

AN ANALYSIS OF THE PRAGMATIC COMPETENCE OF PRE-SERVICE
ENGLISH LANGUAGE TEACHERS: APPROPRIATENESS OF FORMS OF
ADDRESS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

SEPTEMBER 2014

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ABSTRACT

AN ANALYSIS OF THE PRAGMATIC COMPETENCE OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS: APPROPRIATENESS OF FORMS OF ADDRESS

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September, 2014, 297 pages

Pragmatic competence has been one of the main concerns of cross-cultural studies for more than 40 years now and has been investigated from various aspects. However, the pragmatic competence of pre-service English language teachers seems to be a rather neglected area. This study investigates the use of English address forms by pre-service English language teachers. The address system of a language consists of an inventory of address forms through which the speakers of the language express the underlying norms and conventions in a society and which are culturally-determined. As learners and prospective teachers, pre-service English language teachers find themselves between, at least, two cultures when they are communicating in the foreign language and it is challenging for them to choose the addressing norms that they should conform to. Therefore, it is necessary that their awareness in this regard be raised. To that end, this study examines the forms of address pre-

service English language teachers prefer to use in academic and non-academic settings.

The data for the study were collected through both quantitative and qualitative data collection tools. These tools were a Discourse Completion Task (DCT) questionnaire, a Scaled Response Task (SRT) questionnaire, think-alouds, and interviews.

The findings of the study suggest that pre-service English language teachers have a rather limited repertoire of forms of address in English and they are not pragmatically-competent enough regarding their knowledge of address forms in English, which might be suggesting the existence of a gap in language teacher education programs in Turkey.

Key words: Pragmatic competence, forms of address, language teacher education

ÖZ

İNGİLİZ DİLİ EĞİTİMİ ÖĞRENCİLERİNİN EDİMBİLİMSEL YETERLİLİKLERİ ÜZERİNE BİR İNCELEME: HITAP İFADELERİNİN UYGUNLUĞU

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Eylül, 2014, 297 sayfa

Edimbilimsel yeterlilik 40 yılı aşkın bir süredir kültürlerarası çalışmaların ele aldığı temel konulardan biri olmuştur ve bugüne kadarki çalışmalarda pek çok yönden incelenmiştir. Fakat İngilizce öğretmeni adaylarının edimbilimsel yeterliliği konusunda yeterli çalışma yapılmamıştır. Bu çalışma İngilizce öğretmeni adaylarının İngilizcedeki hitap ifadelerini kullanımlarını ve kullandıkları ifadelerin uygun olup olmadığını araştırmaktadır. Hitap ifadeleri bir dili konuşan kişilerin toplumdaki genel nezaket, saygı, kimlik gibi unsurları ifade etmelerini sağlayan ve kültürden kültüre farklılık gösteren ifadelerdir. Anadili İngilizce olmayan İngilizce öğretmenleri hem öğrencisi hem de öğretmeni oldukları yabancı dilde iletişim kurarken çoğunlukla iki kültür arasında kalırlar ve hangi kültürün değer sistemine göre konuşacaklarına karar vermeleri zor olabilir. Bu sebeple, bu öğretmenlerin, yabancı dil ve kendi ana dilleri arasındaki hitap ifadelerindeki farklılıklar konusunda bilinçlerinin artırılması gerekir. Bu bağlamda, bu çalışma birinci ve dördüncü sınıf İngiliz Dili Eğitimi öğrencilerinin

İngilizcede akademik ve akademik olamayan durumlarda kullanmayı tercih ettikleri hitap ifadelerini incelemektedir.

Çalışmada hem nicel hem nitel veri toplama araçları kullanılmıştır. Öğrencilerden veri toplamak için söylem tamamlama anketi, sesli-düşünme yöntemi ve odak grup mülakatları kullanılmıştır ve ana dili Amerikan İngilizcesi olan kişilerden de bir basamaklı ölçek yoluyla veri toplanmıştır.

Çalışmanın bulguları İngiliz Dili Eğitimi öğrencilerinin İngilizcedeki hitap ifadeleri konusunda oldukça sınırlı bir dağarcıkları olduğunu ve bu açıdan edimbilimsel yeterliliklerinin tam olmadığını göstermiştir. Bu bulgu dil öğretmeni yetiştirme programlarında bu anlamda bir eksiklik olduğu şeklinde değerlendirilebilir.

Key Words: Edimbilimsel yeterlilik, hitap ifadeleri, dil öğretmeni yetiştirme

To All the Foreign Language Teachers Out There

ACKNOWLEDGMENTS

The writing of this dissertation has been the most significant challenge I have had so far in my academic career. It would not have been possible to complete this dissertation without the guidance and support of many people. I would like to take this opportunity to express my gratitude and sincere appreciation to the members of my dissertation committee, who offered invaluable assistance, support and guidance.

My greatest debt of gratitude goes to Prof. Dr. Gölge Seferoğlu, my dissertation supervisor and mentor, for her constant help and encouragement throughout my study. I cannot thank her enough for always being there to support and motivate me in spite of her demanding academic and administrative work. My gratitude to her is everlasting.

I am indebted to Assist. Prof. Cemal Çakır, who always spared time to answer my questions patiently and thoroughly, and I also wish to express my sincere appreciation to Assist. Prof. Hale Işık-Güler, who always channeled me into the right direction with her questions and recommendations.

I would like to also express my gratitude to all the participants; I am grateful to all the future English language teachers who contributed data for the study and many thanks go to the American native speaker participants, who cared to respond to the online survey. Without their contributions, this dissertation would not have been possible.

Finally, I owe very special thanks to my family and my friends, who always listened to me attentively and patiently when I was troubled and who cheered me on and motivated me along the way.

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LIST OF ABBREVIATIONS

ABBREVIATIONS

LTE	Language Teacher Education
EFL	English as A Foreign Language
ESL	English as A Second Language
ELT	English Language Teaching
DCT	Discourse Completion Task
SRT	Scaled Response Task
FTA	Face Threatening Act
TLN	Title Plus Last Name
LN	Last Name
FN	First Name
AT	Academic Title
OT	Occupational Title
HON	Honorific
EN	Endearment
KT	Kinship Term
FM	Familiariser

CHAPTER I

INTRODUCTION

This chapter introduces the central research problem, which has been developed to investigate the pragmatic competence of pre-service English language teachers regarding their use of forms of address. After the statement of the problem, the chapter will present the significance and the purpose of the study. Then research questions and the limitations of the study will be listed.

1.1 Background to the Study

Teaching and learning of English in a non-English speaking country has its own challenges, ranging from limited access to language and its ever-changing dynamics to confusion about the standards of English language, on the part of both teachers and learners. In particular, due to lack of sufficient access to language it is rather difficult for teachers – let alone for students – to choose between certain speech acts and to make hands-on decisions about what is appropriate and what is not. Therefore, one of the focuses of language teacher education programs should be on ways to increase the pragmatic competence of teacher candidates.

Considering the evolution of foreign language teaching methodologies, the ultimate aim of learning a foreign language has come to be being able to communicate and socialize in the foreign language and in order to be able to be an efficient communicator in the foreign language, one must make judgments about appropriateness of speech acts to be used as well

as appropriateness of syntax and lexicon. As is suggested by Hymes (2001), "appropriateness seems to suggest readily the required sense of relation to contextual features. Since any judgment is made in some defining context, it may always involve a factor of appropriateness" (p. 66). As far as appropriateness of speech acts is concerned, the challenge for foreign language learners seems to be the lack of awareness and competence of the underlying rules of speech acts.

The language component of language teacher education consists mostly of courses that aim to improve the grammatical competence of teacher trainees and this sometimes takes place at the expense of pragmatic competence. However, as was suggested by Hymes (2001), grammatical competence alone does not guarantee proficiency or competence in a foreign language.

There are rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as semantic rules perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole (p. 60).

Linguistic communication, according to Searle (1972), essentially involves linguistic acts (which are also called speech acts) and "it is the *production* of the token in the performance of the speech act that constitutes the basic unit of linguistic communication" (p. 137). One of the critical speech acts in a language is addressing people. As is stated by Chen (2010), to ensure effective communication and successful maintenance of interpersonal relationships, appropriate address behavior is crucial.

Different forms of address can be used depending on the social context one happens to be in to show respect or fondness towards people or even to insult or degrade them. For appropriateness considerations, one should be aware of several factors such as sex, age, family relationship, occupational

hierarchy and degree of intimacy and so on (Yang, 2010). This, though, might be easier said than done, especially for non-native speakers of a language since choosing the right thing to say and how to say it depend on understanding exactly what is appropriate for the context and the culture. Yang (2010) suggests that when you choose a form of address in an act of communication, you do not only choose the form to use but also express the degree of status or power you assign to the hearer, your idea of respect, self-identity and politeness. Addressing norms and conventions change from culture to culture and also change within the same culture according to age groups, educational background, and social class and so on. Native speakers of a language might also find themselves in situations when they are not quite sure how to address someone appropriately or may be offended by the way they are addressed by another native speaker of the same language. Such a dilemma might be worked out by a native speaker through several conversational means or strategies, but a foreign language speaker might not have the same advantage and they might have a greater difficulty choosing the appropriate form of address. Yang (2010) suggests that

how to address people appropriately needs not only a good understanding of the rules, but also the taking of all relevant factors into consideration. [...] A thorough study and good mastery of address forms is necessary for intercultural communication” (p. 745).

1.2 Aim of the Study

This study aims at analyzing the pragmatic competence of pre-service English language teachers regarding the forms of address they prefer to use in academic and non-academic settings and the appropriateness of the address forms they prefer to use. With these aims in mind, this study attempts to answer the following research questions:

1. What forms of address do the pre-service English language teachers mainly prefer to use?
 - a. What forms of address do freshman pre-service English language teachers mainly prefer to use in academic situations?
 - b. What forms of address do freshman pre-service English language teachers mainly prefer to use in non-academic situations?
 - c. What forms of address do senior pre-service English language teachers mainly prefer to use in academic situations?
 - d. What forms of address do senior pre-service English language teachers mainly prefer to use in non-academic situations?
 - e. Are there any significant differences between freshman and senior pre-service English language teachers in terms of their use of forms of address?
2. What factors influence pre-service English language teachers' choices of forms of address?
 - a. Are the pre-service English language teachers' choices of forms of address influenced by addressing conventions in their mother tongue?
3. How do pre-service English language teachers handle situations in which they are not sure how to address an interlocutor?
 - a. Do the pre-service English language teachers ever avoid forms of address when they are not sure about how to address an interlocutor?
 - b. Do the pre-service English language teachers switch to their mother tongue when they are not sure about how to address an interlocutor?
4. How appropriate/inappropriate are the pre-service English language teachers' uses of forms of address?

- a. What are the English native speakers' perceptions of the appropriateness of the pre-service English language teachers' use of forms of address?

1.3 Significance of the Study

English language is experiencing its heyday all around the world and in these globalized and internetted times the language needs of foreign language learners are beyond the knowledge of grammar and vocabulary. What they expect from their knowledge of English is not merely passing an exam to qualify for a job or a graduate degree. Foreign language learners want to have their share of what is offered by this globalized and internetted world; they want to be able to communicate with native speakers of English or native speakers of other languages effectively. Effective use of English, and of any language for that matter, would require sociolinguistic/pragmatic competence on the part of foreign language learners. These emerging needs of foreign language learners bring the foreign language teacher into the spotlight.

It is a fact that most of the English language teachers in Turkey are nonnative speakers of English and they are getting their training in Turkey. Not many of them have the chance to go to an English speaking country or to work with native speakers of English as their trainers or colleagues. As a result, they might be challenged since they are deprived of the necessary social milieu to acquire the language. This challenge seems to be posed especially in terms of sociolinguistic competence, which, in Alptekin's (2002) words, is to do with "the social rules of language use, which involve an understanding of the social context in which language is used" (p. 58). Therefore, it seems necessary that language teacher education programs in EFL contexts be analyzed in terms of how much they support the development of teacher trainees' sociolinguistic/pragmatic competence. The first step to this analysis should be determining the gaps in the pragmatic

abilities of pre-service English language teachers, so that necessary changes in the curricula for language education programs could be made.

This study is an attempt to analyze the pragmatic competence of pre-service English language teachers regarding their use of address forms in English and to find out whether or not they are able to use appropriate forms of address in academic and non-academic settings. Forms of address have been examined in several languages in the field of pragmatics (e.g. Brown & Gilman, 1972; Brown & Ford, 1961; and Ervin-Tripp, 1972). However, the appropriateness of forms of address used by pre-service English language teachers seems to be a rather neglected area, especially in Turkey. Once it is determined whether or not pre-service English language teachers have the necessary pragmatic competence regarding the use of address forms in English, further steps can be taken to improve their pragmatic competence, if necessary.

1.4 Limitations of the Study

The sample of the research is an important limitation for this research because it only involves a limited number of freshman and senior pre-service English language teachers in the ELT departments of three public universities in Turkey; namely, Gazi University, Middle East Technical University and Abant İzzet Baysal University. Therefore, the results found in this study might not be generalized to other contexts.

Moreover, it should be noted that it was assumed in this study that the three universities in question follow more or less the same curriculum and that the pre-service English language teachers in these universities are exposed to more or less the same type of materials and instruction. In other words, it is beyond this study to compare the three universities since we do not have enough data about the language teacher training practices in these universities.

Another limitation of the study is the number of native speaker informants. The idea of appropriateness can change from culture to culture and from subculture to subculture and the data were collected from a restricted number of native speaker informants. Therefore, the conclusions drawn from the findings of the study might not be valid in American English in general.

The last limitation of the study is to do with data collection procedures. The data in the present study were collected through a DCT and think-alouds, both of which provided data of reported usage rather than actual usage. In an actual conversation, the participants might prefer different forms of address from the ones they reported in the written DCT and during the think-alouds. Therefore, the conclusions drawn from the findings of the study might not necessarily reflect pre-service English language teachers' actual addressing behavior in English.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a summary of the relevant studies on forms of address, politeness theory, appropriateness and interlanguage (IL) pragmatics and provides definitions of underlying concepts related to the research problem.

2.1 Pragmatics

The term pragmatics, which is attributed to Charles Morris (1938; cited in Levinson, 1983; Leech, 1983 and O’Keeffe et al. 2011), has been very commonly used in the literature on applied linguistics, philosophy and cognitive sciences. It has been explained in various ways, yet it has been found difficult to exactly define what the term refers to and what the scope of the term is. Discussing several possible definitions over 30 pages, Levinson (1983) suggests that it is not at all unusual to be unable to satisfactorily define a term like pragmatics since preferred methods, implicit assumptions and focal problems vary substantially by academic field. Collins Cobuild Dictionary defines pragmatics as “the branch of linguistics that deals with the meanings and effects which come from the use of language in particular situations” (*Collins Cobuild Advanced Learner’s Dictionary, 2003*). This definition distinguishes pragmatics from the field of semantics with an emphasis on situation-specific effects on meaning. Leech (1983) defines pragmatics as “the study of meaning in relation to speech situations” (p.6). A similar definition is made by Stalnaker (1996); “pragmatics is the study of linguistic acts and the contexts in which they are performed” (p. 79).

Thomas (1995) formulated a definition of pragmatics in three words; 'meaning in interaction'. She suggests that

meaning is not something inherent in the words alone, nor is it produced by the speaker alone, nor by the hearer alone. Making meaning is a dynamic process, involving the negotiation of meaning between speaker and hearer the context of utterance (physical, social, linguistic) and the meaning potential of an utterance (p.22).

O'Keeffe et al. (2011) define it "as the study of the relationship between context and meaning" and add that pragmatics is concerned with "accounting for the processes that give rise to a particular interpretation of an utterance that is used in a particular context" (pp.2-3). Although there seems to be no clear consensus on the definition of pragmatics, most of the definitions include a reference to language use, speech situations, meaning and context, all of which are essential components of communication.

It is now a generally acknowledged fact the meanings of linguistic acts are context-dependent; what kind of relationship is available between meaning and context is the question the field of pragmatics is trying to answer (O'Keeffe et al. 2011). Kasper and Blum-Kulka (1993) view pragmatics "as the study of people's comprehension and production of linguistic action in context" (p. 3). However, the concept of context seems as difficult to define as the term pragmatics itself "because of its multifaceted nature and inherent complexity" (Fetzer, 2007, p.4). Duranti and Goodwin (1992) suggest that context is what "surrounds the event being examined and provides resources for its appropriate interpretation" (p.3). Fetzer (2007) categorizes context as linguistic, cognitive, sociocultural and social context. Context is of three sorts according to Cutting (2008, p. 5): "the situational context, what speakers know about what they can see around them; the background knowledge context, what they know about each other and the world; and the co-textual context, what they know about what they have been saying". It can be

concluded from Cutting's categorization that the essential, if not necessarily central, component of context is the conversational participants. Without a clear reference to speakers and hearers, the word context might sound somewhat vague.

Drawing attention to the essential role of speakers and hearers in an act of communication, Leech (1983) highlights the difference between pragmatics and semantics. He posits that pragmatics deals with meaning relative to a speaker or user of a language unlike semantics, which handles meaning without any consideration of particular situations, speakers, or hearers. One of the most cited definitions of the term pragmatics is that of Crystal (2008), who also puts emphasis on the users of language. According to Crystal (2008) pragmatics is:

the study of language from the point of view of the 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 the other participants in an act of communication (p. 379).

Putting speakers, and hearers for that matter, in the spotlight, this definition acknowledges the interplay between linguistic and non-linguistic acts of speakers and hearers.

Leech (1983) makes a distinction between *pragmalinguistics* and *sociopragmatics*, thereby making a distinction between two methodological approaches to pragmatic interpretation of language. He suggests that pragmalinguistics has to do with the particular resources that a given language provides for conveying pragmatic illocutions. Sociopragmatics, however, has to do with "specific local conditions on language use" and is concerned with how pragmatic meaning varies in different cultures, according to social rules in a particular community, or among different social classes, etc. (pp.10-11). What might be appropriate in a certain community may not be appropriate in another due to varying social conventions. Therefore, a sociopragmatic

approach to studying pragmatic meaning should account for culture-specific aspects of a given act of communication, whereas a pragmalinguistic approach should account for language-specific aspects of a given act of communication.

The field of pragmatics at large seems to be evolving and expanding like the universe itself, as new dimensions are being defined by researchers from all around the world. Research in the field has paved the way for several categories of pragmatics such as contrastive pragmatics, cross-cultural pragmatics, and interlanguage pragmatics. The field in part owes its development to key theories such as the speech act theory, the theory of conversational maxims, and politeness theory. Since the research problem of the present study is about pre-service English language teachers' pragmatic competence regarding the appropriateness of the address forms they prefer to use, it is strongly related to interlanguage pragmatics and politeness theory, both of which are discussed in the following chapters of the study.

2.2 Politeness

Politeness has been one of the most researched areas of pragmatics within the last three or four decades. Various kinds of theoretical models were born out of research on politeness. At the very core of politeness research is the notion of 'face', which was introduced into the fields of pragmatics and sociolinguistics by Goffman in 1967 (as cited in Brown & Levinson, 1987, p.61). As cited in O'Keeffe et al. (2011, p.63) Goffman defined face as "the positive social value a person effectively claims for [him or herself]" (1967, p.5). Another influential work underlying all the research in politeness is Grice's theory of conversational implicature and the framework of maxims (Brown & Levinson, 1987; Kachru & Smith, 2008; O'Keeffe et al., 2011). According to Grice's conversational implicature, an act of communication requires that an addressee is able to understand the speaker's intention in a given utterance. The speaker's intention, namely implicature, is seen as the

things that are implied or suggested beyond what has been literally said (Kachru & Smith, 2008). In order to achieve ‘maximally efficient communication’, the participants of a given act of communication; that is, the speaker and the hearer, need to be cooperative, conforming to a number of maxims, which constitutes Grice’s *cooperative principle* (Kachru & Smith, 2008; O’Keeffe et al., 2011). Grice’s cooperative principle is as follows:

Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (as cited in Davies, 2007, p. 20309).

Grice proposes that cooperative principle operates on four *maxims*, which have come to be known as Gricean Maxims. These maxims are *quality*, *quantity*, *relevance*, and *manner*:

QUALITY: Try to make your contribution one that is true.

1. Do not say what you believe to be false.
2. Do not say that for which you lack evidence.

QUANTITY:

1. Make your contribution as informative as is required (for the current purposes of the exchange).
2. Do not make your contribution more informative than is required.

RELATION: Be relevant.

MANNER: Be perspicuous.

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief. (Avoid unnecessary prolixity.)
4. Be orderly.

(as cited in Horn & Ward, 2006, p. 7)

The quality maxim requires that one should speak the truth and not say anything that they do not believe is true. The quantity maxim requires that one should say as much as is required; not more than or less than is required.

The maxim of relevance requires that what one says should be relevant to what has been said prior to it and the maxim of manner requires that one should be clear, avoiding ambiguity and obscurity (Brown & Levinson, 1987; O’Keeffe et al., 2011). Horn & Ward (2006) state not all of the maxims are of equal value and Quality among all is the most important maxim, “since without the observation of Quality [...] it is hard to see how any of the other maxims can be satisfied” (p. 7) and regarding Grice’s maxims, including all submaxims, they say the maxims and submaxims other than Quality can be reduced to two as quantity and relevance maxims.

Another attempt to reduce Gricean maxims was made by Sperber & Wilson (1986, as cited in Brown & Levinson, 1987). They suggest that the maxims can be reduced “to one super-maxim of Relevance” (Brown & Levinson, 1987, p.4), which is described as more of a natural human predisposition to make the most of the informational value of what others say than a maxim (Brown & Levinson, 1987). Brown & Levinson state that they do not believe that the attempts to reduce Gricean maxims are successful and suggest that “the only essential presumption is what is at the heart of Grice’s proposals, namely that there is a working assumption by conversationalists of the rational and efficient nature of talk” (p. 4).

Built on Grice’s theory of conversational implicature and framework of maxims and Goffman’s notion of ‘face’, Brown and Levinson (1987) formulated their influential politeness model. Although they do not give an explicit definition of politeness, Brown & Levinson posit that there is a potential aggressiveness in any act of conversation and politeness makes it possible for two “potentially aggressive parties” (p.1) to communicate. Building on Goffman’s notion of ‘face’, Brown and Levinson define face as the “public self-image that every member wants to claim for himself” (p.61) and state that “face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction” (p.61). They suggest that face consists of two specific kinds of desires as *positive face* and *negative face*, which according to Brown &

Levinson are universal. Simply put, positive face is one's desire to be appreciated and liked and negative face is the desire to be unrestrained in terms of one's actions. Ideally, the parties in an act of communication will want their face wants to be satisfied, that is, they will want to be free from imposition; however, in practice this is not always possible and so sometimes people find themselves in situations when they cannot maintain their face; such acts of communication were referred to as *face threatening acts* (FTAs) by Brown & Levinson.

Given the assumptions of the universality of face and rationality, it is intuitively the case that certain kinds of acts intrinsically threaten face, namely those acts that by their nature run contrary to the face wants of the addressee and/or of the speaker (p.65).

FTAs are divided into two categories as acts that threaten negative face and those that threaten positive face. The acts that threaten the negative face of the hearer are those that the speaker does without considering the hearer's freedom of action; examples of such acts are orders, requests, suggestions, warnings, offers, compliments, expressions of admiration or strong negative emotions such as hatred or anger. The acts that threaten the positive face of the hearer are those that the speaker does without any consideration of the hearers wants; examples of such acts are expressions of disapproval or criticism, disagreements, mention of taboo or inappropriate topics, mention of politics, religion or race, and use of address terms and other status-marked identifications in initial encounters (Brown & Levinson, 1987, pp. 65-67). In addition to the hearer's face, the speaker's face is also threatened by certain acts. Among the acts that threaten the speaker's negative face, Brown & Levinson mention expression of thanks, excuses, unwilling promises and offers and among the acts that threaten the speaker's positive face, they mention apologies, acceptance of compliments, self-humiliation, and confessions and so on.

Brown & Levinson (1987) suggest that conversation partners try to avoid these FTAs and to do so there are certain strategies that can be employed by both parties. They suggest that an actor can choose to

- do the act on-record with or without redressive action
- do the act off-record
- not do the act

As can be seen in Figure 1, according to Brown & Levinson, in the case that an actor chooses to do a FTA, he or she has options to do it on-record (with unambiguous intentions) or off-record (with more than one unambiguously attributable intention). In the case of an on-record FTA, the actor has a choice to be bald and open or redress the action and when the actor chooses to redress the action, he or she will do it using either positive politeness or negative politeness (Brown & Levinson, 1987; O’Keeffe et al., 2011). Through on-record positive politeness, the speaker expresses solidarity and intimacy and through on-record negative politeness he or she expresses restraint and formality (Meier, 1995).

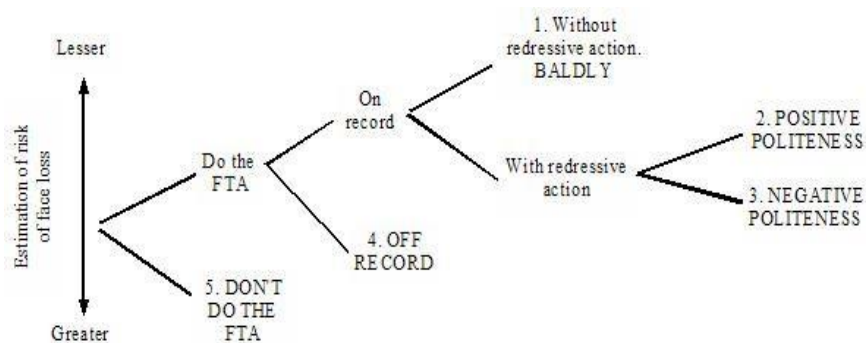


Figure 1 Brown and Levinson’s strategies for doing FTAs (1987, p.60)

The politeness strategies in Brown & Levinson’s theory of politeness are claimed to be universal, as is also stated by Meier (1995)

A claim is made for universality to the extent that positive face wants and negative face wants are present in everyone, as is a mutual knowledge of face, a social pressure to attend to it, and the presence of principles governing the realization of indirect speech acts (p. 346).

In fact, Brown & Levinson (1987) acknowledge the potential influence of sociocultural factors on politeness strategies and suggest “interactional systematic are based largely on universal principles. But the application of the principles differs systematically across cultures, and within cultures across subcultures, categories and groups” (p. 283). The importance of sociocultural factors was also acknowledged by other scholars. According to Lakoff (1974, as cited in Kachru & Smith, 2008, pp. 41-42):

All languages have devices to indicate politeness and formality. But for some languages, politeness must be encoded into every sentence: there are obligatory markers of status, deference and humility. Other languages express politeness less overtly, or differently: perhaps by smiling or in the stance or distance kept between participants in an encounter. A speaker from one culture translated into another will not, perhaps, know how to match his feelings to the signals he is supposed to give.

Kachru & Smith (2008) point at the importance of acknowledging the sociocultural factors regarding politeness strategies and state that politeness is expressed exploiting similar strategies across cultures, but there are differences in the ways they are expressed in different languages. They suggest that the differences will especially be challenging for the users of a language as a second or additional language since “the politeness strategies employed by his/her mother tongue or first language may be very different from those of the second or additional language used as a primary language” (p. 42). Although Kachru & Smith do not make an explicit mention of it, such

a challenge might be considered true for users of a language as a foreign language.

2.3 Pragmatic Competence

Hymes's (1972) introduction of 'communicative competence' into the field of foreign language teaching as an alternative to Chomskyan linguistic competence changed the whole face of the field. It would be fair to say that he introduced pragmatics into foreign language teaching, suggesting a brand new approach to language teaching and assessment. Canale and Swain (1980) provided a discussion of communicative competence in their influential paper and suggested that communicative competence is composed of grammatical competence, (the knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics and phonology) sociolinguistic competence (sociocultural rules of use and rules of discourse) and strategic competence (verbal and non-verbal communication strategies) (pp. 29 - 30). This suggestion was later on expanded by Canale (1983) with the addition of discourse competence. Although Canale and Swain (1980) and Canale (1983) did not make an explicit mention of pragmatic competence in their categorization, it was inherent in their definition of 'sociolinguistic competence'. As was put by Kasper (2001), pragmatics was inherently part of the definition; "it had just not yet come to its own name" (p. 503).

Thomas (1983) defined pragmatic competence as "the ability to use language effectively in order to achieve a specific purpose and to understand language in context" (p. 92). Bachman (1990) handled pragmatic competence as one of the two major components of *language competence*. He classified language competence into two types as *organizational competence* and *pragmatic competence*. Organizational competence, composed of grammatical and textual competencies, was to do with the ability to produce and comprehend grammatically correct sentences and to be able to use cohesive devices of language correctly. Pragmatic competence, composed of

illocutionary competence and *sociolinguistic competence*, involved “those abilities related to the functions that are performed through language use” (p.86).

Bachman stated that although the components of this hierarchical model seem to be separate and independent of each other, they are intertwined and they all interact with each other in an act of communication and with the features of the situation language is used in. Savignon (2002) similarly suggests that the four competencies (grammatical, discourse, sociocultural and strategic competencies) are all interrelated in such a way that increase in one of them would eventually lead to increase in overall communicative competence.

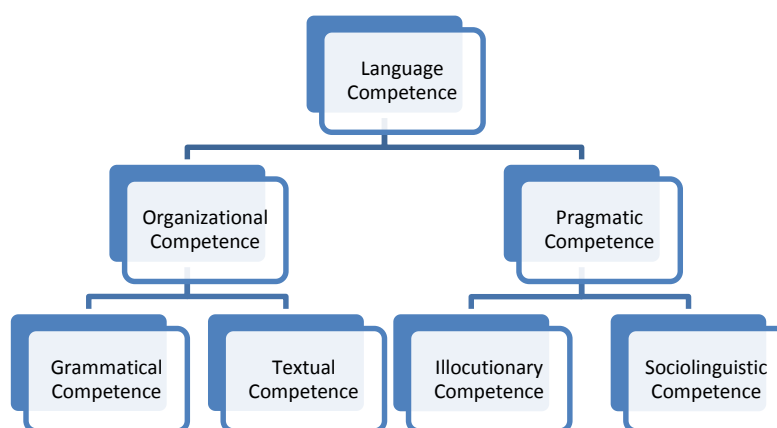


Figure 2 Bachman’s Model of Language Competence (1990)

Thomas (1983) coined the term ‘pragmatic failure’ to explain the lack of pragmatic competence especially in the case foreign language speakers. She considered a pragmatically competent person as follows:

I think that in order to be considered pragmatically competent, one must be able to behave linguistically in such a manner as to avoid being unintentionally offensive, for most of the time, to strangers who speak the same language or variety of language as oneself (p. 95).

Thomas states that competent native speakers also use pragmatically inappropriate forms intentionally or unintentionally, but this does not necessarily make them pragmatically incompetent. Foreign language learners, according to Thomas, should also be given the benefit of the doubt and should not be perceived as pragmatically incompetent based on a few utterances they produced. However, she states that “the non-native speaker who says anything other than what is expected finds it difficult to get her/his views taken seriously” (p. 96) and their pragmatic failure is not as much tolerated as their grammatical failure since pragmatic failure, most of the time, is not apparent in the surface structure unlike grammatical errors. Therefore, she concludes that there is a need to reconsider language teaching practices since it would be unwise and unfair to simply expect foreign language learners to fully grasp pragmatic norms on their own. According to Thomas (1983), “sensitizing learners to expect cross-cultural differences in the linguistic realizations of politeness, truthfulness, etc. takes the teaching of language beyond the realms of mere training and makes it truly educational” (p. 110).

What was suggested by Thomas (1983) more than 30 years ago has been investigated by several researchers and there has come to be a consensus among researchers that pragmatic competence becomes especially important as far as foreign language learners are concerned and that pragmatics should be incorporated in language teaching practices.

The present study investigates the pragmatic competence of pre-service English language teachers, who are both foreign language learners and teacher trainees. Therefore, first the teaching of pragmatic competence and then pragmatics in foreign language teacher education will be discussed in the following sections of the study.

2.4 Pragmatics and Foreign Language Teaching

Although research on pragmatic competence was originally oriented towards L1 research (Jung, 2005), L2 pragmatic competence seems to be a fruitful research area today, still open for new studies. Some of the most important research problems about L2 pragmatic competence are whether or not pragmatic competence can be taught (Bardovi-Harlig, 1996; Kasper, 1997; Soler, 2005), and whether explicit or implicit instruction is more effective (House, 1996; Rueda, 2006).

Bardovi-Harlig (1996) points at the necessity to integrate pragmatics into classroom interaction suggesting that pragmatic functions of language is a challenge for language learners no matter how grammatically competent they are. She asserts that in EFL contexts the classroom could be the only source of input for language learners. Therefore, she highlights the importance of input that foreign language learners are exposed to through course books or through communication in the classroom. She suggests that it is likely that language learners are not exposed to relevant input as far as pragmatic functions of language are concerned, or another possibility is that they do not notice the relevant input. Hence, one of the crucial steps to be taken in order to facilitate the pragmatic competence of language learners is, first of all, to make sure that they are exposed to “pragmatically appropriate input” (p. 24) and, second of all, raise learners’ pragmatic awareness through various in-class or out-of-class activities. She says

the real responsibility of the classroom teacher is not to instruct students specifically in the intricacies of complimenting, direction-giving, or closing a conversation, but rather to make students more aware that pragmatic functions exist in language, specifically in discourse, in order that they may be more aware of these functions as learners (p.31).

Similarly, Kasper (1997) ponder whether or not pragmatic competence is teachable and whether or not there is a need to teach pragmatic competence at all. In her questioning whether or not there is such a need, she asserts that adult L2 speakers already have pragmatic knowledge at their disposal due to the existence of pragmatic universals and successful, that is positive, transfer from L1. However, according to Kasper, the problem seems to be lying in the fact that learners' having the pragmatic knowledge does not necessarily suggest that they use that knowledge.

There is thus a clear role for pedagogic intervention here, not with the purpose of providing learners with new information but to make them aware of what they know already and encourage them to use their universal or transferable L1 pragmatic knowledge in L2 contexts ('Need L2 pragmatics be taught?' section, para. 5).

Regarding whether or not pragmatic competence can be taught, Kasper (1997) asserts that competence is not something teachable since it is the learner himself or herself who acquires, develops and uses it. However, considering the nature of foreign language learning environments in general, she notes that "the FL classroom may be the only regular opportunity for using the FL for communication. These opportunities should not be curtailed" ('How can language instruction help develop pragmatic competence?' section, para. 4). Therefore, she concludes that FL classroom instruction should focus more on raising learners' awareness of pragmatic functions not by 'teaching' them but by helping them 'notice' those pragmatic functions.

Bardovi-Harlig (2002) states that instruction in L2 pragmatics will contribute significantly to foreign language learners' pragmatic competence. So, one of the most important things to consider should be improving the input that learners are exposed to, and providing the learners with 'authentic and representative language' (p. 30). She suggests that the improvement in the input could be realized by going beyond the limits of teacher-fronted talk by additional activities presenting a wide range of contexts of use and practice

for learners and by integrating those contexts of use into course books. Another important consideration, according to Bardovi-Harlig, should be about improving learners' comprehension; she emphasizes that, "we owe it to learners to help them interpret indirect speech acts as in the case of implicature, and the social use of speech acts, [...]" (p. 31).

As far as whether implicit or explicit instruction works better or whether or not they work at all, House (1996) found thought-provoking results. In her study, which focused on developing advanced L2 learners' pragmatic fluency, House investigated the impacts of classroom instruction including explicit metapragmatic explanations and classroom instruction including implicit presentation of input and extensive conversational practice. She also had her participants listen to tapes of their own language behavior, which she described as 'auto-input'; in both groups learners were provided with feedback, but while the feedback did not include metapragmatic explanations in one group, in the other group it did.

House's study revealed interesting results; she found that both groups of learners benefitted from instruction, that being given a chance to examine one's own language production may facilitate pragmatic awareness, and that negative pragmatic transfer from L1 is less likely to occur when classroom instruction provides explicit metapragmatic information. The most striking finding of her study was that although metapragmatic information would be useful in eliminating negative transfer and in developing learners' repertoire of different speech act realizations and discourse strategies, it did not ensure the development of learners' pragmatic fluency. "Regardless of the instructional variety, that is, giving or withholding metapragmatic information, responding appropriately remains these advanced learners' most marked problem" (p. 250). So, she concluded that learners' acquisition of pragmatic fluency can be, to a certain extent, improved through raising learners' awareness by providing explicit metapragmatic information since "there is some indication that with respect to developing pragmatic fluency,

it is better to know what one is doing than simply to be doing what one is doing” (House, 1996, p. 250).

Soler (2005) investigated whether or not instruction works for learning pragmatics in the EFL context. She conducted an experimental study, based on requests in English, to examine the benefits of explicit and implicit teaching techniques to the development of foreign language learners’ pragmatic competence. Her study showed that instruction has a positive effect on learners’ development of pragmatic competence in general and that explicit instruction contributes to learners’ production of requests more than implicit instruction.

The need to integrate pragmatics into foreign language practices has been proven necessary by many researchers (Thomas, 1983; Ellis, 1992; Bardovi-Harlig, 1993, 1996; House, 1996; Kasper, 1997; Kasper & Rose, 2002; Rose, 2005; Ifantidou, 2012). This need brings along the necessity to consider the relationship between pragmatics and language teacher education, since it is the foreign language teacher who would be one of the most important elements in integrating pragmatics into language teaching practices.

2.5 Pragmatics and Language Teacher Education

Much of the research regarding the relationship between pragmatics and language teacher education (LTE henceforth) investigated the need for informing the language teacher about the necessary inclusion of pragmatic functions of language into teaching practices and into syllabi thereof. Rose (1997), for instance, suggests that pragmatics should be included in teacher education programs so that teachers will be informed about the relationship between pragmatics and language instruction. Such information will empower teachers in such a way that they will be able to identify learners’

needs as far as their pragmatic abilities are concerned, to reconsider their syllabi, and to plan their activities accordingly.

As was stated by Suh (2012), the majority of the studies in this line were conducted in ESL learning contexts, in which the teachers are native speakers of English with the necessary knowledge of pragmatics. Therefore, it seems to have been assumed in these studies that the language teacher already possesses pragmatic competence. This suggests, according to Suh (2012), that “the success of L2 pragmatics instruction relies mainly on native English-speaking teachers who are equipped with knowledge of sociocultural norms and principles in appropriate use of English and know how to use it accordingly” (p. 206). The concern in these studies, then, seems to be related to the possibility that the teacher might be neglecting the fact that the learners might not be exposed to enough pragmatic representations of language in the classroom. Therefore, teachers and teacher trainers must be informed about the possible problems and remedies regarding the exclusion or inclusion of pragmatics in their teaching practices.

In the light of and thanks to research, teachers and teacher trainers in the ELT world have become more aware of the importance of the relationship between pragmatics and language teaching. However, the majority of language classes are taught by non-native teachers of English in EFL contexts and, according to Medgyes (1983), it is not an easy task to teach a language that you yourself are a learner of. He suggests that “By being both teachers and learners of the same subject, we are necessarily driven into a constant state of schizophrenia” (p.2). As a cure for the ‘schizophrenia’, Medgyes recommends the non-native teacher of English to free his spirit so that “he will be able to enhance his knowledge of English to lengths that he would never have dreamt of in those schizophrenic fits of the past” (p. 6). 9 years after his diagnosis of the non-native teacher’s schizophrenia, Medgyes (1992) defines an ideal non-native speaker teacher of English as “the one who has achieved near-native proficiency in English” (p. 42). Then, it becomes crucial to ask how that ‘near-native proficiency’ will be achieved.

Rose (1997) acknowledges that research so far has relied on native speaker intuitions in dealing with issues regarding pragmatic functions of language in language teaching and LTE and he says this is “simply because little else is available” (p. 131). Rose suggests that non-native speaker teachers “are not adequately prepared to address the classroom development of pragmatic competence” (p.131).

As has already been stated in the previous sections of the study, most of the research about pragmatics in language teaching concluded that the two most important sources of input in the language classroom are the teachers and the course materials such as course books. Referring to these conclusions, Taguchi (2011), points at the importance of teacher training:

As the body of materials and options for pragmatics learning grows, emerging research in pragmatics teaching is significant for practitioners and consumers of these materials. To this end, teacher training is critical because it inevitably influences the ways in which instructional methods and materials are utilized (p. 299).

Taguchi goes on to say that in spite of the critical role of the language teacher in developing L2 learners’ pragmatic competence, the teacher’s knowledge and beliefs about the sociocultural aspects of language have not been addressed sufficiently. According to Wright (2002), certain issues must be addressed in LTE programs. He proposes the following;

- The goal of the ‘language component’ in LTE has to be to provide the teacher with the tools for the job of creating learning opportunities in the classroom and to manage that task with confidence
- Teachers have to feel confident both in their use of the L2 and in their knowledge of the systems and use of the language

- Participants on LTE programs also need to deepen their relationship with language, to become autonomous explorers of language, to begin to develop a lifelong interest in language
- Language awareness is not just a method but a principal goal of LTE (Wright, 2002, p. 117).

Rose (1997) focuses on language teacher trainees' pragmatic awareness, rather than their grammatical awareness and suggests a consciousness-raising approach to LTE, which he calls 'pragmatic consciousness-raising' (PCR). He proposes a three-way approach to PCR in teacher education.

- (1) Developing familiarity with theory and research in pragmatics;
- (2) Conducting pragmatic analyses of the teachers' L1; and
- (3) Conducting pragmatic analyses of the L2 (p. 132)

As for the first step of his PCR model, Rose suggests introducing teacher trainees to certain influential theoretical frameworks and results available in the literature such as Cross Cultural Speech Act Realization Project, CCSARP (Blum-Kulka & Olshtain, 1984). Such analyses of theoretical frameworks and coding schemes will familiarize the teacher trainee with the complexity of language use and, on top of that, they will encourage the teacher trainee to conduct his or her own analyses. The second step of the PCR model, Rose suggests, is to have the teacher trainees conduct hands-on analysis of their L1. This could be done in several ways; for instance, the trainees could replicate a study available in the literature on L1 or L2. According to Rose, such an analysis will provide the teacher trainees with greater insight about pragmatic functions of language. The final step, conducting pragmatic analyses of the L2, could be done through the use of television and film, which according to Rose, should be fully exploited in language teaching and LTE, since L2 is not accessible in EFL contexts (p.

134). Acknowledging that his three-part PCR model is not the ultimate answer to the non-native teachers' needs, Rose concludes that PCR stands as a viable option to be used especially in teacher education programs designed for non-native speaker language teachers.

Atay (2005) conducted a study in which she investigated the effects of PCR model on Turkish pre-service language teachers of English at the end of a five-week course. Prior to her research, she conducted interviews in order to find about Turkish native speaker language teachers' perceptions about their own pragmatic competence and her findings confirmed what was suggested about non-native speaker teachers of language -- that they did not feel much confident about their own pragmatic competence. She also analyzed course books to see how they handled speech acts and found, not to her surprise so to speak, that they failed to offer much to the learner or to the teacher.

Atay's actual study was based on the perceived needs of pre-service teachers and throughout the study she followed the steps suggested by Rose (1997). Before the PCR course, she gave the teacher trainees a DCT and the same DCT was also given to native speakers of English. During the PCR course, the teacher trainees were first introduced to certain fundamental concepts such as pragmatic competence and pragmatic failure through explanations and examples based on previous research and the researcher's own experiences. Then, the learners collected L1 data on certain speech acts which were analyzed during the sessions and compared to the native speaker baseline data. With the help of these analyses and comparisons, the teacher trainees were made aware of the differences between L1 and L2. As the last step of the course, Atay had her learners role play based on some scenarios she designed and role plays were followed by discussions about the teacher trainees' reflections on the language use in the given contexts. At the end of her study, Atay concluded that the course served its aim in developing teacher trainees' pragmatic awareness and suggested that "in addition to pedagogical knowledge [methodology courses in LTE] should provide the prospective

teachers with opportunities to gain spontaneity and fluency in English focusing on the pragmatic competence [...]” (p. 56).

Another study conducted in the same line was Eslami & Eslami-Rasekh’s (2008) quasi-experimental study, which investigated the effects of a 14-week course aiming at the acquisition of speech acts of requesting and apologizing, on non-native speaker teachers of English in Iran. The course was designed in such a way to include various class activities such as teacher-fronted discussion, role plays, introspective feedback and metapragmatic assessment tasks. The experimental group in the study was given a number of previous studies on different speech acts, cross-cultural pragmatics and interlanguage pragmatics and was asked to conduct their own ethnographic research. The classroom activities were used both as means to raise learners’ pragmatic awareness and as opportunities communicative practice. As a result of their study, Eslami & Eslami-Rasekh concluded that L2 pragmatics is learnable in FL contexts; “with the pedagogical focus on pragmatic competence, pragmatic awareness and production can be acquired in the classroom or more specifically in the FL classroom” (p. 192).

Other studies in this regard revealed findings that suggested that teacher trainees have the necessary pragmatic awareness of certain speech acts such as requesting and apologizing (Kılıçkaya, 2010; Yıldız-Ekin & Atak-Damar, 2013). However gratifying these findings may be, it should be noted that there is still need for studies on various other speech acts to expand our understanding of non-native speaker teacher trainees’ pragmatic competence and pragmatic awareness.

2.6 Forms of Address

The address system of a language consists of an inventory of address forms and “address behavior is the way individual speakers or groups of speakers use the repertory of address variants available to them” Braun (1988;

13). Forms of address in most languages can be grouped under three word classes: pronoun, verb and noun Braun (1988).

Pronouns of address, or pronominal forms of address, operate on two dimensions of social relationship between interlocutors as intimacy and distance. The use of a pronoun of address singlehandedly determines and reveals the nature of relationship between the speaker and the hearer. While in English there is one second person pronoun, ‘*you*’, which can be used to address only one person or more than one person, in languages such as Turkish, German, French and Italian, the second person pronoun has a singular – intimate and a plural – distant form:

Turkish → *sen – siz*

French → *tu – vous*

Italian → *tu – voi*

Brown & Gilman (1960) were first to make a distinction between the familiar second person pronoun *T* and the polite second person pronoun *V*, which has come to be known as the *T/V* dichotomy. Such pronouns according Brown & Gilman are closely associated with “two dimensions fundamental to the analysis of all social life -- the dimensions of power and solidarity” (p. 252). The *T* pronoun represents the solidarity dimension and the *V* pronoun the power dimension. One important aspect of *T/V* pronouns is that they indicate whether the relationship between the speaker and the hearer is symmetrical or asymmetrical. When the relationship is symmetrical, the speaker says *T* and receives *T* as in the case of two friends, or he or she says *V* and receives *V* as in the case of two newly introduced people in a formal dinner. When the relationship is asymmetrical, the speaker says *T* but receives *V* as in the case of a professor talking to a student, or the speaker says *V* but receives *T* as in when an employee is speaking to an employer.

Nominal forms of address consist of a rich repertory of address forms. O’Keeffe et al. (2011) suggests seven semantic categories of forms of

nominal address: endearments (EN), kinship terms (KT), familiarisers (FM), first names familiarized (FNFM), full first names (FN), title and last name (TLN), and honorifics (HON), which are listed from informal to formal respectively. Endearments are nouns such as *dear* and *honey*, and so on, which are generally used by the speaker to express affection, sympathy or closeness towards the hearer. According to Braun (1988) endearments “are, to a certain extent, conventionalized, but linguistic creativity and individual imagination play an important part here” (p. 10). Family terms, also known as kinship terms, are used to address people whom the speaker is related to through blood. However, in some languages such as Turkish kinship terms are used for addressing people who are not related to the speaker through kinship. Such use of kinship terms is called a *fictive* use (Braun, 1988).

S: *Siyahtan mı istiyorsun, abla?*

Do you want from the black ones, **big sister**?

(Bayyurt & Bayraktaroğlu, 2001, p. 215)

Familiarisers are friendly terms of address which can be used to address both familiar and unfamiliar people. Examples of familiarisers are nouns such as *mate*, *dude*, and *Guys*, the use of which indicates that the speaker is showing solidarity but as suggested by Rendle-Short (2009) in her study on ‘*Mate*’ as a term of address in ordinary interaction, “in some contexts it [the term, *mate*] can even be unwelcome or inappropriate” (p. 1202).

Personal names could be used in various forms such as full first names such as *Richard*, first name familiarized (also known as diminutives) such as *Richie*, and first name plus last name such as *Richard Simpson*, each of which may have different indications and functions when used as address. The first name of a person seems to be the most liable option to address an interlocutor as long as he is familiar; however, Braun (1988) suggests that there are

cultures in which the use of personal names is “restricted or even tabooed as forms of address” (p. 9).

Title plus last name (TLN) as form of address refers to the use of several categories of titles. Braun (1988) states that in English the term title used in a general sense to include all nominal variants except personal names. The typical example of titles is *Mr./Mrs.* in English. However, titles can be studied under different categories as occupational titles such as *major, officer,* or *waiter*; inherited titles such as *Duke, Count,* or *Princess* (Braun, 1988); honorific titles such as *lady, madam,* or *sir* (Bayyurt & Bayraktaroğlu, 2001); and academic titles such as *doctor* or *professor*.

The choice of address forms would indicate the speaker’s idea of the hearer’s status, rank, age, power, role, gender, familiarity or intimacy among other things. According to Taavitsainen & Jucker (2002), speakers might be choosing the address form they want to use out of their repertoire of address forms ‘with apparent ease’; however, it is not that easy on the part of the analyst “to uncover the relevant criteria that govern the choice of one form over the other” (p. 2). The speakers Taavitsainen & Jucker are referring to are apparently native speakers of a given language since second or foreign language speakers do not always choose address forms ‘with apparent ease’ due to either lack of pragmatic competence or mother tongue interference. Forms of address are culture dependent and so what might be appropriate in one culture might be inappropriate in another. To give an example, Kachru & Smith (2008) say in most Asian and African cultures a teacher is considered to be of a high status and high rank and therefore “for many users of Englishes, it is unthinkable to address one’s teacher by his/her first name” (p. 45). Such examples can be multiplied, which makes it a fruitful area of research in cross-cultural pragmatics.

2.6.1 Previous Research on Forms of Address

The research on the forms of address can be traced back to the late 19th century (Philipsen & Huspek, 1985); however, the pioneer study on the forms of address is Brown & Gilman's (1960) 'The pronouns of power and solidarity'. Braun (1988) states that, "they can be regarded as the initiators of modern sociolinguistic investigation of forms of address" (p.14). Their study provided a pivotal distinction between the 'familiar' second person pronoun *T* and the 'polite' pronoun *V*, and between power and solidarity. Among their suggestions is the suggestion that "the original singular pronoun was *T* and the use of *V* in the singular developed as a form of address to a person of superior power" (p. 257). The *V* pronoun is used by one interlocutor in a dyad in a non-reciprocal fashion; that is, he receives *T* from the other. This phenomenon is described as 'power semantic'. The reciprocal use of *T* or *V* is described as 'solidarity semantic'.

Brown and Gilman's (1960) study, though, was limited to the analysis of the semantics of the pronouns of address, which in their own words means "covariation between the pronoun used and the objective relationship existing between speaker and addressee" (p. 252). According to Clyne et al. (2009), Brown and Gilman's study was rather limited in that most of the persons they collected data from were males and that "there are many languages of the world where pronouns of address are more numerous and varied than the simple Brown and Gilman T/V dichotomy" (p.15). Braun (1988), who "adopted the Brown and Gilman model critically" according to Clyne et al. (2009, p. 15), collected data on the forms of address in 30 different languages through questionnaire-based interviews. She analyzed her data based on a two classes of forms of address; bound forms and free forms and suggested that *T* and *V* pronouns must be integrated into the larger concept of bound forms. Stating that one should avoid the dichotomical aspect suggested in by the *T* and *V* notions, she concluded that certain characteristics of speakers such as age, social status, education, sex, occupation, group membership should be

taken into consideration while investigating address in various languages (Braun 1988: 302- 308). Clyne et al. (2009) suggest that Braun's study is based on a narrow empirical database since she had one or two informants per language (Clyne et al. 2009: 15). Another scholar who suggests that the study of Brown and Gilman is limited is Dickey (1997); she states that not enough studies have been done on nominal forms of address, which according to Dickey (1997), "are the only type of address available for study in languages like English which lack (at least in most dialects) a distinction in address pronouns" (p. 255).

Brown and Ford (1961) examined nominal address in American English, collecting data from modern American plays, actual use in a Boston business firm, reported usage of business executives, and recorded usage in Midwest. Their study provided a contrast between the use of first names (FN) and title + last names (TLN) and they concluded that the use of FN and TLN functions in three sorts of dyadic pattern: the mutual TLN and the mutual FN, which are determined by intimacy and distance between people of equal power, and the nonreciprocal use of TLN and FN, which is a result of either a difference of age or a difference of occupational status. Also, they concluded that in a dyad of unequals the move towards a more intimate relationship is initiated by the superior.

These findings were questioned by McIntire (1972), who, basing her study on Brown and Ford's (1961) findings on dyads of unequal status, examined the use of terms of address by students in addressing faculty members. She collected data through observation of spontaneous speech in various settings and through elicitation from interviews. Based on her findings, McIntire (1972) suggests that her predictions based on the Brown and Ford model fails on two accounts: (1) avoidance of any terms of address is found to be much more common than what the Brown and Ford model indicates, and (2) the suggestion that the superior member of the dyad is always the one who initiates a move towards a greater intimacy is not at all true owing to the fact that a great majority of the respondents she collected

data from reported that they initiated FN usage when they were in the lower status position.

Another influential study on forms of address was that of Ervin-Tripp (1986). Ervin-Tripp expanded Brown and Ford's study and designed a flow-chart diagram of address in American English. In her study, she touched upon several factors that would determine the choice of address, acknowledging that the decision-making process might change from one person to another. She stated that "just as two individuals who share the same grammar might not share the same performance strategies, so two individuals might have different decision or interpretation procedures for sociolinguistic alternatives [...]" (p. 220).

Among the factors she analyzed were age, status, kinship, rank, and identity and so on. As for age, for instance, she claimed that in the American address system she described "age difference is not significant until it is nearly the size of a generation, which suggests its origins in the family" (p. 221). Another interesting remark Ervin-Tripp made was about the use FN. She said when individuals are of the same age and rank 'first-naming' seems to be the only alternative since familiarity is not a factor in such dyads. She stated that "when introducing social acquaintances or new work colleagues it is necessary to employ first names so that the new acquaintances can first-name each other immediately" (p. 220).

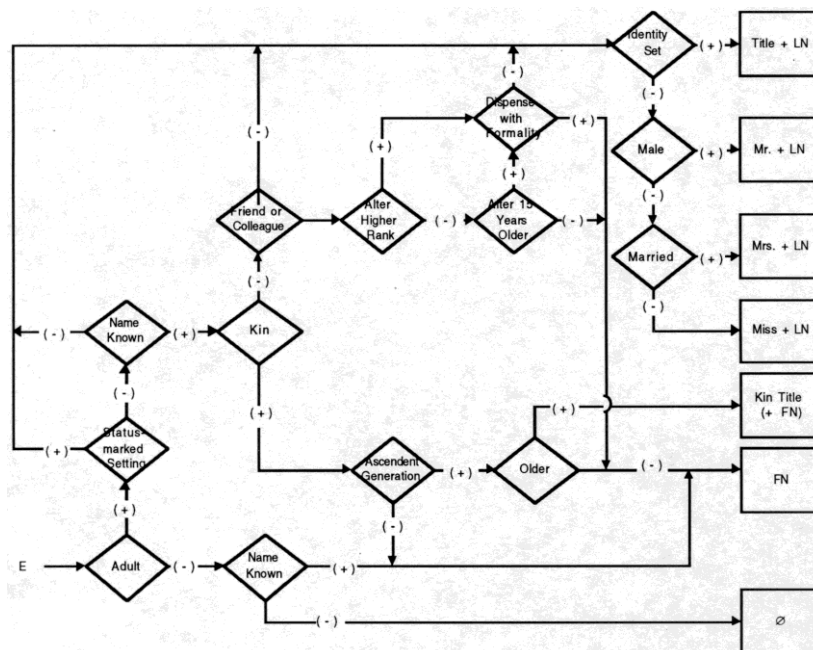


Figure 3 American Address System suggested by Ervin-Tripp (1986)

Dickey (1997) analyzed the synchronic relationship between forms of address and terms of reference. To do so, she collected data through questionnaire-based interviews and observation from speakers of British and American English and from a limited number of speakers of other European languages. Her setting included family setting and academic settings. Her results regarding forms of address and terms of reference in family interactions revealed that when the family member is younger than the addressor, he or she is addressed or referred to by FN, a nickname, or a term of endearment. Similar results were found in the case of family members of the same generation; however, Dickey found that, among these participants, terms of endearment were not preferred at all in reference. To address or refer to family members of ascending generations, the most preferred form was found to be kinship terms in Dickey's study.

More relevant to the present study are Dickey's findings about academic settings: she found that the choice of forms of address, and terms of reference for that matter, was determined by the position in the academic hierarchy rather than by age. While most teachers used FN in addressing their

students, students opted for either FN or TLN, depending on the status of the teacher; TLN for distinguished professors and FN for graduate student teachers. Similarly, Dickey found FN to be the most common form for teachers to refer to students; if the teacher preferred to address the student by TLN, however, he or she preferred TLN in reference, too. Another noteworthy finding of Dickey's study was that students accommodated to their teachers' and sometimes their friends' usage of address and reference terms by converging to the forms used by their teachers or friends in order to "gain another's social approval" (p. 270).

2.6.2 Recent Research on Forms of Address

Address systems are still a curious topic of research for researchers from all around the world. Since languages are dynamic and ever-changing, it seems that research on address terms will never be an outdated topic of research, even research on native speakers' use of address terms. Wright (2009) and Formentelli (2009) investigated the preferred address forms in academic settings in American English and in British English, respectively.

Wright (2009) investigated the forms of address preferred by college students at an American public university to address professors. Her study employed a three-part survey questionnaire. She found out that the address forms preferred by the students in academic settings varied considerably. Her findings showed that the students mostly preferred 'professor' as the address term. As for the reason why they prefer 'professor', her informants reported that the term "indicated a degree of formality and respect without being overly formal" (p. 1086). Another term of address found to be prevalent was the academic title 'Dr.'; however, most of the learners said it was overly formal, if not inappropriate. Generic titles such as 'Mr.' and 'Ms.' were perceived as old-fashioned by the learners. Many learners in Wright's study reported addressing their professors by first name since it indicated mutual respect and equality.

Wright also investigated the students' perceptions of university professors regarding how they introduce themselves the first they met the students in class. The results of the study revealed that instructors who introduced themselves as 'professor' were perceived positively. The impression it made on the learners was that the instructor was well-educated, smart and likely to hold a PhD. However, the instructors who introduced themselves as 'Dr.' were found to be perceived negatively since it made the learners have the impression that the instructor is unapproachable, unfriendly and even insecure. In the case of a generic title as introduction on the part of the instructor, the learners thought he or she did not hold a PhD and he or she was likely to be old-fashioned and if the instructor introduced himself or herself using a first name, it turned out that some learners in Wright's study assumed that the instructor was friendly and easy-going, while some other learners assumed that the instructor was less competent in her field or was a novice instructor.

Formentelli (2009) investigated address strategies of university students in a British academic setting. His results showed that the majority of the participants in his study employed TLN to address lecturers in interactions in the classroom. However, the titles used by the participants in his study were occupational titles such as *Professor* and *Doctor*. Formentelli also found a considerable number of the participants used HONs to address lecturers "to express the highest degree of respect" (p. 184), but he stated that the feminine forms of HONs such as *madam* and *ma'am* had not been mentioned by the informants, while the masculine form *sir* was frequently employed in addressing lecturers. Formentelli's results also revealed findings related to the level of formality employed by learners in addressing instructors; he found that in the British academic setting the majority of the learners preferred to address instructors by FN. In addition to the address strategies employed by university students, Formentelli also investigated the address forms used by the teaching staff to address students and his results showed that the teaching staff mostly addressed the students by FN in face-to-face conversations and

in email correspondence alike. Other than FNs, Formentelli also reported the use of expressions of familiarity such as *young man* or *young lady* on the part of teachers. All in all, Formentelli concluded that, contrary to the Brown & Ford's results, the vertical dimension of non-reciprocal address was frequent and unmarked in classroom interactions and the horizontal dimension of reciprocity of address was not found to be valid in the interactions in his data.

In addition to studies investigating preferred address forms, there are also studies today that investigate several aspects of address terms. One such example is Afful's (2010) study on gendered connotations of address forms used among university students in Ghana. Afful investigated whether or not the use of address forms among university students in Ghana is related to gender. In his ethnographic research, Afful used observations and interviews to collect data. He found that the most common form of address was personal names, which he divided into two as primary and secondary names. Primary names, he suggested, are mainly first names, last names or full names. Secondary names, on the other hand, are forms such as nicknames, terms of endearment, terms of solidarity and initials. He also found that in spite of the symmetrical nature of the relationship among the learners, they demonstrated the use of titles. Afful categorized titles as western-oriented and non-western and found that non-western type was less frequently used among students. As for the relation of gender to the address forms, he found that gendered identities were manifested in students' use of FN and LNs, nicknames, endearment terms, and denigratory terms, which were found to be in parallel with the norms in Ghana regarding gender relations; the same parallels, however, were not available in the case of nicknames and solidarity terms, which was defined by Afful as "a case of resistance towards what is considered to be the accepted or dominant gendered verbal practice" (p. 453).

Tainio (2010) also investigated the use of gendered address terms by teachers in Finnish classrooms while they are trying to silence the students. She found that gendered address terms were not frequently used by the teachers, but when they were used, it was when the teacher wanted to silence

students or imply that they were misbehaving. Although gendered address terms were not found to be of very common use, Tainio's data showed that the address term 'boys' was used more frequently than the address term 'girls' and that the students adopted the terms of address employed by the teacher and used them in their turns.

Keshavarz (2001) investigated the impact of social context as well as intimacy and distance on the choice of T/V pronouns of address in Persian. He found that his informants preferred the polite second person pronoun when addressing older family members, but the use of the polite pronoun was found to be indirectly proportional with the age of the kin. Keshavarz also found that social distance and intimacy was an influential factor on Persian people's choice of second person pronouns of address.

Compared with the number of previous research on native speakers' use of forms of address, more research is available today on foreign language learners' use of address terms in English and in other languages. Some of these studies focused on the use of address terms by foreign language learners and some on the teaching practices regarding address terms.

Hofäcker (2006) analyzed the use of address forms by German and Kyrgyz students of English against the native speaker data he collected from native speakers of American English. He collected data from the three groups of informants through a questionnaire which described different addressing situations in different modes of interaction. His findings showed that the address forms used by German students were mostly in accordance with those used by American students, but there were also notable differences. German students of English preferred to use the HON 'madam' while addressing unknown women, but his native speaker data showed that it is less preferable than 'ma'am' and it is even out of use. Hofäcker's data also showed that the address term 'Ms.' was found to be confusing for German learners and it was also found to be confusing for native speakers of English in some situations. The data he collected from Kyrgyz students revealed that these students used 'ma'am' appropriately in most situations but they also rated 'madam' as

appropriate, which contradicted with the native speaker data. Hofäcker found that Kyrgyz students did not recognize ‘Ms.’ as the standard in official written documents and they opted for ‘Miss’ or ‘Mrs.’ Instead. All in all, Hofäcker found that Kyrgyz students showed more deviation from the native speaker standard than German students.

Lemmerich (2010) investigated the teachability of forms of address in German in beginner-level foreign language classrooms, using a web-based pedagogical program based on an explicit, awareness-raising approach. As a result of her experimental study, Lemmerich found that the learners in the experimental group showed a considerable improvement regarding their use of contextually-appropriate address forms. Another conclusion she reported is that the learners were able to provide metapragmatic information at the end of the pedagogical intervention and that it resulted in native-like performance. She stated that “the earlier in the learning process students are exposed to sociolinguistic variation, the bigger the likelihood that they will develop sociolinguistic sensitivity, a stepping-stone to sociolinguistic competence” (p. 152).

Although there has been a recent increase in the number of studies regarding foreign language learners’ use of forms of address, there is still need for more studies investigating the use of address forms by foreign language learners as well as non-native speaker teachers of English. Such studies are likely to shed light on the language needs of these learners, which might suggest new approaches and/or techniques to be adopted in the foreign language classroom. Moreover, studies aiming to investigate the pragmatic competence of non-native speaker teachers of English are likely to do a great service to the field of foreign language teaching.

CHAPTER III

METHODOLOGY

In this chapter, the research methodology for the present study will be discussed. First, the research design is described in detail. Second, the participants and the data collection instruments are described. Finally, the data collection procedures and the pilot study are described.

3.1 Research Design

The purpose of this study is to examine the use of forms of address by pre-service English language teachers. The particular focus of the study is on how appropriate, according to native speakers of English, the forms of address used by pre-service English language teachers in academic and non-academic settings are. The research problem was inspired by a perceived gap in pre-service English language teachers' pragmatic competence in terms of using context-appropriate forms of address. The researcher, as an instructor at a Turkish university, observed (as subjective as it could be) that most of the pre-service English language teachers were either unaware of the correct forms of address in English or preferred the forms they used for other reasons, not apparent to the researcher. Therefore, it was necessary, first of all, to discover the pre-service English language teachers' repertoire of forms of address and, second of all, to see whether or not the forms they prefer to use as speakers were appropriate. To that end, the following research questions were designed by the researcher:

1. What forms of address do the pre-service English language teachers mainly prefer to use?
 - a. What forms of address do freshman pre-service English language teachers mainly prefer to use in academic situations?
 - b. What forms of address do freshman pre-service English language teachers mainly prefer to use in non-academic situations?
 - c. What forms of address do senior pre-service English language teachers mainly prefer to use in academic situations?
 - d. What forms of address do senior pre-service English language teachers mainly prefer to use in non-academic situations?
 - e. Are there any significant difference between freshman and senior pre-service English language teachers in terms of their use of forms of address?
2. What factors influence pre-service English language teachers' choices of forms of address?
 - a. Are the pre-service English language teachers' choices of forms of address influenced by addressing conventions in their mother tongue?
3. How do pre-service English language teachers handle situations in which they are not sure how to address an interlocutor?
 - a. Do the pre-service English language teachers ever avoid forms of address when they are not sure about how to address an interlocutor?
 - b. Do the pre-service English language teachers switch to their mother tongue when they are not sure about how to address an interlocutor?
4. How appropriate/inappropriate are the pre-service English language teachers' uses of forms of address?

- a. What are the English native speakers' perceptions of the appropriateness of the pre-service English language teachers' use of forms of address?

The research mainly benefitted from survey data. Since the research problem is concerned with identifying the actual situation at hand; that is, the actual competence level of the pre-service English language teachers in terms of forms of address in English, the research was designed as a survey. To benefit from both quantitative and qualitative methodologies and to ensure triangulation, four different data collection instruments were used: a discourse completion task for address forms in academic and non-academic situations (DCT), think alouds and semi-structured focus group interviews to collect data from pre-service English language teachers, and a scaled response task for native speakers' perceptions of appropriateness of address forms (SRT) to collect data from native speakers of American English.

3.2 Research Setting

The primary data for the present study was collected from pre-service English language teachers majoring in English Language Teaching (ELT) in the teacher education faculties of three public universities in Turkey— Gazi University, Middle East Technical University, and Abant İzzet Baysal University. These universities, along with a lot of other universities in Turkey, offer undergraduate majors in ELT within their faculties of education. Students are admitted to the program through a central university entrance exam they take after they complete their secondary education.

Table 1 Minimum Score Requirements of the Three Universities in 2014

University	Minimum Score
<i>Middle East Technical University</i>	483,10203
<i>Gazi University</i>	436,99468
<i>Abant İzzet Baysal University</i>	396,82172

According to their scores in the national university entrance exam, students submit a list of universities and departments they prefer to the Student Selection and Placement Center (ÖSYM) and the placement is done by the ÖSYM. Each university has a different minimum score requirement, which might change from one year to another.

ELT programs in Turkey are generally four-year programs. However, in some universities it might take five years since there is an additional preparatory year. In those universities, such as Gazi University, students have to take an exemption test to start their first year at the program after being admitted to the program. If they are successful, they start their first year in the ELT department; otherwise, they attend the preparatory school for one year where they take intensive general English courses.

ELT programs in Turkey have to follow a standardized curriculum which is set by the Higher Education Council in Turkey (YÖK). Yet, the curricula implemented in these programs might sometimes slightly change from one university to another, either in terms of the elective courses they offer or the year the courses are offered in. (The curricula implemented in the three universities are given in Appendix C). At the end of the four-year training in the program, students are granted with a degree in teaching English as a foreign language (EFL) and they become licensed EFL teachers.

3.3 Participants

The participants of the study were mainly of two groups: pre-service English language teachers, who are university students majoring in ELT at three public universities in Turkey and native speakers of English with various educational and occupational backgrounds.

3.3.1 Pre-service English Language Teachers

This study was born out of a perceived gap in pre-service English language teachers' uses of forms of address; therefore, it was first of all necessary to determine what forms were readily available in the their repertoires of English forms of address. Hence, the primary data were collected from freshman and senior pre-service English language teachers studying in English Language Teaching departments of three Turkish universities-- Gazi University, Middle East Technical University, and Abant İzzet Baysal University. The three universities in question were chosen due to practicality and convenience concerns. The pre-service English language teachers that the primary data were collected from were enrolled in ELT departments of the above-mentioned universities. Prior to their university education, almost all of these students completed their primary and secondary education in Turkey. In Turkish education system, EFL courses are mandatory; with the introduction of the new curricular model for EFL courses for primary and secondary schools in 2013, English instruction was made mandatory starting from the 2nd grade in primary education. It means that primary school students of today will have had 11 years of exposure to English language in EFL classrooms until they finish their secondary education. Until 2013, however, English instruction had started in the fourth grade. The pre-service English language teacher participants in the present study completed their secondary education before 2013 and they were subject

to the previous curricular model, so they have had nine years of exposure to English language before they began their university education.

Acknowledging the probability that not all of the pre-service English language teachers in the present study have been exposed to the same kind of teachers or materials, we assumed that these learners have pretty much the same level of English knowledge at the beginning of their university education. Regarding the difference of levels between freshman and senior pre-service English language teachers, it was assumed that the time the senior pre-service English language teachers had spent in the program added to their pragmatic competence as well as to their linguistic competence in English.

A total number of 205 pre-service English language teachers participated in the study (187 in the DCT and 18 in the think-alouds). 187 pre-service English language teachers responded to the DCT. At the onset of the study, it was aimed to collect data from 250 or more students; however, because the data were collected in two different sessions in two consecutive weeks, some of the participants who responded to the first part of the questionnaire were absent in the following week.

As a result, the actual number of participants who responded to both parts of the DCT was 187. These participants were all speakers of English as a foreign language, with varying levels of English competence and 182 of the participants reported that they speak Turkish as a native language. They had varying backgrounds, regarding such factors as the type of high school they had attended or foreign languages they speak other than English and so on.

Table 2 The Profile of Pre-service English Language Teachers

<i>Year</i>	Freshmen	104
	Senior	101
<i>Age</i>	18 and below	3
	18-19	67
	20-21	40
	22-24	90
	25 and above	5
<i>Gender</i>	Female	156
	Male	49
<i>Mother tongue</i>	Turkish	200
	Other	5
	Total	205

Of the 187 participants who responded to the DCT, 148 female and 39 were male. 95 participants were freshman pre-service English language teachers and 92 participants were senior pre-service English language teachers. Out of the 187 participants, 36 of them were chosen to be interviewed. Two interviews were conducted for each university; one group of freshman and one group of senior pre-service English language teachers from each university. Each group of interviewees was made up of 6 people; that is, 12 pre-service English language teachers from each university participated in focus group interviews. The participants for the focus groups were chosen on voluntary basis.

Another set of data was collected through think-alouds to form verbal protocols to support the DCT data. Due to the nature of think-aloud procedures, students who seemed to be confident and outspoken were chosen as participants on voluntary basis. Six participants from each university, three freshman and three senior pre-service English language teachers, were chosen

for the think-alouds. Because the situations used in the think-alouds were the same situations as in the DCT, the participants who responded to the DCT were not chosen for the think-alouds. All of the participants in the study were asked of their consent by the researcher.

3.3.2 Native Speakers

This study investigated the appropriateness of the forms of address used by pre-service English language teachers. Because the researcher herself is a non-native speaker of English, it was necessary to ask native speakers of their perceptions of the forms of address used by pre-service English language teachers who participated in the study. Also, the student questionnaire included situations in which the participants were assigned the role of the addressor, which, as a result, provided data from an addressor's point of view. To be able to make judgments about the appropriateness of the forms suggested by the addressors, it was necessary to get the addressee's point of view. Therefore, the situations in the SRT included situations in which the participants were assigned the role of the addressee. To that end, three different SRTs were designed according to the addressee types.

The DCT included academic and non-academic situations, each situation depicting a social context in which the addressor is required to address a particular person. Academic situations included addressees such as faculty members, students, and administrative staff and non-academic situations included addresses of various kinds such as police officers, shop owners, children and so on.

Three groups of native speakers were chosen for data collection; a group of faculty members, ranging from research assistants to full professors; a group of students, ranging from freshman to senior students; and a group of non-academic native speakers of varying occupational and educational backgrounds.

Table 3 The Profile of Native Speakers

<i>Category</i>	Professors	48
	Students	65
	Non-academic Americans	26
<i>Gender</i>	Female	100
	Male	39
<i>Age</i>	18-24	56
	25-34	37
	35- 44	20
	45 and above	26
<i>Mother tongue</i>	American English	137
	Other	2
<i>Residence</i>	USA	131
	Turkey	6
	Other	2
	Total	139

All of the participants, a total of 139 native speakers of English, were contacted through e-mail or social networks. For the questionnaires for faculty members and university students, the researcher sent e-mails to 243 faculty members from 23 universities and colleges in the United States. The faculty members were kindly asked to respond to the questionnaire designed for faculty members and they were also asked to send the link for the student questionnaire to their students at the faculty. Out of the 243 faculty members, 48 people responded to the online questionnaire and the student questionnaire was answered by 65 university students. The questionnaire for the third group of native speakers was sent to potential respondents through *Facebook* and this questionnaire was answered by 26 people. In the end, the actual number of respondents to the native speaker questionnaires was 139 people, most of

whom reside in the United States (131 people out of 139). In the e-mails and messages sent to the respondents, the researcher included a brief explanation about the nature and the aims of the study. Also the approval from The Applied Ethics Research Center at Middle East Technical University was attached to the e-mails and messages.

3.4 Data Collection Instruments and Procedures

This study aimed at investigating the research problem from several aspects inherent to it; therefore, it was necessary to use a combination of data collection instruments as is the case with most of the studies on IL pragmatics according to Kasper and Dahl (1991): “Combining different techniques of data collection has, in fact, been a procedure employed in a variety of IL pragmatic studies” (p. 231). The study utilized four different data collection instruments: a discourse completion task (DCT), think alouds and semi-structured interviews for the pre-service English language teachers, and a scaled response task (SRT) for native speakers of American English. All of the instruments were designed in parallel with the research questions.

3.4.1 Questionnaires

Questionnaire is one of the most common data collection instruments in second language research. It can be of various kinds such as open-ended, close-ended, multiple choice tests or rating scales. Since it is quick to construct, administer and analyze, it is quite popular in every field of research (Dörnyei, 2010; O’Keeffe et al., 2011). Although questionnaire is generally used to collect quantitative data, it is also used to collect qualitative data especially when it is designed as an open-ended questionnaire.

3.4.1.1 The Discourse Completion Task for Address Forms in Academic and Non-academic Situations

The initial data were collected through an open-ended discourse completion task (DCT), also known as ‘production questionnaires’ (Dörnyei, 2010). DCTs are the most commonly used instruments in interlanguage pragmatics studies (Kasper & Dahl, 1991; Dörnyei, 2010). DCTs are of two types: an open questionnaire and a dialogue completion task. In the open questionnaires the respondent is asked to respond to a given scenario and in the dialogue completion tasks the respondent is asked to provide written data for a given conversational turn (Kasper, 1991; as cited in Bardovi-Harlig & Hartford, 1993). The DCT used in this study is an open questionnaire, in which respondents were asked to write what they would say in a given scenario. The type of speech act investigated in this study, addressing people, is generally turn-initial in an act of communication by nature. Therefore, we thought an open questionnaire would better serve the purposes of this study. Bardovi-Harlig & Hartford (1993) suggested that “providing hearer responses to participant initiated speech acts is not as important as supplying interlocutor turns to which the participants reply” (p.159).

It can be argued that observation of authentic conversations of learners in an ethnographic fashion would yield more reliable data, since “questionnaires are inherently artificial” (Rose & Kawai-fun, 2001; p. 154); however, as is suggested by Rose & Kwai-fun (2001), “although in some cases it may be possible to observe learners interacting in the target language, a foreign language context generally does not afford such possibilities; use of written instruments, then, appears to be inevitable” (p. 154). There are basically two reasons why observation of authentic speech was not chosen in this study: First, observational data from authentic interactions requires a longitudinal study and yields mass data which are very difficult to analyze; therefore, they are not frequently used in interlanguage (IL) pragmatics

studies. Kasper & Dahl (1991) noted that they have only been able to find two studies in IL pragmatics which used observational data from authentic speech. Second, it was obvious to the researcher by experience that foreign language learners in Turkey mostly switch to their mother tongue or use a literal translation of the form they would use in their mother tongue when they need to address someone, especially if the person they are going to address is a native speaker of Turkish, too (e.g. *teacher* to mean *öğretmenim* or *hocam* while addressing a teacher or a professor).

The DCT used in this study was designed to collect data on the forms of address used in academic and non-academic situations by pre-service English language teachers in Turkish universities. The questionnaire consisted of 20 contextual situations: 10 academic situations and 10 non-academic situations. The questionnaire is adapted from Braun (1988), who investigated forms of address collecting data from native speakers of 23 different languages. The questionnaire Braun used was not a DCT; she simply asked the respondents to report how they would address the given person/s and how they would be addressed by them and she suggested that they complemented the necessary details through a structured interview. Her questionnaire was a rather long one (almost 170 pages long) since she collected data from the respondents as hypothetical addressors and addressees. Our student questionnaire, however, does not ask for the addressees' perception, which would later on be asked of native speakers of American English. Braun categorized the addressors and addressees in her questionnaire as *family members*, *neighbors*, *university*, *place of work*, *unknown addressees* which included service encounters, and *miscellaneous* which included pronominal forms of address.

Adapted from Braun's questionnaire, the DCT used in the present study was composed of two broad categories as *academic situations* and *non-academic situations*. Academic situations included university-related scenarios; the participants' interactions with other learners at the university, teaching staff such as professors and instructors, and administrative staff such

as secretaries and librarians. Non-academic situations included known and unknown people which they hypothetically address during service encounters.

Table 4 The Summary of the DCT

Academic Situations				
Situation	Setting	Interlocutor	Variable 1	Variable 2
1	At the professor's office	A full professor (female)	Name	X
2	On the campus	A full professor (male)	Name	X
3	In the class	An instructor (female)	Name	X
4	In the class	An instructor (male)	Name	X
5	In the dormitory	A group of five unfamiliar students	Age	X
6	In the school corridor	A not-very-close classmate	Name	Age
7	In the school corridor	A close classmate	Age	X
8	At the library	A librarian	Name	Gender
9	In the class	The whole class	Age	Familiarity
10	At the secretary's office	A department secretary	Name	Gender
Non-academic Situations				
1	At an international conference	A governor	Name	Gender
2	At a corner shop in the neighborhood	A shop owner (male)	Name	Age
3	At a supermarket	A cashier (female)	Name	Age
4	On the street	A police officer	Gender	X
5	At the bank	A clerk	Age	Gender
6	In the park	A ten-year old child	Gender	X
7	At a restaurant	An elderly customer (female)	X	X
8	At the train station	A security officer	Gender	X
9	At a restaurant	A waiter/waitress	Age	Gender
10	At the hospital	A doctor	Name	Gender

The DCT excluded some of the categories Braun used; '*family members*' was one of them. Since the student participants of our questionnaire were all non-native speakers of English, it would be too artificial and

unnecessary to ask them how they would address their family members in English, which they most probably never do.

Another category which was excluded from the scope of this study was pronominal address since the so-called *T/V* distinction is not a phenomenon in English. It should be noted, however, that the *T/V* distinction is available in Turkish, which is the native language of most of the student participants. It has a certain influence of their perceptions of forms of address in English, which is discussed further in the study.

Yet another reason why the DCT used in this study was limited to two broad categories is to “avoid making the questionnaire too long” as is suggested by Dörnyei and Csizér (2012).

After a careful consideration of the categories and addressees to be included in the DCT, the researcher wrote a total of 20 situations, 10 of which aimed to collect data about academic situations and the other 10 of which aimed to collect data about non-academic situations. For all the situations the respondents were asked to respond to scenarios considering several variables such as the age, gender, status and familiarity of the addressee.

In order not to force any responses out of the participants and not to elicit unrealistic responses, for each item the participants were given a chance to opt out by putting a tick in the *I don't know how I should address this person* column.

For reliability considerations, the researcher asked three coders to code the questionnaire which provided inter-coder reliability. Based on the feedback the coders provided, the necessary changes were made before piloting the questionnaire. The pilot study is described in detail in the following sections of the study.

3.4.1.2 The Scaled Response Task for Native Speakers' Perceptions of Appropriateness of Address Forms

The second questionnaire used in the study was an online survey of a scaled response task (SRT). Scaled response tasks are questionnaires which ask participants to “assess situational contexts and speech act or discourse samples according to certain variables” (O’Keeffe et al., 2011; p. 27). The SRT in this study was used to collect data from native speakers of American English. Since the research problem is concerned with the appropriateness of the forms of address Turkish native speaker pre-service English language teachers, it was necessary to consult native speakers of English in order to be able to make judgments about the appropriateness of the forms the participants provided in the DCT.

With this aim in mind, the researcher analyzed the data collected from the DCT (the analysis of the DCT data is explained in detail in the following sections of the study) and designed a scaled response task questionnaire. The researcher first of all identified the most popular responses in the DCT data and these responses are used as question items in the SRT. In addition to the most popular responses, the researcher also included responses which were found to be curious regarding their appropriateness to the researcher’s judgment as a non-native English language instructor. The situations designed for the DCT were re-designed so as to formulate them according to the hearer’s perspective since the SRT aimed to investigate the hearer’s perception of the forms of address used by a given illocutor. The re-designed situations were written as entries and below each entry, the participants were given six to sixteen different forms of address, each of which would be rated according to their appropriateness. The scale was a five-point rating scale with options ranging from *Highly Appropriate* to *Highly Inappropriate*.

Since the DCT required participants to address the given addressees in academic and non-academic situations, there were a number of different addressee types described in the situations. For the SRT it was necessary to

divide the addressees into sub-groups; they were grouped under three categories as *faculty members*, *university students* and *non-academic Americans*. Therefore, three different SRTs were designed. The first questionnaire was sent to professors of various branches and degrees. The professors were asked to evaluate 4 situations, each of which prompted 10 forms of address to be rated. The second questionnaire was sent to university students in various years at university. The students were asked to evaluate 12 situations, each of which prompted nine to thirteen forms of address to be rated. The third questionnaire required the judgments of various addressees such as shop owners, police officers and cashiers and so on. Since it would have been too difficult, if not impossible, to access people with those occupations and we would have had to ask them to rate one or two situations, it was thought that it would be wise to ask non-academic Americans to evaluate the situations imagining as if they were to be addressed as such. Hence, the third questionnaire was sent to non-academic Americans of various occupational and educational backgrounds. They were asked to evaluate 18 situations, each of which prompted six to sixteen forms of address to be rated.

3.4.2 Think-Aloud Protocols

In order to collect supportive data for the study think-alouds, which are also known as verbal reports, were used. Thinking aloud is a data elicitation method mostly used in translation studies. During a thinking aloud session, the respondent is asked to verbalize whatever crosses their mind about a given task or problem to be solved (Jääskeläinen, 2010) and in the meantime their verbalization, their thinking aloud is audio or video recorded. Then the recordings are transcribed and these transcriptions of the recordings are called Think Aloud Protocols (TAPs). The reason why TAPs were used in this study as part of qualitative data were to gain greater insight about the

possible underlying factors that affected the 1 participants' choices of forms of address in English and it was thought that the TAPs would provide clearer information about the cognitive processing of the participants during their decision making about the forms of address to be used for given situations. One limitation with thinking aloud, in this regard, is that, according to Jääskeläinen (2010), "only information that is actively processed in working memory can be verbalized, which means that unconscious processing is inaccessible" (p. 371). Similarly, Kasper (1998) suggested that "verbal protocols are not immediate revelations of thought processes. They represent (a sub set of) the information currently available in short-term memory rather than the processes producing the information" (p. 358).

There are basically two types of verbal reports: the first is a *think-aloud*, which asks the respondents to verbalize their thoughts while they are doing a given task and the second is a *retrospective report*, which asks the respondents to verbalize their thoughts immediately after they perform a given task (Ericcson & Simon, [1984], 1993; McKay 2006; Bowles, 2010). In addition to this categorization, Ericcson and Simon ([1984], 1993) proposed another type of verbal protocols during which the respondents are asked about their motives and reasons for their responses-- their 'overt behavior', which may not otherwise be available to the researcher. Bowles (2010) referred to such verbal reports as *metalinguistic*. During the think-alouds in the present study the participants were asked of their reasons for choosing the particular form of address, when the reasons are not readily available from the verbalization.

There has been much controversy about the validity of verbal reports. One of the arguments about think-aloud reports is that the researcher has to accept what the respondent reports as true. Ericcson and Simon ([1984], 1993) suggested that the issue of trust is part of our everyday life and academic research is no exception in this regard. Acknowledging the fact that self-reports are unreliable under various circumstances, they suggest that it is possible to avoid the issue of reliability of self reports entirely; "the report

‘X’ need not be used to infer that X is true, but only that the subject was able to say ‘X’-- (i.e., had the information that enabled him to say ‘X’)” (p. 7). As for retrospective reports the argument is that since the respondents are asked to verbalize their thoughts after they complete a task, there is a risk that their verbalization may not reflect their actual thought processes; it may reflect instead what they make of what they remember about the task they have completed. Bowles (2010) stated that this risk can be minimized on condition that the respondents are asked to verbalize immediately after completing the task. Yet another criticism about verbal reports is that the verbalization of one’s thoughts might be unnatural and that it might not reflect the respondent’s thoughts truly. However, Ericsson & Simon ([1984], 1993) suggested that concurrent verbalizations would not disturb the thought processes; they might slow down the processing slightly.

In spite of all the criticisms and arguments against verbal reports, as McKay (2006) puts it, “the method is one of the few available means for finding out more about the thought processes of second language learners” (p. 60). As verbal protocols are mostly used as supportive data to complement the primary data, it should not be wise to discard them totally. Kasper (1998) argues that verbal protocols are no different from any other type of data in that both would require the researcher to infer cognitive processes from the data. Therefore, researchers should be more concerned with the appropriate analysis of the data. Ericsson & Simon ([1984], 1993) argue that the elicitation process would determine whether or not verbal reports are valid sources of data; “the accuracy of verbal reports depends on the procedures used to elicit them and the relation between the requested information and the actual sequence of heeded information” (p. 27).

There is a number of principles to consider in order to be able to collect accurate and valid think-aloud data (McKay, 2006; Bowles, 2010):

- The participants should be informed about the think-aloud procedure; the researcher should explain to them what they are supposed to do

using a language as plain as possible; they should be informed that their verbalizations will be recorded and they will be kept anonymous. When necessary, the participants should also be informed about the goals of the study in general.

- The procedure should start with an example so that the participants can ask the researcher questions about the points that are not clear.
- The time between the cognitive processes and verbalization should be minimized in order to avoid lapses.
- It should be considered that verbalization would put extra pressure on the mental processes of the respondent; therefore, if the researcher is collecting data from L2 speakers, the speakers should be given a chance to verbalize their thoughts in their mother tongue. The procedure should not be in the form of a social conversation; the researcher should keep silent as much as possible, other than when he/she is reminding the participant to think aloud whenever the participant pauses more than momentarily.
- The researcher should pay attention to the non-verbal behavior of the participant as well as their verbalizations.

The type of think-alouds used in this study is a metacognitive think-aloud since the Research Question 3 inquires what factors influence pre-service English language teachers' choices of forms of address; the question requires a detailed account of their justifications of their choices regarding forms of address.

Think-alouds in the present study were used to collect supportive data to get further insight about the pre-service English language teachers' choices of address forms. During the think-aloud procedure, the participants were asked to respond to the DCT orally by verbalizing their thought processes. Therefore, the obtained think aloud protocols provided both quantitative and qualitative sets of data.

The think aloud protocols included participants' suggestions of address forms for the given interlocutors described in the situations in the DCT, as well as their reasoning and justifications about the forms they suggested. The reasons and justifications provided by the participants are presented in the following sections of the study.

A total of 18 pre-service English language teachers participated in the think-aloud study. Six participants from each university, three freshmen and three senior each, responded to the DCT orally by verbalizing their thought processes. The freshman group included five male and four female pre-service English language teachers and the senior group included five male and four female pre-service English language teachers.

The pre-service English language teachers who participated in the think-aloud study were chosen on a voluntary basis. Due to the nature of think-aloud procedures, students who seemed to be confident and outspoken were chosen. Because the situations used in the think-alouds were the same situations as in the DCT, the participants who responded to the DCT were not chosen for the think-alouds. All of the participants in the study were asked of their consent by the researcher.

3.4.3 Interviews

Interviews were used in order to collect qualitative data for the present study. The interviews aimed to find out more about the factors affecting pre-service English language teachers' knowledge of forms of address and their choices of forms of address. There are various types of interviews such as highly structured, semi-structured, conversational interviews, one-on-one interviews and focus group interviews (McKay, 2006; Mackey & Gass, 2012). The type of interview employed in this study is a semi-structured focus group interview. In a semi-structured interview, the researcher pre-specifies a set of questions for the interview and the same set of questions is asked of

each interviewee. Using a semi-structured interview, the researcher first of all is able to narrow down the topics to be included in the interview and second of all, makes sure that the same topics are covered in each interview (McKay, 2006). An unstructured interview would come with the risk of not eliciting the necessary information from the interviewees (Rabionet, 2011). Focus group interviews ideally involve six to eight people with similar backgrounds. The group is asked the pre-specified questions and invited to express their opinions and also to react to each other's opinions (McKay, 2006). Using a focus group interview rather than a one-on-one interview has its advantages. According to Schensul et al. (1999) group interviews

- generate a considerable quantity of data in a relatively short period from a larger number of people than would be possible by interviewing key informants only;
- allow the researcher to record and analyze group members' reactions to ideas and to each other;
- produce data and insights that would be less accessible without the interaction found in a group (Morgan, 1988, p.12; as cited in Schensul et al., 1999) (p. 52).

There are also certain disadvantages of focus group interviews. Since they involve at least six people, there is a risk that not each individual in the group has the same amount of time to offer their opinions and also one interviewee might dominate the whole conversation. According to McKay (2006), it is also possible that the researcher may not know whether or not the opinions of an interviewee were somehow manipulated by other members of the group towards a certain point of view or whether or not an interviewee offers an opinion just to show solidarity with the rest of the group. It is of critical importance that the researcher be aware of such risks before conducting interviews and make sure that each interviewee has equal time and opportunity to express their own opinions during the interview.

In the present study, 36 of the pre-service English language teachers who responded to the written DCT were chosen for the focus-group interviews on a voluntary basis. Two interviews per university were conducted as one group of freshman and one group of senior pre-service English language teachers. The participants chosen for each group were already familiar with each other, which was a deliberate choice since it was thought unfamiliar people would hinder the participants' performances during the interviews.

Prior to the interviews, the participants were asked of their consent and they were briefly informed about the aim of the research and the interview procedures. This introductory part of the interviews was used as a warm up and no audio recordings were made during the warm-up. The participants were also asked, prior to the interviews, not to talk at the same time during the interview so that what they have said could be clearly understood. During the interview, the participants were asked seven questions, but since it was a semi-structured interview sometimes the participants were asked further questions about what they have provided and they were encouraged to make comments. The interviews were audio-recorded; video recordings were not preferred since it was believed that they would make some participants self-conscious and affect their performances during the interview.

3.5 Pilot Study

As pointed out by McKay (2006), piloting the instrument adds to the value of the study, eliminating problems regarding the clarity and difficulty/easiness of the items in the instrument. In order to ensure that the questionnaire does not include any problems such as ambiguity or problems with wording and that the participants can fully understand the statements and the task, the questionnaire was piloted twice.

The questionnaire was first piloted on a group of freshman and senior pre-service English language teachers in Gazi University ELT Department in May 2012. The first pilot revealed a problem regarding the administration of the survey. It was found out that the questionnaire was too long to be conducted in one session since the participants mostly tended to tick *I don't know how to address this person* box through the end of the questionnaire and some of them did not fill in the last two pages of the questionnaire at all. Accordingly, the questionnaire was divided into two parts to be conducted in two separate sessions. Another problem was to do with the clarity of instructions. It was found out that the introductory explanations and the examples, which were in English, were not fully understood by the participants; so, these parts were translated into Turkish-- the participants' native language. A couple of participants reported that they could not figure out whether or not the characters given in the situations are male or female out of the given names; therefore, the genders of these characters were clarified by openly writing *male* or *female* in bold under the given names.

The second pilot of the present study was conducted in December 2012 on 25 pre-service English language teachers in Gazi University ELT Department. This second piloting was conducted in two separate sessions in two consecutive weeks. Since the researcher was present during both sessions, the return ratio was 100%. Since the time required to respond to the survey was shorter than that of the first pilot, all of the items in the questionnaire was answered by the participants. It turned out that some participants, although not the majority, failed to pay attention to the gender of the characters depicted in the situations; therefore, in order to eliminate the confusion as much as possible, certain words and sentences in the sentences suggesting a certain gender such as *man*, *woman*, *him* and *her* or suggesting a certain level of intimacy such as *she is a good friend of yours* or *you two are not very close friends* were written in bold. After the pilot study, the researcher collected feedback from the participants about the wording of the

questionnaire items and other possible comments they want to make about the questionnaire and then the questionnaire was finalized.

In addition to the discourse completion questionnaire, the interviews and the think-aloud protocols were also piloted to identify potential practical problems. Volunteering pre-service English language teachers were invited to answer the interview questions and think- aloud questions and the questions were refined accordingly.

3.6 Data Analysis Procedures

The initial set of data was collected through a DCT. The questionnaire was used to collect quantitative data; the data obtained from the DCT was analyzed by using descriptive statistics. However, because the type of data obtained from the DCT was nominal data, it was also analyzed qualitatively. The responses suggested by the participants were first of all tabulated to obtain raw data. Then, the entries in the raw data were coded by the researcher by using a coding scheme (Appendix A); some of the codes were taken from O’Keeffe et al. (2011). At this point of the study it was necessary to seek the assistance of two colleagues to code the data so as to check the reliability and accuracy of the researcher’s coding, which, according to Leech and Onwuegbuzie (2007) “can strengthen the trustworthiness of the findings via investigator triangulation” (p. 575). A sample data set (10 % of the original data set) was generated by random sampling in SPSS and this sample data set was coded by two coders other than the researcher and then the intercoder reliability was calculated.

Another set of quantitative data were collected through the SRT. The data collected through the SRT was analyzed through presenting the means, percentages and frequencies for each item through SPSS program. The qualitative data were collected through think-alouds and semi-structured focus group interviews. The think-alouds were transcribed by the researcher

to form think-aloud protocols. Bowles (2010) suggests that there are various conventions regarding the transcription of verbal protocols; the choice of the convention is determined according to the nature of the research questions and the research problem in general. The transcriptions of the think-alouds in this study were not prepared in a conversation-analytic fashion since it was unnecessary to pay special attention to pauses, intonation or timing, considering the research questions at hand.

Prior to the think-aloud procedure, the participants were asked to, first, say how they would address the given interlocutors in the given contexts, and second why they would prefer to use the address form(s) they suggested. This way it would have been possible to have an idea about pre-service English language teachers' repertoires of forms of address in English and about their decision-making processes and reasoning with the help of their verbalizing their thought-processes. However, as is suggested by Bowles (2010) in most think-aloud studies, not all the participants verbalize their thoughts according to initial instructions. 18 pre-service English language teachers who participated in the think-alouds in this study also differed from one another regarding the amount of reasoning they provided during the think-alouds. Therefore, it was necessary to code the verbalizations in two categories as *metalinguistic* and *non-metalinguistic*, as is suggested by Bowles (2008, as cited in Bowles, 2010).

To be able to understand both components of the participants' verbalizing, the obtained think-aloud protocols were analyzed both quantitatively and qualitatively. As the first step of the analysis, content analysis was performed on think-aloud protocols. Woodfield (2008) defines content analysis as "a research method that uses a set of procedures to make valid inferences from text" (p. 50). By applying content analysis to the think-aloud protocols, the researcher was able to reduce large texts of verbal protocols into manageable chunks of data. After reducing the data to manageable chunks, a coding scheme should have been designed to be able to present data in an organized way. "Because cognitive processes are only

indirectly and partially represented in verbal reports, it is necessary to analyze protocols by means of a coding scheme that will guide the researcher's inferences in a principled, theory based manner" (Kasper, 1998, p. 359). In order to design a coding scheme for the analysis of the verbal protocols in this study, the researcher listened to the records of the think-alouds and read the verbal protocols simultaneously and in the meantime she segmented the protocol data. This yielded three main segments in the data, which were then described as categories of the coding scheme.

The final set of qualitative data was obtained through semi-structured focus group interviews. The interviews were also transcribed by the researcher and the obtained transcriptions were coded according to the research questions in a content-analytic fashion.

CHAPTER IV

RESULTS OF DATA ANALYSIS

This chapter presents the results of the study. The results are presented in four sections which were designed according to the data collection instruments; the DCT, the think-aloud protocols, the focus-group interviews and the SRT.

In the present study the data collection process was three-fold: The first stage was designed to collect data through a discourse completion task questionnaire. The DCT was used to determine the actual repertoires of the pre-service English language teachers; the participants were asked to report how they would address the people in the given situations as speakers. This way the speaker perspective was investigated. The second stage aimed to collect data through think-alouds and student interviews; the think alouds and student interviews were used to get greater insight about the pre-service English language teachers' reasons for preferring the forms of address they reported in the DCT. In the third stage of the data collection process a scaled response task questionnaire was employed; the SRT was used to collect data on the perceptions of native speakers of the forms of address the learners suggested. It was especially necessary to collect data from the native speakers of American English because it would have been rather difficult and even unreliable to make judgments about the appropriateness of the forms the learners use without the native speakers' opinion, as the researcher herself is a non-native speaker of English. Also, to be able to make sound conclusions about appropriateness of any act of communication, the hearer's perspective was required and the native speaker participants of the study were asked to respond to situations in which they were hypothetical hearers/addressees. The results of the analysis of the data collected through these instruments

would display how appropriate the forms of address the pre-service English language teachers' uses were and what factors influenced their choice of forms of address.

4.1. The Discourse Completion Task

The data obtained from the DCT were used as the primary data for the present study. The data were analyzed quantitatively to shed light on the pre-service English language teachers' repertoires and preferences regarding the forms of address in academic and non-academic situations. The data are presented in two categories as academic situations and non-academic situations.

A total of 187 participants filled in the written DCT. 95 of these participants were freshman pre-service English language teachers and 92 were senior pre-service English language teachers from the three universities. The questionnaire included 20 discourse situations. 10 of these situations described academic contexts and the other 10 described non-academic contexts. The number of the interlocutors to be addressed for each situation varied from one to six; the situation remaining the same, the participants were given certain variables such as age, gender or familiarity, according to which they were asked to provide answers.

4.1.1. Academic Situations

The first four academic situations described contexts in which the participants would hypothetically address their professors at the university. The first two of these professors, *July Hampton* and *Ted Jones* were full professors and the other two interlocutors were instructors, *Allison Brown* and *Matt Cooper*. The given variable for all of the four interlocutors was whether or not the name of the interlocutor was known by the participant.

As can be seen in Table 5, the majority of the participants in the freshman group opted for a 'title + last name' (TLN) pattern to address both the female and the male interlocutors when their names were known by the participant. The majority of the participants addressed the female professor as either *Mrs. Hampton* or *Ms. Hampton* and the male professor as *Mr. Jones*. When the names of the interlocutors were not known, the participants opted for honorifics (HONs); however, there was found to be a greater agreement among the participants on how to address a male professor than on how to address a female professor. More than half of the participants addressed the male professor as *Sir*, while the rate of the participants who addressed the female professor as *Madam* was less than half.

A similar result was found for the other two interlocutors. There was found to be an approximately ten per cent gap between the participants who addressed the given female instructor by TLN and those who addressed the male instructor by TLN, when the names of the interlocutors were known. Similar to the results of the first two situations, the participants mostly opted for HONs to address the given instructors when their names were not known. Again, there was found to be a considerable gap between the rates of the use of HONs for the male and the female interlocutors. The reason for this difference between male and female interlocutors might be due to the fact that titles to address women are more varied than those to address men.

To compare the preferred address forms for full professors and instructors, the only noteworthy detail was found to be about the use of the occupational title (OT) *Teacher*, which is probably a translation of what the participants would use to address their professors in real life. The results showed that only one participant used *teacher* to address the [full] professors; however nine participants used the occupational title to address the male instructor and 13 participants for the female instructor. This increase in the number of the participants who used *Teacher* as the address form might be, though not necessarily, relevant to the academic titles and the perceived status of the given interlocutors.

The data obtained from the senior participants revealed similar results to those of freshman participants, but there are noteworthy differences as well.

Most of the senior pre-service English language teachers addressed the given [full] professors by TLN, too, when the name of the professor was known.

Table 5 Addressing university professors

Interlocutor	Preferred Address Forms	Freshman		Senior	
		F	P	F	P
Name known: July Hampton Professor	Mrs. Hampton	52	54,7	41	44,6
	Miss Hampton	21	22,1	27	29,3
	Non- address	2	2,1	1	1,1
	Other	20	21,1	16	17,4
	Teacher /My teacher	0	0	7	7,6
	Total	95	100,0	92	100,0
Name not known Professor	I don't know how I should address this person.	7	7,4	8	8,7
	Madam	39	41,1	19	20,7
	Miss	8	8,4	14	15,2
	Non- address	18	18,9	8	8,7
	Professor	2	2,1	10	10,9
	Teacher	1	1,1	11	12,0
	Other	20	21,1	22	23,8
	Total	95	100,0	92	100,0
Name known: Ted Jones Professor	I don't know how I should address this person.	2	2,1	2	2,2
	Mr. Jones	68	71,6	61	66,3
	Non- address	3	3,2	1	1,1
	Other	21	22,1	20	21,7
	Teacher /My teacher	1	1,1	8	8,7
	Total	95	100,0	92	100,0
Name not known Professor	I don't know how I should address this person.	5	5,3	12	13,0
	Non- address	19	20,0	4	4,3
	Professor	3	3,2	17	18,5
	Sir	60	63,2	38	41,3
	Teacher	1	1,1	11	12,0
	Other	7	7,4	10	10,9
	Total	95	100,0	92	100,0
Name known: Allison Brown (Instructor)	Mrs. Brown	46	48,4	28	30,4
	Miss Brown	14	14,7	19	20,7
	Non- address	8	8,4	8	8,7
	Teacher /My teacher	8	8,4	18	19,5
	Other	19	20,0	19	20,7
	Total	95	100,0	92	100,0
Name not known Instructor	I don't know how I should address this person.	8	8,4	11	12,0
	Madam	35	36,8	20	21,7
	Non- address	19	20,0	9	9,8
	Teacher /My teacher	13	13,7	29	31,5
	Other	20	21,1	23	25,0
	Total	95	100,0	92	100,0
Name known: Matt Cooper Instructor	I don't know how I should address this person.	1	1,1	1	1,1
	Mr. Cooper	68	71,6	52	56,5
	Non- address	6	6,3	4	4,3
	Teacher /My teacher	7	7,4	13	14,3
	Other	20	21,1	22	23,8
	Total	95	100,0	92	100,0
Name not known Instructor	I don't know how I should address this person.	8	8,4	15	16,3
	Non- address	14	14,7	7	7,6
	Sir	57	60,0	36	39,1
	Teacher /My teacher	9	9,5	25	27,2
	Other	7	7,4	9	9,8
	Total	95	100,0	92	100,0

While in the freshman group only one participant used *Teacher* to address the [full] professors, in the senior group the number increased to be eight when the names of the professors were known and to be 11 when their names were not known.

This was found to be against the researcher's assumption that senior students would be less inclined towards transfer from L1. More in line with the researcher's assumption was the use of academic title (AT) *Professor*; to address the male professor when his name was not known 17 senior participants opted for AT, while only 3 freshman participants preferred to use it.

A similar tendency was found to be apparent in the participants' preferred address forms for the given instructors. Occupational title *Teacher* (or *my teacher*) was found to be more popular among the senior students. When the names of the instructors were known, the number of senior participants who preferred to use *Teacher* as address was twice as many as those who preferred the same form of address in the freshman group. The rate of participants who preferred *Teacher* increased to be three times higher in the senior group when the names of the instructors were not known.

More participants opted for HONs to address the male interlocutor in both groups, due to other variations of address forms for females such as *Lady* or *Ma'am*. However, as can be seen in Table 5, the number of participants who preferred HONs to address the instructors when their names were not known was found to decrease almost by half in the senior group, with the addition of the OT, *Teacher* into the equation. Moreover, fewer participants in the senior group preferred non-address forms such as attention-getters, greetings or requests.

The fifth situation described a context in which participants were supposed to address a group of five people, students like themselves staying in a dormitory. The variables in this situation were related to the age of the interlocutors. The participants were asked to address the given interlocutors

considering their ages; whether or not the interlocutors are younger or older than themselves or approximately the same age as they are.

The results revealed that age might be a determining factor regarding the participants' choices of address forms. Table 6 shows that directly proportional with the age of the interlocutor increased the number of the participants who avoided a direct address form. In the freshman group, while less than half of the participants avoided address forms for the younger and the same age interlocutors, this rate increased to be slightly more than half in the case of older interlocutors. In the senior group, there was a greater tendency to switch to non-address forms as the age of the interlocutor increased.

Table 6 Addressing five unfamiliar people in the dormitory

Interlocutor	Preferred Address Forms	Freshman		Senior	
		F	P	F	P
Younger than you	Girls /Boys	16	16,8	16	17,4
	Guys	21	22,1	26	28,3
	I don't know how I should address this person.	6	6,3	7	7,6
	Non- address	33	34,7	10	10,9
	You	5	5,3	10	10,9
	Other	14	14,7	23	24,9
	Total	95	100,0	92	100,0
Same age as you	Friends/My friends	12	12,6	31	33,8
	Guys	17	17,9	18	19,6
	I don't know how I should address this person.	6	6,3	9	9,8
	Non- address	35	36,8	12	13,0
	Other	25	26,4	22	23,8
	Total	95	100,0	92	100,0
Older than you	Friends	4	4,2	12	9,8
	Guys	5	5,3	5	5,4
	I don't know how I should address this person.	21	22,1	20	21,7
	Ladies /Sir	0	0	14	15,2
	Non- address	51	53,7	26	28,3
	Other	14	14,7	15	16,3
	Total	95	100,0	92	100,0

These participants opted for attention-getters such as *Excuse me*, greetings such as *Hello* or requests such as *Please be silent*. One noteworthy difference was found to be available between the preferences of the two groups of participants; fewer participants in the senior group opted for non-address forms.

Another interesting finding that the data revealed is that in both groups the number of participants who opted for the familiariser *Guys* as the address form decreased as the age of the interlocutor increased. Yet another difference between the two groups of participants was found regarding the use of familiariser *Friends*; more participants in the senior group reported that they would use it to address the same age and older interlocutors.

The responses to the sixth and seventh situations were also in parallel with those of the fifth situation. In the sixth situation, the participants were asked to address a not very close classmate to ask him to lend his class notes. Similar to the fifth situation, the participants were given an age variable; they were asked to address the given interlocutor (*Jose Alvarez*) considering his age. Another variable was about the name of the interlocutor; for each age group, the participants were to decide how they would address the given interlocutor when they knew his name and when they did not know his name.

In the seventh situation the participants were asked to address a good friend of theirs, *Ally Black*, considering whether or not she was the same age as or younger or older than themselves. The name of the interlocutor was known by the participants for all cases since she was a good friend of theirs.

For the sixth situation, when the name of the interlocutor was known, the majority of the freshman participants said they would address the interlocutor by first name (FN) if he was younger or of the same age. However, for the older interlocutor, less than half of the participants preferred to address him by FN. While only four of the participants said they did not know how to address the given interlocutor when he was younger or of the same age, this number increased to be 21 in the case of an older interlocutor. Similarly, there was found to be a gradual increase in the number of the

participants who would use non-address forms such as attention-getters, greetings or requests through the three cases.

For the cases when the name of the interlocutor was not known, the responses the participants provided were so varied that it was not easy to statistically interpret them. However, as can be seen from Table 7 approximately 44 % of the participants did not use a form of address; instead they preferred attention-getters such as *Excuse me, Hey, Sorry*, greetings such as *Hi* or *Hello* and so on. Also, a significant number of participants reported that they did not know how to address the given interlocutors.

Table 7 Addressing classmates

Interlocutor	Preferred Address Forms	Freshman		Senior	
		F	P	F	P
Younger than you Name known: Jose Alvarez	I don't know how I should address this person.	3	3,2	4	4,3
	Jose	78	82,1	71	77,2
	Other	9	9,4	13	14,3
	Non- address	5	5,3	4	4,3
	Total	95	100,0	92	100,0
Younger than you Name not known	Friend /My friend	8	8,4	10	10,9
	I don't know how I should address this person.	28	29,5	28	30,4
	Non- address	43	45,3	24	26,1
	Other	24	25,2	30	32,6
	Total	95	100,0	92	100,0
Same age as you Name known: Jose Alvarez	I don't know how I should address this person.	1	1,1	7	7,6
	Jose	77	81,1	64	69,6
	Non- address	8	8,4	4	4,3
	Other	9	9,4	17	18,5
	Total	95	100,0	92	100,0
Same age as you Name not known	Friend /My friend	7	7,4	15	16,3
	I don't know how I should address this person.	24	25,2	32	34,8
	Non- address	46	48,4	24	26,1
	Other	25	26,4	0	0
	You	6	6,3	21	22,8
	Total	95	100,0	92	100,0
Older than you Name known: Jose Alvarez	I don't know how I should address this person.	21	22,1	16	17,4
	Jose	37	38,9	37	40,2
	Mr. Alvarez	13	13,7	17	18,5
	Mr. Jose	6	6,3	7	7,6
	Non- address	11	11,6	5	5,4
	Other	7	7,4	10	10,9
	Total	95	100,0	92	100,0
Older than you Name not known	Friend /My friend	3	3,2	7	7,6
	I don't know how I should address this person.	30	31,6	36	39,1
	Non- address	43	45,3	24	26,1
	Sir	7	7,4	10	10,9
	Other	12	12,6	15	16,3
	Total	95	100,0	92	100,0
Younger than you Name known: Ally Black	Ally	75	78,9	70	76,1
	I don't know how I should address this person.	2	2,1	9	9,8
	Other	16	16,9	8	8,7
	Non- address	2	2,1	5	5,4
	Total	95	100,0	92	100,0
Same age as you Name known: Ally Black	Ally	73	76,8	63	68,5
	I don't know how I should address this person.	2	2,1	9	9,8
	Non- address	3	3,2	4	4,3
	Other	17	17,9	16	17,4
	Total	95	100,0	92	100,0
Older than you Name known: Ally Black	Ally	54	56,8	44	47,8
	I don't know how I should address this person.	11	11,6	17	18,5
	Miss Black /Mrs. Black	11	11,6	10	10,9
	Non- address	7	7,4	6	6,5
	Other	12	12,6	15	16,3
	Total	95	100,0	92	100,0

Among the forms that were suggested by one or two participants each were familiarisers such as *Man, Mate, Dude* or *Friend* for the younger and the same age interlocutors and HONs such as *Sir* and KT such as *Brother*. The results of the data obtained from senior participants were in line with those from freshman participants.

The most popular address form was FN when the name of the interlocutor was known and when the name was not known the participants opted for non-address forms or said they did not know how to address the given interlocutor.

For the seventh situation, the most popular form of address was found to be FN, though it should be noted that there is a decrease of popularity of FN use among the participants as the age of the interlocutor increases. For the older interlocutor, 11 participants opted for TLN, *Ms. /Mrs. Black*.

Table 8 shows the results for the eighth and the tenth situations. Both situations described contexts in which the participants were asked to address administrative staff. In Situation 8, the participants were prompted that they were at the library, looking for a book and they needed to address the librarian to ask for help. There were two variables; one was the gender and the other was the name of the interlocutor. In both groups of participants, an equal rate of participants suggested that they would use a TLN, as *Mr. Crimson* and *Ms. /Mrs. Young*, to address both the male and the female interlocutors when their name was known. It can be seen from the table that the participants' choice of address did not change according to the gender of the interlocutor. When the name of the interlocutor was not known, more than half of the participants preferred HONs over other forms of address in the freshman group. In the senior group, however, less than half of the participants preferred HONs.

Again, there was found to be a gap between the rates of the participants who addressed the male interlocutor and those who addressed the female interlocutor by HON. The slight percentage gap between the male and female interlocutors in the freshman group might be due to the more varied

forms of HONs for females such as *Ma'am*, which were grouped under 'other' category due to the fact that they were suggested by less than five participants each.

Table 8 Addressing administrative staff

Interlocutor	Preferred Address Forms	Freshman		Senior	
		F	P	F	P
Older than you Name known: Jack Crimson Librarian	I don't know how I should address this person.	3	3,2	2	2,2
	Mr. Crimson	69	72,6	64	69,6
	Mr. Jack /Sir Jack	7	7,4	8	8,7
	Non- address	5	5,3	5	5,4
	Other	11	11,6	13	14,3
	Total	95	100,0	92	100,0
Older than you Name not known Librarian	I don't know how I should address this person.	4	4,2	18	19,6
	Non- address	27	28,4	16	17,4
	Sir	57	60,0	50	54,3
	Other	6	6,3	8	8,7
	Total	95	100,0	92	100,0
Older than you Name known: Deborah Young Librarian	I don't know how I should address this person.	3	3,2	4	4,3
	Mrs. Young	49	51,6	45	48,9
	Miss Deborah /Mrs. Deborah	6	6,3	3	3,3
	Miss Young	20	21,1	23	25,0
	Non- address	5	5,3	4	4,3
	Other	12	12,5	13	14,3
	Total	95	100,0	92	100,0
Older than you Name not known Librarian	I don't know how I should address this person.	9	9,5	19	20,7
	Lady	1	1,1	9	9,8
	Madam	47	49,5	27	29,3
	Miss /Missus	7	7,4	10	10,9
	Non- address	26	27,4	14	15,2
	Other	5	5,3	13	14,3
	Total	95	100,0	92	100,0
Older than you Name known: Michael Taylor Secretary	I don't know how I should address this person.	1	1,1	9	9,8
	Mr. Taylor	78	82,1	70	76,1
	Non- address	5	5,3	1	1,1
	Other	11	11,6	12	13,0
	Total	95	100,0	92	100,0
Older than you Name not known Secretary	I don't know how I should address this person.	7	7,4	23	25,0
	Non- address	24	25,2	11	12,0
	Sir	59	62,1	47	51,1
	Other	4	4,2	11	12,0
	Total	95	100,0	92	100,0
Older than you Name known: Sally Morgan Secretary	I don't know how I should address this person.	1	1,1	11	12,0
	Mrs. Morgan	55	57,9	46	50,0
	Miss Morgan	21	22,1	22	23,9
	Non- address	4	4,2	2	2,2
	Other	14	14,7	11	12,0
	Total	95	100,0	92	100,0
Older than you Name not known Secretary	I don't know how I should address this person.	13	13,7	23	25,0
	Lady	0	0	13	14,1
	Madam	42	44,2	27	29,3
	Miss /Missus	11	11,6	9	9,8
	Non- address	22	23,2	9	9,8
	Other	7	7,4	11	12,0
	Total	95	100,0	92	100,0

One noteworthy finding was that the HON, *Lady*, which might not be the most appropriate form of address, was preferred by more participants in the senior group. To be precise, nine senior participants opted for *Lady*, while only one of the freshman participants chose to do so.

Situation 10 described a context in which the participants would hypothetically address a department secretary. Again, there were two variables as the gender and the name of the interlocutors. The results for the tenth situation are almost identical to those of the eighth situation.

When the name of the interlocutor was known, both the male and the female interlocutors were addressed by TLN by the majority of the participants in both groups. It can be seen from the results of the freshman group that there is approximately a-ten-per cent-gap between the two groups of interlocutors regarding the use of the TLN. This gap might be related to the perceived status of department secretaries over librarians. The same gap is available in the senior group results, but only in the case of a male interlocutor; there did not seem to be a difference between the two female interlocutors.

When the names of the interlocutors were not known, 62,1 % of the freshman and 51,1 % of the senior participants addressed the male secretary as *Sir*. However, while 44,2 % of the freshman participants addressed the female secretary as *Madam*, this rate was found to be 29,3 % in the senior group. Similar to the case of the female librarian, the HON *Lady* was preferred as the address form by 14,3 % in the senior group, but not by any participants in the freshman group.

Another interesting finding was that more participants in the senior group opted for *I don't know how I should address this person* almost for all of the interlocutors, which might be interpreted as either the senior participants are more aware of what they know and do not know regarding the forms of address or the freshman participants simply have better skills in coping with uncertainty in addressing situations since more participants in the

freshman group was found to have preferred non-address forms such as attention-getters, greetings and so on.

Situation 9 described a context in which the participants would hypothetically address a class before making an announcement. There were two variables for this situation; the age and the familiarity/unfamiliarity of the interlocutors.

Table 9 Addressing a class

Interlocutor	Address Forms	Freshman		Senior	
		F	P	F	P
<i>Younger than you Familiar</i>	Children /Kids	6	6,3	7	7,6
	Class	1	1,1	9	9,8
	Friends /My friends	16	16,9	16	17,4
	Guys	27	28,4	22	23,9
	Everybody /Everyone	12	12,6	5	5,4
	I don't know how I should address this person.	7	7,4	12	13,0
	Non- address	17	17,9	9	9,8
	Other	10	10,5	12	13,0
	Total	95	100,0	92	100,0
<i>Younger than you Unfamiliar</i>	Class	1	1,1	12	13,0
	Everybody /Everyone	19	20,0	8	8,7
	Friends /My friends	12	12,6	10	10,9
	Guys	8	8,4	9	9,8
	I don't know how I should address this person.	12	12,6	17	18,5
	Non- address	28	29,5	17	18,5
	Other	15	15,8	19	20,7
	Total	95	100,0	92	100,0
<i>Same age as you Familiar</i>	Friends /My /Dear friends	24	25,2	31	33,7
	Guys	28	29,5	22	23,9
	Everybody /Everyone	8	8,4	4	4,3
	I don't know how I should address this person.	9	9,5	14	15,2
	Non- address	18	18,9	8	8,7
	Other	8	8,4	13	14,3
	Total	95	100,0	92	100,0
<i>Same age as you Unfamiliar</i>	Everybody /Everyone	8	8,4	9	9,8
	Friends /My friends	16	16,9	22	23,9
	Guys	12	12,6	8	8,7
	I don't know how I should address this person.	19	20,0	21	22,8
	Non- address	34	35,8	17	18,5
	Other	13	13,7	15	16,3
	Total	95	100,0	92	100,0
<i>Older than you Familiar</i>	Everybody /Everyone	10	10,5	8	8,7
	Friends /My friends	10	10,5	14	15,2
	Guys	6	6,3	5	5,4
	I don't know how I should address this person.	22	23,2	23	25,0
	Ladies and gentlemen	5	5,3	10	10,9
	Non- address	34	35,8	19	20,7
	Other	8	8,4	13	14,3
Total	95	100,0	92	100,0	
<i>Older than you Unfamiliar</i>	Everybody /Everyone	8	8,4	5	5,4
	Guys	2	2,1	1	1,1
	I don't know how I should address this person.	30	31,6	28	30,4
	Ladies and gentlemen	6	6,3	14	15,2
	Non- address	39	41,1	21	22,8
	Other	10	10,5	23	25,0
	Total	95	100,0	92	100,0

Both factors were influential on participants' choices of address forms. It was seen that certain forms of address were preferred only for the younger interlocutors such as *Children* or *Kids*, which might suggest that the addressor assigns a relative power to himself or herself over the addressee when the interlocutors were younger.

Also there were certain forms of address that some participants in both groups preferred for all of the given interlocutors, regardless of age and familiarity. The familiariser *Guy*, for example, can be seen to have been preferred for all the given interlocutors. Yet, according to the age and familiarity of the interlocutors, the number of students who opted for *Guys* changed.

For the familiar interlocutors, in the freshman group less than 30% of the participants preferred *Guys* for younger and the same age interlocutors and in the senior group this rate was less than 25% for both age groups. But this rate decreased in the case of older interlocutors – only six of the freshman participants and five of the senior participants preferred to address older familiar interlocutors as *Guys*.

For the unfamiliar interlocutors, however, less and less participants preferred *Guys* as the address form, which might be because the participants think that *Guys* is an informal form of address. Similarly, the familiariser *Friends* (or *my friends* or *dear friends*, as some participants put it) was mostly preferred to address the younger or the same-age interlocutors; but then again the form of address seemed to have been more preferable for the familiar interlocutors.

The results showed that the some participants found it challenging to address an unfamiliar and older group of people; while the rate of participants who said they did not know how to address the given interlocutor was 12,6 % and 18,5 % in both groups respectively for the younger unfamiliar interlocutors, these rates were almost doubled in the case of an older unfamiliar interlocutor.

All in all, the age and the familiarity of the interlocutor were found to be determining the social distance and the intimacy level between the addressor and the addressee.

Regarding the forms of address such as *Class*, *Ladies and gentlemen* and *Everybody/Everyone*, significant differences between the freshman and senior participants were found. The familiariser *Class* was found to be preferred by more participants in the senior group; nine of the senior participants as opposed to one freshman participant in the case of younger familiar interlocutors and 13 of the senior participants as opposed to one freshman participant in the case of younger unfamiliar interlocutors.

As for *Ladies and gentlemen*, more participants in the senior group preferred to use it; ten of the senior participants as opposed to five freshman participants for the older familiar interlocutors and 15 as opposed to six for the older unfamiliar interlocutors.

The rates for the familiariser, *Everybody/Everyone*, which might be one of the most appropriate forms to be preferred regarding the given discourse situation, were found to be the other way around; more participants in the freshman group opted for *Everybody/Everyone* to address the given interlocutors, with the exception of the same-age unfamiliar interlocutors.

For the addressing situations in academic contexts, in general, the data revealed that the participants' choices of address forms were influenced by the perceived status, age and familiarity, but not the gender of the interlocutor.

4.1.2. Non-academic Situations

The first non-academic situation described a context in which the participants would hypothetically address a governor to invite him or her to the stage to make a speech. There were two variables for the situation; the gender and the name of the interlocutors.

The results displayed that the majority of the participants in both groups opted for TLN, *Mr. Carter* and *Miss/Mrs. Erickson*, to address the given interlocutors when they knew their names. Here, the only difference between the two groups of participants was the use of a OT + FNLN pattern; nine freshman participants and three senior participants preferred to address the male governor as *Governor Daniel Carter*.

Table 10 Addressing governors and medical doctors

Interlocutor	Address forms	Freshman		Senior	
		F	P	F	P
<i>Governor – male Name known: Daniel Carter</i>	Governor Daniel Carter	9	9,5	3	3,3
	Mr. Carter	51	53,7	54	58,7
	Mr. Daniel Carter	16	16,8	16	17,4
	Other	19	20,0	19	20,7
	Total	95	100,0	92	100,0
<i>Governor – male Name not known</i>	Governor	17	17,9	7	7,6
	I don't know how I should address this person.	35	36,8	22	23,9
	Mister	1	1,1	10	10,9
	Mr. Governor	9	9,5	8	8,7
	Non-address	2	2,1	3	3,3
	Sir	23	24,2	30	32,6
	Other	9	9,5	12	13,0
Total	95	100,0	92	100,0	
<i>Governor – female Name known: Cathy Erickson</i>	I don't know how I should address this person.	4	4,2	4	4,3
	Mrs. Erickson	42	44,2	40	43,5
	Miss /Mrs. Cathy Erickson	14	14,7	15	16,3
	Miss Erickson	13	13,7	12	13,0
	Other	22	23,2	21	22,8
Total	95	100,0	92	100,0	
<i>Governor – female Name not known</i>	Governor	16	16,8	6	6,5
	I don't know how I should address this person.	37	38,9	23	25,0
	Madam	19	20,0	19	20,7
	Miss/Missus	2	2,1	11	11,9
	Miss/Mrs. Governor	8	8,4	7	7,6
	Other	15	15,7	26	28,3
	Total	95	100,0	92	100,0
<i>Doctor – male Name known: Charles</i>	Dr. Simpson	12	12,6	23	25,0
	I don't know how I should address this person.	1	1,1	6	6,5
	Mr. Simpson	64	67,4	54	58,7
	Other	16	16,8	9	9,8
	Total	95	100,0	92	100,0
<i>Doctor – male Name not known</i>	Doctor	21	22,1	31	33,7
	I don't know how I should address this person.	9	9,5	19	20,7
	Mister/Mr. Doctor	8	8,4	9	9,8
	Non-address	12	12,6	5	5,4
	Sir	43	45,3	23	25,0
	Other	2	2,1	5	5,4
Total	95	100,0	92	100,0	
<i>Doctor – female Name known: Marisa Crystal</i>	Dr. Crystal	10	10,5	22	23,9
	I don't know how I should address this person.	1	1,1	8	8,7
	Mrs. Crystal	57	60,0	37	40,2
	Miss Crystal	8	8,4	14	15,2
	Non-address	2	2,1	1	1,1
	Other	17	17,9	10	10,9
Total	95	100,0	92	100,0	
<i>Doctor – female Name not known</i>	Doctor	20	21,1	31	33,7
	I don't know how I should address this person.	9	9,5	19	20,7
	Madam	31	32,6	16	17,4
	Non-address	14	14,7	4	4,3
	Other	21	22,1	22	23,9
Total	95	100,0	92	100,0	

It might be also noteworthy that none of the nine participants in the freshman group who used OT + FNLN for the male governor preferred to use the same pattern for the female governor. When the names of the interlocutors were not known, the majority of the participants in both groups opted for HONs, *Sir* and *Madam*.

One difference was that 34,7 % in the freshman group addressed the given interlocutors as *Governor* while this rate was 14,1 % in the senior group.

Table 10 shows the results of Situation 1 and Situation 10 in the non-academic situations. Situation 10 described a context in which the participants would hypothetically address a doctor before they asked him or her about some test results.

Again, there were two variables as the gender and the name of the interlocutors. Similar to the results in the academic situations for professors, librarians and secretaries, the majority of the participants in both groups opted for TLN when the names of the interlocutors were known.

For both interlocutors, the rate of participants who preferred TLN in the freshman group is higher than that of the participants in the senior group. However, more participants in the senior group opted for OTLN, *Dr. Simpson* or *Dr. Crystal*.

When the names of the interlocutors were not known, again the most popular address form was found to be HONs; almost half of the freshman participants addressed the male doctor as *Sir*, while this rate was found to be 25 % in the senior group.

32,6 % of the freshman participants used *Madam* to address the female doctor, while this rate was 17,4 % in the senior group. The rate differences between the two groups were observed to be related to the use of OT, *Doctor*, for both interlocutors.

More participants in the senior group preferred to address the interlocutors as *Doctor*, which might be a more appropriate form of address considering the given discourse situation. Moreover, more participants in the

freshman group opted for non-address forms such as *Excuse me* or *Hey* when the names of the interlocutors were not known.

Situation 2 described a context in which the participants would hypothetically address a shop owner in their neighborhood considering whether or not he was of the same age or older than themselves and whether or not they knew his name. The majority of the participants in both groups (78,9 % and 69,6 %) opted for FN when the given interlocutor was of the same age as they were. However, when the given interlocutor was older than they are, there was found to be a dramatic decrease in the rate of the participants who opted for FN. 26,3 % of the participants in the freshman group and 22,8 % of the participants in the senior group preferred to address the shop owner as *Paul*. This finding verified the previous suggestion that age was an influential factor in the participants' choices of address forms.

By a considerable amount of participants TLN was chosen as the appropriate form of address for the older interlocutor; 30,5 % of the participants in the freshman group and 40,2 % of the participants in the senior group addressed the older interlocutor as *Mr. King*. A noteworthy detail was that 14 participants in the freshman group addressed the older interlocutor by a KT + FN, while only three participants preferred to do so in the senior group, which might suggest that more participants in the freshman group transferred forms from L1. When the name of the interlocutor was not known, most of the participants opted for non-address forms such as greetings and attention-getters. However, the number of participants who opted for non-address forms in the freshman group was approximately twice as many as the participants in the senior group.

Contrariwise was the number of participants who opted for *I don't know how I should address this person*. The number of participants who said they did not know how to address the interlocutor in the senior group was more than those in the freshman group. Among other forms of address preferred by both groups of participants were the HON, *Sir*, familiarisers such as *Man*, *Dude* or *Friend*, and the title, *Mister*.

Situation 3 described a context in which the participants were asked to hypothetically address a female cashier at a supermarket considering whether or not the cashier was younger or older than, or the same age as they were and whether or not they knew the name of the cashier, which might or might not be written on her badge.

As can be seen in Table 11, similar to the case of the shop owner the use of FN decreased gradually as the age of the interlocutor increased.

Table 11 Addressing shop owners and cashiers

Interlocutor	Address Forms	Freshman		Senior	
		F	P	F	P
<i>Same age as Name known: Paul King</i>	Paul	75	78,9	64	69,6
	Other	20	21,1	28	30,4
	Total	95	100,0	92	100,0
<i>Same age as you Name not known</i>	I don't know how I should address this person.	12	12,6	23	25,0
	Man	9	9,5	6	6,5
	Dude	4	4,2	7	7,6
	Non- address	48	50,5	29	31,5
	Other	22	23,2	27	29,4
Total	95	100,0	92	100,0	
<i>Older than you Name known: Paul King</i>	I don't know how I should address this person.	8	8,4	11	12,0
	Mr. King	29	30,5	37	40,2
	Non- address	5	5,3	1	1,1
	Paul	25	26,3	21	22,8
	Uncle Paul	14	14,7	3	3,3
	Other	14	14,7	19	20,6
Total	95	100,0	92	100,0	
<i>Older than you Name not known</i>	I don't know how I should address this person.	17	17,9	24	26,1
	Non- address	42	44,2	20	21,7
	Sir	19	20,0	25	27,2
	Other	17	17,9	23	25,0
Total	95	100,0	92	100,0	
<i>Younger than you Name known: Angela</i>	Angela	63	66,3	61	66,3
	I don't know how I should address this person.	5	5,3	6	6,5
	Miss/Mrs. Angela	9	9,5	12	13,0
	Non- address	9	9,5	8	8,7
	Other	9	9,5	6	6,5
Total	95	100,0	92	100,0	
<i>Younger than you Name not known</i>	I don't know how I should address this person.	17	17,9	20	21,7
	Madam	11	11,6	3	3,3
	Miss/Missus	7	7,4	16	17,4
	Non- address	45	47,4	26	28,3
	Other	15	15,8	27	29,4
Total	95	100,0	92	100,0	
<i>Same age as you Name known: Angela</i>	Angela	65	68,4	61	66,3
	I don't know how I should address this person.	5	5,3	8	8,7
	Non- address	11	11,6	7	7,6
	Other	16	16,8	16	17,4
Total	95	100,0	92	100,0	
<i>Same age as you Name not known</i>	I don't know how I should address this person.	18	18,9	24	26,1
	Madam	10	10,5	5	5,4
	Miss/Missus	8	8,4	16	17,4
	Non- address	51	53,7	28	30,4
	Other	8	8,4	19	20,6
	Total	95	100,0	92	100,0
<i>Older than you Name known: Angela</i>	Angela	25	26,3	32	34,8
	I don't know how I should address this person.	15	15,8	13	14,1
	Miss/Mrs. Angela	25	26,3	25	27,2
	Non- address	9	9,5	9	9,8
	Other	21	22,1	13	14,1
Total	95	100,0	92	100,0	
<i>Older than you Name not known</i>	I don't know how I should address this person.	14	14,7	23	25,0
	Madam	29	30,5	21	22,8
	Lady	2	2,1	11	12,0
	Non- address	32	33,7	19	20,7
	Other	13	13,7	18	19,6
Total	95	100,0	92	100,0	

While more than 65 % of the participants in both groups preferred to address the interlocutor as *Angela*, when she was younger or of the same age, less than 35 % of the participants preferred to do so when the interlocutor was older than they were.

The rate of the TFN pattern, *Miss/Mrs. Angela*, suggested by the participants was found to be directly proportional with the age of the interlocutor; while less than 15 participants in both groups preferred to use it with the younger and the same age interlocutors, approximately as many as 30 participants in the two groups opted for TFN pattern.

When the name of the interlocutor was not known, most of the participants preferred non-address forms, but it should be noted that the number of participants who preferred non-address forms in the fresh man group was almost twice as many as the number of those in the senior group.

Another popular response was the HON, *Madam*, the popularity of which was found to be directly proportional with the age of the interlocutor.

The findings about the two situations in which the participants hypothetically addressed male shop owners and female cashiers displayed no significant influence of gender on the participants' choices of address forms; participants opted for similar forms of address for interlocutors of both genders. However, participants' choices of address forms were significantly influenced by the age of the interlocutor. It was also apparent from the data that the participants mostly opted for non-address forms when the names of the interlocutors were not known.

Table 12 presents the results of Situations 4, 5, and 8. In situation 4, the participants were asked to hypothetically address police officers. The only variable was the gender of the interlocutors.

Similarly, in Situation 8 the participants would address security officers considering the gender of the interlocutors. In Situation 5, however, the participants were asked to consider the age and the gender of the interlocutors, who were clerks working at a bank.

In the results of Situation 4, no significant influence of gender on the participants' choices of address forms was observed; for both interlocutors the most popular address forms were HONs, *Sir* and *Madam*.

Table 12 Addressing police officers, bank clerks and security officers

Interlocutor	Preferred Address Forms	Freshman		Senior	
		F	P	F	P
<i>Police officer - male</i>	I don't know how I should address this person.	4	4,2	7	7,6
	Non- address	23	24,2	9	9,8
	Officer	10	10,5	12	13,0
	Sir	49	51,6	49	53,3
	Other	9	9,5	15	16,3
	Total	95	100,0	92	100,0
<i>Police officer -female</i>	I don't know how I should address this person.	6	6,3	10	10,9
	Ma'am	6	6,3	6	6,5
	Madam	40	42,1	28	30,4
	Non- address	25	26,3	9	9,8
	Officer	9	9,5	12	13,0
	Other	9	9,5	25	27,2
	Total	95	100,0	92	100,0
<i>Clerk - male - Same age</i>	I don't know how I should address this person.	10	10,5	15	16,3
	Mister	7	7,4	8	8,7
	Non- address	51	53,7	28	30,4
	Sir	21	22,1	32	34,8
	Other	6	6,3	9	9,8
	Total	95	100,0	92	100,0
<i>Clerk - male - older</i>	I don't know how I should address this person.	10	10,5	15	16,3
	Non- address	35	36,8	15	16,3
	Sir	45	47,4	50	54,3
	Other	5	5,3	12	13,0
	Total	95	100,0	92	100,0
<i>Clerk -female Same age</i>	I don't know how I should address this person.	11	11,6	16	17,4
	Madam	15	15,8	25	27,2
	Miss/Missus	11	11,6	13	14,1
	Non- address	47	49,5	24	26,1
	Other	11	11,6	14	15,2
	Total	95	100,0	92	100,0
<i>Clerk - female - older</i>	I don't know how I should address this person.	12	12,6	15	16,3
	Madam	34	35,8	36	39,1
	Miss/Missus	9	9,5	10	10,9
	Non- address	32	33,7	15	16,3
	Other	8	8,4	16	17,4
	Total	95	100,0	92	100,0
<i>Security - male</i>	I don't know how I should address this person.	4	4,2	11	12,0
	Non- address	27	28,4	16	17,4
	Sir	52	54,7	37	40,2
	Officer	6	6,3	13	14,1
	Other	12	12,6	15	16,3
	Total	95	100,0	92	100,0
<i>Security - female</i>	I don't know how I should address this person.	7	7,4	12	13,0
	Madam	39	41,1	27	29,3
	Miss/Missus	8	8,4	6	6,5
	Officer	5	5,3	13	14,1
	Non- address	29	30,4	16	17,4
	Other	7	7,4	18	19,6
Total	95	100,0	92	100,0	

For the female interlocutor, only six participants out of 187 participants preferred to use the HON, *Ma'am*, which might be a more appropriate form than *Madam*. The OT, *Officer*, which might be the most appropriate form to address a police officer regardless of gender, was preferred by less than 15 participants in both groups.

Approximately 25 % of the participants in the freshman group opted for non-address forms, while this rate turned out to be approximately 11 % in the senior group.

The results of Situation 8 were in parallel with those of Situation 4. Again, it was observed that gender did not influence participants' choices of address forms and HONs were the most popular forms of address, followed by non-address forms, in both groups.

In Situation 5, there were two age groups as the same age and older. When addressing the interlocutors of the same age, in the freshman group non-address forms were preferred by more than half of the participants to address the male interlocutor and by half of the participants to address the female interlocutor. In the senior group, these rates were about 30% for both interlocutors.

The second most popular form was the HONs, *Sir* and *Madam*. When the interlocutor was older, the number of participants who opted for HONs increased and the participants who opted for non-address forms decreased. These findings, too, seem to be in line with the suggestion that the choices of the participants were found to be highly influenced by the age of the interlocutor, while their choices were found to be not much related to the gender of the interlocutor. It should also be noted that the results did not indicate any significant difference in the participants' perceptions of the given three occupations.

Table 13 shows the results of non-academic Situations 6 and 7. In Situation 6, the participants were asked to hypothetically address a 10-year-old boy or girl to warn him or her about the money he or she dropped. In Situation 7, the participants were asked to hypothetically address an elderly

lady who was a customer in a restaurant where the participant was hypothetically working as a waiter or a waitress.

The most popular address forms that the participants preferred to address the children in Situation 6 were *Boy* (35,8 % and 29, 3 %) and *Girl* (36,8 % and 27,2 %). The participants' responses to this situation were so varied that it was difficult to statistically interpret them. However, it might suffice to say that the gender of the given interlocutors did not make much of a difference in the participants' choices of address forms and the responses of the participants in both groups did not significantly differ from one another.

The same thing applies to the results of Situation 7. Participants in both groups preferred almost the same forms of address to address the given interlocutor. As was the case for all the older interlocutors so far, the most popular response was found to be HONs in both groups. 51, 6 % of the freshman participants and 47, 8 % of the senior participants preferred to address the interlocutor as *Madam*. The participants who opted for *Ma'am* as address would make up approximately 10 % of the whole population.

Table 13 Addressing children and elderly people

Interlocutor	Preferred Address Forms	Freshman		Senior	
		F	P	F	P
<i>A 10-year old boy</i>	Boy	34	35,8	27	29,3
	Honey/Sweetie	4	4,2	7	7,6
	I don't know how I should address this person.	6	6,3	6	6,5
	Kid/Child	9	9,5	10	10,9
	Little boy	9	9,5	6	6,5
	Non- address	18	18,9	11	12,0
	Other	15	15,8	25	27,2
	Total	95	100,0	92	100,0
<i>A 10-year old girl</i>	Girl	35	36,8	25	27,2
	Honey/Sweetie	6	6,3	11	12,0
	I don't know how I should address this person.	8	8,4	11	12,0
	Little girl	11	11,6	9	9,8
	Non- address	18	18,9	11	12,0
	Other	13	13,7	22	23,9
	Total	95	100,0	92	100,0
<i>An elderly woman</i>	I don't know how I should address this person.	9	9,5	8	8,7
	Ma'am	10	10,5	9	9,8
	Madam	49	51,6	44	47,8
	Miss/Missus	9	9,5	11	12,0
	Non- address	12	12,6	8	8,7
	Other	6	6,3	12	13,0
	Total	95	100,0	92	100,0

In Situation 9, the participants were asked to hypothetically address a waiter/waitress. There were two variables as the gender and the age of the interlocutor. In line with previous results, there was no difference in the participants' choices of address forms according to the gender of the interlocutor; however, age was found to be a significant factor.

Table 14 Addressing waiters/waitresses

Interlocutor	Address Forms	Freshman		Senior	
		F	P	F	P
<i>Waiter – male younger</i>	Boy	5	5,3	2	2,2
	I don't know how I should address this person.	21	22,1	21	22,8
	Non- address	53	55,8	33	35,9
	Sir	5	5,3	8	8,7
	Waiter	5	5,3	16	17,4
	Other	6	6,3	12	13,0
	Total	95	100,0	92	100,0
<i>Waiter – female younger</i>	Girl	5	5,3	2	2,2
	I don't know how I should address this person.	22	23,2	24	26,1
	Madam	6	6,3	7	7,6
	Non- address	51	53,7	28	30,4
	Waitress	5	5,3	16	17,4
	Other	6	6,3	15	16,3
	Total	95	100,0	92	100,0
<i>Waiter – male Same age</i>	I don't know how I should address this person.	21	22,1	22	23,9
	Non- address	59	62,1	35	38,0
	Sir	7	7,4	10	10,9
	Waiter	2	2,1	15	16,3
	Other	6	6,3	10	10,9
	Total	95	100,0	92	100,0
<i>Waiter – female Same age</i>	I don't know how I should address this person.	22	23,2	29	31,5
	Madam	6	6,3	6	6,5
	Non- address	60	63,2	31	33,7
	Waitress	1	1,1	14	15,2
	Other	6	6,3	12	13,0
	Total	95	100,0	92	100,0
<i>Waiter – male older</i>	I don't know how I should address this person.	18	18,9	25	27,2
	Non- address	52	54,7	21	22,8
	Sir	21	22,1	27	29,3
	Waiter	1	1,1	12	13,0
	Other	3	3,2	7	7,6
	Total	95	100,0	92	100,0
<i>Waiter – female older</i>	I don't know how I should address this person.	20	21,1	25	27,2
	Madam	16	16,8	20	21,7
	Non- address	51	53,7	21	22,8
	Waitress	1	1,1	12	13,0
	Other	7	7,4	14	15,2
	Total	95	100,0	92	100,0

When the given interlocutor was younger, the majority of the participants in both groups opted for non-address forms such as attention-getters or requests. Also a significant number of participants said they did not know how to address the interlocutor.

The OT, *Waiter/Waitress*, which might be one of the most appropriate forms to address the given interlocutors was preferred by very few participants. It should be noted, however, that more participants in the senior group preferred OT – 17 senior participants as opposed to five freshman participants.

The same results applied to the case of the-same-age interlocutor. When the interlocutor was older, again non-address forms were the most popular. However, in the senior group the number of participants who opted for non-address forms decreased by about 10 % for both the male and the female older interlocutors. Also, there was found to be a considerable increase in the number of participants who preferred to use HONs to address the older interlocutors, compared to those who preferred HONs to address younger and the-same-age interlocutors.

Moreover, as can be seen in Table 14, it was observed that there was a steady decrease in the number of participants who opted for OT, *Waiter/Waitress*; only one participant in the freshman group preferred to use OT for the older interlocutors.

In conclusion, the results of the written DCT revealed that the participants in both groups operate on a rather limited number of address forms. For most of the interlocutors given in both academic and non-academic situations, the participants preferred mostly two forms of address; namely, TLN and HONs, especially when the interlocutors were older than they themselves are. Non-address forms were found to be quite popular, as well. Since non-address forms were kept out of the scope of the present study, they were not presented in the results in detail. However, the researcher observed that it was common among all the participants to transfer from L1 in non-address forms as well, such as the use of *Sorry* instead of *Excuse me*.

As for the factors influencing participants' choices of address forms, age was the most influential factor. There was found to be a general tendency among the participants in both groups to avoid addressing older interlocutors by FN and to opt for 'politer' forms such as TLN or HONs. Another factor that was observed to be influential on participants' choices of address forms was the perceived status of the interlocutor. When the addressee was assigned the relative power over the addressor, 'politer' forms were used by the participants and when it was the other way around, more direct forms such as FN or familiarisers were preferred. Yet another factor that would affect the choice of address was the level of intimacy between the addressor and the addressee and it was observed that some of the participants would prefer 'more intimate' forms of address to get their way around things more easily such as when they were asking for help from a clerk at the bank. One factor which was found to be not necessarily influential on the participants' choices of address forms was the gender of the interlocutor; participants in both groups preferred similar forms for male and female interlocutors.

4.2. Think-Aloud Protocols

The think-aloud data obtained in this study were used as supportive data to get further insight about the participants' choices of address forms. During the think-aloud procedure, the participants were asked to respond to the DCT orally by verbalizing their thought processes. Therefore, the obtained think-aloud protocols provided both quantitative and qualitative sets of data.

The think-aloud protocols included participants' suggestions of address forms for the given interlocutors described in the situations in the DCT, as well as their reasoning and justifications about the forms they suggested. The reasons and justifications provided by the participants are presented in the following sections of the study.

A total of 18 participants participated in the think-aloud study. Six participants from each university, three freshmen and three senior each, responded to the DCT orally by verbalizing their thought processes. The freshman group included five male and four female participants and the senior group included five male and four female students. The forms of address they reported are presented in the following sections of the study.

4.2.1. Quantitative Results of Think-Aloud Protocols

This section presents the quantitative results of the think-aloud protocol analysis. The results are given under two sub-sections as academic situations and non-academic situations. Since think-aloud procedure included the participants' verbalizing their decision-making processes, the quantitative data obtained from 18 participants were treated as focus group data to support the data obtained from the written DCT.

4.2.1.1. Academic Situations

The oral DCT included 10 academic situations, which required addressing various hypothetical interlocutors that the participants are likely to encounter in a real academic context such as professors, instructors, secretaries, librarians, and students. This focus group data were collected from a total of 18 participants; nine freshman and nine senior participants who participated in the think-alouds.

In the first situation the participants were asked how they would address a female professor before they asked her something about some paper they needed to write. The situation prompted two variables: the participants were asked to address a female professor whose name they knew (*July Hampton*) and whose name they did not know.

In the freshman group, seven participants suggested that they would use TLN to address the professor when they knew her name; four participants

used *Miss Hampton*, while three participants used *Mrs. Hampton* to address the professor. One participant opted for a ‘greeting + OT’ pattern and suggested he would use *Hey teacher* to address the professor. Only one of the participants chose to address the professor as *Professor*.

The forms of address suggested by the senior group seemed to be in parallel with the suggestions of the freshman group. In the senior group, eight of the participants preferred TLN; four participants used *Mrs. Hampton*, while three participants used *Miss Hampton*. One participant preferred and ATLN, *Professor Hampton* and one participant suggested he would use *Hi my teacher* to address the professor.

In the case that they did not know the name of the professor, the freshman participants generally tended to choose HONs as address terms. Six participants reported that they would use *Madam* (four participants) or *Ma’am* (two participants). While one participant opted for a ‘greeting + HON’ pattern (*Hello madam*), one participant reported that he would say *Hey teacher*. One of the participants said she did not know how to address a professor when she did not know the name of the professor. In the senior group, only two participants preferred to use HONs; *Ma’am* and *Lady*. While none of the participants in the freshman group used *Professor* as the address term, in the senior group four participants said they would use it. Two of the participants in the senior group preferred an attention-getter, *Excuse me*, instead of a direct address term and one participant said he did not know how he would address the given interlocutor when he did not know the name of the interlocutor.

The second situation was similar to the first one in that it also described a situation in which the participant would address a professor, but this time a male professor. Again there were two variables of the situation; one when the participant knows the name of the professor (*Ted Jones*) and one when the participant does not know the name of the professor. For this situation, in the freshman group, five participants used TLN; *Mr. Jones*, for the situation when they knew the name of the professor. Three participants said they would start with a greeting and then use the title and surname;

Hello/Hi Mr. Jones/Hey teacher. One of the participants said she would use the academic title *Professor* to address the professor. In the senior group the most popular answer turned out to be *Mr. Jones* (six participants). Of the remaining three participants, one said he would use TFNLN, *Mr. Ted Jones*; one said she would use ATLN, *Professor Jones*; and one preferred an ‘HON + last name’ pattern, *Sir Jones*. The forms the freshman participants suggested for the situation in which the name of the professor was not known did not vary much; six of the participants preferred an HON, *Sir*, and of the remaining three participants one said he would use *Mister*, one said he would prefer *Hey teacher* and one said she did not know how to address the professor if she does not know his name.

It can be concluded from these results that the gender of the professor did not make much of a difference for the participants; for both genders they preferred TLN when they knew the name of the professor (seven out of nine) and HONs when the professor’s name was not known by the participant (six out of nine).

The same thing can be said for the senior group, too. Each participant in the group suggested the same or equivalent forms of address as they suggested in the case of a female professor. Different from the freshman group, only three of the participants in the senior group preferred to use an HON, *Sir*. Although none of the participants in the freshman group preferred the AT, *professor*, three of the participants in the senior group preferred it as the address term. Of the remaining three participants in the senior group, two participants avoided a direct form of address; one used an attention-getter, *Excuse me* and one asked for permission, *May I ask you something?.* One participant said he would use *Teacher* to address the professor.

In the third and fourth situations the participants were asked to address instructors when they were lecturing in the class. For the third situation, the participants were required to address a female instructor and then to ask her to clarify the last point she made. This situation, again, had two variables as

when they know the name of the instructor (*Allison Brown*) and when they do not know the name of the instructor.

Similar to the first and second situations, most of the freshman participants opted for TLN to address the instructor when they knew the name of the instructor (six out of nine); *Mrs. Brown, Miss Brown*. One participant said that she would prefer *Professor* as long as she knew the instructor, but if she was a visiting instructor she would prefer Miss Brown. While one participant preferred an attention-getter, *Pardon*, one participant said he would use *Hey madam* in both cases. The context of interaction seems to be an influencing factor for the senior group. Because they were hypothetically in the classroom and maybe because the interlocutor was an instructor, not a full professor, some of the participants (four, to be precise) who preferred TLN in the previous two situations, said they would prefer OT in this situation and address the instructor as *Teacher*. While four participants preferred to stick with TLN and said they would address the interlocutor as *Miss* or *Mrs. Brown*, one participant did not use any form of address; instead, she asked for permission, *May I ask something?*.

For the second part of the situation, when they did not know the name of the instructor, in the freshman group, five participants preferred HONs; four *Madam*, one *Ma'am*. Two participants used attention-getters to start the conversation; One *Pardon*, one *Excuse me* and one participant used *Miss* to address the instructor. One noteworthy case was what Student 6 suggested; when the participant was asked to address a professor whose name was not known, he used an HON, *Sir*, but when it was an instructor, he preferred OT, *Teacher*. Different from the freshman group, only two participants preferred HONs to address the instructor when they did not know her name; one *madam* and one *lady*. While two participants opted for attention-getters; *Excuse me* and *I'm sorry*, two participants opted for AT, *Professor*. Of the remaining three participants, one used OT, *Teacher*; one used a title, *Miss*; and one asked for permission without addressing the interlocutor directly, *May I ask something?*.

In the fourth situation, the participants were asked to address a male instructor (*Matt Cooper*), before they ask for permission to go out.

The gender of the instructor did not seem to make much of a difference here, either. Most of the freshman participants (six out of nine) preferred TLN, *Mr. Cooper*. When the name of the instructor was not known by the participant, the most preferred form turned out to be HON, *Sir*. Other forms suggested by the participants were titles such as *Mister* and *Teacher* or an attention getter such as *Excuse me* or *Pardon*.

The gender of the interlocutor might be a determining factor for the senior group. Although the only difference between the third and fourth situation is the gender of the interlocutor, there was found to be an obvious difference in the participants' choices of address form in the fourth situation. While four participants preferred an OT, *Teacher*, to address the female instructor in the third situation, only one participant chose the same address form to address the male instructor in the fourth situation. Six of the participants preferred TLN, *Mr. Cooper*. The remaining two participants preferred an attention-getter instead of a direct form of address, *Excuse me* and *Sorry*.

The fifth situation described a context in which participants were supposed to address a group of five people, students like themselves, staying in a dormitory. The variables in this situation were related to the age of the interlocutors. The participants were asked to address the given interlocutors considering their ages; whether or not the interlocutors are younger or older than themselves or approximately the same age as they are.

There does not seem to be a consensus about the form of address to be used in this situation among the nine freshman participants. The situation did not prompt a specific gender for the given interlocutors, so the participants assumed they would be of the same gender as they were. For the interlocutors who were younger than the addressee, three participants preferred to address this group of people with gender-specific forms; two participants suggested *Girls* (or *Hey girls!*), while one participant preferred *Hi brother*. Four

participants opted for a unisex address term such as *Guys* and *Friends*. One of the participants did not suggest a specific address term; she preferred to start with a request instead; *Can you please be a bit quieter?*, and one participant used an ‘attention-getter + pronoun’ pattern, *Hey you!*.

When the interlocutors were approximately of the same age as the addressee, five participants said that they would use the same forms they suggested for the younger group. However, four of the participants changed the way they addressed the given interlocutors. It can be concluded from the participants’ suggestions that age seems to be a significant factor for the participants to decide how to address an interlocutor.

Table 15 below shows the change in the forms of address preferred by the participants according to the age of the interlocutors in Situation 5. As can be seen in the table, the participants seem to opt for *politer* forms as the age of the addressee increases.

The same tendency to use *politer* forms with the older group of interlocutors is also apparent in the senior group data. Except for one student who said he would use the same form of address, *Friends*, regardless of the age of the interlocutors and one participant who said he did not know how to address the interlocutors when they were older than he was, all of the participants switched to ‘*politer*’ forms when the interlocutor was older than they were.

Table 15 An example for age-oriented forms of address preferred by the freshman pre-service English language teachers

	Younger	Same age	Older
S1	<i>Hey girls, can you just be a bit quieter?</i>	<i>Guys, can I ask you [to be] a little bit quieter?</i>	<i>Excuse me! Can you just be a little bit quieter?</i>
S2	<i>Hey you</i>	<i>Mate</i>	<i>Excuse me!</i>
S6	<i>Friends/Guys</i>	<i>Friends/Guys</i>	<i>Could you just please be quiet?</i>

The same phenomenon was found to apply to other situations, too. In the sixth situation, the participants were asked to address a not-very-close classmate to ask him to lend his class notes. Similar to the fifth situation, the participants were given the age and the name of the interlocutor as variables.

When the given interlocutor was younger, seven of the freshman participants preferred to address the interlocutor by FN, one participant preferred to use both FN and LN and one participant preferred to use an attention-getter plus the second person pronoun, *Hey you!*. The same seemed to have applied to the situation when the interlocutor was approximately the same age as the participant. When the interlocutor was older, three participants did not prefer to use FN to address the given interlocutor; one participant preferred a polite request as *Would you mind [lending me your class notes]?*. One participant chose an HON, *Sir* and one participant used an attention-getter, totally avoiding direct address.

Table 16 An example for age-oriented forms of address preferred by the senior pre-service English language teachers

	Younger	Same age	Older
S10	<i>Hey, what are you doing?</i>	<i>Excuse me!</i>	<i>I'm sorry.</i>
S13	<i>I'm staying next door and...</i>	<i>Excuse me my friends!</i>	<i>Would you mind speaking less loudly?</i>
S17	<i>Can you be a bit quiet?</i>	<i>Can you be a bit quiet?</i>	<i>Sorry, may you be a bit quiet?</i>
S18	<i>Hey guys!</i>	<i>Hi friends!</i>	<i>Excuse me!</i>

The preferences of the senior group for the younger interlocutor were in parallel with those of the freshman group; seven participants preferred to address the interlocutor by FN. When the interlocutor was of the same age as the participants, one out of the seven participants switched to a familiariser, *Friend*, instead of FN. Two participants out of nine preferred the familiariser, *Buddy*, to address the interlocutor when he was approximately the same age as they were. While six participants in the freshman group used FN of the interlocutor as address, four participants in the senior group preferred to do

so. Two participants avoided direct address and they used requests instead and three participants preferred other forms of address such as *Sir*, *Brother* and *My friend*.

When the name of the interlocutor was not known and when he was younger than the addressee, the participants opted for greetings such as *Hi* or *Hey* or an attention-getter such as *Excuse me*. Two participants used a familiariser, *Dude*; two participants used an attention-getter, *Excuse me*; four participants used greetings, *Hi*, *Hey*; and one participant used a KT, *Brother*, which might be a translation of what he would use in Turkish. The same thing was found to have applied to the situation when the interlocutor was the same age as the addressee. When the interlocutor was older, two participants preferred politer forms such as *Would you mind [lending me your class notes]?* or *Sir*.

In the senior group, four participants preferred to use attention-getters such as *Hey there* and *Excuse me* to address a younger interlocutor. One participant opted for a greeting, *Hello*, two participants preferred familiarisers such as *Mate* and *My friend*, one participant used a KT, *Brother*, and one participant did not use an address term, but a request, *Can I [borrow] your notes?*. When the interlocutor was of the same age, three participants preferred attention-getters; two participants preferred familiarisers such as *Mate*, *Buddy* and *Friend* and two participants preferred greetings without using any direct form of address. When the interlocutor was older, only two participants used direct address forms such as *Sir* and *My friend*; the remaining seven participants opted for attention-getters, greetings and requests.

The participants' choices of address seem to be influenced by the intimacy level, too. In the seventh situation, the participants were asked how they would address a classmate (*Ally Black*) who also happened to be a good friend theirs. The variable in this situation was the age of the interlocutor. In the freshman group except for two participants, all the participants said they would address the given interlocutor by FN regardless of age. One participant

opted for *Dude* when the interlocutor was approximately of the same age as himself and *Pardon* (assumably to mean ‘Excuse me’) when the interlocutor was older. One participant preferred to use *Sister* when the interlocutor was younger or approximately her age and *Elderly sister*, which was probably a translation of what the participant would use in Turkish, when she was older.

In the senior group, however, only four participants said they would address the given interlocutor by FN regardless of age; two participants said they would use ENs such as *Honey* or *Sweetie* regardless of age. Two participants said they would address the interlocutor by FN if she was older than they are and one participant said he would use a greeting such as *Hi* or *Hello* regardless of age.

Situation 8 depicted a situation in which the participant was asked to hypothetically address a librarian to ask him or her for help. The variables in this situation were the gender and the name of the interlocutor. In the case of a male librarian, seven freshman participants said they would address him as *Mr. Crimson* as long as they knew his name; two participants opted for an attention-getter such as *Excuse me* or *Hey* or an HON such as *Sir*. The same tendency was apparent in the case of a female librarian; seven participants preferred to use TLN, only this time some used *Miss* and some *Missus* as the title. One participant said she would use title only, *Miss/Missus*, without the last name and one participant said he would use an HON followed by an attention-getter, *Hey madam*.

Six participants in the senior group preferred to address the male librarian as *Mr. Crimson* when they knew his name. One participant preferred to use an HON, *Sir*; one participant used only the FN and one participant used a ‘KT + FN’ pattern, *Brother Jack*, which might be a translation of what she would use in Turkish. In the case of a female librarian, seven participants preferred to use TLN, *Miss* or *Mrs. Young* and two participants preferred to address the interlocutor by FN.

When the name of the interlocutor was not known by the participant, the most popular address form to address a male interlocutor among the

freshman participants was found to be an HON, *Sir* (six participants). In the case of a female interlocutor, three participants preferred to use an HON, *Madam*; two participants used a title, *Miss/Missus*; two participants used an attention-getter, *Excuse me*, and two participants used greetings without addressing the interlocutor directly as *Hello* or *Hi*.

What was suggested by the senior participants was not in parallel with that of freshman participants; only three participants in this group preferred HONs to address the male interlocutor. Four participants preferred attention-getters and two preferred requests without using a direct form of address. The same pattern applied to the case of a female librarian whose name was not known by the participant; with the exception that one participant said he did not know how to address the interlocutor.

The ninth situation described a situation in which the participant was asked to address a class to make an announcement. There were again two sets of variables in this situation; age and familiarity. In the case of a familiar group of people, three freshman participants said they would use *Guys* to address younger people than themselves; when the interlocutors were approximately of the same age, only one participant said he would prefer to use *Guys*. For the group which was older, none of the participants preferred to use *Guys*, which might be because the participants thought that it would be rude to address people older than them as *Guys*. Contrariwise, only one participant said that she would use *Excuse me* to address younger people and people who are the same age as her. However, three opted for *Excuse me* to address older people. Similarly, to address younger people three participants preferred *Friends* and to address people of the same age five participants used *Friends*. However, when the interlocutors were older, only one participant said she would use *Friends*. Other forms that were suggested by the participants for the familiar group of people are *Hey people* (one participant), and *May I have your attention?* (one participant; to address an older group of interlocutors).

In the case of an unfamiliar group of people, four participants said they did not know how they would address an unfamiliar group of younger people. Two participants said they would use *Excuse me*, two participants said they would use *Friends*, and one participant said she would prefer *Everybody* as address. When the interlocutors were of the same age, five said they did not know how they would address the interlocutors. Two participants preferred to use *Friends*, one participant used *Everybody* and one participant preferred *Excuse me*. When the interlocutors were older, four participants said they did not know how to address the interlocutors; three participants preferred *Excuse me*. One participant used *People* and one participant *Friends*. It can be concluded for this focus group that familiarity/unfamiliarity of the interlocutor has a great influence on the participants' choices of address forms, as well as age.

In the senior group, there did not seem to be an agreement among the participants on how to address the given interlocutors; the forms they suggested varied on a range from group names such as *Class* or *Everybody* to requests such as *Can you listen to me?*. It should be noted, however, that six participants felt the need to use politer forms such as *May I have your attention?*, rather than *Listen to me!*, and *Excuse me*, rather than *Hey!*.

The last academic situation described a context in which the participants would hypothetically address a department secretary to be informed about the course registration process. The variables were the gender and the name of the interlocutors. In order to address the male secretary, *Michael Taylor*, eight participants in the freshman group preferred TLN, *Mr. Taylor*; only one participant preferred to use *Hey Sir*. The same thing applied to the case of a female secretary; eight participants preferred TLN, only this time three participants used *Miss* and five used *Mrs.* as the title. One participant opted for an 'attention-getter + HON' pattern, *Hey madam*.

Similarly, seven participants in the senior group preferred TLN to address the male interlocutor when they knew his name. One participant preferred TFN, *Mr. Michael*, while one participant preferred a TFNLN

pattern as *Mr. Michael Taylor*. The same thing applied to the case of a female secretary, except that one participant who used TLN for the male interlocutor preferred to use an HON, *Madam*, to address the female interlocutor.

When the name of the interlocutor was not known by the participant, for the male secretary three participants in the freshman group used an attention-getter, *Excuse me*, instead of an address term. Three participants preferred an HON, *Sir*, while two participants said they would use either *Sir* or *Mister* and one participant used *Mister*. For the female secretary, five participants preferred an HON; four *Madam* and one *Ma'am* and one participant preferred a title, *Missus*. Three participants did not prefer to use an address term; instead, they used attention-getters such as *Excuse me* or greetings such as *Hello*.

Four participants in the senior group preferred to address the male secretary using an HON, *Sir*, when they did not know the name of the interlocutor. Of the remaining five participants three used attention-getters such as *Excuse me* or *Pardon* and two used requests such as *Can you help me?*. The same pattern was also available in the case of a female secretary; with the exception that one participant preferred to use a title, *Miss*, and one participant said he did not know how to address the interlocutor.

4.2.1.2. Non-academic Situations

The oral DCT included 10 non-academic situations, which required addressing various hypothetical interlocutors that the participants are likely to encounter in real life contexts; for example, during service encounters. The situations described various hypothetical interlocutors such as security officers, doctors, children, shop owners, and so on. This focus group data were collected from a total of 18 participants; nine freshman and nine senior participants who participated in the think-alouds.

The first situation described a context in which the participant was supposed to invite the governor to the stage to make his or her speech. The

situation has two variables: the first one is the gender and the second one is the name of the interlocutor.

In the freshman group, three participants preferred TLN for the male interlocutor when they knew the name of the interlocutor; two of these participants preferred the title, *Mister*, while one participant preferred an OT, *Governor*. Four of the freshman participants opted for TFNLN; while three of these participants preferred to use an OT, one participant used the title, *Mister*. For the female interlocutor, two participants used *Mrs. Erickson* and three participants used *Governor Cathy Erickson* as the address form. Of the remaining four participants, two preferred to use two titles as *Governor Mrs. (Cathy) Erickson* and one preferred to use FNLN. One participant in the freshman group said he would use an 'EN + OT' pattern, *Dear governor*, regardless of gender and regardless of whether or not he knew the name of the interlocutor.

In the senior group, three participants said they would use a 'title + FN + LN' pattern, *Mr. Daniel Carter*, while only one participant preferred to use OT, *Governor*. Two participants used TLN, *Mr. Carter*; one participant did not prefer to use any titles but the full name of the interlocutor and one participant said he would use an AT if the interlocutor had any. When the interlocutor was female, three participants said they would use TFNLN, while only one participant preferred to use OT, *Governor*. Two participants used TLN, *Mrs. Erickson*; one participant did not prefer to use any titles but the full name of the interlocutor and one participant said he would use an AT provided the interlocutor had any. One participant in the senior group said she would use a polite request, without directly addressing the interlocutor.

When the name of the interlocutor was not known by the addressee, six of the freshman participants preferred to use OT both for the male and the female interlocutor. While one participant preferred to use HONs, *Sir* and *Madam*, one participant said he did not know how to address the interlocutors when he did not know their names.

In the senior group, however, three participants said they did not know how to address the interlocutors when they did not know their names. Of the remaining six participants, five preferred to use OT, *Governor*. One participant in the senior group said that he would use a polite request for all the given interlocutors, regardless of their gender and age.

The second non-academic situation described a context in which the participants were supposed to hypothetically address a shop owner. There were again two variables in this situation: the age and the name of the interlocutor. Seven participants in the freshman group preferred to address the shop owner by his FN, *Paul*, when he was approximately of the same age as they were; however, when the shop owner was older than they were only three participants preferred to address him by FN. Three participants used TLN or TFN such as *Mr. King* and *Mr. Paul*. The remaining three participants opted for KTs such as *Brother*, *Bro* and *Dad*, which was very likely to be the result of mother tongue influence.

In the senior group, six participants preferred to address the interlocutor by FN when the interlocutor was approximately the same age as they were. Of the remaining three participants, one preferred FNLN, *Paul King*; one preferred a familiarized KT, *Bro*; and one said he did not know how to address the given interlocutor. When the interlocutor was older than the addressee, similar to the results of the freshman group, only three participants preferred to address the interlocutor by FN. Two participants in the freshman group avoided addressing the interlocutor directly when he was older than they were; instead, they simply used greetings such as *Hi* and *Hello* and two participants said they did not know how to address the given interlocutor.

When the name of the interlocutor was not known, three participants in the freshman group avoided using an address term; the suggested forms of address by the rest of the participants were familiarisers such as *Dude*, KTs such as *Brother* and HONs (in the case of an older interlocutor) such as *Sir*. Most of the senior participants avoided using an address term; instead, they

preferred to use greetings or attention-getters and this applied to interlocutors who were older than and who were of the same age as the addressee. The other forms suggested by the remaining three students are familiarisers such as [*Hey*] *man* and KTs such as *Bro*.

The third situation described a context in which the participants were asked to hypothetically address a female cashier at a supermarket. The situation prompted two variables again as the age and the name of the interlocutor. In the freshman group, two participants avoided direct address regardless of whether or not they knew the name of the interlocutor and whether or not they were younger, older or the same age. The same thing was apparent in the senior group data as well; two participants used attention-getters instead of a direct form of address for all the given interlocutors. While four participants in the freshman group addressed the interlocutor by FN regardless of age, six participants in the senior group used the interlocutor's FN regardless of age. Other forms preferred by both groups of participants are attention-getters such as *Excuse me*, *Pardon*, or *Sorry*, titles such as *Miss* or *Missus*, and HONs such as *Madam* or *Lady*. Two participants in the freshman group said they would use titles to address the interlocutor regardless of age and one participant in the senior group said he would use an HON to address the interlocutor regardless of age.

When the name of the interlocutor was unknown, five freshman participants opted for attention-getters such as *Excuse me*, *Pardon* or *Hey*; two participants opted for HONs such as *Lady* or *Madam* and two participants opted for titles such as *Miss* or *Missus*. Similarly, in the senior group, four participants preferred to use attention-getters; two participants opted for HONs; one participant preferred an EN for the younger and the same age interlocutors, but she switched to an HON when the interlocutor was older. All in all, three participants in the senior group switched to politer forms such as polite requests or HONs when the interlocutor was older than they were. In the freshman group, two participants felt the need to switch to politer forms when the interlocutor was older.

The fourth non-academic situation described a context in which the participants were asked to hypothetically address a police officer. The only variable in this situation was the gender of the interlocutor. In the freshman group, four participants preferred OT, *Officer*, to address both the male and the female interlocutor. Three of these participants used an attention-getter before OT. Two participants preferred titles such as *Mister* and *Miss/Missus* and one participant preferred an HON for both interlocutors as *Sir* and *Madam*. Except for one participant in the freshman group, all the participants used similar forms for both genders; one participant said he would address the male interlocutor as *Mr. Officer* and the female interlocutor as *Miss*. It can be concluded from these results that gender was not a determining factor for the participants when they were to address police officers.

Compared to the freshman group, in the senior group none of the participants preferred to use OT in addressing the given interlocutors, with the exception that one participant said he would use OT, *Officer*, to address the female interlocutor and he would use an HON to address the male interlocutor. The most popular address form for the male interlocutor was found to be the HON, *Sir*; however, five participants preferred HONs such as *Madam* and *Lady* to address the female interlocutor. The other suggested forms for the male interlocutor were greetings and attention-getters such as *Excuse me* and *Hello*; the same thing applied to the case of a female interlocutor. Similar to what was suggested for the freshman group, it can be concluded that gender was not a determining factor for the participants when they were to address police officers.

The fifth situation described a context in which the participants were asked to hypothetically address a clerk at a bank before asking for help. The situation had two variables; age and gender. In the freshman group, five participants said they would use the same forms regardless of age and gender; two of these participants preferred attention-getters, one preferred an 'attention-getter + title' pattern, *Excuse me mister/miss*, one preferred titles only and one preferred HONs. Of the remaining four participants, three

preferred politer forms to address older interlocutors and one preferred politer forms for the female and older interlocutors.

In the senior group, six participants said they would use the same forms of address regardless of age and gender; these participants preferred attention-getters, greetings and HONs to address the interlocutors. One participant in the senior group addressed the male interlocutor by an HON; however, he did not prefer to use a direct form of address to address the female interlocutor. This might be either that the participant did not know how to address the female interlocutor or that he thought it would not be appropriate to address the female interlocutor in the same way as he addressed the male interlocutor. Contrariwise, one participant used a title to address the female interlocutor, but he did not prefer to address the male interlocutor by a title; he preferred an attention-getter instead.

The sixth situation described a context in which the participants were asked to hypothetically address a ten-year old child, either a girl or a boy, to tell him or her that he or she dropped some money. The only variable in this situation was the gender of the interlocutor. In the freshman group, only two participants said they would use the same form of address for both interlocutors; one participant preferred attention-getters such as *Hey there* and one participant preferred *Hey little boy/girl*. The remaining six participants preferred different forms of address for both interlocutors, except that one participant said she did not know how she would address a 10-year old girl in such a context. While most of the forms suggested in the case of a male interlocutor are forms like *Kid*, *Buddy*, and *Little boy*, the forms suggested for the female interlocutor included forms such as *Sweetie*, *Little princess* and *Hey sister*.

In contrast with the freshman group, the majority of the participants in the senior group said they would address both interlocutors in the same way, of course changing the gender-specific forms according to the gender of the interlocutor. Therefore, we can conclude that gender did not make much of a difference in the senior participants' choices of address forms considering

the given situation. However, it should be noted here that no two participants in this group used the same form of address; the forms they suggested were *Sweetie, Boy/Girl, Child, Buddy, Little boy/girl, Young man, Princess, Kid,* and *Dear*.

The seventh non-academic situation described a context in which the participants were asked to hypothetically address an elderly woman to tell her that she dropped her gloves. The most popular form of address among the freshman participants was found to be an HON, *Madam*. Of the remaining five participants, three opted for attention-getters, without using a direct form of address and two opted for an 'attention-getter + title' pattern, *Excuse me Missus*. In the freshman group, seven participants preferred to use HONs to address the given interlocutor such as *Madam, Ma'am,* and *Lady*. Of the remaining two participants, one preferred to use an attention-getter and one preferred a title.

The eighth situation described a context in which the participants were asked to hypothetically address security officers at a train station. The only variable in this situation was the gender of the interlocutors. All the participants in the freshman group said that they would use the same forms of address for both interlocutors, changing only the gender-specific forms according to the gender of the interlocutor. Three of the participants preferred to use OT, *Officer*; two participants preferred HONs; two participants preferred titles and two participants preferred attention-getters.

In the senior group, six of the participants said they would use the same forms to address both interlocutors. Of the remaining three participants, one preferred to use an HON to address the male interlocutor and an attention-getter to address the female interlocutor; one participant preferred to use an HON to address the male interlocutor, but he preferred a title, *Miss/Missus*, to address the female interlocutor. Another participant preferred to use an attention-getter, *Pardon me*, for the male interlocutor, but he said he would use a greeting followed by a polite request for the female interlocutor.

The ninth non-academic situation described a context in which the participants were asked to hypothetically address a waiter/waitress to order something to eat or drink. There were two variables in this situation; the age and the gender of the interlocutors. In the freshman group, seven of the participants preferred to use the same forms of address for all the given interlocutors regardless age and gender. Five of these participants said they would use attention-getters without using a direct form of address. One participant said he would use an ‘attention-getter + OT’, *Hey waiter* or *Hey waitress* and one said she would use an HON, *Sir*, to address the male interlocutors, but a title, *Missus*, to address the female interlocutors. Of the remaining two participants, one did not prefer to use any direct form of address for the younger and the same age interlocutors, but she used titles to address older interlocutors and one participant preferred to use a familiarized KT, *Bro*, to address younger and the same age male interlocutors, but he avoided using the same form to address the older male interlocutor.

The last non-academic situation described a context in which the participants were asked to hypothetically address a doctor before asking him or her about some test results. The situation had two variables; the gender and the name of the interlocutors. Of all the participants in the freshman group, only one preferred to use OTLN, *Dr. Simpson/Crystal*, to address the interlocutors when they knew the name of the interlocutor; the majority of the participants (seven out of nine) preferred to use TLN, *Mr. Simpson/Miss* or *Mrs. Crystal*. One participant in this group said that she would use the same form of address for all the given interlocutors, *Hey doctor*. In the case that they did not know the name of the interlocutor, three participants in the freshman group preferred to use OT, *Doctor*; three participants preferred HONs, *Sir/Madam*; one participant preferred to use titles only, *Mister/Missus*; one participant used a TOT, *Mr./Mrs. Doctor*; and one participant used an attention-getter only for the male interlocutor, *Excuse me*, but an ‘HON + attention-getter’ pattern for the female interlocutor, *Madam, pardon me!*.

In the senior group, five participants used TLN to address both interlocutors when they knew the name of the interlocutors, while one participant used TFNLN, *Mr. Charles Simpson/Mrs. Marisa Crystal*. Of the remaining three participants, two preferred OTFN, *Dr. Charles/Dr. Marisa*, and one preferred OTLN, *Dr. Simpson*. When the name of the interlocutor was not known, five participants preferred OT for both interlocutors. The responses of four participants in the senior group might be noteworthy; one participant used OT, *Doctor*, to address the male interlocutor, but did not prefer to do so for the female interlocutor, for whom the participant did not or could not use a direct address form. One participant used an HON to address the male interlocutor, but said he did not know how to address the female interlocutor when the name was not known. Another participant preferred to address the male interlocutor by an HON, but he addressed the female interlocutor by OT and the last participant used an attention-getter in the case of a male interlocutor, but he switched to a polite request when the interlocutor was female.

4.2.2. Qualitative Results of Think-Aloud Protocols

The qualitative analysis of the written protocols was done using a coding scheme. First of all, the transcribed data were segmented and each segment was coded according to the type of information they provided. The resulting coding scheme is given in Appendix A.

Two of the categories, *Solving*, and *Reviewing/Reflecting*, were adopted from Woodfield (2008) and the remaining two categories, *Clarifying the context* and *Recontextualizing the context*, were determined after consulting one other coder than the researcher.

The data that fell under *Clarifying the context* category included participants' translating or paraphrasing what they have understood from the given situation in the DCT right after they read the situation.

İlkinde benden büyükmüş,
kadınmış, hocammış vesaire...

In the first one, I understand that
she is older than me; it is a woman
and a professor and so on...
(Participant 7, freshman, female)

Yedinci durumda yakın
olduğumuz söyleniyor, hani ismini
de biliyorum her durumda. Benden
küçük yaşça...

In the seventh situation, it is said
that we are close and well I know
her name, too in all the cases. She
is younger than I am....(Participant
8, freshman, male)

Not all the participants verbalized their thoughts while they were clarifying the context; some of the participants read the situations silently and they showed some signs that they were clarifying the context on their mind such as using words like *OK* or interjections like *mhm mhm*.

The data that fell under the *solving* category included the participants' suggestions of forms of address they would use to address the given interlocutors. The participants in general either suggested a form of address for the given interlocutor in the given situation or said they did not know how they should address the given interlocutor, which, in other words, meant that they could not solve the given task.

...yaklaştığım zaman yine "*Excuse me I have an emergency*" ve hani hemen işimi halletmem gerektiğini belirtip yardım isteyebilirim.

...when I get close, again, (saying)
Excuse me I have an emergency
and, you know, I can ask for help
stating that it is urgent. (Participant
1, freshman, male)

...Ne diyebilirdim? Şu an aklıma gelmiyor ama bakayım. Ne diyebilirdim? Seslenme durumunda... Valla aklıma gelmiyor hocam.

... What could I say? I cannot think of anything right now but let me think...What could I say? When I need to call... To be quite honest, I cannot think of anything to say.
(Participant 12, senior, female)

A detailed analysis of what the participants suggested as solutions was presented in the previous parts of the study.

Reviewing/Reflecting category included participants' justifications of the forms they suggested. In other words, participants' *metalinguistic* explanations of the address forms were included in this category. A detailed analysis of the segments that fell under the *Reviewing/Reflecting* category revealed that the metalinguistic explanations the participants provided were mainly about certain factors that influenced their choice of address forms and that the factors the participants stated during their verbalizations appeared to be similar, if not identical.

Therefore, it was necessary to group these metalinguistic explanations under certain titles so as to be able to better present the results of the analysis. The data analysis revealed four main categories of factors that influence participants' choices of forms of address in English, the results of which are presented in the following sections of the study:

- Age-related factors
- Gender-related factors
- Status-related factors, and
- Intimacy-related factors

Age-related factors

Except for one Participant who was not very elaborate in explaining the underlying reasons for his choice of address forms, all the participants in the think-aloud group made a mention of age-related factors during their verbalizations. The age of the interlocutor seemed to have influenced the participants' choices of address forms. During the data collection procedure, one of the native speaker participants sent the researcher an e-mail suggesting that the forms of address in America were not age-based, but mostly position-based. However, in Turkey the choice of address forms seems to be closely related to the age of the addressee; at least, it is what can be inferred from the data obtained from the verbal reports. From what the participants have verbalized, it can be concluded that there is a tendency to use 'politer' forms when addressing older interlocutors.

Benden büyüklerse biraz daha kibar bir şekilde ya da biraz daha resmi bir şekilde söyledim. İşte "can" tarzı değil de 'could you...' tarzı 'would you mind...' tarzı bir şey söyledim büyük oldukları için.

If they are older than me, I will say [what I want to say] in a politer or more formal way. You know, I will not use something like 'can' but things like 'could you...' or 'would you mind...' since they are older.

(Participant 6, freshman, male)

It was apparent in the data that when the participants were thinking and talking about how to address interlocutors who were older than they are, they used such words as *respect*, *polite* and *formal* frequently, which might be interpreted as the probability of a strong relationship between the age of

the interlocutor and the participants' idea of respect, politeness and formality. The word *respect* was repeated 20 times in the segmented data and all the instances of the word were found to be mentioned when the participants were talking about an older interlocutor.

...ama herhalde kendimden büyükler için biraz daha hani, daha **saygı** belirten ekler, mesela *May I have your attention?* o tarz bir şey kullanırdım.

...but I think for people older than I am, I would use [forms] denoting, kind of more **respect**; for instance, something like *May I have your attention?* [...]

(Participant 8, freshman, male)

İngilizcede bunu nasıl derim older benden büyükse, Jose Alvarez; daha **saygılı** bir dille hitap ederdim ben burada. *Sir* diyebilirdim, o tarz.

How would I say it in English if he is older than me, Jose Alvarez; ...Here I would use something that would be more respectful. I could say *Sir*, like that. (Participant 12, senior, female)

Similarly, the word *polite* was seen to be associated with older interlocutors. There was no mention of the word *polite* when the participants were talking about interlocutors who were younger than or the same age as they are. This does not necessarily suggest that the participants will not be polite when they were to address an interlocutor who was not older than they were; however, it might be found interesting that they used the word while they were trying to decide how they would address an older interlocutor.

Ya nedense benim elderly woman dediđi zaman aklıma hep *madam, madam, madam* geliyor. Öyle bir şey çağrışıyor. Demek bir sebebi var sanırsam, ya filmlerden etkilenme. Sanki madam böyle hem onu yüceltir hem de böyle **daha kibar** olur diye düşünüyorum.

Well, I don't know why, but when it is an elderly lady, all I can think of saying is *Madam, madam, madam*. That is what it kind of brings to mind. There must be a reason for it; maybe it's the movies I watched. I feel that *madam* will both ennoble her and sound kind of **politer**. (Participant 15, senior, male)

Benden yaşlıysa, benden daha büyükse yaşça hani gayet kibar bir şekilde söylerim herhalde; *Would you mind speaking less loudly?*

If he is older than I am, I will probably say [what I want to say] quite politely: *Would you mind speaking less loudly?*
(Participant 13, senior, male)

Another word which seemed to have been associated with older interlocutors was the word *formal*. The word had 11 instances in the segmented data.

Benden büyük olduklarında biraz **daha resmi** bir şekilde olsun diye will you ile sorabilirim bu soruyu, *Will you be quiet?* diye.

If they are older than I am, I would ask the question starting with ‘I will’; like *Will you be quiet?*, to sound **more formal**. (Participant 5, freshman, male)

Benden daha büyükse onlara biraz **daha resmi** davranırım, yaşça benden büyükse.

If they are older than I am, I would.... approach them **more formally**, if they are older. (Participant 11, senior, female)

It can be said that the participants perceived their relationship with older people asymmetrical, assigning power to the older person. The same type of asymmetrical relationship seems to be available with interlocutors younger than themselves. The data revealed that in their interactions with people younger than themselves, the participants assigned the relative power to themselves over the younger person. This is apparent in the participants’ verbalizations; some participants avoided addressing older interlocutors by FN since they thought it would distort the asymmetrical nature of the relationship.

Ben arkadaşsam soyadıyla hitap etmem yani, ama benden büyük olduğu için direk ismiyle de hitap edemem.

If we are friends, I won’t address her by last name, but since she is older I can’t address her directly by her name, either. (Participant 10, senior, male)

When it was a younger interlocutor, the participants switched to words such as *close*, *friendly* and *informal* describing the way they think they should approach a younger person.

Bu kiři benden, küçük olması tabii deęiřtirir durumu. Küçük oldu mu böyle hani **daha samimi** bir şekilde şey yapabiliriz.

If this person is [...], that he is younger changes [the way I address him]. We can be kind of **friendlier** [closer] if he is younger.

(Participant 12, senior, female)

Eđer benden daha küçük birisiyse biraz **daha samimi** bir şekilde hitap ederim onlara [...]. Benden daha küçükse, *may* demek yerine biraz daha hani *can* kullanırım, eeee *Can you be a bit quiet?* diyebilirim.

If it is a younger person, I will address him/her in a **friendlier** way [...]. If he is younger, I might use *can* instead of *may*, errr, I can say *Can you be a bit quiet?*

(Participant 17, senior, male)

Benden küçük olduğunu düşünürsek **sıcak** bir ilişki olsun diye *Hi brother!* şeklinde seslenebiliriz erkekse tabi.

When we think that it's a younger person, in order to develop a **closer** relationship we can address this person as *Hi brother!*, of course if it's a male. (Participant 9, freshman, male)

The data might suggest that the participants transfer politeness strategies from their mother tongue into the second language. The data revealed two types of approaches to solving the addressing task; some participants were oriented towards L2 norms and conventions, though this did not necessarily suggest that they solved the task correctly or appropriately.

Yani Türkçede şöyle diyoruz ya, *abi* diyoruz yani ismini biliyoruz ama *abi* de koyuyoruz yanına. Bilmiyorum İngilizcede de böyle diyorlar mı? *Brother Jack* gibi bir şey söyleniyor mu acaba? Bilmiyorum ama eğer öyle bir şey varsa öyle derdim kesinlikle.

I mean, you know what we say in Turkish; we say *abi* (*elder brother*), I mean we know the name of the person and put *abi* next to it. I don't know if they say something like that in English. Do they say something like *Brother Jack*, I wonder. I don't know, but if it is possible to say so, that will be what I would say. (Participant 10, senior, male)

Some participants were oriented towards L1 norms and conventions in deciding how to address an interlocutor appropriately, which did not necessarily suggest that they could not solve the addressing task correctly or appropriately.

İngilizcede ne bileyim öyle yaş konusu hiç sorun olmuyor sanki hani Türkçe olsa biraz çekiniyor insan da, Türkçede. Ama İngilizcede hiç, herkes rahat böyle ne kadar büyük olsa da şey olsa da; o tarz.

I feel, you know, age is not a big deal in English, kind of; I mean if it is in Turkish, you are a little hesitant. But in English they never...everybody is at ease no matter how old or you know, something like that. (Participant 4, freshman, female)

İsmini bilmiyorsam, yani yine aynı şekilde hani aynı yaşta olduğumuz için çok resmi ifadeler olması gerektiğini düşünmüyorum. Yani Türkçede olduğu gibi hacı ya da dostum [...]

If I don't know his name, again, well, since we are of the same age I don't think I need to use very formal expressions. I mean, just like what happens in Turkish, *pilgrim* or *my friend* [...] (Participant 5, freshman, male)

All in all, the majority of the participants in the think-aloud group seem to have taken age factor into consideration when they were making decisions about how to appropriately address an interlocutor. In addition to what has been suggested by the examples above, it should also be noted that there were participants who said age would not make much of a difference in their choice of address forms, especially when they needed to address people during service encounters.

Gender-related factors

As is suggested by Levinson & Brown (1987) “gender is just one of the relevant parameters in any situation” (p.30). Half of the participants in the think-aloud group (nine participants) said during their verbalizations that the gender of the interlocutor would not make a difference. These participants preferred equivalent or similar forms to address male and female interlocutors. For instance, if one participant said he would address a male interlocutor using an HON such as *Sir*, he said he would use an HON such as *Madam* to address the female interlocutor as well. However, the other half of the participants made a mention of gender-related factors during their verbalizations. It was observed from the data that when the given situation required an interaction in a cross-gender dyad rather than a same-gender dyad, it raised issues on the participants' mind related to politeness and intimacy.

Within this group of participants, there was found to be a general tendency among male participants to opt for politer forms when addressing female interlocutors.

Eee bayansa , yani, şimdi bayan olduğu için hani, konumu itibariyle zaten hangi yaşta olursa olsun, ben hani [...]. zaten bir saygı duyulması gerektiğini düşünüyorum. Hani çünkü hani bir erkekle istediğiniz şekilde konuşabilirsiniz ama bir bayanla konuşurken ifadelerinizi çok özenle seçmeniz gerekiyor. Bu kişi sizden yaşça küçük olabilir ya da yaşça büyük olabilir ya da aynı yaşta da olabilir. Yani bence bu bir şey değiştirmez.

Well, if it is a woman[...] I mean, since it is a woman no matter how old she is, I think they should be respected. I mean you can speak to a man any way you want, but when you are talking with a woman you have to choose your sentences with great care. This woman might be younger or older than you are, or the same age as you are. That would not change a thing.

(Participant 5, freshman, male)

Two male participants suggested that it was not only the words or sentences that would change in the presence of a female interlocutor but also manners and the tone of voice.

Bu kişi benden küçükse ve erkekse, yani şimdi kız olması değiştirir durumu. Kız olsa, daha böyle bir kibar, tabii kendimize böyle bir çeki düzen veririz falan kızlar olduğu zaman. Böyle daha kibar bir dille söyleriz.

If this person is younger and a male, well if it is a girl it changes [the way I say things]. When it is a girl, we are kind of politer and of course we get our act together or something when girls are around. We say [what we want to say] in a politer kind of way. (Participant 12, senior, male)

Bayan olduğunda hani ilk girişte çok fazla olmasa da ikinci girişte en azından ses tonuna dikkat edersin, birazcık daha inceltirsin falan ve konuşmanın devamında birazcık daha kibar olur erkeğe göre, hani ister istemez, kelime seçimi hani o could-lar would you mind-ların farkları

When it is a woman, not maybe at first but during the course of interaction, you would at least be careful about your tone of voice, you kind of use a softer tone and the rest of the conversation would be politer when compared to a conversation with a man. The word choice, you know inevitably...[you would consider] the differences between 'could' and 'would you mind'....(Participant 13, senior, male)

Female participants, on the other hand, said they would be shy or hesitant when addressing male interlocutors.

Erkek olduğu için çekinirim birazcık, bir çekingenliğim olur herhalde bayan hocalara daha rahat davranırım, yani problemimi de söylemem sanırım tam olarak

Because it is a male [instructor], I would be a little hesitant; I think I would act hesitantly; I feel more comfortable with female [instructors]; I mean I would not also tell my problem exactly [when it is a male instructor] (Participant 11, senior, female)

Şimdi bizde biraz şey oluyor. Onların kültürüne baktığım zaman, erkeklere de böyle konuşmalar daha da samimileşebiliyor; ama hani onlarda düşündüğüm zaman belki diyorum hani *boys* dediğim zaman hani bir anda ortalığa dalmış gibi oluyorum. Hani sanki dikkat çekmek için gibi geliyor ama sadece ufak bir şey rica edip çıkacağım için işi daha resmi kesmeye çalışırım erkek olursa.

Now, it is kind of [different] in our culture. When I consider their culture, conversations with men can get more intimate, but when I think of the conditions there, I say maybe; I mean when I say *boys* I feel as if I put myself out there, as if I ask for attention but since I will have small favor to ask, I would try to be more formal and to the point if they are male. (Participant 12, senior, female)

When the given situation prompted a hypothetical conversation in a same-gender dyad, both male and female participants said they would act and talk in a friendlier way and they would feel at ease. These examples, although not generalizable, might suggest that gender roles in one's native culture have a significant influence on participants' decision-making processes as to how to address an interlocutor.

Status-related factors

Except for three participants, all the participants in the think-aloud group made a mention of status-related factors. What is meant by status here is the relative power of the addressor or the addressee in an act of communication. It seems clear from the data that participants attached power to certain jobs and positions. It can be considered universal that university professors are considered of a higher status by the participants; however, the

data obtained from the verbal reports showed that there are other variables which would influence the participants' choices of address forms.

The oral DCT included four situations which required addressing two professors and two instructors. The two professors were to be addressed outside the classroom; one in her office and the other outside the faculty building. Almost all the participants said, explicitly or implicitly, that because they are professors they should be addressed formally and by a title before their FN or last name when their names were known and by an HON if their names were not known.

Okulda bir öğretmen olduğu için biraz saygılı konuşmam gerekir, o yüzden kapıyı çaldıktan sonra *Excuse me* yani müsait misiniz, pardon bakar mısınız gibisinden bir şey kullanırım ve direk ismiyle hitap değil de başına Miss, Mrs.; *Mrs. July Hampton* falan, yani o şekilde seslenirim

Because she is a teacher I must be respectful; therefore, after I knock the door *Excuse me*, I mean I would use something like [Can I come in]? And I would not address her by first name or last name, but use [a title like] Miss, or Mrs., something like *Mrs. July Hampton*; I mean that's how I would address her. (Participant 10, senior, male)

Üniversite hocası olduğu için bu kişi, profesör olduğu için tabii doğal olarak, resmi de bir kişi olduğu için resmi bir dille hitap ederdim, [...]

Because she is a professor at university, and since she is a full professor naturally, and also she is an academic I will use a formal address [...] (Participant 12, senior, female)

However, when addressing the given instructors some participants opted for different address forms from those they used to address the

professors. The reasons they provided for the change in the address forms were mainly two-fold; the academic title and the location of the interaction. Some participants suggested that since the given addressees were not full professors, they should not, or could not, be addressed by an academic title such as *Professor*; instead, they preferred a TLN such as *Mr. Cooper* or *Ms. Brown*.

Burada profesör olduğuna ve ismini de bildiğime göre *Professor Hampton* diye hitap ederim. İsmi bilmediğim bir bayansa da sadece *Professor* deyip ondan sonra ne sormak istiyorsam onu sorardım.

Here, since she is a **[full] professor** and since I know her name, I would address her as *Professor Hampton* and if I do not know her name I would just say *Professor* and then I would ask what I wanted to ask.

(Participant 18, senior, female)

Burada da yani bir unvanı olmadığı için, bana bir unvan vermediği için muhtemelen *Mrs. Brown* derdim bayansa; ya da ismini bilmediğim bir bayansa da *Miss* diye hitap edebilirdim diye düşünüyorum.

Here, since she does not have an academic title, since I was not given an academic title, probably I would say *Mrs. Brown* or *Miss* if I do not know her name. (Participant 18, senior, female)

The location where this hypothetical interaction took place seemed to have influenced some participants' choice of address forms, too.

Eee, adını bilmiyorsam da yine ona *Excuse me teacher* diye de seslenebilirdim sınıfta olduğumuz için.

Well, if I did not know her name, I would again address her as *Excuse me teacher* since we are in the classroom.

(Participant 6, freshman, male)

Biz hani Türkçede burada pek address etmiyoruz ya bir şey sorarken. El kaldırıp hani... Gerçi hani direk şey de diyebilirdim hani teacher ya da. Burada hani lecture içinde olduğu için hocam, teacher diyebilirim.

We, in Turkish, do not address [teachers] when asking questions. We raise a hand, you know. As a matter of fact, I can directly say, like, *teacher* or... Since it happens during a lecture here, I can say *teacher*.

(Participant 14, senior, female)

Gene, sınıfın içinde olduğu için *Teacher* diye keserdim herhalde. Hani *Can I ask a question?* tarzında. *Teacher* diye seslenirdim.

Again, since it is [taking place] in the classroom, I would interrupt her saying *Teacher*, You know, something like *Can I ask a question?* I would address her as *Teacher*.

(Participant 15, senior, male)

Status-related factors were also revealed for interlocutors of other professions such as waiters, police officers and doctors. The asymmetrical relationships that the participants assumed for the given situations were of two types: Relative power of the addressor over the addressee and of the addressee over the addressor. For both cases, the participants distanced themselves from the interlocutors by using certain forms of address or by not using any form of address at all. Not addressing an interlocutor was used by some participants to indicate that they themselves have power over the

interlocutor and by some participants to indicate that the addressee has power over the addressor. Doctors, for instance, were considered to have power over the addressor, which might be due to coded social statuses in Turkey.

Eee yani sonuçta bir doktor hasta ilişkisi olduğu için biraz daha hani saygılı. İsmiyle hitap etmem. Soy ismiyle hitap ederim. *Mr. Simpson* ya da *Mrs. Crystal* diye.

Well, it is a doctor-patient relationship after all, so [I would be] kind of more respectful. I would not address them by first name, but last name as *Mr. Simpson* or *Mrs. Crystal*.

(Participant 1, freshman, male)

Doktor... Şimdi doktorluk mesleği zaten hani böyle yukarıda bir yerdedir doktor dediğimiz zaman. Tabii doktorlara karşı da saygılı, saygılı şekilde bir hitap önemlidir. Bu kişinin benden büyük olması veya küçük olması da bir şey değiştirmez.

A doctor, well, this occupation is by nature of a higher status, when it is a doctor you know. It is important to address doctors respectfully. It's not important if he is older or younger than I am.

(Participant 12, senior, female)

Cashiers, shop owners or waiters/waitresses, however, were treated differently. One participant said that when it was a doctor it is probable that you would see the same doctor on several occasions; that changes the way you interact with a doctor. However, as is suggested by another participant, with cashiers or waiters it would be probably be a one-time interaction, so one should be direct and to the point, sometimes without addressing them.

Şimdi kasiyer olduğu için illaki tanımıyorumdur ben onu ve ismini bilsem bile ismiyle hitap etmezdim. Eeee, *Miss* diye hitap ederdim. Adını bilsem de bilmesem de.

Well, since this is a cashier I would certainly not know her and I would not address her by name, even if I knew her name. I would address her as *Miss* no matter whether I knew her name or not. (Participant 6, freshman, male)

İsime hitap etme kasiyer için hani ismine bakıp ta hitap etme biraz bana saçma geliyor hani, gereksiz geliyor nedense, bilmiyorum.

Addressing a cashier by name, looking at her badge sounds nonsense to me; I think it is unnecessary, I don't know. (Participant 15, senior, male)

Eee, yani ismini biliyorum ama hani direk ismini kullanamam diye düşünüyorum çünkü yaka kartında, sonuçta bir tanıtım kartı ama hani, direk ismiyle hitap edersem, ortada abes bir durum olur diye düşünüyorum.

Well, yes I know her name but I don't think I would use her name [as address] since it is written on her badge. It's a badge, for people to know [the name of the cashier], but I feel it would be weird if I addressed her by name. (Participant 5, freshman, male)

One of the most challenging addressing situations was when the participants needed to address a waiter or a waitress and their reasons seemed to have to do with social status of the occupation in the participants' mind. What one of the participants said summarized it all:

...ya da statüyle de alakalı olabilir çünkü hani garsona nasıl sesleneceğimi bilmiyorum. Burada mesela bizde var “garson” diye seslenebiliyoruz ama sanki bana şey gibi geliyor. Burada hani bunların isimlerini kullandığım zaman sanki onları küçük bir konuma düşürüyormuşum gibi ama hani öğretmenlik ya da polis ya da professor zaten ya da ne bileyim doktor olmak da hani isimleriyle ses... unvanıyla seslenince onları küçümsemiş gibi hissetmiyorum.

...or it could be about the status, because I don't know how I should address a waiter/waitress. Here, for example, we have it in Turkish; we can address them as *Garson* but it feels, I don't know. Here when I use their [occupational titles], it feels as if I was degrading them or something... But teachers, police officers or professors are already, or doctors for that matter; when I address them by name, by their [occupational] title, I don't feel I'm degrading them.

(Participant 14, senior, female)

Social properties of interlocutors in a given act of communication does influence the way the participants in the act of communication address each other; however, coded social statuses might differ from one culture to another. Not being aware of the coded social statuses in a foreign culture would probably result in pragmatic failure, which might be face-threatening.

Intimacy-related factors

Intimacy, which can be defined as a very close relationship with a person, was found to be one of the important factors influencing participants' choices of address forms. The concept might have different connotations in different cultures; what might be considered intimate in one culture might be very well considered rude in another. The participants in the think-aloud group considered intimacy as familiarity and closeness to an interlocutor. The data obtained from verbal reports revealed that participants sometimes

considered intimacy a natural part of certain given situations such as when they were familiar with a certain interlocutor and sometimes they considered it instrumental for their own benefit such as when they were asking for a favor.

Participant 1 and Participant 12 suggested that their intimacy with the professor would change the way they address them.

Karşımdaki kişi benim hocamsa yine *Professor* diye seslenirdim ama eğer tanımadığım, o, misafir biriye yine bay ve bayan yani *Mr.* ve *Mrs. Smith* diye seslenirdim soy ismiyle

If this person is one of my teachers, I would address him or her as *Professor*, but if I don't know him or her, if he or she is a visiting professor I would address him by the last name as *Mr.* or *Mrs. Smith*.
(Participant 1, freshman, male)

Burada da üniversite hocam olduğu için, tabii bir de samimiysen aram varsa, ne diyebilirdim atıyorum; *Hey teacher, can I ask you something?* Eğer aram böyle daha böyle şeyse hani atıyorum nasıl pek samimiyetim yoksa falan daha mesela nasıl diyeyim... ne diyebilirim? *Hey lady.*

Here, since she is one of my teachers at university and of course if I have a close relationship with her, what could I say? I'll take a wild guess... *Hey teacher, can I ask you something?* But if I am kind of not so close with her, I would be more, well how to put this...What could I say? *Hey lady.*
(Participant 12, senior, female)

There was found to be a tendency among the participants to opt for ENs and KTs as address forms when they were or they thought they should be intimate with the interlocutor.

Benle aynıysa ve hani arkadaş canlısı olduğunu söylüyor. Ve burada da benle aynı yaşta olduğu için *Hey brother* kullanırdım. Benden yaşlı olduğu durumda da, kendimi gerçekten böyle yakın bulmuşsam, hani arkadaş canlısı biriyse *Hey dad* diye bile hitap edebilirdim.

If he is my age and it says here he is friendly... and since it says here he is my age I would use *Hey brother*. If he is older than me and if I really feel close to him; I mean if he is friendly I can even address him as *Hey dad*
(Participant 2, freshman, male)

Burada yakın arkadaşım var. Benden gençse yine, *Honey*, eee *Sweetie* or o tarz şeyler kullanırım hani. Yakın arkadaşım olduğu için yaşı önemli değil; ona gerçekten dostluğumuzu hissettirebilecek şeyler kullanmaya çalışırım.

Here, she is a good friend of mine. If she is younger, I would again use things like *Honey* or *Sweetie*. Her age does not matter since she is a close friend of mine; I would try to use expressions that would make her feel what good friends we are.
(Participant 11, senior, female)

Here some participants were oriented towards L1 norms and conventions in deciding how to address an interlocutor appropriately, and some participants were oriented towards L2 norms, neither of which necessarily suggested that they could not solve the addressing task correctly or appropriately.

Samimiyetim varsa sadece *Michael* diyebilirim yani. *Michael*. Yabancılarda öyle oluyor çünkü.

If we are close, I can address him as *Michael*. This is what happens in foreign countries.
(Participant 10, senior, male)

Yaşa göre, eee, yani yurtdışında olacağını sanmıyorum, burada da olmaz dediğim gibi. Yani çünkü Türkiye gibi bir yerde yakın oluyor insanlar genelde bu tip muhabbetlerinde ama yurtdışında soğuk olabiliyorlar bazı yerlerde.

According to age, well, I don't think it will change [according to age] abroad; it won't here as well as I already said. I mean in countries such as Turkey, people are close and friendly to each other while they are conversing but in some countries [other than Turkey] they can be cold and distant.

(Participant 1, freshman, male)

Genelde biz hani Türk insanları sıcakkanlı olduğumuz için mahalle bakkallarıyla da aramız gayet iyidir, o yüzden arkadaşça konuşuruz onlarla. İsmi de biliriz zaten genelde. İsmi biliyorsak, ne deriz? *Hey Paul King, how is it going man?* O tarz bir şey söyledim resmiyet olmadığı için.

Since we Turkish people are generally friendly, we have good relationships with shop owners in our neighborhood; we treat them in a friendly way. And we most of the time know their names as well. So, what could I say? *Hey Paul King, how is it going man?* I would say something like that since there would be no formality. (Participant 12, senior, female)

When there was a lack of intimacy or the participant himself or herself preferred not to be intimate, then they said they would either avoid addressing the interlocutor by using attention-getters such as *Excuse* me or use more formal forms of address such as HONs. All in all, the majority of the participants in the think-aloud group seem to have taken intimacy factor into consideration when they were making decisions about how to appropriately address an interlocutor.

The last category of coding was determined as *Recontextualizing the context*. Recontextualizing can be described, in a very general sense of the concept, as putting the components of a given context into another. The oral DCT included various hypothetical discourse situations; all of the situations described a context in which the participant was in the USA or a European country as a participant. The given contexts were designed in such a way that it would be natural to use English to address the given interlocutors. The data obtained from the verbal reports revealed that the participants recontextualized the given contexts and in a way they assimilated the given context referring to their cognitive context to solve the addressing tasks. As was stated by one of the participants lack of experience might be one great challenge for the participants.

Türkçe düşününce çok aklıma geliyor da direk sanırsam bunları öğrenirken eksik öğrenmişiz veya hiç karşılaşmamışız. Ya ben çok ta yabancı film, dizi izlerim, gene de hani pek kalmamış aklımda, öğretilmediği için sanırsam. Dikkat çekmiyör demek ki.

When I think about [what I could say] in Turkish, a lot of options come to my mind, but I think what we have learned on this subject is somehow incomplete or we have never seen such things. Actually I often watch foreign [English] movies and TV shows but it turns out I could not commit them to memory, maybe because we were not taught these things. It seems we overlook them. (Participant 15, senior, male)

It cannot be said that it was surprising that the participants are missing episodic memory; i.e. personal experience of such discourse situations, considering foreign language learning conditions in countries such as Turkey. Therefore, it can be concluded that the participants take their cognitive

contexts as referential basis in order to compensate for their lack of personal experience on the given discourse situations. Van Dijk stated that “lacking alternative formats of representation, episodic models are usually conceived of as consisting of (abstract) propositions” (1991, p.191). Most of the participants in the think-aloud group were found to have referred to an alternative Turkish-speaking context during their decision-making processes.

Burada e tabi bizim Türkçede tabi nasıl deriz onu? *Hey bakar mısın?* Mesela çocuk olduğu için Türkçede ne diyebiliriz ona? *Çocuğum bakar mısın?* O tarz bir şey söyleriz. Burada da *Hey child!* *Can you look?* O tarz bir şey söyleyebiliriz.

Here, well, how do we say this in Turkish? *Hey bakar mısın?* For example, since this is a child, how can we call him or her in Turkish? We would say something like [...] and so, here as well, we can say something like “Hey child, can you look?”

(Participant 12, senior, female)

Another noteworthy finding that the data revealed was about certain Turkish solutions that the participants proposed for the given addressing situations. During their decision-making processes, some participants said that they would use translations of address forms such as *Bay Michael* or *Sayın doktor*, to address the given interlocutors.

Sekreterin yanına giderken, bölüm sekreterinin yanına....hmmm, ismini biliyorsam *Mr. Michael* derdim hani, *Sayın Bay Michael* diye seslenirdim.

When I go up to the secretary, the department secretary I mean, hmm... if I knew his name I would say *Mr. Michael*; I would address him as *Sayın Bay Michael*.

(Participant 5, freshman, male)

What makes it interesting is that such expressions are not at all used in today's Turkish; instances of such use of address forms were available in formal letters or invitations in the 1960's or 70's. What makes the participants propose such address forms is curious; there might be two possible referential bases as to why the participants proposed such solutions: one of them could be the American and British movies that were dubbed in Turkish. Scripts of such movies are sometimes translated in such a way that they include such forms that are not available in Turkish. When the participants do not have episodic memory of addressing situations, they might be referring to their storage of such expressions in their schemata. Another possible referential basis could be their memory of what they have been taught in language classrooms. If the foreign language teacher provided such translations for the Participants, it might be possible that the participants use those memories as referential basis.

In conclusion, the verbal reports obtained from the think-aloud study made it possible to have better insight about pre-service English language teachers' decision-making processes regarding their choices of address forms. However, it should be noted that these results should not be generalized and what the participants suggested should not be taken as the ultimate truth about their knowledge and repertoires of address forms; they should be taken as the suggestions the participants were able to make during their verbalizations.

4.3. Focus Group Interviews

Among the 187 pre-service English language teachers who responded to the written DCT, 36 were chosen for the focus-group interviews. Two interviews per university were conducted as one group of freshman and one group of senior Participants. During the interview, the participants were asked seven questions, but since it was a semi-structured interview sometimes the

participants were asked further questions about what they have provided and they were encouraged to make comments.

As the introduction to the interview, the participants were first of all asked if they thought they knew how to appropriately address people in English. None of the participants said they knew how to address people appropriately in English. The phrase that was repeated in almost all the interviews as an answer to this question was ‘not exactly’. The participants in general reported that their repertoires of address forms in English were rather limited. The address forms they mentioned mostly were titles such as *Mister* and *Missus*, or HONs such as *Sir* and *Madam*.

Sınıfta biz *Teacher* yerine *Hocam* falan demeye kalkışmıştık bir ara, doğrusunu bilmediğimiz için ve hani genelde *Mister*, *Missus* ya da *Miss* falan gibi kelimeleri kullanıyorum ben çünkü başka türlü nasıl hitap edeceğimi bilmiyorum.

Once, I remember, we used *Hocam* instead of *Teacher* in a class since we did not know any better and I generally use forms like *Mister*, *Missus* or *Miss* because I do not know how else I can address [people]. (Participant 9, freshman, female)

Many participants said that they were confused and troubled in addressing situations in real life since they did not know what forms of address would be appropriate to use. Some participants expressed concerns about the risk of being impolite or being ridiculed in case that they used an inappropriate form of address. As for reasons why they did not know how to address people appropriately in English, many participants said that they had insufficient knowledge of address forms in English because they had insufficient contact with daily real life language. The language they were exposed to, as was suggested by the participants, was academic, or even ‘bookish’ English and the interlocutors they interacted with were mostly the

professors at their school and participants like themselves, which, according to many participants, limited their use of English in general. This being the case, some participants admitted that they did not know even how to address their professors appropriately.

Mesela sınıf ortamımızda hala hocalarımıza *Teacher* diyoruz. Yurtdışında bulunmadım ama *Teacher* desek bakmazlar bile. Normalde erkekler için *Sir* kadınlar için *Ma'am* kullanılıyor... O yüzden bana saçma geliyor hala *Teacher* dememiz. En basitinden öğretmenimize bile nasıl hitap edeceğimizi bilmiyoruz hala. Ki dışarıda nasıl olur bilmiyorum.

For instance, we still address our professors as *Teacher*. If we addressed a professor like that in another country, they would not even care to look. Normally, you use *Sir* to address males and *Ma'am* to address females... Therefore, I find it nonsense that we still address professors as *Teacher*. We do not still know how to address our professors, let alone other people. (Participant 20, senior, female)

Another reason that was given by the participants was the lack of acculturation. Some participants suggested that they learned English in an isolated environment, not as part of their real life, which made them feel nervous in addressing situations.

Yabancı dili öğreniyoruz ama kültürünü almadan öğreniyoruz ve bir şey kullandığımızda bunu nasıl algılarlar bilmeden kullanıyoruz [...] Onların içinde yaşamıyoruz, onlar neye nasıl tepki verir bilmiyoruz.

We've been learning language, but without having been acculturated and when we use some form [of address], we do so without knowing how it would be perceived....We do not live within the culture, so we do not know what kinds of reactions we might get. (Participant 8, freshman, female)

The responses that the participants gave to this question revealed that both groups of participants did not feel confident about addressing people appropriately; on the contrary, they felt incompetent and confused. It was interesting to observe that most of the participants were not even aware of their lack of knowledge regarding the address forms in English until they were asked to respond to the written DCT.

The second interview question aimed to investigate how the participants had learned the forms of address as much as they knew and what kind of sources they had benefitted from. As responses for this question, many participants said they had mostly learned the address forms from movies, TV shows, the dialogues in their course books, and novels and one senior participant ironically said it was certain that she had not learned it at university. Some participants said that they had learned appropriate address forms through trial and error, especially in academic addressing situations by receiving corrective feedback from their teachers or professors. Some participants mentioned that they had learned from their experiences such as working in touristy places, going abroad for a period of time for educational purposes, or from family members.

Mesela ben ağabeyimden öğrenmişim; eve gelince *Hi guys* falan derdi ama bir derste özellikle bir yere girince şöyle denir gibi bir şey öğrenmedik. Bir yerden duyarak öğrendik.

I, for example, learned from my brother; he would say *Hi guys* or something when he came home. But we had not been specifically taught in any lesson so far how we should address people when we enter a place; we learned it by overhearing people. (Participant 7, freshman, female)

It can be inferred from the responses of the participants that they had not received much formal training regarding address forms and their use and they had acquired the forms of address from what they had read in the course books and what they had heard from movies or TV shows. According to the participants, the lack of training in this regard was due to the fact that they were directed at the university entrance exam in high school and at university the focus was more on how to teach English, rather than how to speak English.

The third interview question aimed to investigate what kind of factors the participants took into consideration when addressing people and whether or not they considered the same factors in Turkish and English alike. In response to the question, the participants listed factors such as intimacy, status, gender, age, familiarity, occupation and appearance.

Intimacy, as one participant put it, would determine the way she addressed a professor:

Hocalarımıza mesela, iki tane aynı unvana sahip hocamız olsa samimiyetimize göre hitabımız değişir.

In addressing professors, say, we have two professors with the same academic title; the way we address each of these professors would change according to our personal relationship with the professor. (Participant 2, freshman, female)

Two senior participants said that they would choose to address people in a certain way or manner depending on the level of intimacy they would like to have with a given interlocutor. They said they would like to be addressed by the interlocutor the same way as they addressed him or her.

Biz de mesafeyi çekiyoruz o kibarlıkla, evet *siz* derken sadece ona saygı unsuru değil hani ben de saygı bekliyorum.

With [the level of] politeness we also determine the social distance; when I say *V* [*Siz* in Turkish], I don't do it just to show respect, but it means I expect to be respected in return as well. (Participant 25, senior, female)

Pointing to the same phenomenon, one participant said she would address a given interlocutor according to the way she was addressed by the interlocutor. The participants suggested that there might be differences between English and Turkish in terms of intimacy. The general suggestion was that Turkish people are friendlier and, therefore, they use intimate forms of address to address even the people they do not know.

Mesela bizden yaşlı bir adam diyelim, ya tanımıyoruz ama *amca* diyebiliyoruz ona. Ama İngilizcede bu şekilde kullanılmaz yani.

Say, there is this old man; we don't know him but we can address him as *uncle*. But you won't use such an address in English, if you see what I mean. (Participant 1, freshman, female)

Hani biz çabuk kaynaşan bir milletiz. Direk *ablacığım*, *ağabeyciğim* diyoruz. Ama yabancı bir ülkede öyle hitap edemeyiz; orada bir mesafe vardır bence.

You know, we, as a nation, become friendly very quickly. We can

instantly address [someone] as *my dear sister* or *my dear brother*. But we cannot do so in another country; I believe there is more of a social distance there. (Participant 7, freshman, female)

One participant said that he thought the forms of address that Turkish people used were ‘too lenient’, unlike the forms of address used in English and added that it made people seem less polite. Another participant seemed to disagree.

Ama önemseyen de yok bunu ya, hani “bana abi dedi, Allah Allah, niye dedi?” diye düşünen de yok. Hatta hoşuna bile gidiyor insanın daha yakın gösteriyor...

But no one seems to mind it; no one would think “he called me brother, why on earth did he do that?” You even like it; it makes you look friendlier... (Participant 4, freshman, male)

All in all, most participants agreed that intimacy was a determining factor in their choice of address forms and how intimacy was expressed or perceived would be different in the two languages.

As for gender, most of the participants were referring to gender-specific address forms when they suggested that the gender of the interlocutor would determine the form of address they use. But one senior participant said if the person she would address was of the opposite gender, then she would be more careful while addressing that person.

Başka ülkelerde olmayabilir ama Türkiye’de bir fark oluyor. Bir erkeğe gidip çok samimi konuşamıyorsun, yanlış anlaşımlla durumları olabilir, kültürel altyapıdan kaynaklı.

Maybe [gender] will not make a difference in another country, but in Turkey it makes a difference. You cannot speak with a man in a very friendly way; you might be misunderstood due to cultural background. (Participant 6, freshman, female)

This was also acknowledged by a male Participant; he said in Turkey the conversations with people of the opposite gender would be different from those with people of the same gender.

Occupation, according to one of the participants, would change the title that we use to address the interlocutor; if it was a doctor that she would address, then she would prefer *Dr. X* instead of *Mr./Mrs. X*. For some participants, appearance or the clothes one was wearing would also determine the way he or she was addressed; if the person they would address looked nice and decent they would prefer politer forms and if not, they would even avoid addressing and use attention-getters of some kind they suggested.

Most of the participants said they thought the same factors would be taken into consideration in English.

Yaşam aynı yaşam. Burada da yurtdışında da aynı yaşam. Evet, yaşa saygı belki daha farklı olabilir ama hitapta yakınlık, rütbe ya da konum onlarda da aynıdır.

Life is the same; the same [life experiences] here and in other countries. Yes, there may be a difference in our perception of age, but addressing according to one’s rank, position or level of intimacy must be the same. (Participant 10, freshman, female)

An interesting finding in this regard was that many participants said their English would fail them although they tried to take the same factors into consideration while they were addressing people in English.

Aynı şeylere dikkat etmeye çalışıyoruz ama ne söylememiz gerektiğini bilmiyoruz.

We try to take the same factors into consideration, but we don't know what we should say.
(Participant 31, senior, female)

İngilizcede de aynı şeylere dikkat ediyoruz ama İngilizcede bildiğimiz şeyler sınırlı olduğu için aynı kalıpları kullanıyoruz. Dikkat etmemiz bir şey değiştirmiyor. Etsek de etmesek de yine *Mister* diyoruz *Missus* diyoruz.

We do take the same things into consideration in English, but since what we know [of address forms] in English is limited, we use the same patterns all the time. It does not make a difference whether or not we consider the same factors; we end up saying *Mister* or *Missus*. (Participant 21, senior, female)

All in all, the responses of the participants revealed that the participants were aware of the factors to be taken into consideration while addressing people; however, it was obvious from the responses that they did not use address forms effectively due to two main reasons: lack of knowledge and negative transfer.

The fourth question aimed to investigate how the participants coped with uncertainty in addressing situations; that is, what they did or what kind of strategies they used when they did not know how to address a given interlocutor. In response to the question, most participants said they would

use attention-getters such as *Excuse me* or greetings such as *Hi* when they were not sure how to address an interlocutor or they would directly say what they needed to say without using any particular form of address. Some participants said that they would depend on their body language and give the interlocutor some kind of a signal suggesting that they wanted to say something or that they would touch the interlocutor on the shoulder to get his or her attention.

Ben direk dokunuyorum, yani eğer gençse. Aslında bir profesöre de dokunmuştum nasıl hitap edeceğimi bilemediğim için. Arkası dönüktü, dokundum, döndü *hi* dedim.

I simply touch him or her, well if he is young. Actually, I once touched a professor too since I did not know how to address him. He had his back to me; he turned back when I touched him and I said *hi*. (Participant 16, freshman, female)

During the interview, when Participant 16 uttered the sentences given above, everybody in the group, including Participant 16, started giggling, which might be interpreted as suggesting that the participants thought touching someone to get their attention might not be the best thing to do in such situations.

Some participants mentioned their experiences about when they asked the interlocutor (a professor, for instance) how he or she would like to be addressed before they attempted to address him or her. These experiences the participants gave as examples took place when they were abroad. However, one participant said she did not know how to address her professors here in Turkey and it troubled her since she could not get the attention of the professor, to ask something for instance, during the class.

Ben şu anda en çok sınıfta hocanın dikkatini çekmekte zorlanıyorum. O an bir şey sormam gerekiyorsa, nasıl hitap edeceğimi bilmediğim için hocanın bana bakmasını beklemek zorunda kalıyorum.

What troubles me most now is taking the attention of the professor during the class. If I need to ask something, I have to wait until I can make eye contact with the professor since I don't know how to address him or her. (Participant 13, freshman, female)

Another participant said that she addressed her professors in Turkish during the class since she could not take the courage to address them in English and she was afraid to make a mistake.

Hocaya İngilizce hitap etmek zorunda kalsam, (dışarı çıkmak için) hiç çıkmam dışarı.

[To ask for permission to go out]
If I have to address a professor in English, I'd rather not go out at all. (Participant 8, freshman, female)

Other than the responses mentioned above, some participants said they would observe what other people do and what forms of address they use, to avoid losing face. It might be concluded from participants' responses that when the participants do not know how to address a given interlocutor, they find themselves at the risk of losing face. Therefore, they would either avoid addressing the interlocutor and wait to be noticed or they would prefer to use other conversational means such as attention-getters, greetings and body language.

The fifth interview question investigated whether or not the participants switched to their mother tongue just for the address term; i.e. whether or not they ever addressed their professors or friends in Turkish and

then continued in English for the rest of the conversation. The participants who responded positively to the question were also asked for their reasons for doing so.

Some participants said they addressed the professors as *Teacher*, although they knew it was not an appropriate form of address.

Bizde millet olarak bir çekinme durumu var. Böyle aksanlı konuşma ya da İngilizce yapılar kullanma konusunda. Ben büyük ihtimalle bilsem bile *Teacher* der geçerim çünkü alışkanlık var ne kadar onu bilsek de.

We are, as a nation, a little self-conscious in terms of speaking English in [British/American] accent or using [unusual] expressions in English. I would probably say *Teacher* and move on, for I am used to doing so, not because I do not know any better.

(Participant 9, freshman, female)

It was found out that some participants thought that *Teacher* was an appropriate form of address, but did not use it since it did not feel right.

Doğrusunu bildiğimiz halde kullanmıyoruz. *Teacher* deyince söz vermeyecek gibi geliyor. Ben de öğrencilerimin bana *Teacher* demesini istemezdim.

Although we know the appropriate form to use, we don't use it. When I say *Teacher* it feels as if I wouldn't be given the turn to speak. I wouldn't want my Participants to address me as *Teacher*. (Participant 18, freshman, female)

Most of the participants said that it was typical that they addressed their professors as *Hocam* and continued in English, if they were expected to do so since, they suggested, it depended on the professor whether or not they would speak in English during the class. The reasons why the participants opted for *Hocam* were found to be various.

One of the reasons, according to some participants, was their lack of the knowledge of appropriate forms of address in English.

Hocam yerine koyacak kelimeyi bilmiyoruz. Öğretilmedi, belki hocalarımız da bilmiyor.

We don't know the word that could replace *Hocam*. We weren't taught [what we should use]. Maybe our professors even don't know the appropriate form.

(Participant 2, freshman, female)

Similar to what Participant 2 suggested, some participants assumed that even their professor did not know the appropriate forms of address since the participants had heard their professor to switch to Turkish only for address. One senior participant said that one of her professors switched to Turkish during the class only when he/she needed to address a participant, for example as *Fatma Hocam*. Another participant said that he had heard some professors and scholars to do the same thing during conferences or seminars:

Zaten konferanslarda falan da aynı şey oluyor. Bir hocaya hitap ederken, tamam her şey İngilizce ama bir hocaya hitap ederken mesela *X hoca* diyorlar... Konferanslarda da bunu görünce... Biz de herhalde *Hoca* deriz.

The same thing happens in conferences as well. OK, everything during the conference is conducted in English, but when they address a professor, for instance, they say *X Hoca* [when they are inviting them to the stage]. When we see this in conferences... we would also say *Hoca*. (Participant 1, senior, male)

It is commonsense that there might be various reasons why people, be it students or professors, switch to their mother tongue only when they need to address people; however, it might be important to note that it was found out that the participants model their addressing behavior on what they hear from people in their environment, which would be professors or students like themselves in an academic environment.

One participant justified her reason for using a Turkish address form when addressing her professors; she said she tried English address forms but her attempts failed.

Ben İngilizce olarak da hitap ettim; belki bir hocamız dışında diğer hocalarımızın çok fazla kulak aşinalığı olmadığı için... Ben defalarca söyledim. 10 kere demişimdir, bir kere dönüp bakmadılar. Bir kere *Hocam* dedim ve baktılar.

I have addressed [professors] in English, too. Maybe because our professors, except for one professor, are not used to hearing [participants address them in English]. [On several occasions] I said it several times. Maybe I said it 10 times, but the professors did not turn to look at me even once. And then I said *Hocam* once, and they turned to look at me. (Participant 23, senior, female)

Some participants said they switched to Turkish for address since all their classmates did so.

Kimse kullanmadığı için İngilizce hitap sınıfta, biz de kullanmıyoruz.

Since no one in the class uses English address forms, we don't use them, either. (Participant 14, freshman, female)

Soruyorum arkadaşlara ya ne desem diye. *Hocam* de diyorlar. O şekilde bir alışkanlık olmuş hani.

I ask friends in the class what I should say. They say I should use *Hocam*. It's some kind of a habit, you know. (Participant 13, freshman, female)

Hocam daha akademik gibi. Bir de burada herkesin ağzında bir hocam var zaten, neden kullanmayalım ki.

Hocam sounds kind of more academic. And I hear everybody around here say *Hocam*; why wouldn't I use it? (Participant 33, senior, female)

Another reason that was given by some of the participants was that the word *Hocam* served more than one purpose for the participants. One participant said *Hocam* was a life saver, since English address forms such as *Sir* or *Madam* would build extra barriers between the participants and the professors. Another participant said *Hocam* was like an all-purpose address form for her.

Bir de hocam bizim için çok amaçlı. *Hocam* diyerek hem saygımızı hem de yakınlığımızı belirtmiş oluyoruz ama [Ali] desek çok yakın olur. [Mr. Yılmaz] desek çok uzak ama hocam deyince sanki ikisinin arasını yakalıyormuşuz gibi oluyor.

Hocam is a multi-purpose form of address for us. When we say *Hocam*, we express both respect and intimacy, but if we address a professor by first name, it will be too intimate. If we use title + last name, it will be too distant but when we say *Hocam* it feels like it is something in between. (Participant 36, senior, female)

Still another reason was found to be related to the participants' self-perceptions in addressing situations and the meaning they attributed to the word *Hocam*.

Hani bir dizide gördüğümüzde *Professor* deyip devam ediyorlar ama biz kullanınca şey gibi... Yabancı ülkeye çıkınca İngilizce konuşunca kendine tuhaf gelir ya konuşma tarzın orada da o oluyor yani, yabancılaşıyorsun kendine.

You know, you see people address their professors as *Professor* in TV shows, but when we do so it feels like... Just like when you are abroad it feels strange to hear yourself speak in English, it is something like that; you feel estranged from yourself. (Participant 4, freshman, male)

Hocamız 'native speaker'sa İngilizce hitap etmek daha kolay gelir ama Türk bir hocaysa, bilmiyorum, insanlara kendi isimleriyle hitap etmek gibi geliyor bana biraz.

If the professor is a native speaker of English, it will be

easier to address him or her [in English], but if he or she is a Turkish professor, I don't know, it is, I believe, a little like addressing someone by his or her first name. (Participant 20, senior, male)

No matter what their reasons were, all the participants turned out to be either using a translated version of what they would use in their mother tongue or using the address forms in their mother tongue even though they keep the rest of their conversation in English. As can be seen in the examples provided, it is not necessarily related to the participants' competence of address forms in English, yet it might also be not wise to completely discard the possibility of a gap in the participants' pragmatic competences.

The sixth question asked the participants whether or not they thought their university education made a difference in their awareness of address forms in English. Many participants agreed that their education at university raised their awareness of address forms in English, although they did not necessarily feel competent in using them. What contributed to this increase in their awareness were professors and the university context in general.

Some participants said that forms of address in English were never taken as a subject in its own in any of their lessons; however, since most of the professors provided input during classes, they were able to pick up certain forms of address from the input. Comparing their high school teachers and university professors, some participants said they started to question how to address people in English thanks to the professors at university.

Daha üst seviyede öğretmenlerimiz oldu. Kullanmasak ta düşünüyoruz onlara karşı [nasıl hitap edeceğimizi].

We have had more competent teachers here. Even if we don't use [address forms in English] we try to figure out [how to address them]. (Participant 14, freshman, female)

Sonuçta lisede sınava yönelik eğitim aldık ve öğretmenlerimiz Türkçe konuşuyordu. Burada en azından öğretmenlerimizin konuşmalarından bir şeyler kapabildik.

Our education in high school was exam-oriented and our teachers spoke in Turkish. Here [at university] we could at least pick up certain things from our professors' speech. (Participant 17, freshman, female)

Bence kesinlikle farkındalık yarattı. Lisede hep sınava yönelikti. Konuşmaya burada başladık.

I believe [university education] did raise our awareness. In high school everything was about the [university entrance] exam. We started speaking English here. (Participant 35, senior, female)

Some participants mentioned instances of experiences when their professors provided explanations, activities or corrective feedback regarding

forms of address in English. However, they also added that it was for most of the cases a one-time thing.

Bir hocamızın dersinde hata yaptıkça düzeltirdi, bu sayede öğrenmiş olduk mesela *Ma'am* diye hitap edeceğimizi.

One of our professors would correct our errors as they occurred during the class and thanks to [her corrections] we have come to learn, for instance, that we should address her as *Ma'am*. (Participant 10, freshman, female)

Bir kere yazma dersinde bir etkinlik yapmıştık. Hepimize farklı roller vermişti ve birbirimize hitap etmemizi istemişti.

Once we did an activity in our Writing Skills class; the professor assigned us different roles and asked us to address each other according to our roles. (Participant 5, freshman, female)

Pronunciation dersinde Mr. ve Mrs. [ifadelerinin] nasıl kullanılacağını öğrenmiştik ama herhangi bir derste bize kalıcı olarak hitap şekillerinin öğretildiğini düşünmüyorum.

We learned in our Pronunciation class how to use *Mr.* and *Mrs.*, but I don't think we were taught about address forms in a way that we can retain them. (Participant 3, freshman, male)

A few participants said their teachers at high school taught them about forms of address in English, but they were not attentive enough since all they could think about was the university entrance exam. Similarly, some

participants said now at university all they could think about is methodology—how to teach English rather than how to learn English.

Some participants said they did not think they had learned anything regarding forms of address in English during their university education.

Lisede *Hocam* derdim; yine *Hocam* diyorum.

I used to say *Hocam* in high school and now I still say *Hocam*. (Participant 16, freshman, female)

Sadece bir kez sosyodilbilim dersinde konuştuk ve bilmediğimiz sonucuna vardık hepimiz ve bunun bize öğretilmediği konusunda herkes hemfikirdi. Bizim konuşmamız Türkilizce, gerçekten İngilizce değil yani.

Only once in Sociolinguistics class we talked about [address forms] and we were all convinced that we didn't know about them; everybody agreed that we weren't taught [address forms]. The language we speak is not really English, but Turkish-English.

(Participant 30, senior, male)

Dört yıl bitiyor ve ben şu anda fark ettiysem bunu bir şey öğrenmedim demektir.

We're finishing the fourth year here and now that I have just noticed it, it means I haven't learned [address forms] at all.

(Participant 20, senior, female)

Although many participants said the forms of address in English were not taught at high school or university, there were participants who suggested that they were also personally responsible for the lack of their knowledge in this regard.

İlla burada öğretilmesi gerekmiyor biz de araştırıp öğrenebiliriz ama gerçek hayatta kullanmadığımız sürece yerleştiremiyoruz. Belki biliyoruz bazılarını en azından hayatımıza geçiremiyoruz. Sıkıntı bu.

It should not be necessarily taught here at university; we could also research and learn about them. The problem is we can't retain what we learn unless we use it in real life. We might know at least some forms of address but we can't put them in practice; that's the problem.

(Participant 28, senior, female)

All in all, most of the participants thought their university education raised their awareness of address forms in English either directly or indirectly. However, as was suggested by some of the participants, this increase in their awareness did not seem to be fully reflected in their use of address forms in English.

The seventh interview question asked the participants whether or not they thought they would be able to provide the necessary input on forms of address in English in their classes when they became teachers. Within the scope of the question, further investigation was done on how they would address their participants, whether or not they would teach their participants about address forms in English and whether or not they would be able to cope with learner errors regarding forms of address.

In response to the question, none of the participants said they felt confident that they had the necessary knowledge of forms of address in English to provide the necessary input for their prospective participants.

Biz öğrendiğimizi kitaplardan öğrendik. O tecrübeyi kazandığım ben inanmıyorum. O durumlarda ne yapabileceğimi bilmiyorum. Doğru müdahaleyi yapabileceğimi bu yüzden düşünmüyorum.

We learned what we learned from books; I don't believe I have had the necessary experience. I don't know what I would do such situations. Therefore, I don't think I will be able to intervene effectively when necessary.
(Participant 19, senior, female)

Tam olarak o donanıma sahip olduğumu sanmıyorum. Daha ben net olarak bilmediğim için öğrencilere de verebileceğimi düşünmüyorum.

I don't think I have the necessary knowledge base for that. I even don't exactly know [address forms in English], so I don't think I will be able to provide the necessary input for my students.
(Participant 26, senior, female)

Regarding how they would address their students, some participants said they would address them the same way as they were addressed when they were students. Some said they would use Turkish address forms such as *Çocuklar*, *Gençler* or *Arkadaşlar* and some said they would prefer English address forms such as *Everyone*, *Ladies and gentlemen* or *Class*. Many senior participants said they were taught by their professors in methodology classes about the appropriate forms of address they can use to address the whole class.

Sınıfta hocamız *Class!* diyebilirsiniz demişti. Staj dersimizde söylemişti.

Our professor said once that we could say *Class!*. She said it in our methodology class.
(Participant 36, senior, female)

Bir hocamız bahsetmişti. Girdiğinizde kesinlikle *Hi friends!* demeyin. *Hi everyone/everybody* diyebilirsiniz demişti... Onlarda öyle bir kullanım yok diye bahsetmişti.

I remember one of our professors mentioning it. She said “Don’t say *Hi friends!*; you can say *Hi everyone/everybody* instead”. She said there was no such use in English. (Participant 32, senior, female)

Many participants said they would teach their participants the address forms in English. As for handling learner errors regarding forms of address, they did not seem to be very confident that they would be able to effectively provide the necessary corrective feedback. Some participants said the level of the students would determine whether or not they could provide corrective feedback.

Basic düzeyde düzeltebiliriz belki ama daha ileri seviyede ben biliyor muyum diye düşünürüm.

We can maybe correct basic-level students, but for students of higher levels I would think if I, myself, knew [the correct form]. (Participant 29, senior, female)

At the end of the interview, the participants were invited to make comments or suggestions, if they had any and they have provided very valuable comments and suggestions. One of the suggestions, which was repeated by several participants, was that address forms in English should be taught as part of the training the ELT participants received at university. The topic could be handled, according to the participants, as part of the courses such as Oral Communication Skills or Effective Communication Skills.

Etkili iletişim dersinde gösterilebilirdi. Bunun üzerinde durulmalıydı. Nasıl iletişim kuracağımızı öğrendik ama nasıl hitap etmemiz gerektiğini de öğrenseydik belki daha etkili olurdu.

It could have been taught in Effective Communication Skills class. It should have been taught. We have learned how we can communicate effectively with people, but it would have been more effective if we had also learned how to address people. (Participant 9, freshman, female)

Bir ders konusuna girmesi konusuna değinmek istiyorum. Mesela sizin uyguladığınız anket ben de büyük bir merak uyandırdı. O zaman derste işlediğimizde daha büyük bir merak uyandıracığını düşünüyorum. Ve daha yararlı olacaktır.

I want to say something about making this subject part of a course. The questionnaire you gave to us, for instance, aroused my curiosity [to learn more]. So, I think, if we study [address forms] in the class, it will arouse greater curiosity and it will be more beneficial. (Participant 3, freshman, male)

Some participants commented on the importance of acculturation through interaction with native speakers of English. One participant said it was necessary they have an English native-speaker professor and another participant suggested that student exchange programs be promoted.

Yabancı bir hoca olmalı en azından. Speaking club falan kurulabilir. Bize onların kültürünü anlatabilir çünkü bence bir dili öğrenirken kültür her şeyden önemli. Yani ben grameri vs. çok iyi bilsem o dilin kültürünü almadıktan sonra, hitabeti bile bilsem bence kültürü almadıktan sonra çok rahat edemem.

There must be at least one [English native-speaker] professor. There can be some speaking club or something. This professor can tell us about their culture, because culture the most important component in language learning. I mean, I wouldn't mean much if I knew grammar very well unless I am acculturated. Even if I knew how to address people, I wouldn't feel comfortable [using them] if I'm not acculturated.
(Participant 8, freshman, female)

The focus-group interviews in general provided greater insight about the participants' perception of English address forms and addressing situations in general. The findings of the study revealed that the participants were not competent enough in terms of addressing people in English and they were aware of this gap in their competence. As was assumed at the beginning of the research, lack of experience and lack of necessity were found to be the most influential factor in explaining participants' not being able to use appropriate forms of address. Another noteworthy finding of the study was that there was not found to be a significant difference between freshman and senior participants regarding how they handle addressing situations and how they perceive forms of address in English.

4.4. The Scaled Response Task

139 native speakers of American English participated in the study. The native speaker participants were of three groups: university professors, university students and non-academic Americans of various social, educational and occupational backgrounds. Each group of participants were given a different set of situations, under which the responses of the pre-service English language teachers in the present study were listed as items to be rated in terms of appropriateness/inappropriateness.

4.4.1. University Professors

A total of 48 professors responded to the questionnaire. The professors were given four academic situations in which they were hypothetically addressed by university students. For each situation, they were given 10 items to rate.

In the first situation, the participants were hypothetically addressed by a student who came to their office to ask something. The participants were asked to consider that the student knew their name (*Ted Jones* or *July Hampton*). Table 17 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers in the present study. As can be seen from the table, of the 10 items given, only one, *Professor Hampton/Jones*, was perceived as appropriate by the majority of the participants, whereas the perceived inappropriateness of *Dear Ted/July*, *July Hampton/Ted Jones*, *Mrs. July/Mr. Ted*, *Sir Jones* and *Ted/July teacher* average about 90 %.

It should also be noted that one of the most popular address forms preferred by the pre-service English language teachers, TLN (*Mr. Jones/Miss Hampton*) was perceived as inappropriate by more than half of the native speaker participants. Similarly, the OT, *Teacher*, which was found to be

another popular form of address among the pre-service English language teachers, was rated as inappropriate by a great majority of the native speakers. It might be necessary to also note that of the seven participants who rated *Teacher* as appropriate, four were professors who were currently working at a university in Turkey.

Table 17 Addressing a professor whose name is known

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Dear Ted/July	30	62,5	16	33,3	-	-	1	2,1	1	2,1
Professor Hampton/Jones	6	12,5	-	-	-	-	11	22,9	31	64,6
Mr. Jones/Miss Hampton	14	29,2	13	27,1	1	2,1	12	25,0	8	16,7
Mrs. Hampton	18	37,5	16	33,3	3	6,3	9	18,8	2	4,2
July Hampton/Ted Jones	22	45,8	22	45,8	-	-	4	8,3	-	-
July/Ted	19	39,6	6	12,5	1	2,1	15	31,3	7	14,6
Mrs. July/Mr. Ted	19	39,6	25	52,1	-	-	3	6,3	1	2,1
Sir Jones	30	62,5	15	31,3	1	2,1	2	4,2	-	-
Teacher	22	45,8	19	39,6	-	-	6	12,5	1	2,1
Ted/July teacher	32	66,7	15	31,3	-	-	1	2,1	-	-

For the question, *How would you prefer to be addressed in such a situation?*, 17 native speaker participants said they would prefer to be addressed by FN. However, 13 said it would depend on the nature of the student relationship or the student's being an undergraduate or graduate student.

It depends on the student. If it is an undergraduate student or a graduate student that I do not know very well, Professor or Doctor is appropriate. If it is a graduate student that I know very well, then my first name is appropriate.

(Participant 34, professor, female)

It would depend on my relationship with the student. Some students call me Professor, and that is fine, some students who work with me more closely call me by my first name. (Participant 22, professor, male)

One of the participants suggested that there were two options not considered among the given items, *Dr. Hampton* or *Ms. Hampton*; however, none of the pre-service English language teachers who responded to the DCT suggested the mentioned address forms.

If this is an undergraduate, probably 'Professor Hampton'. If it's a graduate student, I would be comfortable with either 'July' or 'Professor Hampton'. There are two other options not considered in your list: 'Dr. Hampton' or 'Ms. Hampton'; I would find 'Dr. Hampton' appropriate (since I have a doctorate) but not 'Ms. Hampton'. (Participant 45, professor, female)

In the second situation, the participants were asked to consider the same context; only this time the student did not know the name of the professor. Table 18 reports the perceived appropriateness of the forms of address used by the pre-service English language teachers. As can be seen from the table, of the 10 items given, only one, *Professor*, was perceived as appropriate by almost all the participants. When it comes to the perceived inappropriateness of the forms of address, *My professor*, *Dear Professor*, *Teacher*, *Mister*, *Missus*, *Lady*, and *Miss* average about 90%.

Table 18 Addressing a professor whose name is not known

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Professor	4	8,3	-	-	1	2,1	10	20,8	33	68,8
My professor	23	47,9	20	41,7	-	-	4	8,3	1	2,1
Dear Professor	22	45,8	22	45,8	-	-	1	2,1	3	6,3
Teacher	19	39,6	20	41,7	-	-	7	14,6	2	4,2
Sir/Madam	16	33,3	14	29,2	-	-	14	29,2	4	8,3
Mister	19	39,6	23	47,9	1	2,1	2	4,2	3	6,3
Missus	24	50	20	41,7	1	2,1	1	2,1	2	4,2
Ma'am	19	39,6	7	14,6	2	4,2	16	33,3	4	8,3
Lady	36	75	9	18,8	2	4,2	-	-	1	2,1
Miss	21	43,8	17	35,4	2	4,2	3	6,3	5	10,4

More than half of the participants reported that they would prefer to be addressed as *Professor*. Other forms of address suggested by the remaining participants were forms such as *Ma'am* and *Miss*.

Ma'am or Professor (although I am only an instructor)
(Participant 24, professor, female)

One of the participants did not write how she would prefer to be addressed in such a situation; however, she made a noteworthy remark regarding the use of *Teacher* as an address form.

Teacher seems to be normal in Turkey, I have gotten used to it but I don't prefer any of these titles. (Participant 4, professor, female)

In the data obtained from the pre-service English language teachers there was an obvious tendency among the participants to use the possessive adjective, *my*, before certain address terms, probably to indicate the level of intimacy and ENs such as *Dear* before certain address terms, probably to be polite. One of the native-speaker participants, who happened to work at a university in Turkey for a while in the past, commented on such uses, suggesting that they were not authentic forms of address.

'My professor' [hocam] & 'Dear professor' [Sevgili P..] translate the Turkish usage. They 'give you away' as a foreign speaker. 'Dear' is ok as a letter salutation, of course. But that seems to be changing with e-mail and texting.

(Participant 39, professor, male)

This finding might be interpreted as a significant proof that the pre-service English language teachers in the present study transfer addressing conventions in their mother tongue into English.

In the third and fourth situations, the participant was asked to imagine that he or she was an instructor, lecturing in a class. The name of the instructor was known by the student in the third situation, but not in the fourth situation. Table 19 exhibits the perceived appropriateness of the forms of address used by the pre-service English language teachers when the name of an instructor is known. Findings revealed that of the items provided *Dr. Brown/Dr. Cooper* and *Professor Brown/Cooper* were perceived as appropriate by more than 80% of the native speaker professors, while the items such as *Allison/Matt teacher*, *Allison Brown/Matt Cooper*, *Instructor Brown/Cooper*, *Professor Allison/Matt*, and *Teacher Brown/Cooper* were perceived as inappropriate by almost all the participants. One of the most popular forms of address preferred by the pre-service English language teachers was HONs, as was presented in the previous sections of the study. The HONs, *Sir/Madam* were rated as inappropriate by 66,7% of the native speaker participants.

Table 19 Addressing an instructor whose name is known

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Allison/Matt teacher	26	54,2	19	39,6	1	2,1	2	4,2	-	-
Mrs. Brown/Mr. Cooper	18	37,5	12	25	-	-	11	22,9	7	14,6
Allison Brown/Matt Cooper	18	37,5	29	60,4	-	-	1	2,1	-	-
Dr. Brown/Dr. Cooper	5	10,4	3	6,3	-	-	13	27,1	27	56,3
Madam/Sir	15	31,3	17	35,4	-	-	12	25	4	8,3
Instructor Brown/Cooper	22	45,8	19	39,6	-	-	5	10,4	2	4,2
Professor Allison/Matt	25	52,1	18	37,5	-	-	4	8,3	1	2,1
Professor Brown/Cooper	5	10,4	2	4,2	1	2,1	11	22,9	29	60,4
Teacher Brown/Cooper	18	37,5	25	52,1	1	2,1	3	6,3	1	2,1
Mr. Matt/Ms. Allison	19	39,6	19	39,6	1	2,1	6	12,5	3	6,3

As for how they would prefer to be addressed in the given situation, 14 out of 48 native speaker professors said they would prefer *Dr. Brown/Cooper* if PhD was held. Otherwise, they would prefer *Ms. Brown/Mr. Cooper*.

Ms. Brown or Mr. Cooper unless I have a PhD in which case Dr. would be appropriate. (Participant 40, professor, female)

Other forms of address preferred by the participants were TLN as, *Professor Brown/Cooper* and FN as *Allison* or *Ted*, which again would depend on the nature of the relationship between the instructor and the student and also the student's being an undergraduate or graduate. The use of FN to address professors or instructors seems to depend on certain social and cultural conventions such as when students can address a professor by FN only if the professor himself or herself had initiated the use of FNs. That was probably why one of the participants said she would not recommend this as a general advice.

I personally prefer to be addressed by my first name, but I would not recommend this as general advice to second language learners.
(Participant 44, professor, male)

Table 20 shows the perceived appropriateness of the forms of address when the name of an instructor is unknown. The findings put that of the items set *Professor* was considered appropriate by the respondents at a rate of 85,4%, whereas the perceived inappropriateness was higher than 90% for the items *Teacher*, *Lecturer*, and *Miss*. The items *Lady* and *Missus/Mister* were perceived as inappropriate by almost all the participants.

Table 20 Addressing an instructor whose name is not known

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Sir/Madam	17	35,4	11	22,9	-	-	10	20,8	10	20,8
Teacher	22	45,8	17	35,4	1	2,1	5	10,4	3	6,3
My teacher	22	45,8	24	50	-	-	2	4,2	-	-
Ma'am	16	33,3	7	14,6	2	4,2	17	35,4	6	12,5
Instructor	19	39,6	21	43,8	1	2,1	5	10,4	2	4,2
Lecturer	20	41,7	25	52,1	-	-	2	4,2	1	2,1
Lady	39	81,3	8	16,7	1	2,1	-	-	-	-
Missus/Mister	33	68,8	13	27,1	-	-	1	2,1	1	2,1
Miss	29	60,4	13	27,1	2	4,2	2	4,2	2	4,2
Professor	6	12,5	1	2,1	-	-	10	20,8	31	64,6

The most popular form of address preferred by the native speaker participants for the given situation turned out to be *Professor*. Other forms preferred were *Ms. Brown*, *Ma'am* and *Instructor*. Some participants suggested that it was not a situation that would necessarily require the use of an address term. Also, one of the participants commented on the use of *Ms.*, which was not found to be part of the pre-service English language teachers' active vocabulary, and suggested that address forms such as *Miss* and *Missus* were outdated.

'Ms'/miz/currently replaces BOTH 'Miss' & 'Missus.' Don't give away your age or social attitudes with the outdated forms. For me and, I think generally for American speakers, it is preferable, in casual encounters and even classrooms and academic offices , to avoid formal terms of address and find a way to enter directly into the business at hand. Written communication and formal meetings may be different and there is considerable variation.

(Participant 39, professor, male)

Considering the overall results of the SRT questionnaire administered to native speakers of American English, we should mention the great probability of rater variation in native speakers' perception of the appropriateness of forms of address. According to Taguchi (2011), "it is possible that native speaker raters from different backgrounds and experiences evaluate pragmatic performances differently. There might be great variation among native speakers on what an acceptable or unacceptable answer would be in pragmatic performance (p. 456). Taguchi (2011) compared the ratings of 4 native speakers with different cultural backgrounds using introspective verbal protocols "to gain insight into the rating activity and raters' orientation toward pragmatic aspects" (p. 460). In the present study, 139 native speaker raters contributed data through an online scaled response task. Considering the number of native speaker raters in the present study and the researcher's lack of face-to-face contact with the native speaker raters, it was beyond the scope of this study to investigate the raters' orientation and evaluate rater variation.

However, further statistical analysis was done to the data obtained from native speaker raters to find out whether or not there was a significant relationship between the participants' age, gender or academic degree and the responses they provided. The results of chi-square statistics suggested that there is a probability of significant relationship (p -value ≤ 0.05) between the

age of the respondent and certain forms of address such as *Teacher*, *Professor*, *Dr. Brown/Dr. Cooper*, *Professor Brown/Cooper*, and *Ma'am*. Another probability of significant relationship was found between the gender of the respondent and certain forms of address such as *Sir/Madam*, and *Mister*. There also seemed to be a probability of significant relationship between the academic degree of the respondent and certain forms of address such as *Sir Jones*, *Teacher*, *Ted/July teacher*, *Allison Brown/Matt Cooper*, *Dr. Brown/Dr. Cooper*, *Madam/Sir*, *Instructor Brown/Cooper*, *Teacher Brown/Cooper*, *Mr. Matt/Ms. Allison*, *Ma'am* and *Instructor*.

4.4.2. University Students

A total of 65 native speaker university students responded to the questionnaire. The students were given 12 situations in which they were hypothetically addressed by learners like themselves. For the situations the participants were given nine to 13 items to be rated in terms of appropriateness/inappropriateness.

The first three situations described a context in which the participant was hypothetically addressed not individually, but as one of the members of a 5-person group of students staying in a dormitory. The given variable for the situations was the age of the addressor; in the first situation the addressor was younger than the addressee; in the second situation the addressor and the addressee are approximately of the same age; and in the third situation the addressor is older.

Table 21 Addressing a group of 5 older students in a dormitory

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Dear friends	15	23,1	25	38,5	16	24,6	6	9,2	3	4,6
Dudes	-	-	10	15,4	17	26,2	34	52,3	4	6,2
Elder sister	42	64,6	18	27,7	3	4,6	2	3,1	-	-
Madam/Sir	33	50,8	23	35,4	5	7,7	2	3,1	2	3,1
My friends	6	9,2	17	26,2	22	33,8	13	20	7	10,8
Gentlemen	20	30,8	20	30,8	18	27,7	5	7,7	2	3,1
Girls	7	10,8	11	16,9	13	20	19	29,2	15	23,1
People	4	6,2	20	30,8	21	32,3	18	27,7	2	3,1
Ladies	6	9,2	13	20	18	27,7	13	20	15	23,1
Mates	9	13,8	9	13,8	20	30,8	20	30,8	7	10,8

Table 21 presents the perceived appropriateness of the forms of address used by the pre-service English language teachers in the present study, related to the first situation, in which the addressor was younger than the addressee. Of the 10 items given, *Dudes*, *Girls* were perceived as appropriate by more than half of the native speakers and *Mates* by 27 people out of 65 native speakers. However, it should be noted that the same item was rated as partially appropriate by 20 respondents. Other items which were rated as partially appropriate were *My friends* (33,8%) and *People* (32,3%). The items perceived inappropriate by a great majority of the native speaker respondents were *Elder sister* and *Madam/Sir*.

As for how they would prefer to be addressed in the given situation, more than half of the participants said they would prefer *Guys* and other forms of address suggested were *You guys*, *You all*, *Girls*, *Everyone/Everybody* and *Folks*.

‘you’ or ‘you all’ or ‘you guys’ or even ‘guys’ is fine if the speaker takes an informal tone. Or if the speaker uses a formal directness it is fine to use ‘ladies’ (as in "Excuse me ladies, could you all...?" or even "Hi gentlemen, could you all..." or even "Would you all mind keeping the noise down?"

(Participant 47, senior student, female)

Also, some participants said it would not be necessary to use an address term, attention-getters or greetings would be enough.

I would not like to be directly addressed this person need only say:
Hey, could you keep it down.

(Participant 24, freshman student, female)

No address. Just say hi, excuse me, and then state your concern.

(Participant 36, senior student, male)

Table 22 reports the perceived appropriateness of the forms of address listed below the second situation, in which the addressor and the addressee are approximately of the same age. The most appropriate form of address, according to the native speaker university students, was *Guys*, followed by *Dude* and *Girls*, and the items *Bro's*, *Friends*, *Ladies*, and *My friends* were regarded partially appropriate averaging around 30%. The items *Brothers* and *Dear friends* were considered inappropriate by a considerable number of native speaker participants.

In line with the results of the previous situation, *Guys* was the most popular form of address among the native speaker participants; more than half of them reported they would prefer to be addressed as *Guys*. One participant suggested that it was not all about the address term, but also one's relationship with the interlocutors and/or non-verbal cues such as the tone of voice that would determine appropriateness of a particular address form.

Here we consider 'guys' as a gender neutral term for 'you all' (as in, "Hey guys, would you mind keeping the noise down?" If a guy (e.g. men) address women of any age as 'girls', he is looked down upon. Either the men know the women very well in such a case, or they run the risk of sounding chauvinistic. I marked partially appropriate for these terms because use of tone in one's voice can help build politeness

and a sense of rapport or solidarity when using such terms. A safe answer would usually just be ‘you’ or ‘you all’.

(Participant 47, senior student, female)

Table 22 Addressing a group of 5 the-same-age students in a dormitory

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Bro's	7	10,8	13	20	20	30,8	17	26,2	8	12,3
Brothers	23	35,4	24	36,9	13	20	3	4,6	2	3,1
Dear friends	18	27,7	26	40	12	18,5	7	10,8	2	3,1
Dude	-	-	9	13,8	14	21,5	26	40	16	24,6
Mates	9	13,8	11	16,9	17	26,2	19	29,2	9	13,8
Girls	5	13,8	8	12,3	14	21,5	21	32,3	17	26,2
Guys	-	-	-	-	2	3,1	25	38,5	38	58,5
Friends	4	6,2	14	21,5	22	33,8	18	27,7	7	10,8
Ladies	5	7,7	9	13,8	22	33,8	20	30,8	9	13,8
My friends	7	10,8	20	30,8	21	32,3	13	20	4	6,2

Other forms of address preferred by the participants were *You guys*, *You all Everyone/Everybody* and *Folks*. The situation did not set a gender for the interlocutors; however, it was found to be confusing by some participants that they did not know the gender of the interlocutors.

I would prefer: "Mates," "Y'all," or "Guys." Note: As a girl myself, the gender of the speaker matters to me. (Participant 16, junior student, female)

The age of the interlocutors was found to be significant for the pre-service English language teachers who responded to the DCT; however, one native speaker participant stated that it would not matter to him.

Hey guys (the age factor doesn't matter to me in this situation)

(Participant 31, senior student, female)

Table 23 reports the perceived appropriateness of the forms of address suggested by the pre-service English language teachers for the third situation, in which the addressor is older. The items perceived as appropriate by the native speaker participants were *Guys*, *Everybody* and *Folks* and the items *Children*, *Brothers*, and *Kids* were rated as by a significant number of native speaker participants.

Table 23 Addressing a group of 5 younger students in a dormitory

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Boys/Girls	14	21,5	16	24,6	9	13,8	18	27,7	8	12,3
Brothers	17	26,2	32	49,2	10	15,4	4	6,2	2	3,1
Children	37	56,9	23	35,4	4	6,2	-	-	1	1,5
Dear friends	18	27,7	23	35,4	11	16,9	10	15,4	3	4,6
Ladies	8	12,3	6	9,2	16	24,6	22	33,8	13	20
Everybody	-	-	-	-	7	10,8	27	41,5	31	47,7
Kids	28	43,1	17	26,2	15	23,1	4	6,2	1	1,5
Man	6	9,2	18	27,7	19	29,2	13	20	9	13,8
Folks	3	4,6	2	3,1	9	13,8	26	40	25	38,5
Guys	-	-	-	-	2	3,1	30	46,2	33	50,8

Situation 4, Situation 5 and Situation 6 described a situation in which the participant was hypothetically addressed by a classmate who was not a very close friend of the addressee. Similar to the previous situation, the age of the addressor was given as the only variable.

Table 24 shows the results for Situation 4. It can be seen from the table that the first name of the addressee, *Jose*, was rated as appropriate by all the native speaker participants. In addition, *Man* and *Dude* were also perceived as appropriate by more than half of the participants. However, the native speaker participants did not seem to have an agreement on the use of certain items such as *Alvarez*, *Dude* and *Mate*, which were regarded partially appropriate by more than 35% of the native speaker participants. On the contrary, there was observed to a great consensus among the native speaker

participants on inappropriate items such as *Sir Alvarez*, *Mr. Jose Alvarez*, *Mr. Jose* and *Dear Jose*.

As for how they would prefer to be addressed in the given situation, the majority of the participants (70,8 %) said they would prefer to be addressed by FN. The other forms of address suggested by the participants were *Dude*, *Man* or no address. One of the participants said the last name address would depend on the gender of the interlocutor and the last name itself.

This is hard for me because I am a woman and because my last name does not have the same ring to it. (Participant 24, freshman student, female)

Table 24 Addressing an older classmate who is not a close friend

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Alvarez	5	7,7	11	16,9	24	36,9	19	29,2	6	9,2
Mr. Alvarez	24	36,9	31	47,7	6	9,2	4	6,2	-	-
Dear Jose	27	41,5	25	38,5	10	15,4	3	4,6	-	-
Dude	1	1,5	5	7,7	23	35,4	21	32,3	15	23,1
Jose	-	-	-	-	-	-	13	20	52	80
Mr. Jose	28	43,1	28	43,1	5	7,7	3	4,6	1	1,5
Jose brother	28	43,1	20	30,8	9	13,8	6	9,2	2	3,1
My friend	11	16,9	20	30,8	18	27,7	13	20	3	4,6
Sir Alvarez	46	70,8	14	21,5	3	4,6	2	3,1	-	-
Mr. Jose Alvarez	42	64,6	18	27,7	4	6,2	1	1,5	-	-
Buddy	1	1,5	10	15,4	26	40	21	32,3	7	10,8
Mate	3	4,6	11	16,9	25	38,5	21	32,3	5	7,7
Man	1	1,5	4	6,2	20	30,8	25	38,5	15	23,1

Related to Situation 5, Table 25 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers while addressing a the-same-age classmate who is not a close friend. There were 11 items given, and the items perceived as most appropriate were *Jose*,

Dude, and *Man*. The items *My friend* and *Mate* were regarded partially appropriate averaging around 45%.

Table 25 Addressing a the-same-age classmate who is not a close friend

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Alvarez	7	10,8	8	12,3	18	27,7	22	33,8	10	15,4
Dear Alvarez	26	40	28	43,1	6	9,2	4	6,2	1	1,5
Buddy	3	4,6	8	12,3	23	35,4	23	35,4	8	12,3
Jose	-	-	-	-	-	-	15	23,1	50	76,9
Dude	-	-	-	-	14	21,5	30	46,2	21	32,3
Bro	-	-	6	9,2	19	29,2	21	32,3	19	29,2
Jose Alvarez	18	27,7	19	29,2	16	24,6	7	10,8	5	7,7
Mr. Jose	33	50,8	21	32,3	8	12,3	2	3,1	1	1,5
My friend	11	16,9	12	18,5	29	44,6	10	15,4	3	4,6
Mate	4	6,2	5	7,7	27	41,5	22	33,8	7	10,8
Man	2	3,1	2	3,1	15	23,1	28	43,1	18	27,7

Of the items perceived inappropriate by the native speaker participants, *Dear Alvarez* and *Mr. Jose* were perceived as most inappropriate. Similar to the results of previous situation, most of the native speaker participants reported that they would prefer to be addressed by FN. The age of the addressor was given as the variable in this situation and one native speaker participant said age would not change his perception of appropriateness of address forms.

Age does not change these responses for me. (Participant 24 freshman student, female)

Other forms of address preferred by the participants were *Dude*, *Man*, and *Bro*. One of the participants put a note on the use of *Dude* and *Bro*, both of which were rated as appropriate by the participants in general.

Dude is acceptable in certain social groups and subcultures. But since I do not identify with "dudes" and I don't use it often. But amongst

classmates it's fine to use in super informal situations. I have reaction for "bro" for the same reasons. Usually it's a term used by guys (guys in this context refers to men and their bros). (Participant 19, senior student, female)

Table 26 exhibits the perceived appropriateness of the forms of address suggested by the pre-service English language teachers for Situation 6. As is clear from the table, again the FN address, *Jose* was rated as most appropriate by all of the native speaker participants. The items *Dude* and *Alvarez* were perceived as appropriate by more than 60% of the native speakers. On the other hand, the items *My dear Jose* and *Young man* were perceived as inappropriate by more than 80% of the native speakers on average.

The participants said they would prefer exactly the same address forms they preferred in the previous two situations, which would clearly indicate that the age of the addressor is not a significant factor influencing the native speaker participants' perception of appropriateness.

Situation 7, Situation 8 and Situation 9 described a context in which the participant was hypothetically addressed by a close friend. The age of the addressor was given as the variable; the addressor in the three situations was described to be younger, the same age and older, respectively.

Table 26 Addressing a younger classmate who is not a close friend

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Jose	-	-	-	-	-	-	15	23,1	50	76,9
Alvarez	4	6,2	9	13,8	12	18,5	25	38,5	15	23,1
Jose Alvarez	11	16,9	22	33,8	13	20	14	21,5	5	7,7
Bro	2	3,1	10	15,4	20	30,8	-	-	9	13,8
My dear Jose	29	44,6	25	38,5	5	7,7	5	7,7	1	1,5
Brother	17	26,2	24	36,9	15	23,1	7	10,8	2	3,1
Dude	-	-	6	9,2	17	26,2	31	47,7	11	16,9
Friend	6	9,2	15	23,1	23	35,4	17	26,2	4	6,2
My friend	11	16,9	20	30,8	19	29,2	12	18,5	3	4,6
Young man	29	44,6	23	35,4	9	13,8	3	4,6	1	1,5

Situation 7 included a similar context to the previous three situations, only this time the addressee was a close friend of the addressor. Table 27 shows that FN, *Ally*, was rated as appropriate by almost all of the native speaker participants. *My friend*, which was one of the most popular forms of address among the pre-service English language teachers in the present study, was regarded partially appropriate at a rate of 35,4%. The items that were perceived as inappropriate were *Mrs. Black*, *Mrs. Ally Black*, *Ms. Black* and *Ally sister*, each of which were rated as inappropriate by more than 75% of the native speaker participants.

Table 27 Addressing an older classmate who is a close friend

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Ally	-	-	-	-	1	1,5	10	15,4	54	83,1
Ally Black	9	13,8	21	32,3	14	21,5	16	24,6	5	7,7
Ally sister	22	33,8	28	43,1	7	10,8	7	10,8	1	1,5
Black	13	20	17	26,2	17	26,2	13	20	5	7,7
Mrs. Black	42	64,6	17	26,2	3	4,6	2	3,1	1	1,5
Ms. Black	36	55,4	17	26,2	8	12,3	2	3,1	2	3,1
Honey	18	27,7	23	35,4	13	20	7	10,8	4	6,2
Dear Ally	22	33,8	25	38,5	12	18,5	5	7,7	1	1,5
My friend	9	13,8	14	21,5	23	35,4	17	26,2	2	3,1
Mrs. Ally Black	47	72,3	11	16,9	3	4,6	3	4,6	1	1,5

It was found in the results of the DCT that Turkish pre-service English language teachers preferred to use ENs such as *Honey*, *Sweetie* or *Dear* to show solidarity or intimacy in addressing situations; however, as can be seen from the results above, native speakers do not perceive such forms of address appropriate in general.

The same line of perception was also apparent in the results for Situation 8 and Situation 9. Table 28 exhibits the perceived appropriateness of the forms of address used by the pre-service English language for Situation 8. *Ally*, the first name of the addressee, was perceived as the most appropriate form of address by all the native speaker participants. *Dude* was perceived as

appropriate by 37 native speakers; however, 20 participants rated it as partially appropriate. In line with the results of the previous situations, a considerable number of native speaker participants rated endearments such as *Dear*, *Darling* and *Honey* as inappropriate.

Table 28 Addressing an older classmate who is a close friend

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Sweetie	10	15,4	20	30,8	16	24,6	13	20	6	9,2
Sis	8	12,3	23	35,4	19	29,2	10	15,4	5	7,7
My friend	7	10,8	18	27,7	21	32,3	15	23,1	4	6,2
Honey	13	20	22	33,8	14	21,5	11	16,9	5	7,7
Dude	5	7,7	3	4,6	20	30,8	26	40	11	16,9
Darling	14	21,5	23	35,4	15	23,1	9	13,8	4	6,2
Buddy	6	9,2	16	24,6	22	33,8	14	21,5	7	10,8
Black	15	23,1	14	21,5	13	20	17	26,2	6	9,2
Ally	-	-	-	-	-	-	9	13,8	56	86,2
Dear	18	27,7	24	36,9	12	18,5	9	13,8	2	3,1

The responses of the native speakers did not change much in the case of an older addressor as is seen in Table 29. FN was perceived as the most appropriate address form by all of the native speakers and address forms that include kinship terms or possessive adjectives such as *Sister Ally*, *My lady* and *Sister* were rated as inappropriate by more than 43 native speaker participants.

As for how the participants would prefer to be addressed in the three situations given above, almost all the participants who responded to the question said they would prefer to be addressed by FN.

Table 29 Addressing a younger classmate who is a close friend

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Ally	-	-	-	-	-	-	9	13,8	56	86,2
Ally Black	9	13,8	15	23,1	20	30,8	15	23,1	6	9,2
Black	11	16,9	9	13,8	17	26,2	22	33,8	6	9,2
Honey	11	16,9	21	32,3	13	20	13	20	7	10,8
Sweetie	10	15,4	22	33,8	11	16,9	15	23,1	7	10,8
Sister Ally	33	50,8	23	35,4	5	7,7	3	4,6	1	1,5
Sister	20	30,8	23	35,4	11	16,9	9	13,8	2	3,1
Girl	10	15,4	15	23,1	17	26,2	15	23,1	8	12,3
My lady	34	52,3	17	26,2	11	16,9	2	3,1	1	1,5
Dear friend	20	30,8	22	33,8	17	26,2	5	7,7	1	1,5

However, two participants said that most of the items listed could also be appropriate since they were said by a close friend.

A lot of these could be funny, and therefore appropriate, given the friendship. (Participant 24, freshman student, female)

Some of those forms of address are overly formal, but they indicate a closeness and familiarity because of the relationship, so they are fine. Any in the appropriate or highly appropriate column. (Participant 26, freshman student, female)

The last three situations in the student questionnaire described a context in which the participant was in the classroom when some unfamiliar student came in to make an announcement to the group. The participant was asked to consider that the group was addressed as a whole, he or she was not addressed individually. Again, the age of the addressor was given as the only variable. In the three situations, the addressor was described to be younger, the same age and older, respectively.

Situation 10 required native speakers' perception of the forms of address used by the pre-service English language teachers while addressing

an unfamiliar older group of people in a class. Table 30 exhibits that of the 10 items given, *Everybody* was rated as appropriate by more than 90% of the native speakers and *Guys*, *Ladies and gentlemen* and *Folks* was found appropriate by more than half of the native speaker participants. The items *My friends*, *Friends* and *Mates* were regarded partially appropriate averaging around 30%. However, more than half of the native speaker participants considered *Dear friends* and *My friends* inappropriate.

As for the preferred address forms suggested by the participants, 44,6 % said they would prefer to be addressed as *Everybody* or *Everyone*. Other forms of address preferred by the participants were *Ladies and Gentlemen*, *Guys*, *Class* and *Folks*.

Some participants said attention-getters or greetings might be used without any address term. Also one participant, who rated all the given items as either appropriate or highly appropriate, said all the given items would be fine if they were said in a jocular tone.

The ones I marked appropriate are all good if he is funny.(Participant 25, freshman student, female)

Table 30 Addressing an unfamiliar older group of people in a class

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Class	1	1,5	9	13,8	16	24,6	27	41,5	12	18,5
Everybody	-	-	1	1,5	3	4,6	20	30,8	41	63,1
Dear friends	11	16,9	26	40	17	26,2	8	12,3	3	4,6
Friends	5	7,7	21	32,3	20	30,8	13	20	6	9,2
Ladies and gentlemen	3	4,6	5	7,7	16	24,6	22	33,8	19	29,2
People	4	6,2	19	29,2	16	24,6	20	30,8	6	9,2
My friends	7	10,8	26	40,0	22	33,8	6	9,2	4	6,2
Guys	3	4,6	4	6,2	12	18,5	23	35,4	23	35,4
Folks	3	4,6	8	12,3	17	26,2	22	33,8	15	23,1
Mates	8	12,3	16	24,6	18	27,7	19	29,2	4	6,2

Situation 11 described the same context as in the previous situation with the exception that the interlocutors were described to be approximately the same age (Table 31). There were 9 items given and only one of these items, *Everybody*, was rated as appropriate by more than 90% of the native speakers. Other items that were rated as appropriate were *Folks*, *Ladies and gentlemen*, and *Class*. On the other hand, the item *Boys and Girls* was considered inappropriate by more than 80%.

Table 31 Addressing an unfamiliar the-same-age group of people in a class

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Class	2	3,1	5	7,7	17	26,2	24	36,9	17	26,2
Everybody	-	-	1	1,5	4	6,2	15	23,1	45	69,2
Dear friends	11	16,9	26	40	17	26,2	8	12,3	3	4,6
Guys	1	1,5	4	6,2	7	10,8	24	36,9	-	-
Boys and girls	21	32,3	32	49,2	6	9,2	4	6,2	2	3,1
Ladies and gentlemen	3	4,6	6	9,2	15	23,1	28	43,1	13	20
All of you	6	9,2	17	26,2	21	32,3	13	20	8	12,3
Folks	2	3,1	9	13,8	12	18,5	23	35,4	19	29,2
Mates	7	10,8	19	29,2	18	27,7	15	23,1	6	9,2

In parallel with the ratings of the items, the most popular address form that most of the native speaker participants said they would prefer to be addressed as was *Everybody* or *Everyone*. Other forms of address preferred by the participants were *Ladies and Gentlemen*, *Guys*, *Class*, *You all* and *Folks*.

Table 32 exhibits the perceived appropriateness of the forms of address used by the pre-service English language teachers in Situation 12, while addressing an unfamiliar younger group of people in a class. As is seen from the table, of all the items given, *Everybody*, *Guys*, *Class*, and *Ladies and gentlemen* were perceived as appropriate by the majority of the participants

and the most inappropriate form of address in the given situation turned out to be *Kids* according to native speakers' perception.

Similar to the results of the previous situation, almost half of the participants who noted how they would prefer to be addressed in the given situation said they would prefer *Everybody* or *Everyone*. Other forms of address preferred by the participants were *Ladies and Gentlemen*, *Guys*, *Class*, *You all* and *Folks*. One of the participants commented on the use of *Kids* as follows:

With 'kids' here the person would have to be extremely charismatic to pull that off in a non condescending way. In all of these situations I don't feel the need to be directly addressed. "hey!" is fine.

(Participant 23, freshman student, female)

Table 32 Addressing an unfamiliar younger group of people in a class

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Guys	-	-	3	4,6	8	12,3	26	40	28	43,1
My friends	10	15,4	26	40	15	23,1	8	12,3	6	9,2
Everybody	-	-	1	1,5	8	12,3	15	23,1	41	63,1
Friends	2	3,1	29	44,6	14	21,5	-	-	5	7,7
Class	1	1,5	3	4,6	7	10,8	27	41,5	27	41,5
Ladies and gentlemen	3	4,6	3	4,6	10	15,4	27	41,5	22	33,8
People	5	7,7	16	24,6	15	23,1	19	29,2	10	15,4
Kids	25	38,5	29	44,6	7	10,8	2	3,1	2	3,1
Folks	1	1,5	7	10,8	17	26,2	21	32,3	19	29,2

Since DCTs provide data on reported usage rather than actual usage, it is not very easy to interpret how the pre-service English language teachers intended to use the given address forms, but from what the pre-service English language teachers in the think-aloud study reported it can be concluded that using 'kids' to address a group of people, even if they are younger, might be a face threatening act for second language learners.

Further statistical analysis was done to the data to find out whether or not there was a significant relationship between the participants' age or gender and the responses they provided. The results of chi-square statistics suggested that there is a probability of significant relationship (p -value ≤ 0.05) between the age of the respondent and certain forms of address such as *girls, dude, Sir Alvarez, Mr. Jose Alvarez, Alvarez, Mrs. Black, Ms. Black, Dear Ally, Mrs. Ally Black, Sister Ally, Sister, Folks* and *Guys*. There was also found to be a probability of significant relationship between the gender of the respondent and certain forms of address such as *Dear friends, Ladies, Boys/Girls, Brothers, Children, Man, Mr. Alvarez, Mr. Jose, Dear Jose, My friend, Mr. Jose Alvarez, Mate, Jose Alvarez, Bro, Ally sister, Black, Dude, My lady, and People*.

4.4.3. Non-academic Americans

26 participants responded to the questionnaire. The participants were given 18 situations in which they were hypothetically addressed during service encounters or the like. For the situations the participants were given 6 to 16 items to be rated in terms of appropriateness/inappropriateness.

For the first situation, the participant was asked to imagine that he or she was a librarian and was addressed by a university student by the given forms of address. The librarian was given a hypothetical name as *Jack Crimson* or *Deborah Young* depending on the gender of the addressee.

Related to Situation 1, Table 33 exhibits the perceived appropriateness of the forms of address used by the pre-service English language teachers while addressing a librarian working at the university library. As is seen from the table, of the 11 items given, *Sir/Ma'am, Mr. Crimson/Mrs. Young* and *Mister/Missus* were perceived as appropriate by more than 75% of the participants. It can be seen in the table that there was a great agreement among the native speaker participants on the inappropriate forms; the items *Lady, Sir*

Jack, *Sir Crimson* and *Crimson/Young* were considered inappropriate by more than 80% of the native speakers.

Table 33 Addressing a librarian working at the university library

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Crimson/Young	11	42,3	11	42,3	3	11,5	1	3,8	-	-
Jack/Deborah	5	19,2	8	30,8	5	19,2	6	23,1	2	7,7
Mister/Missus	-	-	-	-	4	15,4	4	15,4	16	61,5
Mr. Crimson/Mrs. Young	-	-	1	3,8	4	15,4	4	15,4	17	65,4
Jack Crimson/Deborah Young	-	-	14	53,8	8	30,8	4	15,4	-	-
Mr. Jack/Mrs. Deborah	-	-	12	53,8	8	30,8	6	23,1	-	-
Sir Crimson	14	53,8	8	30,8	3	11,5	1	3,8	-	-
Sir Jack	14	53,8	9	34,6	2	7,7	1	3,8	-	-
Sir/Ma'am	-	-	-	-	2	7,7	11	42,3	13	50
Madam	6	23,1	8	30,8	5	19,2	5	19,2	2	7,7
Lady	19	73,1	6	23,1	1	3,8	-	-	-	-

As for the address forms the participants would prefer to be addressed as, 53,8 % of the participants said they would prefer to be addressed by TLN as *Mr. Crimson* and *Ms./Mrs. Young*, 19,2 % preferred to be addressed by FN. Two participants said *Miss Deborah* would be an appropriate form of address and one of these participants said it was the southern custom to address people by TFN.

The second situation described a context in which the addressee was a department secretary at a faculty department. The participant was asked to imagine that he or she was addressed by a familiar university student by the given forms of address. The secretary was given a hypothetical name as *Michael Taylor* or *Sally Morgan* depending on the gender of the addressee.

Table 34 shows that of the 8 items provided, *Mr. Taylor/Mrs. Morgan* was rated as appropriate by more than 80% of the native speakers. Addressing the secretary by FN was perceived as appropriate by 57,7%. The HON + LN

pattern, *Sir Taylor*, however, was rated as inappropriate by more than 85% of the native speaker participants.

Table 34 Addressing a department secretary working at the university

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Mr. Taylor/Mrs. Morgan	-	-	1	3,8	3	11,5	6	23,1	16	61,5
Michael Taylor/Sally Morgan	5	19,2	12	46,2	6	23,1	2	7,7	1	3,8
Michael/Sally	2	7,7	4	15,4	5	19,2	10	38,5	5	19,2
Sir Taylor	15	57,7	8	30,8	2	7,7	-	-	1	3,8
Sir/Madam	6	23,1	9	34,6	5	19,2	2	7,7	4	15,4
Mister/Missus	7	26,9	7	26,9	1	3,8	9	34,6	2	7,7
Ma'am	4	15,4	5	19,2	5	19,2	6	23,1	6	23,1
Miss Sally/Mr. Michael	3	11,5	4	15,4	4	15,4	9	34,6	6	23,1

The majority of the participants reported that they would prefer to be addressed by TLN in the given situation; the rate of participants who would prefer to be addressed by FN was found to be 26,9%.

In the third situation, the participant was asked to imagine that he or she was a governor who was going to give a speech at a conference at a university and addressed by a university student before being invited to the stage to make his speech. The governor was given a hypothetical name as *Daniel Carter* or *Cathy Erickson* depending on the gender of the addressee.

Table 35 Addressing a governor to invite him to the stage

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Daniel Carter/Cathy Erickson	4	15,4	5	19,2	6	23,1	6	23,1	5	19,2
Dear Mr. Carter/Dear Mrs. Erickson	7	26,9	8	30,8	5	19,2	3	11,5	3	11,5
Governor Carter/Governor Erickson	-	-	-	-	-	-	5	19,2	21	80,8
Sir Carter/Madam Erickson	8	30,8	10	38,5	5	19,2	-	-	3	11,5
Dear Sir/Dear Madam	14	53,8	6	23,1	4	15,4	1	3,8	1	3,8
Mr. Governor/Mrs. Governor	4	15,4	5	19,2	3	11,5	7	26,9	7	26,9
Mr. Daniel/Mrs. Cathy	14	53,8	6	23,1	3	11,5	2	7,7	1	3,8
Sir/Madam	9	34,6	6	23,1	5	19,2	3	11,5	3	11,5

Table 35 exhibits that *Governor Carter/Governor Erickson* was rated as appropriate by all the native speaker participants and the rate of the participants who perceived *Mr. Governor/Mrs. Governor* as appropriate was half as much. The items that were perceived inappropriate by more than 55% of the native speakers were *Mr. Daniel/Mrs. Cathy*, *Dear Sir/Dear Madam*, *Sir Carter/Madam Erickson* and *Sir/Madam*.

Half of the participants said they would prefer to be addressed as *Governor Carter/Erickson*. Other forms of address preferred by the participants were TLN as *Mr./Mrs. Governor*, and FNLN as *Cathy Erickson/Daniel Carter*.

The fourth and the fifth situations described a context in which the addressee was a shop owner. The participant was asked to imagine that he or she was addressed by a young college student. The shop owner was given a hypothetical name as *Paul King*; in the fourth situation the name of the addressee was known by the addressor and in the fifth situation the addressor did not know the name of the addressee.

Table 36 exhibits the perceived appropriateness of the forms of address used by the pre-service English language teachers, in Situation 4. As is seen from the table, of the 11 items given, *Mr. King* and *Paul* were

considered appropriate by more than 80% of the native speaker participants while the items *Bro*, *Sir King*, *Uncle Paul*, *Paul brother* and *Man* were considered inappropriate by more than 70% of the participants.

As an answer to the question how they would prefer to be addressed in the situation, almost half of the participants said they would prefer to be addressed by FN. Other forms of address preferred by the participants were *Mr. King* and *Mr. Paul*.

Table 36 Addressing a shop owner whose name is known

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Mr. King	-	-	-	-	3	11,5	8	30,8	15	57,7
Paul	-	-	2	7,7	3	11,5	12	46,2	9	34,6
Man	9	34,6	10	38,5	5	19,2	2	7,7	-	-
Bro	14	53,8	10	38,5	1	3,8	1	3,8	-	-
Paul King	3	11,5	10	38,5	11	42,3	-	-	2	7,7
King	8	30,8	9	34,6	3	11,5	6	23,1	-	-
Mr. Paul	1	3,8	3	11,5	6	23,1	10	38,5	6	23,1
My friend Paul	3	11,5	6	23,1	8	30,8	6	23,1	3	11,5
Paul brother	10	38,5	9	34,6	4	15,4	3	11,5	-	-
Sir King	18	69,2	4	15,4	2	7,7	2	7,7	-	-
Uncle Paul	14	53,8	6	23,1	4	15,4	2	7,7	-	-

In Situation 5, the participants were asked to consider the same situation as in Situation 4, only this time the addressor did not know the name of the shop owner. Table 37 exhibits the perceived appropriateness of the forms of address used by the pre-service English language teachers. As is seen from the table, of the 10 items provided, *Sir* was perceived as appropriate by the majority of the native speaker participants. Again, it was seen that the native speakers had a greater agreement on what was inappropriate; the items *Dear*, *Boss*, *Buddy*, *Dude*, *Uncle*, *Man* and *Brother* were considered inappropriate by more than 80% of the participants.

Table 37 Addressing a shop owner whose name is not known

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Brother	13	50	8	30,8	3	11,5	-	-	2	7,7
Buddy	13	50	9	34,6	3	11,5	1	3,8	-	-
Dude	13	50	9	34,6	4	15,4	-	-	-	-
Friend	7	26,9	5	19,2	10	38,5	3	11,5	1	3,8
Sir	1	3,8	1	3,8	3	11,5	7	26,9	14	53,8
Dear	17	65,4	6	23,1	3	11,5	-	-	-	-
Boss	15	57,7	8	30,8	2	7,7	1	3,8	-	-
Uncle	15	57,7	6	23,1	5	19,2	-	-	-	-
Man	11	42,3	10	38,5	2	7,7	3	11,5	-	-
Mister	5	19,2	1	3,8	6	23,1	5	19,2	9	34,6

A considerable amount of native participants said they would prefer to be addressed by HON and one of the participants suggested that the use of HON would depend on how the addressee felt about the addressor.

If I feel positively about him, brother or buddy; if indifferent or negative, sir

(Participant 15, non-academic, male)

Other forms of address preferred by the participants were *Brother*, *Mister* and *Friend*. One of the participants said it would be a good idea to avoid specific address or to ask for the interlocutor's name in such a situation.

Situations 6, 7 and 8 described a context in which the addressee was a female cashier at a supermarket and addressed by a customer during a service encounter. The age of the addressor was given as a variable; in the sixth situation the addressor was younger than the addressee, in the seventh he or she was approximately of the same age and in the eighth situation he or she was older than the addressee. The cashier was given a hypothetical name, *Angela*, which was written on her name tag.

Table 38 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers, in Situation 6, while addressing an older cashier during a service encounter.

Table 38 Addressing an older cashier during a service encounter

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Angela	-	-	-	-	6	23,1	9	34,6	11	42,3
Madam	2	7,7	9	34,6	3	11,5	6	23,1	6	23,1
Ms. Angela	1	3,8	1	3,8	5	19,2	9	34,6	10	38,5
Mrs. Angela	2	7,7	9	34,6	8	30,8	3	11,5	4	15,4
Missus	1	3,8	15	57,7	6	23,1	3	11,5	1	3,8
Lady	15	57,7	10	38,5	1	3,8	-	-	-	-
Ma'am	1	3,8	-	-	4	15,4	9	34,6	12	46,2
Ms. Cashier	10	38,5	7	26,9	8	30,8	1	3,8	-	-
Sister	20	76,9	5	19,2	-	-	-	-	1	3,8

As is seen from the table, of the 9 items provided, *Ma'am* and *Angela* were perceived as appropriate by more than 75% of the participants. The items *Lady* and *Sister*, however, were considered inappropriate by more than 95%.

The preferred address forms by the native speakers in this situation turned out to be FN and HON, *Ma'am*. One of the participants, who happened to be a cashier, said she would only prefer to be addressed by FN or as *Ma'am*.

This situation perfectly describes me already and I hate being called anything but my name or Ma'am. (Participant 13, non-academic, female)

In Situation 7, the participants were asked to consider the same situation in situation 6, with the exception that the interlocutor was approximately of the same age. Table 39 shows that the first name of the addressee, *Angela*, was perceived as appropriate by the participants at a rate

of 77%, while the items *Lady*, *Sis*, *Madam Angela*, and *Honey* were considered inappropriate by more than 80% of the native speakers.

Similar to the results of the previous situation, the most preferred address form was found to be FN and other forms of address preferred by the participants were *Ms. Angela*, *Ma'am*, and *Miss*.

Table 39 Addressing a the-same-age cashier during a service encounter

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Angela	1	3,8	1	3,8	4	15,4	8	30,8	12	46,2
Sis	17	65,4	7	26,9	2	7,7	-	-	-	-
Madam Angela	15	57,7	8	30,8	-	-	3	11,5	-	-
Mrs. Angela	6	23,1	8	30,8	4	15,4	4	15,4	4	15,4
Sweetie	15	57,7	3	11,5	6	23,1	1	3,8	1	3,8
My friend	14	53,8	4	15,4	3	11,5	4	15,4	1	3,8
Dear	12	46,2	3	11,5	8	30,8	2	7,7	1	3,8
Lady	18	69,2	8	30,8	-	-	-	-	-	-
Honey	18	69,2	4	15,4	-	-	4	15,4	-	-
Missus	8	30,8	4	15,4	8	30,8	4	15,4	2	7,7

Related to Situation 8, Table 40 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers while addressing a younger cashier during a service encounter. The items *Angela*, *Ms. Angela*, and *Ma'am* were perceived as appropriate by the more than 60% of the native speaker participants. The most inappropriate forms of address according to the native speakers were *You*, *Girl*, and *Lady*.

Table 40 Addressing a younger cashier during a service encounter

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Angela	-	-	2	7,7	2	7,7	10	38,5	12	46,2
Girl	20	76,9	4	15,4	2	7,7	-	-	-	-
Lady	18	69,2	5	19,2	3	11,5	-	-	-	-
Madam	6	23,1	4	15,4	10	38,5	3	11,5	3	11,5
Ms. Angela	2	7,7	2	7,7	4	15,4	9	34,6	9	34,6
You	19	73,1	6	23,1	1	3,8	-	-	-	-
Honey	6	23,1	8	30,8	7	26,9	3	11,5	2	7,7
Ma'am	3	11,5	1	3,8	5	19,2	6	23,1	11	42,3
Young lady	4	15,4	6	23,1	7	26,9	5	19,2	4	15,4

The participants said they would prefer the same address forms as those they suggested for the previous two situations, with the exception that some of the participants said *Young lady* would be preferable. Also one participant commented on the use of *You* and said:

I HATE being called 'You'. (Capitalization in the original)
(Participant 13, non-academic, female)

In the ninth situation, the participant was asked to imagine that he or she was a police officer and was addressed by a young boy or girl by the given forms of address.

From Table 41, it can be seen that the OT, *Officer*, was rated as appropriate by all the native speaker participants. Other forms of address that were perceived as appropriate by more than 60% of the participants were *Sir/Madam*, *Ma'am*, and *Mister/Missus*. Another OT that was suggested by the pre-service English language teachers in the present study was *Policeman/Policewoman*. Not all the native speaker participants seemed to be clear about the appropriateness of *Policeman/Policewoman* as they rated it as partially appropriate. With respect to the items perceived inappropriate by the respondents, it will not be wrong to say that almost none of the address forms listed in the questionnaire was found inappropriate by the participants.

Table 41 Addressing a police officer on the street

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Sir/Madam	-	-	1	3,8	3	11,5	5	19,2	17	65,4
Officer	-	-	-	-	-	-	3	11,5	23	88,5
Policeman/Policewoman	1	3,8	7	26,9	11	42,3	5	19,2	2	7,7
Mister/Missus	1	3,8	5	19,2	4	15,4	9	34,6	7	26,9
Mr. Officer/Mrs. Officer	-	-	7	26,9	5	19,2	9	34,6	5	19,2
Ma'am	1	3,8	4	15,4	3	11,5	9	34,6	9	34,6

Considering the address forms the participants would prefer to be addressed as, all the participants, except for one, said they would prefer to be addressed as *Officer*; one participant said *Mister/Missus* would be the preferable address form.

Situation 10 and Situation 11 described a context in which the addressee was a clerk working at a bank. The participant was asked to imagine that he or she was addressed by a client who was either the same age as he or she was (Situation 10) or younger than he or she was (Situation 11).

Table 42 Addressing a the-same-age clerk at a bank

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Clerk	11	42,3	10	38,5	5	19,2	-	-	-	-
Sir/Madam	-	-	2	7,7	4	15,4	12	46,2	8	30,8
Mate	13	50	7	26,9	6	23,1	-	-	-	-
Ma'am	1	3,8	1	3,8	1	3,8	8	30,8	15	57,7
Mister/Missus	3	11,5	5	19,2	5	19,2	6	23,1	7	26,9
Miss	2	7,7	1	3,8	4	15,4	5	19,2	14	53,8
Sister/Brother	19	73,1	4	15,4	1	3,8	1	3,8	1	3,8

Table 42 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers in Situation 10. It can be seen from the table that the items *Ma'am*, *Sir/Madam*, and *Miss* were perceived as appropriate by more than 70% of the participants. The items that

were considered inappropriate by the majority of the native speaker participants were *Sister/Brother, Clerk, and Mate*.

Almost half of the participants reported that they would prefer to be addressed by HONs, *Ma'am* or *Sir*; other forms of address preferred by the participants were *Mister/Missus, Miss, and Mate*.

Table 43 presents the results for Situation 11 As is seen from the table, of the 6 items given, *Ma'am*, and *Sir/Madam* were perceived as appropriate by almost 90% of the native speaker participants. On the other hand, the items *Lady* and *Man* were considered inappropriate by all of the participants.

With respect to the address forms the participants would prefer to be addressed as, the age of the addressor did not seem to be influencing the addressee's perception of appropriateness since the participants suggested the same forms of address as in the previous situation.

Table 43 Addressing an older clerk at a bank

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Sir/Madam	-	-	1	3,8	2	7,7	9	34,6	14	53,8
Man	16	61,5	10	38,5	-	-	-	-	-	-
Mister/Missus	3	11,5	3	11,5	8	30,8	6	23,1	6	23,1
Ma'am	1	3,8	1	3,8	1	3,8	11	42,3	12	46,2
Miss	2	7,7	3	11,5	3	11,5	7	26,9	11	42,3
Lady	17	65,4	9	34,6	-	-	-	-	-	-

In the twelfth situation, the participant was asked to imagine that he or she was a ten-year old boy or girl walking in the park and was addressed by someone he or she did not know by the given forms of address. Table 44 shows that the only item rated as appropriate by more than 80% of the participants was *Young man/Young lady*. The item *Kid* was regarded partially appropriate at a rate of 46,2%.

Table 44 Addressing a ten-year old unfamiliar boy or girl

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Boy/Girl	2	7,7	7	26,9	6	23,1	8	30,8	3	11,5
Brother/Sister	8	30,8	13	50	2	7,7	2	7,7	1	3,8
Child	6	23,1	14	53,8	4	15,4	1	3,8	1	3,8
Darling	7	26,9	10	38,5	2	7,7	6	23,1	1	3,8
Dear	3	11,5	7	26,9	8	30,8	5	19,2	3	11,5
Dude	5	19,2	10	38,5	6	23,1	5	19,2	-	-
Kid	3	11,5	2	7,7	12	46,2	8	30,8	1	3,8
Little boy/Little girl	2	7,7	5	19,2	8	30,8	9	34,6	2	7,7
Young man/Young lady	-	-	2	7,7	2	7,7	7	26,9	15	57,7
Son	4	15,4	11	42,3	4	15,4	4	15,4	3	11,5
Sweetie	4	15,4	10	38,5	6	23,1	5	19,2	1	3,8
Honey	5	19,2	8	30,8	6	23,1	5	19,2	1	3,8
Kiddo	4	15,4	7	26,9	6	23,1	8	30,8	1	3,8
Friend	5	19,2	13	50	5	19,2	1	3,8	2	7,7
Beautiful lady	20	76,9	5	19,2	1	3,8	-	-	-	-
My love	23	88,5	3	11,5	-	-	-	-	-	-

For the given situation, the number of items that were rated as inappropriate outweighed the number of items perceived as appropriate; the items *My love*, *Beautiful lady*, *Brother/Sister*, and *Child*, were considered inappropriate by more than 75% of the participants.

More than half of the native speaker participants said that they would prefer to be addressed as *Young lady* or *Young man* in the given situation. Other forms of address preferred by the participants were *Kid*, *Kiddo*, *Miss*, and *Son*.

Situation 13 described a context in which the participant was asked to imagine that he or she was an elderly lady who was addressed by a waiter or waitress on her way out of the restaurant. Table 45 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers in Situation 13.

Table 45 Addressing an elderly lady in a restaurant,

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Lady	11	42,3	11	42,3	3	11,5	1	3,8	-	-
Ma'am	-	-	-	-	1	3,8	9	34,6	16	61,5
Madam	-	-	2	7,7	3	11,5	9	34,6	12	46,2
Miss	3	11,5	8	30,8	6	23,1	6	23,1	3	11,5
Missus	3	11,5	7	26,9	8	30,8	6	23,1	2	7,7
Mrs. Customer	14	53,8	7	26,9	3	11,5	2	7,7	-	-

Table 45 shows that the two items that were regarded appropriate were *Ma'am* and *Madam*. It should be noted, however, that the number of the participants who considered *Ma'am* appropriate was slightly more than those who considered *Madam* appropriate. The items *Lady* and *Mrs. Customer* were considered inappropriate with the rates of 84,6%, and 80,7%, respectively.

In parallel with the results of the ratings, all the participants said they would prefer to be addressed by an HON as *Ma'am* or *Madam*.

Situation 14 described a context in which the participant was asked to imagine that he or she was a security officer at a train station and was addressed by a young boy or girl. From Table 46 it is seen that, similar to the case of the police officer, the OT *Officer* was rated as appropriate by all the native speaker participants. In addition, the items *Sir/Madam*, *Ma'am* and *Mister/Missus*, were perceived as appropriate by more than 65% of the participants. The item *Lady*, however, was considered inappropriate with the rate of 92,3%.

Table 46 Addressing a security officer at a train station

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Sir/Madam	-	-	-	-	2	7,7	8	30,8	16	61,5
Officer	-	-	-	-	-	-	6	23,1	20	76,9
Mister/Missus	3	11,5	2	7,7	4	15,4	10	38,5	7	26,9
Miss	3	11,5	2	7,7	8	30,8	8	30,8	5	19,2
Ma'am	1	3,8	-	-	3	11,5	10	38,5	12	46,2
Mr. Officer/Mrs. Officer	2	7,7	5	19,2	4	15,4	8	30,8	7	26,9
Lady	15	57,7	9	34,6	2	7,7	-	-	-	-

As for the address forms the participants would prefer to be addressed as, most of the participants said they would prefer to be addressed as *Officer* and some said they would prefer HONs. While two participants said they would prefer *Madam* as address in the given situation, one participant said it was not a correct form of address.

Sir is highly appropriate, but we don't use Madam.

(Participant 10, non-academic, female)

Situations 15, 16 and 17 described a context in which the participant was asked to imagine that he or she was a waiter or a waitress and was addressed by a customer by the given forms of address. The age of the addressee was a variable in these situations; the participants were asked to consider that they were hypothetically addressed by an older, the same age and younger customer in the three situations, respectively.

Table 47 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers while addressing a younger waiter/waitress at a restaurant. As is clear from the table, of the 8 items given, *Ma'am* and *Miss* were perceived as appropriate by more than 70% of the participants. One noteworthy result is that unlike the situations which required addressing police officers or security officers, the OT was not rated

as appropriate by all of the participants since the item *Waiter/Waitress* were considered by 61,6% of the participants. This result might suggest that the choice of address forms do change according to the perceived status of occupations. Regarding the items perceived inappropriate by the participants, the items *Hey boy/Hey girl* and *Buddy*, were considered inappropriate by the majority of the native speaker participants.

Table 47 Addressing a younger waiter/waitress at a restaurant

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Hey boy/Hey girl	20	76,9	5	19,2	1	3,8	-	-	-	-
Waiter/Waitress	1	3,8	5	19,2	4	15,4	8	30,8	8	30,8
Buddy	13	50	7	26,9	5	19,2	1	3,8	-	-
Hey there	9	34,6	4	15,4	7	26,9	6	23,1	-	-
Mister/Missus	3	11,5	3	11,5	6	23,1	10	38,5	4	15,4
Madam	3	11,5	7	26,9	7	26,9	5	19,2	4	15,4
Miss	1	3,8	1	3,8	5	19,2	10	38,5	9	34,6
Ma'am	1	3,8	2	7,7	2	7,7	8	30,8	13	50

Seven participants out of 26 said they would prefer to be addressed by the occupational title, *Waiter/Waitress* and seven participants said they would prefer HONs, *Ma'am* or *Sir*. Another form of address preferred was the title, *Miss*.

Table 48 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers while addressing a the-same-age waiter/waitress at a restaurant (Situation 16).

Table 48 Addressing a the-same-age waiter/waitress at a restaurant

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Buddy	14	53,8	4	15,4	6	23,1	2	7,7	-	-
Bro	13	50	8	30,8	3	11,5	2	7,7	-	-
Man	12	46,2	7	26,9	4	15,4	3	11,5	-	-
Mister/Missus	2	7,7	4	15,4	10	38,5	7	26,9	3	11,5
Sir/Madam	-	-	6	23,1	3	11,5	11	42,3	6	23,1
Waiter/Waitress	3	11,5	4	15,4	6	23,1	9	34,6	4	15,4
Lady	19	73,1	7	26,9	-	-	-	-	-	-

As can be seen from the table, the rate of the participants who rated the OT as appropriate decreased in the case of a the-same-age waiter/waitress. The most appropriate form of address was *Sir/Madam* at a rate of 65,4%. There was observed to be a full agreement among the native speaker participants on the inappropriateness of the item *Lady*. Other items that were perceived inappropriate by the more than 70% of the participants were *Bro*, *Man*, and *Buddy*.

The participants' answers to the question how they would prefer to be addressed were the same as those in the previous situation; 23,1 % said they would prefer to be addressed by the occupational title, *Waiter/Waitress* and 19,2 % said they would prefer HONs, *Ma'am*, *Madam* or *Sir*. Other forms of address preferred were the titles, *Miss* and *Missus*.

Table 49 Addressing an older waiter/waitress at a restaurant

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Mister/Missus	2	7,7	4	15,4	5	19,2	9	34,6	6	23,1
Sir/Madam	-	-	3	11,5	5	19,2	11	42,3	7	26,9
Mr. Waiter	6	23,1	6	23,1	5	19,2	7	26,9	2	7,7
Waiter/Waitress	3	11,5	7	26,9	5	19,2	7	26,9	4	15,4
Miss	1	3,8	2	7,7	5	19,2	9	34,6	9	34,6
Ma'am	1	3,8	1	3,8	6	23,1	7	26,9	11	42,3
Lady	17	65,4	7	26,9	1	3,8	1	3,8	-	-

Table 49 displays the perceived appropriateness of the forms of address used by the pre-service English language teachers while addressing an older waiter/waitress at a restaurant. As can be seen from the table, more than half of the participants rated the items *Ma'am*, *Miss*, *Sir/Madam*, and *Mister/Missus* as appropriate. As was the case in most of the situations, the item *Lady* was considered inappropriate by a great majority of the participants.

A greater number of participants than in the previous two situations opted for HONs, *Ma'am*, *Madam* or *Sir* as the form they would prefer to be addressed by and the number of participants who said that they would prefer to be addressed by OT decreased in the case of a younger addressor.

The last situation described a context in which a doctor was addressed by a patient by the given forms of address. The addressee was given a hypothetical name as *Charles Simpson* or *Marisa Crystal* depending on the gender of the addressee. Table 50 shows the perceived appropriateness of the forms of address used by the pre-service English language teachers while addressing a medical doctor.

Table 50 Addressing medical doctors

	Highly Inappropriate		Inappropriate		Partially Appropriate		Appropriate		Highly Appropriate	
	F	%	F	%	F	%	F	%	F	%
Doctor	-	-	-	-	3	11,5	6	23,1	17	65,4
Doctor Charles/Doctor Marisa	1	3,8	8	30,8	6	23,1	1	3,8	10	38,5
Dr. Charles Simpson/Dr. Marisa Crystal	-	-	10	38,5	8	30,8	1	3,8	7	26,9
Mr. Simpson/Mrs. Crystal	2	7,7	11	42,3	7	26,9	2	7,7	-	-
Mr. Charles/Mrs. Marisa	6	23,1	14	53,8	2	7,7	1	3,8	3	11,5
Mister/Missus	4	15,4	11	42,3	7	26,9	3	11,5	1	3,8
Dr. Simpson/Dr. Crystal	-	-	-	-	-	-	6	23,1	20	76,9
Doc	6	23,1	8	30,8	8	30,8	3	11,5	1	3,8
Mr. Doctor/Mrs. Doctor	10	38,5	11	42,3	4	15,4	1	3,8	-	-
Sir/Madam	2	7,7	4	15,4	11	42,3	5	19,2	4	15,4
Ma'am	4	15,4	6	23,1	6	23,1	6	23,1	4	15,4
Charles Simpson/Marisa Crystal	8	30,8	15	57,7	3	11,5	-	-	-	-
Ms. Crystal	7	26,9	16	61,5	2	7,7	1	3,8	-	-
Lady	24	92,3	2	7,7	-	-	-	-	-	-

As is seen from the table, of the 14 items provided, *Dr. Simpson/Dr. Crystal* and *Doctor* were perceived as appropriate by the participants at rates of 100%, and 88,5%, respectively, while the item *Sir/Madam* was regarded partially appropriate with a rate of 42,3%.

As for the items perceived inappropriate by the participants, the most inappropriate forms of address was found to be the items *Lady*, *Charles Simpson/Marisa Crystal*, *Ms. Crystal*, *Mr. Doctor/Mrs. Doctor*, each of which was rated as inappropriate by more than 80% of the native speaker participants.

With respect to the address forms the participants would prefer to be addressed as, 50% said they would prefer to be addressed as *Dr. Simpson/Crystal* and 11,5% said they would prefer *Doctor*.

Further statistical analysis was done to the data to find out whether or not there was a significant relationship between the participants' age or gender and the responses they provided. The results of chi-square statistics suggested that there is a probability of significant relationship (p -value ≤ 0.05) between the age of the respondent and certain forms of address such as *Crimson/Young*, *Mr. Jack/Mrs. Deborah*, *Sweetie*, *Dear*, *Boy/Girl*, *Kid*, *Kiddo*, *Missus*, *Mr. Simpson/Mrs. Crystal*, *Doc*, and *Ma'am*. There was also found to be a probability of significant relationship between the gender of the respondent and certain forms of address such as *Mr. Governor/Mrs. Governor*, *Mr. King*, *Mr. Paul*, *Angela*, *Madam*, *Ma'am*, *Lady*, and *Doctor*.

CHAPTER V

DISCUSSION AND CONCLUSIONS

This chapter discusses the results of the study and the conclusions drawn from it. In the first part, the results of the study are discussed under four subtitles designed according to the research questions of the study. Next, the implications of this study are explained. Finally, some recommendations for further research were made.

5.1. The Summary and Discussion of the Findings

The results of the present study are discussed under four sections as the preferred address forms by the pre-service English language teachers, factors influencing pre-service English language teachers' choices of address forms, coping with uncertainty in addressing situations, and the appropriateness of the forms of address preferred by the pre-service English language teachers. These sections are designed according to the research questions of the study. The following sections of the study present the summary and discussion of research findings.

5.1.1 The Preferred Address Forms by the Pre-service English Language Teachers

The first research question aimed to investigate the pre-service English language teachers' repertoires of address forms in English and to determine what forms of address they prefer to use while addressing interlocutors in academic and non-academic situations.

The necessary data to answer the first research question were collected through a written DCT and an oral DCT conducted as a think-aloud study. The question had five sub-questions as to better understand freshman and senior pre-service English language teachers' preferences of address forms.

The first and third sub-questions investigated the preferred forms of address in academic settings by freshman pre-service English language teachers and senior pre-service English language teachers, respectively. In order to answer the question, the written DCT data collected from 95 freshman and 92 senior pre-service English language teachers and the verbal protocol data collected from 9 freshman and 9 senior pre-service English language teachers were analyzed. There were 10 academic situations in the questionnaires which included addressing interlocutors such as professors, instructors, classmates or students, librarians and department secretaries.

There was found to be a general agreement among the freshman pre-service English language teachers to address university professors, including full professors and instructors, by TLN when the name of the addressee was known. Male professors were addressed by the freshman pre-service English language teachers as *Mr. +LN* at a rate of 71,6 %. Female professors were also addressed mostly TLN (76,8 %); the most popular address forms to address female professors were found to be *Mrs. + LN* and *Miss + LN*. The given professors were hypothetically older than the participants but they did not know whether the female professors were married or single. Still, they opted for *Mrs.* or *Miss*; the use of *Ms.*, the neutral address form used for women was not found to be prevalent in the pre-service English language teachers' repertoires of forms of address in English. Although an insignificant number of participants wrote in the written DCT that they would address the female interlocutors as *Ms. Hampton* or *Ms. Brown*, it might be speculated that they meant *Miss*, since not a single participants in the think-aloud group or focus group interviews mentioned the use of *Ms.*

When the names of the interlocutors were not known, the most popular address forms among the pre-service English language teachers were found

to be HONs to address both the male and female professors. The male professors were addressed as *Sir* by the majority of the freshman participants (around 62%). The female professors were addressed as *Madam* (around 40%). There was found to be approximately a 20-per cent-gap between the rates of participants who preferred HONs to address the male professors and female professors, which might be explained by the fact that address forms used to address female interlocutors are more varied than those used to address male interlocutors. In the case of the female full professor, some freshman pre-service English language teachers preferred to use address forms other than HONs such as *Miss*, *Missus*, *Professor*, and *Teacher* and so on. Also more participants preferred to use non-address forms; attention-getters such as *Excuse me*, or requests such as *Can I ask a question?*

The same general tendency to address professors by TLN when the names of the interlocutors were known (73,9%, 66,3%, 51,1%, 56,5%) was found in the data collected from senior pre-service English language teachers. However, to address professors by HONs when their names were not known was found to be less preferred by the senior pre-service English language teachers. This might be due to the fact that senior pre-service English language teachers are more aware of academic titles such as *Professor*; the data revealed that more participants in the senior group preferred to use *Professor* as the address term.

The results of the present study revealed that there was a certain amount of change in the level of formality in addressing instructors. The change in the level of formality was indicated by the use of OT, *teacher*. The use of OT, *teacher* in both groups of participants was found to be more prevalent in addressing instructors rather than full professors. *Teacher*, which translates the Turkish usage (*hocam* or *öğretmenim*) might be (if not certainly) the most prevalent address form among EFL learners in Turkey to address teachers and professors. Some participants in the think-aloud and interview groups said they knew it was not a correct form of address, but they used it regardless. In the present study, more participants opted for *Teacher*

in the case of instructors than that of full professors. In the freshman group the rate of participants who addressed the full professors as *Teacher* was 3,2 %, while the rate of participants who addressed the instructors as *Teacher* was 9,5 % on average. In the senior group the former was found to be 10,1% and the latter was found to be 23,1 %.

The DCT included two academic situations which required addressing classmates. While one of these hypothetical classmates was not a close friend of the addressor, the other was. For both situations, the most popular address form was found to be FN when the name of the interlocutor was known; 70 % on average in the freshman group and 63,2 % on average in the senior group. However, it was found that in both groups the rate of participants who preferred to address the interlocutors by FN dramatically decreased as the age of the interlocutors increased. For instance, in response to the sixth situation in the questionnaire, in the freshman group 82,1 % of the participants addressed a younger classmate by FN, but the rate of the participants who addressed an older classmate turned out to be 38,9 %. Similarly, in the senior group 77,2 % addressed the younger classmate by FN and 40,2 % chose to do so for the older classmate. In Turkey, the choice of address forms is age-based among other things. Age is one of the factors that determine the relative power of the speaker over the hearer or vice versa. People in Turkey are hardly ever on a first name basis with older interlocutors, which might explain the pre-service English language teachers' tendency to avoid FN addressing with older interlocutors. However, their attempts to switch to 'politer' forms when they were to address older interlocutors might put them in face-threatening situations. The problem does not seem to be related to the motivation behind the choice of address form, but the address form itself. It was found that many participants avoided addressing older interlocutors by FN, only to address them by TLN or TFN, or even HON + LN. A significant number of participants preferred to use non-address forms such as attention-getters or greetings to avoid addressing the interlocutor, which might be a safer strategy. When the names of the interlocutors were not known in the case of a not very

close classmate, the participants preferred non-address forms over address forms.

The DCT included two situations which required addressing a group of interlocutors; one group of 5 unfamiliar students in a dormitory and one group of familiar/unfamiliar students in a class. In the former situation, the majority of the participants preferred non-address forms; the rate of participants who opted for non-address forms was found to increase directly proportionally with the age of the interlocutor, especially in the freshman group; while 22,1 % preferred to use non-address forms to address younger interlocutors, 53,7 % preferred to do so for the older interlocutors. The participants' concern about addressing older interlocutors appropriately was also apparent in that the rate of participants who opted out. The rate of participants who said they did not know how to address the interlocutor tripled in the case of older interlocutors. (6,9% as opposed to 21,9%). Similar results were found for the latter situation. The participants mostly preferred familiarisers such as *Guys*, *Friends*, and *Everybody/Everyone* to address the given interlocutors, the popularity of which, again, was found to change according to the age of the interlocutors and also to the familiarity of the interlocutors.

The questionnaire included two situations which required addressing administrative staff such as librarians and department secretaries. Similar to the results of the situations which required addressing professors, the most popular forms of address were found to be TLN for both male and female interlocutors when their names were known and HONs when their names were not known. One difference between the preferred forms of address to address the two groups of interlocutors might be noteworthy; in the case of female professors the HONs preferred by the participants were *Madam* or *Ma'am*, the former being more popular. However, in the case of female administrative staff, some participants preferred to use *Lady* as the address term. Also, more prevalent in the case of female administrative staff was found to be titles such as *Miss* and *Missus*. The reason why more participants

opted for these three forms of address in the case of female administrative staff, but not in that of female professors might be explained through L1 culture influence. All three of these address terms might translate the Turkish usage, *Hanımefendi*, which you would use in Turkish context to address unfamiliar female interlocutors politely; however, it would be impolite, if not rude, to address female professors as *Hanımefendi*. It might be concluded from this finding that the intention of the participants in this situation as the addressor is to be polite, but whether or not their intention to be polite would be recognized by a native-speaker addressee is questionable.

The second and fourth sub-questions investigated the preferred forms of address in non-academic settings by freshman pre-service English language teachers and senior pre-service English language teachers, respectively. The situations required, in general, addressing interlocutors of various occupations such as governors, doctors, shop owners, cashiers police officers, security officers, bank clerks, and waiters and two situations required addressing very young and very old interlocutors.

Governors and medical doctors are listed as occupations of high prestige scores in Ganzeboom and Treiman (1996) and such a perception of these two occupations were also revealed in the findings of the present study. This perception was revealed in pre-service English language teachers' preferences of address forms; in order to address the given governors, the pre-service English language teachers mostly preferred TLN or TFNLN when they knew the names of the interlocutors. Although it is not very likely that the name of a governor will not be known, the participants were asked to consider such a situation as well in order to see whether or not they would prefer HONs or OTs. The findings revealed that when the names of the interlocutors were not known, the participants preferred HONs for both the male and the female governors. However, the use of HONs was not found to be as popular as in the case of professors; 28,4% of the whole population of participants used *sir* to address the male governor and 20,3% preferred to use *madam* to address the female governor. The rate of participants who used *sir*

and *madam* to address the professors were 52,2% and 30,9%, respectively. In the case of addressing governors, the OT, *governor*, was used to address both the male and the female interlocutors at rates of 12,8 and 11,6, respectively. In the case of medical doctors, the use of OT, *doctor*, was found to be even more prevalent. In the senior group, 33,7% of the participants preferred OT, while 25% preferred to use *Sir* for the male doctor and 17,4% preferred to use *madam* for the female doctor when the names of the interlocutors were not known. In the freshman group, however, the use of HONs was found to be more popular; 45,3% addressed the male doctor as *sir* and 32,6% addressed the female doctor as *madam*. The use of OT for both interlocutors was found to be 22,1% and 21,1% for male and female doctors, respectively. When the names of the interlocutors were known, the majority of the participants preferred TLN, *Mr. Simpson* and *Miss/Mrs. Crystal* at rates of 63,1% and 61,9%, respectively. The native speaker data, which will be discussed in detail in the following parts of the study, showed that a more appropriate address form would be an OTLN as *Dr. Simpson* or *Dr. Crystal*. It was found that more participants in the senior group preferred OTLN; while on average 24,5% of the senior pre-service English language teachers addressed the given interlocutors as *Dr. Simpson* or *Dr. Crystal*, the rate of participants who preferred such address in the freshman group was found to be 11,5% on average. It might be concluded from this finding that senior pre-service English language teachers are more aware of occupational titles as appropriate forms of address than freshman pre-service English language teachers.

Two situations in the questionnaires included addressing shop owners and cashiers. In the case of younger and the same age interlocutors, the mostly preferred address form was found to be FN; on average 71,2% of the freshmen and 67,4% of the seniors preferred to address the given interlocutors by FN. However, as was the case in some of the academic situations, there was found to be a general avoidance of FN address among the participants in the case of older interlocutors; instead, the majority of participants preferred TLN/TFN

as *Mr. King* or *Miss/Mrs. Angela*. 12,8% of the whole population of pre-service English language teachers preferred to address the older shop owner by KT's such as *brother, uncle, and even father*, mostly followed or preceded by the first name of the interlocutor such as *uncle Paul* or *Paul uncle*. This might be explained by L1 culture influence since, as was also stated by some of the participants during the think-alouds, it is common in Turkey to address older local shop owners as *amca* or *ağabey*.

Benden büyükse, biz mahalle bakkallarına genelde dayı veya amca dediğimiz için... *Hey uncle Paul* derdim.

If he is older than me, since we call the shop owners in our neighborhood *dayı* or *amca*, I would say *Hey Uncle Paul*.
(Student 11)

Also, the situation given in the questionnaire suggested that the participant goes to this little shop in his or her neighborhood almost every day, which, in other words, suggested that there was a certain amount of familiarity due to repeated encounter between the addressor and the addressee. However, in the case of a cashier at a supermarket, which was probably a one-time encounter, none of the participants opted for KT's. Bayyurt and Bayraktaroğlu (2001) also found, in their study on the use of pronouns and address terms in Turkish service encounters, that the use of KT's especially to address grocers is common in Turkey and that the use of "the familiar pronoun, *sen*, was the highest cumulative use in the local grocery" and it was not used in the case of a service encounter at a supermarket at all (p.231). So, it is also possible that since there is no T/V distinction in English, the participants expressed familiarity and solidarity through the use of KT's, although it may not be appropriate in English. Most of the participants preferred non-address forms such as attention-getters or greetings when the names of the interlocutors were not known.

Another set of interlocutors to be addressed included police officers, bank clerks and security officers. For all three groups of interlocutors the most popular address form was found to be HONs, *sir* and *madam*, except for in the case of the-same-age bank clerks; more participants preferred to use non-address forms over HONs to address interlocutors who were approximately the same age as the addressor. Given the situations, the use of HONs might be appropriate. Another appropriate form of address in the case of police officers and security officers would be OT, *officer*, as is apparent from the native speaker data. Not many participants addressed the given interlocutors as *officer*; on average 7,9 % of the participants in the freshman group and 13,5 % in the senior group used *officer* to address police officers and security officers, which might indicate that more participants in the senior group are aware of the use of OT, as far as pre-service English language teachers' repertoire of English address forms is concerned. There was not found to be a significant difference in participants' perception of the status of the given three occupations, considering the address forms they preferred. However, in the case of waiters and waitresses, HONs were not found to be the most popular address forms, although there was an increase in the number of participants who preferred to use HONs in the case of older interlocutors. The majority of the participants preferred to use non-address forms such as attention-getters, requests, and greetings. On average 57,2% of the freshmen and 30,6% of the seniors avoided addressing the waiters/waitresses. Following non-address forms, the second most popular address form was HONs; however, in almost all the cases the rate of participants who opted for HONs in the senior group outweighed those in the freshman group. A similar result was found regarding the use of OT, *waiter/waitress*; on average 15,4% of the senior participants preferred OT, while the rate of freshman participants who preferred OT was found to be 2,6% on average.

The last two results to mention were regarding addressing children and elderly people. In the case of elderly people, an elderly lady to be precise, it was no surprise that the most popular address form was HONs, *madam*

(49,7% on average) and *ma'am* (10,5% on average), both of which were rated as appropriate by the native speaker participants. In the case of addressing children, the participants were found to be most challenged. Other than those participants who opted out and said they did not know how to address the given interlocutor, there was found to be more than 30 different forms of address suggested by the participants for both the male and the female interlocutors. Of all the suggested forms of address *boy* for the male interlocutor (32,5% on average) and *girl* for the female interlocutor (32% on average) were found to be the most popular address forms.

All in all, it was found that the pre-service English language teachers in the present study mostly preferred TLN and HONs to address interlocutors of higher status and older age. As for interlocutors of the same age, they preferred FN as long as they knew the name of the interlocutors; otherwise, they mostly preferred familiarisers such as *friend*, *mate* or *Guys*. Although senior pre-service English language teachers were found to be more aware than freshman pre-service English language teachers of occupational titles such as *professor*, *doctor* or *officer*, the findings in general do not suffice to conclude that there was a significant difference between freshman and senior pre-service English language teachers.

5.1.2 Factors Influencing Pre-service English Language Teachers' Choices of Address Forms

The second research question investigated the factors influencing pre-service English language teachers' choices of address forms in English. The question had one sub-question; whether or not the pre-service English language teachers' choices of address forms in English were influenced by addressing conventions in their mother tongue. The necessary data to answer the second research question were obtained from the verbal protocols. Focus-

group interviews also provided insight into the factors that influence pre-service English language teachers' choices of address forms in English.

The data obtained from the verbal protocols showed that the pre-service English language teachers considered certain factors to be influential on their choice of address forms and the factors mentioned by them appeared to be similar, if not identical. The main factors influencing the pre-service English language teachers' choices of address forms in English were found to be age, gender, status, and familiarity of a given interlocutor, most of which might be universal factors that determine the nature of communication and also the forms of address to be used.

In the present study, the most influential factor was found to be the age of the interlocutor. It was especially prevalent in situations when the participants were to address classmates, or other students like themselves and certain interlocutors in service encounters such as at the grocer, at the supermarket or at the bank. In the case of professors, doctors or governors, for instance, age was not mentioned as a prevalent factor, status was. There was found to be a general tendency among the participants in both groups to avoid addressing older interlocutors by FN and to opt for 'politer' forms such as TLN or HONs. It was found that when the participants were thinking and talking about how to address interlocutors who were older than they are, they used such words as *respect*, *polite* and *formal* frequently, which might be interpreted as the probability of a strong relationship between the age of the interlocutor and the participants' idea of respect, politeness and formality. This finding is in contrast with what was suggested by Ervin-Tripp (1986); she suggested that in the American address system in order for age to be a factor in an individual's decision in this regard, age difference must be nearly the size of a generation.

It is common practice in Turkey to assign the relative power to elders. If you asked people in Turkey who they respected, the first word they would utter would probably be 'elders'. Even in primary schools, until recently, students would take an oath and recite it every morning in chorus that they

would be ‘affectionate towards youngsters and respectful towards elders’. Therefore, it is no surprise that age influences pre-service English language teachers’ choices of address forms. The age of an interlocutor might also be influential in native speaker standard as long as there is a huge age gap between the interlocutors such as when addressing very old people or very young children, but other than that age was not found to be especially influential in native speakers’ choices of address forms in the present study. In the case of classmates, for instance, one of the native speaker participants said “Age does not change these responses for me”.

To be fair, the pre-service English language teachers in the study were not given exact ages of the interlocutors; the interlocutors were described roughly as younger, approximately of the same age or older. Therefore, it is not known how much older they assumed the given interlocutor was. However, the native speakers were also given rough descriptions of ages of the addressors, yet they did not rate certain forms of address preferred by the pre-service English language teachers as appropriate. One native speaker, for instance, said that some of the given forms of address were overly formal, which might make a non-native speaker perceived as ‘overly’ distant or even weird. A similar conclusion was also made by one of the senior pre-service English language teachers:

Kullandığımız İngilizce ‘bookish’ olduğu için bizi bir adım geriye düşürüyor. İnsanlarda çok mesafeli davranıyormuşuz gibi biz izlenim uyandırıyor.

Since the English that we use is ‘bookish’, we are lagged behind. It creates an impression as if we were too distant. (Participant 30, senior, male- focus group interview)

It might be concluded that the pre-service English language teachers of the present study transfer politeness norms of their mother tongue into their L2, which might and might not result in pragmatic failure. However, it might

be for their advantage to raise their awareness of differences between the two languages and the two cultures for that matter.

Another factor that was found to be relatively influential on some pre-service English language teachers' choice of address forms was the gender of the interlocutor. In the case of interlocutors of the same age, some participants said the gender of the interlocutor would change the form of address they would use. Especially in interactions in cross-gender dyads, some participants said they would be extra careful of the address forms they would choose to use. However, the female participants' reason to be extra careful in such situations was found to be different from that of male participants. The female participants said they would be self-conscious in their interactions with male interlocutors of the same age; they would use more distant and less face-threatening forms of address or maybe avoid addressing altogether since, otherwise, it would mean that they were 'asking for attention'. The male participants, on the other hand, stated that the presence of a female interlocutor would require that they be politer by minding their tone of voice and manners as well as the forms of address they use. It should be noted however that the conclusion that might be drawn from these findings may not be valid for the whole population of the participants in the study, since these concerns were mentioned by a limited number of participants.

In the case of interlocutors of higher status or older age, the gender of the interlocutor did not seem to be influencing the pre-service English language teachers' decision-making processes as to what address form to use; the forms of address they preferred to use in such cases were already polite forms such as TLN or HONs. This finding is inconsistent with the results of Takiff et al.'s study (2001), in which they investigated the terms of address for male and female professors used by undergraduate students at a college in the United States. Takiff et al. (2001) found that male professors would be more likely than female professors to be addressed by professional title and female professors would be more likely than male professors to be addressed by FN and therefore they were perceived as more accessible by learners. In

the present study, neither male nor female professors were addressed by FN as was predicted. As far as accessibility of the professors is concerned, only one of the participants said female professors were more accessible, which cannot be drawn as a general conclusion of the study.

Other two factors that influence the pre-service English language teachers' choices of address forms were found to be status and intimacy. Status and intimacy, as domains of power and solidarity, are universal aspects of politeness. However, the perception of status and intimacy can change from one culture to another. In the present study, it was found not surprisingly that certain interlocutors such as professors, governors, doctors, police officers were perceived as having a higher status than interlocutors such as waiters, grocers or cashiers. The higher statuses of these interlocutors were reflected in the participants' choices of address forms; the participants mostly opted for TLN or HONs to address interlocutors of higher perceived status. One noteworthy finding was regarding the use of occupational titles to address the interlocutors. It was found that some participants avoided occupational titles in the case of interlocutors of lower perceived status such as waiters. Although it is debatable whether or not it would be appropriate in the target culture to address waiters by occupational titles such as *waiter* or *waitress*, it is interesting that some pre-service English language teachers in the present study said they felt as if they were degrading waiters when they address them by their occupational titles, whereas it did not seem to be a problem in the case of medical doctors. A considerable amount of participants preferred non-address forms in the case of addressing waiters; however, few participants chose to do so in the case of medical doctors. Socio-economic properties of interlocutors in a given act of communication, among other things, do influence the way the participants in the act of communication address each other; however, coded social statuses might differ from one culture to another. Not being aware of the coded social statuses in a foreign culture would probably result in pragmatic failure, which might be face-threatening.

Intimacy, which is one aspect of solidarity, might be more culture-dependent than status. According to Brown and Gilman (1960), “the dimension of solidarity is potentially applicable to all persons addressed”; however, it might be face-threatening, especially for a foreign language speaker, when a perceived symmetrical relation by the L2 speaker is perceived as asymmetrical by the addressee or vice versa. In addition, the forms of address preferred to show intimacy might not be perceived intimate, let alone appropriate by addressees of the target culture. In the present study, it was found that the pre-service English language teachers preferred ENs to address the interlocutors when they wanted to show solidarity. In the case of professors, for instance, some participants addressed the professors whom they found close as *Dear professor* or even as *Dear teacher* to show solidarity, which would sound more appropriate in letter or e-mail salutations. Another form of address preferred by the participants to show intimacy was found to be KTs such as *brother*, *uncle* or *dad*, most of which translate the Turkish usage.

In conclusion, the findings of the present study showed the pre-service English language teachers are aware of the factors to be taken into consideration while addressing people; however, it is obvious from the findings that they do not use address forms effectively. Therefore, it can be concluded that the pre-service English language teachers’ choices of address forms were significantly influenced by addressing norms and conventions in their mother tongue, which might be a result of lack of acculturation and real-life experience regarding the use forms of address in English. It can be concluded from the responses of the participants that they had not received much formal training regarding address forms and their use and they had acquired the forms of address from what they had read in course books and what they had heard from movies or TV shows. Although most of the participants thought their university education raised their awareness of address forms in English either directly or indirectly, this increase in their

awareness did not seem to be fully reflected in their use of address forms in English.

5.1.3 Coping with Uncertainty in Addressing Situations

The third research question aimed to find out how pre-service English language teachers handle situations in which they are not sure how to address an interlocutor. The question had two sub-questions.

The first sub-question investigated whether or not the pre-service English language teachers ever avoid using address forms when they are not sure how to address an interlocutor. In the present study, it was found that most participants avoid using address forms when they are not sure how to address an interlocutor. Among the concerns the participants mentioned are the risk of being impolite and being ridiculed; that is, losing face. Hence, in order not to lose face, they opt for other conversational means such as using attention-getters, greetings or body language or they totally skip the addressing part and start directly with what they want to say. It can be concluded from the findings of the present study that most of the pre-service English language teachers might somehow survive in situations when they do not know how to address an interlocutor. However, especially in the case of turn-initial address forms, they might be disadvantaged due to their lack of knowledge of address forms in English since they will have to wait until they are given the turn by the interlocutor.

Çünkü başlangıç için çok önemli; çoğu öğrenci de başlayamıyor. Başlasa nasıl giriş yapacağını bilemiyor o yüzden bırakıyor. Belki giriş yapabilse devamını getirebilir.

Because it is [knowledge of address forms] to start [a conversation] and most learners cannot even start. If they could... they do not know how to start the conversation so they give up. They will be able to go on with the rest of the conversation if they can start it. (Participant 20)

The context of the present study, that is, the university environment that the pre-service English language teachers are in is a comfort zone for them since they can always switch to their mother tongue; yet, even in their comfort zone some participants avoid using address forms at all, which hinders their participation in the class since they have to wait until they can make eye contact with the interlocutor. Therefore, it can be concluded that knowledge of address forms might boost their confidence and therefore success at school in particular and in communication in general.

The second sub-question investigated whether or not the pre-service English language teachers switch to their mother tongue when they are not sure how to address an interlocutor. It was found that all the participants either switched to their mother tongue in addressing situations in their university, even though they were expected to keep the rest of the conversation in English, or used address forms that translates the Turkish usage. There might be various reasons why they prefer to switch to their mother tongue only for the address term and their doing so might not be a problem considering the context. However, in situations when they will not be able to use their mother tongue such as when they are abroad, these pre-service English language teachers might be left off-guard and, therefore, be disadvantaged.

The findings of the present study might also be used as proof that foreign language learning contexts do not provide foreign language learners

with enough opportunities to practice L2 outside their comfort zone. In a foreign language learning context, the individuals such as learners and teachers form a speech community in its own right and its own norms. A speech community, according to Gumperz (1968) is “a field of action where the distribution of linguistic variants is a reflection of social facts” (p. 225). The social facts in the three universities under investigation are that most of the students (in our study 182 out of 187) are native speakers of Turkish and the other students and professors they interact with are mostly Turkish native speakers. English language is used as a medium of instruction. The students do not have much contact with English outside the school. In other words, their linguistic activity regarding English language is rather limited, which, according to Gumperz (1968), also limits the individual’s need for being more competent since his limited linguistic repertoire would suffice in his interactions within the speech community. “The more narrowly confined his sphere of activities, the more homogeneous the social environment within which he interacts, and the less his need for verbal facility” (p. 226).

5.1.4 Appropriateness of the Address Forms Preferred by the Pre-service English Language Teachers

The fourth research question investigated how appropriate/inappropriate the forms of address used by the pre-service English language teachers. The question had one sub-question which aimed to investigate the perceptions of native speakers of American English of the forms of address used by Turkish pre-service English language teachers. In order to answer the research question, the responses of the pre-service English language teachers to the written and oral DCTs were tested against the American native speaker standard.

In the first SRT, which was given to American English native speaker university professors, there were four situations, under each of which were

listed 10 items to be rated. All of the items were suggested by the pre-service English language teachers as address forms to be used in the case of addressing university professors. Out of the 40 items the native speaker university professors rated, only 5 were rated as appropriate by the majority of the participants. These items were *Professor + LN*, *Professor*, and *Dr. + LN* at the rates of 87,5%, 89,6%, and 83,4%, respectively. In the results of the DCT, the most popular forms of address were found to be *Mr./Mrs. +LN* and *Sir/Madam*. *Mr./Mrs. +LN* was rated by the native speakers as inappropriate at the rates of 56,3% and 62,5%. *Sir/Madam* was rated by the native speakers as inappropriate at the rates of 62,5% and 58,3%. Regarding the forms of address the native speaker participants said they would prefer, the most popular address forms were *FN*, on condition that the student is a graduate student or the professor had initiated the use of *FN*, *Dr. +LN*, on condition that a PhD is held by the professor, *Professor*, even if no PhD is held, and *Ms./Mr. +LN*, unless a PhD is held. It can be concluded from these findings that most of the forms of address that are preferred by the pre-service English language teachers are not perceived as appropriate by native speakers and that the pre-service English language teachers do not have the necessary pragmatic competence regarding the use of address forms when addressing the teaching staff at university.

In the second SRT, which was given to American English native speaker university students, there were 12 situations, under each of which nine to 13 items were listed. All of the items were suggested by the pre-service English language teachers as address forms to be used in the case of addressing classmates and addressing a group of students like themselves.

Out of the 51 items suggested for the cases of addressing classmates, 11 was rated as appropriate by more than 50% of the native speakers. The items rated as appropriate were *FN*, *Dude*, *Bro*, *Man*, and *LN* at the average rates of 100%, 63,8%, 61,5%, 66,2% and 61,6%, respectively. It should be noted that the address terms *Bro*, *Man* and *LN* were considered appropriate in the case of a male classmate, not a female classmate. Regarding the forms of

address preferred by the native speaker participants, *FN* turned out to be the most popular address form. Other forms of address preferred by the native speaker participants were *Dude*, on condition that the situation is super informal, and *Bro*, on condition that the interlocutor is male. It was also suggested by one of the participants that the appropriateness of the given address forms would depend on the nature of the relationship between the addressor and the addressee; if it is a close friendship and if the address forms are used in a jocular manner, then they are appropriate. In the results of the DCT, the most popular address form preferred by the pre-service English language teachers was *FN*, when the name of the interlocutor was known and non-address forms when the name of the interlocutor was not known. Also, it was found in the results of DCT that there is a tendency among the pre-service English language teachers to switch to more formal forms of address such as TLN, KTs or ENs in the case of an older classmate; the native speaker participants did not show such a tendency. TLN address for the given classmates were rated as inappropriate by the native speakers at an average rate of 85,6%; KTs such as *Brother* or *Sister* were rated as inappropriate at an average rate of 71,3% and ENs such as *Honey*, *Dear* or *Darling* were rated as inappropriate at an average rate of 68,4%. Considering these findings, it can be concluded that the majority of the pre-service English language teachers in the present study can use appropriate forms of address in the case of addressing classmates; however, the perceived pragmatic negative transfer in the case of older classmates might result in face threatening acts.

Out of the 58 items suggested for the cases of addressing a group of students, 19 were rated as appropriate by more than 50% of the native speakers. The items rated as appropriate were *Dudes*, *Girls*, *Guys*, *Everybody*, *Folks*, *Ladies and Gentlemen*, and *Class* at the average rates of 61,5%, 55,4%, 86,9%, 90,4%, 65,3%, 67,1%, and 83%, respectively. In the results of the DCT, *Guys* was found to be one of the most preferred address forms in the case of familiar interlocutors when they were not older than the addressor. However, as the age of the interlocutor increased, the use of *Guys* dropped

considerably. In the case of older interlocutors less than 6% preferred *Guys*. More participants in the freshman group preferred *Everybody/Everyone*, which was rated as appropriate by more than 90% of the native speakers. The native speaker data showed that the use of *Friends/my friends*, which was preferred more by the senior pre-service English language teachers than the freshman pre-service English language teachers, was debatable since it was mostly rated as partly appropriate. The pre-service English language teachers mostly preferred non- address forms in the case of unfamiliar and older interlocutors. It might be concluded from these findings that the pre-service English language teachers are aware of the appropriate forms of address in English as far as addressing younger/the same age familiar interlocutors are concerned; however, in the case of older and unfamiliar interlocutors they are very much influenced by the addressing norms in their mother tongue, which leads them to opt for inappropriate forms of address.

In the third SRT, which was given to non-academic American English native speakers, there were 18 situations, under each of which six to 16 items were listed. Out of the 160 items suggested, 49 were rated as appropriate by more than 50% of the native speakers.

With respect to addressing administrative staff, the most popular forms of address preferred by the pre-service English language teachers were found to be TLN and HONs. TLN was rated as appropriate by 82,7% of the native speakers on average. In the case of HONs, the native speakers rated *Sir/Ma'am* as appropriate at a rate of 92,3%; however, the item *Sir/Madam* was rated as appropriate by 23,1% of the native speakers. The huge difference between the ratings of the two items was found to be due to the HON *Madam*. It turns out *madam* sounds old-fashioned and out of use, but *Ma'am* does not. When they were given as single items, *Ma'am* was rated as appropriate by 46,2% and *Madam* by 26,9% the native speaker participants. These findings show that the pre-service English language teachers might lose face when they need to address female interlocutors whose name they do not know.

As for addressing governors, the item that was rated as appropriate by 100% of the native speakers was *Governor* + LN, which was preferred only by 1,6% of the pre-service English language teachers. Another item that was rated as appropriate by 53,8% of the native speakers was *Mr./Mrs. Governor*, which was preferred only by 9,1% of the whole population of pre-service English language teachers in the present study. In the case of addressing medical doctors, the items that were rated as appropriate were *Doctor* and *Dr. +LN*, which were preferred freshman and senior participants by 27,6% and 18% of the participants, respectively. The most popular address forms among the participants were *Mr./Mrs. +LN*, which was rated as inappropriate at a rate of 50% and *Sir/Madam*, which was rated as partially appropriate by 42,3% of the native speaker participants.

In the case of addressing situations in service encounters, the most preferred forms of address by the pre-service English language teachers were FN, when the name of the interlocutor was known; when the name of the interlocutor was not known they either preferred non-address forms or HONs, especially when the interlocutor was older than they were. FN as the address form was rated as appropriate by the native speakers in all cases. HONs were also generally rated as appropriate, with the exception of *Madam*; *Ma'am* was rated as the appropriate form rather than *Madam*.

Most of the pre-service English language teachers in the present study preferred *Boy* and *Girl* as the address form while addressing children; *Boy* and *Girl* were rated as appropriate by 42,3% of the native speaker participants. The most appropriate forms of address were found to be *Young man* and *Young lady* at a rate of 84,6%; however, these forms of address were preferred only by 2,1% of the pre-service English language teachers in the present study.

All in all, it can be concluded from the findings of the study that the pre-service English language teachers have a limited repertoire of forms of address in English; they handle most of the addressing situations, except those in which they address classmates or little children, by using TLN, HONs or

non-address forms. Naturally, there are situations in which these address forms are appropriate or in which they are inappropriate. The native speaker results have shown that in situations such as when addressing professors, doctors and governors, ATLNs such as *Professor Hampton*, *Dr. Simpson* or *Governor Carter* are the most appropriate forms of address. However, ATLNs were not among the most preferred address forms in the data obtained from Turkish pre-service English language teachers. Similarly, it was also found out that in situations such as when addressing police officers, security officers, waiters, doctors and governors when their names are not known, OTs such as *Officer*, *Waiter/Waitress*, *Doctor* and *Governor* are the most appropriate forms of address; yet, in none of the situations were they found to be the most preferred forms of address by the pre-service English language teachers in the present study. Therefore, it can be concluded that the pre-service English language teachers in the present study are mostly lacking the knowledge of occupational titles as appropriate forms of address in English and in general they are deprived of the necessary pragmatic competence regarding forms of address in English.

5.2 Conclusion

The aim of the present study was to investigate the pragmatic awareness of pre-service English language teachers, regarding the appropriateness of the English forms of address they prefer to use in academic and non-academic situations. The study was motivated by the belief that such an analysis would shed light on a rather neglected gap in pre-service English language teachers' pragmatic competence and therefore provide deeper insight for teacher trainers and teachers of English about pre-service English language teachers' actual repertoire of address forms in English, which would hopefully guide their teaching practices.

According to the results of the present study, some conclusions can be drawn regarding the preferred forms of address in English by pre-service English language teachers and appropriateness of those preferred forms. One of the most important results of the study is that pre-service English language teachers in Turkey have a very limited repertoire of forms of address in English and they try to survive in almost every addressing situation with this very limited repertoire of address forms. The general observation is that pre-service English language teachers in the present study mostly prefer TLN and HONs in most of the academic situations, such as when they address professors or administrative staff. These findings are in contrast with Wright's (2009) study. In her study, the university students rarely preferred TLNs in the form of 'Mr. X' or 'Mrs. X' since they thought such forms of address are old-fashioned. However, these findings are consistent with the results of McIntire's (1972) study, in which she investigated terms of address used by (American native speaker) students when addressing faculty. Her results also showed that the most preferred forms of address were TLN; she did not report any instance of HONs. There are almost four decades between McIntire's and Wright's study; the differences between the findings of the two studies indicate a change in American forms of address. Wright's study revealed that in America more learners today prefer informal address forms such as FNs to address professors, which might suggest that foreign language learners including pre-service English language teachers in EFL contexts are stuck with outdated forms of address due to lack of exposure to authentic real-life language.

The findings of the present study are also, in part, consistent with the results of Formentelli's study (2009), in which he investigated address strategies of university students in a British academic setting. In as much as there was found to be similarities and differences between his study and the present study, it should be noted that the participants in Formentelli's study were native speakers of British English. His results also showed that the majority of the participants in his study employed TLN to address lecturers

in interactions in the classroom. However, the titles used by the participants in his study were occupational titles such as *Professor* and *Doctor*. In the present study, the pre-service English language teachers preferred titles such as *Mr.*, *Miss* and *Mrs.* Similar to the findings of the present study, Formentelli also found a considerable number of the participants used HONs to address lecturers “to express the highest degree of respect” (p. 184), but he stated that the feminine forms of HONs such as *madam* and *ma'am* had not been mentioned by the informants, while the masculine form *sir* was frequently employed in addressing lecturers. In the present study, the use of *madam* was found to be almost as frequent as the use of *sir*. Formentelli's results were also, to a certain extent, similar to the results of the present study in terms of the level of formality employed by learners in addressing instructors. Formentelli found that in the British academic setting the majority of the learners preferred to address instructors by FN. The findings of the present study also show that there is a change in the level of formality in the case of addressing instructors; however, it is not indicated by the use of FN, but by the use of OT, *teacher*.

The results of the present study show that senior pre-service English language teachers have a greater tendency than freshman pre-service English language teachers to opt for *Teacher* in the case of addressing interlocutors, which is found to be in contradiction with the assumption that senior pre-service English language teachers would be less inclined towards inappropriate address forms in English. However, the greater tendency among the seniors to opt for an ‘inappropriate’ form of address might not necessarily suggest that their knowledge of address forms in English is not as good as that of freshmen. It might be possible that the addressing behavior of these pre-service English language teachers were conditioned through positive reinforcement they had been receiving from their professors. The appropriateness of a form used while addressing someone (or any speech act thereof) is not only about grammatical correctness, but also its pragmatic function. When we address someone, we are responded by the hearer in a

certain way, positively or negatively. If the illocutionary act of addressing someone produces the desired perlocutionary effect; that is, if we can get the hearer to recognize our intention, and then the words or sentences we use might be of secondary importance in an act of communication. As Searle (1972) put it, “one’s meaning something when one says something is more than just contingently related to what the sentence means in the language one is speaking” (p.145). In this regard, it might be possible that the pre-service English language teachers in the present study were repeatedly recognized by their professors when addressed as *Teacher*, and therefore, made a habit of using it to address their professors. Therefore, it should be considered that the underlying reasons behind the choice of a particular address form might inform us more than the address form itself.

Another conclusion which can be drawn from the present study is that the pre-service English language teachers depend very much on the addressing norms and conventions in their mother tongue in their choice of address forms in English, which leads to negative pragmatic transfer. The results have shown that the pre-service English language teachers in the present study are deprived of real-life experience as far as English address forms are concerned. During the data think-aloud sessions it was observed that the participants felt the need to recontextualize the given contexts in the oral DCT; the given contexts were hypothetical English-spoken contexts and it turns out that they were so hypothetical for the participants that they could not create a clear mental image of the contexts. Therefore, they recontextualized the given contexts only to imagine a similar situation in a Turkish-spoken context. This can be interpreted as a lack of episodic memory; that is, the memory of past personal experiences, regarding the use of address forms in English, which leaves them not many choices but to turn to their episodic memory of addressing situations in their mother tongue. Therefore, pre-service English language teachers in foreign language learning environments should be assisted to get more chances of practice in and outside the classroom.

The results of the present study make it very clear that there is a gap between what the learner wants to say and what he can say regarding the forms of address in English and this gap goes unnoticed. Many pre-service English language teachers in the present study stated that they had not been aware of the existence of such a gap until they were given the DCT. Also, many pre-service English language teachers stated that they had learned the forms of address in their repertoires from movies, TV shows or books, which might be interpreted as incidental learning rather than intentional learning. Considering the finding that pre-service English language teachers have a very limited repertoire of forms of address in English, it might be concluded that incidental learning alone does not result in full acquisition of forms of address in the target language, which complies with Schmidt's (2010) Noticing Hypothesis, which suggests that "input does not become intake for language learning unless it is noticed, that is, consciously registered" (p. 722). Therefore, efforts should be made in language classrooms to promote learners' noticing the use of address forms in English and the differences between the addressing norms in the native and target language. As was also stated by Zhang (2012),

...not only teachers who try every effort to draw students' attention by various ways in class but also textbook compilers and people concerned should take all those factors into consideration and provide teachers with good 'hardware'. The joint efforts will yield a more desirable result -- cultivating more competent students (p. 583).

Another conclusion that can be drawn from the results of the present study is that the present teaching practices do not have a considerable effect on pre-service English language teachers' acquisition of forms of address in English. The result of the study reveals that there is no significant difference between freshman and senior pre-service English language teachers. Also, during the interviews, the majority of the participants stated that forms of

address in English was not explicitly taught at school, except that they were mentioned once or twice in certain classes such as Oral Communication Skills and Pragmatics. Considering the fact that the participants of the present study are trained to be English language teachers, their lack of pragmatic competence regarding address forms in English will yield undesirable results. First of all, since these students are going to be English language teachers, there is always the risk that they will pass on inappropriate forms of address to their prospective students, which will result in a vicious cycle of pragmatic failure. Second of all, these students will have to face the risk of pragmatic failure in their interactions with native speakers of English or speakers of other languages than Turkish. More and more individuals today go abroad for educational or touristic purposes, where they will communicate in the English language. Pragmatic failure, which seems to be a great probability considering the results of the present study, will result in face threatening acts and make the individual seem impolite, among other things. Thomas (1983) point at the undesired results of pragmatic failure and say, “While grammatical error may reveal a speaker to be a less than proficient language-user, pragmatic failure reflects badly on him/her as a *person*” (p. 97).

All in all, as the results of the present study display, pre-service English language teachers in the present study operate on a rather limited knowledge of forms of address in English and are lacking the necessary pragmatic competence in this regard. Therefore, teaching practices should be redesigned so as to empower pre-service English language teachers as more effective communicators in the English language and as more effective future teachers.

5.3 Pedagogical Implications of the Study

In the light of the findings of the present study, certain pedagogical implications can be drawn for foreign language teaching and language teacher education in EFL contexts.

One of the implications is that foreign language teaching practices should be reconsidered so as to include pragmatic functions of language into syllabi. A variety of activities which would raise learners' pragmatic awareness and which would provide them with opportunities to experiment with, and even play with, language should be designed. In other words, classroom teaching practices must support students to improve their pragmatic competence, since the foreign language classroom might be the only place for the learner to be exposed to and to practice language in use.

The pre-service English language teachers in the present study reported during the interviews that they had learned most of the address forms from course books. Therefore, another implication of the study is that course book writers should make the pragmatic functions of the language the focus of their books. Course books that are used in public schools in Turkey are written and designed by non-native speakers of English. Therefore, course book writers should be informed, and trained if necessary, so that they could present in the course books appropriate and authentic language regarding a variety of speech acts. As for forms of address in English, course books should present a variety of forms of address in a variety of modes of interaction such as face-to-face interaction or online correspondence.

Another implication of the study is that language teacher education programs should offer courses that would improve the pragmatic competence of teacher trainees. At present, language teacher education programs in Turkey offer theoretical courses on pragmatics; however, there should also be courses which would specifically work on improving the pragmatic competence of teacher trainees so that they will be more effective foreign language teachers.

The last implication of the study is to do with the role of teachers in EFL contexts. It was apparent in the findings of the present study that pre-service English language teachers model their addressing behavior on what they hear and observe from people around them. Therefore, teachers of English as a foreign language and teacher trainers such as professors and

instructors in language teacher education programs should be role models for their students both in written and oral forms of communication.

5.4 Recommendations for Future Research

The present study aimed at investigating the preferred forms of address in English by Turkish pre-service English language teachers and the appropriateness of those preferred forms. The study mostly aimed to describe the situation at hand. It did not aim to analyze what should be done to improve pre-service English language teachers' pragmatic competence regarding forms of address in English. Therefore, an experimental study can be conducted in the future which would provide insight about how to integrate the teaching of forms of address in English into the current curricula for teacher training faculties or for EFL classes in general. The field of English language teaching might gravely benefit from such a study. As was posited by Thomas (1983), "language teachers... cannot afford to be satisfied with simply recording the fact of pragmatic failure. Rather, they must concern themselves with investigating its causes and doing something about it" (p. 109).

In addition, the present study did not aim to investigate the perceptions of teacher trainers regarding the research problem. Further research can be conducted on the perceptions of non-native teachers' perceptions of pre-service English language teachers' use of address forms in English. Such a study might shed light on the possible differences between the perceptions of native speakers and non-native speakers.

It might also be beneficial to analyze course books in order to see what forms of address are available in the input from course books and whether or not the input regarding English forms of address in course books needs enhancing.

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APPENDICES

Appendix A: The coding scheme for the analysis of verbal protocols

Coding Category	Description
<i>Clarifying the context</i>	Participant reads the situation and revises the context in his/her mind, making sure he/she understands it.
<i>Solving</i>	Participant suggests a form of address for the given situation either in the mother tongue or the foreign language.
<i>Reviewing/Reflecting</i>	Participant talks about what he/she suggested as a solution sometimes to change it and sometimes to stick with it.
<i>Recontextualizing the context</i>	Participant refers to a context in his mother language/culture due to lack of real life experience in the target language.

Appendix B: Interview questions for focus-group interviews

Turkish:

1. İngilizcede kişilere nasıl hitap edeceğinizi bildiğinizi düşünüyor musunuz?
2. İngilizcedeki hitap ifadelerini nasıl öğreniyorsunuz?
3. Kişilere hitap ederken ne gibi unsurlara dikkat ediyorsunuz? Bu unsurlar Türkçe ve İngilizcede farklılık gösteriyor mu?
4. Sadece İngilizce konuşabildiğiniz bir ortamda, bir kişiye nasıl hitap edeceğinizi bilmediğinizde ne yaparsınız?
5. Okulda hocalarınıza ya da arkadaşlarınıza hitap ederken sadece hitap ifadeleri için Türkçeye döndüğünüz oluyor mu? Oluyorsa sebepleri nelerdir?
6. İngilizcedeki hitap ifadeleri konusundaki farkındalığınızın gelişmesi açısından lise ve üniversite eğitiminiz arasında bir fark olduğunu düşünüyor musunuz?
7. Öğretmen olduğunuzda, öğrencilerinize İngilizcedeki hitaplar konusunda doğru yönlendirme yapabilecek bilgiye sahip olduğunuzu düşünüyor musunuz?

English:

1. Do you think you know how to address people in English?
2. How do you learn the address forms in English?
3. What factors do you take into consideration while addressing people? Are these factors the same or different in Turkish and English?
4. What do you do in a situation when you can only communicate in English and do not know how you should address a person?
5. Do you ever switch to Turkish only for the address term when you address your professors or friends at university? If yes, why?
6. Do you think there are differences between your high school and university education in terms of raising your awareness of English address forms?
7. Do you think you will be able to guide and teach your students in the future effectively in terms of English address forms?

**Appendix C: The Curricula Employed in Gazi University, Middle
East Technical University, and Abant İzzet Baysal University**

Abant İzzet Baysal University - Curriculum for ELT Program

	Course Name	Credit	Lab	Contact (h/w)	ECTS
1st Semester					
	Effective Communication Skills	3.00	0	3	3.00
	Contextual Grammar I	3.00	0	3	5.00
	Advanced Reading & Writing Skills I	3.00	0	3	5.00
	Listening & Pronunciation I	3.00	0	3	5.00
	Oral Communication Skills I	3.00	0	3	5.00
2nd Semester					
	Contextual Grammar II	3.00	0	3	5.00
	Advanced Reading & Writing Skills II	3.00	0	3	5.00
	Listening & Pronunciation II	3.00	0	3	5.00
	Oral Communication Skills II	3.00	0	3	3.00
	The English Lexicon	3.00	0	3	5.00
3rd Semester					
	English Literature I	3.00	0	3	6.00
	Linguistics I	3.00	0	3	5.00
	Approaches to Eng. Lang. Teaching I	3.00	0	3	6.00
	English to Turkish Translation	3.00	0	3	5.00
	Oral Expression and Public Speaking	3.00	0	3	3.00
4th Semester					
	Special Teaching Methods I	3.00	2	2	5.00
	English Literature II	3.00	0	3	6.00
	Linguistics II	3.00	0	3	5.00
	Approaches to Eng. Lang. Teaching II	3.00	0	3	6.00
	Language Acquisition	3.00	0	3	5.00
	Research Methods	3.00	0	3	3.00
5th Semester					
	Second Foreign Language I	2.00	0		3.00
	Special Teaching Methods II	3.00	2	2	6.00
	Teaching English to Young Learners I	3.00	2	2	5.00
	Teaching Language Skills I	3.00	2	2	5.00
	Literature and Language Teaching I	3.00	0		5.00
	Drama	2.00	2	2	5.00
6th Semester					
	Second Foreign Language II	2.00	0	2	3.00
	Turkish to English Translation	3.00	0	3	5.00
	Teaching English to Young Learners II	3.00	2	2	5.00
	Teaching Language Skills II	3.00	2	2	5.00
	Literature and Language Teaching II	3.00	0	3	5.00
7th Semester					
	School Experience	3.00	4	1	7.00
	Elective I	2.00	0	2	6.00
	Second Foreign Language III	2.00	0	2	3.00
	Materials Adaptation and Development	3.00	0	3	6.00
8th Semester					
	Practice Teaching	5.00	6	2	10.00
	Elective II	2.00	0	2	3.00

	Elective III	2.00	0	2	3.00
	English Language Testing and Evaluation	3.00	0	3	5.00

Gazi University - Curriculum for ELT Program

	Course Name	Credit	Lab	Contact (h/w)	ECTS
1st Semester					
	Effective Communication Skills	3.00	0	3	3.00
	Contextual Grammar I	3.00	0	3	5.00
	Advanced Reading & Writing Skills I	3.00	0	3	5.00
	Listening & Pronunciation I	3.00	0	3	5.00
	Oral Communication Skills I	3.00	0	3	5.00
2nd Semester					
	Contextual Grammar II	3.00	0	3	5.00
	Advanced Reading & Writing Skills II	3.00	0	3	5.00
	Listening & Pronunciation II	3.00	0	3	5.00
	Oral Communication Skills II	3.00	0	3	3.00
	The English Lexicon	3.00	0	3	5.00
3rd Semester					
	English Literature I	3.00	0	3	6.00
	Linguistics I	3.00	0	3	5.00
	Approaches to Eng. Lang. Teaching I	3.00	0	3	6.00
	English to Turkish Translation	3.00	0	3	5.00
	Oral Expression and Public Speaking	3.00	0	3	3.00
4th Semester					
	Special Teaching Methods I	3.00	2	2	5.00
	English Literature II	3.00	0	3	6.00
	Linguistics II	3.00	0	3	5.00
	Approaches to Eng. Lang. Teaching II	3.00	0	3	6.00
	Language Acquisition	3.00	0	3	5.00
	Research Methods	3.00	0	3	3.00
5th Semester					
	Second Foreign Language I	2.00	0		3.00
	Special Teaching Methods II	3.00	2	2	6.00
	Teaching English to Young Learners I	3.00	2	2	5.00
	Teaching Language Skills I	3.00	2	2	5.00
	Literature and Language Teaching I	3.00	0		5.00
	Drama	2.00	2	2	5.00
6th Semester					
	Second Foreign Language II	2.00	0	2	3.00
	Turkish to English Translation	3.00	0	3	5.00
	Teaching English to Young Learners II	3.00	2	2	5.00
	Teaching Language Skills II	3.00	2	2	5.00
	Literature and Language Teaching II	3.00	0	3	5.00
7th Semester					
	School Experience	3.00	4	1	7.00
	Elective I	2.00	0	2	6.00
	Second Foreign Language III	2.00	0	2	3.00
	Materials Adaptation and Development	3.00	0	3	6.00
8th Semester					
	Practice Teaching	5.00	6	2	10.00
	Elective II	2.00	0	2	3.00

	Elective III	2.00	0	2	3.00
	English Language Testing and Evaluation	3.00	0	3	5.00

Middle East Technical University - Curriculum for ELT Program

First Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
<u>FLE129</u>	INTRODUCTION TO LITERATURE	3	3	0	4.5
<u>FLE133</u>	CONTEXTUAL GRAMMAR I	3	3	0	7.0
<u>FLE135</u>	ADVANCED READING AND WRITING I	3	3	0	7.0
<u>FLE137</u>	LISTENING AND PRONUNCIATION	3	3	0	7.0
<u>FLE177</u>	SECOND FOREIGN LANGUAGE I	3	3	0	7.0
<u>EDS200</u>	INTRODUCTION TO EDUCATION	3	3	0	5.0
<u>IS100</u>	INTRODUCTION TO INFORMATION TECHNOLOGIES AND APPLICATIONS	0	2	0	1.0
Any 1 of the following set ..					
<u>TURK103</u>	WRITTEN EXPRESSION	2	2	0	4.0
<u>TURK107</u>	TURKISH I	2	2	0	4.0
<u>TURK201</u>	ELEMENTARY TURKISH	0	4	0	2.0

Second Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
<u>FLE134</u>	CONTEXTUAL GRAMMAR II	3	3	0	7.0
<u>FLE136</u>	ADVANCED READING AND WRITING II	3	3	0	7.0
<u>FLE138</u>	ORAL COMMUNICATION	3	3	0	7.0
<u>FLE140</u>	ENGLISH LITERATURE I	3	3	0	4.5
<u>FLE146</u>	LINGUISTICS I	3	3	0	4.5
<u>FLE178</u>	SECOND FOREIGN LANGUAGE II	3	3	0	7.0
Any 1 of the following set ..					
<u>TURK104</u>	ORAL COMMUNICATION	2	2	0	4.0
<u>TURK108</u>	TURKISH II	2	2	0	4.0
<u>TURK202</u>	INTERMEDIATE TURKISH	0	4	0	2.0

Third Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
<u>CEIT319</u>	INSTRUCTIONAL TECHNOLOGY AND MATERIAL DEVELOPMENT	3	2	2	6.5
<u>FLE238</u>	APPROACHES TO ENG.LANG.TEACHING	3	3	0	4.5
<u>FLE241</u>	ENGLISH LITERATURE II	3	3	0	4.5
<u>FLE261</u>	LINGUISTICS II	3	3	0	4.5

<u>FLE277</u>	SECOND FOREIGN LANGUAGE III	3	3	0	7.0
<u>EDS220</u>	EDUCATIONAL PSYCHOLOGY	3	3	0	5.0

Fourth Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
	INSTRUCTIONAL PRINCIPLES AND METHODS				
<u>FLE200</u>		3	3	0	7.0
<u>FLE221</u>	DRAMA ANALYSIS	3	3	0	4.5
<u>FLE262</u>	ELT METHODOLOGY I	3	3	0	4.0
<u>FLE270</u>	CONTRASTIVE TURKISH-ENGLISH	3	3	0	7.0
	ORAL EXPRESSION AND PUBLIC SPEAKING				
<u>FLE280</u>		3	3	0	7.0
	DEPARTMENTAL ELECTIVE				

Fifth Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
<u>FLE304</u>	ELT METHODOLOGY II	3	3	0	4.5
<u>FLE307</u>	LANGUAGE ACQUISITION	3	3	0	5.0
	ADVANCED WRITING RESEARCH				
<u>FLE311</u>	SKILLS	3	3	0	4.0
<u>FLE315</u>	NOVEL ANALYSIS	3	3	0	7.0
Any 1 of the following set ..					
	PRINCIPLES OF KEMAL ATATÜRK				
<u>HIST2201</u>	I	0	2	0	2.0
	HISTORY OF THE TURKISH				
<u>HIST2205</u>	REVOLUTION I	0	2	0	2.0
	DEPARTMENTAL ELECTIVE				
	NONDEPARTMENTAL ELECTIVE				

Sixth Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
	TEACHING ENGLISH TO YOUNG				
<u>FLE308</u>	LEARNERS	3	3	0	5.0
<u>FLE324</u>	TEACHING LANGUAGE SKILLS	3	3	0	7.0
<u>FLE352</u>	COMMUNITY SERVICE	2	1	2	4.0
<u>EDS304</u>	CLASSROOM MANAGEMENT	3	3	0	5.0
	TURKISH EDUCATIONAL SYSTEM				
<u>EDS416</u>	AND SCHOOL MANAGEMENT	3	3	0	5.0
Any 1 of the following set ..					
	PRINCIPLES OF KEMAL ATATÜRK II				
<u>HIST2202</u>		0	2	0	2.0
	HISTORY OF THE TURKISH				
<u>HIST2206</u>	REVOLUTION II	0	2	0	2.0
	NONDEPARTMENTAL ELECTIVE				

Seventh Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
<u>FLE405</u>	MATERIALS ADAPTATION & DEVELOPMENT	3	3	0	4.5
<u>FLE413</u>	ENGLISH LANGUAGE TESTING AND EVALUATION	3	3	0	4.5
<u>FLE423</u>	TRANSLATION	3	3	0	7.0
<u>FLE425</u>	SCHOOL EXPERIENCE	3	1	4	7.0
	DEPARTMENTAL ELECTIVE				

Eighth Semester

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
<u>FLE404</u>	PRACTICE TEACHING	5	2	6	13.5
<u>FLE426</u>	THE ENGLISH LEXICON	3	3	0	7.0
<u>EDS424</u>	GUIDANCE	3	3	0	5.0
	DEPARTMENTAL ELECTIVE				

h/w = hours per week

Appendix D: A DCT for Address Forms in Academic and Non-academic Situations

Sevgili Katılımcı,

Bu anket Amerikan İngilizcesindeki hitap şekilleri hakkında veri toplamak amacıyla oluşturulmuştur ve bu verilerin toplanmasında siz değerli öğrencilerin vereceği cevaplar büyük önem arz etmektedir. Vereceğiniz cevaplar İngiliz Dili Eğitimi alanında yapılan çalışmalara önemli katkı sağlayacaktır. Biz araştırmacılar ancak araştırmalar sayesinde daha fazla bilgiye sahip olabiliyoruz ve bu ancak sizin cevaplarınız sayesinde mümkün olabilmektedir.

Anket 3 bölümden oluşmaktadır. Birinci bölümde kişisel profiliniz hakkında veri toplamak üzere hazırlanan sorular bulunmaktadır. Bu sorular şu andaki İngilizce seviyenizin alt yapısını oluşturan unsurlar hakkında bilgi edinmek için hazırlanmıştır. Burada beyan edeceğiniz her türlü kişisel bilgi kesinlikle gizli tutulacak ve hiçbir koşul altında üçüncü şahıslarla paylaşılmayacaktır. Anketin ikinci bölümünde akademik durumlardaki hitap şekillerine yönelik durumlar verilmiştir. Son olarak üçüncü bölümde, akademik olmayan durumlardaki hitap şekillerine yönelik durumlar verilmiştir. Yardımınız ve katkılarınız için şimdiden teşekkür ederim.

Canan TERZİ

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Part I.

Bu bölümde özgeçmişinizle ilgili sorular yer almaktadır. Bu bilgiler şu anki dil kullanımınız üzerinde etkileri olup olmadığının görülmesi için toplanmaktadır.

Burada verdiğiniz bilgiler kesinlikle gizli tutulacak ve hiçbir koşul altında üçüncü şahıslarla paylaşılmayacaktır.

1. **Ana diliniz:** _____
2. **Konuştuğunuz başka yabancı dil var mı? ?** Evet Hayır
3. **Varsa hangileri?** _____
4. **Yaşınız:** 18 altı 18-19 20-21 22-24 25 ve üzeri
5. **Cinsiyetiniz:** Kadın Erkek
6. **Yurtdışında bulundunuz mu?** Evet Hayır

Evet ise, nerede ve ne kadar süreyle?

7. Hangi tür liseden mezun oldunuz?

- Düz Lise Anadolu Lisesi Anadolu Öğretmen Lisesi
 Özel Lise Askeri Lise Fen Lisesi
 Diğer _____

8. Şu anda kaçınıcı sınıftasınız? :

1. Sınıf 2. Sınıf 3. Sınıf 4. Sınıf

Part II.

Bu bölümde size bazı durumlar verilmiştir. Tanımlanan durumlardaki kişilere nasıl hitap edileceği konusunda bilgi toplamak için hazırlanan bu kısımda durumların hemen altında hitap edilecek kişiler tanıtılmıştır. Durumları okuduktan sonra, her bir durum için verilen kişilere İngilizce olarak nasıl hitap edeceğinizi kişinin karşısına gelen boşluğa yazın.

Verilen durumlar için, yurtdışında eğitim görmekte olan bir üniversite öğrencisi olduğunuzu ve çevrenizdeki kişilerle iletişim kurmak için kullanabileceğiniz tek dilin İngilizce olduğunu hayal edin. Söz konusu kişilere hitap etmek için kullanacağınız ifadeleri tam olarak yazmaya çalışın.

Lütfen tablolardaki her bir satır için cevap yazın. Araştırmanın sağlıklı olması için, lütfen boş satır bırakmayın. Eğer söz konusu kişiye nasıl hitap edeceğinizi bilmiyorsanız, tablonun en sağında "I don't know how I should address this person" sütununda kişinin karşısına gelen kutucuğa (X) işareti koyun.

Example:

You're at home and preparing for a big exam. You cannot find the book you need to study; so you want to know if anybody in your family knows where it is.

		Mode(s) of address (Your answer will go here)	I don't know how I should address this person.
<i>Your brother Ali</i>	<i>Older than you</i>	<i>Abi</i>	
	<i>Younger than you</i>	<i>Ali</i>	
<i>Your sister Emel</i>	<i>Older than you</i>	<i>Abla</i>	
	<i>Younger than you</i>	<i>Emel</i>	
<i>Mother</i>	<i>Anne</i>		
<i>Father</i>	<i>Baba</i>		

Academic Situations

1. For one of your courses you need to write a response paper, but you have questions about what exactly you are supposed to do. So, you decide to go to the professor's office and ask **her** what you are supposed to do. You knock on the door and enter. You address the professor as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Name known: July Hampton		
	Name not known (female)		

2. Your midterm results have just been announced. Your grade for one of your courses is lower than you were expecting, so you would like to talk to the professor and see your paper. On your way to the building on the campus, you see the professor and go up to **him** to make an appointment. You address him as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Name known: Ted Jones		
	Name not known (male)		

3. You are in the class. The instructor is lecturing. You couldn't exactly understand the last point she made and you need to ask for clarification. So you raise your hand to ask **her**. You address the instructor as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Name known: Allison Brown		
	Name not known (female)		

4. You are in the class. The instructor is lecturing. You're not feeling very well so you decide to ask for permission to go out. You raise your hand and ask **him**. You address the instructor as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Name known: Matt Cooper		
	Name not known (male)		

5. You are an Erasmus exchange student in Spain at an English-medium university. **You can't speak Spanish**, so you use English to communicate. You are staying in a dormitory. It is midnight. You can't go to sleep because of the noise coming from the next room. So, you go to their door, knock and enter. There are five students who seem to be chatting and having fun. You address them as:

	Mode(s) of address	I don't know how I should address this person.
Younger than you		
Same age as you (approx.)		
Older than you		

6. Your exams are running close. You want to ask a classmate to lend his class notes to you so that you can have a photocopy. **You two are not very close friends** but occasionally socialize during break times. You go up to **him** and you address **him** as:

		Mode(s) of address	I don't know how I should address this person.
Younger than you	Name known: Jose Alvarez		
	Name not known (male)		
Same age as you (approx.)	Name known: Jose Alvarez		
	Name not known (male)		
Older than you	Name known: Jose Alvarez		
	Name not known (male)		

7. Today you have a class at 9 a.m. You are already late and cannot remember the number of the classroom you need to go to. You see a classmate in the stairs. **She is a good friend of yours**. You want to ask her whether or not she knows in which classroom the class is taking place. You address her as:

		Mode(s) of address	I don't know how I should address this person.
Younger than you	Name known: Ally Black		
Same age as you (approx.)	Name known: Ally Black		
Older than you	Name known: Ally Black		

8. You are at the library. You cannot find the book you are looking for, so you decide to ask the librarian. You go up to the librarian and you address him as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Male Name known: Jack Crimson		
	Name not known		
	Female Name known: Deborah Young		
	Name not known		

9. You've just been asked by a professor to make an announcement to the class. It's noisy; everybody seems to be engaged in conversation with one another. You need to take everybody's attention to make the announcement and to make sure everybody hears you. You address the class members as:

		Mode(s) of address	I don't know how I should address this person.
Younger than you	Familiar		
	Unfamiliar		
Same age as you (approx.)	Familiar		
	Unfamiliar		
Older than you	Familiar		
	Unfamiliar		

10. You need to ask the department secretary about the course registration procedure. You go to the secretary's office. You address the secretary as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Male Name known: Michael Taylor		
	Name not known		
	Female Name known: Sally Morgan		
	Name not known		

Part III

Non-academic situations

1. An international conference is being held in your university and you are the presenter of the opening ceremony. The ceremony will start with the opening speech of the governor. After welcoming the guests, you announce that the governor will make a speech and invite him to the stage. You address him as:

		Mode(s) of address	I don't know how I should address this person.
Male Older than you	Name known: Daniel Carter		
	Name not known		
Female Older than you	Name known: Cathy Erickson		
	Name not known		

2. There is a corner shop very close to your apartment building. You go there almost every day to buy bread, newspaper, milk and things like that. The owner of the shop is a friendly **man**. Everytime you go there, you have small talk with him. Today, again, you go there to buy some bread and milk. You enter the shop. You address the shop owner as:
- 3.

		Mode(s) of address	I don't know how I should address this person.
Same age as you (approx.)	Name known: Paul King		
	Name not known		
Older than you	Name known: Paul King		
	Name not known		

4. You are a student who came to USA with Work & Travel program. You go to a supermarket. After you pay for what you buy, you realize that you are overcharged. The cashier is a young **woman**. You address the cashier as:

		Mode(s) of address	I don't know how I should address this person.
Younger than you	Name known: Angela		
	Name not known		
Same age as you (approx.)	Name known: Angela		
	Name not known		
Older than you	Name known: Angela		
	Name not known		

5. You are abroad and one day while you are walking around in the city, you get lost. You see a police officer and decide to ask him/her to help you. You go up to the police officer. You address him/her as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Male: Name not known		
Older than you	Female: Name not known		

6. You are expecting some money transaction from your parents. You check your account on the ATM, but there seems to be a problem. You go into the bank and want to ask about it. So you approach one of the clerks who seems to be busy with some documents sitting behind the counter. You address the clerk as:

		Mode(s) of address	I don't know how I should address this person.
Same age as you (approx.)	Male: Name not known		
Older than you	Male: Name not known		
Same age as you (approx.)	Female: Name not known		
Older than you	Female: Name not known		

7. You are in USA. It's a Sunday and you are out for a walk in the park. There is this child who is around 10 years of age walking in front of you. The child drops some money and does not notice it. You want to call the child. You address him/her as:
- 8.

		Mode(s) of address	I don't know how I should address this person.
Younger than you	A boy: Name not known		
Younger than you	A girl: Name not known		

9. You are working as a waiter/waitress at a fancy restaurant. One of the customers, a rather elderly woman, dropped her gloves on her way out of the restaurant and did not notice it. So, you pick up the gloves and run after her to give her the gloves. You address her as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Name not known		

10. You are at the train station. You are not sure if this is the right platform for the train you need to take. You see this security officer and you go up to her/him and ask. You address her/him as:

		Mode(s) of address	I don't know how I should address this person.
Older than you	Male: Name not known		
Older than you	Female: Name not known		

11. You are at a restaurant. You have checked the menu and are ready to order. So you call the waiter/ waitress. You address him/her as:

		Mode(s) of address	I don't know how I should address this person.
Younger than you	Male		
	Female		
Same age as you (approx.)	Male		
	Female		
Older than you	Male		
	Female		

12. You have been having headaches lately, so you go to a clinic. You have had a blood test done. Now you have the results of the blood test and you are waiting for the doctor in the hall because you want to ask some questions about the results. You address the doctor as:

		Mode(s) of address	I don't know how I should address this person.
Male Older than you	Name known: Charles Simpson		
	Name not known		
Female Older than you	Name known: Marisa Crystal		
	Name not known		

Thank you very much for your contributions!

Appendix E: A Sample Excerpt from Think-aloud Protocols – Turkish

S8: *Student 8, freshman, male*

R: *Researcher*

S8: Beşinci durumda ricada bulunacağım kişiler benden küçükse, tekrar benden küçük olmaları bir şey değiştirmez diye düşünüyorum. Hani biraz sessiz olur musunuz şeklinde ifade ederdim.

R: Nasıl dersin İngilizcede bunu?

S8: Eeeee

R: Kapıyı çaldın, içeri girdin, ne derdin?

S8: Can you please a bit...quiet. Benimle aynı yaştaysa daha arkadaşça yaklaşabilirim.

R: Mesela?

S8: Söylediğim gibi yine, o da samimi bir şekilde olduğu için can you ile sorduğum zaman, can you a bit quiet şeklinde sorabilirim. Benden büyük olduklarında biraz daha resmi bir şekilde olsun diye will you ile sorabilirim bu soruyu, will you be quiet diye..

R: hmmm

S8: Eeee, altıncı durumda ricada bulunacağım kişi benden küçük ama ismini biliyorum. Doğal olarak benden küçük olduğu için ismiyle hitap etmem doğal olabilir. Yani Jose Alvarez diyebilirim. İsmi bilmiyorsam eeee yani hani arkadaşça ifadeler kullanabilirim yani dostum, dude olarak, yaklaşım olarak. Aynı yaştaysak yine ismini biliyorsam hani kişilik özelliklerine göre değişebilir bu, yine ismiyle hitap edebilirim. Ya da yakın olmadığımız söyleniyor, hani ismini bilmediğimde eeee hani ismini söylemeyip, yani bir hitap şekli bulmadan direk konuya da girebilirim yani, pardon deyip konuya da girebilirim. Eğer o kişi benden büyükse yani, ismini biliyorum ama hani benden büyük olduğu için bilmiyorum o kişi ne düşünür ismiyle hitap etmeme. Ama eğer onun için bir sorun oluşturmuyorsa, yani aramızda çok fazla yaş farkı yoksa yine ismiyle hitap ederdim.

R: Bunu bilmiyorsan?

S8: Bunu bilmiyorsam, ... yani. Şimdi Türkçe düşündüğüm zaman yani hani

Türkiye şartlarında düşündüğüm zaman hani bizden büyük bir kişiye biliyorsunuz Hacı ya da herhangi bir şekilde de seslenebiliriz ama hani...

Appendix F: A Sample Excerpt from Think-aloud Protocols – English
(Translated)

S8: *Student 8, freshman, male*

R: *Researcher*

S8: In the fifth situation, if the people I'm going to ask for a favor are younger than me, well again I think it won't make much of a difference that they are younger than me. I would kind of ask them to be quiet.

R: How would you say that in English?

S8: Err...

R: You knocked the door, went in. What would you say?

S8: *Can you please a bit...quiet?* If they are my age, I can be friendlier.

R: How so?

S8: As I said before, because it is friendly when I ask using *can you*, I can ask something like *Can you [be] a bit quiet?* When they are older than me, in order to make it more formal, I can ask the question using *will you*, like *Will you be quiet?*

R: hmm

S8: Hmm, in the sixth situation the person I'm going to ask for a favor is younger than me but I know his name. Naturally, it might be OK if I address him by first name since he is younger than me. I mean, I can say *Jose Alvarez*. If I don't know his name, well, I can use friendly expressions; I mean things like *my friend* and *dude*. That's how I would approach him. If we are of the same age, well you know, it might change according to his personal characteristic; I can address him by his first name again. Or, it says here that we're not close friends, and you know, when I don't know his name, hmm, without saying his name, I mean without using an address term I can directly say what I want to say. If he is older than me, well, I know his name but I don't know what he would think if I addressed him by his first name since he is older than me. But if it is OK for him, and I mean if there isn't a huge age gap between us, I would address him by his first name again.

R: What if you don't know that?

S8: If I don't know, well, when I think in Turkish, you know, when I consider Turkish context, we can address someone who is older than us as *Pilgrim* or something like that, but you know...

Appendix G: A Sample Coded Excerpt from the Think-aloud Protocols

Excerpt 1: Student 7 freshman, female:

1 Sekizde benden büyük	<i>Clarifying the context</i>
2 ismini biliyorsam	<i>Reviewing/reflecting</i>
3 yine <i>Mr. Crimson</i>	<i>Solving</i>
<i>R: Neden?</i>	
4 Ya ben, şeyde, ortamdan dolayı büyük ihtimalle.	<i>Reviewing/reflecting</i>
5 Ortamdan dolayı işte bir <i>Mr.</i> diyəsi geliyor insanın.	<i>Reviewing/reflecting</i>
<i>R: Tamam</i>	
6 İsmi bilmeseydim yine	<i>Reviewing/reflecting</i>
7 <i>Sir</i> derdim.	<i>Solving</i>
8 İşte kadınsa	
9 <i>Mrs. Young</i> derdim falan o tarz....	<i>Solving</i>
<i>R: Tamam</i>	
10 Dokuz....Benden gençler ve tanıyorum.	<i>Clarifying the context</i>
11 <i>Hi everybody</i> derdim.	<i>Solving</i>
12 Tanıyorsam samimi olurdu biraz.	<i>Reviewing/reflecting</i>
13 Ama tanımıyorsam,	<i>Reviewing/reflecting</i>
14 <i>Excuse me</i> derdim.	<i>Solving</i>
15 Yine yaş sorun,	<i>Reviewing/reflecting</i>
16 belki şimdi Türkçe düşünürsem,	<i>Recontextualizing</i>
17 büyük olursa, tanısam da tanımasam da	<i>Reviewing/reflecting</i>
18 <i>Excuse me</i> derdim	<i>Solving</i>
19 herhalde. Büyük oldukları için.... Öyle	<i>Reviewing/reflecting</i>
<i>R: Tamam</i>	

**Appendix H: A Sample Coded Excerpt from the Think-aloud Protocols
(Translated)**

Excerpt 1: *Student 7 freshman, female:*

1 In 8, he is older than me	<i>Clarifying the context</i>
2 if I know his name	<i>Reviewing/reflecting</i>
3 again <i>Mr. Crimson</i>	<i>Solving</i>
R: <i>Why?</i>	
4 Well, probably due to the context.	<i>Reviewing/reflecting</i>
5 Due to the context, you feel like saying <i>Mr.</i>	
<i>Reviewing/reflecting</i>	
R: <i>OK</i>	
6 If I didn't know his name	<i>Reviewing/reflecting</i>
7	
8 Well, if it's a woman	
9 I'd say <i>Mrs. Young</i> , something like that....	<i>Solving</i>
R: <i>OK</i>	
10 Nine....They're younger and familiar.	<i>Clarifying the context</i>
11 I'd say <i>Hi everybody</i> .	<i>Solving</i>
12 It would be friendlier if I knew them	<i>Reviewing/reflecting</i>
13 But if I didn't,	<i>Reviewing/reflecting</i>
14 I'd say <i>Excuse me</i> .	<i>Solving</i>
15 Again, age is a problem,	<i>Reviewing/reflecting</i>
16 Maybe, if I think in Turkish,	<i>Recontextualizing</i>
17 If older, familiar or not	<i>Reviewing/reflecting</i>
18 I'd say <i>Excuse me</i>	<i>Solving</i>
19 probably. Since they're older.... Like that.	<i>Reviewing/reflecting</i>
R: <i>OK</i>	

**Appendix I: A SRT for Native Speakers' Perceptions of
Appropriateness of Address Forms (Professors)**

Dear Professor,

This survey aims at collecting data on the use of “forms of address” in American English. For the situations below, you are, as the imaginary addressee, given 10 different forms of address to be rated in terms of their appropriateness, on a scale of five from Highly Appropriate to Highly Inappropriate. The options have been designed based on a survey data collected from foreign language learners at three universities in Turkey. In the student survey, the respondents were asked as addressors to fill in a discourse completion test. To be able to make judgments about the appropriateness of the forms the students suggested, native speaker addressees' opinions are needed.

The survey is of two parts:

Part I aims to collect demographic data which is of great importance for the study. I hope that such information will help to determine the influences which have led to your present language usage. Of course, all personal information will be kept in strict confidence. The information you provide will, under no circumstances, be revealed to third persons.

In Part II, you are given 4 academic situations in which you are addressed by university students. For each situation you are given a list of forms of address suggested by foreign language learners. You are asked to rate each entry in terms of appropriateness. Some of the forms of address listed in the survey are gender specific (e.g. Miss, Sir etc.). For such cases, please rate the entry considering how appropriate it would be to be addressed so if you were of the opposite gender.

Thank you very much for giving up some of your time. Your sincere responses will create data which will hopefully make a significant contribution to the body of knowledge. We learn through investigation and you are making that process possible.

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PART I

This part includes questions about your demographic information. The information you provide is of great importance to be able to make better judgments about the appropriateness of forms of address in American English.

The information you provide will be kept in strict confidence and will, under no circumstances, be revealed to third persons.

1. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

2. What is your gender?

- Female
- Male

3. What is the highest degree you have received?

- Some college but no degree
- Associate degree
- Bachelor degree
- Master's degree
- Doctorate
- Other

4. In what country do you currently reside?

- United States
- Turkey
- Other

5. What city do you currently live in?

6. Which of the following best describes your English language status?

- I'm a native speaker of English.
- I'm a bilingual native speaker of English and a language other than English.
- I'm a speaker of English as a second language.
- I'm a speaker of English as a foreign language.

7. If you are a native speaker of English, what do you classify yourself as?

- I'm a native speaker of American English.
- I'm a native speaker of British English.
- I'm a native speaker of Australian English.
- I'm a native speaker of Canadian English.

Other (please specify)

PART II

In this part, you are given hypothetical academic situations in which you are addressed by university students. For each situation you are given a list of forms of address suggested by foreign language learners. You are asked to rate each entry in terms of appropriateness on a scale of five from Highly Appropriate to Highly Inappropriate. Also, you are asked to write how you would prefer to be addressed, in case you find none of the entries appropriate. Some of the forms of address listed in the survey are gender specific (e.g. Miss, Sir etc.). For such cases, please rate the entry considering how appropriate it would be to be addressed so if you were of the opposite gender.

- 8. You are a professor. You are in your office in the faculty. The door is knocked and one of your students enters the room. The student knows your name. How appropriate do you think it would be if he or she addresses you as.....? Imagine your name is July Hampton or Ted Jones.**

	Highly Inappropriate	Inappropriate	Partially Appropriate	Appropriate	Highly Appropriate
Dear Ted/ July	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professor Hampton /Jones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mr. Jones /Miss Hampton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mrs. Hampton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
July Hampton /Ted Jones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
July/Ted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mrs. July /Mr. Ted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sir Jones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ted/ July teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you prefer to be addressed in such a situation?

9. Given the same situation as in Question 9, except that the student doesn't know your name, how appropriate do you think it would be if he or she addresses you as.....?

	Highly Inappropriate	Inappropriate	Partially Appropriate	Appropriate	Highly Appropriate
Professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dear professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sir / Madam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Highly Inappropriate	Inappropriate	Partially Appropriate	Appropriate	Highly Appropriate
Missus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ma'am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lady	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you prefer to be addressed in such a situation?

10. You are an instructor. You are in the class, lecturing. A student raises his/her hand probably to ask a question. How appropriate do you think it would be if he or she addresses you as.....? Imagine your name is Allison Brown or Matt Cooper.

	Highly Inappropriate	Inappropriate	Partially Appropriate	Appropriate	Highly Appropriate
Allison/ Matt teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mrs. Brown/ Mr. Cooper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allison Brown/ Matt Cooper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dr. Brown/ Dr. Cooper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Madam/ Sir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Brown/ Cooper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professor Allison/ Matt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professor Brown/ Cooper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Brown/ Cooper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mr. Matt/ Ms. Allison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you prefer to be addressed in such a situation?

11. Given the same situation as in Question 11, except that the student doesn't know your name, how appropriate do you think it would be if he or she addresses you as.....?

	Highly Inappropriate	Inappropriate	Partially Appropriate	Appropriate	Highly Appropriate
Sir / Madam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ma'am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecturer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lady	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missus/ Mister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you prefer to be addressed in such a situation?

This is the end of survey. Thank you very much for your contributions.

VITA

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EDUCATION

Degree	Institution	Year of Graduation
PhD	METU, Ankara, Turkey English Language Teaching	2007-2014
MA	Gazi University, Ankara, Turkey English Language Teaching Thesis: Implementing the European Language Passport Standards into Advanced Reading Course at the ELT Department, Gazi University	2003-2006
BA	Gazi University, Ankara, Turkey English Language Teaching	1993-1998
High School	Beşikdüzü Anatolian Teacher High School	1989-1993

WORK EXPERIENCE

Year	Place	Position
1998-2000	Özel Ceceli İlköğretim Okulu, Ankara	Teacher
2000-2004	College of Foreign Languages, Gazi University	Instructor
2004-present	Department of ELT, Gazi University	Instructor

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

- November 1998 Multimedia and Multiple Intelligences:
Classroom Implications for Young Learners in
ELT
Kültür Koleji, İstanbul, Turkey
- December 1998 Drama in ELT
The British Council, Ankara, Turkey
- July 2001 Certificate in English Language Teaching
The British Council, Ankara, Turkey

ACADEMIC INTERESTS

Interlanguage pragmatics, language teacher education, teacher competencies

CONFERENCE PAPERS

- October 2009 *The Concept of 'Makam' in Ottoman-Turkish Music,*
Hellenic and Turkish Culture Conference, University
of Crete, Rethymno, Greece
- May 2010 *To Err is Human: Students' Perceptions of Correction*
in the EFL Classroom, Turkish and Hellenic
Perspectives on Intercultural Issues: Reflections on
Education and Culture Conference, Ankara, Turkey

PUBLICATIONS

Terzi, C. (2010). Preferred Initiation-Repair Mechanisms in EFL
classrooms. *Procedia-Social and Behavioral Sciences*. Vol.9, pp. 776-782.

REFERENCE:

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TURKISH SUMMARY

İngilizcenin ana dili olarak konuşulmadığı ülkelerde, bu dili hem öğrenme hem de öğretme işi birçok açıdan zorlayıcı olabilir. Öğrencilerin ve tabii ki öğretmenlerin hedef dile maruz kalma şansının sınırlı olması, dilin dinamik ve sürekli değişen yapısına dilin ana dili olarak konuşulmadığı bir ülkede ayak uydurulmaya çalışılması ve özellikle İngilizce dilinin standartlarının küreselleşmenin bir sonucu olarak giderek belirsizleşmesi bu zorluklar arasında sayılabilir. Bu türden zorluklar göz önünde bulundurulduğunda, yabancı dil öğretimi ve yabancı dil öğretmeni yetiştirme programlarında bu zorlukları hem öğrenciler hem de öğretmenler için en aza indirebilecek uygulamalar yapılması kaçınılmaz bir gereklilik olarak karşımıza çıkmaktadır.

Yabancı dil öğretme yöntemlerinin günümüze kadar olan gelişimi sonucunda yabancı dil sınıfında öğrenciye kazandırılması gereken becerinin her şeyden evvel iletişimsel yeti olduğu ortaya çıkmıştır. Bir başka deyişle, bir yabancı dilde öğrencinin dilbilgisi konusundaki yeterliliğinin tek başına o öğrenciyi yetkin yapmayacağı artık açıktır. Hymes'in (1972) öne sürdüğü 'iletişimsel yeterlilik' kavramı daha sonrasında Canale & Swain (1980) ve Canale (1983) tarafından yeniden ele alınmış ve genişletilmiştir. Canale & Swain (1980) iletişimsel yeterliliği dilbilgisel yeterlilik, toplumdilbilimsel yeterlilik ve stratejik yeterlilik alt başlıklarından oluşan bir genel kavram olarak tanımlamış ve daha sonra Canale (1983) bu alt başlıklara söylem yeterliliğini eklemiştir. Bahsedilen bu iki çalışmada edimbilimsel yeterlilik ayrı bir alt başlık olarak ele alınmamıştır ancak Kasper'ın da (2001) belirttiği gibi edimbilimsel yeterlilik Canale & Swain ve Canale'nin tanımlamalarında ima edilmiştir. Edimbilimsel yeterlilik ayrı bir alt başlık olarak Bachman (1990) tarafından ele alınmıştır. Bachman'a (1990) göre, edimbilimsel yeterlilik, edimsel yeterlilik ve toplumdilbilimsel yeterlilikten oluşmaktadır ve "dilini kullanılmasıyla gerçekleştirilen işlevlerle ilgili becerileri"

içermektedir (s. 86). Edimbilimsel yeterlilik 40 yılı aşkın bir süredir kültürlerarası çalışmaların ele aldığı temel konulardan biri olmuştur ve bugüne kadar yapılan çalışmalarda pek çok yönden incelenmiştir. Son dönemlerde, bu çalışmalar yabancı dil öğrencilerinin edimbilimsel yeterlilikleri üzerinde yoğunlaşmaya başlamıştır.

Yabancı dil öğrencilerinin edimbilimsel yeterlilikleri üzerine yapılan çalışmalar temel olarak iki soru üzerinde odaklanmıştır: Birincisi edimbilimsel yetinin öğretilip öğretilmeyeceğine, ikincisi ise bu öğretimin doğrudan açık olarak mı yoksa dolaylı olarak mı yapılması gerektiğine ilişkindir. Bu çalışmalarda edimbilimin yabancı dil öğretimine ve yabancı dil öğretim programlarına dahil edilmesi gerekliliği vurgulanmıştır. Örneğin, Bardovi-Harlig (1996) dilin edimbilimsel işlevlerinin yabancı dil öğrencileri için, dilbilgisel yeterlilikleri ne kadar iyi olursa olsun, zorlayıcı bir alan olduğunu vurgulamıştır. Bardovi-Harlig bir dilin yabancı dil olarak kullanıldığı ülkelerde o dili öğrenen öğrencilerin sadece yabancı dil derslerinde bu dile maruz kaldıkları gerçeğine dikkat çekerek bu bağlamda yabancı dil sınıflarında öğrencilerin maruz kaldığı gerek ders kitaplarındaki dilin gerekse yabancı dil öğretmenlerinin sınıfta kullandıkları dilin önemini vurgulamıştır. Dolayısıyla yabancı dil sınıflarında öğrencilerin maruz kaldığı dil edimbilimsel olarak doğru ve uygun bir dil olmalıdır. Bardovi-Harlig'in de belirttiği üzere, yabancı dil öğretimindeki amaçlardan biri öğrencilerin dilin edimbilimsel işlevleri konusundaki farkındalıklarının geliştirilmesi ve artırılması olmalıdır.

Bu önermeler yabancı dil öğrenme ve öğretme sürecinde yabancı dil öğretmenlerinin önemli rolünün altını çizmektedir. Yabancı dil öğretmeni yetiştirme ve edimbilim arasındaki ilişki üzerine yapılan çalışmaların çoğunda yabancı dil öğretmenlerinin edimbilimin yabancı dil öğrenmedeki önemi konusunda bilgilendirilmesi gerektiği yönünde sonuçlara varılmıştır. Ancak, bu çalışmaların önemli bir bölümü İngilizcenin yabancı dil olduğu ülkelerde değil ikinci dil olarak konuşulduğu ülkelerde yapılmıştır ve bu ülkelerdeki İngilizce öğretmenlerinin hemen hepsi İngilizceyi anadili olarak

konusmaktadır. Bir başka deyişle, bu konuda bugüne kadar yapılan çalışmalarda ana dili İngilizce olmayan İngilizce öğretmenlerinin kendi edimbilimsel yeterlilikleri üzerinde pek durulmamıştır. İngilizcenin anadili ya da ikinci dil olarak konuşulmadığı ülkelerde İngilizce dersleri çoğunlukla anadili İngilizce olmayan öğretmenler tarafından yürütülmektedir ve bu öğretmenler bir anlamda aynı dili hem öğrenip hem de öğretmektedir. Medgyes'in (1983) altını çizdiği gibi, bir kişinin hâlihazırda kendisinin de öğreniyor olduğu bir yabancı dili öğretmesi kolay değildir. Rose da (1997) İngilizceyi ana dili olarak konuşmayan İngilizce öğretmenlerinin öğrencilerin edimbilimsel yeterliliklerinin geliştirilmesi konusunda yeterli altyapıya sahip olmadıklarını belirtmiştir. Dolayısıyla, İngilizceyi ana dili olarak konuşmayan İngilizce öğretmeni adaylarının öncelikle kendi edimbilimsel yeterliliklerinin geliştirilmesi, sonrasında da öğretmenlik yapacakları sınıflarda öğrencilerin edimbilimsel yeterliliklerini nasıl geliştirebilecekleri konusunda bilgilendirilmeleri gereklidir.

Yabancı dil öğrencilerinin ve öğrettikleri yabancı dili ana dili olarak konuşmayan öğretmenlerin edimbilimsel yeterliliklerini değerlendirmek için bu öğrencilerin sınıf içinde ve gerçek hayatta yabancı dilde iletişim kurarken kullandıkları söz edimlerine bakmak gerekir. Bir dildeki en önemli söz edimlerinden biri o dildeki hitap ifadeleridir. Her dilde kişilere hitap etmek için kullanılan, dili konuşan kişilerin toplumdaki genel nezaket, saygı, kimlik gibi unsurları ifade etmelerini sağlayan söz edimleri vardır ve bu unsurlara yüklenen değer kültürden kültüre değişiklik göstermektedir. Hitap ifadeleri hitap zamirleri, ad kökenli hitap ifadeleri ve fiil kökenli hitap ifadeleri olmak üzere üç gruptur. Hitap zamirleri, ikinci tekil ve ikinci çoğul şahıs zamirleridir ve konuşma eylemini gerçekleştiren kişiler arasındaki yakınlık veya mesafeyi gösterir. Bir başka ifadeyle, seçilen şahıs zamiri başlı başına konuşan ve dinleyen arasındaki ilişkinin yapısını gösterir. İkinci tekil şahıs ve ikinci çoğul şahıs zamirleri arasındaki farklılık ilk defa Brown & Gilman (1960) tarafından T/V ayrımı olarak tanımlanmıştır. İngilizcede olmayan bu ayrım, Türkçe, Almanca ve İtalyanca gibi dillerde mevcuttur. Bu çalışma İngiliz Dili

Eđitimi ğrencilerinin İngilizcedeki hitap ifadelerini nasıl kullandıklarını incelediğinden ve İngilizcede T/V ayrımı olmadığından, hitap zamirleri bu çalışmaya dahil edilmemiştir. Fiil kökenli hitap ifadeleri kişilere hitap ederken kullanılan fiillerdir; Türkçede “Gel!” ve İngilizcede “Wait!” gibi. Çok sıklıkla kullanılmadıkları için fiil kökenli hitap ifadeleri de bu çalışmanın dışında tutulmuştur. Hitap ifadelerindeki en zengin kategori ad kökenli hitap ifadeleridir. Bu gruba dahil olan hitap ifadeleri özel kişi adları, unvanlar, sevgi ifadeleri, akrabalık terimleri vb. gibi alt başlıklar altında incelenmektedir. Hitap ifadeleri kültürle yakından ilgilidir ve bir kültürde uygun olarak algılanan bir hitap ifadesi bir başka kültürde uygunsuz olarak algılanabilir.

Yabancı dil öğrencileri, yabancı dilde iletişim kurarken çoğunlukla iki kültür arasında kalmaktadır ve hangi kültürün değer sistemine göre konuşacaklarına karar vermekte güçlüklerle karşılaşmaktadır, bu konu ana dili olmayan bir dili öğreten yabancı dil öğretmenleri için de aynı şekilde zorlayıcı olabilmektedir. Bu sebeple, bu öğretmenlerin, hem öğrencisi hem de öğretmeni oldukları yabancı dil ile kendi ana dilleri arasında bulunan hitap ifadeleri farklılıkları konusunda bilinçlerinin artırılması gerekmektedir. Tabii ki, bir problemin ortadan kaldırılabilmesi için öncelikle doğru bir şekilde tespit edilmesi lazımdır. Bu bağlamda, bu çalışma birinci ve dördüncü sınıf İngiliz Dili Eğitimi öğrencilerinin İngilizcede akademik ve akademik olmayan durumlarda kullanmayı tercih ettikleri hitap ifadelerini incelemektedir. Bu amaçla, aşağıdaki araştırma soruları belirlenmiştir:

1. İngiliz Dili Eğitimi öğrencilerinin İngilizcede çoğunlukla kullanmayı tercih ettikleri hitap ifadeleri nelerdir?
 - a. Birinci sınıf İngiliz Dili Eğitimi öğrencilerinin İngilizcede akademik durumlarda kullanmayı tercih ettikleri hitap ifadeleri nelerdir?

- b. Birinci sınıf İngiliz Dili Eğitimi öğrencilerinin İngilizcede akademik olmayan durumlarda kullanmayı tercih ettikleri hitap ifadeleri nelerdir?
 - c. Dördüncü sınıf İngiliz Dili Eğitimi öğrencilerinin İngilizcede akademik durumlarda kullanmayı tercih ettikleri hitap ifadeleri nelerdir?
 - d. Dördüncü sınıf İngiliz Dili Eğitimi öğrencilerinin İngilizcede akademik olmayan durumlarda kullanmayı tercih ettikleri hitap ifadeleri nelerdir?
 - e. Birinci sınıf ve dördüncü sınıf İngiliz Dili Eğitimi öğrencileri arasında İngilizcedeki hitap ifadelerini kullanımları açısından anlamlı bir fark var mıdır?
2. İngiliz Dili Eğitimi öğrencilerinin İngilizcedeki hitap ifadeleri konusundaki seçimlerini etkileyen faktörler nelerdir?
 - a. İngiliz Dili Eğitimi öğrencilerinin İngilizcedeki hitap ifadeleri konusundaki seçimlerini ana dillerindeki hitap etme kuralları etkilemekte midir?
3. İngiliz Dili Eğitimi öğrencileri herhangi bir kişiye nasıl hitap edeceklerini bilmedikleri durumlarda ne yapmaktadır?
 - a. İngiliz Dili Eğitimi öğrencilerinin bir kişiye nasıl hitap edeceklerini bilmedikleri durumlarda hitap etmekten tamamen kaçındıkları oluyor mu?
 - b. İngiliz Dili Eğitimi öğrencilerinin bir kişiye nasıl hitap edeceklerini bilmedikleri durumlarda ana dillerine dönüp kişiye anadilde hitap ettikleri oluyor mu?
4. İngiliz Dili Eğitimi öğrencilerinin İngilizcede kullandıkları hitap ifadeleri ne kadar uygundur?
 - a. Ana dili İngilizce olan kişilerin İngiliz Dili Eğitimi öğrencilerinin kullandıkları İngilizce hitap ifadelerinin uygunluğu konusundaki algılamaları nedir?

İngiliz Dili Eğitimi öğrencilerinin edimbilimsel yeterliliklerinin ve daha özeldede İngilizcede kullandıkları hitap ifadelerinin incelenmesi ve araştırılması birçok açıdan gereklidir. Öncelikle, İngilizcenin küreselleşmeyle birlikte dünya dili haline gelmesi ve her geçen gün daha yaygınlaşan kullanımı neticesinde İngilizceyi yabancı dil olarak konuşan kişilerin dil ihtiyaçları değişmektedir. Önceleri çoğunlukla belli başlı sınavları geçip iş bulmak ya da öğrenim görmek için yeterli olabilen dilbilgisi ve kelime bilgisi, artık yabancı dil öğrencilerinin ihtiyaçlarını tam olarak karşılamamaktadır. Bir yabancı dili etkili kullanmak için dilbilgisel yeterliliğin yanı sıra toplumdilbilimsel ve edimbilimsel yeterlilik gerekmektedir. Yabancı dil öğrencilerinin bu yeterlilikleri kazanmasında en büyük rol yabancı dil öğretmenlerine düşmektedir.

Türkiye'deki İngilizce öğretmenlerinin büyük bir çoğunluğu İngilizceyi yabancı dil olarak konuşan ve eğitimlerini Türkiye'de almış kişilerdir. Bu öğretmenlerin pek azı İngilizcenin ana dili olarak konuşulduğu ülkelere gidip bir süre kalmak ya da İngilizceyi ana dili olarak konuşan kişilerle beraber çalışmak şansına sahiptir. Dolayısıyla, bu öğretmenler İngilizceye maruz kalıp dili doğal olarak edinebilecekleri bir sosyal çevreden yoksundur. Bu yoksunluk bu öğretmenlerin özellikle toplumbilimsel ve edimbilimsel yeterliliklerinin eksik kalmasına yol açmaktadır. Dolayısıyla, yabancı dil öğretmeni yetiştirme programlarında öğretmen adaylarına bu anlamda ne kadar destek verildiğinin araştırılması oldukça önemlidir. Öncelikle bu öğretmen adaylarının söz konusu alanlarda ne gibi eksiklikleri olduğunun belirlenmesi; sonrasında da ihtiyaç olduğu sabit olursa yabancı dil öğretmeni yetiştirme programlarında bu yönde gerekli değişikliklerin yapılması gerekmektedir.

Bu bağlamda, bu çalışma genel olarak İngilizce öğretmeni adaylarının edimbilimsel yeterliliklerini incelemekte ve özel olarak da bu aday öğretmenlerin İngilizcede akademik ve akademik olmayan durumlarda kullandıkları hitap ifadelerinin uygun olup olmadığını araştırmaktadır.

Çalışmanın amacına yönelik olarak kullanılan veri toplama araçları ve veri inceleme süreçleri aşağıda izah edilmiştir.

Çalışmada hem nicel hem nitel veri toplama araçlarından yararlanılmıştır. Toplanan verilerin güvenilirliğini artırmak için araştırma sorunsalı çerçevesinde dört ayrı veri toplama aracı kullanılmıştır. İngilizcede akademik ve akademik olmayan durumlarda kullanılan hitap ifadelerine yönelik öğrenci verileri söylem tamamlama anketi, sesli-düşünme yöntemi ve odak grup mülakatları yoluyla toplanmıştır. Öğretmen adaylarının kullandığı hitap ifadelerinin uygunluğuna yönelik olarak ana dili Amerikan İngilizcesi olan kişilerden veri toplamak için ise basamaklı ölçek anketi kullanılmıştır.

Çalışmada temel olarak iki grup katılımcıdan veri toplanmıştır: İngiliz Dili Eğitimi Bölümlerindeki öğretmen aday öğrenciler ve İngilizceyi ana dili olarak konuşan kişiler. İngilizce öğretmeni adayları olan katılımcılar Gazi Üniversitesi, Ortadoğu Teknik Üniversitesi ve Abant İzzet Baysal Üniversitesi'nde eğitim görmekte olan toplam 205 kişiden oluşmaktadır. Araştırma sorularından biri söz konusu İngilizce öğretmeni yetiştirme programlarında birinci ve dördüncü sınıf öğrencileri arasında anlamlı bir fark olup olmadığına yöneliktir. Dolayısıyla, bu aday öğretmenler iki gruba ayrılmıştır. Çalışmaya katılan İngilizce öğretmeni aday öğrencilerin 104'ü birinci sınıf ve 101'i dördüncü sınıf öğrencisidir. Bu 205 öğrencinin 187'sinden söylem tamamlama anketi yoluyla veri toplanmıştır ve bu öğrenciler arasından 36'sı da mülakatlar için gönüllülük esasına göre seçilmiştir. Geri kalan 18 öğrenciden de sesli düşünme yöntemi yoluyla veri toplanmıştır.

İkinci katılımcı grubu İngilizceyi ana dili olarak konuşan kişilerden oluşmaktadır. Toplam 139 Amerikalıdan öğretmen adaylarının kullandığı hitap ifadelerinin uygunluğunu ölçmeye yönelik bir basamaklı ölçek yoluyla veri toplanmıştır. Bu gruptaki katılımcılar üç gruptan oluşmaktadır. Katılımcılardan 48'i üniversite düzeyinde eğitim vermekte olan öğretim üye

ve elemanları, 65'i üniversitede eğitim görmekte olan öğrenciler ve 26'sı farklı alt yapılara sahip akademik olmayan Amerikalılardır.

Çalışmada kullanılan veri toplama araçları araştırma sorunsalına uygun olarak araştırmacı tarafından tasarlanmıştır. İngiliz Dili Eğitimi öğrencilerinden veri toplamak için kullanılan söylem tamamlama anketi Braun'un (1988) kullandığı anketten uyarlanmıştır. Ancak Braun'un kullandığı anket bir söylem tamamlama anketi değildir. Braun'un anketinde kullanılan başlıkların bir kısmından yola çıkarak, İngiliz Dili Eğitimi öğrencilerinin İngilizcede akademik ve akademik olmayan durumlarda kullandıkları hitap ifadelerini belirlemek üzere 20 durum içeren bir söylem tamamlama anketi hazırlanmıştır. Bu 20 durumun 10 tanesi akademik durumları 10 tanesi de akademik olmayan durumları tanımlar niteliktedir. Akademik durumlar genel olarak üniversite çevresinde gerçekleşen, üniversitedeki öğretim elemanlarıyla, öğrencilerle ve idari personelle yapılan varsayımsal konuşmalar içermektedir. Akademik olmayan durumlar ise günlük hayatta hizmet alırken (süpermarkette, bankada, hastanede vb.) ya da tanıdık olmayan insanlarla (sokakta bir çocuk, yaşlı bir kişi gibi) yapılabilecek konuşmaları içermektedir. Bu durumların hepsinde katılımcılardan sadece İngilizce konuşabildikleri bir ortamda veya ülkede olduklarını varsaymaları ve durumlarda tanımlanan kişilere hitap etmeleri istenmiştir. Yapılan pilot çalışmada, toplam 20 durumdan oluşan anketin tek oturumda uygulandığında çok yorucu olduğu tespit edilmiş ve sonrasında anketin birbirini takip eden iki haftada iki ayrı oturum şeklinde uygulanmasına karar verilmiştir. Dolayısıyla, katılımcılar ilk oturumda akademik olan durumlarla ilgili soruları ve ikinci oturumda da akademik olmayan durumlarla ilgili soruları cevaplamışlardır.

İngiliz Dili Eğitimi öğrencilerinden veri toplamak için kullanılan bir başka araç da sesli-düşünme protokolleridir. Dokuz birinci sınıf ve dokuz dördüncü sınıf öğrencisi olmak üzere toplam 18 öğrenciden sesli düşünme yöntemiyle veri toplanmıştır. Sesli düşünme katılımcılardan verilen sorulara yüksek sesle düşünerek cevap vermeleri istenen bir veri toplama yöntemidir.

Bu çalışmada katılımcılardan yazılı veri toplamak için kullanılan yukarıda izah ettiğimiz söylem tamamlama anketini yüksek sesle düşünerek cevaplamaları istenmiştir. Katılımcılardan anketi cevaplarırken mümkün olduğunca akıllarından geçen her şeyi yüksek sesle söylemeleri istenmiştir ve bu şekilde sadece kullandıkları hitap ifadeleri değil aynı zamanda neyi kullanacaklarına nasıl karar verdiklerine ve kararlarını etkileyen faktörlere dair de veri toplamak amaçlanmıştır. Katılımcılar yüksek sesle düşünüp anketi cevaplarırken, onların izni alınarak, ses kaydı yapılmıştır ve daha sonra bu ses kayıtları yazılı döküm haline dönüştürülmüştür.

İngiliz Dili Eğitimi öğrencilerinden veri toplamak için kullanılan bir diğer yöntem de odak grup görüşmesidir. Bu görüşmeler için söylem çözümleme anketine cevap vermiş katılımcılardan gönüllülük esasına göre 36 katılımcı seçilmiştir. Her bir grupta altı katılımcı olmak üzere toplam altı ayrı grupta görüşme yapılmıştır. Çalışma kapsamındaki üç üniversitenin her birinde bir grup birinci sınıf ve bir grup dördüncü sınıf olmak üzere ikişer görüşme yapılmıştır. Görüşme esnasında katılımcılara önceden hazırlanmış 7 soru sorulmuştur ancak görüşmeler yarı yapılandırılmış görüşmeler olduğundan yeri geldikçe katılımcılara başka sorular da sorularak katılımcılar öneride bulunma, sorular sorma ve yorum yapma konusunda teşvik edilmiştir. Görüşmelerin her birinde ses kaydı yapıp daha sonra araştırmacı tarafından bu kayıtların yazılı dökümleri oluşturulmuştur.

Çalışmada kullanılan son veri toplama yöntemi olan basamaklı ölçek anketi İngilizceyi ana dili olarak kullanan kişilerden veri toplamak için kullanılmıştır. Üç ayrı gruba ayrılan bu katılımcılara yönelik üç ayrı anket hazırlanmıştır. Bu anketlerde katılımcılardan İngiliz Dili Eğitimi öğrencilerinden veri toplamak için kullanılan söylem tamamlama anketinde İngilizce öğretmeni aday öğrencilerin hitap eden kişi olarak verdikleri cevapları hitap edilen kişi olarak değerlendirmeleri istenmiştir. Akademik durumlarda öğretim üyesi ve elemanlarına hitap etmeyi gerektiren durumlar hitap edilen kişinin bakış açısına göre yeniden yazılmış ve İngilizceyi ana dili olarak kullanan öğretim üyesi ve elemanlarından İngilizce öğretmeni aday

öğrencilerin verdikleri cevapları uygunluk açısından değerlendirmeleri istenmiştir. Yine akademik durumlarda öğrencilere hitap edilmesini gerektiren durumlar da hitap edilen kişinin bakış açısına göre yeniden yazılmış ve İngilizceyi ana dili olarak kullanan üniversite öğrencilerinden İngilizce öğretmeni adayı öğrencilerin verdikleri cevapları uygunluk açısından değerlendirmeleri istenmiştir. Son grupta da akademik olmayan durumlar hitap edilen kişinin bakış açısına göre yeniden yazılmış ve İngilizceyi ana dili olarak kullanan akademik olmayan Amerikalıların İngilizce öğretmeni adayı öğrencilerin verdikleri cevapları uygunluk açısından değerlendirmeleri istenmiştir. Anketler oluşturulurken yazılan durumların altında İngilizce öğretmeni adayı öğrencilerin verdikleri cevaplardan en popüler ve/veya en ilgi çekici olanlar araştırmacı tarafından seçilip liste halinde verilmiştir. Bu katılımcılara internet yoluyla ulaşılmıştır ve anket verileri de çevrimiçi olarak internet yoluyla toplanmıştır.

Bu çalışmada kullanılan iki anket de nitel olarak değerlendirilip veriler ortalama ve yüzde hesaplanarak incelenmiştir. Her iki ankette de yapıları itibarıyla nicel veriler de bulunduğu için bu anketlerin bazı sonuçları nicel olarak da incelenmiştir. Sesli düşünme protokolleri ve odak grup görüşmelerinden elde edilen veriler nicel olarak incelenmiştir. Ancak sesli düşünme protokolünden elde edilen veriler aynı zamanda odak grup verisi olarak kullanılıp nitel olarak da incelenmiştir. Nitel olarak incelenen sesli düşünme protokolü dökümleri ve odak grup görüşmesi dökümlerine içerik analizi uygulanmıştır. Sesli düşünme protokol dökümleri araştırma soruları doğrultusunda incelenerek bölümlere ayrılmıştır. Daha sonra bu bölümler ortaya çıkan temalara göre kodlanmıştır. Kodlamada kullanılan kategorilerin bir kaçı Woodfield'den (2008) alınmıştır. Diğer kategoriler araştırmacı dışında bir uzmanla da mütalaa edilerek belirlenmiştir. Bu inceleme sonucunda yapılan tartışmalar tez boyunca katılımcıların kendi sözlerinden alıntılar yapılarak desteklenmiştir. Bu alıntılar tezde hem görüşmelerde çoğunlukla kullanılan Türkçe dilinde hem de araştırmacı tarafından çevirisi yapılmış haliyle İngilizce dilinde verilmiştir.

Çalışmanın bulguları araştırma sorularına göre düzenlenmiş dört ayrı bölüm altında tartışılmıştır:

- İngilizce öğretmeni adayı üniversite öğrencilerinin tercih ettikleri İngilizce hitap ifadeleri
- İngilizce öğretmeni adayı üniversite öğrencilerinin hitap ifadesi seçimlerini etkileyen faktörler
- Hitap etmeyi gerektiren durumlardaki belirsizlikle baş etme
- İngilizce öğretmeni adayı üniversite öğrencilerinin tercih ettiği hitap ifadelerinin uygunluğu

İngilizce öğretmeni adayı üniversite öğrencilerinin tercih ettikleri İngilizce hitap ifadeleri akademik ve akademik olmayan durumlar için olmak üzere iki ayrı başlık altında incelenmiştir. Çalışmanın bulgularına göre birinci sınıf İngilizce öğretmeni adayı üniversite öğrencilerinin üniversitedeki öğretim üyelerine ve elemanlarına hitap etmek için çoğunlukla unvan + soyadı (TLN) yapısını tercih ettikleri görülmektedir. Erkek olan hocalara hitap için kullanılan ifadede (*Mr. X*) öğrenciler arasında genel bir uzlaşma olduğu gözlenmişken, kadın olan hocalara seslenmek için kullanılan hitap ifadeleri ya *Mrs.X* ya da *Miss X* şeklinde ifade edilmiştir. Günümüz Amerikan İngilizcesinde kadınlara hitap etmek için daha kibar bir yapı olarak sıklıkla kullanılan *Ms.* unvanının birinci sınıf öğrencileri tarafından kullanılmadığı belirlenmiştir. Verilen profesörlerin isimlerinin bilinmediği durumlarda ise hem birinci sınıf hem de dördüncü sınıf öğrencilerinin en çok tercih ettiği yapının *Madam* veya *Sir* gibi nezaket ifadeleri (HON) olduğu görülmüştür. Ancak iki grup karşılaştırıldığında bu nezaket ifadelerinin birinci sınıf öğrencileri tarafından daha fazla tercih edildiği saptanmıştır. Diğer taraftan, dördüncü sınıf öğrencilerinin bir kısmı ismini bilmedikleri bir hocaya hitap etmek için akademik unvan olan *Professor* ifadesini kullanmışlardır. Söz konusu durumda kullanılması diğer seçeneklere göre daha uygun olan *Professor* ifadesi birinci sınıf öğrencileri tarafından daha az tercih edilmiştir. Bu bulgu dördüncü sınıf öğrencilerinin hitap ifadesi olarak akademik unvan

kullanımı konusundaki farkındalıklarının daha yüksek olduğu şeklinde yorumlanabilir.

Tanımlanan hocaların okutman olduğu durumda İngilizce öğretmen adayı öğrencilerin hitap etmedeki resmiyet seviyelerinde bir değişiklik olduğu görülmüştür. Bu değişiklik mesleki bir unvan olan *Teacher* ifadesiyle ortaya konulmuştur. *Teacher* ifadesi Türkçede kullanılan *öğretmenim* veya *hocam* ifadesinin birebir bir çevirisidir ve genellikle İngilizcede kullanılan bir hitap değildir. Türkiye’de bu ifade öğrenciler tarafından İngilizce öğretmenlerine ve üniversitedeki hocalara hitap etmek için sıklıkla kullanılmaktadır. Sesli düşünme çalışması esnasında bazı katılımcılar *Tecaher* hitap ifadesinin aslında doğru olmadığını bildiklerini ama yine de kullandıklarını belirtmiştir. Bu çalışmanın bulguları bu hitap ifadesinin profesörlerden çok okutman olan hocalara hitap etmek üzere kullanıldığını ve bu ifadenin dördüncü sınıf öğrencileri tarafından daha fazla tercih edildiğini göstermiştir.

Akademik durumlarda hitap edilmek üzere tanımlanan kişilerden bir diğer grup sınıf arkadaşlarıdır. İngilizce öğretmeni adayı üniversite öğrencilerinin söz konusu durumlarda kişinin yaşı, isminin bilinip bilinmemesi ve samimi bir arkadaş olup olmaması gibi değişkenlere göre hitap ifadelerini seçmesi istenmiştir. Verilen bu durumlarda, hitap edilecek kişinin isminin bilinmesi durumunda katılımcıların en çok tercih ettiği hitap ifadesinin kişinin adı (FN) olduğu bulunmuştur. Fakat katılımcıların bu tercihinin hitap edilecek kişinin yaşına bağlı olarak değiştiği, kendilerinden yaşça büyük birine hitap ederken kişinin ismiyle hitap etmeyi daha az kişinin tercih ettiği görülmüştür. Bu eğilim açısından birinci sınıf ve dördüncü sınıf öğrencileri arasında bir fark görülmemiştir. Türkiye’de kişilere hitap ederken dikkat edilen unsurların başında yaş gelmektedir ve pek az kişi kendilerinden yaşça büyük birine ismiyle hitap eder. Yaşça büyük olan kişilere hitap ederken daha saygı ve nezaket içeren ifadeler tercih edilir. Bu çalışmadaki katılımcıların genel olarak kendilerinden yaşça büyük kişilere hitap ederken isimle hitap etmekten kaçınmalarının sebebi bu olabilir. Burada sorun

olabilecek nokta katılımcıların bu tercihlerinin altındaki sebepten daha çok bu durumlarda kullanmayı tercih ettikleri hitap ifadeleri olabilir. Kendilerinden yaşça büyük birine hitap ederken tercih ettikleri kendilerine göre daha nazik olan yapılar anadili İngilizce olan kişiler tarafından nazik olarak algılanmayabilir, hatta aksine daha kaba olarak algılanabilir. Bu durum şüphesiz katılımcıların iletişim kurmaya çalıştıkları kişi üzerinde istedikleri olumlu izlenimi bırakmalarını engelleyebilir. Hitap edilecek kişilerin isimlerinin bilinmediği durumlarda katılımcılar çoğunlukla herhangi bir hitap ifadesi kullanmak yerine dikkat çekmek için kullanılan *Excuse me, Hello* gibi ifadeleri tercih etmişlerdir.

Hitap edilecek kişiler bir grup olduğunda katılımcılar tarafından en çok tercih edilen hitap ifadeleri *Guys, Friends* ve *Everybody/Everyone* olmuştur. Bu ifadeler dışında yine bir çok katılımcı hitap ifadeleri dışında ifadeler tercih etmişlerdir. Daha önce izah ettiğimiz durumda olduğu gibi, hitap ifadeleri dışındaki ifadelerin kullanımı hitap edilen kişinin yaşıyla doğru orantılı olarak artmıştır.

Akademik durumlarda verilen diğer iki grup kütüphaneci ve bölüm sekreteri gibi idari personeldir. Bu kişilerin isimlerinin bilindiği durumlarda katılımcıların en çok tercih ettikleri hitap ifadesi TLN olmuştur ve isimlerinin bilinmediği durumlarda da en çok tercih edilen hitap ifadeleri *Madam* ve *Sir* gibi nezaket içeren ifadeler olmuştur. Kadınlara hitap etmek için kullanılan diğer ifadeler *Lady* ve *Ma'am* olmuştur. Bu ifadeler arasında en uygun olan *Ma'am* az sayıda katılımcı tarafından tercih edilmiştir. Burada altını çizmemiz gereken bir diğer nokta da *Miss* ve *Missus* unvanlarının kullanımınıdır. Söz konusu hitap edilecek kişiler bir sekreter veya kütüphaneci olunca tercih edilen bu iki unvanın, bir profesör veya okutmana hitap etmek için tercih edilen ifadeler arasında olmadığı görülmüştür. *Miss* ve *Missus* ifadeleri Türkçeye *Hanımeğendi* şeklinde çevrilebilir ve Türkiye'de genel olarak nezaket ifade eden bu hitap şekli bir üniversite hocasına ya da bir öğretmene hitap etmek için kullanıldığında kabalık olarak algılanabilir. Dolayısıyla katılımcı öğrencilerin Türkçedeki bu nezaket kuralını İngilizcede hitap

ifadesi seçimlerinde göz önünde bulundurdıkları ve hitap ifadesi tercihlerinin hitap edilecek kişinin mesleğine göre de değiştiği saptanmıştır.

Akademik olmayan durumlarda öğrencilerden vali, doktor, bakkal, kasiyer, polis memuru, güvenlik görevlisi vs. gibi kişilere hitap etmeleri istenmiştir ve bu durumlarda hitap edilecek kişinin yaşı ve ismi değişkenler olarak verilmiştir. Katılımcıların vali ve doktor gibi mesleki açıdan yüksek statülü kişilere hitap etmek için bu kişilerin isimlerinin bilindiği durumlarda en çok tercih ettikleri hitap ifadelerinin unvan artı soyadı (TLN) veya unvan artı ad artı soyadı (TFNLN) olduğu görülmüştür. Söz konusu kişilerin isimlerinin bilinmediği durumlarda ise en çok tercih edilen hitap ifadelerinin yine nezaket ifade eden *Sir* ve *Madam* gibi ifadeler olduğu görülmüştür. Ancak bu ifadelerin kullanımının üniversite hocalarına hitap etmeyi gerektiren durumlara göre daha az olduğu saptanmıştır. Örneğin, ismi bilinmeyen bir valiye hitap etmek için kullanılan ifadelerden biri mesleki unvan *Governor* olmuştur ve ismi bilinmeyen bir doktora hitap etmek için kullanılan ifadelerden biri de yine mesleki unvan olan *Doctor* olmuştur. Bu iki ifadenin kullanımının dördüncü sınıf öğrencileri arasında daha yaygın olduğu da çalışmanın bulguları arasındadır. Çalışmada genel olarak dördüncü sınıf öğrencilerinin mesleki unvanların hitap ifadesi olarak kullanımı konusundaki farkındalıklarının daha yüksek olduğu görülmüştür.

Bakkal ve kasiyer olan kişilere hitap etmeyi gerektiren durumlarda bu kişilerin isimlerinin bilindiği durumlarda en çok tercih edilen hitap ifadesi kişinin ismi (FN) olmuştur. Ancak daha önceki durumlarda olduğu gibi söz konusu kişiler yaşça katılımcıdan daha büyük olduğunda FN daha az tercih edilmiştir. Örneğin, yaşça daha büyük olan bir bakkala hitap etmek için kişinin isminden daha çok TLN, *Mr. King*, veya akrabalık ifadeleri olan *Uncle*, *Brother* gibi ifadeler kullanılmıştır. Özellikle akrabalık ifadelerinin kullanımı anadil etkisi olarak yorumlanabilir. Türkçede yaşça büyük olan bir bakkala *Amca*, *Ağabey* gibi ifadelerle hitap etmek mümkünken İngilizcede bu kullanım söz konusu değildir. Dolayısıyla, katılımcıların anadillerindeki hitap etme geleneğini İngilizceye aktardıkları ve bu sebeple de İngilizce hitapta

hata yaptıkları söylenebilir. Süpermarkette çalışan bir kasiyere hitap etmeyi gerektiren durumda akrabalık ifadeleri hiçbir katılımcı tarafından tercih edilmemiştir. Bu durum, Bayyurt & Bayraktaroğlu'nun (2001) çalışmasında da belirtildiği gibi süpermarkette çalışan bir kişiyle yapılan konuşmanın çoğunlukla bir kereye mahsus bir konuşma olmasına bağlı olabilir.

Verilen durumlardaki polis memuru, güvenlik görevlisi ve banka memuru gibi kişilere hitap ederken katılımcılar tarafından en çok tercih edilen ifadelerin nezaket ve saygı gösteren *Sir, Madam* gibi ifadeler olduğu görülmüştür. Fakat katılımcıyla hemen hemen aynı yaşta olan banka memuru durumunda bir farklılık ortaya çıkmıştır; bu durumda katılımcılar hitap içermeyen *Excuse me, Hello* gibi ifadeleri daha fazla tercih etmişlerdir. Bu anlamda önemli bir farklılık ta bir garsona hitap etmeyi gerektiren durumda ortaya çıkmıştır. Diğer meslek gruplarından olan kişilere hitap etmek için en çok tercih edilen hitap ifadeleri nezaket belirten ifadelerken, bir garsona hitap etmeyi gerektiren durumda katılımcılar doğrudan bir hitap içermeyen ifadeleri daha çok tercih etmişlerdir. Her ne kadar yaşça kendilerinden büyük olan bir garson durumunda bazı öğrenciler nezaket gösteren ifadeleri tercih etmiş olsa da bu katılımcıların sayısı diğer durumlarda bu ifadeleri tercih eden katılımcıların sayısından oldukça azdır.

Akademik olmayan durumlarda tanımlanan diğer iki kişi de bir yaşlı kadın ve 10 yaşında bir çocuktur. Yaşlı kadına hitap etme konusunda katılımcılar arasında büyük bir uzlaşma görülürken, 10 yaşındaki çocuğa hitap etme konusunda böyle bir uzlaşma görülmemiştir. Bu durumda katılımcılar tarafından neredeyse otuzdan fazla seçenek tercih edilmiştir.

İngilizce öğretmeni adayı üniversite öğrencilerinin İngilizcedeki hitap etme konusunda genel olarak kısıtlı bir dağarcıkları olduğu ve İngilizcedeki hitap ifadeleri konusundaki tercihlerinin anadilleri olan Türkçedeki hitap etme kurallarından etkilendiği belirlenmiştir. Ayrıca bu çerçevede birinci ve dördüncü sınıf öğrencileri arasında anlamlı bir fark görülmemiştir.

İkinci araştırma sorusunu cevaplamak üzere toplanan veriler İngilizce öğretmeni adayı üniversite öğrencilerinin İngilizcedeki hitap ifadeleri

tercihlerinin temel olarak dört unsurdan etkilendiğini göstermiştir. Bu unsurlar yaş, cinsiyet, statü ve samimiyettir. Bu unsurlarda en etkili olanın yaş olduğu belirlenmiştir. Katılımcıların kendilerinden yaşça büyük olan bir kişiye hitap ederken söz konusu kişiye ismiyle hitap etmekten kaçınıp daha çok nezaket ifade eden ya da bazı durumlarda akrabalık gösteren ifadeleri tercih ettikleri görülmüştür. Sesli düşünme çalışması esnasında katılımcıların yaşça büyük kişilere nasıl hitap edeceklerine karar verme sürecinde sıklıkla saygı, resmiyet ve nezaket kelimelerini kullandıkları görülmüştür. Katılımcıların İngilizcedeki hitap ifadeleri tercihlerini etkileyen bir başka unsur hitap edilen kişinin cinsiyetidir. Bu unsurun özellikle aynı yaşlarda olan karşı cinsten kişilere hitap etmeyi gerektiren durumlarda etkili olduğu görülmüştür. Kadın katılımcılar kendileriyle hemen hemen aynı yaşta olan erkeklere hitap ederken yanlış anlaşılacak için daha dikkatli olduklarını, erkek katılımcılar kendileriyle hemen hemen aynı yaşta olan kadınlara hitap ederken sosyal normların gerektirdiği üzere daha kibar olduklarını, sadece hitap ifadelerine değil genel olarak hal ve hareketlerine özen gösterdiklerini belirtmişlerdir. Çalışmanın bulgularında belirttiğimiz bu iki durum dışında katılımcıların İngilizcedeki hitap ifadelerini seçerken cinsiyete göre bir tercih yaptıkları belirlenmemiştir. Katılımcıların İngilizcedeki hitap ifadesi tercihlerini etkileyen diğer iki unsurun statü ve samimiyet olduğu görülmüştür. Statü ve samimiyet nezaketi belirleyen evrensel unsurlardır. Ancak statü ve nezaket algısı kültürden kültüre değişebilir. Bu çalışmada, şaşırtıcı olmamakla birlikte, üniversite hocası, vali, doktor, polis memuru gibi kişilerin bakkal, kasiyer veya garson gibi kişilere nazaran daha yüksek statülü olarak algılandığı görülmüştür. Katılımcıların bu algısı tercih ettikleri unvan artı soy isim veya nezaket belirten *Sir* ve *Madam* gibi ifadelerinde açıkça görülmektedir. Çalışmanın ilginç bulgularından biri katılımcıların mesleki unvan kullanımıyla ilgili tercihleridir. Yüksek statülü olarak algılanan kişilere hitap etmek için mesleki unvan kullanan bazı katılımcılar (ör: *Doctor*) daha düşük statülü olan kişilere mesleki unvan ile hitap etmenin (ör: *Waiter*) o kişilerce saygısızlık hatta aşağılama gibi algılanabileceğini düşündüklerini

ifade etmişlerdir. Kişilerin sosyo-ekonomik özelliklerinin hitap etme şekillerini etkilediği açıktır ancak sosyal statü algısı kültürden kültüre değişebilir. Aynı şekilde, bir dilde ya da kültürde samimiyet ifade eden bir ifade bir başka dil ve kültürde kabalık olarak algılanabilir. Dolayısıyla bir yabancı dil öğrencisinin yabancı dildeki algılardan habersiz olması veya kendi kültüründeki algıları yabancı dile ve kültüre aktarması edimbilimsel açıdan hata yapmasına yol açabilir. Bu çalışmanın bulguları İngilizce öğretmeni adayları üniversite öğrencilerinin kişilere hitap ederken genel olarak dikkat edilen unsurların farkında olduklarını fakat bu anlamda edimbilimsel yeterlilikleri olmadığı için ana dillerindeki kuralları yabancı dile aktardıklarını göstermiştir.

Üçüncü araştırma sorusunu cevaplamak üzere toplanan veriler İngilizce öğretmeni adayları üniversite öğrencilerinin İngilizcede herhangi birine nasıl hitap edeceklerinden emin olmadıkları durumlarda hitap ifadelerini kullanmaktan kaçındıklarını ve bu durumlarda dikkat çekme ifadeleri, selamlamalar veya ricaları tercih ettiklerini göstermiştir. Katılımcılar bu tercihlerinin sebepleri arasında komik duruma düşme endişesi, kabalık etme endişesi gibi unsurları belirtmişlerdir. Hitap etmekten kaçınma bazı durumlarda bir tercih olarak kullanılabilir ancak özellikle konuşmayı başlatması gereken durumda nasıl hitap edeceğini bilmeyen bir yabancı dil öğrencisi için bu durum bir dezavantaj olabilir. Çalışmadan elde edilen bir diğer bulgu da İngilizce öğretmeni adayları üniversite öğrencilerinin üniversitede yaptıkları İngilizce konuşmalarda hitapları kendi ana dilleriyle ifade etmelerinin sıklıkla görülen bir durum olduğudur. Bu durum çoğu kişiyle aynı anadili paylaştıkları üniversite ortamında bir sorun teşkil etmeyebilir fakat sadece İngilizce konuşabildikleri bir ortamda bunu yapamayacaklarından ve belki de öğrenme fırsatları olmadığından zor duruma düşebilirler.

Dördüncü araştırma sorusu İngilizce öğretmeni adayları üniversite öğrencilerinin kullandıkları İngilizce hitap ifadelerinin ana dili Amerikan İngilizcesi olan kişilere göre ne kadar uygun olduğunu incelemiştir.

Çalışmanın bulguları İngilizce öğretmeni adayı üniversite öğrencilerinin İngilizcede kullandıkları hitap ifadelerinin genel olarak uygun ifadeler olmadığını ortaya koymuştur. Anadili Amerikan İngilizcesi olan üniversite hocalarına verilen ankette verilen 40 ifadeden sadece beş tanesi katılımcılar tarafından uygun olarak değerlendirilmiştir. Anadili Amerikan İngilizcesi olan üniversite öğrencilerine uygulanan ikinci ankette verilen toplam 119 ifadeden 30 tanesi katılımcılar tarafından uygun olarak değerlendirilmiştir. Akademik olmayan Amerikalılara uygulanan üçüncü ankette ise verilen 160 ifadeden 49'u katılımcılar tarafından uygun olarak değerlendirilmiştir.

Bu çalışma İngilizce öğretmeni adaylarının edimbilimsel yeterliliklerini incelemekte ve özel olarak da bu aday öğretmenlerin İngilizcede akademik ve akademik olmayan durumlarda kullandıkları hitap ifadelerinin uygun olup olmadığını araştırmaktadır. Çalışmanın bulguları sonucunda bir takım çıkarımlar yapmak mümkün olmuştur. Bu çalışmanın ortaya çıkardığı sonuçlardan biri İngiliz Dili Eğitimi öğrencilerinin İngilizcedeki hitap ifadeleri konusunda oldukça sınırlı bir dağarcıkları olduğu ve bu açıdan edimbilimsel yeterliliklerinin tam olmadığıdır. Bu İngilizce öğretmeni adayı üniversite öğrencilerinin akademik durumlarda çoğunlukla TLN ve HON gibi hitap ifadelerini tercih ettikleri gözlenmiştir. Bu çalışmanın akademik durumlardaki hitap ifadeleriyle ilgili bulguları McIntire'nin (1972) bulgularıyla örtüşmektedir fakat Wright'ın (2009) çalışmasındaki bulgulardan farklılık göstermektedir. McIntire ve Wright çalışmalarında anadili Amerikan İngilizcesi olan üniversite öğrencilerinden veri toplamışlardır ve bu iki çalışma arasında neredeyse 40 yıl vardır. Bu iki çalışmanın bulguları arasındaki fark Amerikan İngilizcesinde hitap ifadeleri ile ilgili kuralların 40 yıl içerisinde değiştiğini akla getirmektedir. Bizim çalışmamızın sonuçlarının McIntire'nin (1972) bulgularıyla örtüşmesi İngilizce öğretmeni adayı üniversite öğrencilerinin artık kullanılmayan hatta modası geçmiş ifadeler kullanmakta oldukları şeklinde yorumlanabilir ve bunun sebebinin de yabancı dilde gerçek günlük konuşmalara yeterince maruz kalmamaları olduğu düşünebilir. Çalışmanın yukarıda belirtilen

bulgusu Formentelli'nin (2009) çalışmasıyla da kısmen örtüşmektedir. Örneğin, Formentelli üniversite öğrencilerinin profesörlere ve okutmanlara hitap etme şekilleri arasında bir fark bulmuş ve okutmanlara hitap etme durumlarında resmiyet seviyesinde bir değişiklik olduğunu tespit etmiştir. Formentelli'nin çalışmasında bu resmiyet değişikliği hitap ifadesi olarak kişinin adının (FN) kullanımıyla ortaya çıkmıştır. Bu çalışmada da okutmanlara hitap etme durumunda bir resmiyet değişikliği tespit edilmiş, ancak bu değişikliğin FN kullanımı ile değil, mesleki unvan *Teacher* ifadesinin kullanımıyla gösterildiği görülmüştür.

Bu çalışmanın bulgularından çıkarabileceğimiz bir başka sonuç İngilizce öğretmeni adayları üniversite öğrencilerinin İngilizcede hitap ifadeleri tercih ve kullanımlarının büyük oranda ana dillerindeki hitap etme kural ve geleneklerinden etkilendiğidir. Çalışmanın sonuçları, bu aday öğretmenlerin gerçek günlük İngilizceye yeterince maruz kalmadıklarını, dolayısıyla ankette verilen durumları zihinlerinde canlandırmakta zorlandıklarını ortaya çıkarmıştır. İngilizce verilen durumlardan birçoğuna dair bir hatıraları olmadığından bu aday öğretmenler hafızalarındaki Türkçe konuşulan hatıraları temel alıp verilen İngilizce durumda ne diyeceklerine öyle karar vermişlerdir. Bunun sonucu olarak da ana dillerindeki hitap ifadeleri ile ilgili kural ve gelenekleri İngilizcedeki tercihlerine yansıtmışlardır. Bu bulgu İngilizce öğretmeni adayları üniversite öğrencilerinin eğitimleri esnasında sınıf içinde ve/veya dışında İngilizcenin günlük kullanımı üzerine daha fazla pratik yapma fırsatına ihtiyaç duydukları gerçeğini öne çıkarmaktadır. Bu çalışmanın bulguları, söz konusu öğretmen adaylarının İngilizcedeki hitap ifadeleri konusunda yetersiz bilgiye sahip oldukları ve bu yetersizliğin de farkında olmadıklarını göstermiştir. Odak grup görüşmelerinde katılımcıların hemen hepsi İngilizcede hitap ifadelerine dair bildiklerini filmler, diziler veya ders kitaplarından öğrendiklerini söylemişlerdir. Bir başka deyişle katılımcıların bu anlamdaki öğrenmeleri amaçlı ve bilinçli bir öğrenmeden çok tesadüfi bir öğrenme olarak karşımıza çıkmaktadır ve bu öğrenme şeklinin katılımcıların ihtiyaçlarını yeterince karşılamadığı açıkça

görülmektedir. Bu bağlamda, İngilizce öğretmeni yetiştirme programlarında aday öğretmenlerin İngilizcedeki ve Türkçedeki hitap ifadeleri ve kuralları arasındaki farklar konusunda bilinçlendirilmesi gerekmektedir.

Çalışmanın bulgularından varılabilecek bir başka sonuç İngilizce öğretmeni yetiştirme programlarındaki mevcut uygulamaların İngilizce öğretmeni adaylarının İngilizcedeki hitap ifadelerini öğrenmeleri konusunda önemli bir etkisinin olmadığıdır. Çalışmada birinci ve dördüncü sınıf öğrencilerinin bu anlamdaki edimbilimsel yeterlilikleri arasında anlamlı bir fark olmadığı görülmüştür. Odak grup görüşmeleri esnasında katılımcıların birçoğu bu konunun hiçbir ders kapsamında tam olarak ele alınmadığını ve Konuşma Becerileri ve Edimbilim dersleri gibi derslerde bazen kısaca bahsinin geçtiğini belirtmişlerdir. Bu çalışmanın katılımcıları geleceğin İngilizce öğretmenleridir ve bu öğretmenler gelecekteki öğrencilerine bildikleri kadarını öğreteceklerdir. Bu öğretmenlerin yanlış ve eksik bilgilerini öğrencilerine aktarmaları da ihtimal dahilindedir ve bu durum İngilizce öğretimi açısından bir kısır döngüye dönüşebilir. Dolayısıyla, bu İngilizce öğretmeni adaylarının edimbilimsel yeterliliklerinin artırılması yönünde düzenlemeler ve uygulamalar onları gelecekte daha etkin öğretmenler yapacaktır.

Bu çalışma İngilizce öğretmeni adayı üniversite öğrencilerinin İngilizcedeki hitap ifadelerine dair mevcut edimbilimsel yeterliliklerini incelemiştir. Ancak bu çalışmada bu aday öğretmenlerin edimbilimsel yeterliliklerini geliştirmek için yapılabilecekler konusunda bir inceleme yapılmamıştır. Dolayısıyla, İngilizcedeki hitap ifadelerinin İngilizce öğretmeni adayı üniversite öğrencileri tarafından edinimine yönelik deneysel bir çalışma alana büyük bir katkı sağlayabilir. Böyle bir çalışma sayesinde İngilizcedeki hitap ifadelerinin öğretiminin mevcut programa nasıl dahil edileceği konusunda bilgi edinmek mümkün olabilir.

Bu çalışmada İngilizce öğretmeni yetiştirme programlarında ders veren üniversite hocalarının öğrencilerin kullandıkları İngilizce hitap ifadelerine dair algılamaları incelenmemiştir. Anadili İngilizce olmayan

üniversite hocalarının çalışmanın sorunsalı bağlamındaki algılamalarının belirlenmesi İngilizce öğretmeni adayı üniversite öğrencilerinin edimbilimsel yetersizliklerinin daha iyi anlaşılmasını sağlayabilir.

İngilizcenin anadili olarak konuşulmadığı ülkelerde öğrencilerin İngilizceyi öğrenmek için faydalandığı en önemli kaynaklardan biri ders kitaplarıdır. Bu çerçevede İngilizce öğretmeni yetiştirme programlarında hâlihazırda kullanılan ders kitaplarının edimbilimsel yeterliliği ne kadar destekleyici şekilde hazırlandığını görmek için incelenmesi de alana önemli bir katkı sağlayabilir.

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