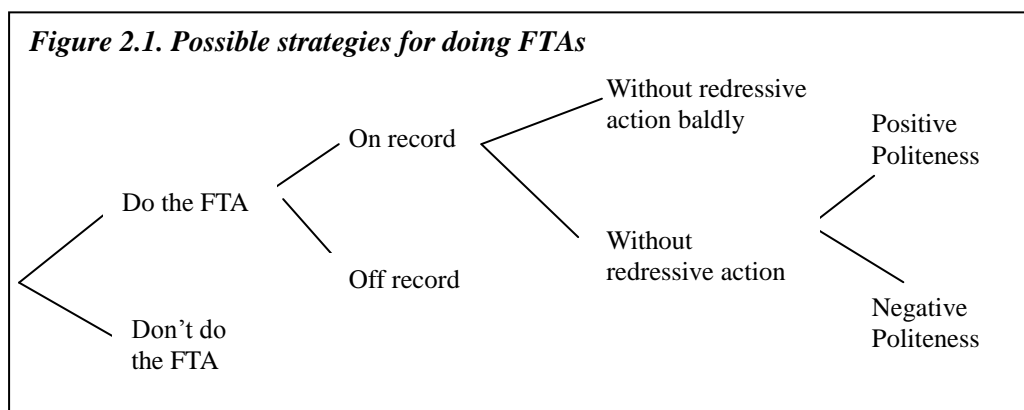
2.2. Theories of Politeness

Brown & Levinson (1987) propounded the most influential theory of politeness with their seminal work, which led many other theories to emerge on the issues related to human interaction and the conceptualization of politeness. At the heart of the Brown & Levinson's (1987) politeness theory is the concept of 'face' which was originated from Goffman (1967, 1999 in Hatipoğlu 2009). As Hatipoğlu (2009) quotes from Goffman (1967:7):

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...

Brown & Levinson (1987: 61) define the concept of face as '*the public self-image that every member wants to claim for himself*'. For them, face is a concept that can be preserved, maintained or enhanced, which can also be lost. In addition, they distinguish two aspects of 'face' which they claim are universal; namely, 'negative face' and 'positive face'. The former is a person's want to be unimpeded by others, to be free to act without being imposed upon; the latter is a person's wish to be desirable to others who will appreciate and approve of one's self and one's personality. Spencer-Oatey, however, argues that these face-wants basically represent people's desire for autonomy and approval in their actions, respectively (2008).

Proposing another important constituent of the politeness theory, Brown & Levinson suggests that some illocutionary acts inherently threaten face of the interlocutors and call them as Face threatening acts (FTAs). Hence, interlocutors, (Brown & Levinson 1987:69) follow some possible strategies in interaction when they face the possibility of doing a FTA.



If the speaker prefers to do an FTA s/he can either show it with a vague utterance in meaning so that s/he wards off any imposition of her/his words (i.e., off record) or prefers to perform an act directly, showing clear intentions in her/his actions (i.e., on record – without redressive action). One other possibility is to employ some redressive acts in order to avoid face-threatening effect of the utterances on the part of the hearer (i.e., on record- with redressive action). In such cases, s/he may select either positive politeness (i.e., speaker's claim that s/he have mutual appreciation and interest) or negative politeness (i.e., the speaker's recognition and protection of the hearer's right for being free and not to be imposed) strategies (Brown & Levinson 1987).

Given that the Politeness Theory is the most extensive model, it has been widely employed as theoretical basis by many researchers and it also initiated many other politeness theories. Consequently, it received much criticism. Hatipoğlu (2009) discusses the criticism addressed to Brown & Levinson's Politeness Theories. She classifies the criticisms into two categories (p: 38):

(1) those challenging the claims of universality of concepts such as face, face wants and politeness strategies and (2) those which question the description of the FTAs, Brown and Levinson's politeness scale, and its relation to the D, P, and R variables as well as the lack of emphasis on discourse and absence of context.

Moreover, Matsumoto (1988 cited in Spencer Oatey 2008), criticizes the politeness theory regarding and puts forward that the theory is so much governed around individual's self-face wants and neglects the social-interactional angles of face. This, for instance, can be witnessed in Japanese culture because they value seeking for the acceptance of others, their position among the other members of a society (Spencer-Oatey, 2008).

As previously stated, although there are many concepts and components that have been criticized by many researchers, the Politeness Theory of Brown & Levinson paved the way for comprehending the concepts of face and politeness and it also made way for the emergence of new models (e.g. Gu 1990; Watts 2003 and Spencer-Oatey 2000, 2008).

2.3. Spencer-Oatey's Rapport Management Model

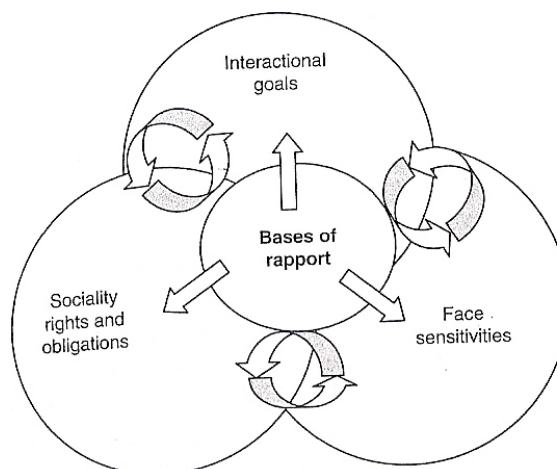
Brown & Levinson's ignorance of the interpersonal or social perspective on face and overemphasis of the concepts of individual freedom and autonomy in their theory (Matsumoto 1988 as cited in Spencer Oatey 2008) motivated Spencer-Oatey to propose a new framework for analyzing the interactions in language. She argues that Brown & Levinson's underspecified the conceptualization of positive face and that they wrongly identified some concerns as negative face issues which have nothing to do with the face concerns at all.

Spencer-Oatey propounds that the face-centered models of politeness focuses only the desires/wants of the self, i.e., desires for autonomy and approval, whereas the term "*rapport*" takes not only the self but also the addressee into account to examine language usage. She does not use the term politeness in her model basically because it (2008):

- (i) represents the use of a more *formal* language, which may not be the most suitable language use in certain contexts.
- (ii) reminds of a more *harmonious* language use, but, language may, from time to time, be utilized to attack the interlocutors

Therefore, she uses the term "rapport management" that she defines as "*the management of social relationships, an aspect of language use*" (Spencer-Oatey 2008: 12) and she proposes a modified framework for face and rapport management (*the management of harmony-disharmony among people*) which requires three main interdependent constituents: (1) *the management of face*, (2) *the management of sociality rights and obligations*, and (3) *the management of interactional goals* (Spencer-Oatey 2008: 13) (See Figure 2.2.)

Figure 2.2. The bases of rapport



According to the three-dimensional model above, the management of sociality rights and obligations includes the management of social expectancies, which Spencer-Oatey describes as ‘*fundamental social entitlement that a person effectively claims for him/herself in his/her interaction with others*’ (2008: 13) Namely, face in rapport management is defined as “*people’s sense of worth, dignity and identity, and is associated with issues such as respect, honor, status, reputation and competence*” (Spencer-Oatey, 2008: 14). In order to establish rapport in interactions, another factor to be considered is the management of sociality rights and obligations. Sociality rights and obligations are related to social expectancies and indicate “*people’s concerns over fairness, consideration, and behavioral appropriateness*” (Spencer-Oatey, 2008: 13). Table 2.1 shows that some social rights and obligations among people lead into some behavioral expectations for the self and the other interlocutor(s), and that the violation of these rights and obligations may cause some conversational and interpersonal problems. Interactional goals, on the other hand, refer to the specific task and/or relational goals that people may possess when they communicate with one another

Spencer-Oatey (2008) also holds forth that the behavioral characteristics of people and their expectations are based on two principles: (1) *equity* (i.e., being treated fairly), and (2) *association* (i.e., the degree of closeness-distance in relations). The context, the goal of the interaction and the personal values of the interlocutors determine the priority and the extent of these concepts.

Table 2.1. Bases of perceived sociality rights and obligations

Basis of perceived sociality rights and obligations	Types of behavioral expectations for self and other
Contractual/legal agreements and requirements	Behavioral expectations based on business or other types of contract, as well as societal requirements such as equal opportunities of employment and avoidance of discriminatory behavior
Explicit and implicit conceptualizations of roles and positions	Behavioral expectations associated with roles and social positions. Although they can be contractually based (e.g. the duties specified in a job contract), very often they are far more implicit. They include three key elements: equality-inequality, distance-closeness and the rights and obligations of the role relationship.
Behavioral conventions, styles and protocols	Behavioral expectations associated with the conventions, styles and protocols that people are used to encountering. For example, work groups usually develop conventions for handling team meetings, such as whether there is an agenda and if so, how strictly it is adhered to, or whether they can sit where they like or whether they should sit according to status or role.

Source: (Spencer-Oatey, 2008: 15)

In the framework of rapport management theory, the FTAs are also discussed in line with the three components of the model: *face-threatening behavior*, *rights threatening/obligation-omission behavior*, and *goal-threatening behavior* (Spencer-Oatey, 2008: 17). Other important factors to examine the social interactions, such as rapport management strategies (i.e., directness vs. indirectness, upgraders vs. downgraders etc.), and the motivational factors behind the utilized strategies (i.e., rapport orientation, contextual variables so on) are also explained in detail in the framework.

Spencer-Oatey (2008: 32) differentiates 4 types of rapport-orientation that people can hold in their interactions:

1. *Rapport enhancement orientation: a desire to strengthen or enhance harmonious relations between the interlocutors;*
2. *Rapport maintenance orientation: a desire to maintain or protect harmonious relations between the interlocutors;*
3. *Rapport neglect orientation: a lack of concern or interest in the quality of*

relations between the interlocutors (perhaps because of a focus on self);
4. Rapport challenge orientation: a desire to challenge or impair harmonious relations between the interlocutors.

When people adopt rapport enhancement orientation, they desire to enhance the harmony of the relationship with various motives such as to begin a romantic relationship, to express friendliness to someone. In rapport-maintenance orientation, however, people want to sustain the current quality of the relationship and level of harmony with the interlocutors. Rapport neglect orientation is seen in the interactions when people have little concern for the harmony of the relationship. It may for example result from the fact that speaker is not interested in the relationship for some reasons or they are more concerned about their face wants and/or sociality rights than about the rapport. Finally, rapport-challenge orientation can be seen in the interactions where people have the desire to impair the harmony of the relationship for various reasons like to display personal independence. People's intentional behaviors to cause people to lose face are ways to damage the rapport.

Spencer-Oatey's Rapport Management framework is chosen as the theoretical basis to interpret the results of the data analyses of the examined groups for this study for the following reasons: (1) the choice of refusal strategies is both affected by the concerns for the addressee's face wants and the speaker's own face considerations and the concerns for the sociality rights and obligations of interlocutors (e.g., equality-inequality, distance-closeness and the rights and obligations of the role relationship) (2) the types of rapport orientation may hold true for the interlocutors with equal status but different level of closeness (lovers, close friends, classmates, and acquaintances) because these interlocutors want to maintain and enhance the harmony between each other. Keeping these possible factors in mind, it is believed that this framework will enable the researcher to discuss the results of the study. Among the three components of Rapport Management framework, 'interactional goals' is not taken into consideration because in all of the situations, speakers are oriented to refuse. In other words, they can be considered to have a common interactional goal; that is, to refuse the requests, invitations and suggestions coming from their lovers, close friends, classmates and acquaintances.

CHAPTER III

REVIEW OF LITERATURE

3.0. Presentation

This chapter first presents and discusses key terminologies of ILP, pragmatic competence and pragmatic transfer. Then, speech act of refusals and the necessity of its exploration are explained and discussed. Finally, studies pertaining to refusals are mentioned and discussed.

3.1. Interlanguage Pragmatics

Learners of a second/foreign language build up a system peculiar to themselves which contain elements that are between L1 and L2 in the course of learning the language. This terminology is defined as “the systematic knowledge of the language being learned (L2) which is independent of both these learners’ native language (L1) and the target language” (Ellis 1994:698). At first, the studies on interlanguage (henceforth IL) were primarily related to the phonological, morphological and syntactic level in second/foreign language learning (Hymes 1972). However, “problems of miscommunication between people coming from different cultures” (Kasper 1992:220); the fact that “only interlanguage study of grammar system is not enough and problems involving context cannot be solved” (Huang 2010: 682) created the need to focus on the pragmatic comprehension and production of second/foreign language learners’, which is called as *interlanguage pragmatics*.

ILP, as a domain of second language (henceforth L2), is defined by Kasper & Blum-Kulka (1993:3) as “the study of non-native speakers’ use and acquisition of linguistic action patterns in a second language”. Studies of ILP have focused on illocutionary and politeness dimensions of speech acts and have yielded valuable insights about the acquisition and development of pragmatic competence of non-native speakers. It is of great importance to make learners achieve native-like level of pragmatic competence by acquiring politeness rules of the target culture and developing conversational skills such as how to talk to people with different statuses and role relationships, what verbal and non-verbal behaviors are appropriate in different contexts (Felix-Brasdefer 2004).

ILP might be combinations of the pragmatic rules valid in the native language or/and target language or they can display characteristics independent from both L1 and L2. Learners now and then borrow the pragmatic rules existing in their native language. They also use literal translations of L1 proverbial expressions and their speech act productions are generally more restricted and less complex than those of native speakers of the target language (Kasper & Blum-Kulka 1993). Moreover, learners can differ from native speakers regarding pragmatic productions in various ways. Cohen (1996c) for example characterizes three areas for such divergences of learners: speech acts, semantic formulae and form. On the other hand, Blum-Kulka (1982) states that speech act productions of non-native speakers may deviate on three aspects; namely, (1) social acceptability of the utterance, (2) linguistic acceptability of the utterance or (3) pragmatic acceptability reflected in shift of illocutionary force. Since above mentioned deviations of learners from the productions and comprehensions of native speakers' may result in miscommunications, insulting/irritating situations if not labeling non-native speakers as rude and hard to deal with, the area of ILP need to be investigated and pragmatic competence level of learners should be developed.

3.2. Pragmatic competence

People do not always reflect what they have in their mind directly through words, phrases or sentences they utter, but for some reasons, they knowingly and willingly or inadvertently, hide the actual intentions behind the words. Or sometimes just because words and grammatical structures can have multiple functions, we might have various options to pick out at hand to interpret the implied message in the interactions. Jean Aitchison point out that:

We human beings are odd compared with our nearest animal relatives. Unlike them, we can say what we want, when we want. All normal humans can produce and understand any number of new words and sentences. Humans use the multiple options of language often without thinking. But blindly, they sometimes fall into its traps. They are like spiders who exploit their webs, but themselves get caught in the sticky strands (1997:80).

The hidden or implied meanings of the words come under *pragmatics*, which Crystal describes 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” (1985: 240). Leech (1983) however, seeing pragmatics as interpersonal

rhetoric defines it as the way speakers and writers fulfill their purposes as social actors who not only need to get things done but also form or/and maintain interpersonal relationship with interlocutors. Therefore, differently from Crystal, Leech also mentions the interpersonal relationship aspect of pragmatics. In line with these definitions of pragmatics, we can say that appropriate production and interpretation of speech acts play a significant role in interactions and interpersonal relationship. It gets even more important when it comes to the cases where non-native speakers and native speakers of a target language try to communicate because “clear cross-cultural differences can and do produce conflicts or inhibit communication” (Saville-Troike 2003:18). In addition to this, inappropriate usages of speech acts may end up with difficult problems for the interlocutors. Therefore, not to “*get caught in the sticky strands*” of the language that Aitchison mentions above (1997:80), learners of a foreign language need to develop the competence of saying what, when, how and to whom in a foreign language. Saville-Troike defines it as ‘communicative competence’ as in the following:

It extends to both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, to whom one may speak, how one may talk to persons of different statuses and roles, what non-verbal behaviors are appropriate in various contexts, what the routines for turn-taking are in conversation, how to ask for and give information, how to give commands, how to enforce discipline, and the like-in short, everything involving the use of language and other communicative modalities in particular settings (2003: 18).

Communicative competence was coined by anthropologist/ethnographer Dell Hymes (1972) who denoted that Chomsky’s linguistic competence doesn’t possess the most significant ability of being able to produce and interpret utterances suitable in the context in which they are created. Therefore, he introduced the broader and more detailed concept of communicative competence. Later, Canale and Swain (1980) conveyed this concept to second/foreign language teaching context and identified four components: (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence and (4) strategic competence.

As to pragmatic competence, as Kasper (1997) states quoting Savignon (1991) it needs to be placed under the model of communicative competence. Fraser defines pragmatic competence as “the knowledge of how an addressee determines what a speaker is saying and recognized intended illocutionary force conveyed through subtle attitudes in the speaker’s utterance” (1983: 29). With the purpose of communicating successfully in a

target language, pragmatic competence of learners in L2 must be reasonably well developed (Kasper 1997). This, however, comprises sociocultural and sociolinguistic ability. Cohen (1996b) defines sociocultural and sociolinguistic ability as in the followings:

***Sociocultural ability** refers to the respondents' skill at selecting speech act strategies which are appropriate given (1) the culture involved, (2) the age and sex of the speakers, (3) their social class and occupations, and (4) their roles and status in the interaction.*

***Sociolinguistic ability** refers to the respondents' skill at selecting appropriate linguistic forms to express the particular strategy used to realize the speech act. It is the speakers' control over the actual forms used to realize the speech act, as well as their control over register or formality of the utterance from most intimate to most formal language (22-23).*

Pragmatic competence was also named differently by many researchers. For example, Richards and Sukwiwati denominated it as *conversational competence* defining as “the speakers’ knowledge of how speech acts are used in social situations (1983: 113). Thomas, (1983) and Leech (1983) on the other hand, subclassified pragmatic competence into a *pragmalinguistic* and *sociopragmatic* component. The *pragmalinguistic* and *sociopragmatic* components appear to be overlapping with Cohen’s sociolinguistic and sociocultural abilities respectively. *Pragmalinguistics* refers to the resources to convey communicative intentions and interpersonal meanings such as directness and indirectness and linguistic forms used to intensify or soften communicative intentions. Take the following two refusals as examples: ‘No, I can’t go to the movies’ and “No, I guess it would be impossible for me. You know I would normally join you guys but forgive me this time”. Although both statements function as refusals, the speakers obviously adopt different stances reflecting different level of closeness and relationships in the conversation. Leech (1983: 10) defines *sociopragmatics* as “the sociological interface of pragmatics, referring to the social perceptions underlying participants' interpretation and performance of communicative action”. In this study, however, pragmatic competence will be considered as a sub-category of communicative competence and the distinction of sociolinguistic and sociocultural abilities made by Cohen (1996b) will be followed.

3.3. Pragmatic Transfer

Pragmatic transfer in IL is defined by Kasper (1992: 207) as “the influence exerted by learners’ pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information”. When the

transferred pragmatic rules from L1 are also available in L2 then it may facilitate the learning of pragmatic knowledge and developing pragmatic competence, which is positive transfer; however, when there is a clash between the pragmatic rules that learners transfer from L1 to L2, then it hinders the development of pragmatic competence and cause communication problems, which is negative transfer. Beebe et al. argue that “there is often a social motivation for the process of pragmatic transfer as well as a sociolinguistic content to the transferred forms (1999:56). Moreover, among the reasons why learners display negative pragmatic transfer might be their low proficiency level in the target language, lack of pragmatic knowledge in the target culture or even the intentional loyalty to the pragmatic rules of L1. However, regarding the proficiency level of learners, Allemi and Naeimi (2011) found out that upper-intermediate learners tended to transfer more L1 sociocultural rules to L2 and committed more pragmatic error than lower-intermediate learners.

3.4. Refusals

The speech acts of refusal takes place “when a speaker directly or indirectly says ‘NO’ to a request, invitation, suggestion or offer” (Allemi & Naeimi 2011:387) so they belong to the category of commissives because they commit the speaker not to take a future action (Searle 1969, 1979). They are both FTAs (Brown & Levinson 1987; Beebe et al. 1990) and RTAs, which necessitates face considerations of both interlocutors. Moreover, they are complex speech acts because the speakers often fall back on long negotiated strings of utterances during the interactions and employ indirect strategies to reduce the face-threatening effect of the act. As a result, differently from the other speech acts such as greetings and leaves-takings, they hardly occur as formulaic expressions (Chen 1996). That’s why the speech act of refusal requires a high level of pragmatic competence for the FLL to produce them in pragmatically appropriate manner in the target culture. However, learners of a foreign language are most likely to commit pragmatic failures due to the very limited exposure of pragmatic rules of the target culture and these pragmatic failures may result in misunderstandings, insulting situations and miscommunication.

The learners’ pragmatic competence in realizing refusals need to be developed also because although grammatical and pronunciation mistakes are tolerated by the native speakers of a language, pragmatic failures are not welcome mostly because these failures are generally perceived as intentional offending actions rather than accidental mistakes (For detailed explanation See Section 1.1.) so when the FLL use culturally

inappropriate/impolite refusals in the target culture, they can be labeled as a rude, bad, and disrespectful person while a linguistic failure would reveal on the part of the native speakers that the non-native speaker has a low level of proficiency in the language. Therefore, FFLs need to be equipped with the “*knowledge about how the forms carry sociocultural meanings*” in the target culture (Bulut 2000:27).

3.5. Studies on Refusals

Many studies have been carried out in order to investigate the productions of refusals not only with the perspective of cross-cultural pragmatics (e.g., Lyuh 1992; Al-Shalawi 1997; Beckers 1999; Nelson et al. 2002) but also from the angle of ILP (e.g., Beebe et al 1990; Ramos 1991; Morrow 1995; Houck and Gass 1996; Chen 1996; Al-Issa 1998; Al-Kahtani 2005; Bulut 2000; Tekyıldız 2006; Al-Eryani 2007; Wannaruk 2008; Chang 2009; Akpınar 2009; Çimen 2009; Allami & Naeimi 2011; Bella 2011).

The foremost study on the pragmatic transfer in the productions of refusals was conducted by Beebe et al. (1990) whose refusal taxonomy and DCT items were later adopted in many refusal studies. The data was collected through a DCT developed by the researchers themselves. In this particular study, they investigated the evidence of pragmatic transfer in Japanese ESL refusals, and compared them with the refusal strategies realized by native speakers of American English and native speakers of Japanese in terms of order, frequency, and content of semantic formulae. The results showed that pragmatic transfer existed in Japanese ESL refusals in all of the three aspects. Another finding was that Americans usually utilized more indirect refusal strategies when compared to Japanese. Japanese, on the other hand, employed more direct strategies when refusing lower status people and more indirect strategies when refusing people with higher status.

With an attempt to uncover the problems posed on the FLL when realizing the speech acts in the target language, Al-Kahtani (2005) also compared the production of refusal strategies by Americans, Arab learners of English and Japanese learners of English. The findings indicated that three groups were different in the ways they formed their refusals in accordance with semantic formulas, order, frequency, and the content of semantic formulae. However, he also stated that most of the other semantic formulae like [regret], [gratitude] and [wish] were basically realized in the same way by the three groups. In

addition, following Beebe et al. (1990), he aimed to display the differences in respect of the content of the semantic formulae, particularly ‘excuses’, ‘statement of principle’, and ‘statement of philosophy’. These semantic formulae are “*more interesting than the other semantic formulae regarding their semantic content because they represent personal ideas which are the most prone to be influenced by their background cultures*” (Al-Kahtani 2005: 52). His findings were in support of Beebe et al. that Americans offered explanations which were more specific and clear than the Japanese. As a result, these discrepancies in refusal realizations between the native speakers of American English and Arab and Japanese speakers of American English might induce misunderstandings during the interactions among them.

Wannaruk (2008) aimed to explore the similarities and differences between refusals in American English and Thai together with the incidences of pragmatic transfer in refusals by Thai EFL learners with a slightly different approach. She developed the DCT situations via an interview with graduate students to find out possible situations for refusals and she prepared American and Thai versions of the DCT. Together with the DCTs, retrospective interviews were conducted to gather further data to gain more insights on the refusal perceptions and productions of the three groups. The method of research of this study was different from others in the sense that it investigated the impacts of proficiency level of the Thai EFL learners on their pragmatic competence in realizing refusals and committing pragmatic transfer. Hence, the EFL group was divided into three groups: lower intermediate, intermediate and upper intermediate. Based on the results of the study, it was shown that native speakers of American English and Thai shared similar refusal strategies and pragmatic transfer was observed in the choice and content of the semantic formulae. Language proficiency was also found to be a significant determinant in pragmatic transfer because Thai EFL learners with lower proficiency of English fell back on their L1 cultural rules due to the lack of pragmatic knowledge in the target language.

A parallel research to our study was conducted by Çimen (2009). It was parallel to ours in the sense that the examined communities of practice were the same and the participants were either undergraduate or graduate students. She examined the similarities and differences in the refusal realizations of TUR, AE, and TRE who were future teachers of English. The focus of research was mainly on the refusal strategy choices and the effect of status on the refusal realizations and whether pragmatic transfer existed. In order to

collect the data, she adapted the DCT developed by Beebe et al. (1990) and administered it to 20 TUR, 20 TRE, and 20 AE. The results of her analyses indicated that the TRE employed valid refusal strategies when compared to those of AE; therefore, she stated that TRE might be considered as competent in producing appropriate refusals. Moreover, the results showed that the refusal strategies employed by the three groups were similar to each other with the exception of slight discrepancies regarding the frequency in usages of semantic formulae between the groups. With reference to pragmatics transfer, Çimen grouped them under three headings: (1) the cases when TRE transferred the pragmatic rules of realizing refusals from Turkish; (2) the cases when TRE diverged from the pragmatic rules valid for realizing refusals in American English despite the similarities between TUR and AE, and (3) the cases when TRE did not diverge from the pragmatic rules valid for realizing refusals in American English inspite of differences between TUR and AE.

Some of the ILP studies regarding refusals examine the effects of the proficiency level, status of interlocutors and types of eliciting acts on the frequency, shift and content of semantic formulae. The study of Allami & Naeimi (2011) for instance investigated the differences and similarities among the refusal productions of native speakers of Persian, Persian speaking learners of English and American native speakers. They collected the data from native speakers of Persian, Persian speaking learners of English using a DCT. In order to establish the baseline response, however, they reviewed the evidence of common components of refusal sets by native speakers of American English in a relevant study by Kwon (2004 as cited in Allami & Naeimi 2011). Having analyzed the data according to the refusal taxonomy developed by Beebe et al. (1990), they found that Iranian and American speakers had differences in the frequency, shift and content of semantic formulae they used in their refusals of higher, equal and lower status person. For example, while both groups provided excuse/reason for their refusals, the excuses of Americans' were more specific and concrete in terms of time and place. An interesting result in their study was that native speakers of Persian demonstrated a high level of frequency change in their semantic formulae usages but Americans were quite consistent with this regard without paying attention to the status level. Their findings also had evidence of pragmatic transfer in refusals of Iranian EFL learners. More specifically, they witnessed a positive correlation between level of proficiency in L2 and pragmatics transfer because upper-intermediate learners tended to display more pragmatic transfer

than lower-intermediate learners. Obviously, one cannot state that the more proficient learners get in L2 the less pragmatic transfer they demonstrate.

Different from other researches on refusal, Hatipoğlu (2010) investigated how male and female native speakers of Turkish interpret bald-on record refusal 'NO' and where they place this behavior on the polite-rude continuum depending on the role relationships and gender of the requester. She collected her data from 240 university students adopting a triangulation method and used observations of naturally occurring refusals, questionnaires and interviews. Her findings indicate that social distance and gender have a dynamic relationship with the interpretation of the level of politeness of refusals. She found out that the level of closeness is an important factor in interpreting the politeness level of direct 'NO'. For example, 42% of the female participants evaluated 'NO' as rude when they heard it from their classmates but they evaluated it as an appropriate answer to a request when hearing it from their close friends. In her article, Hatipoğlu (2010) also suggests that in order to arrive at actual rules for politeness in different contexts in a culture, the evaluations of the hearers regarding refusals need to be taken into account.

Another different study was conducted by Bella (2011) to investigate politeness strategies and mitigation devices utilized by native and non-native speakers of Greek with advanced level of proficiency when refusing an invitation from a very close friend. It was different because both length of residence and intensity of interaction with native speakers were examined to find out their impact on non-native speakers' performances of refusals. The data was gleaned from the role plays performed by native speakers of Greek and non-native speakers of Greek who have different L1 backgrounds (Albanian, Ukrainian, Bulgarian, Polish, Arabic, Hebrew and Turkish). The non-native speakers of Greek consisted of two groups: first group included participants having extended length of residence yet limited chance for interaction with native speakers of Greek and the second group constituted participants with less extended length of residence but with substantially more frequent chance for social interactions with native speakers. Based on the data, she argues that with respect to refusing an invitation coming from a friend, length of residence can be an inadequate measure while intensity of social interaction can ensure better results regarding pragmatic competence and politeness.

The above mentioned studies were carried out by focusing on the effects of different

statuses of the refusers and refusees. As a matter of fact, almost the entire refusal studies except for the ones carried out by Hatipoğlu (2010) and Bella (2011), examined the production of refusals across different social status (low to high; high to low and equal to equal). However, we need to carry out studies on refusals by focusing on a single status with different level of closeness (e.g., the refusals between people with equal status as in the current study), and analyze how people in a particular culture form their refusals; which semantic formulae are mostly employed (i.e., frequency); what typical combinations of semantic formulae are used, and which refusal strategies are utilized to initiate the refusals.

CHAPTER IV

METHOD OF RESEARCH

4.0. Presentation

In this chapter, the participants, the data collection and data analyses procedures and the pilot studies are presented and discussed in detail.

4.1. Data Collection Procedures Used in the Study

Choosing the appropriate data collection tools is usually one of the most difficult tasks that researchers working in the area of pragmatics face. The selected data collection tools determine whether or not the researchers are able to fully answer their research questions (Jucker 2009; Yuan 2001). The need for selecting the appropriate data gathering techniques becomes even more evident if the study aims to examine cross-cultural communication. The tools should not only be able to elicit the representative speech acts of the examined cultures but they should also allow the researcher to obtain large amount of data in a very short period of time so that some generalizable conclusions related to the examined communities are derived. In such studies researchers should be able to control the variables examined in the study too (e.g., the role relationship and the level of closeness of the participants, gender, and the stimuli for the refusal as in the current study). In cross-cultural studies, more than in other studies, it should be possible to compare the results of the conducted study with the previously done ones. Keeping all these criteria in mind the researcher decided to use DCTs as the main data collection tools by constructing the situations from the American TV Serial *Gossip Girl* and the situation-assessment scales and interviews were also utilized as preliminary data collection instruments as well.

The bulk of the data in this study were elicited through a DCT including 12 situations, from 69 native speakers of Turkish with advanced level of proficiency in English (TRE), 40 native speakers of American English (AE) and 58 native speakers of Turkish (TUR). In order to construct the situations included in the DCTs, 38 episodes of a famous American TV Drama Serial named '*Gossip Girl*' were examined and the situations where refusals among status-equal interlocutors occurred were gathered in a special file.

Following Austin(1962) and Searle(1979), the selected refusals were classified into four categories regarding whether the speaker refused an/a ‘offer’, ‘request’, ‘invitation’, or ‘suggestion’ and the most frequently occurring situations/contexts were chosen to be included in the DCTs. Then, situations representing various degrees of closeness between interlocutors were selected for each of the refusal ‘stimuli’ (e.g., a situation showing a refusal of an offer between lovers vs. a situation showing a refusal of an offer between classmates). However, on the basis of the results of the pilot study, the situations in which the informants needed to refuse an offer were removed from the DCTs (for detailed information see section 4.3.5.). Therefore, the final version of the DCTs (i.e., the one used for the ‘real’ data collection) consists of 12 situations requiring refusals only of invitations, requests and suggestions from lovers, close friends, classmates, and acquaintances.

No distractors (i.e., situations aiming to elicit other speech acts, e.g., apologies) were included in the DCTs as the pilot studies showed that responding to the 12 selected situations and filling in the background questionnaire section of the questionnaire takes more than 40 minutes for the participants to finish. Kasper and Dahl (1991) warned researchers that DCTs should be prepared in such a way that the participants could finish completing them in 45 minutes at most since otherwise, the participants are likely to suffer from ‘questionnaire fatigue’ and the reliability of the data could decrease.

4.1.1. DCT Construction Process

The situations in the DCTs were selected and evaluated in six steps:

Step 1

38 episodes (20 episodes from the first season and 18 episodes from the second season) of the TV Serial ‘Gossip Girl’ were downloaded from the internet and watched one by one at different times. Whenever a refusal between the characters with equal status was encountered, the scene was paused; the dialogues between the interlocutors in which the refusal appeared were copied and pasted from the English subtitles. Nevertheless, against the possibility that there might be transcription mistakes in the subtitles, the dialogues with refusals were watched a number of times again and the transcriptions were checked. Since in this study the overlaps and/or durations of the silent periods are not examined, these features of the interactions were not included in the transcriptions prepared for this

study. Following the above mentioned procedures, the situations which included refusals among lovers, close friends, classmates and acquaintances in the selected 38 episodes were gathered in a special file. Furthermore, detailed explanations related to the refusal contexts (e.g., the role relationships between the interlocutors, the level of closeness) were noted down since the findings of the previous studies showed that the language (e.g., formal vs. informal), the strategies employed by the refusers and the rapport orientations held in refusing could change depending on the contextual variables such as “distance” between the participants and “social/interactional roles” (Spencer-Oatey 2008: 34-38).

Step 2

Out of these situations, the most frequently encountered 20 situations were chosen to construct the DCTs to be used in the study. However, the scenarios which were thought to be culture and situation specific were excluded and some slight changes to the remaining situations were made. A situation in which a girl refuses the invitation of her best friend to her sleep-over party was modified, for instance, as refusing the best friend’s invitation to a house party because such a concept (sleep-over party) does not exist in Turkish culture. Another example for a change in the situations is the refusal of a suggestion from a classmate. In the scripted/original data, a classmate of a character, Jenny, was forced by the so-called “popular girls” at school to offer Jenny to take her books to the library as she was already headed to the library. However, Jenny felt uncomfortable with the situation and rejected the offer. In the DCTs, however, the researcher needed to include a situation with the refusal of a suggestion from a classmate. Therefore, the offer was changed into a suggestion by the classmate to go the library after going shopping with them.

Step 3

After the completion of Steps 1 and 2 the first version of the DCT was constructed. It included 20 situations (i.e., five situations for each category of the four relationships- lovers, close friends, classmates and acquaintances- were included in the DCTs). The aim of the study was to reveal the differences and similarities of the refusals occurring due to different stimulus types such as **offer**, **request**, **invitation**, and **suggestion**. Hence, situations containing these stimuli for refusals were also included in all categories of relationship between the interlocutors. While forming the role relationship of the

interlocutors, the situations were arranged in such a manner that, except for the lovers, the refusals were exchanged in the same gender dyads (i.e., refusal of a suggestion between female classmates and refusals of a suggestion between male classmates). Finally, 4 versions of the DCT were prepared: female AE, male AE; female TUR, and male TUR (See Appendix I).

Step 4

After constructing the DCTs which included 20 situations selected out of the most frequently encountered scenarios in the baseline data, the researcher devised a seven-point Likert scale to identify the (a) *cultural appropriateness* and (b) *possibility of encounter of the refusal situations* in the examined communities and administered the questionnaire to groups of informants with characteristics (e.g., age, level of education) parallel to the targeted features in the participants from whom the actual data will be collected. Thus, the first piloting of the data collection instrument was done see Section 4.3.1 for a detail description of the FPS).

Step 5

After the examination of the data coming from the pilot study, some situations were excluded from the DCTs while changes were made to some other of the situations so that they become more appropriate for the focus groups (see Section 4.3.5 for a detailed description of the DCT construction procedures).

Step 6

After the DCT situations were revised in line with the results of the reliability analysis of the pilot studies and the comments and suggestions of the participants the “*normalization procedure*” of the DCTs following HSM (1974) was instigated. The “normalization” procedure of the situations was undertaken after the realization of the fact that some of the situations were shorter than the others and lacked certain contextual information. It was hoped that this procedures would allow the research to make all of the situations in the DCTs as parallel to each other as possible and would prevent the discrepancies in the evaluation of the similar contexts. HSM (1974) was adopted since in it is based on the conception of discourse as a series of speech acts or components of speech events within a situational and cultural context. Below are the components constituting the model:

- 1. Setting and Scene:** "*Setting refers to the time and place of a speech act and, in general, to the physical circumstances*" (Hymes 1974:55). Scene is the "psychological setting" or "cultural definition" of a scene, including characteristics such as range of formality and sense of play or seriousness (Hymes 1974:55-56).
- 2. Participants:** This includes the interlocutors taking place in the interaction.
- 3. Ends:** This component consists of the purposes of the interlocutors during the interactions.
- 4. Act Sequence:** Act sequence refers to the form and order of the events occurring in the context.
- 5. Key:** Key consists of the cues that establish the "tone, manner, or spirit" of the speech act (Hymes 1974:57).
- 6. Instrumentalities:** This component refers to the forms and styles of speech (Hymes 1974:58-60).
- 7. Norms:** Norms include the social rules governing the event and the participants' actions and reaction in the conversation.
- 8. Genre:** Genre give information about the kind of speech act or event; the kind of narrative, comment, exclamation, etc.

The situations were evaluated in terms of the above listed components and the researcher made sure that every situation in the DCTs included related contextual information. Later, the lengths of the situations were equalized. At first, it was decided to use the number of words as a criterion however; the examination of the situations showed that even though some of the situations had equal number of words, their lengths were still unequal. Therefore, the number of lines was chosen as the measure to be used for the equalization process. Consequently the final versions of the DCTs were completed (See Appendices L & M for final versions of Turkish and English DCTs).

Table 4.1 presents the DCT situations:

Table 4.1. Categorization of DCT situations

Refusal Eliciting Acts	Role Relation	DCT Item	Situation
Request	Lovers	8	question about the phone call
	Close friends	4	question about your private life
	Classmates	7	design a cloth for a party
	Acquaintances	9	join to the breakfast
Invitation	Lovers	1	go out for diner to introduce a friend
	Close friends	3	go to the house party
	Classmates	12	go to a movie
	Acquaintances	5	go out for a lunch as a group
Suggestion	Lovers	10	do not trust your friend
	Close friends	11	phone the girl/boy you like
	Classmates	2	go to the library after shopping mall
	Acquaintances	6	buy a book from your boyfriend's favorite second-hand bookstore

4.1.2. Why scripted data?

Using TV Serials and film scripts as the data collection tool to examine speech acts and (im)politeness strategies is not a widely used method. As a matter of fact, very few studies have been carried out by gathering the data from TV Serials (Culpeper et al. 2003), films (e.g., Rose 1997; Tatsuki and Kite 2006 as cited in Chen 2009) and/or plays (Sifianou 1999). However, researchers like Brown and Yule (1983), Sifianou (1993, 1999), Rose (1997), Jucker (2009), Culpeper, et al. 2003 and Culpeper (2005) argued convincingly that television serials, films and theatre scripts are valuable resources that can show us which rules are valid in a particular society. What is more, the television serials, films and theatre scripts can not only be used to gather actual data for the speech act analysis but they can also be utilized as the preliminary data collection tool (Jucker 2009) to develop the situations in the DCT (such as in this study) or to construct the role play scenarios to gather the actual data for the speech act under investigation (refusals in the current study). However, so far there have been no studies that employed this method of collecting the preliminary data from the TV Serials and film scripts.

Needless to say, the TV Serials and films embody culture and, in return, the culture of a/the society embodies them to a certain extent as there is a 'mutual interaction' between the society and the TV programs. Furthermore, TV programs specifically TV Serials create role models for people, which can be understood from the blogs and social networks full with the comments of the fans of certain Serials, such as Gossip Girl. Therefore, they can be regarded as the representation of the behaviors, linguistic usages and speech acts belonging to the specific culture. Film makers and the producers of TV Serials are also members of the society which boils down to the fact that they are also subject to the norms, values and conventional communication strategies that the society imposes on its members. These producers also aim to address as many people as possible to have high ratings; therefore, they try to reflect their societies as realistically as possible. Similarly, authors and playwrights put on paper their observations and perceptions of the society again with a perspective formed in the same society as well and as Sifianou (1999: 5) states:

Modern literature is a mirror of society and as such it reflects and portrays a great variety of people from different social backgrounds. Not only does it reveal their use of language in a variety of situations given in context, but also their attitudes and values about language itself.

The first attempt to investigate the speech acts through scripted data was done by Rose (1997) who compared the compliments and compliment responses in films with those in sets of ethnographic data. He selected forty films and obtained an experimental film language data corpus of compliments and compliment responses. The selected films had two common features: all of them were produced in the last fifteen years and they all reflected contemporary life of in the society. Later, in another study, Rose (2001) compared the speech acts of compliment and compliment response gathered from the films with the naturally occurring ones gathered in the study by Manes and Wolfson (1981) and he found out that the frequency of linguistic structures of compliments and compliment responses in film language overlapped closely with the naturally occurring ones. In fact, Tatsuki and Kite (2006 as cited in Chen 2009) who aimed to investigate the correspondence between film and natural language, found that both the corpus of compliments and compliment responses collected from the films and their data represented the naturalistic data.

4.1.3. Why “Gossip Girl”?

Gossip Girl is an American Drama Television Serial with high ratings in the US. It was adapted from the Bestselling novels of **Cecily Von Ziegesar**, into TV series by Josh Schwartz. This Serial is narrated by an anonymous but omniscient blogger ‘Gossip Girl’ and the series revolves around the lives (i.e., their love affairs, friendships and brotherly and sisterly relationships) of socialite and middle-class teenagers growing up on the Upper East Side in New York and Brooklyn and attending an elite high school.

There were three main reasons why ‘Gossip Girl’ was chosen as a baseline for constructing the DCTs in this study. Firstly, we believe that it might be a realistic representation of American society since the writer of the novel grew up in Manhattan and attended a private girls’ school on the Upper East Side, it is likely that she has reflected her life and experiences in the book. Secondly, if the purpose of producers of such high budget television series is to reach as many people as possible, then the novel should be adapted in a way that the audiences find something relevant to their lives in the series so that the ratings of the series are high. Finally, since the purpose of the study is to analyze the production of refusals among people with equal status, the series could enable us to obtain rich data. That’s why it is thought that the manuscript (i.e., the baseline data collected to include in the DCT) might closely imitate the natural contexts for producing refusals by young American people with equal-status.

4.1.4. Participants in the study

The data in this study come from three groups of informants: native speakers of American English (AE), native speakers of Turkish (TUR) and Turkish learners of English with advanced level of proficiency (TRE).

4.1.4.1. Native speakers of American English (AE)

The American group constituted 40 participants (30 F, 10 M), the mean age of who was 24.8. The youngest informant was 17 and the oldest one was 33 years old. This group consisted of 17 undergraduate students, 18 graduate students, and 5 teachers. Except three informants who were living in Giresun and Ankara, Turkey, they were from various states in the USA (e.g., CA, Michigan, New York, South Carolina, Illinois, Pennsylvania, Oregon, LA, Arkansas, Florida, Texas, Mississippi, Hawaii, Omaha, New Mexico, Virginia, Seattle and New Jersey). The DCTs alongside with the background

questionnaire were administered to the participants online. They were from various departments such as architectural engineering, chemical engineering, communications, computer engineering, computer sciences, foreign languages, industrial and labor relations, international relations, liberal arts and sciences, linguistics and anthropology, linguistics, media arts, nursing, political science and international studies and psychology. The background questionnaire revealed that 90% of the participants spoke a foreign language and 45% of them identified their proficiency level as either poor or intermediate. Besides, half of AE stated that they had learned a second foreign language but 68% of those informants identified their level of proficiency in the second foreign language they were speaking either as poor or intermediate and 13% of them also said that they spoke a third foreign language none of whom identified their proficiency level as good or very good. The background questionnaire also showed that 25% of AE had lived abroad for a 6-24 months period and were either educated in the foreign country or worked there. In the background questionnaire, the education level and monthly-income of the participants' parents' were also asked. 37.5 % of the participants stated that both their mothers and father held either an MA or PhD while only 2.5 % said that their parents did not receive any education. However, 60 % of them identified their parents' education levels as either high school or university. As for socio-economic status of the informants, 37.5 of the informants preferred not to answer the question regarding monthly income of the participants' family. 45% of the participants stated that their family's monthly-income ranged between \$ 1000-10500 while 10% of was between \$ 11000-39000 and 7.5 % was above \$40000.

4.1.4.2. Native speakers of Turkish (TUR)

The groups of native speakers of Turkish consisted of 58 participants (38 F, 20 M), with the age range of 19-25, and they were undergraduate students at the departments of Turkish Language Education (TLE) and Turkish Language and Literature Education (TLLE) at Başkent University (BU), Gazi University (GU) and Hacettepe University (HU). These departments were chosen mainly due to their focus on Turkish and their limited or no relationship with English. The results of the background questionnaire given to the students in a way proved this assumption indicating that 80% of the students identified their level of proficiency in English as either poor or intermediate. Besides, 73% of the students pointed that they did not speak any other foreign languages but English. Out of the ones who stated that they spoke second/third foreign languages, 81%

identified their level of proficiency as either poor or intermediate. The background questionnaire also revealed that the bigger number of the participants came from Central Anatolia (38.8%), Black sea (25%) and Mediterranean regions (21.1%). However, the number of the participants coming from Marmara (7.2%), Southeastern Anatolia (5.4%), Eastern Anatolia & Aegean regions (1.8%) were quite small. According to the background questionnaire, the informants' fathers have a higher level of education than their mothers. 61.4% of the participants stated that their fathers graduated from either high school or university while 61.8% of them identified their mothers' education level as either primary or secondary. Only 3.5% of the participants said that their fathers held an MA. The background questionnaire revealed the followings about the socio-economic status of the informants: while 30.2% of the participants came from a low-income family, 41.5% of them belonged to a middle-income family. However, 28.3% of the informants came from high-income families.

4.1.4.3. Advanced Turkish learners of English (TRE)

The IL group used in this study consisted of 69 (47 F, 22 M) undergraduate students from ELT. They were senior students at Middle East Technical University (METU) and HU. Their age ranged from 19 to 24. The background questionnaire showed that 84% of TRE spoke another foreign language than English, 90% out of whom identified their level of proficiency as either poor or intermediate. The questionnaire also displayed that 23% of the IL group spoke an additional foreign language, identifying their level of proficiency as either poor or intermediate. Out of the IL group 15% stated that they had once been abroad (e.g., Germany, England, Ireland, Italy, Uzbekistan and USA) for at least six months to nine years for either family work or educational purposes. The senior students at ELT were chosen as the IL group because they are future teachers of English who would possibly start teaching English immediately after graduation and as the background questionnaire demonstrated 85% of TRE stated that they wanted to work as teachers of English after their graduation. The background questionnaire also showed that the bigger number of the participants came from Aegean (30.2%), Black sea (20.6%), Central Anatolia (19 %) and Marmara (12.7%) while the numbers of the participants coming from Mediterranean regions (9.5%), Eastern Anatolia (4.8%) & Southeastern Anatolia (3.2%) were small. In the background questionnaire, the informants stated that their fathers had a higher level of education than their mothers. 63.7% of the participants said

that their fathers graduated from either high school or university while 54.4% of them identified their mothers' education level as either primary or secondary. Only 5.8% of the participants said that their fathers held either an MA or a PhD. Moreover, the background questionnaire revealed the followings about the socio-economic status of the informants: while 38.1% of the participants came from a low-income family, 50.8% of them belonged to a middle-income family. On the other hand, 11.1% of the informants came from high-income families.

4.2. Data Analysis Procedures

It is emphasized that one of the fundamental aims of the researcher of speech acts is to arrive at a set of strategies that are typically used by the native speakers of the target language to realize a speech act (Cohen 1996; Nelson et al. 2002). When realizing the speech act of refusal, for instance, the speaker may use strategies such as 'the statement of apology or suggestion for compensation' as a part of the refusal. Thus, the set of strategies that the researchers have been trying to arrive at can enable us to differentiate between the cultures and languages and they can enable foreign language teachers to teach the sociolinguistic and sociocultural aspects of the target language to the learners in a more organized and more comprehensible way. Similarly, this study aims to obtain a typical set of refusal strategies by AE used in a interactions with equal status interlocutors with different level of closeness, so that this knowledge help teachers develop the pragmatic competence of FLL.

Blum-Kulka (1982) states that speech act productions of non-native speakers may deviate from native speaker norms on three aspects: (1) social acceptability of the utterance, (2) linguistic acceptability of the utterance or (3) pragmatic acceptability reflected in shift of illocutionary force. Likewise, Bardovi-Harlig (2001) classifies the differences between non-native speakers of a language and native speakers into four categories saying that native and non-native speakers may use (1) different speech acts; or when they use same speech acts, they may use (2) different semantic formulae; (3) content and (4) form. Thus, the data gathered should be analyzed in terms of semantic formulae used in realizing the speech act in question, the form and the content of the refusals in order to gain insight about the realizations of the refusals by different cultures; hence, about the values and beliefs of the cultures. Keeping this in mind, the researcher

first piloted the DCTs with the target groups identified the social acceptability of the situations in the DCTs; namely, if the AE and TUR would employ refusals in the given situations.

In order to find which refusal strategies/semantic formulae the participants use when refusing status-wise interlocutors, the taxonomy prepared by Beebe et al. (1990) was adapted (See Appendix A). The refusal semantic formulae employed by each group of participants were analyzed and coded. The following exemplifies how the researcher analyzed and coded the refusals:

“No thanks, I have a family party to go to tomorrow.”

[Flat No + Gratitude + Excuse/reason].

In the process of coding and analyzing the refusals, new semantic formulae types were added to the refusal classification (e.g., order/request, white lies, mitigation, well-wish, request for information, clarifying relationship/addressing). Moreover, non-verbal types of refusal strategies were omitted from the classification since non-verbal behaviors like silence, hesitation or physical departure to realize refusals were beyond the scope of this study.

Later, for quantitative analysis, the analyzed data were entered into PASW to run descriptive statistics and to calculate the frequency and percentages of the refusal strategies/semantic formulae. For qualitative analyses, CLAN CHILDES were utilized to see the typical combinations of the refusal semantic formulae used by three groups of informants across role relationships using the ‘co-occur’ and ‘combo’ commands of the program.

4.3. PILOT STUDIES

4.3.0. Presentation

This section presents the participants and the data collection and data analyses procedures used in the pilot studies. Moreover, the results of the pilot studies and in-depth discussions are given.

4.3.1. First Pilot Study

Hunt et al. (1982 cited in Beckers 1999) argue that pilot studies evaluate the questionnaires in terms of three major categories. The first category is related to the length, format and the order of the questions in the questionnaire. The second category requires testing the potentially problematic questions. Finally, the last category concerns itself with assessing the data analysis procedure like coding. In this pilot study, the aim was to examine the data collection tool in terms of the first two categories mentioned by Hunt et al. (1982).

4.3.2. Participants in the FPS

Two groups of students (i.e., TUR and AE) participated in the first pilot study (FPS). Since the aim of FPS was to identify the cultural appropriateness and the possibility of encounter of the DCTs scenarios (See Appendices B and C for the Turkish and English versions of the situation-assessment scales used in the FPS), we tried to find informants who were mainly monolingual.

4.3.2.1. Group 1: Native Speakers of Turkish

There were 44 informants (27 F, 17 M) in the Turkish group, with the age range of 19-26, and they were undergraduate students at the departments of TLE and TLLE at BU. These departments were chosen mainly due to their focus on Turkish and their limited relationship with English. The results of the background questionnaire given to the students in a way supported this assumption showing that 75% of the students identified their level of proficiency in English as either poor or intermediate. More than two-thirds of the students (68.2%) also point that they did not speak any other foreign languages but English. The questionnaires were administered in class and the researcher was present during the administration in order to observe informants' behaviors and if needed to answer any questions related to the data collection tool. Students were informed that the

participation was entirely voluntary and they could withdraw at any time.

4.3.2.2. Group 2: Native Speakers of American English

The American group consisted of 66 (35 F, 31 M) participants whose age range varied between 17 and 28. The questionnaires were administered to 58 undergraduate and 8 graduate students from the departments of accounting, biology, business, chemistry, education, English history, film and media studies, history, journalism, journalism and film, law, liberal arts and sciences, mathematics, and psychology at four American Universities (i.e., the University of Kansas, University of Missouri-Kansas City, Texas A&M University and Washington University). The data collection procedure at the University of Kansas, University of Missouri-Kansas City was done by a visiting scholar from Turkey (who is a native speaker of English) while the data collection procedure at Texas A&M University was carried out by a lecturer working at the university and the data from Washington University were collected via e-mails. The background questionnaire revealed that 44% of the participants didn't speak any other languages except English while the rest of the participants (66%) stated that they had learned a foreign language but 82% of those informants identified the level of proficiency in the foreign language they were speaking as either poor or intermediate.

4.3.3. Data Collection Procedures

Evaluating the data collection instrument is a crucial stage of the survey research. Most particularly, cross-cultural speech act studies necessitate that the situations in the DCT are parallel in both of the examined cultures as well as elicit the desired speech act. The purpose of the pilot studies is to rule out the potential problems in the questionnaires before administering them to participants to collect the actual data. Moreover, pilot studies aim to identify and refine any obscure and unclear parts existing in the data collection instruments. Otherwise, in some of the situations, the desired speech act might not be elicited from the participants as it might not be culturally appropriate to refuse in such contexts. Another problem can arise from the fact that some of the situations might not occur in the examined societies to the extent that the participant are not familiar with these situations in their daily life. That being the case, the aim of the FPS pilot study was twofold: first, to assess the situations in the DCTs regarding their cultural appropriateness and 'likeliness' of encounter in the scrutinized 'communities of practice' (i.e., university students who are native speakers of American English and Turkish); and second, to elicit

the views of the informants in relation to the length, format and the order of the questions in the questionnaire. With these aims in mind, the researcher devised a Likert-scale (i.e., situation assessment scale) to elicit the metapragmatic evaluation and their perception of the speech events in the scale (Yumun 2008; Hatipoğlu 2009).

The stages followed after the construction of the situations in the DCTs are listed below:

Stage 1: Before the Likert-scale questionnaires were administered to the pilot groups, two experts were asked to evaluate the situations and the background questionnaire to ensure that the instructions given at the beginning of the questionnaires, and situations in the DCTs did not include unclear statements. A native speaker of English (who has a PhD in Literature, has over 20 years of experience in teaching English to both native and non-native speakers of English) and a Turkish-English bilingual (who has a PhD in Linguistics and works on cross-cultural communication and pragmatics and has 14 years of experience teaching linguistics to native and non-native speakers of English) assessed these situations with respect to language usage, clarity and comprehensibility. Based on the feedbacks received from the experts, some wording changes were made in the situations.

Stage 2: After the selection of the situations for the DCTs (see Section 4.1 for the selection procedures), the English versions of the DCTs were separately translated into Turkish by the researcher herself and a Turkish-English bilingual expert working as a lecturer at the Department of Basic English at a Turkish university. These two translated versions were compared and no significant differences that would affect the comprehensibility of the situations were found. During the translations some cultural terms were ‘nativised’ (Alptekin 1984) (e.g., Christmas was translated as Yılbaşı (New Year’s Eve) instead of Noel; S.A.T. (Scholastic Aptitude Test) was translated as Üniversite Sınavı (University Entrance Examination)).

Stage 3: Then, the Turkish versions of the DCTs were finalized. They were evaluated by two native speakers of Turkish who work as research assistants at the Department of TLE at a Turkish university in terms of language clarity and comprehensibility. They were also specifically asked to pay attention to the role relationship of the interlocutors in the situations as some of the translated terms sounded artificial in Turkish (e.g., in the

situation where the speaker's best friend suggest to call the guy, the guy was first translated as 'erkek' into Turkish, but the experts suggested that in Turkish 'çocuk' (lit.trans.: child) was the appropriate word. Taking the feedbacks of the experts into consideration, the final versions of the Turkish DCTs were prepared.

Stage 4: As this is a cross-cultural study, the situations in the Turkish and English DCTs need to be culturally appropriate in both societies and parallel to each other so that comparable data are obtained. With this aim in mind, we utilized a method which was frequently used in cross-cultural speech acts studies (e.g., Lorenzo-Dus 2001; Nelson et al. 2002; Nureddeen 2008; Hatipoğlu 2010). To ensure that the Turkish versions had equivalent meanings, therefore they were conceptually equivalent with the English versions (see Cheng and Chun 2008), the Turkish version of the DCT was 'back translated' into English by a Turkish-English bilingual expert working as a research assistant at the Department of Foreign Language Education (FLE) at a Turkish university. The discrepancies between the original English version of the questionnaire and the back-translated version were analyzed and the changes made were related to wording choices due to the fact that there were no differences between the original and back-translated versions of the DCTs which would cause conceptual inequalities between the Turkish and English versions of the DCTs (See figure 4.1. for an example for the changes).

Figure 4.1. An Example for the changes made on the situations based on back-translation

Situation 19-original version

You have been seeing a boy, whom you have a crush on, and you think that he has the same feelings for you. Nevertheless, the night before he left you waiting for a long time at the café. Then he called and cancelled the date saying that he had some family issues. Now, you are talking to your best friend on the phone consulting her about what to do. She suggests that you just call him. However, you don't want to

Situation 19-back-translated version

You are going out with a boy whom you love and who you think is also interested in you. However, last night at the café, he kept you wait a long time and later gave you a phone call and canceled the date due to some family problems. At the moment, you are on the phone talking to your best girlfriend and asking her advice about what you should do. She suggests that you call the boy but you refuse her suggestion.

Situation 19-last version

You have been seeing a boy, whom you have a crush on, and you think that he has the same feelings for you. However, the night before, he left you waiting for a long time at the café. Then he called and cancelled the date saying that he had some family issues. Now, you are talking to your best friend on the phone consulting her about what to do. She suggests that you call him. However, you don't accept her suggestion.

After completing the translation procedures, to be able to answer the research questions in a more detailed manner and to avoid misunderstandings and vagueness related to the relationships between the interlocutors in the examined situations and avoid the confusion, four versions of the DCTs were prepared and finalized (i.e., an American female questionnaire and an American male questionnaire; a Turkish female questionnaire and a Turkish male questionnaire).

Stage 5: To carry out the FPS, the format chosen for the pilot questionnaire was a seven-point Likert-scale. Researchers employ Likert-scales questionnaires since they allow researchers to draw out opinions and/or identify the degrees of agreement of informants with the statements and/or situations they aim to test (McDonough and McDonough 1997). By means of the Likert-scale, the questionnaires were administered to 44 TUR and 66 AE. The participants were asked to evaluate the situations regarding their possibility of being encountered (Enc)/karşılaşmak (Kar) and the cultural appropriacy (C)/kültürel uygunluk (K). They were instructed to mark 1 if they thought that it was impossible to encounter the situation in their everyday lives; and mark 7 if it were very likely to encounter it in their daily lives (see Figures 4.2 and 4.3).

Figure 4.2. An example situation included in Turkish DCTs used in the FPS

1. Durum		Asla ← → Her zaman						
Sevgiliniz sizi arkadaşlarından biriyle tanıştırmak için akşam yemeğine davet ediyor. Fakat yemeğe gidemiyorsunuz çünkü ailenizle uzun zamandır birlikte vakit geçiremediğinizden onlarla akşam yemeği yemeye söz verdiniz. Bu yüzden, sevgilinizin davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

Figure 4.3. An example situation included in English DCTs used in the FPS

Situation 1		Never ← → Always						
Your boyfriend invites you to dinner to introduce you to one of his friends. But you cannot attend the dinner because you have promised to have dinner with your family, as it has been a long time since you spent quality time with your family. So you do not accept his invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

Similarly, they were asked to mark 1 if they thought the situation was culturally inappropriate and tick 7 if the situations were culturally appropriate. Furthermore, they were asked to put their comments in the spaces provided under each situation if they noticed any problems related to the given situations or if they had difficulties understanding the situations and/or they had any suggestions that would help the researcher improve her questionnaire. The participants were also given a background questionnaire (See Appendices D and E for the English and Turkish versions of the questionnaire) and an Informed Consent Form to fill in (See Appendices F and G for the English and Turkish versions of the Consent Form).

Stage 6: After the completion of the data collection procedure in the FPS statistical tests (i.e., Cronbach's alpha, descriptive statistics) were run. The results of the statistical analyses showed that there were some problems with some of the situations (for a detailed explanation, see Section 4.3.5.). To uncover the reasons for the problems and to be able to improve the reliability and validity of the situations it was decided to interview a group of the Turkish informants. Four students were chosen as a focus group and each of the participants was interviewed individually. The interviews were semi-structured since this type of interviewing enables researchers to change the order of the questions and to obtain more follow-up personalized answers through richer interactions (McDonough and McDonough 1997). The interviews were video-taped by a third person and each interview lasted for almost half an hour. At the beginning of the interview, the questionnaire which each interviewee filled in was given back to them so that they were able to scrutinize their answers once more and to be able to comment on their answers. The questions included in the interview sheet (See Appendix H) were divided into two main parts: (1) the content and the comprehensibility of the situations, (2) the format of the questionnaire. The main aim of the interview was to elicit further opinions of TUR about the situations regarding the cultural appropriacy and the likeliness of encounter with the situations in order to figure out the reasons why the means and the corrected item-total correlations of some situations were found low and to improve them in accordance with the opinions and suggestions given by the focus group. The responses of the interviewees to the questions related to the problems arose in the FPS and the observations of the researcher were as follows:

- Although the interviewees didn't state any problems related to the understandability, clarity and format of the instructions given at the beginning of the questionnaires, it

seemed that some of the participants misunderstood the statement of the likeliness to encounter the situations in their daily life. For example, when the interviewees were asked why they marked lower points for some of the situations and why there was not a mutual tendency for certain situations, they stated that they had never encountered such situations or they expressed that they did not have any boyfriend, so they marked 1 in those cases. However, what the instruction emphasized was that the informants were supposed to evaluate the situations with respect to possibility to encounter the given situations. Therefore, they accepted that they would have marked it higher. For instance, Situation 15 (refusal of a request from a classmate to design a cloth for the party) received 3.32, but the interviewers indicated that they did not have this ability to design clothes, which resulted in the low possibility of encounter with this situation.

Another problem seemed to be the confusion about the evaluation process of the situations in terms of cultural appropriacy. One of the interviewee mentioned that they were confused about which part of the situations they had to assess in terms of cultural appropriacy. It was also deduced from the verbal reports of the interviewees that the participants focused mostly on the stimuli for the refusals in the situations but paid little attention to the refusal part while rating the situation for cultural appropriacy. To avoid these problems, in the SPS, the following statements were included in the instruction: "Please put yourself in the situations given below. Evaluate the situations as a whole considering the instructions 1, 2, and 3". The AE weren't supposed to be interviewed nor were they needed to be administered a SPS since the means and the corrected item-total correlations of the situations were satisfactorily high. However, taking into consideration the comments and suggestions of AE given in the questionnaire in the FPS, necessary changes were made to the situations by comparing and contrasting the results obtained from TUR as well.

4.3.4. Second Pilot Study (SPS)

Owing to the fact that the mean scores and corrected item-total correlations of most of the situations were below the expected cut-off points in the TUR group, it was decided to conduct a SPS. Another important reason to carry out the SPS with this group was to administer the questionnaires to the participants (TUR) from various departments as it was the case with the AE. Therefore, after having made the necessary changes in the DCTs after analyzing the results of the FPS, the findings of the interviews done with TUR, the newer versions of Turkish situation-assessment scales (See Appendix I) were

administered to 13 students (6 female, 7 male) enrolled at the preparatory class at METU. The level of proficiency of the students in English was intermediate and their areas of study were engineering (38.46 %), architecture, industrial design, mathematics, philosophy, physics and science teaching. Six of the students stated that they were speaking other foreign languages but they identified their proficiency level in these second foreign languages as poor (only one student identified her proficiency level as intermediate). The questionnaires were administered to the students in the classroom by their own instructors and they were provided with extra instructions when needed.

4.3.5. Data Analysis and the Results of the Pilot Studies

4.3.5.1. The Results of the FPS

To analyze the data gathered from the FPS, the participants' answers to the questionnaire were coded and entered to the PASW. Firstly, the descriptive statistics were used to identify the frequency and the means of the situations evaluated by TUR and AE for "cultural appropriacy" and "likeliness to be encountered in daily life" (See Table 4.2.). Secondly, reliability analysis was employed to find out the reliability of each situation included in the English and Turkish DCTs (See Table 4.3). Since the questionnaire was a seven-point Likert scale, the midpoint for the situations to be evaluated was decided to be 3.50. For the corrected item-total correlations of the situations, however, the statistically significant points was .30 and above.

The results of the FPS administered to TUR showed that the means of the situations for likeliness to be encountered evaluated by TUR varied from 2.89 to 5.16 while the means of the same situations for cultural appropriacy ranged from 2.95 to 5.25. Hence, there were only 4 situations (4, 5, 6, and 11) with means lower than 3.50 for likeliness to be encountered and cultural appropriacy (4, 6, 11, and 15). The scale analysis revealed that the corrected item-total correlations of the situations for likeliness to be encountered were between .0546 and .7291. On the other hand, corrected item-total correlations of the situations for cultural appropriacy varied from -.0890 to .5217. As a result, the corrected item-total correlations of situations 2, 5, 7, 9, 10, 19 and 20 were under .30 for likeliness to be encountered while 12 situations (i.e., 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, and 20) had means below .30 for cultural appropriacy.

The results of the FPS carried out with AE indicated that the means of the situations for likeliness to be encountered varied from 2.82 to 4.73 while the means of the same situations for cultural appropriacy ranged from 3.36 to 5.21. Therefore, there were total of 9 situations (i.e., 4, 5, 6, 9, 10, 11, 12, 15 and 20) the mean scores of which were under 3.50 for likeliness to be encountered and 3 situations (i.e., 10, 11, and 15) for cultural appropriacy. The scale analysis revealed that corrected item-total correlations of the situations for likeliness to be encountered were between .265 and .585. On the other hand, corrected item-total correlations of the situations for cultural appropriacy varied from .129

to .578. When these results were compared with the findings obtained from the TUR, both the means and the corrected item-total correlations of the situations were higher in general. This could partly be due to the fact that the selected scenarios were coming from an American TV Series.

Both the quantitative and qualitative findings of the pilot study required that situations 4, 5, 6, 9, 10, 11, 13, and 14 to be excluded from the DCTs. For Situation 4, both AE and TUR asserted that they would accept the books offered by the classmate of their best friend not to seem rude. One of the male AE said that “Maybe a matter of honor, but help is always valued.” which summarized why they would not refuse the offer in such a situation. The AE commented on Situation 5 (where they were expected to refuse the suggestion of a classmate to talk to their sister after calming down) that they wouldn’t react angrily and shout in such a situation and let their sister figure it out on her own what the problem was. Similarly, the interview results of the TUR boiled down to the same issue that they would not yell at their sister on the first place, which in turn would eliminate the need for a help from a classmate. The participants from both groups stated that situation 6 was not likely to be encountered as most of them did not have a model friend. They also indicated that they would not reject their boyfriend/girlfriend’s invitation for their friend’s photo shoot. Situation 9 received lower corrected item-total correlations from both groups. Besides, the TUR interviewees indicated that taking revenge from a teacher would be morally inappropriate. In Situation 10, the participants were expected to refuse a very expensive Christmas gift from their boyfriends/girlfriends. However, the comments of the AE revealed that it is considered to be rude to reject a gift no matter what the cost is. That is this situation was evaluated as possible to come across in daily life, but rejecting the gift was found to be culturally inappropriate to the AE.

Another situation which received low mean scores and low corrected item-total correlations from both groups was Situation 11 in which the participants needed to refuse their close friend's offer of chat over breakfast who actually came back to fix their friendship after a long disappearance. The AE sated that they would forgive their friend and would accept their offer.

Table 4.2. Descriptive Statistics for the situations in the DCTs in the FPS

Situations	Mean Possibility of Encounter AE	Mean Possibility of Encounter TUR	Mean Cultural Appropriacy AE	Mean Cultural Appropriacy TUR
Sit1:Lovers, invitation	4,73	4,09	5,20	4,45
Sit2: classmates, suggestion	4,06	4,48	4,26	4,68
Sit3: close friends, invitation	4,73	4,72	5,21	4,25
Sit4: acquaintance, offer	2,94	3,21	3,58	3,11
Sit5:classmates, suggestion	3,27	3,18	4,11	3,84
Sit6:lovers, invitation	3,36	2,89	4,36	3,45
Sit7:close friends, request	3,88	4,91	4,30	4,98
Sit8:acquaintance, invitation	3,53	4,07	3,83	4,07
Sit9: classmates, request	3,36	4,25	3,98	4,09
Sit10: lovers, offer	2,88	3,84	3,39	4,02
Sit11:close friends, offer	2,82	3,77	3,36	2,95
Sit12:acquaintance, suggestion	3,05	4,36	3,79	4,23
Sit13:close friends, invitation	3,76	3,84	4,09	3,57
Sit14:acquaintance, offer	4,17	5,16	4,26	5,25
Sit15:classmates, request	2,86	3,32	3,48	2,95
Sit16:lovers, request	4,05	3,89	4,35	4,18
Sit17:acquaintance, request	3,83	4,18	4,61	5,00
Sit18:lovers, suggestion	4,52	4,20	4,85	4,27
Sit19:close friends, suggestion	4,03	4,14	4,38	3,98
Sit20:classmates, invitation	3,41	4,55	3,98	5,02

The TUR focused more on the value/importance of a guest who came to their house. Due to the importance of guests in Turkish culture, TUR argued that they would not turn their best friend down and they would prefer to listen to their explanations. Finally, Situation 13 was found problematic by the TUR when the interviewee's comments were analyzed. They stated that they would be on the horns of a dilemma when invited to entertain by their best friend while they were already enjoying the talk with an old friend of theirs. Because if they refused their best friend's invitation, she/he would be hurt; on the other hand, it would be shame to abandon the chat and leave their old friend alone. Due to the reasons enumerated above, it was seen that situations 11, 13, were not able to elicit the speech act of refusal from the target groups (AE and TUR). Therefore, it was decided to eliminate them from the DCTs. While Situation 14 received high mean score and high corrected item-total correlations from both groups, it was also removed from the DCTs because the other situations in which the participants were supposed to refuse an offer had to be excluded.

After this analysis, 8 out of 20 situations included in the first DCTs were removed from the questionnaire. Majority of the excluded situations were the ones dealing with refusals of offers. Therefore, it was decided not to test the effect of the offer stimulus in this study. Situations 1, 7, 16, 17, 18 and 19 received mean scores above 3.50 and corrected item-total correlations above .30 from both AE and TUR so no changes were made to those contexts. One of the changes made in Situation 15. In the original version of the situation given below (See Figure 4.4), the expressions written in italics were not included in the original version. During the interview with TUR, the informants were asked in what cases they would refuse their classmate's request in this situation. They stated that if the classmate was a person whom they did not like or did not get along with well; then they would definitely refuse their request. Besides this, in the original version of the situation, it was written that they were quite famous for their talent at the school; however, this was considered to be somewhat unrealistic depending on the approaches of the interviewees because they stated that it would be impossible to be that much famous. Therefore, it was changed as 'among your classmates'.

Table 4.3. Reliability Analysis for the situations in the DCTs in the FPS

Situations	Corrected Item-Total Correlation Possibility of Encounter AE	Corrected Item-Total Correlation Possibility of Encounter TUR	Corrected Item-Total Correlation Cultural Appropriac y AE	Corrected Item-Total Correlation Cultural Appropriac y TUR
Sit1:Lovers, invitation	,386	,729	,362	,383
Sit2: classmates, suggestion	,297	,240	,472	,137
Sit3: close friends, invitation	,463	,586	,318	,232
Sit4: acquaintance, offer	,446	,351	,578	,124
Sit5:classmates, suggestion	,326	,288	,337	,148
Sit6:lovers, invitation	,428	,398	,300	-,010
Sit7:close friends, request	,469	,281	,490	,406
Sit8:acquaintance, invitation	,265	,374	,245	,226
Sit9: classmates, request	,428	,203	,130	,249
Sit10: lovers, offer	,521	,055	,367	,031
Sit11:close friends, offer	,415	,309	,421	-,089
Sit12:acquaintance, suggestion	,452	,505	,461	,464
Sit13:close friends, invitation	,514	,363	,320	,224
Sit14:acquaintance, offer	,305	,568	,534	,298
Sit15:classmates, request	,585	,354	,422	,125
Sit16:lovers, request	,585	,412	,446	,315
Sit17:acquaintance, request	,433	,409	,245	,416
Sit18:lovers, suggestion	,424	,561	,381	,465
Sit19:close friends, suggestion	,513	,285	,418	,522
Sit20:classmates, invitation	,387	,201	,348	,263

Figure 4.4. An Example for the changes made on the situations based on the interviews

15. Situation		Never ← → Always						
You are very skilled at making dresses and you're quite famous for this talent <i>among your classmates</i> . One day, one of your classmates whom you do not like, comes to your house and asks you to design some clothes for a party <i>which will take place tomorrow. You are surprised by her appearing in front of your door and you do not understand how she asks for such a thing while you cannot get along well with her. So you don't accept her request</i>	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7

The researcher also made certain changes in the background questionnaire (See Appendices J and K for the Turkish and English versions of the Background questionnaire). First, the part where the informants were asked to write their place of register was removed as it was later thought that people might have been born in a city but it might not have necessarily been the place where they had grown up. Second, in the part where the participants were asked to list the name of the foreign countries they have been to (if any), a criterion was added. They were supposed to only write the foreign countries they had been to for more than 6 months.

Based on the results of the FPS and the SPS the researcher ended up with 12 situations (3 stimulus types (invitation, request, and suggestion) X 4 relationship types (lovers, close friends, classmates, and acquaintances)) to be included in the DCTs. After modifying the situations and the format of the background questionnaire, the final versions of the DCTs and the background questionnaire were prepared.

4.3.5.2. The Results of the SPS

The data gathered from TUR in the SPS was analyzed in the same way as the data set collected in the FPS was. First, the descriptive statistics were used to identify the frequency and the means of the situations evaluated by TUR for cultural appropriacy and likeliness of encounter in daily life (See Table 4.4). Secondly, scale analysis was run to find out the reliability of each situation included in the DCTs (See Table 4.4).

The results of the SPS administered to TUR showed that the means of the situations for likeliness of encounter varied from 3.15 to 4.46 while the means of the same situations

for cultural appropriacy ranged from 3.62 to 5.15. The scale analysis revealed that the corrected item-total correlations of the situations for likeliness of encounter were between .285 and .913 whereas the corrected item-total correlations of the situations for cultural appropriacy varied from .206 to .746. Based on the high reliability scores, the situations were found appropriate to be used in order to collect the data.

Table 4.4. Reliability Analysis and Descriptive Statistics for the situations in the DCTs in the SPS

Situations	Corrected Item-Total Correlation Possibility of Encounter TUR	Corrected Item-Total Correlation Cultural Appropriacy TUR	Mean Possibility of Encounter TUR	Mean Cultural Appropriacy TUR
Sit1:lovers, invitation	,734	,558	4,46	5,08
Sit2: classmates, suggestion	,285	,614	4,31	4,92
Sit3: close friends, invitation	,444	,206	3,62	4,38
Sit4: close friends, request	,588	,505	4,31	4,85
Sit5:acq., invitation	,313	,321	3,54	3,69
Sit6:acq., suggestion	,613	,233	3,69	5,15
Sit7:classmates, request	,568	,608	3,15	4,31
Sit8:lovers, request	,590	,552	3,62	3,62
Sit9: acq.s, request	,526	,393	3,92	5,38
Sit10: lovers, suggestion	,913	,738	4,00	4,69
Sit11:close friends, suggestion	,725	,662	3,69	4,08
Sit12:classmates, invitation	,695	,746	4,31	4,62
Sit1:lovers, invitation	,734	,558	4,46	5,08
Sit2: classmates, suggestion	,285	,614	4,31	4,92
Sit3: close friends, invitation	,444	,206	3,62	4,38
Sit4: close friends, request	,588	,505	4,31	4,85
Sit5:acq., invitation	,313	,321	3,54	3,69
Sit6:acq., suggestion	,613	,233	3,69	5,15
Sit7:classmates, request	,568	,608	3,15	4,31
Sit8:lovers, request	,590	,552	3,62	3,62

CHAPTER V

5. RESULTS AND DISCUSSIONS

5.0. Presentation

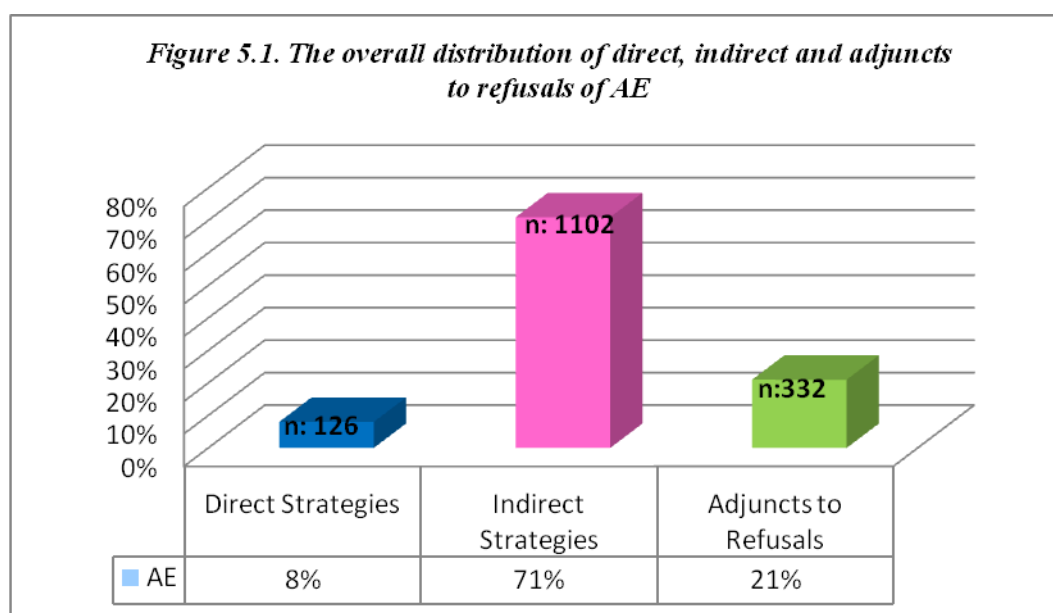
The data for this study were collected from three groups of participants (i.e., AE, TUR and TRE). First, AE and TUR data sets were internally analyzed in order to identify whether or not the level of closeness (i.e., lovers, close friends, classmates and acquaintances) between interlocutors and the type of the eliciting act (i.e., requests, suggestions and invitations) affect the way participants shape their refusals. Then, a cross-group comparison of the refusal exchanges utilized by the members of the three subject groups were done so that the effect of the variable culture and the pragmatic competence level of TRE in relation to the speech act of refusing were revealed. The analyses also aimed to uncover whether or not the refusal performances of TRE were parallel to those of AE and whether or not pragmatic transfer from L1 existed.

5.1. Refusals by native speakers of American English

5.1.1. General Results

5.1.1.1. The overall preferences in the use of direct, indirect and adjuncts to refusals

The data in this study were analyzed in the light of the refusal taxonomy of Beebe et.al. (1990) (See Appendix A) and the refusal strategy preferences of each of the groups were explained and discussed based on the *Rapport Management Theory* (Spencer-Oatey 2008). The taxonomy was divided into three broad categories (i.e., direct, indirect and adjuncts to refusals). Therefore, the first part of the data analysis was related to the quantitative analysis of the overall strategy preferences of the direct, indirect and adjuncts to refusals by the members of the examined groups. As a general picture of the usages of refusal semantic formulae by Americans, it can be said that they are very often indirect when refusing their ‘lovers’, ‘close friends’, ‘classmates’ and ‘acquaintances’ in different situations. As can be seen in Figure 5.1., the percentage of indirect refusal strategies is 8.8 times higher (71%) than that of direct strategies (8%) and the third refusal strategy (i.e., adjuncts) was used in 21% of the situations.

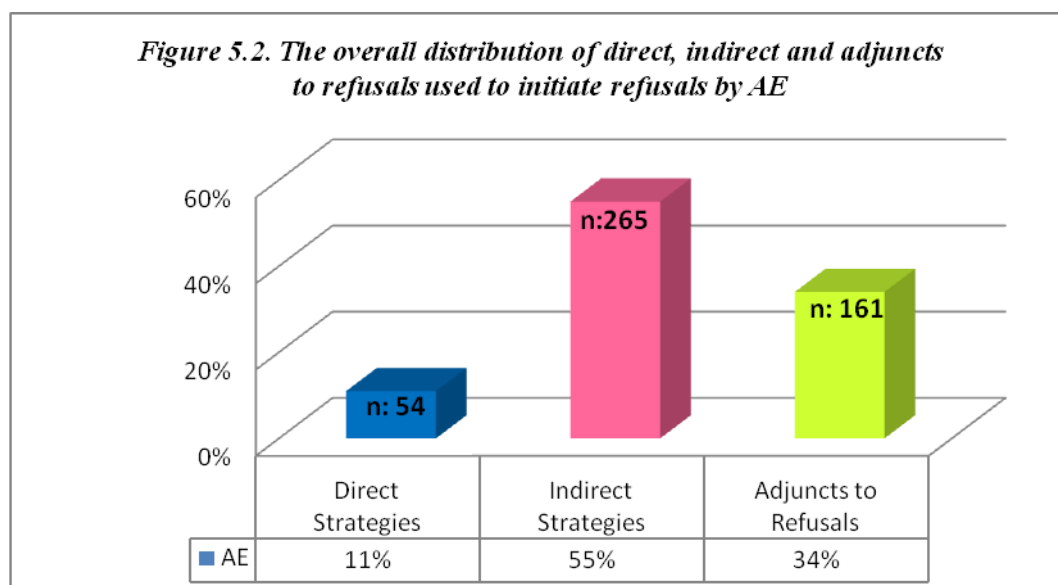


Researchers describing American culture state that it is an individualistic and low-context culture (Ting-Toomey & Aetzel 2004) and that Americans have a direct communication style (Wolfson 1989 cited in Doğançay-Aktuna & Kamışlı 2001) and they prefer to reveal their intentions directly and explicitly (Al-Issa 1998). The findings of this study contradict with these perceptions and observations about American culture, however. Americans might tend to be direct and open in some other contexts but when it comes to refusals they follow a slightly different path. The outcomes of the present study are parallel to Nelson et al.'s (2002) study's results in which the researchers investigated the similarities and differences between Egyptian Arabic and American English refusals. They also found out that on average, the Americans employed substantially bigger number of indirect refusal strategies than direct refusal strategies in interactions with different status people.

5.1.1.2. The overall preferences of direct, indirect and adjuncts to refusals utilized in the first positions of refusals

Refusals are listed among the FTAs so how interlocutors start their refusals might have an impact on the face and rapport managements of the speakers as well as the flow of the conversation. Thus, the researcher wanted to identify which strategies AE start their refusals with when refusing equal-status people. As indicated in Figure 5.3, in more than half of the examined situations AE began their refusals with an indirect refusal strategy

(55%), while in one-third of the contexts they initiated their refusals with adjuncts (34%) and least preferred ‘refusal starters’ were the direct refusal strategies which were employed in only 11% of the refusal strategies. Generally speaking, by frequently using indirect strategies and adjuncts to their refusals, AE seem to be trying to reduce the face and rapport-threatening effects of the refusals when interacting with equal-status people.



5.1.2. Variable 1: Level of closeness

5.1.2.1. The effect of the level of closeness on the distribution of direct, indirect and adjuncts to refusals

To date, the studies on refusals have investigated the impact of power/status of the interlocutors on refusal strategies (e.g. Beebe et al. 1990; Bulut 2000; Nelson et al. 2002; Al-Kahtani 2005; Tekyıldız 2006; Wannaruk 2008; Allami and Naeimi 2011). In this study, however, the status of the interlocutors in the examined situations is equal but the level of closeness is different. The duration of relationships, the amount and quality of shared experience may affect the level of closeness in relationships. As a general conception, the level of closeness is presumed to be in the following order: LOVERS > CLOSE FRIENDS > CLASSMATES > ACQUAINTANCES. This conception might also affect the preferences of refusal strategies of interlocutors. Thus, the researcher investigates the impact of the level of closeness among interlocutors on the realization of refusals. Contrary to the findings in the literature which show that AE use more direct

strategies when they refuse equal and lower-status interlocutors whereas they favor indirect refusals when refusing higher-status interlocutors (e.g., Nelson et al. 2002), our results indicate that AE utilize significantly bigger number of indirect refusals than direct ones when interacting with equal-status people. However, we also see that there is an impact of the level of closeness (even though not statistically significant one) on the refusal strategy preferences. As can be seen in Figure 5.4., AE use the biggest number of direct strategies (11%) when refusing their close friends and the smallest number of direct strategies when refusing acquaintances (5%); while classmates (9%) and lovers (6%) are between those two groups. For example, when refusing a close friend's suggestion to call the guy/girl s/he likes after the guy/girl cancels their date, one of the AE produces the following direct refusal by combining it with an indirect semantic formula:

Example 5.1.

"Nah, I don't think I should. I don't want to make him feel like I'm stalking him or anything".

[Flat No + negative willingness/ability + Threat/negative consequences]

On the other hand, the indirect refusal strategies exchanged between the classmates take the first place with 77 percent yet the indirect refusal strategies used between the close friends and lovers (72%) rank number two. The least indirect strategies are observed in interactions between acquaintances (61%). To illustrate the indirect refusals, one of the AE uses the following indirect strategy to refuse his/her classmate's request to design clothes for an important party:

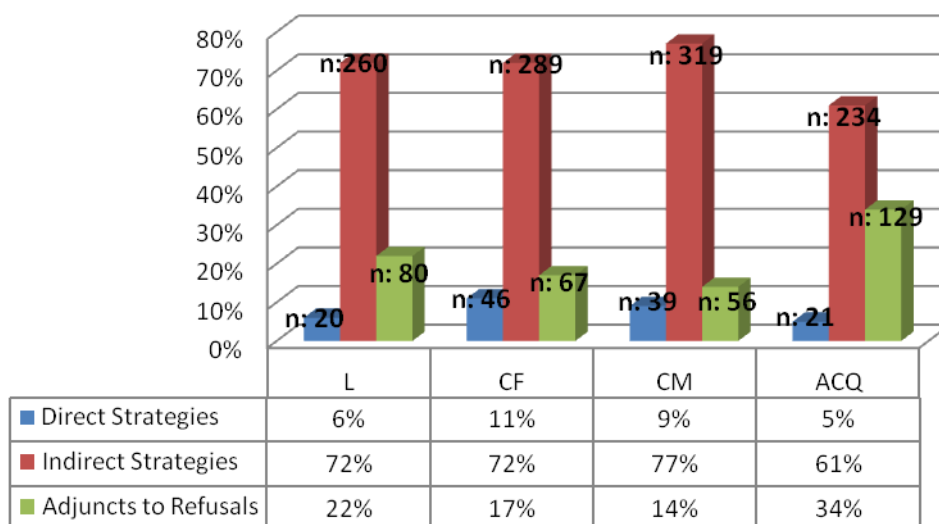
Example 5.2.

"I'm sorry I just don't have the time. I'm flattered by your request though".

[Statement of regret + excuse/reason + statement of positive feeling/opinion]

As a third category in the taxonomy of refusals, the most significant divergence among the groups is in the use of adjuncts to refusals. Out of the whole refusal strategies exchanged between acquaintances 34% is adjuncts to refusals. It looks as if AE use more adjuncts when refusing acquaintances than the other three role relations (lovers, close friends and classmates). For instance, in order to refuse an acquaintance's request to join their breakfast at a café, AE used adjuncts before an indirect refusal as in the following:

Figure 5.3. The Distribution of direct, indirect and adjuncts to refusals of AE relative role relationships



Example 5.3:

“Thanks for the invite, but Yolanda & I have already made plans for tomorrow”.

[Gratitude/appreciation + excuse/reason/explanation]

On the other hand, in the conversations between lovers, 22% of the strategies are adjuncts to refusals followed by close friends (17%) and classmates (14%).

5.1.2.2. The effect of the level of closeness on the selection of the refusal semantic formulae

The studies on refusals discovered that the social status of interlocutors change the semantic formulae preferences of the refusers (Beebe et al. 1990; Bulut 2000; Nelson et al. 2002; Al-Kahtani 2005). In this study, although the status of interlocutors are equal, the role relationships they have change the level of closeness in their relationships and the analyses carried out in this respect uncovered that the level of closeness has control over the semantic formulae preferences. In general, AE used substantially more indirect refusals when refusing their lovers, close friends, classmates and acquaintances. It may be interpreted that in relationships where there is no power superiority between the interlocutors, AE needed to soften the ‘negativity level’ of the refusals to avoid the face and rapport-threatening risk of refusing.

In parallel with the findings of Nelson et al.’s study (2002) in which they ascertained that Americans used ‘excuse/reason’ most frequently at every status level including equal-equal refusals, in this study the most frequently used semantic formula to refuse requests, invitations and suggestions is the ‘excuse/reason/explanation’ in all role relationships. However, we cannot know for certain that this finding reflects the actual similarity due to the fact that different methodologies were used to collect data in two studies. In addition, there was not a differentiation between the role relationships in equal-equal refusals in Nelson et al.’s study.

In this study, the percentages of the semantic formula of ‘excuse/reason/explanation’ differ across role relationships as shown in Table 5.1. The highest percentage of this semantic formula belongs to the refusals exchanged between classmates (33.1%), because AE tended to give more excuses/reasons or explained why they refused during the interactions with their classmates. Similarly, Beebe et al. (1990) observed in their study that the refusals by all of the American participants included an excuse when they were asked to refuse their classmates’ requests to borrow class notes. On the other hand, Tekyildiz (2006) found out in her study that only 24% of the American informants employed ‘excuse/reason/explanation’ to refuse requests of equal-status interlocutors. The number of the use of ‘excuse/reason/explanation’ by classmates is followed by those of close friends and acquaintances the percentages of which are very close to one another

(25.6% vs. 25% respectively). The least percentage of the semantic formula of 'excuse/reason/explanation' pertains to lovers (18.9%). It looks as if AE do not need to give excuses/reasons to their lovers as many as they do when they refuse their close friends, classmates and acquaintances. One possible reason might be that they assume their lovers would understand why they reject due to the intimate relationship they have.

As the second most frequently utilized semantic formula, lovers employed 'unspecific/indefinite reply', the so-called acceptance functioning as a refusal (14.4%). Rather than using any other indirect strategies, they preferred to pretend as if they didn't reject their lover's requests, invitations or suggestions by giving unspecific/indefinite answers. For instance, in the situation where the participants refused their lover's request for information about the phone call they're having, a typical refusal in which they utilize the semantic formula of 'unspecific/indefinite reply' is as in the following:

Example 5.4.

"I'm talking to an old friend. We're just catching up".

[Unspecific/indefinite reply + Unspecific/indefinite reply]

As can be noticed from the example, it looks as if the speaker did not refuse the request but it was actually not the answer that the requester was looking for. AE avoided the exact answer by giving an unclear answer. The reason why AE utilize this semantic formula against their lovers might be that in some situations they find it threatening for their relationship to refuse their lovers as in a love relationship couples are expected to tell everything to each other. Therefore, in line with Spencer-Oatey's Rapport Management Theory (2008), the frequent use of 'unspecific/indefinite reply' might be a strategy to manage/keep the harmony between the lovers as an expected behavior and obligation of the interlocutor who has the boyfriend/girlfriend role in the relationship. While lovers use this semantic formula as the second mostly utilized formula, close friends employed it in the fifth order (5.2%) and almost three times less than lovers do. The percentage of the 'unspecific/indefinite reply' used to refuse acquaintances is below 3 while it is very rarely employed in refusing classmates.

Table 5.1. Percentage and shift of semantic formulae in refusals of AE relative to role relationships

Semantic Formulae	AE			
	L	CF	CM	AC
Performative	0	0	0	0
Flat No	0,3	1,7	1,2	1,3
Negative willingness/ability	5,3	9,7	8,2	4,2
St. regret	3,6	7,0	13,0	8,6
Wish	0,3	0,2	1,7	0,3
Excuse/reason/explanation	18,9	25,6	33,1	26,0
St. alternative	5,3	6,5	2,7	6,5
Set condition for future/past acceptance	1,4	1,7	4,8	1,3
Promise of future acceptance	0,8	3,0	1,0	0
St. principle	1,4	2,2	1,2	0
St. philosophy	0,3	2,0	0	0
Threat/St. negative consequences	0,6	7,0	5,1	1,6
Guilt trip	4,2	0	1,0	0,3
Criticize the request/requester	2,5	1,5	3,4	1,8
Request for help/empathy	1,1	2,0	0,5	1,0
Let interlocutor off the hook	4,2	1,2	0	0,3
Speaking for the requester	0	0	0	0,3
Self-defense	0,3	0,7	0,2	0,3
Order/request	0,3	0	0,5	0,5
Unspecific/indefinite reply	14,4	5,2	0,7	2,9
Lack of enthusiasm	0	0	0	0
White lies	1,1	0	0	0
Topic switch	0,6	2,0	0,5	0,3
Joke	0,3	0,2	0,2	0
Sarcasm	0,8	0,2	0,2	0,8
Repetition of part of a request	0,3	0	0	0
Postponement	8,9	1,2	7,0	7,6
Hedging	0,8	2,2	0,2	0,8
St. Positive feeling/opinion	6,9	3,2	6,5	4,2
St. Empathy	0,3	1,7	0,2	0
Pause fillers	4,7	3,0	1,4	4,2
Gratitude/appreciation	1,4	1,5	1,7	15,4
Mitigation	1,1	3,0	0,7	6,3
Good wishes	0,6	0,7	1,2	1,6
Request for information	4,7	0,7	0,2	1,0
Clarifying relationship/addressing	2,5	2,7	1,4	1,0

However, as the second most frequently used semantic formula, AE chose ‘negative willingness/ability’ to refuse their close friends (9.7%). Interestingly, even though AE used

much more indirect refusal strategies in all role relationships, the second mostly used semantic formula is a direct strategy used refuse close friends indeed. When interacting with

their close friends, they resorted to this semantic formula by exhibiting their reluctance or inability for the requests, invitations or suggestions. For example, while refusing their close friend’s request for information about his/her private life, they generally said:

Example 5.5.

“I really don't want to talk about it. Nothing personal- I just think that's between me and her”.

[Negative willingness/ability + Let the interlocutor off the hook + excuse/reason/explanation]

In contrast, AE used the semantic formula of ‘negative willingness/ability’ as the third mostly employed formula (8.2%) to refuse their classmates’ requests, invitations or suggestions and as the fifth one with 5.3 % in refusals against lovers while it was used less than 5 percent when refusing acquaintances. It seems that AE do not find it awkward or threatening to refuse their close friends directly by utilizing ‘the negative willingness/ability’ in the second order of frequently used semantic formulae. It may arise from the belief that in friendships they think that expressing their reluctance/inability to their close friends’ requests, suggestions or invitations do not necessitate more indirect strategies to soften the rapport and/ or face threatening effect of refusal.

When refusing their classmates, on the other hand, AE utilized ‘statement of regret’ as the second mostly used semantic formula (13%). They either said ‘*Sorry*’, ‘*I’m sorry*’, or ‘*I’m really sorry*’ before and/or after another semantic formula. However, this semantic formula comes third in the order of most frequently used semantic formulae while refusing close friends (7%) and acquaintances (8.6%) but the percentage of ‘statement of regret’ to refuse lovers is less than 4 percent. Likewise, results of the study conducted by Tekyildiz (2006) also revealed that ‘statement of regret’ is a frequently preferred semantic formula when refusing equal-status interlocutors because 40% of American informants in her study, used statements to express regret and apology to refuse requests. However, she

did not investigate the effect of level of closeness on the refusals among equal-status interlocutors.

The most significant difference between the role relationships is related to the use of 'gratitude/appreciation'. This was the second most frequently used semantic formula (15.4%) by AE to refuse their acquaintances. While AE very frequently thanked to their acquaintances in their refusals whereas the percentages of its usage in refusals against lovers, close friends and classmates are below 2. Among the other role relationships, they have the most distant relationship with their acquaintances so the frequent usage of 'gratitude/appreciation' might be tentatively interpreted as a rapport management strategy not to ruin the harmony and association with the interlocutors. When AE used this strategy in the first or middle positions to refuse acquaintances, they often said '*thanks*', '*thank you for the invite/suggestion/help/idea*', '*thanks so much*', '*thanks a lot for the invitation*' but when they utilized it at the end of the refusal they usually expressed their gratitude/appreciation as in the followings: '*I appreciate the offer though*', '*thank you though*', '*thanks for the invite/suggestion though*' and '*thanks anyway*'.

Findings also reveal that the 'postponement' is the third most frequently utilized semantic formula (8.9%) in the interactions where the speakers refuse their lover's requests, invitations or suggestions while this semantic formula is seen in the fourth order in frequently used semantic formulae exchanged between classmates (7%) and acquaintances with very similar percentage (7.6%). Yet close friends hardly postponed each others' requests, invitations or suggestions. An example for the semantic formula of 'postponement' used by AE to refuse their lovers invitation to dinner in order to introduce him/her to a friend is:

Example 5.6.

"I have a family dinner tonight. We'll just have to get together another time."

[Excuse/reason/explanation + postponement]

Along with 'statement of regret', AE employed 'threat or statement of negative consequences' as the third most frequent semantic formula with 7 percent to refuse their close friends. While the percentage of this formula was 5.1 in refusals between classmates, it was rarely observed in conversations where AE refused their lovers and acquaintances. As a typical example of the usage of the 'threat or statement of negative

consequences' by AE to refuse their close friends' invitation to a house party, the following refusal can be presented:

Example 5.7.

"You know how much I want to come to this party, however, I think my relationship will be in a lot of trouble if I cancel another date. Please understand".

[Statement of positive feeling/opinion + threat/negative consequences + request for help, empathy, and assistance/trust/respect]

By frequently utilizing this semantic formula, AE obviously try to persuade their close friends to believe that they unwillingly refuse their invitations because normally best friends are expected to be there by our sides to help us.

In the fourth order of the mostly used refusal semantic formulae between lovers is the 'statement of positive feeling/opinion' (6.9%). AE expressed their positive emotions and ideas to their lovers when refusing their requests, invitations or suggestions. For example, in situation 5 in the DCT, where AE were asked to refuse their lover's invitation to dinner to introduce a newly-met friend, one of the AE refused her boyfriend beginning with the semantic formula 'statement of positive feeling/opinion':

Example 5.8.

"I really would love to go, but I have already promised to have dinner with my family. Maybe the three of us could have dinner tomorrow instead".

[Statement of positive feeling/opinion + excuse/reason/explanation + postponement]

Classmates also used this formula with a very close percentage to lovers (6.5) but in the fifth rank of the most frequently used refusal semantic formulae. However, according to the findings of Beebe et al. (1990), only 10% of the American participants preferred to utilize 'statement of positive feeling/opinion' in order to refuse their classmates' requests. When we compared the use of this semantic formula with those of acquaintances and close friends we saw that AE expressed their positive feelings and opinions to their acquaintances and close friends in their refusals less than lovers and classmates did (4.2% and 3.2% respectively).

In order to refuse close friends' requests, invitations or suggestions, AE stated alternatives as the fourth most frequently used semantic formula (6.5%). One of the AE, for instance, when rejecting a close friend's invitation to the house party, offered an alternative at the end of the refusal before saying that she's sorry:

Example 5.9.

"Oiy, I'm sorry but I can't make it tomorrow. John and I haven't been able to keep a date in over a month and I promised I wouldn't break this one. I can help you before the party but I have to leave to go out with him. Sorry sweetie".

[Pause fillers + statement of regret + negative willingness/ability + excuse/reason + excuse/reason + statement of alternative + statement of regret + clarifying relationship/addressing]

Close friends and acquaintances, however, used the semantic formula 'statement of alternative' in the fifth order whereas it was rarely utilized by AE when refusing their classmates (2.7%).

The results of this study regarding the use of 'Flat No' were different from the findings of Beebe et al. In this study, AE very rarely preferred to say direct 'NO' when refusing their equal-status interlocutors; however, in Beebe et al.'s study (1990) 90% of the American participants employed the semantic formula of 'Flat No' when refusing offers of equal-status interlocutors.

There are also specific semantic formulae which were not utilized to refuse in situations where the participants were asked to refuse their lovers, close friends, classmates and acquaintances. The results show that two semantic formulae 'performative' and 'lack of enthusiasm' are not favored by any of the AE when refusing in any of the role relationships. The reason why semantic formula of 'performative' was never used to refuse by AE might be the fact that performatives are the most direct way of refusing, which might most probably damage the face and the rapport of the interlocutors.

The semantic formula of 'speaking for the requester' was not observed in refusals of lovers, close friends and classmates while acquaintances rarely used it. Moreover, AE never used 'white lies' and 'repetition of a part of a request' when refusing close friends,

classmates and acquaintances while lovers used it with the percentage of 1.1. It can be interpreted that ‘white lies’ has a function in managing the harmony in the relationship between lovers.

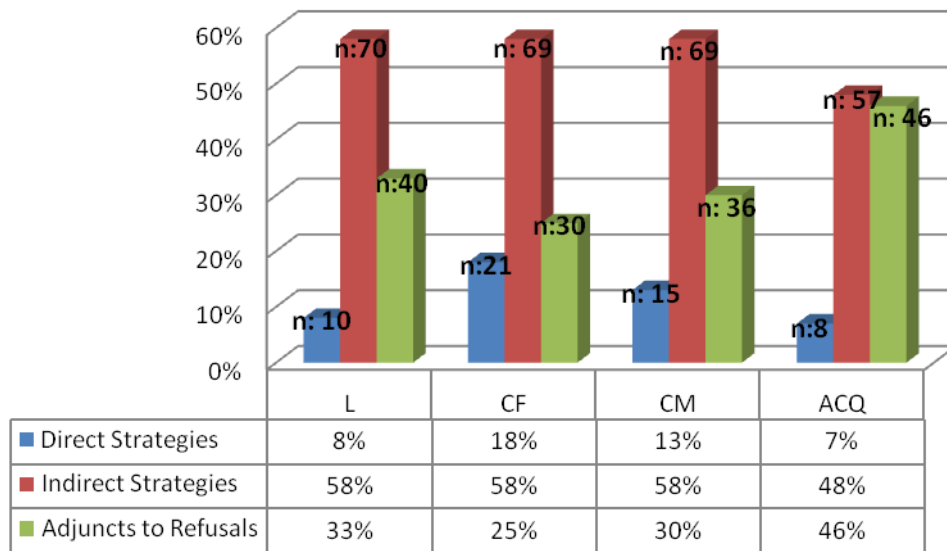
AE also did not employ the semantic formula ‘statement of philosophy’ to refuse their classmates and acquaintances although the percentage of this formula increased in the category of close friends. Moreover, we see that some of the refusal semantic formulae were particularly not utilized in certain role relationships. For example, AE never preferred to fall back on ‘guilt trip’ and ‘order/request’ to refuse their close friends whereas it was the semantic formula ‘let the interlocutor off the hook’ that they did not select to refuse their classmates. ‘Promise of future acceptance’, ‘statement of principle’, ‘joke’ and ‘statement of empathy’ were not found among the refusal strategies used by acquaintances as well.

5.1.2.3. The effect of the level of closeness on the distribution of direct, indirect and adjuncts to refusals utilized to initiate the refusals

Although we cannot state that there is a positive or negative correlation between the level of closeness and the usages of direct, indirect and adjuncts to refusals when initiating the refusals, the findings show that the percentages refusal strategies of direct, indirect and adjuncts to refusals differ depending on the role relationships as it can be seen in the Figure 5.4. The large proportion of refusal strategies used in the first position belongs to the indirect category. While the percentages of indirect strategy used as an initiation to refusals are the same among lovers, close friends and classmates (58%), this number is 10 percent less among acquaintances.

The results also show dramatic differences between the usages of direct and indirect refusals in interactions with both lovers and acquaintances because AE use indirect refusals 7 times more than direct refusals with lovers and acquaintances. The highest percentage of direct refusal strategies in the first position is that of close friends (18%), which is followed by classmates with 13% while this percentage decreases to 8% with lovers. However, AE rarely utilize direct strategies when they began their refusals in the interactions with acquaintances (7%).

The Figure 5.4. The Distribution of direct, indirect and adjunct to refusals used to initiate refusals by AE relative to role relationships



The third broad category of adjuncts to refusals was very frequently used by AE to initiate their refusals against acquaintances (46%). The percentages of the indirect refusals and adjuncts to refusals used to initiate refusals are more or less the same in acquaintances. Lovers and classmates also started their refusals with adjuncts with similar percentages (33% and 30% respectively) while close friends come in the fourth order when they initiated their refusals with an adjunct (25%).

As mentioned before, refusals are FTAs so how interlocutors start their refusals might affect the face and rapport managements of the speakers as well as the flow of the conversation. Therefore, the direct strategies used to start refusals make up small portion of each category of role relationships because otherwise, refusers might be interpreted as rude and/or uncooperative. However, it should also be noted that in order to initiate their refusals against close friends, AE used direct strategies 2 times more than they did to refuse their lovers. In a way, it can be said that AE find it inappropriate to start their refusals with a direct strategy especially when they refuse their lovers and acquaintances even though the level of closeness among lovers and acquaintances is totally different.

5.1.2.4. The effect of the level of closeness on the selection of the refusal semantic formulae employed to initiate the refusals

The results attest to the significant impact of the level of closeness on the preferences of refusal semantic formulae to initiate the refusals because as shown in Table 5.2 the choice of semantic formulae used to begin refusals vary across role relationships.

AE most frequently started their refusals using ‘unspecific/indefinite reply’ to refuse their lovers (e.g., refusal of a request for information about the phone call: “*It’s just an old friend*”) while they used it as the fourth mostly utilized semantic formula in the first position of their refusals of close friends but 2 times less than they did with lovers. Interestingly, classmates never began their refusals with an ‘unspecific/indefinite reply’.

Close friends and classmates mostly used ‘statement of regret’ in the first position of their refusals, however, classmates expressed their regrets 2 times more than close friends. For instance, AE generally refused their classmates’ suggestion to go to the library after the mall by saying:

Example 5.10.

“I’m sorry, I only have an hour free tomorrow and really need to get this done. Let’s make a date to go together next week”.

[Statement of regret + excuse/reason/explanation + excuse/reason/explanation + postponement]

As can be seen in the example, AE often combined ‘statement of regret’ with ‘excuse/reason/explanation’ and ‘postponement’ On the other hand, while lovers preferred ‘statement of regret’ in the first positions of the refusals 4 times less than classmates did, the percentage of this semantic formula was higher with acquaintances as they used it as the second most frequent formula to initiate their refusals.

As the second most frequent semantic formula, lovers used ‘pause fillers’ like “*Oh, hey, awe*” to initiate their refusals having more or less the same percentage with the acquaintances who utilized ‘pause fillers’ as the third most frequent semantic formula. Classmates, on the other hand, utilized it almost 3 times less than lovers did in the first position of their refusals. Close friends favored ‘negative willingness/ability’ as the second most frequently used semantic formula to start their refusals. They very often

Table 5.2. Percentage and shift of semantic formulae used to initiate refusals by AE relative to role relationships

Semantic Formulae	AE			
	L	CF	CM	ACQ
Performative	0	0	0	0
Flat No	0,8	5,8	4,2	4,2
Negative willingness/ability	7,5	11,7	8,3	2,5
St. regret	8,3	15,0	31,7	21,7
Wish	0,8	0	2,5	0,8
Excuse/reason/explanation	9,2	10,8	13,3	11,7
St. alternative	0	1,7	0,8	1,7
Set condition for future/past acceptance	0	0	0	0
Promise of future acceptance	0,8	0	0	0
St. principle	0	2,5	1,7	0
St. philosophy	0	3,3	0	0
Threat/St. negative consequences	0	4,2	0,8	0,8
Guilt trip	5,8	0	0	0
Criticize the request/requester	2,5	1,7	4,2	2,5
Request for help/empathy	0	0	0	0
Let interlocutor off the hook	2,5	0	0	0,8
Speaking for the requester	0	0	0	0
Self-defense	0	0	0,8	0,8
Order/request	0	0	0	0
Unspecific/indefinite reply	24,2	10	0	2,5
Lack of enthusiasm	0	0	0	0
White lies	0,8	0	0	0
Topic switch	0	0,8	0	0
Joke	0	0	0	0
Sarcasm	0,8	0	0	0
Repetition of part of a request	0	0	0	0
Postponement	0	0	1,7	1,7
Hedging	2,5	7,5	0	2,5
St. Positive feeling/opinion	5,0	5,0	15,0	5,8
St. Empathy	0,8	3,3	0,8	0
Pause fillers	14,2	9,2	5,0	12,5
Gratitude/appreciation	2,5	0,8	3,3	22,5
Mitigation	0,8	2,5	0,8	5,0
Good wishes	0	0	0	0
Request for information	7,5	1,7	0	0
Clarifying relationship/addressing	2,5	2,5	5,0	0

combined it with ‘excuse/reason/explanation’ as in the following refusal:

Example 5.11.

“I can't do that. If he is really interested in me, he will call me”.

[Negative willingness/ability + excuse/reason/explanation]

The most apparent difference related to the use of ‘negative willingness/ability’ is between close friends and acquaintances because close friends used it 4 times more than acquaintances did in the first positions of their refusals. However, as the second most

frequent semantic formula, classmates made use of ‘statement of positive feeling/opinion to start their refusals generally by combining it with ‘excuse/reason/explanation’. For instance, when AE refused their classmates’ invitations to the movies, they said:

Example 5.12.

“I'd love to, but I'm waiting to hear back from a professor of mine about a recommendation letter. It's really important for this scholarship and I just can't think of anything else at the moment. Maybe we can do something else or go see a movie tomorrow night”.

[Statement of positive feeling/opinion + excuse/reason/explanation + excuse/reason/explanation + postponement]

When we look through the percentages of the ‘statement of positive feeling/opinion used in first positions by lovers, close friends and acquaintances, we see that they utilized it 3 times less than classmates did.

A significant distinction among the role relationship is related to the usages of the semantic formula of ‘request for more information’ and ‘guilt trip’. First, lovers initiated their refusals with ‘request for more information’ 6 times more than close friends did but this semantic formula was never employed by classmates and acquaintances in the first positions of their refusals. For instance, AE often refused their lovers’ suggestion not to trust a friend by using ‘request for more information’ in the first position and combining it with ‘excuse/reason/explanation’ as in the following:

Example 5.13.

“What makes you say that? I've known him a long time”.

[Request for more information + excuse/reason/explanation]

Second, AE started their refusals with ‘guilt trip’ (5.8%) whereas it was never utilized by close friends, classmates and acquaintances. A typical usage of this semantic formula by lovers was as in the followings:

Example 5.14.

“You've said that before about and now look, you guys are friends. Just give him a chance”.

[Guilt trip + statement of alternative]

It seems as if this semantic formula is unique to lovers to initiate their refusals. The

results also show that there are certain semantic formulae which AE do not use in the first positions when they refuse their lovers, close friends, classmates and acquaintances such as ‘performatives’, ‘set condition for future/past acceptance’, ‘lack of enthusiasm’, ‘joke’, ‘repetition of a part of a request’, ‘request for empathy’ and ‘good wishes’. On the other hand, some of the semantic formulae were not used to initiate refusals in conversations with certain role relationships. For instance, while AE used ‘clarifying relationship/addressing’ to start their refusals 2 times more with classmates than lovers and close friends; they never utilized it when refusing their acquaintances. Classmates commonly used “*dude and man*” as addressing terms to clarify relationship while lovers utilized “*honey, sweetie and baby*”. Another semantic formula used only by one of the role relationships but avoided by the other three to initiate their refusals was ‘statement of philosophy’. Close friends began their refusals with ‘statement of philosophy’ (3.3%) whereas lovers, classmates and acquaintances never preferred it in the first position of their refusals.

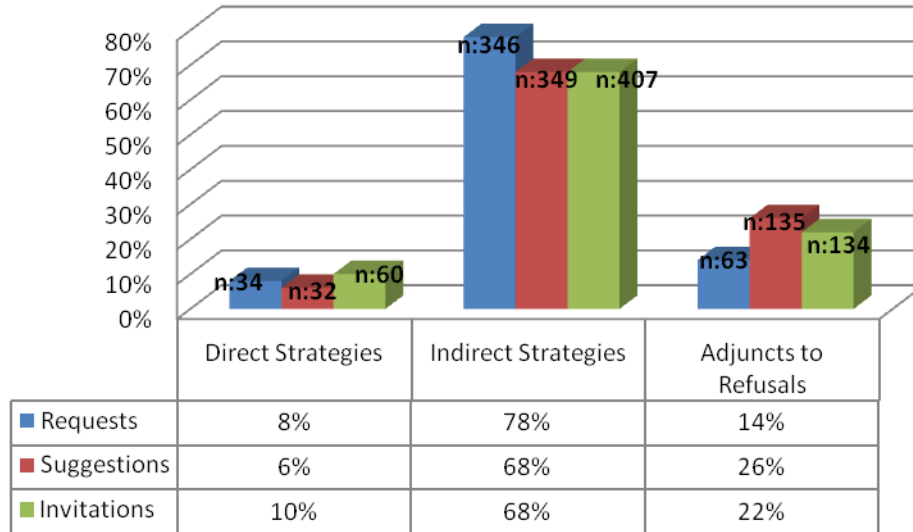
Lastly, close friends utilized the semantic formula ‘hedging’ in the first position of their refusals 3 times more than lovers and acquaintances did while it was never chosen by classmates as the first semantic formula. The results also uncovered a similarity related to the usage of semantic formulae ‘excuse/reason/explanation’ in the first positions of the refusals in all role relationships since the percentages of it were similar in all of the role relationships.

5.1.3. Variable 2: Refusal eliciting acts

5.1.3.1. The effect of eliciting acts on the distribution of direct, indirect and adjuncts to refusals

The findings show that overall the distribution of direct, indirect and adjuncts to refusals does not change dramatically based on the eliciting acts. For example, the percentages of direct refusal strategies used for every eliciting act were similar to each other. However, when the percentages of indirect refusals strategies are examined, it can be noticed from the Figure 5.6 that AE utilized 10% more indirect refusals for requests compared to refusals of suggestions and invitations. As for the adjunct to refusals, AE employed adjuncts to refusals of suggestions almost 2 times more than they did in refusals of requests and invitations.

Figure 5.5. The overall distribution of direct, indirect and adjuncts to refusals of AE relative to eliciting acts



5.1.3.2. The effect of eliciting acts on the selection of the refusal semantic formulae

According to the findings of studies on refusals (Beebe et al. 1990, Bulut 2000, Nelson et al. 2002; Al-Kahtani 2005, Wannaruk 2008; Allami and Naeimi 2011), refusals are context-bound speech acts so the choice of semantic formulae of refusals can vary depending on which speech acts are being refused (i.e., eliciting acts). The results of the study also support the literature in this respect. As the Table 5.3 indicates, AE avoided the use of semantic formulae of ‘performatives’ and ‘lack of enthusiasm’ in refusing of requests, suggestions and invitations. When refusing their lovers, close friends, classmates and acquaintances’ requests, suggestions and invitations, AE most frequently utilized ‘excuse/reason/explanation’ in the first order but different percentages. Wannaruk (2008) also found that when refusing invitations of interlocutors with equal status, Americans utilized excuse/reason/explanations very frequently (90% of the respondents). However, we cannot observe the effect of level of closeness in her study as she did not differentiate the equal-status interlocutors based on closeness/distance level.

In the second order, AE frequently utilized ‘unspecific/indefinite reply’ in refusals of requests 4 times more than they did in refusals of suggestions and 14 times more than they used in refusals of invitations. However, in Tekyıldız’s study (2006), percentage of ‘unspecific/indefinite reply’ used to refuse invitations was higher than the percentage of

Table 5.3 The distribution of refusal semantic formulae by AE relative to eliciting acts

Semantic Formulae	Refusal Eliciting Acts		
	Requests	Suggestions	Invitations
Performative	0	0	0
Flat No	0,7	1,9	0,8
Negative willingness/ability	7,0	4,3	9,2
St. regret	10,8	2,9	10,8
Wish	0,5	1,0	0,5
Excuse/reason/explanation	21,4	23,8	31,6
St. alternative	3,4	9,7	2,7
Set condition for future/past acceptance	2,3	2,9	2,0
Promise of future acceptance	0,5	0,6	2,3
St. principle	2,5	1,6	0
St. philosophy	1,1	0,8	0
Threat/St. negative consequences	1,6	5,0	4,0
Guilt trip	0,9	3,1	0
Criticize the request/requester	5,2	1,7	0,7
Request for help/empathy	0,7	0,8	1,8
Let interlocutor off the hook	2,0	2,3	0
Speaking for the requester	0,2	0	0
Self-defense	0,5	0,2	0,5
Order/request	0,5	0,4	0,2
Unspecific/indefinite reply	14,0	3,7	1,0
Lack of enthusiasm	0	0	0
White lies	0,9	0	0
Topic switch	2,3	0,2	0,3
Joke	0,5	0	0,2
Sarcasm	0,7	0,8	0
Repetition of part of a request	0,2	0	0,2
Postponement	4,3	4,3	9,0
Hedging	1,4	1,9	0
St. Positive feeling/opinion	2,9	4,5	7,5
St. Empathy	0	0,8	0,8
Pause fillers	3,8	2,7	3,3
Gratitude/appreciation	1,1	8,1	5,0
Mitigation	3,2	4,8	0,7
Good wishes	0,7	0,4	1,8
Request for information	0	3,7	1,0
Clarifying relationship/addressing	2,5	1,2	2,2

‘unspecific/indefinite reply’ utilized to refuse requests because the her results showed that while only 8% of Americans gave unspecific responses to refuse requests, 24% of Americans preferred to use this semantic formula to refuse invitations of an equal-status person. On the other hand, as the second mostly used formulae in refusing of suggestions AE singled out the semantic formula of ‘statement of alternative’ whereas this formula was used almost 3 times more than they did in refusals of requests and invitations. ‘Statement of regret’ comes second in refusals of invitations with the percentage of 10.8,

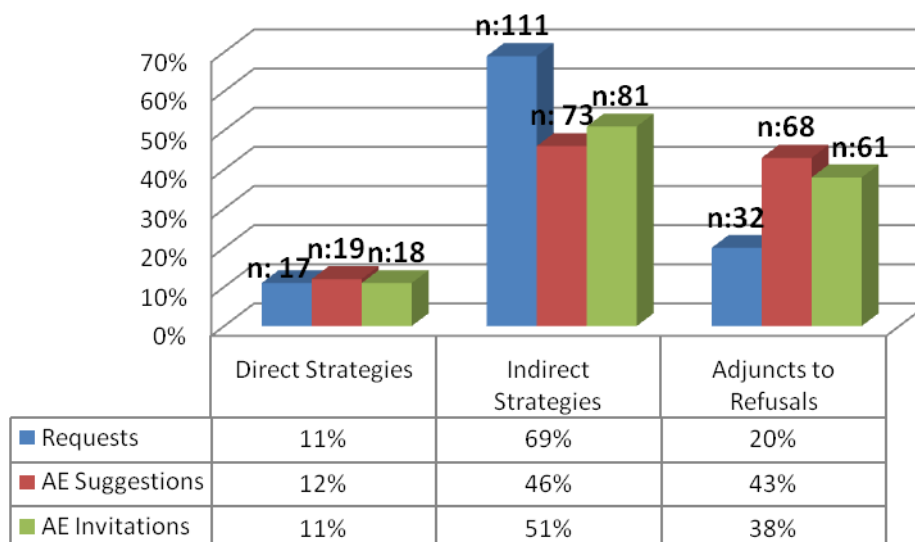
which is equal to the percentage of refusals of request on the one hand and is .37 times higher than the refusals of suggestions on the other. Tekyıldız (2006) also found a significant difference between the refusal of request and refusal of invitation with respect to the use of 'statement of regret'. According to her results, while 40% of Americans expressed regret and apology when refusing request coming from an equal-status person, only 16% of them used 'statement of regret' when refusing invitations.

The semantic formula of 'gratitude/appreciation' ranks number three in refusals of suggestions whereas it is in the sixth order of the most frequently used semantic formulae list in refusals of invitations. However, AE used this semantic formula in refusals of suggestions 7.3 times more than they utilized in refusals of request. For refusals of invitations, 'negative willingness/ability' was employed as the third most frequent formula the percentage of which was 2 times higher than the percentage of refusals of suggestions.

5.1.3.3. The effect of eliciting acts on the distribution of direct, indirect and adjuncts to refusals used to initiate the refusals

The analysis of AE data reveals that there is not a distinction in the usages of direct strategies across refusal eliciting acts when initiating refusals. However, AE differed in the usages of indirect strategies when initiating their refusals. As can be seen in Figure 5.7, there is a significant difference between the refusals of requests and refusals of suggestions, invitations. AE started their refusals of requests with indirect strategies substantially more than they did in refusals of suggestions and invitations. Moreover, a remarkable distinction can be seen in the usage of adjuncts in the refusals of suggestions and the refusals of requests, invitations because the percentage belonging to the refusals of requests is quite less than those of refusals of requests and invitations.

Figure 5.6. Distribution of direct, indirect and adjuncts to refusals used to initiate refusals by AE relative to eliciting acts



5.1.3.4. The effect of eliciting acts on the selection of the refusal semantic formulae employed to initiate the refusals

As can be seen in the Table 5.4, the eliciting acts play an important role in choosing the semantic formulae to initiate the refusals of AE. Generally speaking, the variety of semantic formulae used in the first positions of refusals of invitations is quite less than that of suggestion and requests.

Almost one quarter of the refusals of requests belonged to the semantic formula of ‘unspecific/indefinite reply’ whereas only 3.8% of the refusals of suggestions were initiated with this semantic formula. On the other hand, AE never started their refusals of invitations with an unspecific or indefinite answer. As the most frequently used semantic formulae to initiate refusals of suggestions, AE employed ‘gratitude/appreciation’ with 13.3 percent while it was used in refusals of invitations with 8.8 percent. Interestingly, AE never started their refusals of requests with a gratitude/appreciation statement. AE most frequently started their refusals of invitations with ‘statement of regret’ with 30 percent whereas this percentages decreases to 21.9 when refusing requests. However, they used ‘statement of regret’ in their refusals of suggestions 5.3 times less than they did in refusals of invitation.

In the second order of the most frequently used semantic formulae to initiate refusals of

suggestions and invitations, AE fell back on ‘excuse/reason/explanation’ which was utilized as the fifth most frequent semantic formulae in the initiation of refusals of request. However, AE tended to give quite less excuse and explanation when refusing requests than suggestions and invitations. The semantic formula ‘pause fillers’ was the third most frequently used one in the initial positions while refusing all eliciting acts with slightly different percentages though.

Furthermore, AE seemed to favor ‘flat No’ when refusing suggestions yet they used ‘NO’ in the initial move of refusals of invitations 2 times less than suggestions and it was rarely observed at the beginning of refusals of requests.

Table 5.4 The distribution of semantic formulae used to initiate refusals by AE relative to eliciting acts

Semantic Formulae	Refusal Eliciting Acts		
	Requests	Suggestions	Invitations
Performative	0	0	0
Flat No	1,9	6,3	3,1
Negative willingness/ability	8,8	5,6	8,1
St. regret	21,9	5,6	30
Wish	0,6	1,3	1,3
Excuse/reason/explanation	6,3	10,6	16,9
St. alternative	0,6	2,5	0
Set condition for future/past acceptance	0	0	0
Promise of future acceptance	0,6	0	0
St. principle	1,3	1,9	0
St. philosophy	2,5	0	0
Threat/St. negative consequences	0,6	2,5	1,3
Guilt trip	0	4,4	0
Criticize the request/requester	5,6	2,5	0
Request for help/empathy	0	0	0
Let interlocutor off the hook	0,6	1,9	0
Speaking for the requester	0	0	0
Self-defense	0,6	0,6	0
Order/request	0	0	0
Unspecific/indefinite reply	23,8	3,8	0
Lack of enthusiasm	0	0	0
White lies	0,6	0	0
Topic switch	0,6	0	0
Joke	0	0	0
Sarcasm	0	0,6	0
Repetition of part of a request	0	0	0
Postponement	0	1,3	1,3
Hedging	3,1	6,3	0
St. Positive feeling/opinion	3,8	7,5	11,9
St. Empathy	0	1,9	1,9
Pause fillers	10	8,1	12,5
Gratitude/appreciation	0	13,1	8,8
Mitigation	3,1	2,5	1,3
Good wishes	0	0	0
Request for information	0	6,9	0
Clarifying relationship/addressing	3,1	2,5	1,9

Discussions

The researcher aimed to describe AE's semantic formulae preferences when interacting with status equal interlocutors yet with different level of closeness; therefore, she analyzed the refusals of AE adapting the classification suggested by Beebe et al. (1990). Here, the refusal preferences of AE were interpreted in the light of Spencer-Oatey's Rapport Management Theory (2008) for the purpose of highlighting the communication patterns related to face and sociality rights and obligations and therefore rapport management orientations when refusing equal-status interlocutors with different level of closeness.

The findings draw attention to the complex nature of social interactions, politeness and rapport management strategies. As Spencer-Oatey (2008) states the rapport management orientations and strategies vary depending on the closeness/distance, power, and the contexts where interactions take place, AE showed an alternation in their rapport management orientations while refusing their lovers, close friends, classmates and acquaintances. AE used different refusal semantic formulae at different role relationships with various motivational concerns (1. face concerns (*quality face & social identity face* (Spencer-Oatey 2002), 2. social right and obligation concerns (*equity rights & association rights* (Spencer-Oatey 2002, 2008))).

The results obtained in this study tend to indicate that excuse/reason was used by AE with concerns for social identity face at all relationship levels because by providing explanations the refusers seemed to have the refusee acknowledge and uphold their social identities as friends and lovers. In addition, the semantic formula of 'excuse/reason/explanation' seemed to be utilized to manage the harmony at all role relationships with a rapport enhancing (i.e., '*a desire to strengthen or enhance harmonious relations between the interlocutor*, Spencer-Oatey 2008:32) and rapport maintenance orientation (i.e., '*a desire to maintain or protect harmonious relations between the interlocutors*, Spencer-Oatey 2008:32).

AE frequently used postponement to refuse their lovers, classmates and acquaintances as they seemed to be concerned about the association rights of the interlocutors (i.e., *the type and extent of our involvement with others* (Spencer-Oatey 2002:541)); therefore, in a way promised to get involved at a more convenient time in the future.

The use of the ‘statement of regret’ seemed to be employed by AE mostly to keep and enhance the rapport between the close friends, classmates and acquaintances rather than lovers. It might be tentatively claimed that statement of an apology or regret to refuse a close friend, classmate and acquaintance is an expected social behavior to manage the rapport between the interlocutors and save the identity face of the interlocutors. On the other hand, AE very frequently used ‘unspecific/indefinite reply’ when refusing their lovers maybe because the social obligations of a boyfriend/girlfriend in American culture require them to uncover their refusals with an unclear answer which on the surface is an acceptance.

Lovers, close friends and acquaintances frequently utilized ‘statement of alternative’ in their refusals exhibiting association right concerns of the interlocutor by providing alternative options and commitment of involvement. Acquaintances, however, used ‘gratitude/appreciation’ almost 10 times more than other role relationships so the frequent usage of thanking might be interpreted as a unique way of rapport management orientation adopted by acquaintances not to ruin the harmony and association with the interlocutors.

Rapport enhancing orientations were also specifically observed in refusals to acquaintances because AE mostly used ‘excuse/reason/explanation’ together with ‘gratitude/appreciation’. Their typical refusals of invitation to lunch from an acquaintance included the wish to strengthen the harmony with their acquaintances as in the followings:

Example 5.15.

“Thanks so much, but I actually already have plans that day. I appreciate the offer though”.

As can be seen in the example, AE often started their refusals with a ‘gratitude/appreciation’ followed by ‘excuse/reason/explanation’ and ended it with another ‘gratitude/appreciation’ where they exhibit concern for the identity face of the interlocutors. However, there were also the examples of the rapport neglect orientation in refusals of acquaintances. For instance, AE refused their acquaintances’ request to join breakfast at a café with refusal strategies like ‘No, thanks’ and ‘I’m sorry, but I have plans with someone else right now’ by also rejecting the further contact and stronger relationship with the interlocutors.

Typical rapport maintenance orientations in refusals of lovers can be observed in the following example where AE refused their lover's suggestion not to trust a friend:

Example 5.16.

"Baby, remember Rebecca? You hated her when you first met her, but now you two are friends. Just give it a little time, ok? As I have said before, it's cute when you get jealous, but don't let it get out of hand."

In the above refusal, AE started their refusals with the semantic formula of 'clarifying relationship/addressing' followed by 'guilt trip', 'statement of alternative', 'statement of positive feeling' and finally 'order/request', which shows that they found it necessary to use many indirect strategies to reduce the rapport threatening effect of the refusal and in order to maintain the harmonious relationship.

Certain refusal semantic formulae were however utilized by exhibiting rapport neglect and rapport challenge orientations (i.e., the former being 'a lack of concern or interest in the quality of relations between the interlocutors' and the latter being 'a desire to challenge or impair harmonious relations between the interlocutors' (2008:32). The semantic formula of 'criticize the request/requester' was the most apparent one in the data. It was most frequently used to refuse classmates and lovers with similar percentages. For example, one of AE refused their classmate's request to design clothes as in the followings:

Example 5.17.

"You're taking advantage of my skill and you don't really want to be my friend".

[Criticize the request/requester + guilt trip]

The respondent, in the above example, is criticizing his/her classmate's behavior and therefore neglect the harmony and even challenge the rapport between the interlocutors. Here, the identity face of the refusee has also been threatened by the refusal because the refusee has lost credibility by the criticism in the refusal.

Lastly, AE also had the rapport-neglect orientation in using the semantic formula of 'statement of alternative' to refuse their ACQ's suggestions because they were concerned

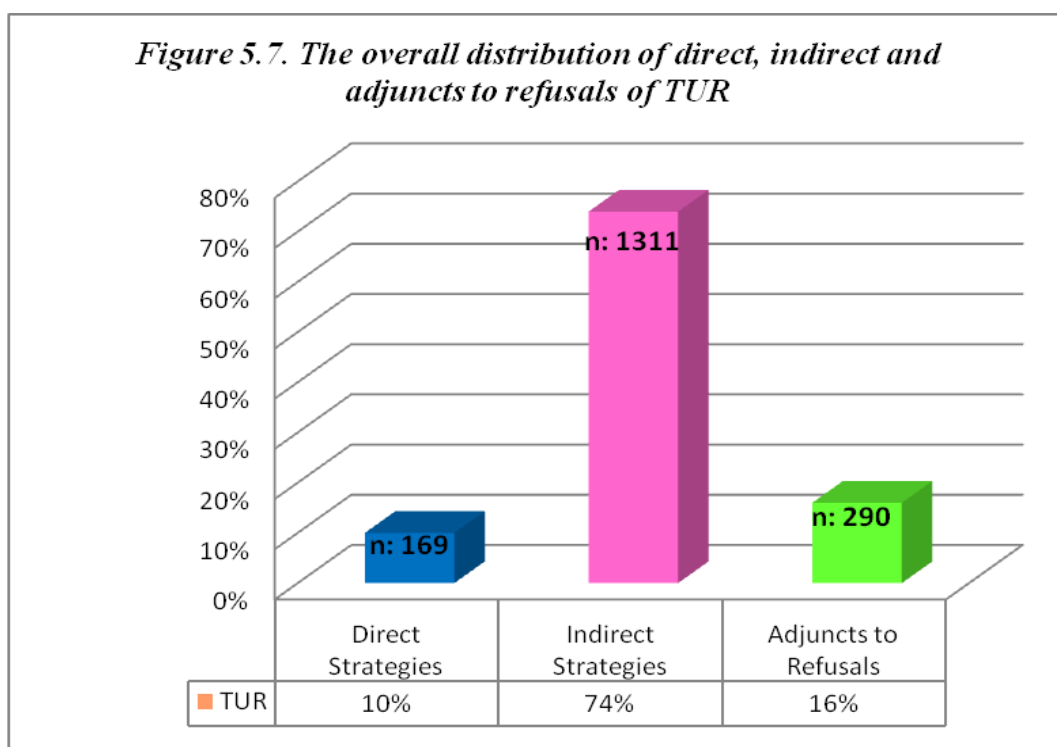
about their equity rights in the sense that they had the right to be free (e.g. to choose the birthday gift for their lovers)

5.2. Refusals by native speakers of Turkish

5.2.1. General Results

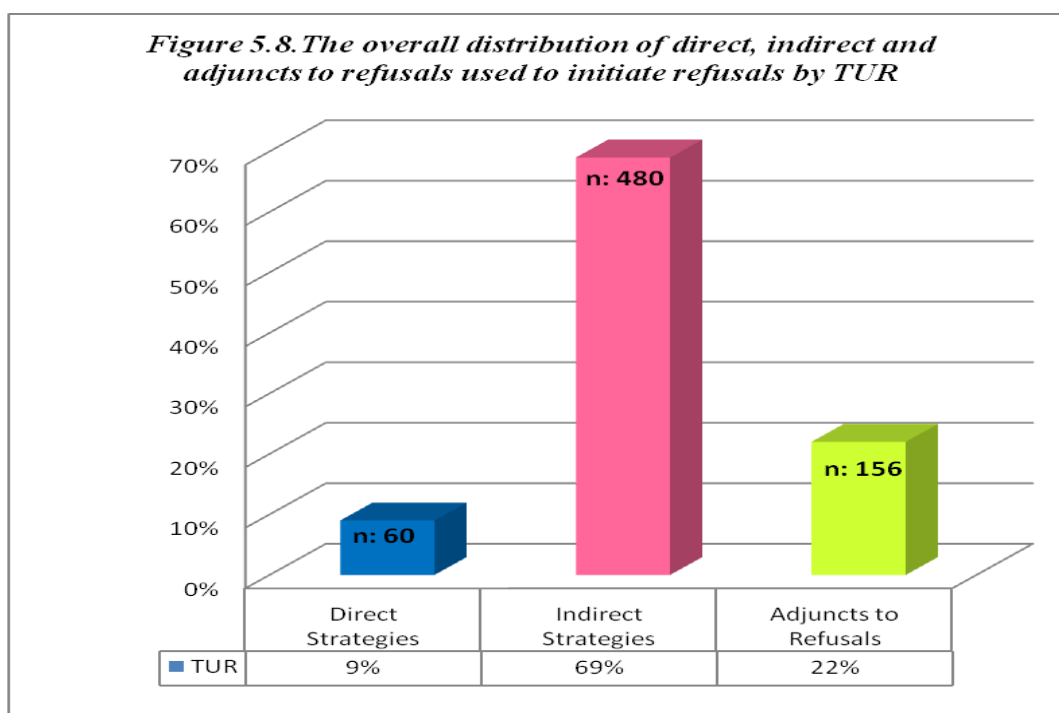
5.2.1.1. The overall preferences in the use of direct, indirect and adjuncts to refusals

The data in the study was analyzed by adopting the refusal classification prepared by Beebe et.al. (1990). Based on the three broad categories (i.e., direct, indirect and adjuncts to refusals) of this classification, the first section of the data analysis was related to the quantitative analysis of overall strategy preferences of the direct, indirect and adjuncts to refusals. Results show substantial differences between the usages of direct, adjuncts to refusals and indirect strategies in Turkish data, as shown in the Figure 5.8, TUR used indirect refusals 7.4 times more than direct refusals and 4.6 times more adjunct to refusals in interactions with equal-status interlocutors.



5.2.1.2. The overall preferences of direct, indirect and adjuncts to refusals utilized in the first positions of refusals

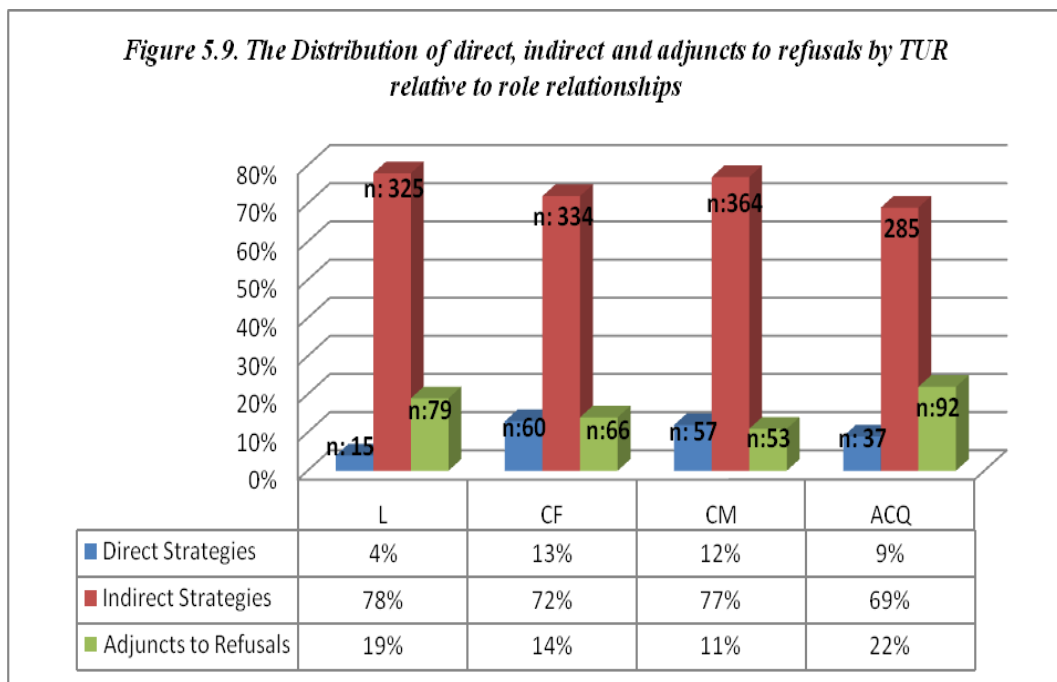
Refusals are FTAs so how interlocutors start their refusals might have an impact on the face and rapport managements of the speakers as well as the flow of the conversation. Therefore, the researcher aimed at uncovering which strategies TUR begin their refusals with when refusing equal-status people. As it can be seen in Figure 5.3, TUR frequently began their refusals with an indirect refusal strategy (69%). Later, they initiated their refusals with adjuncts but 3.1 times less than indirect refusals. The least percentage belongs to direct refusal strategies because only 9% of the refusal strategies utilized in the first position of refusals were direct. Overall, by frequently using indirect strategies and adjunct to their refusals, TUR seem to be trying to reduce the face and rapport-threatening effects of the refusals when interacting with equal-status people.



5.2.2. Variable 1: Level of closeness

5.2.2.1. The effect of the level of closeness on the distribution of direct, indirect and adjuncts to refusals

The results reveal that there is an impact of level of closeness on the refusal strategy preferences although the percentages of direct, indirect and adjuncts to refusals do not show substantial differences across the role relationships. As shown in Figure 5.9, TUR use the least direct strategies when refusing their lovers followed by refusals exchanged between acquaintances. The percentages of direct refusals of close friends and classmates were almost equal while they were higher than those of lovers and acquaintances. In her study, Hatipoğlu found out that one of the direct refusals, ‘flat NO’ was interpreted as an appropriate strategy among close friends whereas it was found rude and inappropriate when it was used by classmates. However, in this study the percentages of direct refusals used by classmates and close friends were almost the same. The employments of indirect refusals at all role relationship levels were significantly higher than the direct refusal strategies. Lovers and classmates used indirect strategies with highest percentages whereas close friends and acquaintances used indirect refusals slightly less than lovers and classmates did. On the other hand, while TUR most frequently used adjuncts to refusal when refusing their acquaintances, the least percentage was that of classmates.



5.2.2.2. The effect of the level of closeness on the selection of the refusal semantic formulae

The descriptive analyses show that the role relationships, therefore, the level of closeness between the interlocutors plays a role on the semantic formulae preferences of TUR. In general, substantially huge part of refusals was indirect at each role relationship level which can be interpreted that TUR needed to reduce the blow of the refusals to avoid the face and rapport-threatening risk of refusing.

The most frequently elicited semantic formula among each four role relationships was ‘excuse/reason/explanation’ but with different percentages. TUR gave excuses/reasons and explained why they had to refuse their classmate’s refusals (36.9%) more than the other role relationships. The percentages of this semantic formula utilized by close friends and acquaintances were very close to each other while lovers used it in the least percentage of all. It seems as if TUR do not need to give excuses/reasons to their lovers as many as they do when they refuse their close friends, classmates and acquaintances. They might be assuming that their lovers would understand why they reject due to the intimate relationships they have. The following refusals include typical ‘excuses/reasons/explanations’ that TUR used for each role relationships:

Example 5.18.

Classmates: “*Kütüphaneye gitmem gerekiyor, ödevimi yetiştirmeliyim. Başka zaman gelirim*”. (trans., I need to go to the library, I must finish my assignment on time. I catch you another time).

[Excuse/reason/explanation + excuse/reason/explanation + postponement]

Example 5.19.

Close friends: “*Erkek arkadaşıma çok önceden buluşmak için sözvermiştim. Eğer senin davetin daha erken gelseydi, davetini geri çevirmezdim*”. (trans., I made a commitment to my boyfriend for a date long ago. If you had asked earlier, I wouldn’t have rejected you invitation).

[Excuse/reason/explanation + set condition for past acceptance]

Example 5.20.

Acquaintances: “*O gün erkek arkadaşımla buluşacağım, gelemem*”. (trans., I’m going to date with my boyfriend that day, I can’t).

[Excuse/reason/explanation + negative willingness/ability]

Example 5.21.

Lovers: “*Bugün aileme söz verdim, bu tanışmayı başka bir zamana erteleyebilir miyiz?*” (trans. I have a commitment to my family today. Can we postpone this meeting to another time?).

[Excuse/reason/explanation + postponement]

As the second most frequently utilized semantic formula, TUR employed ‘clarifying relationship/addressing’ to refuse their lovers in different situations. They frequently started their refusals with these adjuncts such as “*hayatım, aşkitom, bitanem, tatlım, canım and sevgilim*”. (trans., my life, my love, my one and only, sweetie, my dear and my darling). They seem to first prepare their lovers for the upcoming refusal to soften the face and rapport threatening effect of the refusal. This adjunct to refusal was used as the third frequent one by close friends with slightly less percentage. For example, typical refusal by close friends of a request for information about the private life is as in the following refusal:

Example 5.22.

“*Tatlım, özelim bu*” (trans., Sweetie, this is private).

[clarifying relationship/addressing + excuse/reason/explanation]

This semantic formula of ‘clarifying relationship/addressing’ was used in the fifth order of frequently utilized semantic formulae by classmates (7.4%) while acquaintances used it 3.7 times less than lovers did.

In addition, findings reveal a significant difference in the usage of the semantic formula of ‘negative willingness/ability’ between the lovers and other three role relationships. While TUR preferred this formula to refuse their close friends and classmates as the second most frequent one with almost the same percentage and to refuse acquaintances as the third most frequent with slightly less percentage, they used ‘negative

willingness/ability’ to refuse lovers 3.3 times less than close friends did. An example of ‘negative willingness/ability’ employed to refuse a close friend’s suggestion to call the guy/girl s/he likes is the following:

Example 5.23.

“*Arayamam. Bana yalan söylediğini düşünüyorum ve ne yazık ki ona güvenmiyorum*”. (trans., I can’t. I think he is lying to me and unfortunately I don’t trust him.”

[Negative willingness/ability + excuse/reason/explanation + excuse/reason/explanation]

Interestingly, although the huge bulk of refusal by TUR was indirect, the second most frequently used formula is a direct strategy for close friends and classmates. It may be because they believe in friendships and classmates relationships, expressing their reluctance/inability to their close friends’ requests, suggestions or invitations do not necessitate more indirect strategies to soften the rapport and/ or face threatening effect. However, the results also show that they hardly used this direct strategy alone but combined it with at least one indirect semantic formula.

TUR chose the semantic formula of ‘statement of alternative’ to refuse their acquaintances as the second most frequently used formulae while they utilized it as the third most frequent with close friends. It seems that TUR found it polite and appropriate to keep the harmonious relationship and enhance the association between their interlocutors by providing alternatives for the requests, suggestions and invitations coming from their acquaintances. But as shown in Table 5.5, TUR used ‘statement of alternative’ to refuse their lovers and classmates 2.8 times less than they did with acquaintances. TUR generally refused their acquaintances by using ‘statement of alternative’ as in the following statement:

Table 5.5. Percentage and shift of semantic formulae in refusals of TUR relative to role relationships

Semantic Formulae	TUR			
	L	CF	CM	ACQ
Performative	0	0	0	0
Flat No	0	1,1	0,4	1,7
Negative willingness/ability	3,6	11,9	11,6	7,2
St. regret	1,0	6,3	10,8	7,2
Wish	0	0	0	0
Excuse/reason/explanation	20,3	28,1	36,9	28,3
St. alternative	3,3	6,9	3,4	9,4
Set condition for future/past acceptance	1,4	0,9	3,6	0,2
Promise of future acceptance	0,5	1,7	0,8	0,2
St. principle	0,7	1,7	1,1	1,2
St. philosophy	0,5	1,7	0	0,2
Threat/St. negative consequences	0,5	6,0	6,1	5,3
Guilt trip	5,3	0	0	0,5
Criticize the request/requester	7,9	4,5	2,7	6,5
Request for help/empathy	1,2	3,0	0,4	0,7
Let interlocutor off the hook	4,1	2,6	0,2	0,2
Speaking for the requester	0	0,4	0,2	0,2
Self-defense	0,2	0,9	0	1,2
Order/request	3,3	2,6	0	1,4
Unspecific/indefinite reply	11,5	0,9	0	1,0
Lack of enthusiasm	0	0	0	0
White lies	5,5	0	0	0
Topic switch	0,5	1,3	0,4	0
Joke	0	0	0	0
Sarcasm	0,5	0,4	2,1	0,7
Repetition of part of a request	0	0	0	0,5
Postponement	9,5	2,8	8,0	3,4
Hedging	0	0	0	0,2
St. Positive feeling/opinion	3,1	1,5	1,3	2,7
St. Empathy	1,2	0,2	0	0,5
Pause fillers	0	0	0	0,2
Gratitude/appreciation	0	0,6	0,2	7,0
Mitigation	1,7	0,6	0,2	3,4
Good wishes	0,2	0,2	2,1	3,1
Request for information	0	0,9	0	1,9
Clarifying relationship/addressing	12,6	10,2	7,4	3,4

Example 5.24.

“Hmm kitap değil de ben daha farklı bir şey almak isterim. Tabi bu da bir fikir olabilir ama ben başka bir şey bulayım”. (trans., Hmm I want to buy something more different not a book. Of course that might be an idea but I’d rather find something else).

[Pause filler + statement of alternative + unspecific/indefinite reply + statement of alternative]

As can be seen in the example after the refuser provided an alternative, she tries to make sure that the refusee’s suggestion is worth listening by saying that it might be an idea too in a way in order to save interlocutor’s *quality face* (i.e., “*fundamental desire for people to evaluate us positively in terms of our personal qualities*” (Spencer-Oatey 2002:540)) therefore, she also makes sure that she does not challenge the rapport in their relationship.

In the third order of the most frequently used semantic formulae, lovers utilized ‘unspecific/indefinite reply’, the so-called acceptance functioning as a refusal (11.5%). Rather than combining it with other indirect strategies but ‘white lies’, they preferred to use it on its own or with an adjunct of ‘clarifying relationship/addressing’ pretending as if they didn’t reject their lover’s requests, invitations or suggestions. For instance, in the situation where the participants refused their lover’s request for information about the phone call they’re having, a typical refusal in which they utilized the semantic formula of ‘unspecific/indefinite reply’ with an adjunct of ‘clarifying relationship/addressing’ is as in the following: “Önemli bir şey değil canım. Liseden bir arkadaşımdı”. (trans., Nothing important dear. It was a friend from high school) or combining it with the semantic formula of ‘white lies’: “Önemli bir şey değil hayatım. Annem aradı”. (Nothing important love. My mom called). This semantic formula, however, was never used by classmates and scarcely utilized by close friends and acquaintances.

When refusing their classmates, on the other hand, TUR utilized ‘statement of regret’ as the third mostly used semantic formula (10.8%). They very often combined it with the semantic formula of ‘excuse/reason/explanation’. The common statements of regrets were for example, “(çok)üzgünüm, kusura bakma (ya), beni mazur gör, beni bu sefferlik affet” (trans., (so)sorry, no offence, excuse me, forgive me for this time). TUR generally refused

their classmate's invitation for a movie by saying:

Example 5.25.

“Ya kusura bakma bir haber bekliyorum. Öğrenmeden içim rahat etmeyecek gelemem”. (trans., sorry I'm expecting news. I won't be at ease before I learn it, I can't).

[Statement of regret + excuse/reason/explanation + excuse/reason/explanation + negative willingness/ability]

The semantic formula of 'statement of regret' also comes third in the order of the most frequently used semantic formulae while refusing acquaintances but slightly in different percentage (7.2%). The most notable distinction among the role relationships in the usage of this formula, however, was that lovers used it very rarely as compared to the others. It seems as if 'statement of regret' functions as a way to soften the harmony between the close friends, classmates and acquaintances and to reduce the face-threatening effect of refusal whereas lovers do not need to fall back on this semantic formula.

Another difference between the role relationships is related to the use of 'postponement'. This is the fourth most frequently used semantic formula both by lovers (9.5%) and classmates (8%) yet close friends and acquaintances employed it approximately 3 times less than lovers did. TUR generally refused their lovers as in the following statement using 'excuse/reason/explanation' and 'postponement':

Example 5.26.

“Ailemle uzun zamandır vakit geçiremiyorum, kız arkadaşınla başka birgün tanışırım”. (trans., I haven't been able to spend time with my family for a long time, I'll meet your friend another time).

[Excuse/reason/explanation + postponement]

A salient difference in refusal semantic formula preferences across role relationships is the employment of 'gratitude/appreciation' and 'white lies'. While TUR very frequently thanked their acquaintances in their refusals, the percentages of its usage in refusals against close friends and classmates are below 2. Lovers, on the other hand, never resorted to this semantic formula. Among the other role relationships, they have the most distant relationship with their acquaintances so the frequent usage of

‘gratitude/appreciation’ might tentatively be interpreted as a rapport management strategy not to ruin the harmony and association with the interlocutors. The use of ‘white lies’ also differs significantly among the role relationships because while TUR made use of white lies to refuse their lovers (5.5%), they never used them when refusing their close friends, classmates and acquaintances.

The semantic formulae of ‘criticize the request/requester’ and ‘threat/negative consequences’ were utilized in different percentages as well. For example while lovers and acquaintances used ‘criticize the request/requester’ more or less with the same percentages, close friends criticized requests/requester 1.7 times less than lovers did and the least percentage was that of the classmates’ (2.7%). An example of the use of ‘criticize the request/requester’ by TUR to refuse their lover’s suggestion not to trust to a friend is:

Example 5.27.

“Sen de benim tüm erkek arkadaşlarıma bir kulp takıyorsun”. (trans. You always find fault with my male friends).

[Criticize the request/requester’]

‘Threat/negative consequences’ was also frequently employed by TUR to refuse their close friends, classmates and acquaintances with similar percentages whereas they scarcely utilized it when rejecting their lovers. This might be interpreted in the way that in refusing, the use of ‘threat/negative consequences’ might not be a ‘*behavioral expectation associated with roles*’ of lovers (Spencer-Oatey 2008:15). TUR often refused their close friend’s suggestion by combining ‘threat/negative consequences’ with ‘negative willingness/ability’ as in the following refusal:

Example 5.28.

“Onu arayamam, kendimi kötü hissederim çünkü”. (trans. I can’t call him because I would feel awful).

[Negative willingness/ability + threat/negative consequences]

Although certain semantic formulae were frequently selected by TUR to refuse at certain role relationship levels, others were sometimes never used while refusing people in other role relationships. To illustrate, while the percentage of the semantic formula ‘guilt trip’ is

quite high among lovers (5.3%), it is very low among acquaintances. TUR never used it when refusing their close friends and classmates though. Lovers, for example, said:

Example 5.29.

“Geçenlerde tanıştırdığım arkadaşım hakkında da böyle demiştin ama doğru çıkmadı. Bu da öyle olacak görürsün bak”. (trans. You said the same thing about my friend that I introduced you the other day but it went wrong. This will be the same you’ll see).

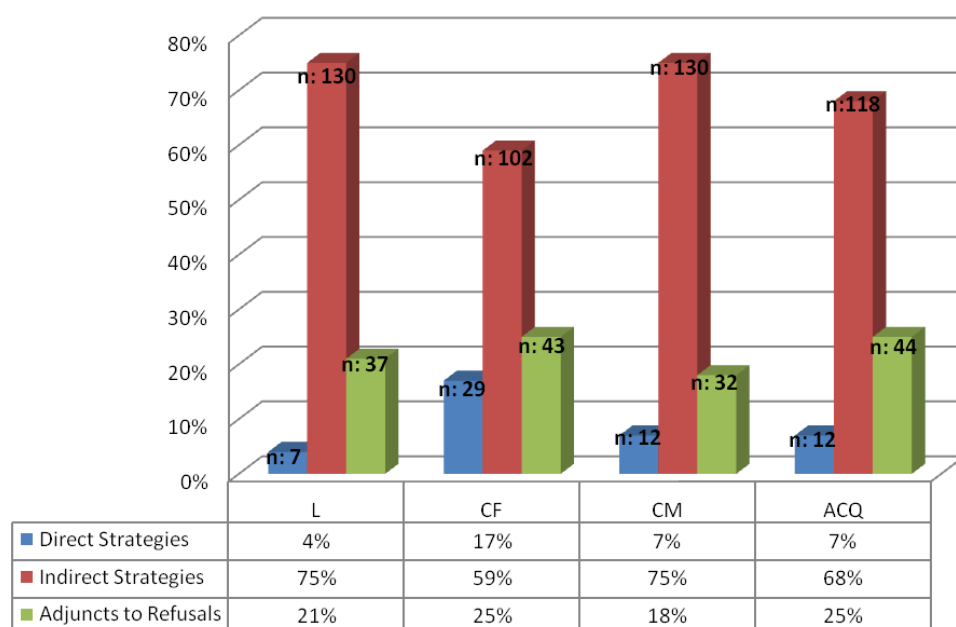
[Guilt trip + excuse/reason/explanation]

Moreover, the results show that TUR never preferred to use semantic formulae of ‘performatives’, ‘lack of enthusiasm’ at any level of role relationships.

5.2.2.3. The effect of the level of closeness on the distribution of direct, indirect and adjuncts to refusals used to initiate the refusals

Based on the results we cannot state that there is a positive or negative correlation between the level of closeness and the usages of direct, indirect and adjuncts to refusals when initiating the refusals. However, the findings indicate that the percentages of direct, indirect and adjuncts to refusals differ in accordance with the role relationships as it can be seen in Figure 5.10. The large proportion of refusal strategies used in the first position belongs to the indirect category. While the percentages of indirect strategy used as an initiation to refusal are the same among lovers and classmates (75%), it is followed by that of acquaintances (68%). Close friends started their refusals with less indirect strategies than the other role relationships. The least direct refusals in the initial position were used by lovers while close friends utilized 4 times more direct refusals at the beginning of their refusals. However, classmates and acquaintances started their refusals with same percentages of direct strategies.

Figure 5.10. The Distribution of direct, indirect and adjuncts to refusals utilized to initiate refusals by TUR relative to role relationships



TUR started one quarter of their refusals with adjuncts in interactions with close friends and acquaintances while least percentage of the adjuncts to refusals was that of classmates’.

Since refusals are RTAs and FTAs, how interlocutors start their refusals might affect the face and rapport managements of the speakers and the flow of the conversation. Therefore, the direct strategies used to start refusals make up small portion of each category of role relationships. However, it should also be noted that in order to initiate their refusals against close friends, TUR used direct strategies 4 times more than they did to refuse their lovers. In a way, it can be said that TUR find it inappropriate to start their refusals with a direct strategy especially when they refuse their lovers, acquaintances when compared to close friends.

5.2.2.4. The effect of the level of closeness on the selection of the refusal semantic formulae employed to initiate the refusals

The analysis of the TUR data demonstrates the considerable impact of the level of closeness on the preferences of refusal semantic formulae to initiate the refusals. As can be seen in Table 5.6 the choice of semantic formulae used to begin refusals significantly varies across role relationships.

TUR most frequently started their refusals using ‘unspecific/indefinite reply’ to refuse their lovers (e.g., refusal of a request for information about the phone call:

Examples 5.29.

“Eski bir arkadaşım ile konuşuyorum. Önemli bir şey değil” (trans. I’m talking to an old friend. Nothing important).

[unspecific/indefinite reply + unspecific/indefinite reply]

However, classmates never used ‘unspecific/indefinite reply’ in the initial position of their refusal whereas close friends and acquaintances rarely employed it in the first position of their refusals. Besides, close friends had the tendency to begin their refusals most frequently with the semantic formula of ‘clarifying relationship/addressing’ in quite high percentage (20.1%) whereas lovers and classmates used it to start their refusals as the second most frequent formula. However, acquaintances initiated their refusals with ‘clarifying relationship/addressing’ 3.8 times less than close friends did.

A considerable result regarding the frequency of the semantic formulae is that almost half of the refusals by classmates and 33.9 % of the refusals by acquaintances was initiated with an ‘excuse/reason/explanation’ while lovers and close friends made use of this formula in the third order of most frequently used formulae but less than classmates and acquaintances utilized. Typical examples of TUR for the use of ‘excuse/reason/explanation’ by classmates and acquaintances are as in the followings:

Examples 5.30.

Classmates: *“Şu an kendimi sinema için uygun görmüyorum. Daha sonra gidelim mi?”* (trans: Now I’m not in the mood of a movie. Shall we go later?”)

[Excuse/reason/explanation + postponement]

Table 5.6. Percentage and shift of semantic formulae used to initiate refusals by TUR relative to role relationships

Semantic Formulae	TUR			
	L	CF	CM	AC
Performative	0	0	0	0
Flat No	0	2,9	1,1	2,9
Negative willingness/ability	4,0	13,8	5,7	4,0
St. regret	0,6	8,0	11,5	6,9
Wish	0	0	0	0
Excuse/reason/explanation	16,1	19,5	46,6	33,9
St. alternative	2,9	4,6	1,7	5,2
Set condition for future/past acceptance	0,6	0,6	2,9	0,6
Promise of future acceptance	0,6	0	0	0
St. principle	0,6	1,1	2,3	1,1
St. philosophy	1,1	1,1	0	0,6
Threat/St. negative consequences	0	4,0	0,6	2,9
Guilt trip	6,9	0	0	0
Criticize the request/requester	9,2	5,2	3,4	8,6
Request for help/empathy	1,1	1,7	0,6	0
Let interlocutor off the hook	3,4	4,6	0,6	0
Speaking for the requester	0	0	0	0,6
Self-defense	0	0	0	1,1
Order/request	0,6	3,4	0	0,6
Unspecific/indefinite reply	19,0	1,7	0	1,1
Lack of enthusiasm	0	0	0	0
White lies	5,7	0	0	0
Topic switch	0	1,7	0	0
Joke	0	0	0	0
Sarcasm	0	0	2,9	1,1
Repetition of part of a request	0	0	0	1,1
Postponement	6,3	1,1	1,7	1,7
Hedging	0	0	0	0,6
St. Positive feeling/opinion	1,7	1,1	2,9	4,0
St. Empathy	0,6	0,6	0	0,6
Pause fillers	0	0	0	0,6
Gratitude/appreciation	0	0,6	0	7,5
Mitigation	1,1	1,1	0	3,4
Good wishes	0	0	2,3	1,1
Request for information	0	1,1	0	2,9
Clarifying relationship/addressing	17,8	20,1	13,2	5,2

Acquaintances: “*Kusura bakma randevum var*”. (trans. Sorry I have an appointment)

[Statement of regret + excuse/reason/explanation]

As the second most frequently used semantic formula to initiate refusals, acquaintance preferred ‘criticize the request/requester’ but slightly less than lovers did. While close

friends started their refusals with ‘criticize the request/requester’ in 5.2 %, the percentage of its usage in the initial position by classmates decreased to 3.4%.

TUR used ‘negative willingness/ability’ as the third most frequent semantic formula to initiate their refusals of close friends (13.8%) while classmates employed it approximately 3 times less than close friends did. The percentage of this formula utilized in the first position of refusals by lovers and acquaintances was below 5. TUR generally refuse their close friends by expressing their reluctance and/inability as in the following statement:

Example 5.31.

“*Bunlar bizim aramızda olan şeyler. Başkası bilsin istemiyoruz. O yüzden anlatamam canım*”. (trans., These are between the two of us. We don’t want anybody to know. So I can’t tell you dear.).

[Excuse/reason/explanation+ excuse/reason/explanation + negative willingness/ability + clarifying relationship/addressing]

The semantic formula of ‘statement of regret’ in the first position of TUR’s refusals was also frequently preferred by classmates, close friends and acquaintances with more or less the same percentages whereas lovers very rarely started their refusals with an apology or regret statement. The typical usages of ‘statement of regret’ in refusals can be seen in the following examples:

Example 5.32.

Classmates: “*Üzgünüm bunu yapmaya vaktim yok*”. (trans., Sorry, I don’t have time to do that).

[Statement of regret + excuse/reason/explanation]

Close friends: “*Kusura bakma canım önceden verilmiş bir sözüm var*”. (trans., No offence dear I have a prior commitment).

[Statement of regret + clarifying relationship/addressing + excuse/reason/explanation]

Acquaintances: “*Üzgünüm canım gelemiyorum*”. (trans., Sorry dear I can’t).

[Statement of regret + clarifying relationship/addressing + negative willingness/ability]

The analysis also yielded two more significant results in the use of semantic formulae ‘guilt trip’ and ‘postponement’ across role relationships. While TUR initiated their refusals using ‘guilt trip’ in conversations with lovers with 6.9%, they never started their refusals with this formula when rejecting their close friends, classmates and acquaintances. TUR generally combined it with an excuse/reason/explanation as in the following refusal:

Example 5.33.

“*Daha önce de benzer bir olay yaşadık, zaman geçtikçe onu seveceğinden eminim*”. (trans. We had a similar experience before, I’m sure you’ll like him in time).

[Guilt trip + excuse/reason/explanation]

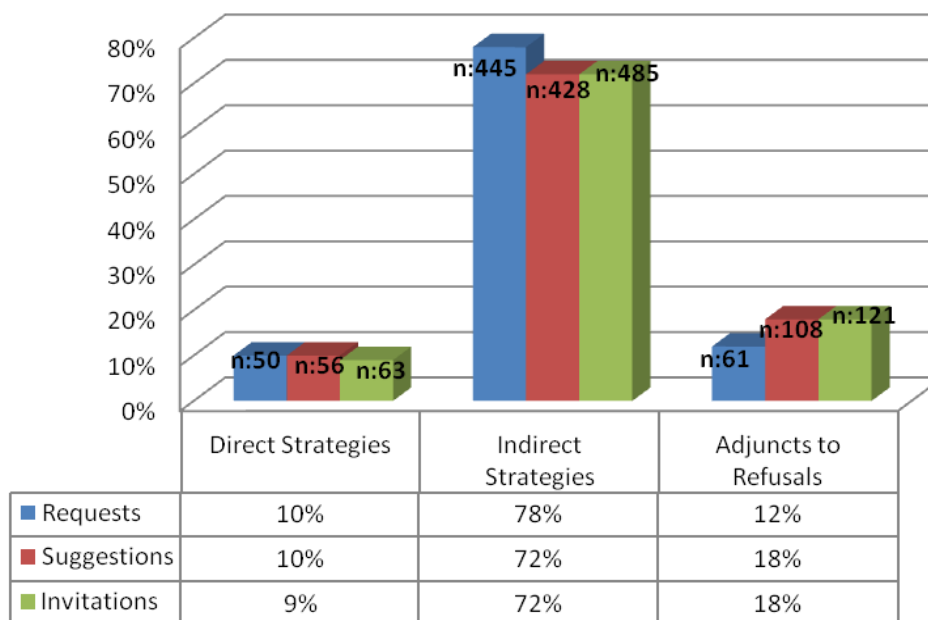
Lovers also frequently started their refusals with a statement of ‘postponement’ while in other role relationships TUR rarely used it in the first position. The results also show that there are certain semantic formulae which TUR do not use in the first positions when they refuse their lovers, close friends, classmates and acquaintances such as ‘performatives’, ‘wish’, ‘lack of enthusiasm’ and ‘joke’.

5.2.3. Variable 2: Refusal eliciting acts

5.2.3.1. The effect of eliciting acts on the distribution of direct, indirect and adjuncts to refusals

The findings display that the distribution of direct, indirect and adjuncts to refusals slightly differs across eliciting acts. For example, the percentages of direct refusal strategies used for every eliciting act were more or less the same. When the percentages of indirect refusals strategies are examined, it can be noticed from Figure 5.6 that TUR utilized more indirect refusals for requests as compared to refusals of suggestions and invitations which have equal percentages. As for the adjunct to refusals, TUR employed equal number of adjuncts to refusals for suggestions and invitations while they used adjunct to refuse request with the percentage of 12.

Figure 5.11. The overall distribution of direct, indirect and adjunct to refusals of TUR relative to eliciting acts



5.2.3.2. The effect of eliciting acts on the selection of the refusal semantic formulae.

The findings of studies on refusals (Beebe et al. 1990, Bulut 2000, Nelson et al. 2002; Al-Kahtani 2005, Wannaruk 2008, Allami and Naeimi 2011) show that refusals are context-bound speech acts so the choice of semantic formulae of refusals can change depending on which speech acts are being refused (i.e., eliciting acts). The results of the study also support the literature in this regard.

As seen in Table 5.7, TUR avoided the use of semantic formulae of ‘performatives’, ‘wish’, ‘lack of enthusiasm’ and joke in refusing requests, suggestions and invitations. ‘Pause fillers’ and ‘hedging’ were never used in refusals of requests and invitations but rarely employed in refusals of suggestions. When refusing requests, suggestions and invitations, TUR most frequently picked out ‘excuse/reason/explanation’ in the first order but they used this formula when refusing invitations 1.5 times less than they did in refusals of requests and suggestions. On the other hand, when we compare the result of the study conducted by Çimen (2009), we see that while %35 of TUR used ‘excuse/reason/explanation’ to refuse invitations of equal-status people, only %15 of them

utilized this semantic formula to refuse requests.

In the second order, TUR frequently utilized ‘unspecific/indefinite reply’ in refusals of requests while they hardly used in refusals of suggestions and invitations. On the other hand, TUR preferred the semantic formula of ‘statement of alternative’ as the second mostly used formula in refusing of suggestions whereas this formula was used almost 3 times less than refusals of requests and invitations. For example, TUR generally refused suggestions by saying:

Example 5.34.

“Zamanım çok kısıtlı olduğu için yetiştireceğimi sanmıyorum. O yüzden ben önce kütüphaneye gideyim”. (trans., I have very limited time so I’d rather go to the library first).

[Excuse/reason/explanation + statement of alternative]

The semantic formula of ‘postponement’ ranks number two in refusals of invitations whereas it is used 2 times less than in refusals of suggestions and 5 times less than in refusals of requests. Generally, in refusals of invitations TUR used the following combinations of ‘excuse/reason/explanation’ and ‘postponement’:

Example 5.35.

“Bugün kendimi pek iyi hissetmiyorum, başka zaman gidelim”. (trans. Today I don’t feel well, let’s go another time).

[excuse/reason/explanation + postponement]

In refusing of all eliciting acts, TUR utilized ‘negative willingness/ability’ as the third most frequent semantic formula with more or less similar percentages; however, the percentage of refusals of suggestions was slightly less than the others. Example 5.36 and 5.37 are typical usages of this formula by TUR:

Example 5.36.

“Bugün erkek arkadaşım ile buluşacağım. Ona söz verdiğim için davetini kabul edemem”. (trans., Today I’m meeting with my boyfriend. Since I promised him I can’t accept your invitation).

[Excuse/reason/explanation +negative willingness/ability]

Table 5.7. The distribution of semantic formulae of TUR relative to eliciting acts

Semantic Formulae	Refusal Eliciting Acts		
	Requests	Suggestions	Invitations
Performative	0	0	0
Flat No	0,6	1,7	0,1
Negative willingness/ability	9,2	7,8	9,3
St. regret	8,4	2,4	8,5
Wish	0	0	0
Excuse/reason/explanation	24,0	24,3	36,0
St. alternative	3,1	12,0	2,1
Set condition for future/past acceptance	1,6	1,7	1,5
Promise of future acceptance	0,4	0,5	1,5
St. principle	1,4	1,7	0,6
St. philosophy	0,6	1,2	0,1
Threat/St. negative consequences	2,6	4,6	6,1
Guilt trip	0,2	3,5	0,3
Criticize the request/requester	9,0	7,6	0,4
Request for help/empathy	0,6	0,8	2,4
Let interlocutor off the hook	2,4	2,7	0,4
Speaking for the requester	0,6	0	0,1
Self-defense	0,6	0,5	0,6
Order/request	3,3	1,0	1,3
Unspecific/indefinite reply	9,8	0,8	0,1
Lack of enthusiasm	0	0	0
White lies	4,5	0	0
Topic switch	1,6	0,2	0,1
Joke	0	0	0
Sarcasm	1,6	1,5	0
Repetition of part of a request	0	0,3	0
Postponement	2,0	4,7	10
Hedging	0	0,2	0
St. Positive feeling/opinion	0,8	1,7	3,4
St. Empathy	0	0,8	0,4
Pause fillers	0	0,2	0
Gratitude/appreciation	0	3,7	1,6
Mitigation	0,8	3,0	0,4
Good wishes	0,6	1,4	2,1
Request for information	0,8	1,4	0
Clarifying relationship/addressing	9,0	6,1	10

Example 5.37

“Çok isterim ama inan bu kısa sürede yapamam. Zaten programım var bugünlerde çok doluyum. Kusura bakma”. (trans., I would love to but trust me I can’t do it in such a short time. I already have a plan, I’m so busy nowadays. Sorry.”

[Statement of positive feeling/opinion + negative willingness/ability + excuse/reason/explanation + statement of regret]

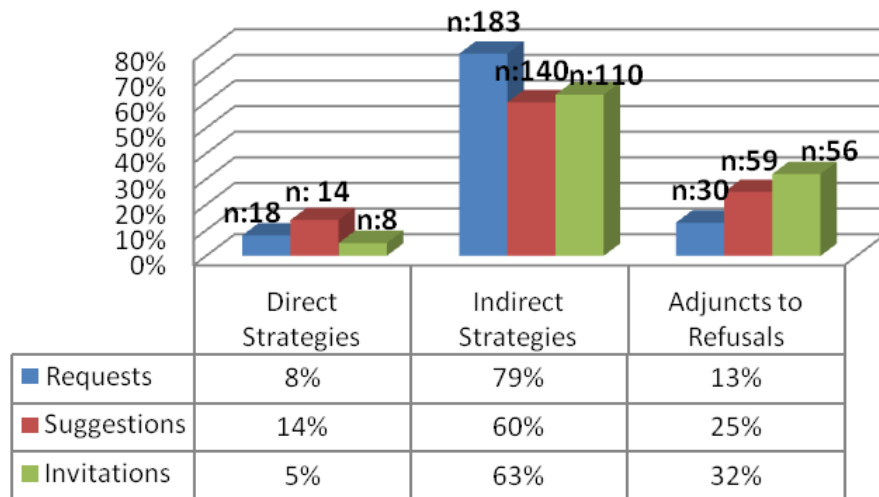
Another considerable difference in the choice of semantic formulae in refusing of different eliciting acts is that while TUR used ‘threat/negative consequences’ as the fourth most frequent one in refusing of invitations and suggestions with similar percentages, they rarely used it in refusing requests. Çimen (2009) also found out that 40% of TUR utilized this semantic formula to refuse suggestions.

The semantic formula of ‘statement of regret’ was also used in different percentages. For example, while TUR expressed their apology/regret in refusing of invitations and requests with very close percentages, it was 3.5 times less in refusals of suggestions.

5.2.3.3. The effect of eliciting acts on the distribution of direct, indirect and adjuncts to refusals used to initiate the refusals

The analysis of TUR data shows that there is an impact of eliciting acts on the distribution of strategy preferences used to initiate refusals (See Figure 5.12). For instance, there is a significant difference between the percentage of indirect refusals of requests and refusals of suggestion and invitation. TUR is also almost three times more direct in refusals of suggestions than in refusals of invitations. Furthermore, a remarkable distinction can be seen in the usage of adjuncts in the refusals of invitations (32%) and the refusals of requests (13%).

Figure 5.12. The Distribution of direct, indirect and adjuncts to refusals to initiate refusals by TUR relative to eliciting acts



5.2.3.4. The effect of eliciting acts on the selection of the refusal semantic formulae employed to initiate the refusals

As seen in Table 5.8, the eliciting acts play a role on the choice of the semantic formulae used by TUR to initiate their refusals. Generally speaking, the variety of semantic formulae used in the first positions of refusals of invitations is little when compared to the number of various semantic formula used in refusals of requests and suggestions. TUR started their refusals of all eliciting acts with an ‘excuse/reason/explanation’ but with different percentages. They utilized more excuses and explanations in refusals of invitations followed by refusals of requests and suggestions.

As the second most frequently used semantic formula, TUR employed ‘unspecific/indefinite reply’ in refusals of requests whereas they hardly used it in refusals of suggestions. This semantic formulae, however, was never utilized when refusing invitations. In refusing suggestions, the semantic formula of ‘negative willingness/ability’ was observed to be the second most frequent one (10.8%) while it was used to initiate refusals of requests with 6.5 percent. The percentage of this formula utilized in the first positions of refusals of invitations is however 2.3 times less than that of refusals of suggestions.

In the second order of the most frequently used semantic formulae to initiate refusals of invitations, TUR fell back on ‘clarifying relationship/addressing’ which was utilized as

the third most frequent semantic formulae in the initiation of refusals of requests and suggestions but with quite less percentages than in the refusals of invitations.

When we have a look at the use of ‘criticize request/requester’ in the initial position we see that TUR used it in the third order of the most frequently utilized semantic formula in refusals of requests and suggestions with similar percentages; however, they never used it in order to initiate their refusals of invitations. The percentages of the usage of ‘statement of regret’ when refusing requests and suggestion were also more or less the same while it was almost 3 times less than refusals of invitations.

Table 5.8. The distribution of semantic formulae used to initiate refusals by TUR relative to eliciting acts

Semantic Formulae	Refusal Eliciting Acts		
	Requests	Suggestions	Invitations
Performative	0	0	0
Flat No	1,3	3,4	0
Negative willingness/ability	6,5	10,8	4,6
St. regret	8,7	3,0	10,3
Wish	0	0	
Excuse/reason/explanation	24,2	17,2	39,7
St. alternative	3,0	6,5	1,1
Set condition for future/past acceptance	1,3	1,3	0,6
Promise of future acceptance	0,4	0	0
St. principle	1,3	1,3	1,1
St. philosophy	0,9	0,9	0,6
Threat/St. negative consequences	1,3	3,4	1,1
Guilt trip	0	4,7	0,6
Criticize the request/requester	9,5	10,3	0
Request for help/empathy	0,4	0,4	1,7
Let interlocutor off the hook	1,7	3,9	0,6
Speaking for the requester	0,4		0
Self-defense	0	0,9	0
Order/request	3,0	0,4	0
Unspecific/indefinite reply	15,2	0,9	0
Lack of enthusiasm	0	0	0
White lies	4,3	0	0
Topic switch	1,3	0	0
Joke	0	0	0
Sarcasm	1,3	1,7	0
Repetition of part of a request	0	0,9	0
Postponement	0,9	2,2	5,7
Hedging	0	0,4	0
St. Positive feeling/opinion	1,7	3,0	3,4
St. Empathy	0	0,9	0,6
Pause fillers	0	0,4	0
Gratitude/appreciation	0	4,3	2,3
Mitigation	0,9	2,6	1,1
Good wishes	0	1,7	1,1
Request for information	0,9	2,2	0
Clarifying relationship/addressing	9,5	10,3	23,6

There are also certain semantic formulae which were not preferred to use in the initial positions of the refusals of requests, suggestions and invitations such as ‘performatives’, ‘wish’, ‘lack of enthusiasm’ and ‘joke’.

Discussions

The findings point out the complexity of social interactions, politeness and rapport management strategies. Spencer-Oatey (2008) suggests that the rapport management orientations and strategies change based on the closeness/distance, power, and the contexts and it is the case in the refusal strategies of TUR. TUR showed a change in their rapport management orientations while refusing their lovers, close friends, classmates and acquaintances. Based on the frequently preferred refusal semantic formulae among the role relationships, it might be stated that since different social obligations were ascribed to lovers, close friends, classmates and acquaintances, the rapport orientations also varied depending on the role relationships and the situations as well. Overall, TUR exhibited rapport-enhancing orientation and rapport-maintenance orientation at all role relationship levels although they sometimes displayed rapport-challenging orientation to their lovers and acquaintances and classmates in their refusals

When refusing, TUR utilized ‘excuse/reason/explanation’ at all role relationship levels in order to maintain and enhance the harmony between the listeners. It seems that giving explanations and reasons for the refusal has an important function in social interactions with equal status interlocutors in terms of rapport management.

Another point in rapport management orientations that deserves attention was that TUR specifically used ‘unspecific/indefinite reply’ to refuse their lovers while they very rarely used it when refusing their close friends and acquaintances and never with classmates. They very often used unclear responses in return to the requests, invitations and suggestions coming from their lovers. It looks as if lovers have a social obligation not to refuse each other in certain contexts or to provide necessary and plausible explanations for their refusals.

A different rapport enhancing orientations were particularly seen in refusals to acquaintances because TUR very frequently used ‘gratitude/appreciation’. They seemed

to include the wish in their refusals to strengthen the harmony with their acquaintances and they exhibited concern for the not only quality face but also social identity face of the interlocutors. In other words, by expressing gratitude they might be showing that the interlocutors are worth listening and spending time together so they deserve appreciation.

With the purpose of keeping the harmony in their relationships with their lovers, close friends and classmates, TUR tended to utilize ‘clarifying relationship/addressing’. The use of endearment words displayed as a rapport maintenance orientation among lovers, close friends and classmates whereas TUR rarely utilized them in refusals of acquaintances. Maybe, since the acquaintances do not know each other for a long time and/or have not shared many things together, the overuse of endearment words or phrases might sound too intimate and awkward.

The use of the ‘statement of regret’ seemed to be mostly employed by TUR to keep and enhance the rapport between the close friends, classmates and acquaintances rather than lovers. It might be interpreted that statement of an apology or regret to refuse a close friend, classmate and acquaintance is an expected social behavior to manage the rapport between the interlocutors. However, TUR seemed to find inappropriate to overload their refusals with apologies and regrets when in interactions with their lovers.

The semantic formula of ‘postponement’ was employed by specifically to refuse their lovers and classmates. This tendency might result from TUR’s concern about the association right of the interlocutors (i.e., *the type and extent of our involvement with others* (Spencer-Oatey 2002:541)). In other words, by refusing their lover’s invitation to dinner to introduce a friend, for example, they threaten the association right of the refusee and in order to compensate it and save the association right of the interlocutor, they promise to get involved at a more appropriate time in the future by postponing the request, invitation or suggestion.

Another frequently used semantic formula to refuse lovers, classmates and acquaintances showed that TUR in certain situations (e.g., refusals of a suggestion by lover not to trust a friend and refusals of request by an acquaintance to join the breakfast at a café) employed ‘criticize the request/requester’ in a harsh manner with a rapport-challenging orientation. By criticizing their lovers and acquaintances while refusing, they not only threaten the

‘quality face’ of interlocutors (Spencer-Oatey 2008) but also infringed the ‘association rights’ (i.e., *the belief that we are entitled to social involvement with others and to share concerns, feelings and interests* (Spencer-Oatey 2008:16)) of the interlocutor, therefore, challenged the rapport in the relationships. These rapport-challenging orientations/behaviors were not observed in the refusals exchanged between close friends maybe because friendship relations in Turkish culture as Zeyrek (2001: 48) suggests are expected to be “*close, intimate and warm enhancing supportiveness and generosity*”.

An interesting result was related to the usage of ‘statement of alternative’ and ‘threat/negative consequences’ among close friends, lovers and acquaintances. TUR seemed to assign different functions to this formula when they refused their close friends and acquaintances. For instance, they provided their close friends and lovers with alternatives in their refusals, by showing their concern for the quality face and association right of the interlocutors (See example 5.38). However, when they used ‘statement of alternative’ to refuse their acquaintance, they reflected their concern for their ‘*equity rights*’ in the sense that they had the right to be free to do whatever they want and go with other options (See example 5.39).

Example 5.38.

“Keşke bir iki hafta önce haber verseydin. Çok önceden yaptığım çok önemli bir görüşmem var. İptal etmem mümkün değil. Bir gün sonra yapsan olmaz mı?” (trans., I wish you had let me know a couple of weeks ago. I have a very important meeting that I planned well in advance. It’s impossible to cancel. Can’t you just do it tomorrow?)

[Set condition for future/past acceptance + excuse/reason/explanation + excuse/reason/explanation + statement of alternative]

Example 5.39.

“İkinci el kitapçının hediye için uygun bir yer olduğunu düşünmüyorum. Sanırım ben daha iyi bir şey bulabilirim. Yine de teşekkür ederim”. (trans., I don’t think a second-hand bookstore is an appropriate place for a gift. I guess I can find a better thing. Thanks anyway.)

[Excuse/reason/explanation + statement of alternative + gratitude/appreciation]

As for threat/negative consequences, close friends and lovers utilized it to persuade the refusee that they had to reject because it was beyond their power (See example 5.40). On the contrary, TUR utilized ‘threat/negative consequences’ to refuse their acquaintances as a literal threat and challenged the rapport; therefore, damaged the harmony between the interlocutors (See example 5.41).

Example 5.40.

“Zaten uzun zamandır görüşemiyoruz. Bu sefer de ekersem aramız bozulabilir”. (trans., After all, we haven’t been able to met for a long time. If I ditched him again, we would be at odds).

[Excuse/reason/explanation + threat/negative consequences]

Example 5.41.

“Tatsızlık çıkmasın oturma buradan uzak dur sonu iyi olmaz”. (trans., Let’s not have unpleasant situation do not sit, stay away otherwise it’ll end in tears.)

[Threat/negative consequences + threat/negative consequences]

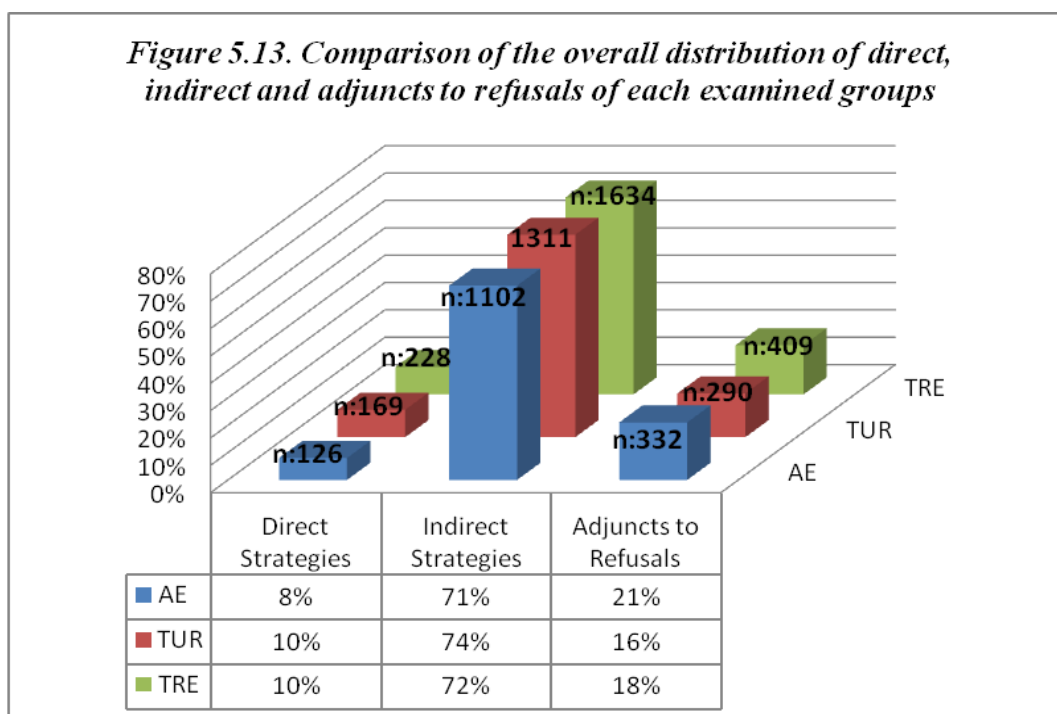
5.3. Comparison of refusals by three groups of participants

In this section, the comparison was mainly done in order to examine the pragmatic competence of TRE and whether they displayed pragmatic transfer in producing refusals. The grammatical errors of TRE when realizing refusals were not corrected, nor were they taken into account.

5.3.1. General Results

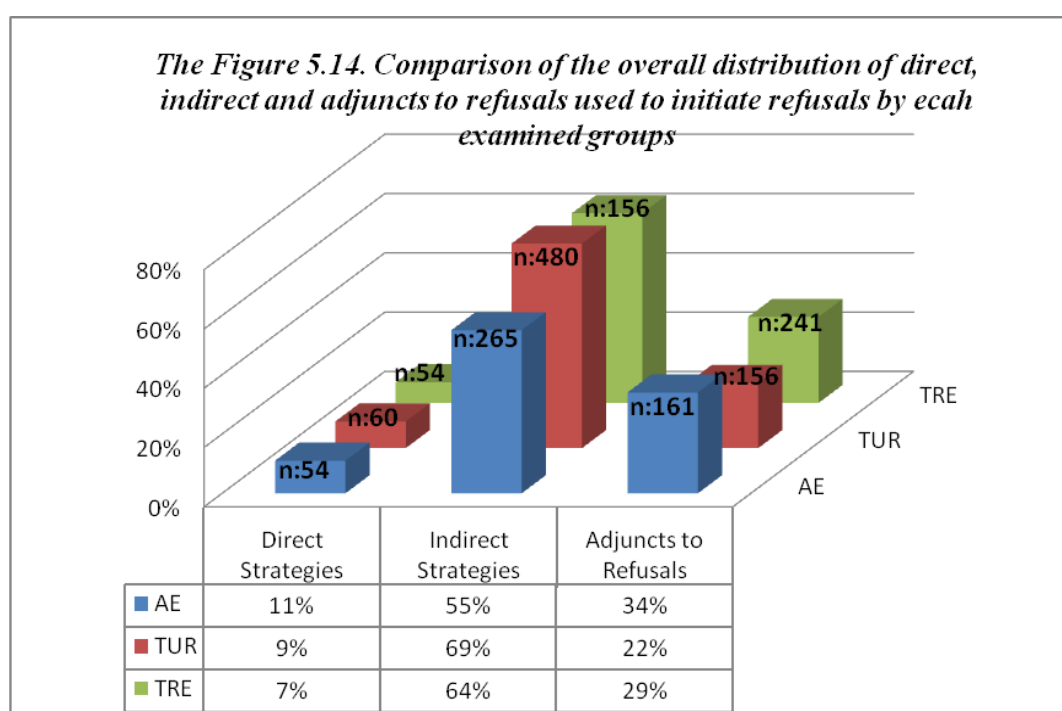
5.3.1.1. The overall preferences in the use of direct, indirect and adjuncts to refusals

The general picture of refusal strategy choices of each examined groups displayed that TRE used direct, indirect and adjuncts to refusals nearly with the same percentages with AE and TUR as can be seen in Figure 5.13. Although they seemed to be similar in this respect, these results may not give us sufficiently correct comparison to evaluate the pragmatic competence of TRE in realizing refusals so we need to scrutinize the frequency of each refusal semantic formula and the tendency of possible combinations of the formulae.



5.3.1.2. The overall preferences of direct, indirect and adjuncts to refusals utilized in the first positions of refusals

As shown in Figure 5.14, the distribution of the direct, indirect and adjuncts to refusals used in the initial positions demonstrate that the considerable deviation between TRE and AE was in the use of indirect refusals. TRE utilized more indirect and less direct refusals than AE. Moreover, AE tended to use quite more adjuncts to refusals than TRE. It seems that TRE resembles to TUR in the use of indirect and direct refusals.

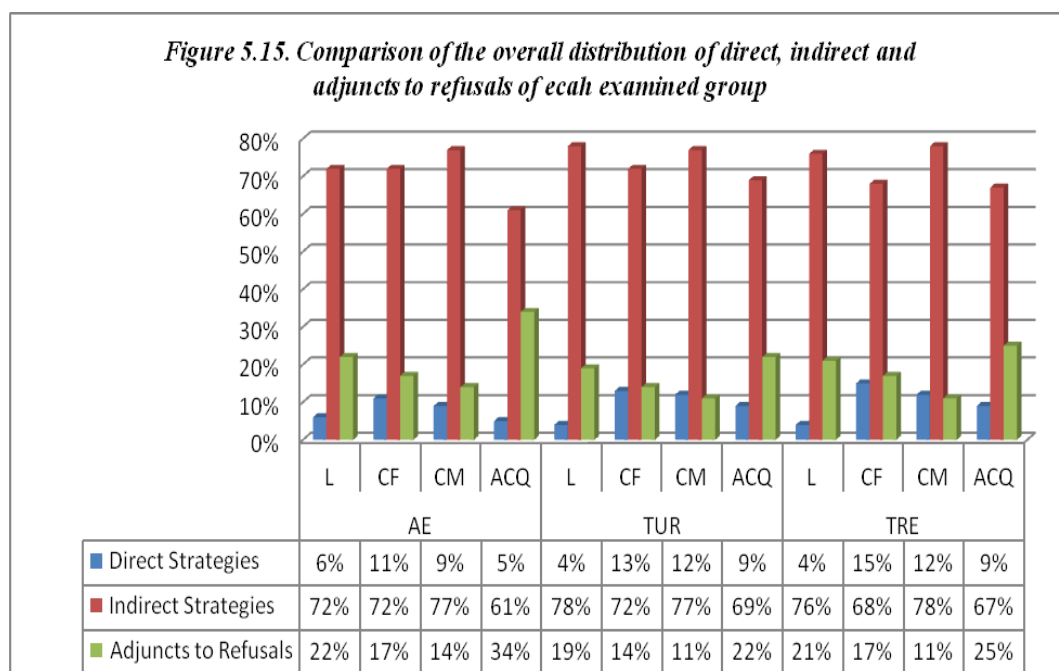


5.3.2. Variable 1: Level of closeness

5.3.2.1. The effect of the level of closeness on the distribution of direct, indirect and adjuncts to refusals

The quantitative analyses related to the use of direct, indirect and adjuncts to refusals across role relationships by each group of respondents did not show substantial differences. Each group utilized direct refusals across role relationships more or less with same percentages. One significant distinction, however, was in the percentages of indirect and adjuncts to refusals used by acquaintance when compared to other role relationships. For example, AE preferred less indirect strategies when refusing their acquaintances than

TUR and TRE while they used adjuncts to refusals more than the other two groups.



5.3.2.2. The effect of the level of closeness on the selection of the refusal semantic formulae

When we go through the percentages of the semantic formulae utilized by each group of participants, we see that the level of closeness between the interlocutors have an important control over their semantic formulae preferences. Moreover, the frequently used refusal semantic formulae varied across three groups when refusing interlocutors with different level of closeness.

TRE were similar to both AE and TUR in the use of ‘excuse/reason/explanation’ to refuse their lovers as the most frequent semantic formula although the percentage was slightly higher than both AE and TUR. Moreover, TRE used ‘unspecific/indefinite reply’ as the second most frequent formula in close percentages with AE.

Significant differences between TRE and AE were observed in the usages of ‘criticize the request/requester’ and ‘clarifying relationships/addressing’ when refusing their lovers. For example, TRE utilized ‘criticize the request/requester’ 2.8 times more than AE and preferred to add words related to ‘clarifying relationships/addressing’ to their refusals 2.7

times more than AE. TRE also differed from TUR with respect to the percentage of ‘clarifying relationships/addressing’ because it was 2 times less than that of TUR. It seems that sometimes ILP of TRE had its own features of pragmatic rules of realizing refusals.

TRE appear to be parallel with AE in the use of ‘positive feeling/opinion’ in the percentages; however, they differed from TUR because they preferred to express their positive emotions and ideas in their refusals 2 times more than TUR did.

TRE performed the semantic formulae of ‘guilt trip’ and ‘let the interlocutor off the hook’ in similar percentages with both AE and TUR. On the other hand, although TRE employed ‘statement of regret’ when refusing their lovers with more or less the same percentages, they tended to apologize in their refusals 3.9 times more than TUR did.

There were deviations in the frequency of adjuncts to refusals of ‘mitigations’ and ‘pause fillers’. For instance TRE utilized 3 times more mitigations in their refusals of lovers than AE and TUR did. TRE also diverged from AE and TUR in the usage of ‘pause fillers’ as they utilized 2.2 times less pause fillers before their actual refusals than AE. TUR, however, never preferred to use pause fillers to refuse their lovers.

The deviations of TRE in the frequency of “‘criticize the request/requester, ‘clarifying relationships/addressing’, ‘mitigations’ and ‘pause fillers’ from AE might result in communication problems as TRE used more criticism therefore threaten the quality face of the hearer because we have “*fundamental desire for people to evaluate us positively in terms of our personal qualities*” (Spencer-Oatey 2002:540) or AE might find TRE too intimate due to the overuse of endearment words to clarify relationships. The overuse of the mitigations like ‘*if you don’t mind, I think*’ and ‘please’ would sound too polite for informal conversations between equal-status interlocutors.

Table 5.9. Comparison of percentage and shift of semantic formulae in refusals of each group relative to role relationships

Semantic Formulae	AE				TUR				TRE			
	L	CF	CM	AC	L	CF	CM	AC	L	CF	CM	AC
Performative	0	0	0	0	0	0	0	0	0,2	0,2	0	0
Flat No	0,3	1,7	1,2	1,3	0	1,1	0,4	1,7	0,2	3,4	1,0	1,8
Negative willingness/ability	5,3	9,7	8,2	4,2	3,6	11,9	11,6	7,2	3,2	11,8	10,9	6,8
St. regret	3,6	7,0	13,0	8,6	1,0	6,3	10,8	7,2	3,9	9,8	17,8	13,6
Wish	0,3	0,2	1,7	0,3	0	0	0	0	0,2	0,2	0,2	0,2
Excuse/reason/explanation	18,9	25,6	33,1	26,0	20,3	28,1	36,9	28,3	24,2	23,6	37,4	29,3
St. alternative	5,3	6,5	2,7	6,5	3,3	6,9	3,4	9,4	2,1	6,3	2,7	6,3
Set condition for future/past acceptance	1,4	1,7	4,8	1,3	1,4	0,9	3,6	0,2	0,2	0,7	1,9	0
Promise of future acceptance	0,8	3,0	1,0	0	0,5	1,7	0,8	0,2	0	1,0	1,5	0
St. principle	1,4	2,2	1,2	0	0,7	1,7	1,1	1,2	0,4	0,8	0,3	0,2
St. philosophy	0,3	2,0	0	0	0,5	1,7	0	0,2	0,2	0,3	0	0,4
Threat/St. negative consequences	0,6	7,0	5,1	1,6	0,5	6,0	6,1	5,3	0,6	7,4	6,1	1,6
Guilt trip	4,2	0	1,0	0,3	5,3	0	0	0,5	4,9	0,7	0,7	2,5
Criticize the request/requester	2,5	1,5	3,4	1,8	7,9	4,5	2,7	6,5	7,1	2,7	1,2	3,8
Request for help/empathy	1,1	2,0	0,5	1,0	1,2	3,0	0,4	0,7	0,8	4,2	0,7	0,2
Let interlocutor off the hook	4,2	1,2	0	0,3	4,1	2,6	0,2	0,2	3,9	0,7	0	0
Speaking for the requester	0	0	0	0,3	0	0,4	0,2	0,2	0	0	0	0
Self-defense	0,3	0,7	0,2	0,3	0,2	0,9	0	1,2	0,2	0,3	0,2	0,9
Order/request	0,3	0	0,5	0,5	3,3	2,6	0	1,4	0,9	0,3	0,2	0,2
Unspecific/indefinite reply	14,4	5,2	0,7	2,9	11,5	0,9	0	1,0	13,9	4,2	0	0,7
Lack of enthusiasm	0	0	0	0	0	0	0	0	0	0,8	0	0
White lies	1,1	0	0	0	5,5	0	0	0	4,5	0	0	0
Topic switch	0,6	2,0	0,5	0,3	0,5	1,3	0,4	0	0,8	1,7	0	0,4
Joke	0,3	0,2	0,2	0	0	0	0	0	0	0	0,3	0
Sarcasm	0,8	0,2	0,2	0,8	0,5	0,4	2,1	0,7	0	0	0,2	0,2
Repetition of part of a request	0,3	0	0	0	0	0	0	0,5	0	0	0,3	0,7
Postponement	8,9	1,2	7,0	7,6	9,5	2,8	8,0	3,4	6,9	1,2	5,8	5,4
Hedging	0,8	2,2	0,2	0,8	0	0	0	0,2	0	0,8	0,2	0,4
St. Positive feeling/opinion	6,9	3,2	6,5	4,2	3,1	1,5	1,3	2,7	6,6	3,0	3,4	3,9
St. Empathy	0,3	1,7	0,2	0	1,2	0,2	0	0,5	0,6	0,2	0	0
Pause fillers	4,7	3,0	1,4	4,2	0	0	0	0,2	2,1	3,0	0,8	2,3
Gratitude/appreciation	1,4	1,5	1,7	15,4	0	0,6	0,2	7,0	0,8	0,7	2,0	10,2
Mitigation	1,1	3,0	0,7	6,3	1,7	0,6	0,2	3,4	3,4	3,7	2,2	6,3
Good wishes	0,6	0,7	1,2	1,6	0,2	0,2	2,1	3,1	0,6	0,2	0,5	0,5
Request for information	4,7	0,7	0,2	1,0	0	0,9	0	1,9	0,2	0	0,2	0,2
Clarifying relationship/addressing	2,5	2,7	1,4	1,0	12,6	10,2	7,4	3,4	6,8	5,9	1,4	1,1

The results above demonstrated TRE's divergences from AE and TUR in terms of the frequency of semantic formulae when refusing their lovers as well as the similarities. But we also need to scrutinize the deviations and resemblances regarding the possible combinations between TRE and AE, TUR.

The typical combinations of semantic formulae utilized by TRE to refuse lovers were often in parallel with those of AE. For example, in both groups of participants, 'excuse/reason/explanation' often went with 'postponement', 'negative willingness/ability', 'statement of positive feeling/opinion' and with another 'excuse/reason/explanation'. The following refusals were examples from the two groups when refusing their lover's invitation to dinner to introduce to a friend:

Example 5.42.

AE: *"I'd love to come with you, but I already promised my family I would visit with them tonight because I never spend time with them anymore. Can we schedule another time?"*

[Statement of positive feeling/opinion + excuse/reason/explanation + postponement]

TRE: *"I am curious about that girl but I have already promised to have dinner with my family. Can't we postpone that meeting?"*

[Statement of positive feeling/opinion + excuse/reason/explanation + postponement]

On the other hand, some of the frequently used combinations by TRE were rarely observed in the refusal of AE but they were similar to those of TUR. For instance, both TUR and TRE generally combined 'excuse/reason/explanation' with 'guilt trip' and 'criticize the request/requester' or used it with another 'criticize the request/requester' as in the following statements:

Example 5.43.

TRE: *"Since when you get to decide my friends? Are you looking for a fight?"*

[criticize the request/requester + criticize the request/requester]

TUR: “*Sadece kuruntu yapıyorsun. Daha önce de böyle yapmıştın çocukla arkadaş oldun. Gene öyle olacağına eminim.*” (trans., you’re just troubling your head about it. You did the same thing before but you became friends with him. I’m sure it will turn out to be so again).

[criticize the request/requester + guilt trip + excuse/reason/explanation]

TRE seemed to be very similar to TUR in the use of ‘clarifying relationship/addressing’ and different from AE in that sense because both TUR and TRE very frequently used endearment words for their lovers when refusing whereas AE scarcely used this semantic formula.

Example 5.44.

TRE: “*Honey, you told the same thing for another friend and now you're good friends. I know you will get along with him, too.*”

[clarifying relationship/addressing + guilt trip + excuse/reason/explanation]

TUR: “*Canım benim inan tanıdıkça sen de seveceksin çok iyi bir insandır. Daha önce efe için de öyle demiştin ama bak nasıl iyi anlaşıyorsunuz.*” (trans. My dear, believe me as you know him, you’ll like him. He is a very good person. You told the same thing about Efe but look how you get along well).

[clarifying relationship/addressing + excuse/reason/explanation + guilt trip]

As Table 5.9 indicates, the percentages of ‘excuse/reason/explanation’, ‘negative willingness/ability’, ‘statement of regret’, ‘threat/negative consequences’, ‘statement of alternative and ‘pause fillers’ were similar in both groups of TRE and AE while refusing their close friends. However, there were considerable discrepancies in the usages of ‘clarifying relationship/addressing’, ‘criticize the request/requester’, ‘flat no/yes, ‘hedging’ and ‘promise of future acceptance’. For example, TRE utilized the semantic formula of ‘clarifying relationship/addressing’ 2.18 times more than AE but almost 5 times less than TUR. It seems as if TRE had their own characteristics in terms of using ‘clarifying relationship/addressing’ when refusing their close friends. TRE also employed the semantic formula of ‘criticize the request/requester’ 1.8 times more than AE did. Another significant difference between AE and TRE was related to the employment of

‘flat no/yes’ because the percentage of this formula used by TRE was 2 times higher than that of AE.

The use of ‘hedging’ and ‘promise of future acceptance’ in refusing close friends also differed among the groups of AE and TRE. AE used the semantic formula of ‘hedging’ and ‘promise of future acceptance’ when refusing their close friends 3 times more than TRE did. TRE used ‘promise of future acceptance’ exactly in the same percentage with TUR though.

The differences and similarities in the typical combinations of semantic formulae in refusing close friends can also be observed among the groups. Both groups tended to combine ‘statement of regret’ with ‘excuse/reason/explanation’ and ‘statement of alternative’, while they differed in combining the ‘excuse/reason/explanation’ with ‘negative willingness/ability’, ‘threat/negative consequences’ and ‘statement of positive feeling’ as in the followings:

Examples 5.45.

AE:

“Hey, sorry but I made plans to hang out with my boyfriend. I’ve been so busy that I kept cancelling on him and I’d feel like a jerk if I did it again...”

[Pause fillers + excuse/reason/explanation + excuse/reason/explanation + ‘threat/negative consequences’]

“I’m sorry, but I’m shy when it comes to talking about that kind of stuff. Do you mind talking about something else?”

[statement of regret + excuse/reason/explanation + statement of alternative]

TRE:

“I’m terribly sorry. But I made some plans with my girlfriend and if I break this too this will mess up our relationship. I would really like to join your party though.”

[statement of regret + excuse/reason/explanation + threat/negative consequences + statement of positive feeling/opinion]

"I am so sorry, but I cannot attend your party , because of my date with my girlfriend, please forgive me for that.."

[statement of regret + negative willingness/ability + excuse/reason/explanation + statement of regret]

"I'm sorry. I have no chance to cancel our plan with him. But I can help you for preparations."

[Statement of regret + excuse/reason/explanation + statement of alternative]

The frequencies of semantic formulae utilized to refuse classmates displayed similarities and differences among TRE and AE as well. For example, the percentages of 'excuse/reason/explanation', 'negative willingness/ability', 'threat/negative consequences', 'postponement' and 'statement of alternative' were more or less the same. However, TRE employed 'statement of regret' slightly more than AE as can be seen in Table 5.9. The semantic formula of 'statement of positive feeling/opinion' was used by TRE almost 2 times less than AE. Other significant discrepancies were related to the usages of 'set condition for future/past acceptance' and 'clarifying relationship/addressing'. AE and TUR used the semantic formula of 'set condition for future/past acceptance' 2.5 times more than TRE and the percentage of 'clarifying relationship/addressing' utilized by TRE was the same with that of AE while it was 5.2 times less than that of TUR.

The typical combinations of semantic formulae employed by TRE and AE were often similar to each other when refusing their classmates. They generally combined semantic formula of 'excuse/reason/explanation' with 'negative willingness/ability', 'statement of regret', postponement, and 'threat/negative consequences' as in the following refusals:

Examples 5.46.

AE:

"I really don't have enough time for that. It'd be fun, but I really have to get stuff done first. Maybe next time."

[excuse/reason/explanation + statement of positive feeling + excuse/reason/explanation + postponement]

"I'm sorry, I only have an hour free tomorrow and really need to get this done. Let's make a date to go together next week."

[Statement of regret + excuse/reason/explanation + excuse/reason/explanation + postponement]

TRE:

"I am a bit anxious right now. I'm waiting for an answer from a professor at school. So, I cannot concentrate on the movie now even if I come so forgive me this time."

[Excuse/reason/explanation + excuse/reason/explanation + threat/negative consequences + Statement of regret]

"I really would like to come with you but I am waiting for answer from the professor and probably I couldn't concentrate on the movie though I would come, so next time I hope I could come with you."

[Statement of positive feeling/opinion + excuse/reason/explanation + threat/negative consequences + postponement]

In the refusal realizations among acquaintances in TRE and AE, the percentages of the semantic formulae of 'excuse/reason/explanation', 'negative willingness/ability', 'statement of alternative' and 'statement of positive feeling' were more or less the same. On the other hand, TRE used 'postponement' 1.4 times less than AE while the percentage of 'statement of regret' was 1.5 times more than that of AE. TRE also tended to employ the semantic formula of 'gratitude/appreciation' 1.5 times less than AE did to refuse their acquaintances whereas they utilized 'criticize the request/requester' 2.1 times more than AE did. Moreover, the percentage of 'pause fillers' used by TRE was 1.8 times less than that of AE.

When we analyzed the common combinations of semantic formulae used by TRE and AE to refuse acquaintances, we noticed that they often used similar combinations. The semantic formulae of 'excuse/reason/explanation', went with 'statement of regret', 'postponement', 'gratitude/appreciation', 'statement of alternative' and 'negative willingness/ability' when refusing acquaintances.

Examples 5.47.

AE:

“Kevin and I are kind of in the middle of breakfast...alone. And you and I have never really talked before...ever. I'm sorry, maybe some other time.”

[Excuse/reason/explanation + excuse/reason/explanation + statement of regret + postponement]

“I'm sorry, but I can't go because I already have lunch plans with someone else that day.”

[Statement of regret + negative willingness/ability + excuse/reason/explanation]

“I appreciate the invitation, but I can't go to the lunch. Maybe another time.”

[Gratitude/appreciation + negative willingness/ability + postponement]

TRE:

“Sorry we are talking something very important for us maybe another time.”

[Statement of regret + excuse/reason/explanation + postponement]

“I can't because I have already made a plan but thanks for invitation.”

[Negative willingness/ability + excuse/reason/explanation + gratitude/appreciation]

“I should spend some time with my friend. Maybe later, but thanks anyway.”

[Excuse/reason/explanation + postponement + gratitude/appreciation]

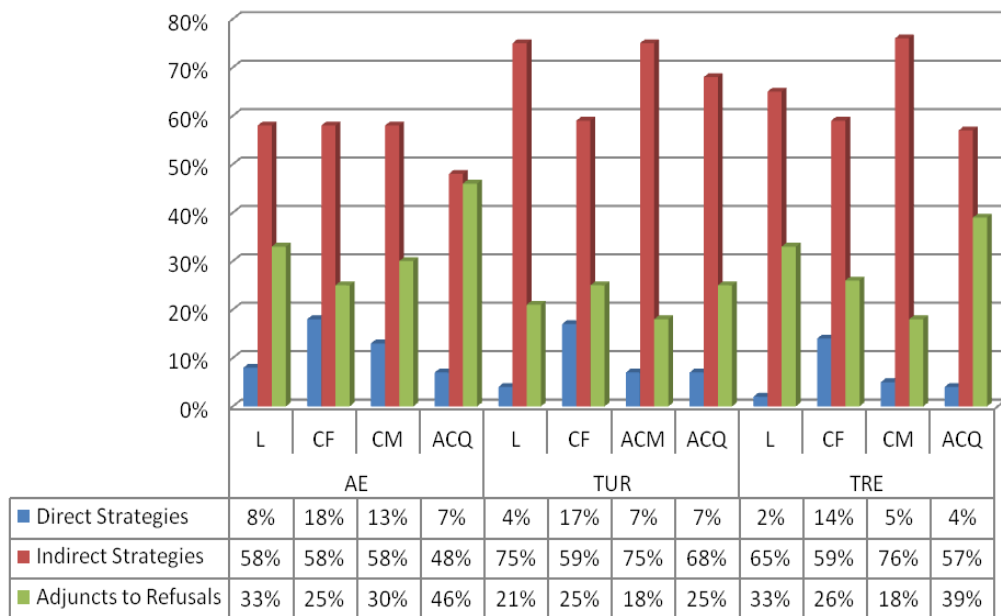
5.3.2.3. The effect of the level of closeness on the distribution of direct, indirect and adjuncts to refusals used to initiate the refusals

The analysis showed that the level of closeness changed the preferences of the groups regarding direct, indirect strategies and adjunct to refusal. The most significant discrepancies were observed in the usages of direct refusals across role relationships. For example, as can be seen in Figure 5.16, AE preferred direct strategies 4 times more than TRE when refusing their lovers. They also used direct strategies 3 times more than TRE

while refusing their classmates. While the percentage of direct strategies used by AE to refuse their acquaintances was almost 2 times higher than that of TRE, it was slightly higher in refusals of close friends.

When the percentages of indirect refusals are compared, it is seen that TRE often used more indirect refusals than AE. The only similar percentage was noticed in refusals of close friends. In the use of adjunct to refusals, however, AE employed more adjuncts to refusals compared to TRE when refusing classmates and acquaintances although the percentages of adjuncts to refusals used among lovers and close friends were alike in both groups. In the cases where TRE deviated from AE, the only similarities between TRE and TUR were in the usages of indirect strategies and adjuncts to refusals in the interactions with classmates.

Figure 5.16. Comparison of the distribution of direct, indirect and adjuncts to refusals utilized to initiate the refusals by each group relative to role relationships



5.3.2.4. The effect of the level of closeness on the selection of the refusal semantic formulae employed to initiate the refusals

How the informants started their refusals across role relationships come into prominence because the flow of the conversation is likely to be affected by the initial utterances particularly if there is the risk of damaging the face of the interlocutors and /or the rapport between the interlocutors. Therefore, it is also off importance to identify the semantic formulae used to initiate the refusals across role relationships.

The analyses revealed that TRE generally deviated from AE with respect to semantic formulae used in the initial positions of their refusals although the percentages of certain semantic formulae used such as ‘statement of regret’, ‘guilt trip’, ‘excuse/reason/explanation’, ‘unspecific/indefinite reply’ and ‘let the interlocutor off the hook’ were more or less the same.

When refusing lovers, the most striking differences in the preferences of semantic formulae used in the initial positions of refusals of TRE and AE were related to the usages of ‘negative willingness/ability’, ‘request for information’, ‘mitigation’ and ‘white lies’. AE started their refusals with the formula of ‘negative willingness/ability’ 4 times more than TRE. The percentages of ‘request for information’, ‘mitigation’ and ‘white lies’ utilized by AE to initiate their refusals were almost 8 times more than those of TRE. Interestingly, in some of the cases where TRE differentiate from AE, a resemblance to TUR was not observed. For example, ‘statement of positive feeling/opinion’ was chosen by TRE to start their refusals of lovers 7.4 times more than TUR and ‘mitigation’ was used by TRE 6 times more than TUR. However, TRE resembled to TUR with regards to the usage of ‘request for information’ and ‘white lies’ because both groups of subjects never used ‘request for information’ in the first position of their refusals and the percentage of ‘white lies’ was very similar to each other. ‘Negative willingness/ability’ was used by TRE quite less than AE but the percentage of this semantic formula was closer to that of TUR. TRE also differed from AE regarding the usages of ‘pause fillers’, ‘statement of positive feeling/opinion’, ‘criticize the request/requester’, ‘hedging’ and ‘clarifying relationship/addressing’ to start their refusals of lovers. TRE began their refusals of lovers with pause filler 2.6 times less than AE while TUR never used pause fillers at the beginning of their refusals in interactions with their lovers. AE also used

‘hedging’ in the first positions with the percentage of 2.5 although TRE never preferred a

Table 5.10. Comparison of percentage and shift of semantic formulae used to initiate refusals by each group relative to role relationships

Semantic Formulae	AE				TUR				TRE			
	L	CF	CM	AC	L	CF	CM	AC	L	CF	CM	AC
Performative	0	0	0	0	0	0	0	0	0	0	0	0
Flat No	0,8	5,8	4,2	4,2	0	2,9	1,1	2,9	0	6,8	1,9	1,9
Negative willingness/ability	7,5	11,7	8,3	2,5	4,0	13,8	5,7	4,0	1,9	7,7	3,4	2,4
St. regret	8,3	15,0	31,7	21,7	0,6	8,0	11,5	6,9	7,2	15,5	34,3	29,0
Wish	0,8	0	2,5	0,8	0	0	0	0	0,5	0,5	0,5	0
Excuse/reason/explanation	9,2	10,8	13,3	11,7	16,1	19,5	46,6	33,9	10,6	12,1	31,4	15,0
St. alternative	0	1,7	0,8	1,7	2,9	4,6	1,7	5,2	0	3,9	0,5	2,9
Set condition for future/past acceptance	0	0	0	0	0,6	0,6	2,9	0,6	0	0	1,9	0
Promise of future acceptance	0,8	0	0	0	0,6	0	0	0	0	0	0,5	0
St. principle	0	2,5	1,7	0	0,6	1,1	2,3	1,1	1,0	2,4	0	0
St. philosophy	0	3,3	0	0	1,1	1,1	0	0,6	0	0,5	0	1,0
Threat/St. negative consequences	0	4,2	0,8	0,8	0	4,0	0,6	2,9	0	4,3	3,4	1,4
Guilt trip	5,8	0	0	0	6,9	0	0	0	5,8	1,4	1,0	0
Criticize the request/requester	2,5	1,7	4,2	2,5	9,2	5,2	3,4	8,6	6,3	3,9	1,0	3,4
Request for help/empathy	0	0	0	0	1,1	1,7	0,6	0	0,5	1,4	0	0,5
Let interlocutor off the hook	2,5	0	0	0,8	3,4	4,6	0,6	0	3,4	1,4	0	0
Speaking for the requester	0	0	0	0	0	0	0	0,6	0	0	0	0
Self-defense	0	0	0,8	0,8	0	0	0	1,1	0	0,5	0	0
Order/request	0	0	0	0	0,6	3,4	0	0,6	0	0	0	0
Unspecific/indefinite reply	24,2	10	0	2,5	19,0	1,7	0	1,1	21,7	8,7	0	0,5
Lack of enthusiasm	0	0	0	0	0	0	0	0	0	0,5	0	0
White lies	0,8	0	0	0	5,7	0	0	0	5,8	0	0	0
Topic switch	0	0,8	0	0	0	1,7	0	0	0	0,5	0	0
Joke	0	0	0	0	0	0	0	0	0	0	0,5	0
Sarcasm	0,8	0	0	0	0	0	2,9	1,1	0	0	0	0
Repetition of part of a request	0	0	0	0	0	0	0	1,1	0	0	1,0	1,4
Postponement	0	0	1,7	1,7	6,3	1,1	1,7	1,7	1,9	0,5	0,5	1,4
Hedging	2,5	7,5	0	2,5	0	0	0	0,6	0	1,4	0	0,5
St. Positive feeling/opinion	5,0	5,0	15,0	5,8	1,7	1,1	2,9	4,0	12,6	5,8	7,2	9,2
St. Empathy	0,8	3,3	0,8	0	0,6	0,6	0	0,6	0,5	0,5	0	0
Pause fillers	14,2	9,2	5,0	12,5	0	0	0	0,6	5,3	8,2	2,4	5,3
Gratitude/appreciation	2,5	0,8	3,3	22,5	0	0,6	0	7,5	1,9	0,5	3,9	15,9
Mitigation	0,8	2,5	0,8	5,0	1,1	1,1	0	3,4	6,3	5,8	3,4	7,7
Good wishes	0	0	0	0	0	0	2,3	1,1	0,5	0	0	0
Request for information	7,5	1,7	0	0	0	1,1	0	2,9	0	0	0,5	0
Clarifying relationship/addressing	2,5	2,5	5,0	0	17,8	20,1	13,2	5,2	6,3	5,3	1,0	0,5

‘hedging’. TRE resembled to TUR with respect to the use of ‘hedging’ to initiate their refusals of lovers since both groups of participants never used this semantic formula. Moreover, AE started their refusals with ‘statement of positive feeling/opinion’, ‘clarifying relationship/addressing’ and ‘criticize the request/requester’ 2.5 times less than TRE when refusing their lovers. TRE also differed from TUR in terms the usages of these semantic formulae in the initial position when refusing their lovers. For instance, TUR expressed their positive feeling or opinion at the beginning of their refusals 7.4 times less than TRE yet they used ‘clarifying relationship/addressing’ 2.5 times more than TRE did.

Observing the semantic formulae selections of TRE and AE to initiate their refusals of close friends, it can be stated that they had both similarities and differences. Both groups used the following semantic formulae in the first positions with more or less the same percentages: ‘statement of regret’, ‘pause fillers’, ‘flat No’, ‘statement of positive feeling/opinion’, ‘threat/negative consequences’ and ‘statement of principle’.

On the other hand, there were also some slight differences between TRE and AE in the usages of ‘negative willingness/ability’, ‘excuse/reason/explanation’ and ‘unspecific/indefinite reply’ employed in the first positions of refusals in conversations with close friends. For example, AE started their refusals with ‘negative willingness/ability’ and ‘unspecific/indefinite reply’ slightly more than TRE did and they utilized ‘excuse/reason/explanation’ slightly less than TRE.

Considerable differences between TRE and AE manifested themselves in the use of ‘hedging’, ‘statement of philosophy’, ‘clarifying relationship/addressing’, ‘mitigation’ and ‘statement of alternative’ at the beginning of their refusals during the interactions with close friends. AE used ‘statement of philosophy’ 6.6 times more than TRE and the percentage of ‘hedging’ used by AE was 5.3 times higher than that of TRE. AE also started their refusals with ‘clarifying relationship/addressing’, ‘mitigation’ and ‘statement of alternative’ 2 times more than TRE did. However, when TRE and TUR were compared regarding to these semantic formulae, the only resemblance was in the use of ‘statement of alternative’ because both TRE and TUR used it with more or less the same percentage.

The discrepancies between TRE and AE in the semantic formulae preferences used to initiate their refusals of classmates were more apparent than it was for the other role

relationships. The only similarity in the frequently used semantic formulae in the initial positions of their refusals of classmates, to illustrate, was the use of 'gratitude/appreciation' as both groups utilized it with similar percentages. However, AE utilized 'statement of positive feeling/opinion' and 'pause fillers', and 'negative willingness/ability' 2 times more than TRE. AE also utilized 'excuse/reason/explanation' 2.3 times less than TRE did. The percentage of 'clarifying relationship/addressing' used by AE in the first position of refusals in interactions with classmates was 5 times more than TRE. This result was interesting because when refusing lovers and close friends TRE tended to use 'clarifying relationship/addressing' in the initial position more than AE.

The two groups were also different in terms of the frequency of 'flat No' and 'wish' and 'criticize the request/requester' employed to start refusals of classmates. For instance, the percentage of 'flat No' and 'criticize the request/requester' used by AE was 4.2 while it was only 1.9% and 1% for TRE respectively. Besides, the semantic formula of 'wish' was used by AE with 2.5 percent whereas it was only 0.5 percent on the part of TUR.

In the instances where TRE differed from AE in terms of semantic formulae used to initiate refusals of classmates, TRE resembled to TUR in the usages of only three of them; namely, 'negative willingness/ability', 'flat No' and 'wish' as the percentages were closer to each other in these groups.

The analyses also showed that the percentages of 'negative willingness/ability', 'postponement' and 'criticize the request/requester' used by TRE and AE to initiate their refusals in interactions with acquaintances were more or less the same. However, there were many deviations of TRE from AE with respect to the use of certain semantic formulae. To begin with, AE used 'gratitude/appreciation', 'statement of regret' and 'excuse/reason/explanation' in the initial positions of refusals of acquaintances almost 1.5 times more than TRE. The percentages of 'pause fillers' and 'flat No' utilized in the initial positions of refusals of acquaintances were 2.3 times higher than those of TRE. However, the percentage of 'flat No' used by TRE was more or less the same with that of TUR. The reason why TRE started their refusals of acquaintances with a direct 'No' quite less than AE might be because of the rules of their native language.

On the other hand, TRE began their refusals of acquaintances with 'statement of positive

feeling/opinion' and 'mitigation' 1.5 times more than AE did. An interesting finding was related to the usage of 'repetition of a part of request'. While TRE started their refusals of acquaintances by repeating a part of the request, suggestion or invitation, AE never preferred to use this semantic formula to initiate their refusals of acquaintances. TRE seemed to resemble to TUR in the usage of 'repetition of a part of request' because both groups used this formula with similar percentages.

TRE also differed from AE regarding the usages of 'unspecific/indefinite reply' and 'hedging' to start their refusals of acquaintances. While the percentage of 'unspecific/indefinite reply' and 'hedging' utilized by AE was 2.5, it was only 0.5% with TRE. It seems as if TRE follows the pragmatic rules valid in their L1 as both TRE and TUR used these semantic formulae with very similar percentages.

5.3.3. Variable 2: Refusal eliciting acts

5.3.3.1. The effect of eliciting acts on the distribution of direct, indirect and adjuncts to refusals

Table 5.11 presents the distribution of the direct and indirect strategies and adjuncts to refusals across three groups of informants relative to eliciting acts and the analyses indicate that the percentages of direct, indirect and adjuncts to refusals do not change substantially based on the eliciting acts. For example, while refusing the requests and suggestions coming from their lovers, close friends, classmates and acquaintances, TRE used direct strategies slightly more than AE but they utilized direct strategies when refusing invitations slightly less than AE did. When the percentages of indirect refusals strategies are examined, it is seen that AE and TRE utilized indirect strategies for refusing of requests with exactly the same percentages (78%). However, TRE refused suggestions by using slightly less indirect strategies and rejected invitations by employing more indirect strategies than AE did. As for the adjunct to refusals, AE employed adjuncts to refusals of requests, suggestions and invitations somewhat more than TRE.

Table 5.11. Comparison of the percentages of direct, indirect and adjuncts to refusals used by each group of participants relative to eliciting acts

	AE			TRE			TUR		
	Req.	Sug.	Inv.	Req.	Sug.	Inv.	Req.	Sug.	Inv.
Direct Strategies	8	6	10	11	11	8	10	10	9
Indirect Strategies	78	68	68	78	66	72	78	72	72
Adjunct to refusals	14	26	22	11	23	19	12	18	18

*Req. stands for requests

**Sug. stands for suggestions

***Inv. stands for invitations

5.3.3.2. The effect of eliciting acts on the selection of the refusal semantic formulae

As stated before, refusals are not only context-sensitive but also culture-specific speech acts so the selection of semantic formulae of refusals can vary across cultures depending on the speech acts being refused as well as culture (Beebe et al. 1990, Bulut 2000, Nelson et al. 2002, Al-Kahtani 2005, Wannaruk 2008, Allami and Naeimi 2011). Therefore, we observed differences and similarities among the groups of participants examined in the study.

As Table 5.12 indicates, when refusing requests, AE and TRE used ‘excuse/reason/explanation’, ‘unspecific/indefinite reply’, criticize request/requester’, ‘postponement’, ‘pause fillers’, ‘statement of alternative’, ‘mitigation’ and ‘clarifying relationship/addressing’ with more or less the same percentages. However, there were also discrepancies between the two groups in the usages of ‘statement of regret’, ‘negative willingness/ability’, ‘statement of positive feeling/opinion’ and ‘statement of principle’.

In order to refuse requests coming from lovers, close friends, classmates and acquaintances, TRE utilized ‘statement of regret’ as the second most frequent semantic formulae with 15.7 percent yet AE used it as the third most frequent semantic formula with 10.8 percent.

The semantic formula of ‘negative willingness/ability’ was utilized by TRE to refuse requests slightly more than AE. The most striking differences between AE and TRE were related to the usages of ‘statement of positive feeling/opinion’ and ‘statement of principle’

because the percentage of ‘statement of positive feeling/opinion’ employed by AE was 3.6 times higher than that of TRE. It seems that TRE resembled to TUR as they used this semantic formula with exactly the same percentage. The semantic formula of ‘statement of principle’, however, was used by AE 4.1 times more than TRE to decline requests.

The analyses revealed more divergences between AE and TRE regarding to the usages of semantic formulae when refusing suggestions of their lovers, close friends, classmates and acquaintances. The substantial differences between the two groups of subjects were in the usages of ‘unspecific/indefinite reply’, ‘request for information’ and ‘criticize request/requester’. While AE used ‘unspecific/indefinite reply’ and ‘request for information’ to reject suggestions with 3.7 percent, the percentage of these formulae used by TRE was only 0.3. When TRE and TUR are compared, it can be seen that TRE resemble to TUR as they gave unclear responses and asked further questions when refusing suggestions more or less with the same percentages. The semantic formula of ‘criticize request/requester’ was preferred by TRE to refuse suggestions 3.6 times more than AE. It can be interpreted that.

TRE reflected their pragmatically appropriate rules for their native language because both TUR and TRE expressed criticisms when refusing suggestions with similar percentages.

While declining suggestions, AE utilized ‘gratitude/appreciation’, ‘mitigation’, ‘negative willingness/ability’, ‘postponement’, ‘guilt trip’ and ‘flat No’ almost 2 times more than TRE. The semantic formula of ‘set condition for future/past acceptance’ was utilized by AE 2.6 time more than TRE did. It seems that TRE had resemblance to TUR in the usages of ‘negative willingness/ability’ and ‘set condition for future/past acceptance’ because the percentages of these formulae were closer to each other.

Apart from the differences, AE and TRE had similar tendencies while refusing suggestions. Both groups used ‘excuse/reason/explanation’ as the most frequent semantic formula when refusing suggestions with similar percentages and ‘statement of alternative’ as the second most frequently utilized formula again with very close percentages. The semantic formulae of ‘threat/negative consequences’, ‘statement of positive feeling/opinion’, ‘statement of regret’ and ‘pause fillers’ were also employed with more or less the same percentages.

On the other hand, TRE showed certain deviations from AE when refusing invitations coming from lovers, close friends, classmates and acquaintances as well as displaying some similarities. For example, although both groups of participants used 'excuse/reason/explanation' as the most frequent semantic formula, TRE utilized it slightly more than AE did. Likewise, 'statement of regret' was employed as the second most frequent semantic formula to refuse invitations by both groups yet TRE expressed regret or apology slightly more than AE.

The semantic formulae of 'pause fillers' and 'statement of alternative' were used by AE approximately 3 times more than TRE while 'clarifying relationship/addressing' was utilized 2.2 times more than AE did. Other two substantial differences were observed in the usages of 'promise for future acceptance' and 'set condition for future/past acceptance'. AE preferred to promise to go to the invited place when refusing invitations 3.2 times more than TRE and they also used 'set condition for future/past acceptance' 4 times more than TRE.

In the refusals of invitations, similarities between AE and TRE were identified in the usages of 'negative willingness/ability', 'postponement', 'statement of positive feeling/opinion' and 'threat/negative consequences' because both groups utilized these semantic formulae with close percentages.

Table 5.12. The Distribution of semantic formulae used in refusals of each group of participants relative to eliciting acts

Semantic Formulae	Requests			Suggestions			Invitations		
	AE	TUR	TRE	AE	TUR	TRE	AE	TUR	TRE
Performative	0	0	0	0	0	0	0	0	0,2
Flat No	0,7	0,6	1,2	1,9	1,7	3,7	0,8	0,1	0,1
Negative willingness/ability	7,0	9,2	10,1	4,3	7,8	7,2	9,2	9,3	8,0
St. regret	10,8	8,4	15,7	2,9	2,4	4,0	10,8	8,5	14,8
Wish	0,5	0	0,2	1,0	0	0,1	0,5	0	0,2
Excuse/reason/explanation	21,4	24,0	22,7	23,8	24,3	24,2	31,6	36,0	37,3
St. alternative	3,4	3,1	3,6	9,7	12,0	8,7	2,7	2,1	1,1
Set condition for future/past acceptance	2,3	1,6	0,6	2,9	1,7	1,1	2,0	1,5	0,5
Promise of future acceptance	0,5	0,4	0	0,6	0,5	1,2	2,3	1,5	0,7
St. principle	2,5	1,4	0,6	1,6	1,7	0,7	0	0,6	0,1
St. philosophy	1,1	0,6	0,3	0,8	1,2	0,3	0	0,1	0,1
Threat/St. negative consequences	1,6	2,6	1,2	5,0	4,6	6,2	4,0	6,1	4,3
Guilt trip	0,9	0,2	1,1	3,1	3,5	5,3	0	0,3	0,1
Criticize the request/requester	5,2	9,0	4,5	1,7	7,6	6,2	0,7	0,4	0,6
Request for help/empathy	0,7	0,6	0,6	0,8	0,8	0,7	1,8	2,4	2,9
Let interlocutor off the hook	2,0	2,4	0,8	2,3	2,7	2,6	0	0,4	0
Speaking for the requester	0,2	0,6	0	0	0	0	0	0,1	0
Self-defense	0,5	0,6	0,3	0,2	0,5	0,8	0,5	0,6	0,1
Order/request	0,5	3,3	0,3	0,4	1,0	0,3	0,2	1,3	0,6
Unspecific/indefinite reply	14,0	9,8	15,1	3,7	0,8	0,3	1,0	0,1	0,1
Lack of enthusiasm	0	0	0,8	0	0	0	0	0	0
White lies	0,9	4,5	3,5	0	0	0	0	0	0,1
Topic switch	2,3	1,6	2,0	0,2	0,2	0,4	0,3	0,1	0
Joke	0,5	0	0	0	0	0	0,2	0	0,2
Sarcasm	0,7	1,6	0,2	0,8	1,5	0,1	0	0	0
Repetition of part of a request	0,2	0	0,5	0	0,3	0,4	0,2	0	0
Postponement	4,3	2,0	3,0	4,3	4,7	2,3	9,0	10	8,3
Hedging	1,4	0	0,6	1,9	0,2	0,5	0	0	0
St. Positive feeling/opinion	2,9	0,8	0,8	4,5	1,7	3,7	7,5	3,4	7,3
St. Empathy	0	0	0	0,8	0,8	0,4	0,8	0,4	0,1
Pause fillers	3,8	0	2,9	2,7	0,2	2,4	3,3	0	1,2
Gratitude/appreciation	1,1	0	0,3	8,1	3,7	5,8	5,0	1,6	3,6
Mitigation	3,2	0,8	3,0	4,8	3,0	7,3	0,7	0,4	1,5
Good wishes	0,7	0,6	0,2	0,4	1,4	0,4	1,8	2,1	0,7
Request for information	0	0,8	0,2	3,7	1,4	0,3	1,0	0	0
Clarifying relationship/addressing	2,5	9,0	3,6	1,2	6,1	2,5	2,2	10	4,9

5.3.3.3. The effect of eliciting acts on the distribution of direct, indirect and adjuncts to refusals used to initiate the refusals

As can be seen in Table 5.13, eliciting acts play an important role on the strategy preferences used to initiate refusals so the analysis reveals some considerable differences between TRE and AE with respect to the distribution of direct, indirect and adjuncts to refusals used to initiate the refusals. First, TRE deviated from AE in the usages of direct strategies used in the initial positions when refusing requests and invitations. AE started their refusals of requests with a direct strategy 2.2 times more than TRE. They also used direct strategies in the initial move to refuse invitations 3.6 times more than TRE did. However, there was no difference in the usage of direct strategy when refusing suggestions. TRE tended to start their refusals with slightly more indirect strategies when refusing requests, suggestions and invitations than AE. On the other hand, the percentages of adjuncts to refusals used in the initial positions by AE when refusing requests and suggestions were higher than those of TRE. The only similarity between the two groups regarding adjuncts to refusals was seen in the refusals of invitations.

Overall, TRE resembled TUR with respect to the usages of direct strategies used in the initial move when refusing requests and invitations and they also presented very similar performances related to the indirect strategies used in the first positions of refusals of invitations and adjuncts to refusals utilized at the beginning of their refusals of requests.

Table 5.13. Comparison of the percentages of direct, indirect and adjuncts to refusals used to initiate refusals by each group of participants relative to eliciting acts

	AE			TRE			TUR		
	Req.	Sug.	Inv.	Req.	Sug.	Inv.	Req.	Sug.	Inv.
Direct Strategies	11	12	11	5	12	3	8	14	5
Indirect Strategies	69	46	51	83	50	61	79	60	63
Adjunct to refusals	20	43	38	13	38	36	13	25	32

*Req. stands for requests

**Sug. stands for suggestions

***Inv. stands for invitations

5.3.3.4. The effect of eliciting acts on the selection of the refusal semantic formulae employed to initiate refusals

As can be seen in Table 5.14, when refusing different eliciting acts, AE and TRE had both discrepancies and similarities regarding the semantic formula used to start their refusals. Both AE and TRE used ‘unspecific/indefinite reply’ and ‘criticize request/requester’ at the beginning of their refusals of requests with more or less the same percentages. However, more differences than the similarities were observed between the two groups.

The most striking differences between TRE and AE were related to the usages of ‘hedging’, ‘guilt trip’ and ‘white lies’ used in the initial position of their refusals of requests. AE began their refusals of requests with ‘hedging’ 4.4 times more than TRE, who only used it with 0.7 percent. In addition, while TRE utilized ‘guilt trip’ with 1.4 percent, AE never fell back on this semantic formula to start their refusals of requests. As to the semantic formula of ‘white lies’, we see that TRE began their refusals of requests with a lie in 4% whereas this percentage was only 0.6 on the part of AE. It might be tentatively stated that TRE commit a negative pragmatic transfer by using ‘white lies’ way more than AE because TUR also started their refusals of requests by using ‘white lie’ with almost the same percentage.

Although both TRE and AE frequently started their refusals of requests by expressing regret or apology, TRE tended to use this semantic formula 1.3 times more than AE. AE started their refusals of requests with a pause filler 1.5 times more than TRE as well. The semantic formula of ‘excuse/reason/explanation’, however, was utilized by TRE in the initial move of their refusals of requests 2 times more than AE did. Other differences were observed in the percentages of ‘negative willingness/ability’ and ‘statement of positive feeling/opinion’ because the percentages of these formulae used by AE in the first position of their refusals of requests were almost 3 times more than those of TRE.

There were also considerable differences between AE and TRE when initiating their refusals of suggestions regarding the use of ‘request for information’, ‘hedging’ and ‘unspecific/indefinite reply’. Although AE frequently started their refusals of suggestions with ‘hedging’ (6.3%), TRE very rarely (0.7%) used it at the beginning of their refusals of suggestions. Maybe, the underuse of ‘hedging’ when refusing suggestions is a

Table 5.14. Distribution of semantic formulae used to initiate refusals by each group of participants relative to eliciting acts

Semantic Formulae	Requests			Suggestions			Invitations		
	AE	TUR	TRE	AE	TUR	TRE	AE	TUR	TRE
Performative	0	0	0	0	0	0	0	0	0
Flat No	1,9	1,3	1,1	6,3	3,4	6,5	3,1	0	0,4
Negative willingness/ability	8,8	6,5	3,6	5,6	10,8	5,1	8,1	4,6	2,9
St. regret	21,9	8,7	26,8	5,6	3	7,2	30	10,3	30,4
Wish	0,6	0	0	1,3	0	0,4	1,3		0,7
Excuse/reason/explanation	6,3	24,2	12,3	10,6	17,2	15,6	16,9	39,7	23,9
St. alternative	0,6	3	2,2	2,5	6,5	3,3	0	1,1	0
Set condition for future/past acceptance	0	1,3	0	0	1,3	1,1	0	0,6	0,4
Promise of future acceptance	0,6	0,4	0	0	0	0,4	0	0	0
St. principle	1,3	1,3	1,1	1,9	1,3	1,1	0	1,1	0,4
St. philosophy	2,5	0,9	0,4	0	0,9	0,4	0	0,6	0,4
Threat/St. negative consequences	0,6	1,3	0,7	2,5	3,4	5,1	1,3	1,1	1,1
Guilt trip	0	0	1,4	4,4	4,7	4,7	0	0,6	0
Criticize the request/requester	5,6	9,5	4,7	2,5	10,3	5,4	0	0	0,7
Request for help/empathy	0	0,4	0,7	0	0,4	0,4	0	1,7	0,7
Let interlocutor off the hook	0,6	1,7	1,4	1,9	3,9	2,2	0	0,6	0
Speaking for the requester	0	0,4	0	0		0	0	0	0
Self-defense	0,6	0	0,4	0,6	0,9	0	0	0	0
Order/request	0	3	0	0	0,4	0	0	0	0
Unspecific/indefinite reply	23,8	15,2	22,8	3,8	0,9	0,4	0	0	0
Lack of enthusiasm	0	0	0,4	0	0	0	0	0	0
White lies	0,6	4,3	4	0	0	0	0	0	0,4
Topic switch	0,6	1,3	0,4	0	0	0	0	0	0
Joke	0	0	0	0	0	0	0	0	0,4
Sarcasm	0	1,3	0	0,6	1,7	0	0	0	0
Repetition of part of a request	0	0	1,1	0	0,9	0,7	0	0	0
Postponement	0	0,9	1,1	1,3	2,2	1,1	1,3	5,7	1,1
Hedging	3,1	0	0,7	6,3	0,4	0,7	0	0	0
St. Positive feeling/opinion	3,8	1,7	1,4	7,5	3	7,2	11,9	3,4	17,4
St. Empathy	0	0	0	1,9	0,9	0,4	1,9	0,6	0,4
Pause fillers	10	0	6,5	8,1	0,4	5,8	12,5	0	3,6
Gratitude/appreciation	0	0	0	13,1	4,3	10,5	8,8	2,3	6,2
Mitigation	3,1	0,9	3,3	2,5	2,6	11,6	1,3	1,1	2,5
Good wishes	0	0	0	0	1,7	0	0	1,1	0,4
Request for information	0	0,9	0,4	6,9	2,2	0		0	0
Clarifying relationship/addressing	3,1	9,5	1,1	2,5	10,3	2,9	1,9	23,6	5,8

characteristic of Turkish culture as both TUR and TRE very rarely used it to initiate their refusals of suggestions. While AE employed 'request for information' in the initial move in refusals of suggestions with 7 percent, this semantic formula was never observed among TRE. The semantic formula of 'unspecific/indefinite reply' was used by AE with 3.8 percent; it was only 0.4 percent on the part of TRE. There were also certain semantic formulae overused by TRE to start their refusals of suggestions when compared to AE such as 'criticize request/requester' and 'threat/negative consequences'. TRE used these semantic formulae in the initial move of their refusals of suggestions 2 times more than AE did. It seems as if TRE had their own feature regarding the use of 'criticize request/requester' and 'threat/negative consequences' since they also differed from TUR in this respect. Beside the distinctions, we observed some similarities between AE and TRE in the usages of semantic formulae in the first positions of their refusals of suggestions. Both groups used 'statement of positive feeling/opinion', 'flat No', 'negative willingness/ability', 'guilt trip' and 'statement of alternative' with almost the same percentages to initiate their refusals of suggestions.

As for the semantic formulae preferences to initiate refusals of invitations, we observed more differences than similarities between TRE and AE. Both groups employed 'statement of regret', 'postponement' and 'threat/negative consequences' almost with the same percentages. On the other hand, TRE started their refusals of invitations with 'excuse/reason/explanation' and 'statement of positive feeling/opinion' 1.4 times more than AE did. One significant difference between TRE and AE was in the use of 'clarifying relationship/addressing' since the percentage of this formula employed by TRE was 3 times higher than that of AE. The semantic formula of 'pause fillers' was used by AE in the initial positions of refusals of invitations substantially more than TRE (3.4 times more). In addition to this, while AE frequently started their refusals of invitation expressing negative willingness and/or ability with 8.1 percent, the percentage of this formula was only 2.9 percent among TRE.

Discussions

The results might be boiled down to that refusals are culture and situation specific and there are both cross-cultural and intra-cultural differences in rapport management orientations while refusing status equal interlocutors. It might also be stated that since different social obligations were ascribed to lovers, close friends, classmates and acquaintances, the rapport orientations also varied depending on the role relationships and

the situations as well.

Generally speaking, all three groups exhibited rapport-enhancing orientation and rapport-maintenance orientation at all role relationship levels yet they sometimes displayed rapport-neglecting orientation to their lovers, acquaintances and classmates in their refusals. However, it should also be mentioned that TUR and TRE exhibited rapport-challenging orientations towards their acquaintances and classmates by means of the semantic formulae of ‘criticize request/requester’ and ‘threat/negative consequences’ but this behavior was not observed in the refusal realizations of AE.

In their refusals, all of the examined groups utilized ‘excuse/reason/explanation’ at all role relationship levels in order to maintain and enhance the harmony between the listeners. It seems that giving explanations and reasons for the refusal has an important function in social interactions with equal status interlocutors in terms of rapport management in both Turkish and American culture.

Another point in rapport management orientations was that all groups of participants specifically used ‘unspecific/indefinite reply’ to refuse their lovers. They very often fell back on unclear responses to refuse requests, invitations and suggestions coming from their lovers. It might be interpreted that lovers have a social obligation not to refuse each other in certain contexts or to provide necessary reasons for their refusals. Besides, rather than being concerned about the face of their lovers, they were rapport-oriented in their refusals. A significant difference between TUR, TRE and AE was that TUR and TRE frequently combined ‘unspecific/indefinite reply’ with ‘white lies’ in their refusals of lovers while it was very rarely found in refusals of AE. Obviously, ‘white lies’ has a function to manage the harmony and avoid conflicts between lovers for TRE and TUR.

A different rapport enhancing orientations were particularly observed in refusals to acquaintances because all three groups very frequently used ‘gratitude/appreciation’. Their refusals seemed to include the wish to strengthen the harmony with their acquaintances and they exhibited concern for both quality face and social identity face of the interlocutors. In other words, expressing gratitude might show that the interlocutors are worth listening and spending time together so they deserve appreciation.

With the purpose of keeping the harmony in their relationships with their lovers, close friends and classmates, TUR and TRE tended to employ 'clarifying relationship/addressing'. The use of endearment words displayed as a rapport maintenance orientation among lovers, close friends and classmates. However, AE rarely addressed their acquaintances and clarified their relationship with an endearment words. Therefore, it might be concluded that in Turkish culture using endearment words and/or phrases have a function to soften the rapport-damaging effect of the refusals among lovers, close friends and classmates. But the frequency of 'clarifying relationship/addressing' used by TRE were 2 times less than that of TUR during the interactions with lovers and close friends and it was further less in refusals of classmates. Maybe, as advanced learners of English and having been exposed to English for more than 10 years, TRE were somewhere between TUR and AE in terms of using the semantic formula of 'clarifying relationship/addressing' in their refusals.

The use of the 'statement of regret' seemed to be employed by all three groups of informants to keep and enhance the rapport between the close friends, classmates and acquaintances rather than lovers. It might be interpreted that statement of an apology or regret to refuse a close friend, classmate and acquaintance is an expected social behavior to manage the rapport between the interlocutors. However, it looks as if both in American and Turkish culture, it is found as inappropriate to frequently use apologies and regrets when refusing their lovers.

The semantic formula of 'postponement' was employed by all groups specifically to refuse their lovers and classmates. This tendency might result from their concerns about the association right of the interlocutors (i.e., *the type and extent of our involvement with others* (Spencer-Oatey 2002:541)). In other words, by refusing their lover's invitation to dinner to introduce a friend, for example, they threaten the association right of the refuse and in order to make it up and save the association right of the interlocutor, they promise to get involved at a more convenient time in the future.

Regarding another frequently used semantic formula to refuse lovers, classmates and acquaintances, TUR and TRE in certain situations (e.g., refusals of a suggestion by lover not to trust a friend and refusals of request by an acquaintance to join the breakfast at a café) employed 'criticize the request/requester'. They even criticized their acquaintances

in an aggressive manner with a rapport-challenging orientation. By criticizing their lovers and acquaintances while refusing, they not only threaten the ‘quality face’ of interlocutors (Spencer-Oatey 2008) but also infringed the ‘association rights’ (i.e., *the belief that we are entitled to social involvement with others and to share concerns, feelings and interests* (Spencer-Oatey 2008:16)) of the interlocutor, therefore, challenged the rapport in the relationships. On the contrary, AE rarely used ‘criticize request/requester’ to refuse their lovers, close friends, classmates and acquaintances. When they did, however, the criticisms were not as harsh and aggressive as those of TUR and TRE. Therefore, while this semantic formula was utilized with a rapport-challenging orientation by TUR and TRE, it was used by AE with a rapport-neglecting orientation.

An interesting result was related to the usage of ‘statement of alternative’ and ‘threat/negative consequences’ among close friends, lovers and acquaintances. TUR and TRE seemed to assign different functions to this formula when they refuse their close friends and acquaintances. For example, when they used ‘statement of alternative’ to refuse their close friends and lovers, they showed their concern for the quality face and association right of the interlocutors. Yet, when they used ‘statement of alternative’ to refuse their acquaintance, they reflected their concern for their ‘*equity rights*’ because they were mainly concerned about their right to be free to do whatever they want and choose among their own options. As for threat/negative consequences, close friends and lovers utilized it to persuade the refusee that they had to reject because it was beyond their power. On the contrary, TUR and TRE also utilized ‘threat/negative consequences’ to refuse their acquaintances as a literal threat and challenged the rapport; therefore, damaged the harmony between the interlocutors. These distinctions were not observed in refusals of AE, though.

5.4. Negative Pragmatic Transfer

Overall, TRE can be said to have produced pragmatically appropriate refusals in most of the cases because they generally utilized the same frequently used semantic formulae that AE did and similar combinations of semantic formulae in their refusals. Bardovi-Harlig (1999) proposes grammatical competence is not an adequate condition for pragmatic competence of advanced non-native speakers. Thus, the high level of pragmatic competence of TRE might result from two possible reasons. First, learners might be frequently watching TV Serials and films in English. Since the situations in the DCTS

were taken from a famous American TV Serial, they might have been familiar with the pragmatically appropriate usages of speech acts. Second, 15% of the learners stated that they had been to abroad once for more than 6 months. Most of them said that they went abroad via Erasmus Student Exchange Program, which might have contributed to their productions of pragmatically appropriate speech act (i.e., refusals). In a parallel study, Çimen (2009) also found out that TRE produced valid refusal strategies because the semantic formulae used by TRE often corresponded to the semantic formulae preferences of AE.

However, in the study TRE displayed very similar choices of semantic formulae in specific contexts with TUR. Similarities in the selection of semantic formulae and the frequency of semantic formula in refusals to Turkish native speakers and dissimilarity to native speakers of American English were considered to be evidence of pragmatic transfer displayed by TRE. One possible explanation of the pragmatic transfer of TRE might be what Otçu & Zeyrek (2008) suggest in their study in which they aim to examine the request realizations of lower proficiency learners and whether higher proficiency learners display any developmental patterns in their requests: “learners with an increased proficiency level are more liable to pragmatic transfer since they now have the linguistic resources for transfer” (p.288).

Frequency counts of semantic formulae used to refuse lovers can be said to exhibit evidence of pragmatic transfer. For example, the semantic formulae of ‘criticize request/requester’ and ‘white lies’ were frequently utilized by TUR and TRE with more or less the same percentages whereas AE rarely employed them to refuse their lovers. On the other hand, both TUR and TRE used ‘negative willingness/ability’ and ‘statement of alternative’ with very similar percentages yet less than AE did. Another semantic formula, ‘clarifying relationship/addressing’ was very frequently used by TUR when refusing lovers but it was utilized by TRE 1.8 times less. However, observing that it was very rarely used by AE 2.7 times less than TRE, the usage of this semantic formula was also considered to be the evidence of pragmatic transfer.

The frequencies of occurrence of other semantic formulae present additional evidence of pragmatic transfer in refusals of close friends, classmates and acquaintances but not as much as it was in refusals of lovers. Just as in the refusal of lovers, TRE also differed

from AE in the usage of ‘clarifying relationship/addressing’ and resembled to TUR. In addition, TRE showed resemblance to TUR in the usage of ‘negative willingness/ability’ when refusing classmates and acquaintances and diverged from AE because they used this formula less than TRE and TUR.

The range of discrepancy in the frequency of semantic formulae utilized in refusals based on the variable, eliciting acts can be another source for evidence of pragmatic transfer although there were a few. When refusing of request, TRE resembled to TUR in the usage of ‘negative willingness/ability’ as both groups used it frequently and with very close percentages; however, AE utilized it less than TRE and TUR in their refusals of requests. In refusals of invitations, TRE diverged from AE regarding the percentage of ‘excuse/reason/explanation’ because they used it in very similar percentages with TUR yet more than AE did.

In conclusion, TRE were found to have high level of sociocultural and sociolinguistic abilities when refusing equal-status people. Being advanced learners of English and future teachers of English, TRE often used valid linguistic forms constituting the refusal semantic formulae although the choice of words sometimes differed from that of AE. Pragmatic transfer was observed in sociocultural ability of TRE because certain semantic formulae were particularly preferred by TUR and TRE with similar percentages while AE rarely used them. In line with the Blum-Kulka’s (1982) suggestions regarding the deviations of non-native speakers from native speakers of target language, TRE sometimes deviated from AE with respect to ‘social acceptability of the utterance’ in the usages of certain semantic formulae such as ‘clarifying relationship/addressing’, ‘criticize request/requester’, ‘threat/negative consequences and ‘pause fillers’.

CHAPTER VI

CONCLUSION

6.0. Presentation

In this chapter, first a brief summary of the study is presented. Then the results of the study and the pedagogical implications for the field of ELT are discussed. Lastly, it presents the limitations of the study together with the suggestions for further research.

6.1. Summary of the Study

This study investigates the refusal realizations of AE, TUR and TRE in interactions with equal-status interlocutors but with different level of closeness. The aim of the research is threefold: (1) to uncover the refusal strategies of young AE in conversations between equals, (2) to identify the refusal strategies of young TUR in conversations between equals and (3) to find out what types of refusal strategies TRE use in English in contexts parallel to the ones examined for the two native groups and also to uncover if TRE display pragmatic transfer in their refusal strategies. The thesis also aimed to examine the rapport management orientations of the three examined groups when refusing equal-status interlocutors with different level of closeness.

In order to probe the refusal semantic formulae of AE, TUR and TRE, the data were collected from 69 TRE who were senior students studying ELT at METU and HU; 40 AE who were either graduate, undergraduate students from various departments or teachers; and 58 TUR who were undergraduate students studying either TLT or TLLT at GU, BU and HU.

In order to construct the situations included in the DCTs, 38 episodes of a famous American TV Drama Serial named 'Gossip Girl' were examined and the situations where refusals among status-equal people occurred were gathered in a special file. Following Austin(1962) and Searle(1979), the selected refusals were classified into four categories regarding whether the speaker refused an/a 'offer', 'request', 'invitation', and 'suggestion' and the most frequently occurring 20 situations were chosen to be included in the DCTs. Then, situations representing various degrees of closeness between interlocutors were selected for each of the refusal 'stimuli' (e.g., a situation showing a

refusal of an offer between lovers vs. a situation showing a refusal of an offer between classmates). However, on the basis of the results of the pilot study, the situations in which the informants needed to refuse an offer were removed from the DCTs. Therefore, the final version of the DCTs consist of 12 situations requiring refusals of invitations, requests and suggestions from lovers, close friends, classmates, and acquaintances. While forming the role relationship of the interlocutors in the situations, except lovers, the refusals were exchanged between the same genders (i.e., refusal of a suggestion between female classmates and male classmates). First two versions of the DCT were prepared in English in order to make it easier for the participants to follow (DCT for male participants and DCT for female participants). Later, these DCTs were translated into Turkish. After the back translations and corrections, finally 4 versions of the DCT were prepared: female AE, male AE; female TUR, and male TUR.

Then, in order to pilot the DCT situations, a seven-point Likert scale/situation assessment scale was developed to identify the cultural appropriateness and possibility of encounter in the examined cultures and it was administered to the participants having similar features with the participants from whom the actual data were collected. Based on the results of the situation assessment scales, some situations were excluded from the DCTs while some modifications were made to problematic parts of other situations so that they become more appropriate for the focus groups. As a final step, the DCT situations were evaluated in terms of components of HSM (1974) (i.e., setting and scene, participants, ends, act sequence, key, instrumentalities, norms, genre) and the researcher made sure that every situation in the DCTs included related contextual information and the lengths of each situation were equalized (i.e., equal number of lines).

The data were analyzed adapting the refusal taxonomy developed by Beebe et al. (1990). The semantic formulae analysis was done manually and each refusal was coded. Later, for quantitative analysis, the analyzed data were entered to PASW to run descriptive statistics and to calculate the frequency and percentages of the refusal strategies/semantic formulae. For qualitative analyses, CLAN CHILDES were utilized In order to see the typical combinations of the refusal semantic formulae used by three groups of informants across role relationships ‘co-occur’ ‘combo’ commands of the program were employed.

6.2. Summary of the results

The study aimed to describe the refusal realizations of AE, TUR and to investigate the pragmatic competence level of TRE in refusing equal-status interlocutors with different level of closeness. Therefore, tendencies of the examined groups regarding most frequently used refusal semantic formulae were identified adapting the classification of Beebe et al. (1990). Then, the refusal preferences of each group were interpreted in the light of Spencer-Oatey's Rapport Management Theory (2008) to uncover the communication patterns with respect to face and rapport management orientations in their refusals. However, the results should be read keeping in mind that female participants outnumbered male participants in the study and they reflected the language usages of young Americans and Turks in the examined contexts. The analysis of the refusal strategies used by native speakers of Turkish and American English revealed the following results:

(1) As a broad picture of the refusal strategies by Americans, it can be said that both AE and TUR are very often indirect when refusing their 'lovers', close friends', classmates' and acquaintances' and they always combined direct refusal strategies with at least one indirect semantic formula or adjunct to refusal.

(2) Both level of closeness between the interlocutors and types of eliciting acts affect the semantic formulae preferences when refusing equal-status interlocutors.

(3) In refusals of both AE and TUR, the most frequently elicited semantic formula at all role relationship levels was 'excuse/reason/explanation' but with different percentages. For example both AE and TUR gave more excuses/reasons to refuse their classmate more than they did with other role relationships. The percentages of this semantic formula utilized by close friends and acquaintances were very close to each other while lovers used it in the least percentage of all. It can be stated that neither AE nor TUR gives as many excuses/reasons to their lovers as they do when they refuse their close friends, classmates and acquaintances.

(4) AE used the adjunct to refusal of 'pause fillers' at all role relationship levels, whereas TUR never utilized 'pause fillers' except for in their refusals of acquaintances, which was only 0.2 %.

(5) The semantic formula of ‘clarifying relationships/addressing’ was very frequently employed by TUR in their refusals while it was very rarely preferred by AE. It was observed that endearment words used in refusals function as a frequently utilized rapport management strategy in refusals of TUR.

(6) TUR and AE also differed in the use of ‘statement of positive feeling/opinion’ because it was seen that AE stated their positive emotions and ideas about the request, suggestion or invitation more than TUR did when refusing at all role relationship levels.

The interpretations of refusal strategies with respect to Rapport Management Theory revealed the following results:

(1) Refusals are culture and situation specific and there are both cross-cultural and intra-cultural differences in rapport management orientations while refusing status-equal people. It might be interpreted that since different social obligations were ascribed to lovers, close friends, classmates and acquaintances, the rapport orientations also varied depending on the role relationships and the situations as well.

(2) All of the groups showed rapport-enhancing and rapport-maintenance orientations at all role relationship levels yet they sometimes exhibited rapport-neglecting orientation to their lovers, acquaintances and classmates in their refusals. However, one substantial difference among TRE, TUR and AE was that TUR and TRE showed rapport-challenging orientations towards their acquaintances and classmates using semantic formulae of ‘criticize request/requester’ and ‘threat/negative consequences’ while AE did not display such a behavior in their refusals.

(3) In their refusals, all of the examined groups utilized ‘excuse/reason/explanation’ at all role relationship levels in order to maintain and enhance the harmony between the listeners. Explanations and reasons used in refusals obviously have an important function in social interactions with equal-status interlocutors in terms of rapport management in both Turkish and American culture.

(4) All groups of participants specifically used ‘unspecific/indefinite reply’ to refuse their lovers. They quite often used vague responses to requests, invitations and suggestions

coming from their lovers with a rapport-oriented concern. A significant difference between TUR, TRE and AE was that TUR and TRE frequently combined ‘unspecific/indefinite reply’ with ‘white lies’ in their refusals of lovers while it was very rarely found in refusals of AE.

(5) In order to keep the harmony in their relationships with their lovers, close friends and classmates, TUR tended to utilize ‘clarifying relationship/addressing’. The use of endearment words seemed to be used with a rapport maintenance orientation among lovers, close friends and classmates. However, AE rarely employed ‘clarifying relationship/addressing’. Therefore, it might be concluded that in Turkish culture using endearment words and/or phrases have a function to soften the rapport-damaging effect of the refusals.

(6) A different rapport enhancing orientation was observed in refusals to acquaintances because all three groups very frequently used ‘gratitude/appreciation’. Their refusals included the wish to strengthen the harmony with their acquaintances and they exhibited concern for both quality face and social identity face of the interlocutors. In other words, expressing gratitude might show that the interlocutors are worth listening and spending time together so they deserve appreciation for their suggestions and invitations.

(7) The semantic formula of ‘statement of regret’ was frequently employed by all three groups of informants to keep and enhance the rapport between the close friends, classmates and acquaintances but lovers. It might be interpreted that statement of an apology or regret to refuse a close friend, classmate and acquaintance is an expected social behavior to manage the rapport between the interlocutors. However, it looks as if both in American and Turkish culture it is found inappropriate to apologize lovers for refusing.

(8) Regarding another frequently used semantic formula to refuse lovers, classmates and acquaintances, TUR and TRE in some situations (e.g., refusals of a suggestion by lover not to trust a friend and refusals of request by an acquaintance to join the breakfast at a café) employed the semantic formula of ‘criticize the request/requester’. They criticized their acquaintances in a harsh manner with a rapport-challenging orientation. By criticizing their lovers and acquaintances while refusing, they might threaten not only the ‘quality face’ of interlocutors but also ‘association rights’ of the interlocutor, and

challenged the rapport in the relationships. However, AE rarely used ‘criticize request/requester’ to refuse their lovers, close friends, classmates and acquaintances. When they did, however, the criticisms were not as harsh and aggressive as those of TUR and TRE. Therefore, while this semantic formula was utilized with a rapport-challenging orientation by TUR and TRE, it was used by AE with a rapport-neglecting orientation.

(9) TUR and TRE seemed to assign different functions to ‘statement of alternative’ and ‘threat/negative consequences’ among close friends, lovers and acquaintances. For instance, when they provided their close friends and lovers with alternatives in their refusals, they showed their concern for the quality face and association right of the interlocutors. Yet, when they used ‘statement of alternative’ to refuse their acquaintance, they reflected their concern for their own ‘*equity rights*’ because they seemed to be thinking that they had the right to be free to do whatever they want and go with other options given by the refusees. As for threat/negative consequences, close friends and lovers utilized it to persuade the refusees that they had to reject them because it was beyond their power. On the contrary, TUR and TRE also utilized ‘threat/negative consequences’ to refuse their acquaintances as a literal threat and challenged the rapport and damaged the harmony between the interlocutors. However, these distinctions were not observed in refusals of AE.

The results regarding pragmatic transfer observed in refusals of TRE are as in the followings:

(1) Overall, TRE can be said to have produced pragmatically appropriate refusals in most of the situations since the percentages of frequently used semantic formulae and typical combinations of semantic formulae that AE utilized in their refusals were similar to those of TRE. However, there were similarities in the selection and frequency of semantic formulae in refusals between TRE and TUR and dissimilarity from native speakers of American English, which can be considered as evidence of pragmatic transfer displayed by TRE.

(2) Frequency counts of semantic formulae used to refuse lovers can be said to exhibit evidence of pragmatic transfer. For example, the semantic formulae of ‘criticize request/requester’ and ‘white lies’ were frequently utilized by TUR and TRE with more or less the same percentages whereas AE rarely employed them to refuse their lovers. On the other hand, both TUR and TRE used ‘negative willingness/ability’ and ‘statement of

alternative' with very similar percentages yet less than AE did. Another semantic formula, 'clarifying relationship/addressing' was very frequently used by TUR when refusing lovers but it was utilized by TRE 1.8 times less than TUR. However, observing that it was very rarely used by AE (i.e., 2.7 times less than TRE), the usage of this semantic formula was also considered to be the evidence of pragmatic transfer.

(3) The range of discrepancy in the frequency of semantic formulae utilized in refusals based on the variable, eliciting acts can be another source for evidence of pragmatic transfer although there were a few of them. When refusing requests, TRE resembled to TUR in the usage of 'negative willingness/ability' as both groups used it frequently and with very close percentages; however, AE utilized it less than TRE and TUR in their refusals of requests. In refusals of invitations, TRE diverged from AE regarding the percentage of 'excuse/reason/explanation' because they used it in very similar percentages with TUR yet more than AE did.

6.3. Implications and suggestion for ELT

The findings of this study have some significant implications for second/foreign language teaching. To start with, based on the results of the research, it is seen that pragmatic competence level of FLL vary with respect to the semantic formulae preferences and rapport management orientations in the contexts where they refuse equal-status interlocutors with different level of closeness. Since the speech acts of refusal are context and culture specific, the sociocultural and sociolinguistic rules to realize refusals also vary across cultures as it does in Turkish and American culture. Therefore, language learners need to be aware of the pragmatic knowledge and rules of realizing refusals in the target culture and how to keep and/or enhance the harmony with the interlocutors in such potentially face and rapport threatening contexts. Otherwise, miscommunications, misunderstandings, insulting and irritating situations are inevitable to occur in cross-cultural communications or non-native speakers can even be labeled as rude and uncompromising by native speakers of the target language. Thus, the contexts where the learners have problems to produce pragmatically appropriate speech acts need to be focused more.

In order to focus on the pragmatic aspects of language and teach the sociocultural and sociolinguistic rules of producing refusals to learners, teachers need to have practical and dependable course-books because most of the non-native EFL teachers generally depend on the materials provided by text book writers (Atay 1996). However, many course-books do not specifically teach speech acts viz. refusals in their units or they do not reflect various alternatives of producing refusals depending on the contextual variables such as status of the interlocutors, level of closeness and relationship between the speaker and the hearer. In contrast, they often present materials in which certain types of semantic formulae and conventional refusal strategies are overused without being aware of the alternatives and/or ignoring them. Bearing these shortcomings in mind, course-book writers need to keep track of the cross-cultural and ILP studies and include the various types of refusal semantic formulae choices of the native speakers of the target language and provide necessary contextual information regarding the relationship between interlocutors, level of closeness, status of interlocutors, and types of refusal eliciting acts. Thus, learners gain pragmatic awareness with regard to realizing refusals and develop their pragmatic competence accordingly. In addition, in order to develop the pragmatic competence of learners, teacher can make use of films and TV Serials and turn them into useful course materials. First, they may choose a popular TV Serials or/contemporary movies and find the scenes in which the speech act to be taught occurs. Then, they can have the students watch the scenes and interpret about the relationships, level of closeness between interlocutors; therefore, they can call students' attention to the importance of the pragmatically appropriate realizations of speech acts in the target culture.

6.5. Limitations of the Study and Suggestions for Further Research

This study has some limitations with respect to several aspects of the research:

The first limitation is that just one data collection tool; namely, DCT was utilized to gather the data. As Cohen (1996b) argues that using several data gathering instruments is essential to investigate the realizations of different speech acts in a specific culture or various cultures. By doing this, the researchers may reach useful and reliable depictions of speech act productions. Therefore, future studies on refusals can adopt a data triangulation method in the process of data collection as advised by Cohen (1996b:23-24) as in the followings: Researchers can begin with the generation of initial hypotheses based on ethnographic data collection of natural speech and then test the initial hypotheses using role plays. As the third phase of the cycle, they can collect further data

through discourse completion tests so that they can focus on specific realizations of speech acts and manipulate social and situational variables. If they are also interested in the effect of the speech act on the addressees, they can employ acceptability tests to validate the range of acceptability in the examined society. As a last data collection instrument, they can use ethnographic observations to validate their finding regarding the productions of speech acts in the examined community of speech.

The second limitation is in respect to the complex nature of refusals. Beebe et al. (1990) argues that refusals are complex because they often call for long negotiated strings of utterances and turns during the interactions. However, the DCT used in this study does not allow the speakers to take turns but it only elicits the initial reactions of the refusers. Therefore, further researchers can prefer DCT with several strings of utterances or utilize role plays to examine the semantic formulae used when it comes to insinuations by the requesters.

Another limitation is related to the number of the participants. In total, 167 informants participated in the study and the distribution of the male and female participants were not equal, which makes it difficult to generalize the findings of the study although the total number of the participants was not a small. Thus, a larger sample population needs to be used to gather the data in order to arrive at more valid generalizable conclusions regarding the refusal strategies of examined societies.

One of the aims of this thesis was to examine the pragmatic competence of Turkish learners of English with advanced proficiency level so the researcher couldn't observe the developmental continuum in the pragmatic competence of TRE. For example, Göy, Zeyrek & Otçu (in press) and Otçu & Zeyrek (2008) investigated the developmental trends of Turkish learners' of English in the way they modify their requests by comparing the request realizations of low proficiency learners and high proficiency learners. One of their findings indicated that there might actually be developmental trends in the request productions of upper intermediate learners as they observed a significant increase in the percentages of syntactic downgraders in upper intermediate group (Göy, Zeyrek & Otçu (in press)). Therefore, in a similar vein, in order to investigate the developmental patterns in IL refusals in English, researchers may also gather data from beginner, intermediate and advanced level Turkish students by using data triangulation method and reflect the natural developmental patterns of pragmatic competence of TRE in realizing refusals.

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APPENDICES

APPENDIX A

Taxonomy of Refusal Strategies (adapted from Beebe et al. 1990)

A. Direct

1. Performative (e.g., “I refuse”)
2. Flat No/Yes
3. Negative willingness/ability (“I can’t” “I won’t” “I don’t think so”)

B. Indirect

1. Statement of regret (e.g., “I’m sorry...”; “I feel terrible...”)
2. Wish (e.g., “I wish I could help you...”)
3. Excuse, reason, explanation (e.g., “My children will be home that night.”; “I have a headache.”)
4. Statement of alternative (e.g., “I’d rather...” “I’d prefer...”, “Why don’t you ask someone else?”)
5. Set condition for future and past acceptance (e.g., “If you had asked me earlier, I would have...”)
6. Promise of future acceptance (e.g., “I’ll do it next time”; “I promise I will...” or “Next time I’ll...” – using “will” of promise or “promise”)
7. Statement of principle (e.g., “I never do business with friends.”)
8. Statement of philosophy (e.g., “One can’t be too careful.”)
9. Attempt to dissuade interlocutor
 1. Threat or statement of negative consequences to the requester (e.g., “I won’t be any fun tonight” to refuse an invitation)
 2. Guilt trip (e.g., waitress to customers who want to sit a while: “I can’t make a living off people who just order coffee.”)
 3. Criticize the request/requester, etc. (statement of negative feeling or opinion); insult/attack /e.g., “Who do you think you are?”; “That’s a terrible idea!”)
 4. Request for help, empathy, and assistance/trust/respect by dropping or holding the request.(you know what I mean)
 5. Let interlocutor off the hook (e.g., “Don’t worry about it.” “That’s okay” “You don’t have to”)

6. Self-defense (e.g., “I’m trying my best” “I’m doing all I can do”)
7. Speaking for the requester (e.g., “You probably don't want to be here when he comes back”)
8. Request/order (e.g., “.....but don't let it get out of hand”)
10. Acceptance that functions as a refusal
 1. Unspecific or indefinite reply (e.g., “Just an old friend. We're talking about old times, nothing important”)
 2. White lies (e.g., “Oh it's no-one important, just telemarketers”)
11. Avoidance
 1. Topic switch (e.g., “Hey, I'm just talking to a girl I used to know. So what's up?”)
 2. Joke (e.g., “Oh, hey--is that a rabbit over there?”)
 3. Sarcasm (e.g., “Sorry, I just don't really feel like having breakfast with my boyfriend and his ex-girlfriend this morning”)
 4. Repetition of part of request, etc. (e.g., “Monday?”)
 5. Postponement (e.g., “I’ll think about it”)
 6. Hedging (e.g., “Gee, I don’t know” “I’m not sure” “Come on”)

C. Adjuncts to Refusals

1. Statement of positive opinion/feeling or agreement (e.g., “That’s a good idea..” “I’d love to...”)
2. Statement of empathy (e.g., “I realize you’re in a difficult situation”)
3. Pause fillers (e.g., “uhh” “oh” “uhm”)
4. Gratitude/appreciation (e.g., “Thank you so much for your help I really appreciate it”)
5. Mitigation (e.g., “I think”, “unfortunately”)
6. Good wishes (e.g., “Have fun with (name)”)
7. Request for more information (e.g., “What made you say that I shouldn't trust (name)? What happened?”)
8. Clarifying relationship/addressing (e.g., “honey”, “sweetie”, “since you’re my best friend...”)

APPENDIX B

Turkish Versions of situation-assessment scale used in the FPS for male participants

ERKEK

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Lütfen aşağıda verilen durumları 2'ser defa okuyunuz.

1. İlk okumanızda, verilen durumlarla günlük hayatta karşılaşmanın olası olup olmadığına karar veriniz ve durumlarla günlük hayatta karşılaşma olasılığınız çoksa beyaz sütunda 7'yi; eğer karşılaşma olasılığınız yoksa beyaz sütunda 1'i işaretleyiniz.
2. İkinci okumanızda, verilen durumların kültürünüze uygun olup olmadığına karar veriniz ve durumlar kendi kültürünüze uygunsa gri sütunda 7'yi; kendi kültürünüze uygun değilse gri sütunda 1'i işaretleyiniz.
3. Verilen durumlarda herhangi bir problem olduğunu düşünüyorsanız ve/veya durumları anlamada sıkıntı yaşıyorsanız ve/veya araştırmacının anketini geliştirmede yardımcı olacak bir öneriniz varsa lütfen her durumun altında verilen boşluklara yorumlarınızı yazınız.


1. Durum		Asla \longleftrightarrow Her zaman						
Sevgiliniz sizi arkadaşlarından biriyle tanıştırmak için akşam yemeğine davet ediyor. Fakat yemeğe gidemiyorsunuz çünkü ailenizle uzun zamandır birlikte vakit geçiremediğinizden onlarla akşam yemeği yemeye söz verdiniz. Bu yüzden, sevgilinizin davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

2. Durum		Asla \longleftrightarrow Her zaman						
Okul çıkışı, sınıftan bir grup kızla alışveriş merkezine gitme planları yapıyorsunuz. Fakat sizin zamanı geçmiş kitapları iade etmek ve de ödeviniz için gerekli bir kitabı almak için kütüphaneye gitmeniz gerektiğinden onlara katılamayacağınızı söylüyorsunuz. İçlerinden bir çocuk kütüphaneye alışveriş merkezinden sonra gitmenizi öneriyor. Ancak siz bu kişinin önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

3. Durum		Asla ← → Her zaman						
Arkadaşlarınızla her ay bir araya gelerek içinizden birinin evinde eğlence düzenliyorsunuz. Bu gece sıra en iyi arkadaşınızda ve bu en iyi erkek arkadaşınız sizi de evine davet ediyor. Ancak bir gün önce sevgilinizle plan yaptınız ve daha önce de birkaç buluşmayı iptal ettiğiniz için bunu iptal edemiyorsunuz. Bu yüzden arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

4. Durum		Asla ←————→ Her zaman						
En iyi erkek arkadaşınızla kafede oturuyorsunuz ve arkadaşınızı üniversite sınavı için ders çalıştırıyorsunuz, çalışmalarınız da gayet iyi gidiyor. Bu sırada, arkadaşınızın, sizin çok az tanıdığınız, erkek bir sınıf arkadaşı kafeye geliyor. Bu kişi üniversite sınavını geçtiği için eski kitaplarını size vermeyi teklif ediyor. Ancak siz bu kişinin teklifini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

5. Durum		Asla ←————→ Her zaman						
Sınıfınızdan bir çocukla birlikte sizin eve geliyorsunuz ve kız kardeşinizin yakın bir arkadaşıyla arasında geçen konuşmaya kulak misafiri oluyorsunuz. Kız kardeşinizin aileden kimseye haber vermeden işten ayrıldığını öğreniyorsunuz. Kız kardeşiniz son zamanlarda çok hata yaptığından bu haber bardağı taşıran son damla oluyor. Ona kızıyor ve bağırmaya başlıyorsunuz. Sınıf arkadaşınız kız kardeşinizle sakinleştikten sonra konuşmanızı öneriyor. Ancak önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

6. Durum	Asla  Her zaman							
Sevgiliniz sizi arıyor ve akşam sinemaya davet ediyor. Ancak en iyi erkek arkadaşınız manken ve şu anda önemli bir fotoğraf çekimi olduğundan dolayı sizden yanında kalıp ona destek olmanızı istiyor. Bu yüzden sevgilinize akşam sinemaya gidemeyeceğinizi söylüyor ve davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

7. Durum		Asla ← → Her zaman						
En iyi erkek arkadaşınızla okulun önündeki merdivenlerde oturmuş sohbet ediyorsunuz. Sevgilinizle çıkmaya başlayalı bir hayli zaman olduğunu bildiği için bu arkadaşınız özel hayatınızla ilgili bir soru soruyor. Bu özel konular hakkında konuşurken kendinizi rahat hissetmediğiniz için arkadaşınızın sorusuna cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

8. Durum		Asla ← → Her zaman						
Eski arkadaşlarınızdan biri birkaç günlüğüne şehrinize geliyor ve gece bir şeyler içip eğlenmek için bir bara gidiyorsunuz. Daha önce okulda birlikte sadece ortak bir ders aldığınız bir erkek arkadaşınız sizi görüp yanınıza geliyor ve kısa bir sohbetten sonra daha önce ortak sınıf arkadaşlarınızla kararlaştırdıkları öğle yemeği organizasyonuna sizi de davet ediyor. Ancak davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

9. Durum		Asla ← → Her zaman						
Yazma dersinin yeni hocası sınıfınızdan çok başarılı bir çocuğa 'C' harf notu veriyor. Sınıf arkadaşınız hocanıza çok kızıyor ve ondan intikam almak istiyor. Siz okuldaki bir kafede otururken sınıf arkadaşınız yanınıza gelip hocadan intikam almak için sizden yardım istiyor; ancak siz yardım isteğini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

10. Durum		Asla ← → Her zaman						
Yeni yıl yaklaşıyor ve sevgiliniz saat takmadığınızı fark ettiğinden size gerçekten çok pahalı bir kol saati satın alıyor. Bu birlikte geçireceğiniz ilk yılbaşı olduğundan sevgiliniz çok heyecanlı ve yılbaşına kadar beklemek yerine hediyenizi size önceden veriyor. Bu kadar pahalı bir hediyeye karşılık veremeyeceğinizi düşündüğünüzden hediyeyi kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

11. Durum		Asla ← → Her zaman						
En iyi erkek arkadaşınızla, ortalıktan kaybolduğu için, bir sene boyunca irtibat kuramadınız. Bir yıl sonra arkadaşınız geri dönüyor ve dostluğunuzu yeniden kazanmaya çalışıyor. Bu yüzden, bir sabah, içi yiyecek dolu bir paketle evinize geliyor ve kahvaltı yaparken konuşmayı teklif ediyor. Hala üzgün ve ona kızgın olduğunuzdan teklifini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

12. Durum		Asla ← → Her zaman						
Gelecek hafta sevgilinizin doğum günü ve alacağınız hediye için onun için özel bir şey olmasını istiyorsunuz. Ancak birlikteliğiniz çok yeni olduğu için onu çok iyi tanımıyorsunuz. Sevgilinizin en iyi erkek arkadaşı (ki siz onunla sadece iki hafta önce tanıştınız) sizin ne kadar endişeli olduğunuzu bildiğinden sizi arıyor ve hediye için sevgilinizin en sevdiği ikinci el kitapçıya gitmenizi öneriyor. Bir erkeğin sevgilinizi sizden daha iyi tanımasını kışkırtıyorsunuz, bu yüzden önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

13. Durum		Asla ← → Her zaman						
En iyi erkek arkadaşınızın partisindesiniz. Partide bir süre yurtdışında kalmış eski bir erkek arkadaşınızla karşılaşıyorsunuz ve bu arkadaşınızın yurt dışındaki ilginç deneyimleri hakkında sohbet etmeye başlıyorsunuz. En iyi arkadaşınız (partinin sahibi) bu çocuğu sevmiyor, bu yüzden yanınıza gelip onun yalanlarını dinlemek yerine kendisine katılarak partinin tadını çıkarmanızı istiyor. Eski arkadaşınızla sohbet etmek hoşunuza gidiyor. Bu yüzden en iyi arkadaşınızın davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

14. Durum		Asla ← → Her zaman						
Öğle yemeği arasında üniversitede siz ve erkek bir sınıf arkadaşınız bir yandan yürüyüp bir yandan da sandviçlerinizi yiyorsunuz. Aniden okuldan tanıdığınız bir çocuk size çarpıyor ve sandviçinizi yere düşürüyor. Özür dileyerek başka bir sandviç almanız için size para vermek istiyor. Fakat teklifini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

15. Durum		Asla ← → Her zaman						
Kıyafet tasarlamada çok başarılısınız ve okulda bu yeteneğinizle çok ünlüsünüz. Bir gün sınıfınızdan bir çocuk partiye sadece bir gün kala evinize gelip sizden kendisine kıyafet tasarlamasını istiyor. Sınıf arkadaşınızın ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

16. Durum		Asla ← → Her zaman						
Geçmişte birlikte kötü şeyler yaptığınız eski bir erkek arkadaşınız ortaya çıkıyor ve sizinle yeniden arkadaş olmak istiyor. Onunla ne tekrar arkadaş olmayı ne de sevgilinizin geçmişte yaşananları öğrenmesini istiyorsunuz. Bir gün bu baş belası çocukla okulda telefonda konuşurken, sevgiliniz yanınıza geliyor ve telefonda kimle ve ne hakkında konuştuğunuzu soruyor. Bir şeyler anlayacağından endişelendiğiniz için sevgilinizin sorularına cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

17. Durum		Asla ← → Her zaman						
Sevgilinizle bir kafede kahvaltı yapıyorsunuz. Sevgiliniz lavaboya gidiyor. Bu arada, sevgilinizin eski erkek arkadaşı (ki siz bu çocuğu okuldan tanıyorsunuz) sizi fark ediyor ve size katılıp katılamayacağını soruyor. Ancak siz bu ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

18. Durum		Asla \longleftrightarrow Her zaman						
Bir restoranda akşam yemeği yerken sevgilinizi bir kız arkadaşınızla tanıştırıyorsunuz. Yemekten sonra restorandan çıkarken, sevgiliniz bu kız arkadaşınıza güvenmemeniz gerektiğini söylüyor. Sevgiliniz daha önce de bir kız arkadaşınızla tanıştığında aynı şeyleri söylemişti ancak şimdi o arkadaşınızla gayet iyi anlaşıyor. Bu yüzden, sevgilinizin önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

19. Durum		Asla \longleftrightarrow Her zaman						
Hoşlandığınız ve onun da sizinle ilgilendiğini düşündüğünüz bir kızla görüşüyorsunuz. Ancak dün gece kafede sizi uzun süre bekletti ve daha sonra arayarak ailevi problemlerden dolayı buluşmayı iptal etti. Şu anda en iyi erkek arkadaşınızla telefonda konuşuyorsunuz ve ne yapacağınız konusunda ona danışıyorsunuz. O da size kızı aramanızı öneriyor. Fakat siz önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

20. Durum		Asla \longleftrightarrow Her zaman						
Çok ihtiyacınız olan bir bursa başvururken gerekli olan referans mektubunu almak için okuldaki bir hocanıza kendi yazdığınız kısa hikâyelerden birkaçını yolladınız ve onun cevabını bekliyorsunuz. Bu arada sınıfınızdan bir çocuk sizi arıyor ve sinemaya gitmeyi teklif ediyor. Ancak şu anda büyük bir heyecanla hocanızdan bir cevap bekliyorsunuz. Bu yüzden, sınıf arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

**Turkish Versions of the situation-assessment scale used
in the FPS for female participants**

KADIN

Katılımınız için teşekkür ederim☺

Lütfen aşağıda verilen durumları 2’şer defa okuyunuz.

1. İlk okumanızda, verilen durumlarla günlük hayatta karşılaşmanın olası olup olmadığına karar veriniz ve durumlarla günlük hayatta karşılaşma olasılığınız çoksa beyaz sütunda 7’yi; eğer karşılaşma olasılığınız yoksa beyaz sütunda 1’i işaretleyiniz.

2. İkinci okumanızda, verilen durumların kültürünüze uygun olup olmadığına karar veriniz ve durumlar kendi kültürünüze uygunsa gri sütunda 7’yi; kendi kültürünüze uygun değilse gri sütunda 1’i işaretleyiniz.

3. Verilen durumlarda herhangi bir problem olduğunu düşünüyorsanız ve/veya durumları anlamada sıkıntı yaşıyorsanız ve/veya araştırmacının anketini geliştirmede yardımcı olacak bir öneriniz varsa lütfen her durumun altında verilen boşluklara yorumlarınızı yazınız.

1. Durum		Asla	←→	Her zaman				
Sevgiliniz sizi arkadaşlarından biriyle tanıştırmak için akşam yemeğine davet ediyor. Fakat yemeğe gidemiyorsunuz çünkü ailenizle uzun zamandır birlikte vakit geçiremediğinizden onlarla akşam yemeği yemeye söz verdiniz. Bu yüzden, sevgilinizin davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

2.Durum		Asla	←→	Her zaman				
Okul çıkışı, sınıfınızdan bir grup kızla alışveriş merkezine gitme planları yapıyorsunuz. Fakat sizin zamanı geçmiş kitapları iade etmek ve de ödeviniz için gerekli bir kitabı almak için kütüphaneye gitmeniz gerektiğinden onlara katılamayacağınızı söylüyorsunuz. İçlerinden bir kız kütüphaneye alışveriş merkezinden sonra gitmenizi öneriyor. Ancak siz bu kişinin önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

3.Durum		Asla ← → Her zaman						
Arkadaşlarınızla her ay bir araya gelerek içinizden birinin evinde eğlence düzenliyorsunuz. Bu gece sıra en iyi arkadaşınızda ve bu en iyi kız arkadaşınız sizi de evine davet ediyor. Ancak bir gün önce sevgilinizle plan yaptınız ve daha önce de birkaç buluşmayı iptal ettiğiniz için bunu iptal edemiyorsunuz. Bu yüzden arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

4. Durum		Asla ← → Her zaman						
En iyi kız arkadaşınızla kafede oturuyorsunuz ve arkadaşınızı üniversite sınavı için ders çalıştırıyorsunuz, çalışmalarınız da gayet iyi gidiyor. Bu sırada, arkadaşınızın, sizin çok az tanıdığınız, bir kız sınıf arkadaşı kafeye geliyor. Bu kişi üniversite sınavını geçtiği için eski kitaplarını size vermeyi teklif ediyor. Ancak siz bu kişinin teklifini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

5. Durum		Asla ← → Her zaman						
Bir kız sınıf arkadaşınızla birlikte sizin eve geliyorsunuz ve kız kardeşinizin yakın bir arkadaşıyla arasında geçen konuşmaya kulak misafiri oluyorsunuz. Kız kardeşinizin aileden kimseye haber vermeden işten ayrıldığını öğreniyorsunuz. Kız kardeşiniz son zamanlarda çok hata yaptığından bu haber bardağı taşıran son damla oluyor. Ona kızıyor ve bağırma başlıyorsunuz. Sınıf arkadaşınız kız kardeşinizle sakinleştikten sonra konuşmanızı öneriyor. Ancak önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								


6. Durum		Asla ← → Her zaman						
Sevgiliniz sizi arıyor ve akşam sinemaya davet ediyor. Ancak en iyi kız arkadaşınız manken ve şu anda önemli bir fotoğraf çekimi olduğundan dolayı sizden yanında kalıp ona destek olmanızı istiyor. Bu yüzden sevgilinize akşam sinemaya gidemeyeceğinizi söylüyor ve davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								


7. Durum		Asla Her zaman						
En iyi kız arkadaşınızla okulun önündeki merdivenlerde oturmuş sohbet ediyorsunuz. Sevgilinizle çıkmaya başlayalı bir hayli zaman olduğunu bildiği için bu arkadaşınız özel hayatınızla ilgili bir soru soruyor. Bu özel konular hakkında konuşurken kendinizi rahat hissetmediğiniz için arkadaşınızın sorusuna cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

8. Durum		Asla Her zaman						
Eski arkadaşlarınızdan biri birkaç günlüğüne şehrinize geliyor ve gece bir şeyler içip eğlenmek için bir bara gidiyorsunuz. Daha önce okulda birlikte sadece ortak bir ders aldığınız bir kız arkadaşınız sizi görüp yanınıza geliyor ve kısa bir sohbetten sonra daha önce ortak sınıf arkadaşlarınızla kararlaştırdıkları öğle yemeği organizasyonuna sizi de davet ediyor. Ancak davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

9. Durum		Asla Her zaman						
Yazma dersinin yeni hocası sınıfınızdan çok başarılı bir kıza 'C' harf notu veriyor. Sınıf arkadaşınız hocanıza çok kızıyor ve ondan intikam almak istiyor. Siz okuldaki bir kafede otururken sınıf arkadaşınız yanınıza gelip hocadan intikam almak için sizden yardım istiyor; ancak siz yardım isteğini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

10. Durum		Asla Her zaman						
Yeni yıl yaklaşıyor ve sevgiliniz saat takmadığınızı fark ettiğinden size gerçekten çok pahalı bir kol saati satın alıyor. Bu birlikte geçireceğiniz ilk yılbaşı olduğundan sevgiliniz çok heyecanlı ve yılbaşına kadar beklemek yerine hediyenizi size önceden veriyor. Bu kadar pahalı bir hediyeye karşılık veremeyeceğinizi düşündüğünüzden hediye kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

11. Durum		Asla  Her zaman						
En iyi kız arkadaşınızla, ortalıktan kaybolduğu için, bir sene boyunca irtibat kuramadınız. Bir yıl sonra arkadaşınız geri dönüyor ve dostluğunuzu yeniden kazanmaya çalışıyor. Bu yüzden, bir sabah, içi yiyecek dolu bir paketle evinize geliyor ve kahvaltı yaparken konuşmayı teklif ediyor. Hala üzgün ve ona kızgın olduğunuzdan teklifini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

12. Durum		Asla  Her zaman						
Gelecek hafta sevgilinizin doğum günü ve alacağınız hediye için onun için özel bir şey olmasını istiyorsunuz. Ancak birlikteliğiniz çok yeni olduğu için onu çok iyi tanımıyorsunuz. Sevgilinizin en iyi kız arkadaşı (ki siz onunla sadece iki hafta önce tanıştınız) sizin ne kadar endişeli olduğunuzu bildiğinden sizi arıyor ve hediye için sevgilinizin en sevdiği ikinci el kitapçıya gitmenizi öneriyor. Bir kızın sevgilinizi sizden daha iyi tanımasını kışkırtıyorsunuz, bu yüzden önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

13. Durum		Asla ← → Her zaman						
En iyi kız arkadaşınızın partisindesiniz. Partide bir süre yurtdışında kalmış eski bir kız arkadaşınızla karşılaşıyorsunuz ve bu arkadaşınızın yurt dışındaki ilginç deneyimleri hakkında sohbet etmeye başlıyorsunuz. En iyi arkadaşınız (partinin sahibi) bu kızı sevmiyor, bu yüzden yanınıza gelip onun yalanlarını dinlemek yerine kendisine katılarak partinin tadını çıkarmanızı istiyor. Eski arkadaşınızla sohbet etmek hoşunuza gidiyor. Bu yüzden en iyi arkadaşınızın davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

14. Durum		Asla ← → Her zaman						
Öğle yemeği arasında üniversitede siz ve bir kız sınıf arkadaşınız bir yandan yürüyüp bir yandan da sandviçlerinizi yiyorsunuz. Aniden okuldan tanıdığınız bir kız size çarpıyor ve sandviçinizi yere düşürüyor. Özür dileyerek başka bir sandviç almanız için size para vermek istiyor. Fakat teklifini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

15. Durum		Asla ← → Her zaman						
Kıyafet tasarlamada çok başarılısınız ve okulda bu yeteneğinizle çok ünlüsünüz. Bir gün sınıfınızdan bir kız partiye sadece bir gün kala evinize gelip sizden kendisine kıyafet tasarlamasını istiyor. Sınıf arkadaşınızın ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

16. Durum		Asla ← → Her zaman						
Geçmişte birlikte kötü şeyler yaptığınız eski bir kız arkadaşınız ortaya çıkıyor ve sizinle yeniden arkadaş olmak istiyor. Onunla ne tekrar arkadaş olmayı ne de sevgilinizin geçmişte yaşananları öğrenmesini istiyorsunuz. Bir gün bu baş belası kızla okulda telefonda konuşurken, sevgiliniz yanınıza geliyor ve telefonda kimle ve ne hakkında konuştuğunuzu soruyor. Bir şeyler anlayacağından endişelendiğiniz için sevgilinizin sorularına cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

17. Durum		Asla ← → Her zaman						
Sevgilinizle bir kafede kahvaltı yapıyorsunuz. Sevgiliniz lavaboya gidiyor. Bu arada, sevgilinizin eski kız arkadaşı (ki siz bu kıza okuldan tanıyorsunuz) kafeye geliyor, sizi fark ediyor ve size katılıp katılamayacağını soruyor. Ancak siz bu ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

18. Durum		Asla ← → Her zaman						
Bir restoranda akşam yemeği yerken sevgilinizi bir erkek arkadaşınızla tanıştıyorsunuz. Yemekten sonra restorandan çıkarken, sevgiliniz bu erkek arkadaşınıza güvenmemeniz gerektiğini söylüyor. Sevgiliniz daha önce de bir erkek arkadaşınızla tanıştığında aynı şeyleri söylemişti ancak şimdi o arkadaşınızla gayet iyi anlaşıyor. Bu yüzden, sevgilinizin önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

19. Durum		Asla ← → Her zaman						
Hoşlandığınız ve onun da sizinle ilgilendiğini düşündüğünüz bir çocukla görüşüyorsunuz. Ancak dün gece kafede sizi uzun süre bekletti ve daha sonra arayarak ailevi problemlerden dolayı buluşmayı iptal etti. Şu anda en iyi kız arkadaşınızla telefonda konuşuyorsunuz ve ne yapacağınız konusunda ona danışıyorsunuz. O da size çocuğu aramanızı öneriyor. Fakat siz önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

20. Durum		Asla ← → Her zaman						
Çok ihtiyacınız olan bir bursa başvururken gerekli olan referans mektubunu almak için okuldaki bir hocanıza kendi yazdığınız kısa hikâyelerden birkaçını yolladınız ve onun cevabını bekliyorsunuz. Bu arada bir kız sınıf arkadaşınız sizi arıyor ve sinemaya gitmeyi teklif ediyor. Ancak şu anda büyük bir heyecanla hocanızdan bir cevap bekliyorsunuz. Bu yüzden, sınıf arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

APPENDIX C

English Version of the situation-assessment scale used in the FPS for female participants

FEMALE

Thank you for your participation😊

Please read the following situations twice.

1. At the first reading, decide if the situations are likely to be encountered in your daily life and mark 7 in the white row; if they are unlikely to be encountered, mark 1 in the white row.
2. At the second reading, decide if the situations are appropriate to your culture, and mark 7 in the grey row; if they are inappropriate to your culture, mark 1 in the grey row.
3. If you notice any problems related to the given situations or if you have difficulty understanding the situations and/or you have any suggestions that would help the researcher improve her questionnaire please put your comments in the spaces provided under each situation.

Situation: 1		Never ← → Always						
Your boyfriend invites you to dinner to introduce you to one of his friends. But you cannot attend the dinner because you have promised to have dinner with your family, as it has been a long time since you spent quality time with your family. So you do not accept his invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

2. Situation		Never ← → Always						
After school, you are planning to go to a shopping mall with a group of female classmates. However, you tell them that you cannot join them as you have to go to the library to return some overdue books and borrow a book you need for an assignment. One of the girls suggests you to go to the library after shopping mall, but you do not accept her suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

3. Situation		Never ← → Always						
You and your friends get together every month and arrange a party at one of your friends' house. Tonight is your best friend's turn and she invites you to her house. However, the previous day, you made a plan with your boyfriend and since you have cancelled a couple of dates before this date is unbreakable. Therefore, you turn her invitation down.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

4. Situation		Never \longleftrightarrow Always						
You are in a café with your best friend and you are tutoring her for the S.A.T. (Scholastic Aptitude Test) to help her pass the exam and you are doing quite fine. Meanwhile, your best friend's female classmate, whom you do not know well, comes into the café. As your best friend's classmate has already passed this exam, she offers to give her old books to you. However, you turn her offer down.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

5. Situation		Never \longleftrightarrow Always						
You and one of your female classmates come to your house and you overhear a conversation between your sister and a close friend of hers. You learn that your sister quit her job without informing anybody from your family. This news comes on top of many mistakes she has made recently. You are angry with your sister and you start shouting at her. Your classmate suggests you to talk to your sister later when you calm down. However, you do not accept her suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

6. Situation		Never \longleftrightarrow Always						
Your boyfriend calls you up and invites you to the movies for the evening. However, your best friend is a model and she has an important photo shoot, and she asked you to stay and to support her. Therefore, you can't go to the cinema with your boyfriend that evening so you reject his invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

7. Situation		Never \longleftrightarrow Always						
You and your best friend are sitting on the steps in front of your school and chatting. She knows that it has been quite a while since you started dating your boyfriend; therefore, she asks a question about your private life. You feel uncomfortable talking about such private issues, so you don't want to answer her question.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

8. Situation		Never \longleftrightarrow Always						
An old friend of yours has come to your town for a couple of days and you go to a pub to drink and have fun at night. A girl, whom you have only once taken a course together notices and approaches you. After a quick chat, she invites you to the lunch they have organized with your mutual friends earlier. However, you do not accept her invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

9. Situation		Never \longleftrightarrow Always						
Your new writing teacher gives a 'C' to one of your very successful female classmates. Your classmate is mad at the new writing teacher and she wants to take revenge on her. While you're sitting at a café in your school, your classmate comes and asks you to help her pay the teacher back but you turn down her request of help.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

10. Situation		Never \longleftrightarrow Always						
Christmas is approaching and your boyfriend has bought you a really expensive watch as he noticed you weren't wearing one. Since it is your first Christmas together, he is very excited and instead of waiting till Christmas he gives you your present earlier. As you think that the present is too expensive and you cannot afford such an expensive present in return, you do not accept the gift.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

11. Situation		Never \longleftrightarrow Always						
You have not been able to contact your best friend because she has disappeared and hasn't called you for a year. Now, she is back and trying to make a friend again. Therefore, one morning, she comes to your house with a bag filled with food and offers you to have a nice chat over breakfast. Since you are still upset and angry with her you turn down her offer.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

12. Situation		Never \longleftrightarrow Always						
It is your boyfriend's birthday next week. And you want your birthday gift to be something very special for him but as your relationship is very new, you don't know him very well. Knowing how worried you are, his best friend whom you met two weeks ago phones you and suggests you to go to your boyfriend's favorite second-hand bookstore. You're jealous of her knowing your boyfriend better than you. So you do not accept her suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

13. Situation		Never \longleftrightarrow Always						
You are at your best friend's party. At the party, you meet an old friend who has spent some time abroad and you start chatting with this old friend about her interesting experiences abroad. Your best friend (the host of the party) does not like this girl, she comes along and asks you to join her and enjoy the party instead of listening to the girl's lies. You enjoy the chat with your old friend. Therefore, you do not accept your best friend's invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

14. Situation		Never \longleftrightarrow Always						
During lunch break at university, you and one of your female classmates are walking on the street eating your hotdogs. All of a sudden, a girl you know from school bumps into you and makes you drop your hotdog. She apologizes and wants to give you some money to buy another hotdog. However, you do not accept her offer.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

15. Situation		Never \longleftrightarrow Always						
You are very skilled at making dresses and you're quite famous for this talent at school. One day, one of your classmates comes to your house and asks you to design some clothes for her at short notice for a party tomorrow. So you don't accept her request.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

16. Situation		Never ← → Always						
An old friend of yours with whom you had done bad things in the past reappears and wants to become your friend again. You neither want her to be your friend again nor want your boyfriend to learn the things happened in the past. One day at school while you're talking on the phone with that troublesome girl, your boyfriend comes and asks you who it is on the phone and what you are talking about. Being nervous that he will find out something, you don't want to answer his questions.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

17. Situation		Never ← → Always						
You're having breakfast with your boyfriend in a cafe. Your boyfriend goes to the restroom. Meanwhile, one of his ex-girlfriends whom you barely know from school, comes into the cafe, notices you, and asks whether she could join you. However, you turn her request down.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

18. Situation		Never ← → Always						
You introduced your boyfriend to one of your male friends while having dinner at a restaurant. After dinner while you are leaving the restaurant, your boyfriend tells you that you shouldn't trust this boy. Your boyfriend told you the same thing when he first met one of your male friends with whom he later started to get along well. Therefore, you don't accept his suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

19. Situation		Never ← → Always						
You have been seeing a boy, whom you have a crush on, and you think that he has the same feelings for you. However, the night before, he left you waiting for a long time at the café. Then he called and cancelled the date saying that he had some family issues. Now, you are talking to your best friend on the phone consulting her about what to do. She suggests that you call him. However, you don't accept her suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

20. Situation		Never ← → Always						
In order to get a recommendation letter necessary during the application of a scholarship you need a lot, you have sent some of your short stories to one of your professors at school and you have been waiting for her answer. In the meantime, one of your female classmates calls you up and offers to go to the movies. But you are so eager to wait for an answer from the professor at the moment. Therefore, you reject her invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

English Versions of the situation-assessment scale used in the FPS for male participants

MALE

Thank you for your participation☺

Please read the following situations twice.

- 1. At the first reading, decide if the situations are likely to be encountered in your daily life and mark 7 in the white row; if they are unlikely to be encountered, mark 1 in the white row.**
- 2. At the second reading, decide if the situations are appropriate to your culture, and mark 7 in the grey row; if they are inappropriate to your culture, mark 1 in the grey row.**
- 3. If you notice any problems related to the given situations or if you have difficulty understanding the situations and/or you have any suggestions that would help the researcher improve her questionnaire please put your comments in the spaces provided under each situation.**

1. Situation		Never ← → Always						
Your girlfriend invites you to dinner to introduce you to one of her friends. But you cannot attend the dinner because you have promised to have dinner with your family, as it has been a long time since you spent quality time with your family. So you do not accept her invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

2. Situation		Never ← → Always						
After school, you are planning to go to a shopping mall with a group of male classmates. However, you tell them that you cannot join them as you have to go to the library to return some overdue books and borrow a book you need for an assignment. One of the boys suggests you to go to the library after shopping mall, but you do not accept his suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

3. Situation		Never \longleftrightarrow Always						
You and your friends get together every month and arrange a party at one of your friends' house. Tonight is your best friend's turn and he invites you to his house. However, the previous day, you made a plan with your girlfriend and since you have cancelled a couple of dates before this date is unbreakable. Therefore, you turn his invitation down.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

4. Situation		Never \longleftrightarrow Always						
You are in a café with your best friend and you are tutoring him for the S.A.T. (Scholastic Aptitude Test) to help him pass the exam and you are doing quite fine. Meanwhile, your best friend's male classmate, whom you do not know well, comes into the café. As your best friend's classmate has already passed this exam, he offers to give her old books to you. However, you turn his offer down.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

5. Situation		Never \longleftrightarrow Always						
You and one of your male classmates have come to your house and you overhear a conversation between your sister and one of her close friends. You learn that your sister quit her job without informing anybody from your family. This news comes on top of many mistakes she has made recently. You are angry with your sister and you start shouting at her. Your classmate suggests you to talk to your sister later when you calm down. However, you do not accept his suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

6. Situation		Never \longleftrightarrow Always						
Your girlfriend calls you up and invites you to the movies for the evening. However, your best friend is a model and he has an important photo shoot, and he asked you to stay and to support him. Therefore, you can't go to the cinema with your girlfriend that evening so you reject her invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

7. Situation		Never \longleftrightarrow Always						
You and your best friend are sitting on the steps in front of your school and chatting. He knows that it has been quite a while since you started dating your girlfriend; therefore, he asks a question about your private life. You feel uncomfortable talking about such private issues, so you don't want to answer his question.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

8. Situation		Never \longleftrightarrow Always						
An old friend of yours has come to your town for a couple of days and you go to a pub to drink and have fun at night. A guy, whom you have only once taken a course together notices and approaches you. After a quick chat, he invites you to the lunch they have organized with your mutual friends earlier. However, you do not accept his invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

9. Situation		Never \longleftrightarrow Always						
Your new writing teacher gives a 'C' to one of your very successful male classmates. Your classmate is mad at the new writing teacher and he wants to take revenge on her. While you're sitting at a café in your school, your classmate comes and asks you to help him to pay the teacher back but you turn down his request of help.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

10. Situation		Never \longleftrightarrow Always						
Christmas is approaching and your girlfriend has bought you a really expensive watch as she noticed you weren't wearing one. Since it is your first Christmas together, she is very excited and instead of waiting till Christmas she gives you your present earlier. As you think that the present is too expensive and you cannot afford such an expensive present in return, you do not accept the gift.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

11. Situation		Never \longleftrightarrow Always						
You have not been able to contact your best friend because he has disappeared and hasn't called you for a year. Now, he is back and trying to make a friend again. Therefore, one morning, he comes to your house with a bag filled with food and offers you to have a nice chat over breakfast. Since you are still upset and angry with him you turn down his offer.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

12.Situation		Never \longleftrightarrow Always						
It is your girlfriend's birthday next week. And you want your birthday gift to be something very special for her but as your relationship is very new, you don't know her very well. Knowing how worried you are, her best friend whom you met two weeks ago phones you and suggests you to go to your boyfriend's favorite second-hand bookstore. You're jealous of his knowing your girlfriend better than you. So you do not accept his suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

13. Situation		Never \longleftrightarrow Always						
You are at your best friend's party. At the party, you meet an old friend who has spent some time abroad and you start chatting with this old friend about his interesting experiences abroad. Your best friend (the host of the party) does not like this boy, he comes along and asks you to join him and enjoy the party instead of listening to the boy's lies. You enjoy the chat with your old friend you do not accept your best friend's invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

14. Situation		Never \longleftrightarrow Always						
During the lunch time at university, you and one of your male classmates are walking on the street eating your hotdog. All of a sudden, a boy you know from school bumps into you and drops your hotdog. He apologizes and wants to give you some money to buy another hotdog. However, you do not accept his offer.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

15. Situation		Never ← → Always						
You are very skilled at making dresses and you're quite famous for this talent at school. One day, one of your classmates comes to your house and asks you to design some clothes for him at short notice for a party tomorrow. So you don't accept his request.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

16. Situation		Never ← → Always						
An old friend of yours with whom you had done bad things in the past reappears and wants to become your friend again. You neither want him to be your friend again nor want your girlfriend to learn the things happened in the past. One day at school while you're talking on the phone with that troublesome boy, your girlfriend comes and asks you who it is on the phone and what you are talking about. Being nervous that she will find out something, you don't want to answer her questions.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

17. Situation		Never ← → Always						
You're having breakfast with your girlfriend in a cafe. Your girlfriend goes to the restroom. Meanwhile, one of her ex-boyfriends whom you barely know from school comes into the café, notices you, and asks whether he could join you. However, you turn his request down.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

18. Situation		Never ← → Always						
You introduced your girlfriend to one of your female friends while having dinner at a restaurant. After dinner while you are leaving the restaurant, your girlfriend tells you that you shouldn't trust this girl. Your girlfriend told you the same thing when he first met one of your female friends with whom she later started to get along well. Therefore, you don't accept her suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

19. Situation		Never ←————→ Always						
You have been seeing a girl, whom you have a crush on, and you think that she has the same feelings for you. However, the night before she left you waiting for a long time at the café. Then she called and cancelled the date saying that she had some family issues. Now, you are talking to your best friend on the phone consulting him about what to do. He suggests that you call her. However, you don't accept his suggestion.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

20. Situation		Never ←————→ Always						
In order to get a recommendation letter necessary during the application of a scholarship you need a lot, you have sent some of your short stories to one of your professors at school and you have been waiting for her answer. In the meantime, one of your classmates calls you up and he offers you to go to the movies. But you are so eager to wait for an answer from the professor at the moment. Therefore, you reject his invitation.	Enc	1	2	3	4	5	6	7
	C	1	2	3	4	5	6	7
Comments/Suggestions:								

APPENDIX D

English Version of the Background Questionnaire used in the FPS

BACKGROUND QUESTIONNAIRE

Please read the questions carefully and fill in the blanks completely. And tick up (✓) the most appropriate choice.

1. Age:							
2. University/Department:				Undergraduate	Graduate	Post Graduate	
3. Year:	freshman	sophomore	junior	senior			
4. Job:							
5a. Where do you reside:				5b. Nationality:			
6. Your Father's Education	NONE	PRIMARY	SECONDARY	HIGH SCHOOL	UNIVERSITY	GRADUATE	DOCTORATE
7a. You father's job:				7b. If he is retired from which job :			
8. Your Mother's Education	NONE	PRIMARY	SECONDARY	HIGH SCHOOL	UNIVERSITY	GRADUATE	DOCTORATE
9a. Your mother's job:				9b. If she is retired from which job:			
10. Your family's approximate monthly income:							
11. Languages that you can speak (apart from your mother tongue): (*Note: Use the definitions below to describe your proficiency level)							
Very good = I have native like written and oral proficiency in the foreign language. Good = I speak or produce written works in the foreign language freely. Intermediate = Sometimes, I experience difficulties while speaking or writing in the foreign language. Poor = I always experience serious difficulties while speaking or writing in the foreign language.							
<u>LANGUAGE</u>			<u>LEVEL</u>				
12. The name of the foreign countries you've been to (if any):							
<u>COUNTRY</u>	<u>Duration(day, month, year)</u>			<u>The aim of visit (entertainment, education, job, etc.)</u>			
a							
b							

APPENDIX E

Turkish Version of the Background Questionnaire used in the FPS

ÖZ GEÇMİŞ ANKETİ

Aşağıdaki maddeleri lütfen dikkatli bir şekilde okuyup verilen boşluklara cevaplarınızı eksiksiz yazınız. Seçenek içeren sorularda, lütfen en uygun seçeneği tik (✓) ile işaretleyiniz.

1. Yaş:							
2. Mezun olduğunuz lisenin <u>tam adı</u> ve bulunduğu şehir:							
3a. Okuduğunuz üniversite/Bölüm:				3b. Sınıf:			
4a. Nüfusa kayıtlığı olduğunuz yer:				4b. Şu anda ailenizin ikamet ettiği yer:			
5. Babanızın eğitim düzeyi:	YOK	İLKOKUL	ORTA	LİSE	ÜNİVERSİTE	YÜKSEK LİSANS	DOKTORA
6a. Babanızın mesleği:				6b. Emekli ise hangi meslekten:			
7. Annenizin eğitim düzeyi:	YOK	İLKOKUL	ORTA	LİSE	ÜNİVERSİTE	YÜKSEK LİSANS	DOKTORA
8a. Annenizin mesleği:				8b. Emekli ise hangi meslekten:			
9. Ailenizin ortalama aylık geliri:							
10. Kaç yıldır İngilizce öğreniyorsunuz?							
11. Türkçe'nin yanında bildiğiniz diller ve düzeyleri: (*Not: Düzeyinizi aşağıdaki derecelendirmeye göre yapınız ve ilk önce <u>İngilizce bilginizi</u> değerlendiriniz)							
Çok iyi =Yabancılarla yazılı ve sözlü olarak çok mükemmel bir şekilde anlaşabilmekteyim; İyi =Yabancılarla yazılı ve sözlü olarak rahat bir şekilde anlaşabilmekteyim; Orta =Yabancılarla yazılı ve sözlü olarak anlaşmakta zaman zaman zorlanmaktayım; Zayıf =Yabancılarla yazılı ve sözlü olarak anlaşmakta çok zorlanmaktayım .							
<u>DİL</u>		<u>DÜZEY</u>					
12. Varsa, daha önce bulunduğunuz yabancı ülkenin/ülkelerin ismi/isimleri ve ziyaret amacınız :							
<u>ÜLKE</u>	<u>Kaldığınız süre (gün, ay, yıl)</u>				<u>Ziyaret amacınız (eğlence, eğitim, iş vb.)</u>		
a.							
b.							
c.							
13.	Mezun olduktan sonra öğretmen olarak çalışmayı düşünüyor musunuz?					Evet	Hayır

APPENDIX F

English Version of the Informed Consent Form

INFORMED CONSENT FORM

This present study is conducted for a thesis work titled “Teaching how to refuse in a foreign language: a study of the speech acts realization of Turkish future teachers of English” by Sevgi Şahin and her thesis advisor Assoc. Prof. Dr. Çiler Hatipoğlu. The study aims to compare and contrast the refusal strategies realized by native speakers of American English and native speakers of Turkish. Moreover, it aims to investigate the ability of producing refusal strategies by Turkish learners of English with advanced proficiency level, who are studying at the Department of English Language Teaching and therefore to contribute to the field of teaching pragmatics in foreign language teaching.

Participation in the study must be on a voluntary basis. No personal identification information is required in the questionnaire. Your answers will be kept strictly confidential and evaluated only by the researchers; the obtained data will be used for scientific purposes. We expect you to read the questions and statements carefully and answer them sincerely. It will take you approximately 30 minutes to complete the questionnaire.

The questionnaire does not contain any questions that may cause discomfort in the participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the survey (i.e., data collector) that you have not completed the questionnaire.

After all the questionnaires are collected back by the data collector, your questions related to the study will be answered. We would like to thank you in advance for your contribution to this study. For further information about the study, contact information of the researchers is given below:

Assoc. Prof. Dr. Çiler Hatipoğlu
Middle East Technical University
Department of Foreign Language Education
Education
Phone: +90 312 210 40 75
E-mail: ciler.hatipoglu@gmail.com
Ankara/TURKEY

Res. Assist. Sevgi Şahin
Başkent University
Department of Foreign Language
Education
Phone: +90 312 234 10 10/1143
E-mail: ssahin@baskent.edu.tr
Ankara/TURKEY

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Name Surname

Date

Signature

----/----/----

APPENDIX G

Turkish Version of the Informed Consent Form

GÖNÜLLÜ KATILIM FORMU

Bu çalışma, İngiliz Dili Öğretimi Programı Yüksek Lisans öğrencisi Sevgi ŞAHİN ve tez danışmanı Doç. Dr. Çiler HATİPOĞLU tarafından yürütülen kültürler arası bir çalışmadır. Çalışmanın amacı, Amerikalıların ve Türklerin reddetme stratejilerini karşılaştırarak İngilizce öğretmeni olacak ileri seviyede İngilizce bilen Türk öğrencilerinin reddetme stratejilerini kullanma becerilerini araştırıp dil öğretimine katkı sağlamaktır.

Çalışmaya katılım tamamıyla gönüllülük esasına dayalıdır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için araştırmacılarla irtibata geçebilirsiniz:

Doç. Dr. Çiler Hatipoğlu
Orta Doğu Teknik Üniversitesi
Yabancı Diller Eğitimi Bölümü
Tel: 0 312 210 40 75
E-posta: ciler.hatipoglu@gmail.com

Araş.Gör. Sevgi Şahin
Başkent Üniversitesi
Yabancı Diller Eğitimi Bölümü
Tel: 0 312 234 10 10/1143
E-posta: ssahin@baskent.edu.tr

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

---/---/----

Anketimiz sona ermiştir. Katkılarınız için çok teşekkür ederiz.

APPENDIX H

Interview Sheet used in the SPS

DURUMLARIN İÇERİK VE ANLAŞILIRLIĞI

1. Bazı durumlara düşük puanlar verildiği görülmüştür. Bunun sebepleri neler olabilir, durumlara göz atarak cevaplayınız.

☐ Bu durumda ne gibi değişiklikler yaparsak kültüre uygunluk ve karşılaşma olasılığını arttırabiliriz?

Durum 2:
Durum 3:
Durum 4:
Durum 5:
Durum 6:
Durum 7:
Durum 8:
Durum 9:

Durum 10:

Durum 11:

Durum 12:

Durum 13:

Durum 14:

Durum 15:

Durum 16:

Durum 19:

Durum 20:

2. Durumları değerlendirmenizi istenen bölümde anlaşılmayan ve ya sorun teşkil eden herhangi bir şey var mı?

- ☐ Aynı anda hem kültür hem de karşılaşma olasılığı açısından değerlendirmek
- ☐ Değerlendirme ölçütündeki sayıların anlaşılır olmaması
- ☐ Kültüre uygun mu değil mi sorusunun anlaşılır olmaması
- ☐ Karşılaşma olasılığı nedir sorusunun, hiç karşılaştınız mı olarak anlaşılması
- ☐ 7li Likert Ölçeğindeki değerlendirme sütunları birbirine karışmış olabilir
- ☐ Yönerge yeterince açık değildi

3. Bazen aynı duruma örneğin 9 kişi karşılaşma olasılığı ve kültüre uygunluk için 7'yi işaretlerken 11 kişi de 1'i işaretlemiş olduğu görülmüştür. Bunun sebebi ne olabilir?

FORMAT

4. Anketin formatında kafa karıştırıcı ve ya anlaşılmayan bir şey var mı?

- ☐ Tablo halinde olması
- ☐ Satırların aralıklarının dar olması
- ☐ Yazı Tipi Boyutunun yeterince büyük olmaması
- ☐ Bazı sütunların gri renkte olması

5. Özgeçmiş anketi bölümünde özellikle bazı kısımların çoğu katılımcı tarafından boş bırakılmıştır. Sebepleri neler olabilir?

- ☐ Yaş
- ☐ Gelir
- ☐ Anne-Baba eğitim düzeyi

APPENDIX I

Turkish DCT for Female Participants **KADIN**

Kendinizi aşağıda verilen durumlardaki konuşmacıların yerine koyunuz. 1, 2 ve 3. yönergeler doğrultusunda durumları bütün olarak değerlendiriniz.

1. Beyaz sütun için, verilen durumlarla günlük havatta karşılaşma olasılığınız çoksa 7'yi; eğer karşılaşma olasılığınız yoksa 1'i işaretleyiniz.

2. Gri sütun için, verilen durumlar kültürünüze uygunsa 7'yi; kültürünüze uygun değilse 1'i işaretleyiniz.

3. Verilen durumlarda herhangi bir problem olduğunu düşünüyorsanız ve/veya durumları anlamada sıkıntı yaşıyorsanız lütfen her durumun altında verilen boşluklara yorumlarınızı ve önerilerini yazınız.

1. Durum		Asla	←→	Her zaman				
Sevgiliniz sizi arkadaşlarından biriyle tanıştırmak için akşam yemeğine davet ediyor. Fakat yemeğe gidemiyorsunuz çünkü ailenizle uzun zamandır birlikte vakit geçiremediğinizden onlarla akşam yemeği yemeye söz verdiniz. Bu yüzden, sevgilinizin davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

2. Durum		Asla	←→	Her zaman				
Okul çıkışı, sınıfınızdan bir grup kız alışveriş merkezine gitme planları yapıyor. Fakat onlara katılamayacağınızı söylüyorsunuz çünkü zamanı geçmiş kitapları iade etmek ve de yarın sabah erkenden teslim etmeniz gereken ödeviniz için gerekli olan önemli bir kitabı almak için kütüphaneye gitmek zorundasınız. İçlerinden bir kız kütüphaneye alışveriş merkezinden sonra gitmenizi öneriyor. Ancak siz bu sınıf arkadaşınızın önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

3. Durum		Asla	←→	Her zaman				
Arkadaşlarınızla her ay bir araya gelerek içinizden birinin evinde eğlence düzenliyorsunuz. Bu gece sıra en iyi arkadaşınızda ve bu en iyi kız arkadaşınız sizi de evine davet ediyor. Ancak bir gün önce sevgilinizle plan yaptınız ve daha önce de birkaç özel buluşmayı iptal ettiğiniz için bunu iptal edemiyorsunuz. Bu yüzden arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

Lütfen diğer sayfaya geçiniz

4. Durum		Asla ← → Her zaman						
En iyi kız arkadaşınızla okulun önündeki merdivenlerde oturmuş sohbet ediyorsunuz. Sevgilinizle çıkmaya başlayalı bir hayli zaman olduğunu bildiği için bu arkadaşınız özel hayatınızla ilgili bir soru soruyor. Bu özel konular hakkında konuşurken kendinizi rahat hissetmediğiniz için arkadaşınızın sorusuna cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

5. Durum		Asla ← → Her zaman						
Eski arkadaşlarınızdan biri birkaç günlüğüne şehrinize geliyor ve gece bir şeyler içip eğlenmek için bir bara gidiyorsunuz. Daha önce okulda birlikte sadece ortak bir ders aldığınız bir kız arkadaşınız sizi görüp yanınıza geliyor ve kısa bir sohbetten sonra daha önce ortak sınıf arkadaşlarınızla kararlaştırdıkları öğle yemeği organizasyonuna sizi de davet ediyor. Ancak davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

6. Durum		Asla ← → Her zaman						
Gelecek hafta sevgilinizin doğum günü ve alacağınız hediyein onun için özel bir şey olmasını istiyorsunuz. Ancak birlikteliğiniz çok yeni olduğu için onu çok iyi tanımıyorsunuz. Sevgilinizin en iyi kız arkadaşı (ki siz onunla sadece iki hafta önce tanıştınız) size hediye için sevgilinizin en sevdiği ikinci el kitapçıya gitmenizi öneriyor. Bu kızın sevgilinizi sizden daha iyi tanımasını kısıkanıyorsunuz, bu yüzden önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

7. Durum		Asla ← → Her zaman						
Kıyafet tasarlamada çok başarılısınız ve sınıf arkadaşlarınız arasında bu yeteneğinizle çok ünlüsünüz. Bir gün sınıfınızdan bir kız partiye sadece bir gün kala evinize gelip sizden kendisine kıyafet tasarlamasını istiyor. Hoşlanmadığınız bu sınıf arkadaşınızın ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

Lütfen arka sayfaya geçiniz

8. Durum		Asla ← → Her zaman						
Geçmişte birlikte kötü şeyler yaptığınız eski bir kız arkadaşınız ortaya çıkıyor ve sizinle yeniden arkadaş olmak istiyor. Onunla ne tekrar arkadaş olmayı ne de sevgilinizin geçmişte yaşananları öğrenmesini istiyorsunuz. Bir gün bu baş belası kızla okulda telefonda konuşurken, sevgiliniz yanınıza geliyor ve telefonda kimle ve ne hakkında konuştuğunuzu soruyor. Bir şeyler anlayacağından endişelendiğiniz için sevgilinizin sorularına cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

9. Durum		Asla ← → Her zaman						
Sevgilinizle bir kafede kahvaltı yapıyorsunuz. Sevgiliniz lavaboya gidiyor. Bu arada, sevgilinizin eski kız arkadaşı (ki siz bu kıızı okuldan tanıyorsunuz) kafeye geliyor, sizi fark ediyor ve size katılıp katılamayacağını soruyor. Ancak siz bu ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

10. Durum		Asla ← → Her zaman						
Bir restoranda akşam yemeği yerken sevgilinizi bir erkek arkadaşınızla tanıştırıyorsunuz. Yemekten sonra restorandan çıkarken, sevgiliniz bu erkek arkadaşınıza güvenmemeniz gerektiğini söylüyor. Sevgiliniz daha önce de bir erkek arkadaşınızla tanıştığında aynı şeyleri söylemişti ancak şimdi o arkadaşınızla gayet iyi anlaşıyor. Bu yüzden, sevgilinizin önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

11. Durum		Asla ← → Her zaman						
Hoşlandığınız ve onun da sizinle ilgilendiğini düşündüğünüz bir çocukla görüşüyorsunuz. Ancak dün gece kafede sizi uzun süre bekletti ve daha sonra arayarak ailevi problemlerden dolayı buluşmayı iptal etti. Şu anda en iyi kız arkadaşınızla konuşuyorsunuz ve ne yapacağınız konusunda ona danışıyorsunuz. O da size çocuğu aramanızı öneriyor. Fakat siz önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

Lütfen diğer sayfaya geçiniz

12. Durum		Asla ← → Her zaman						
Çok ihtiyacınız olan bir bursa başvururken gerekli olan referans mektubunu almak için okuldaki bir hocanıza kendi yazdığınız kısa hikâyelerden birkaçını yolladınız ve onun cevabını bekliyorsunuz. Bu arada bir kız sınıf arkadaşınız sizi arıyor ve sinemaya gitmeyi teklif ediyor. Ancak şu anda büyük bir heyecan ve endişeyle hocanızdan bir cevap bekliyorsunuz ve filme odaklanamayacağınızdan eminsiniz. Bu yüzden, sınıf arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

Turkish DCT for Male Participants used in SPS

ERKEK


Kendinizi aşağıda verilen durumlardaki konuşmacıların yerine koyunuz. 1, 2 ve 3. yönergeler doğrultusunda durumları bütün olarak değerlendiriniz.


1. Beyaz sütun için, verilen durumlarla günlük hayatta karşılaşma olasılığınız çoksa 7'yi; eğer karşılaşma olasılığınız yoksa 1'i işaretleyiniz.


2. Gri sütun için, verilen durumlar kültürünüze uygunsa 7'yi; kültürünüze uygun değilse 1'i işaretleyiniz.


3. Verilen durumlarda herhangi bir problem olduğunu düşünüyorsanız ve/veya durumları anlamada sıkıntı yaşıyorsanız lütfen her durumun altında verilen boşluklara yorumlarınızı ve önerilerini yazınız.

1. Durum		Asla ← → Her zaman						
Sevgiliniz sizi arkadaşlarından biriyle tanıştırmak için akşam yemeğine davet ediyor. Fakat yemeğe gidemiyorsunuz çünkü ailenizle uzun zamandır birlikte vakit geçiremediğinizden onlarla akşam yemeği yemeye söz verdiniz. Bu yüzden, sevgilinizin davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

2. Durum		Asla  Her zaman						
Okul çıkışı, sınıftan bir grup erkek alışveriş merkezine gitme planları yapıyor. Fakat onlara katılamayacağınızı söylüyorsunuz çünkü zamanı geçmiş kitapları iade etmek ve de yarın sabah erkenden teslim etmeniz gereken ödeviniz için gerekli olan önemli bir kitabı almak için kütüphaneye gitmek zorundasınız. İçlerinden bir çocuk kütüphaneye alışveriş merkezinden sonra gitmenizi öneriyor. Ancak siz bu sınıf arkadaşınızın önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

3. Durum		Asla  Her zaman						
Arkadaşlarınızla her ay bir araya gelerek içinizden birinin evinde eğlence düzenliyorsunuz. Bu gece sıra en iyi arkadaşınızda ve bu en iyi erkek arkadaşınız sizi de evine davet ediyor. Ancak bir gün önce sevgilinizle plan yaptınız ve daha önce de birkaç özel buluşmayı iptal ettiğiniz için bunu iptal edemiyorsunuz. Bu yüzden arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

4. Durum		Asla  Her zaman						
En iyi erkek arkadaşınızla okulun önündeki merdivenlerde oturmuş sohbet ediyorsunuz. Sevgilinizle çıkmaya başlayalı bir hayli zaman olduğunu bildiği için bu arkadaşınız özel hayatınızla ilgili bir soru soruyor. Bu özel konular hakkında konuşurken kendinizi rahat hissetmediğiniz için arkadaşınızın sorusuna cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

5. Durum	Asla  Her zaman							
Eski arkadaşlarınızdan biri birkaç günlüğüne şehrinize geliyor ve gece bir şeyler içip eğlenmek için bir bara gidiyorsunuz. Daha önce okulda birlikte sadece ortak bir ders aldığınız bir erkek arkadaşınız sizi görüp yanınıza geliyor ve kısa bir sohbetten sonra daha önce ortak sınıf arkadaşlarınızla kararlaştırdıkları öğle yemeği organizasyonuna sizi de davet ediyor. Ancak davetini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

Lütfen arka sayfaya geçiniz.

6. Durum		Asla \longleftrightarrow Her zaman						
Gelecek hafta sevgilinizin doğum günü ve alacağınız hediye onun için özel bir şey olmasını istiyorsunuz. Ancak birlikteliğiniz çok yeni olduğu için onu çok iyi tanımıyorsunuz. Sevgilinizin en iyi erkek arkadaşı (ki siz onunla sadece iki hafta önce tanıştınız) size ve hediye için sevgilinizin en sevdiği ikinci el kitapçıya gitmenizi öneriyor. Bu erkeğin sevgilinizi sizden daha iyi tanımasını kıskanıyorsunuz, bu yüzden önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

7. Durum		Asla \longleftrightarrow Her zaman						
Kıyafet tasarlamada çok başarılısınız ve sınıf arkadaşlarınız arasında bu yeteneğinizle çok ünlüsünüz. Bir gün sınıfınızdan bir çocuk partiye sadece bir gün kala evinize gelip sizden kendisine kıyafet tasarlamasını istiyor. Hoşlanmadığınız bu sınıf arkadaşınızın ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

8. Durum		Asla \longleftrightarrow Her zaman						
Geçmişte birlikte kötü şeyler yaptığınız eski bir erkek arkadaşınız ortaya çıkıyor ve sizinle yeniden arkadaş olmak istiyor. Onunla ne tekrar arkadaş olmayı ne de sevgilinizin geçmişte yaşananları öğrenmesini istiyorsunuz. Bir gün bu baş belası çocukla okulda telefonda konuşurken, sevgiliniz yanınıza geliyor ve telefonda kimle ve ne hakkında konuştuğunuzu soruyor. Bir şeyler anlayacağından endişelendiğiniz için sevgilinizin sorularına cevap vermek istemiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

9. Durum		Asla \longleftrightarrow Her zaman						
Sevgilinizle bir kafede kahvaltı yapıyorsunuz. Sevgiliniz lavaboya gidiyor. Bu arada, sevgilinizin eski erkek arkadaşı (ki siz bu çocuğu okuldan tanıyorsunuz) sizi fark ediyor ve size katılıp katılamayacağını soruyor. Ancak siz bu ricasını geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

Lütfen diğer sayfaya geçiniz

10. Durum		Asla \longleftrightarrow Her zaman						
Bir restoranda akşam yemeği yerken sevgilinizi bir kız arkadaşınızla tanıştırıyorsunuz. Yemekten sonra restorandan çıkarken, sevgiliniz bu kız arkadaşınıza güvenmemeniz gerektiğini söylüyor. Sevgiliniz daha önce de bir kız arkadaşınızla tanıştığında aynı şeyleri söylemişti ancak şimdi o arkadaşınızla gayet iyi anlaşıyor. Bu yüzden, sevgilinizin önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

11. Durum		Asla \longleftrightarrow Her zaman						
Hoşlandığınız ve onun da sizinle ilgilendiğini düşündüğünüz bir kızla görüşüyorsunuz. Ancak dün gece kafede sizi uzun süre bekletti ve daha sonra arayarak ailevi problemlerden dolayı buluşmayı iptal etti. Şu anda en iyi erkek arkadaşınızla konuşuyorsunuz ve ne yapacağınız konusunda ona danışıyorsunuz. O da size kıızı aramanızı öneriyor. Fakat siz önerisini kabul etmiyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

12. Durum		Asla \longleftrightarrow Her zaman						
Çok ihtiyacınız olan bir bursa başvururken gerekli olan referans mektubunu almak için okuldaki bir hocanıza kendi yazdığınız kısa hikâyelerden birkaçını yolladınız ve onun cevabını bekliyorsunuz. Bu arada sınıfınızdan bir çocuk sizi arıyor ve sinemaya gitmeyi teklif ediyor. Ancak şu anda büyük bir heyecan ve endişeyle hocanızdan bir cevap bekliyorsunuz ve filme odaklanamayacağınızdan eminsiniz. Bu yüzden, sınıf arkadaşınızın davetini geri çeviriyorsunuz.	Kar	1	2	3	4	5	6	7
	K	1	2	3	4	5	6	7
Yorumlar/Öneriler:								

APPENDIX J
Turkish Version of the Background Questionnaire used in the SPS

ÖZ GEÇMİŞ ANKETİ

Aşağıdaki maddeleri lütfen dikkatli bir şekilde okuyup verilen boşluklara cevaplarınızı eksiksiz yazınız. Seçenek içeren sorularda, lütfen en uygun seçeneği tik (✓) ile işaretleyiniz.

1. Yaş:							
2. Mezun olduğunuz lisenin <u>tam adı</u> ve bulunduğu şehir:							
3. Okuduğunuz Bölüm:							
4a. Ailenizin ikamet ettiği şehir:							
5. Babanızın eğitim düzeyi:	YOK	İLKOKUL	ORTA	LİSE	ÜNİVERSİTE	YÜKSEK LİSANS	DOKTORA
6a. Babanızın mesleği:				6b. Emekli ise hangi meslekten:			
7. Annenizin eğitim düzeyi:	YOK	İLKOKUL	ORTA	LİSE	ÜNİVERSİTE	YÜKSEK LİSANS	DOKTORA
8a. Annenizin mesleği:				8b. Emekli ise hangi meslekten:			
9. Ailenizin ortalama aylık geliri:							
10. Kaç yıldır İngilizce öğreniyorsunuz? (Rakam olarak belirtiniz):							
11. Türkçe'nin yanında bildiğiniz diller ve düzeyleri: (*Not: Düzeyinizi aşağıdaki derecelendirmeye göre yapınız ve ilk önce <u>İngilizce bilginizi</u> değerlendiriniz)							
Çok iyi =Yabancılarla yazılı ve sözlü olarak çok mükemmel bir şekilde anlaşabilmekteyim; İyi =Yabancılarla yazılı ve sözlü olarak rahat bir şekilde anlaşabilmekteyim; Orta =Yabancılarla yazılı ve sözlü olarak anlaşmakta zaman zaman zorlanmaktayım; Zayıf =Yabancılarla yazılı ve sözlü olarak anlaşmakta çok zorlanmaktayım .							
<u>DİL</u>		<u>DÜZEY</u>					
1.İngilizce:							
2							
.							
3							
.							
12. Varsa, <u>5 aydan daha fazla süreliğine</u> bulunduğunuz yabancı ülkenin/ülkelerin ismi/isimleri ve ziyaret amacınız							
<u>ÜLKE</u>	<u>Kaldığınız süre (gün, ay, yıl)</u>			<u>Ziyaret amacınız (eğlence, eğitim, iş vb.)</u>			
a							
.							
b							
.							
c							
.							

APPENDIX K
English Version of the Background Questionnaire

BACKGROUND QUESTIONNAIRE

Please read the questions carefully and fill in the blanks completely. And tick up (✓) the most appropriate choice.

1. Age:									
2. University/Department:				Undergraduate		Graduate		Post Graduate	
3. Year:		freshman		sophomore		junior		senior	
4. Job:									
5a. The place of residence:				5b. Nationality:					
6. Your Father's Education:		NONE	PRIMARY	SECONDARY	HIGH SCHOOL	UNIVERSITY	GRADUATE	DOCTORATE	
7a. You father's job:					7b. If he is retired from which job :				
8. Your Mother's Education:		NONE	PRIMARY	SECONDARY	HIGH SCHOOL	UNIVERSITY	GRADUATE	DOCTORATE	
9a. Your mother's job:					9b. If she is retired from which job:				
10. Your family's approximate monthly income:									
11. Languages that you can speak (apart from your mother tongue): (*Note: Use the definitions below to describe your proficiency level)									
Very good = I have native like written and oral proficiency in the foreign language. Good = I speak or produce written works in the foreign language freely. Intermediate = Sometimes, I experience difficulties while speaking or writing in the foreign language. Poor = I always experience serious difficulties while speaking or writing in the foreign language.									
<u>LANGUAGE</u>					<u>LEVEL</u>				
1 .									
2 .									
3 .									
12. The name of the foreign countries you've been to <u>for more than 5 months</u> (if any):									
<u>COUNTRY</u>				<u>Duration(day, month, year)</u>			<u>The aim of visit (entertainment, education, job, etc.)</u>		
a .									
b .									
c .									

APPENDIX L

Final Version of Turkish DCT for female participants

KADIN

Yönerge: Lütfen kendinizi aşağıda verilen durumları yaşarken hayal ediniz. Böyle bir durumla karşılaştığınız vereceğiniz cevap ne olurdu, sanki durumlarda verilen kişiyle konuşuyormuş gibi mümkün olduğunca doğal bir şekilde yazınız.

1. Geçmişte birlikte kötü şeyler yaptığınız eski bir kız arkadaşınız ortaya çıkıyor ve sizinle yeniden arkadaş olmak istiyor. Onunla ne tekrar arkadaş olmayı ne de sevgilinizin geçmişte yaşananları öğrenmesini istiyorsunuz. Bir gün okulda bu kızla telefonda konuşurken, sevgiliniz yanınıza geliyor ve telefonda kimle ve ne hakkında konuştuğunuzu soruyor. Bir şeyler anlayacağından endişelendiğiniz için sevgilinizin sorularına cevap vermek istemiyorsunuz.

Bu durumda sevgilinize ne derdiniz?

2. Arkadaşlarınızla her ay bir araya gelerek içinizden birinin evinde eğlence düzenliyorsunuz. Bu gece sıra en iyi arkadaşınızda ve bu en iyi kız arkadaşınız okulda sohbet ederken sizi de evine davet ediyor. Ancak bir gün önce sevgilinizle plan yaptınız ve daha önce de birkaç özel buluşmayı iptal ettiğiniz için bunu iptal edemiyorsunuz. Ayrıca en iyi arkadaşınızın sevgilinizle ilişkiniz konusunda düşünceli olmasını da bekliyorsunuz. Bu yüzden davetini geri çeviriyorsunuz.

Bu durumda en iyi arkadaşınıza ne derdiniz?

3. Okulda, sınıfınızdan bir grup kız okul çıkışı alışveriş merkezine gitme planları yapıyor. Fakat onlara katılamayacağınızı söylüyorsunuz çünkü zamanı geçmiş kitapları iade etmek ve de yarın sabah erkenden teslim etmeniz gereken ödeviniz için gerekli önemli bir kitabı almak için kütüphaneye gitmek zorundasınız. İçlerinden bir kız kütüphaneye alışveriş merkezinden sonra gitmenizi öneriyor ancak zamanınız çok kısıtlı olduğundan önerisini kabul etmiyorsunuz.

Bu durumda sınıf arkadaşınıza ne derdiniz?

Lütfen arka sayfaya geçiniz.

4. Yaklaşık bir aydır birlikte olduğunuz sevgilinizle bir kafede kahvaltı yapıyorsunuz. Sevgiliniz lavaboya gidiyor. Bu arada, sevgilinizin eski kız arkadaşı (ki siz bu kıyı okuldan tanıyorsunuz) kafeye geliyor, sizi fark edip size katılıp katılamayacağını soruyor. Sinirlerinize hakim olarak sükunetinizi korumak istiyorsunuz. Ancak hem kızın soğukkanlılığından rahatsız oluyor hem de sevgilinizi kıskanıyorsunuz. Bu yüzden, kızın bu ricasını geri çeviriyorsunuz.

Bu durumda bu kişiye ne derdiniz?

5. Dersten sonra, siz ve sevgiliniz okulda sohbet ederken, sevgiliniz sizi yeni tanıştığı bir kız arkadaşına tanıtmak için akşam yemeğine davet ediyor. Son zamanlarda bu kızın adını çok fazla duymaya başladınız. Ancak bu yeni kıyı merak etmenize rağmen yemeğe gidemiyorsunuz çünkü ailenizle uzun zamandır birlikte vakit geçiremediğinizden onlarla akşam yemeği yemeye söz verdiniz. Bu yüzden, davetini kabul etmiyorsunuz.

Bu durumda sevgilinize ne derdiniz?

6. Hoşlandığınız ve onun da sizinle ilgilendiğini düşündüğünüz bir çocukla görüşüyorsunuz. Ancak dün gece kafede sizi uzun süre bekletti ve daha sonra arayarak ailevi problemlerden dolayı buluşmayı iptal etti. Şu anda en iyi kıyı arkadaşınızla sizin evde konuşuyorsunuz ve ne yapacağınız konusunda ona danışuyorsunuz. O da size çocuğu aramanızı öneriyor. Fakat çaresiz görünmekten korktuğunuz için siz onun önerisini kabul etmiyorsunuz.

Bu durumda en iyi arkadaşınıza ne derdiniz?

7. Kıyafet tasarlamada çok başarılısınız ve sınıf arkadaşlarınız arasında bu yeteneğinizle bir hayli ünlüsünüz. Bir gün sınıfınızdan hoşlanmadığınız bir kıyı partiye sadece bir gün kala evinize gelip sizden kendisine acilen bir kıyafet tasarlamasını istiyor. Bu sınıf arkadaşınızın kapınızın önünde öylece belirmesine şaşıyorsunuz ve de iyi anlaşımadığınız birinin gelip böyle bir şey istemesine anlam veremiyorsunuz. Bu yüzden ricasını geri çeviriyorsunuz.

Bu durumda sınıf arkadaşınıza ne derdiniz?

Lütfen diğer sayfaya geçiniz.

8. Eski arkadaşlarınızdan biri birkaç günlüğüne şehrinize geliyor ve gece bir şeyler içip eğlenmek için bir bara gidiyorsunuz. Daha önce okulda birlikte sadece ortak bir ders aldığınız bir kız arkadaşınız sizi görüp yanınıza geliyor ve kısa bir sohbetten sonra daha önce ortak sınıf arkadaşlarınızla kararlaştırdıkları öğle yemeği organizasyonuna sizi de davet ediyor. Ancak bu kişiler sizin normalde takıldığınız ve birlikte eğlendiğiniz insanlar değiller. Bu yüzden, davetini kabul etmiyorsunuz.

Bu durumda bu kişiye ne derdiniz?

9. Bir restoranda akşam yemeği yerken sevgilinizi bir erkek arkadaşınızla tanıştırıyorsunuz. Yemekten sonra restorandan çıkarken, sevgiliniz bu erkek arkadaşınıza güvenmemeniz gerektiğini söylüyor. Sevgiliniz daha önce de bir erkek arkadaşınızla tanıştığında aynı şeyleri söylemişti ancak şimdi o arkadaşınızla gayet iyi anlaşıyor. Sizi sadece kıskandığını ve boş yere endişelendiğini düşünüyorsunuz. Bu yüzden, önerisini kabul etmiyorsunuz.

Bu durumda sevgilinize ne derdiniz?

10. En iyi kız arkadaşınızla okulun önündeki merdivenlerde oturmuş sevgilinizle olan ilişkiniz hakkında sohbet ediyorsunuz. Sevgilinizle çıkmaya başlayalı bir hayli zaman olduğunu bildiği için arkadaşınız aranıza nasıl olduğunu öğrenmeye çalışıyor ve özel hayatınızla ilgili bir soru soruyor. Bu özel konular hakkında konuşurken kendinizi rahat hissetmediğiniz ve de bunun sevgilinizle aranıza kalması gereken bir şey olduğunu düşündüğünüz için soruya cevap vermek istemiyorsunuz.

Bu durumda en iyi arkadaşınıza ne derdiniz?

11. Çok ihtiyacınız olan bir bursa başvururken çok gerekli olan referans mektubunu almak için okuldaki hocanıza kendi yazdığınız kısa hikâyelerden birkaçını yolladınız ve onun cevabını bekliyorsunuz. Bu arada bir kız sınıf arkadaşınızla sokakta karşılaşıyorsunuz ve sizi sinemaya davet ediyor. Ancak şu anda büyük bir heyecan ve endişeyle hocanızdan bir cevap bekliyorsunuz ve filme odaklanamayacağınızdan eminsiniz. Bu yüzden, davetini kabul etmiyorsunuz.

Bu durumda sınıf arkadaşınıza ne derdiniz?

12. Gelecek hafta sevgilinizin doğum günü ve alacağınız hediyein onun için özel bir şey olmasını istiyorsunuz. Ancak birlikteliğiniz çok yeni olduğu için onu çok iyi tanımıyorsunuz. Sevgilinizin en iyi kız arkadaşı (ki siz onunla sadece iki hafta önce tanıştınız) onunla kafede karıştığınızda size hediye için sevgilinizin en sevdiği ikinci el kitapçıya gitmenizi öneriyor. Bu kızın sevgilinizi sizden daha iyi tanımasını kısıkanıyorsunuz, bu yüzden önerisini kabul etmiyorsunuz.

Bu durumda bu kişiye ne derdiniz?

Final Version of Turkish DCT for male participants

ERKEK

Yönerge: Lütfen kendinizi aşağıda verilen durumları yaşarken hayal ediniz. Böyle bir durumla karşılaştığınız vereceğiniz cevap ne olurdu, sanki durumlarda verilen kişiyle konuşuyormuş gibi mümkün olduğunca doğal bir şekilde yazınız.

1. Geçmişte birlikte kötü şeyler yaptığınız eski bir erkek arkadaşınız ortaya çıkıyor ve sizinle yeniden arkadaş olmak istiyor. Onunla ne tekrar arkadaş olmayı ne de sevgilinizin geçmişte yaşananları öğrenmesini istiyorsunuz. Bir gün okulda bu çocukla telefonda konuşurken, sevgiliniz yanınıza geliyor ve telefonda kimle ve ne hakkında konuştuğunuzu soruyor. Bir şeyler anlayacağından endişelendiğiniz için sevgilinizin sorularına cevap vermek istemiyorsunuz.

Bu durumda sevgilinize ne derdiniz?

2. Arkadaşlarınızla her ay bir araya gelerek içinizden birinin evinde eğlence düzenliyorsunuz. Bu gece sıra en iyi arkadaşınızda ve bu en iyi erkek arkadaşınız okulda sohbet ederken sizi de evine davet ediyor. Ancak bir gün önce sevgilinizle plan yaptınız ve daha önce de birkaç özel buluşmayı iptal ettiğiniz için bunu iptal edemiyorsunuz. Ayrıca en iyi arkadaşınızın sevgilinizle ilişkiniz konusunda düşünceli olmasını da bekliyorsunuz. Bu yüzden davetini geri çeviriyorsunuz.

Bu durumda en iyi arkadaşınıza ne derdiniz?

Lütfen arka sayfaya geçiniz.

3. Okulda, sınıftan bir grup erkek okul çıkışı alışveriş merkezine gitme planları yapıyor. Fakat onlara katılamayacağınızı söylüyorsunuz çünkü zamanı geçmiş kitapları iade etmek ve de yarın sabah erkenden teslim etmeniz gereken ödeviniz için gerekli önemli bir kitabı almak için kütüphaneye gitmek zorundasınız. İçlerinden bir çocuk kütüphaneye alışveriş merkezinden sonra gitmenizi öneriyor. Ancak zamanınız çok kısıtlı olduğundan önerisini kabul etmiyorsunuz.

Bu durumda sınıf arkadaşınıza ne derdiniz?

4. Yaklaşık bir aydır birlikte olduğunuz sevgilinizle bir kafede kahvaltı yapıyorsunuz. Sevgiliniz lavaboya gidiyor. Bu arada, sevgilinizin eski erkek arkadaşı (ki siz bu çocuğu okuldan tanıyorsunuz) kafeye geliyor, sizi fark edip size katılıp katılamayacağını soruyor. Sinirlerinize hakim olarak sükunetinizi korumak istiyorsunuz. Ancak hem çocuğun soğukkanlılığından rahatsız oluyor hem de sevgilinizi kıskanıyorsunuz. Bu yüzden, çocuğun bu ricasını geri çeviriyorsunuz.

Bu durumda bu kişiye ne derdiniz?

5. Dersten sonra, siz ve sevgiliniz okulda sohbet ederken, sevgiliniz sizi yeni tanıştığı bir erkek arkadaşına tanıtmak için akşam yemeğine davet ediyor. Son zamanlarda bu çocuğun adını çok fazla duymaya başladınız. Ancak bu yeni çocuğu merak etmenize rağmen yemeğe gidemiyorsunuz çünkü ailenizle uzun zamandır birlikte vakit geçiremediğinizden onlarla akşam yemeği yemeye söz verdiniz. Bu yüzden, davetini kabul etmiyorsunuz.

Bu durumda sevgilinize ne derdiniz?

6. Hoşlandığınız ve onun da sizinle ilgilendiğini düşündüğünüz bir kızla görüşüyorsunuz. Ancak dün gece kafede sizi uzun süre bekletti ve daha sonra arayarak ailevi problemlerden dolayı buluşmayı iptal etti. Şu anda en iyi erkek arkadaşınızla sizin evde konuşuyorsunuz ve ne yapacağınız konusunda ona danışıyorsunuz. O da size kızı aramanızı öneriyor. Fakat çaresiz görünmekten korktuğunuz için siz onun önerisini kabul etmiyorsunuz.

Bu durumda en iyi arkadaşınıza ne derdiniz?

Lütfen diğer sayfaya geçiniz.

7. Kıyafet tasarlamada çok başarılısınız ve sınıf arkadaşlarınız arasında bu yeteneğinizle bir hayli ünlüsünüz. Bir gün sınıfınızdan hoşlanmadığınız bir çocuk partiye sadece bir gün kala evinize gelip sizden kendisine acilen bir kıyafet tasarlamasını istiyor. Bu sınıf arkadaşınızın kapınızın önünde öylece belirmesine şaşıyorsunuz ve de iyi anlaşılmadığınız birinin gelip böyle bir şey istemesine anlam veremiyorsunuz. Bu yüzden ricasını geri çeviriyorsunuz.

Bu durumda sınıf arkadaşınıza ne derdiniz?

8. Eski arkadaşlarınızdan biri birkaç günlüğüne şehrinize geliyor ve gece bir şeyler içip eğlenmek için bir bara gidiyorsunuz. Daha önce okulda birlikte sadece ortak bir ders aldığınız bir erkek arkadaşınız sizi görüp yanınıza geliyor ve kısa bir sohbetten sonra daha önce ortak sınıf arkadaşlarınızla kararlaştırdıkları öğle yemeği organizasyonuna sizi de davet ediyor. Ancak bu kişiler sizin normalde takıldığınız ve birlikte eğlendiğiniz insanlar değiller. Bu yüzden, davetini kabul etmiyorsunuz.

Bu durumda bu kişiye ne derdiniz?

9. Bir restoranda akşam yemeği yerken sevgilinizi bir kız arkadaşınızla tanıştırıyorsunuz. Yemekten sonra restorandan çıkarken, sevgiliniz bu kız arkadaşınıza güvenmemeniz gerektiğini söylüyor. Sevgiliniz daha önce de bir kız arkadaşınızla tanıştığında aynı şeyleri söylemişti ancak şimdi o arkadaşınızla gayet iyi anlaşıyor. Sizi sadece kıskandığını ve boş yere endişelendiğini düşünüyorsunuz. Bu yüzden, önerisini kabul etmiyorsunuz.

Bu durumda sevgilinize ne derdiniz?

10. En iyi erkek arkadaşınızla okulun önündeki merdivenlerde oturmuş sevgilinizle olan ilişkiniz hakkında sohbet ediyorsunuz. Sevgilinizle çıkmaya başlayalı bir hayli zaman olduğunu bildiği için arkadaşınız aranızın nasıl olduğunu öğrenmeye çalışıyor ve özel hayatınızla ilgili bir soru soruyor. Bu özel konular hakkında konuşurken kendinizi rahat hissetmediğiniz ve de bunun sevgilinizle aranızda kalması gereken bir şey olduğunu düşündüğünüz için sorusuna cevap vermek istemiyorsunuz.

Bu durumda en iyi arkadaşınıza ne derdiniz?

Lütfen arka sayfaya geçiniz

11. Çok ihtiyacınız olan bir bursa başvururken çok gerekli olan referans mektubunu almak için okuldaki hocanıza kendi yazdığınız kısa hikâyelerden birkaçını yolladınız ve onun cevabını bekliyorsunuz. Bu arada sınıfınızdan bir çocukla sokakta karşılaşıyorsunuz ve sizi sinemaya davet ediyor. Ancak şu anda büyük bir heyecan ve endişeyle hocanızdan bir cevap bekliyorsunuz ve filme odaklanamayacağınızdan eminsiniz. Bu yüzden, davetini kabul etmiyorsunuz.

Bu durumda sınıf arkadaşınıza ne derdiniz?

12. Gelecek hafta sevgilinizin doğum günü ve alacağınız hediye onun için özel bir şey olmasını istiyorsunuz. Ancak birlikteliğiniz çok yeni olduğu için onu çok iyi tanımıyorsunuz. Sevgilinizin en iyi erkek arkadaşı (ki siz onunla sadece iki hafta önce tanıştınız) onunla kafede karlaştığınızda size hediye için sevgilinizin en sevdiği ikinci el kitapçıya gitmenizi öneriyor. Bu çocuğun sevgilinizi sizden daha iyi tanımasını kısıkanıyorsunuz, bu yüzden önerisini kabul etmiyorsunuz.

Bu durumda bu kişiye ne derdiniz?

APPENDIX M

Final Version of English DCT for female participants

FEMALE

Instruction: Try to imagine yourself in the following situations. Then, respond to the questions in the most natural way as if you are talking to the person in the

1. An old friend of yours whom you had done bad things in the past reappears and wants to become your friend again. You neither want her to be your friend nor want your boyfriend to learn the things happened in the past. One day at school while you're talking on the phone with this girl, your boyfriend comes and asks you who it is on the phone and what you are talking about. Being nervous that he will find out something, you don't want to answer his questions.

What would you say to your boyfriend in that situation?

2. You and your friends get together every month and arrange a party at one of your friends' house. Tonight is your best friend's turn and she insistently invites you to her house while chatting at school. However, the previous day, you made a plan with your boyfriend and since you have cancelled a couple of special dates before, this date is unbreakable. You also expect your best friend to be thoughtful about your relationship with your boyfriend. Therefore, you turn her invitation down. (79)

What would you say to your best friend in that situation?

3. At school, a group of female classmates is planning to go to shopping mall after school. However, you say that you cannot join them as you have to go to the library to return some overdue books and borrow an important book you need for an assignment you have to hand early in the following morning. One of your classmates suggests you to go to the library after shopping mall, but you have a very limited time. So you do not accept her suggestion.

What would you say to your classmate in that situation?

4. In a café, you're having breakfast with your boyfriend with whom you have been together for about a month. Your boyfriend goes to the restroom. In the meantime, his ex-girlfriend whom you barely know from school, comes into the cafe, notices you, and asks whether she could join you. You want to keep your temper so you stay calm. Yet, you feel not only uncomfortable with her coolness but you also feel jealous of your boyfriend. Therefore, you turn her request down.

What would you say to this person in that situation?

5. After the class, you and your boyfriend are chatting at school. He invites you to dinner for tonight to introduce you to a female friend that he has just met. You have been hearing about this girl a lot lately and although you are curious about this new girl, you cannot attend the dinner because you have already promised to have dinner with your family, as it has been a long time since you spent quality time with your family. So you do not accept his invitation.

What would you say to your boyfriend in that situation?

6. You have been seeing a boy, whom you have a crush on, and you think that he has the same feelings for you. However, the night before, he left you waiting for a long time at the café. Then he called and cancelled the date saying that he had some family issues. Now, you are talking to your best friend at a café and consulting her about what to do. She suggests that you call him. However, afraid of seeming desperate, you don't accept her suggestion.

What would you say to your best friend in that situation?

7. You are very skilled at making dresses and you're quite famous for this talent among your classmates. One day, one of your classmates whom you do not like, comes to your house and asks you to design some clothes for a party which will take place tomorrow. You are surprised by her appearing in front of your door and you do not understand how she asks for such a thing while you cannot get along well with her. So you don't accept her request.

What would you say to your classmate in that situation?

8. An old friend of yours has come to your town for a couple of days and you go to a pub to drink and have fun at night. A girl, whom you have only once taken a course together notices and approaches you. After a quick chat, she invites you to the lunch they have organized with your mutual friends earlier. However, you normally do not hang out with them and you do not enjoy the time with them either. So you do not accept her invitation.

What would you say to this person in that situation?

9. You introduced your boyfriend to one of your male friends while having dinner at a restaurant. After dinner while you are leaving the restaurant, your boyfriend tells you that you shouldn't trust this boy. You remember that your boyfriend told you the same thing when he first met one of your male friends with whom he later started to get along well. You think that he is just jealous of you and worries in vain. Therefore, you don't accept his suggestion.

What would you say to your boyfriend in that situation?

10. You and your best friend are sitting on the steps in front of your school and chatting about your relationship with your boyfriend. She knows that it has been quite a while since you started dating him; therefore, she tries to learn how the things are going and asks a question about your private life. You feel uncomfortable talking about such private issues and you also think this is something you should keep between you and your boyfriend. So you don't want to answer her question.

What would you say to your best friend in that situation?

11. In order to get a recommendation letter really necessary for a scholarship you need a lot, you have sent some of your short stories to your professor at school and you have been waiting for her answer. Meanwhile, you come across with a female classmate of yours on the street and she invites you to the movies. But you are so eager and anxious to wait for an answer from the professor that you're sure you can not concentrate on the movie now. Therefore, you do not accept her invitation.

What would you say to your classmate in that situation?

12. It is your boyfriend's birthday next week. And you want your birthday gift to be something very special for him but as your relationship is very new, you don't know him very well. Knowing how worried you are, his best friend whom you met two weeks ago suggests you to go to your boyfriend's favorite second-hand bookstore when you come across with her at the café. You're jealous of her knowing your boyfriend better than you. So you do not accept her suggestion.

What would you say to this person in that situation?

Final Version of English DCT for male participants

MALE

Instruction: Try to imagine yourself in the following situations. Then, respond to the questions in the most natural way as if you are talking to the

1. An old friend of yours whom you had done bad things in the past reappears and wants to become your friend again. You neither want him to be your friend nor want your girlfriend to learn the things happened in the past. One day at school while you're talking on the phone with this guy, your girlfriend comes and asks you who it is on the phone and what you are talking about. Being nervous that she will find out something, you don't want to answer her questions.

What would you say to your girlfriend in that situation?

2. You and your friends get together every month and arrange a party at one of your friends' house. Tonight is your best friend's turn and he insistently invites you to his house while chatting at school. However, the previous day, you made a plan with your girlfriend and since you have cancelled a couple of special dates before, this date is unbreakable. You also expect your best friend to be thoughtful about your relationship with your girlfriend. Therefore, you turn his invitation down.

What would you say to your best friend in that situation?

3. At school, a group of male classmates is planning to go to shopping mall after school. However, you say that you cannot join them as you have to go to the library to return some overdue books and borrow an important book you need for an assignment you have to hand early in the following morning. One of your classmates suggests you to go to the library after shopping mall, but you have a very limited time. So you do not accept his suggestion.

What would you say to your classmate in that situation?

4. In a café, you're having breakfast with your girlfriend with whom you have been together for about a month. Your girlfriend goes to the restroom. In the meantime, his ex-boyfriend whom you barely know from school, comes into the cafe, notices you, and asks whether he could join you. You want to keep your temper so you stay calm. Yet, you feel not only uncomfortable with his coolness but you also feel jealous of your girlfriend. Therefore, you turn his request down.

What would you say to this person in that situation?

5. After the class, you and your girlfriend are chatting at school. She invites you to dinner for tonight to introduce you to a male friend that she has just met. You have been hearing about this guy a lot lately and although you are curious about this new guy, you cannot attend the dinner because you have already promised to have dinner with your family, as it has been a long time since you spent quality time with your family. So you do not accept her invitation.

What would you say to your boyfriend in that situation?

6. You have been seeing a girl, whom you have a crush on, and you think that she has the same feelings for you. However, the night before, she left you waiting for a long time at the café. Then she called and cancelled the date saying that she had some family issues. Now, you are talking to your best friend at a café and consulting him about what to do. He suggests that you call her. However, afraid of seeming desperate, you don't accept his suggestion.

What would you say to your best friend in that situation?

7. You are very skilled at making dresses and you're quite famous for this talent among your classmates. One day, one of your classmates whom you do not like, comes to your house and asks you to design some clothes for a party which will take place tomorrow. You are surprised by his appearing in front of your door and you do not understand how he asks for such a thing while you cannot get along well with him. So you don't accept his request.

What would you say to your classmate in that situation?

8. An old friend of yours has come to your town for a couple of days and you go to a pub to drink and have fun at night. A guy, whom you have only once taken a course together notices and approaches you. After a quick chat, he invites you to the lunch they have organized with your mutual friends earlier. However, you normally do not hang out with them and you do not enjoy the time with them either. So you do not accept his invitation.

What would you say to this person in that situation?

9. You introduced your girlfriend to one of your female friends while having dinner at a restaurant. After dinner while you are leaving the restaurant, your girlfriend tells you that you shouldn't trust this girl. You remember that your girlfriend told you the same thing when she first met one of your female friends with whom she later started to get along well. You think that she is just jealous of you and worries in vain. Therefore, you don't accept her suggestion.

What would you say to your girlfriend in that situation?

10. You and your best friend are sitting on the steps in front of your school and chatting about your relationship with your girlfriend. He knows that it has been quite a while since you started dating her; therefore, he tries to learn how the things are going and asks a question about your private life. You feel uncomfortable talking about such private issues and you also think this is something you should keep between you and your girlfriend. So you don't want to answer his question.

What would you say to your best friend in that situation?

11. In order to get a recommendation letter really necessary for a scholarship you need a lot, you have sent some of your short stories to your professor at school and you have been waiting for her answer. Meanwhile, you come across with a male classmate of yours on the street and he invites you to the movies. But you are so eager and anxious to wait for an answer from the professor that you're sure you cannot concentrate on the movie now. Therefore, you do not accept his invitation.
What would you say to your classmate in that situation?

12. It is your girlfriend's birthday next week. And you want your birthday gift to be something very special for her but as your relationship is very new, you don't know her very well. Knowing how worried you are, her best friend whom you met two weeks ago suggests you to go to your girlfriend's favorite second-hand bookstore when you come across with him at the café. You're jealous of his knowing your girlfriend better than you. So you do not accept his suggestion
What would you say to this person in that situation?
