

**AN INVESTIGATION ON CUSTOMER INTERACTIONAL PRINCIPLES
AND FACE-THREATENING SPEECH ACT PERFORMANCE IN SERVICE
ENCOUNTERS: THE CASE OF TURKISH AND ENGLISH**

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

BY

HALE IŞIK

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF ARTS
IN THE
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

SEPTEMBER 2003

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ABSTRACT

AN INVESTIGATION ON CUSTOMER INTERACTIONAL PRINCIPLES AND FACE-THREATENING SPEECH ACT PERFORMANCE IN SERVICE ENCOUNTERS: THE CASE OF TURKISH AND ENGLISH

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September 2003, 202 pages

This thesis investigates self-guiding sociopragmatic interactional principles (SIP) in communication and choice of linguistic strategies of politeness during service encounters in Turkish and English.

To this end, two questionnaires were administered to 67 monolingual native speakers of English (ENS) by online administration and 85 monolingual native speakers of Turkish (TNS) by pen and paper administration who were all university students. Data were collected (1) by a SIP questionnaire to determine what principles are important in deciding what to say, and (2) by a linguistic strategies of

politeness questionnaire (LSQ) to determine the strategies subjects would employ in conflict-generating service encounters.

Three sociopragmatic interactional superprinciples were identified through factor analysis, namely (a) Tact (cost-benefit), (b) Relational Communicative Style, and (c) Task achievement. It has been found that face is of central value in communication and the key to the design of politeness and that its maintenance appears to be a prerequisite to adjusting communicative style and goal-orientation. Results indicate that the major differences between TNS and ENS were related to the principles of ‘sounding restrained’, ‘sounding humorous’, and ‘sounding warm and friendly’. The principles of ‘hinting’ and ‘clarity’ were not found as opposites for the TNS whereas they were in negative correlation for the ENS. Moreover, findings for the LSQ demonstrate that realization of self-goal was more important for TNS than ENS as reflected in conflict-maximizing linguistic strategy choice. The study underscores the need for a novel approach to politeness that incorporates SIPs choice of linguistic strategy.

Keywords: Politeness Theories, Sociopragmatic Interactional Principles (SIP), Linguistic Politeness Strategies, Service Encounters.

ÖZ

HİZMET KARŞILAŞIMLARINDA MÜŞTERİLERİN ETKİLEŞİM İLKELERİ İLE TEHDİT EDİCİ SÖZ EYLEM KULLANIMLARI: TÜRKÇE VE İNGİLİZCE ÜZERİNE BİR İNCELEME

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Eylül 2003, 202 sayfa

Bu tez Türkçe ve İngilizce hizmet karşılaşımı iletişimde kişiyi yönlendiren sosyo-edimbilimsel etkileşim ilkeleri (SIP) ve dilbilimsel incelik strateji seçimlerinin araştırır.

Buna yönelik olarak, üniversite öğrencisi olan 67 tekdilli anadili İngilizce konuşucu (ENS) ile 85 tekdilli anadili Türkçe konuşucuya (TNS) iki anket uygulanmıştır. Veri, çatışmaya sebep olabilecek hizmet karşılaşımında (1) ne

diyeceğimize karar verirken önemli olan ilkeleri belirleyen bir SIP anketi, ve (2) deneklerin hangi stratejileri kullandıklarını belirleyen bir dilbilimsel incelik strateji anketi (LSQ) yoluyla toplanmıştır.

Faktör analizi sonucunda üç sosyo-edimbilimsel etkileşim üstilkesi belirlenmiştir: (a) İncelik (kar-zarar), (b) Bağlantılı iletişim stili, ve (c) Amaç gerçekleştirme. Yüz kavramının iletişimde ve inceliğin kurgulanmasında anahtar rolü olduğu ve korunmasının iletişimsel stil belirlemede ve amaca yönelimde önceliği olduğu görülmüştür. Sonuçlar, TNS ve ENS arasındaki temel farklılıkların “ölçülü konuşma”, “esprili konuşma” ve “sıcak ve dostça konuşma” ilkeleri ile bağlantılı olduğunu göstermektedir. TNS tarafından “ima yoluyla ifade etme” ve “açık seçik bir dille ifade etme” karşıt kabul edilmezken, ENS için bu iki ilkenin negatif bir korelasyon içinde olduğu gözlenmiştir. Öte yandan, LSQ bulguları çatışma arttırıcı dilbilimsel strateji seçimleri doğrultusunda kişisel amacı gerçekleştirmenin TNS için ENS’den daha önemli olduğunu göstermektedir. Bu çalışma, SIP’i dilbilimsel strateji seçimi ile birleştiren yeni bir incelik yaklaşımının gerekliliğini ortaya çıkarmıştır.

Anahtar Kelimeler: İncelik Kuramları, Sosyo-edimbilimsel etkileşim ilkeleri, hizmet karşılaşmaları.

To My Parents, Jale and Atila Işık

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to all the people without whose constant support and help this study would never have been accomplished.

First, I am deeply grateful to my advisor, Assoc. Prof. Dr. Şükriye Ruhi, for her great guidance, and infinite patience. My ever-growing interest in the issues of pragmatics and linguistic politeness in relation to language learning started to flourish during the time I took the course “Linguistics for ELT” from her in spring 2000. She led me into an exploration of this new territory and taught me to critically examine the impact of pragmatics on human communication. I am greatly indebted for the many invaluable contributions she has made, her enthusiasm about my work, for all the substantial feedback she has given me, and the numerous stimulating conversations she has had with me from the very early stages of the development of this study.

I would like to express my gratitude to my committee members Assoc. Dr. Joshua Bear for his detailed comments and eminently helpful suggestions, and Prof. Dr. Esin Tezer for her guidance on the statistical procedures to be used and her useful suggestions about the organization of the thesis. I am also eminently grateful

to Prof. Deniz Zeyrek for all the feedback she has given me and the help she has provided when I was faced with the challenge to collect overseas data from UK universities. I was also fortunate enough to benefit from Prof. Dr. Gürkan Tekman's feedback on experimental design and statistical analysis which helped me enormously in simplifying my analysis and keeping it manageable.

Many thanks go to my friends and colleagues; to Hamide Yıldırım for helping me create a database for the online data and Ercan Top for all the technical assistance he provided, Mine Mısırlısoy for assisting me in entering the data and carrying out the statistical procedures on SPSS, and many others in the department for their fondness and concern. My heartfelt appreciation goes to Onur Güler who has had full confidence in my ability, has patiently listened to my struggles and provided wholehearted emotional support and continuing encouragement at difficult times.

Finally, a word of appreciation needs to go to my family, to my parents for their unconditional love, constant long-distance encouragement and support, and my sister and brother for their sincere care and friendship.

This thesis was supported by a METU research project grant (BAP-2000-05-03-01).

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

Date:

Signature:

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LIST OF ABBREVIATIONS

DQ	Demographic Questionnaire
EFL	English as a Foreign Language
ELT	English Language Teaching
FTA	Face threatening act(s)
H	Hearer
L1	First Language
L2	Second language
LSQ	Questionnaire on linguistic strategies of politeness
METU	Middle East Technical University
NS(s)	Native Speakers
NNS(s)	Non-native speakers(s)
S	Speaker
SIP(s)	Sociopragmatic Interactional Principles
SPSS	Statistical Packages for Social Sciences

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CHAPTER I

INTRODUCTION

1.0 Presentation

In this introductory chapter, first a background to the study is given. Next, the problem this study aims to touch upon, the purpose and scope of the research to be conducted and also the significance of the study are explained. The limitations of the study, either arising from the issues dealt with or the methodology used, are also be stated. Lastly, the definition of certain key terms used throughout this thesis are provided.

1.1 Background to the Study

In the early 1970's linguistics experienced a noteworthy shift in studying linguistic meaning. Several researchers from the "functional" paradigm (e.g. Halliday) introduced the importance of *context* to the study of meaning and focused on language use, which has been entirely excluded from research focusing on codes through sentence grammar by structuralists -seeing it as an end in itself. Interpreted as a shift in attention from grammatical *competence* to *performance*, this body of

new research served as a motive to study language from a different perspective, shifting the attention from grammatical competence to communicative competence (Hymes, 1972). This pervasive change of interest fed also by the growth of the influential speech act theory (Austin, 1975; Searle, 1969) called attention to a variety of linguistic phenomena that have been placed under the area of *pragmatics*. Following such a philosophy of language, at present pragmatic meaning is considered not to exist merely in language, but to emerge through interaction among language use, speaker, hearer, as well as the social setting and is regarded as societal phenomena.

In light of this new trend, speech acts have been investigated and described from a variety of perspectives: philosophical, social, linguistic and cultural. Researchers have tried to identify prevalent universal norms of speech behaviour and separate these from language-dependent rules. A vast number of such empirical studies point to the fact that sociocultural and sociolinguistic norms of the speakers shape successful planning and production of speech behaviour (Cohen, 1996).

When such norms began to be inspected as resources in cross-cultural communication, politeness behaviour within speech act research started to expand (e.g. Blum-Kulka and Olshtain, 1984; Blum Kulka, House and Kasper, 1989; Ervin-Tripp, 1976; Hinkel, 1997). On the whole, politeness was proposed as a universal norm governing language use motivated by attention to face as proposed by Goffman (1967). Two distinct approaches to politeness came into being which

have been used immensely for speech act research, namely maxim approach (e.g. Grice, and Leech) and face management approach (e.g. Brown and Levinson).

Starting with Grice's Cooperative Principle and accompanying conversational maxims, and flourishing with R. Lakoff's (1973) seminal essay on politeness, research on linguistic politeness has grown rapidly undertaking the mission of explaining how pragmatic principles guide communicators in strategic communication process. Adopting Lakoff and Grice's constructs of Cooperative Principle(s) and maxims, the British linguist Leech (1983) elaborated quite a thorough analysis of politeness in terms of principles and maxims seeing politeness as a "regulative factor in interaction" (Reiter, 2000, p. 8).

In addition, Goffman's concept of face and face-work has also been used by researchers to explain the interpersonal underpinnings of language use (Holtgraves, 1992). Most notable in this regard is the research of American linguists Brown and Levinson (1987), whose theory of politeness has stimulated considerable research on the topic. By operationalizing face management in terms of specific linguistic strategies and by linking face concerns to the major interpersonal dimensions of social interaction, this research has led to theoretical advances in explaining how speakers phrase utterances in communication.

With a whole body of controversial research adhered to it, politeness, as a sociopragmatic phenomenon, has clearly been one of the major concerns of work done in anthropology, psycholinguistics, linguistics, sociolinguistics (Kasper, 1990).

In addition, researchers from other disciplines, intercultural communication and social psychology, have also studied the phenomenon placing the concept of face in central position and discussing related issues in longer stretches of discourse under the notion of “facework” (Ting Toomey, 1994; Ting-Toomey and Atsuko, 1998).

Notwithstanding its significance as a communicative apparatus for social interaction, the general mechanisms of politeness and face have been less clear partly because a wide variety of realization patterns of politeness strategies exist across cultures and languages. Research conducted from the viewpoint that politeness has an inherent sensitivity to the cultural and linguistic diversities of communication styles embodied by cultures suggests that there is vast variation in the conceptualization and practice across cultures and languages. For example, Leech (1983) suggests that his politeness maxims could have different importance weightings in different situations and different cultures. Other linguists (Brown and Levinson, 1987) working on the notion have attempted to depict politeness as a part of a universal rational communication system that operates in much the same way regardless of the language user or the language used by delineating specific verbal strategies and demonstrating the parallelism between these strategies between English, Tamil, and Tzeltal -three very different languages. Although their theory allows for some cultural variation, it does not discuss how variation may exist (Janney and Arndt, 1993). Another intriguing question can be raised at exactly this point of the discussion. Whether to claim universality or not; can these inferences be tested; and is there way they can be quantified?

Therefore, calling on an additional issue, as Cohen (1996) states, “the complexity of speech act realization and of strategy selection requires careful development of research methodology” (p.23). Although much has been said about what needs to be the best research methodology in investigating speech acts and politeness, all answers to this question have pointed at research methodology in relation to collecting and analysing production (either written or spoken data) and have neglected to answer yet another significant question: “what makes us say/perform the way we do on production tasks?” Up to now the goal of the researcher was to collect data that best match real/impromptu language use. The way to maintain this goal was considered to relate to effectiveness of techniques used in testing, thus, it was hypothesized that the more authentic the task got, the more real the captured language was.

Although the hypothesis still applies today, to open yet another window to our understanding of the phenomena, research needs to take one step further and look into the factors the human mind considers while selecting speech behaviour. We need to find answers to questions such as “what kind of interactional principles play a role in determining speech behaviour?”, “which of these interactional principles call for direct/indirect language use?” to capture a deeper understanding of the concept of “face” and “politeness” in relation.

1.2 The Problem

Research has shown that a single theory or approach cannot account for the complex nature of politeness (Fraser, 1990; Kasper, 1990). Then what may be done

is to adopt an eclectic method to unearth the complexity. Part of the problem in this area of research lies within the fact that the current understandings of “face” have placed too much emphasis on linguistic behaviour, at the expense of social behaviour. Politeness is seen as “linguistic manifestations of face”, but in this consideration, the fact that linguistic behaviour is only one aspect of social behaviour is disregarded. At the moment, research cannot capture the big picture that *face*, *self* and *politeness* are interdependent, and that analyses of one can only be elucidated via analyses of the others.

One way to tackle this issue, also the focus of this study, is to recourse to social theories for presentation of the guiding principles of self in a culture in relation to style of speech with concern to communication principles the human mind holds. Yet another question arises at this point. How can these cultural values (social and psychological traits regarding self) be put under scrutiny? Up to now, most cross-cultural studies on communicative style and compliance-gaining have gathered self-report ratings that are completely decontextualised (Baxter, 1984), which cannot account for the guiding principles of self as a social-psychological object in communication style. According to Spencer Oatey (2002a),

... it is axiomatic that people’s styles of use vary significantly from one situation to another, and so we cannot be sure that any differences in reported styles of decontextualised use reflect differences that apply across a range of situations, or whether in fact they merely reflect people’s conceptualisations of how they use language in certain contexts. (p.2)

There is an emergent need in politeness research, therefore, to explore communicative style across a range of specific contexts. Only if similar patterns emerge across these situations will we be able to conclude that certain cultural/ethnolinguistic groups have distinct communicative styles which go together with distinct verbalizations.

1.3 Purpose and Scope

Consequently, this study has the aim of contemplating approaches adhering to face, politeness, communication style and cultural values and drawing them together to verify politeness from a unified perspective by attempting to examine their interaction drawing findings from all. This thesis explores, in the most general sense, the impact of self-guiding principles and cultural values on communication and how these are operationalized in the language we use in situationally defined contexts.

According to Hofstede (1994), culture “is the collective programming of the mind which distinguishes the members of one group or category of people from another” (cited in Spencer-Oatey, 2003b, p.3). Keeping in line with this definition, Spencer-Oatey (2000b) defines culture as “a fuzzy set of attitudes, beliefs, behavioural conventions, and basic assumptions and values that are shared by a group of people, and that influence each member’s behaviour and each member’s interpretations of the ‘meaning’ of other people’s behaviour.” (p. 4)

Work in linguistics suggests two important ways in which culture can have an impact on language use: (a) the interactional principles that people hold and (b) the conventions of use of a particular language (Spencer-Oatey, 2002a). The purpose of the study in hand is to explore the *interactional principles* that people hold – the principles that underlie people’s use of language, and that influence both what they say and how they say it and how these principles are actually manifested in linguistic strategy choice in Turkish and English. For this purpose, monolingual native speakers of English and monolingual native speakers of Turkish have acted as informants. They have responded to a sociopragmatic interaction principle (SIP) questionnaire¹ as well as a linguistic strategies of politeness questionnaire (LSQ). It needs to be noted that the scope of the study only covers instances of principle and strategy choice in situations which have potential to create *conflict* in one type of speech event: a number of service encounters² from the perspective of the customer. The five scenarios used in both of the questionnaires administered to the respondent groups are based on customer-service provider interaction involving conflicting goals.

¹ This thesis is supported by a METU research project grant (BAP - 2000-05-03-01). The author and Dr. Şükriye Ruhi are collaborating with Dr. Helen Spencer-Oatey through the research project in conducting an international research on *sociopragmatic interactional principles*.

² According to Scollon and Scollon (2000), service encounters fall into two categories: those that are inside and outside-encounters. Inside encounters occur between people who have frequent and long-standing relationships such as family and friends. What is meant by ‘outside’, on the other hand, is that the relationship between participants are considered to be an outside relationship as participants (assumably) have no dealings with each other besides in this single transaction. Outside encounters such as getting tickets for a movie, buying goods in a shop, etc. are all cases of very abrupt topic introduction in which the topic is already known for all parties involved. They are encounters which require very little personal negotiation and are highly conventionalized, culturally established in this sense. Thus, findings of the study need to be taken with caution since the scenarios used for the study reveal instances of just one type of communicative activity: an outside encounter. Research on inside encounters need also to be collected to attain generalizability over context and role relationships implicated by situations in the two cultures.

The influence of national culture on dealing with conflict (conflict management) has received increased attention in recent sociology and social psychology literature and studies have shown that styles of conflict management are directly affected by culture (Cocroft and Ting-Toomey, 1994; Gudykunst, Matsumoto, Ting-Toomey, Nishida, Kim and Heyman, 1996; Holtgraves, 1997; Kozan & Ergin, 1999; Ting-Toomey & Atsuko, 1998; Ting-Toomey, Yee-Jung, Shapiro, Garcia, Wright, and Oetzel, 2000). Therefore, yet another focus of this study is also, indirectly, management of conflict from a linguistic politeness standpoint in five situations in two different cultures and languages (namely, Turkish and English) in which competing goals (self and other's) are at stake.

1.4 Significance of the Study

After having considered the current literature, the need and rationale for the study in hand is quite straightforward: there is a significant need for empirical research that can determine what kind of fundamental interactional principles exist universally and what they are, since up to now, there has been little systematic consideration of the ways in which cultural dimensions affect communication. There have been significant studies trying to determine links to individualistic–collectivistic propensities of cultures and aspects of communication such as concern for face and directness–indirectness (Gudykunst, Matsumoto, Ting-Toomey, Nishida, Kim, and Heyman, 1996). The findings of this study will hopefully aid the goal of mapping different cultural/linguistic groups (i.e. Turkish and English) onto

these various principles according to their relative adherence to them and the language strategies they are connected to.

According to Oatey, H. S., Zhang B., and Jiang, W (2001), “when culture has been used as a variable to explain differences in language use, it has typically either been treated as a set of value dimensions, or else it has not been ‘unpacked’ at all” (p.1). The assumption underlying this strand of research (as well as the study in hand) is that culture can best be studied through communication since communication is a mediated tool that allows us to understand the schemata underlying our choice of language.

Little research has been devoted to unravelling interactional principles in communication (Kim, 1994; Kim and Kim, 1997; Spencer-Oatey, 2000b, 2002a); thus, the present study is quite significant in this respect. Furthermore, research cited above has not explored *actual* language strategy use, but only focused on the interactional principles (also named conversational constraints by Kim, 1994; Kim and Kim, 1997) that underlie people’s use of language following the assumption that people’s self-reported communicative style is not equivalent to the language they use.

Yet another noteworthy contentious issue linguists have dwelled on is the degree to which principles of politeness are universal. Leech (1983) suggests that his politeness maxims could have different importance weightings in different situations and different cultures. Also, Brown and Levinson’s (1987) politeness theory evokes

claims for universality. However, Leech's (1983) work is based not on empirical research, but on personal insights. For this reason, expanding this new field of research yet on another dimension, this study also aims to discover on what grounds Leech's work and Brown & Levinson's work meet with regard to the underlying principles (face concerns and bi-polar maxims) governing communication and the linguistic strategies through which they are realized in situationally-dependent contexts during communication.

Undoubtedly, since measures that draw on interactional principles and language use are not readily available, the need to launch and test a new measure has arisen in the course of this study. Consequently, it is equally important to explore the capability of constructed instruments to know as fully as possible what their limitations are and how they can be best designed to improve the quality of data. The present research will ultimately be fruitful in enhancing the quality of the research produced in trying to unearth the relationship, if any, between interactional principles (which will be tapped through a sociopragmatic interactional principles (SIP) questionnaire) and the linguistic realization strategies (tapped by the administration of a linguistic strategy questionnaire (LSQ)) that exist universally which shape our speech behaviour in differing degrees and also in attempting to perceive how they intermingle.

The pragmatic ability -involving the spectrums mentioned above- in a second or foreign language, as Kasper (1997) notes, is a part of a non-native speakers (NNS) communicative competence and therefore has to be located in a model of

communicative ability. Kasper (1997) argues that competence, encompassing pragmatic competence, is a type of knowledge that learners possess, develop, acquire, use or lose. Bearing in mind that culture has re-entered the stage in contemporary foreign or second language teaching situations, the study in hand may provide practical insights on possible areas of conflicting or similar patterns. In addition, the challenge for foreign or second language teaching is whether we can arrange learning opportunities and learning materials in such a way that they benefit the development of pragmatic competence in L2, for which the results of this study could equally form a basis.

1.5 Limitations

The limitations of the study have either arisen from the methodology used or the instrument administration process.

For the methodology limitation, as the data have been collected via the Internet (a web page), and also through pen and paper administration, one can speculate about the possible difference reflecting on a difference in data obtained. For the English participants the degree to which participants were used to using the Internet, which may be psychologically/cognitively troublesome for some participants more than others, and which in turn may affect their performance to differing degrees can be expressed as another shortcoming. There is also one group of participants who were given the questionnaires in paper and pen; thus, differences due to administration may lead to minor unsolicited outcomes.

Moreover, in the research design although gender was not designated as an independent variable for the study, it needs to be stressed that the female and male respondents (in both English and Turkish groups) were not of equal distribution due to enrolment features of students in departments.

The instrument administration was quite straining on behalf of the respondents whether as online or pen and paper participants as there were a great number of questions to be answered. It can be questioned whether or not interactional principles (in the SIP questionnaire) have turned out to be unmanageable to read/follow and have in turn affected the responses obtained. Nonetheless, there is no such evidence of the sort in the analysis and results of this study as well as Spencer-Oatey and Jiang's (2003) study based on the use of the same questionnaire.

Furthermore, when the rationale of the study is considered, it is quite obvious that we clearly have become more aware of all the factors involved in politeness phenomena in the recent years but unfortunately this list of factors seems to be an endless one. Thus, results need to be approached with caution and not seen as a succinct list of factors involved in communication. A list of possible influencing factors are endless and through such research we are going to become more and more aware of the factors that are involved in what appears to be simple communicative events.

To elicit pragmatic data, most researchers favor the use of naturally occurring data in speech act analysis as what people say and what people think they would say in situations may be different (Wolfson, 1989). It needs to be kept in mind that using a written instrument (whether it be a DCT or multiple choice instrument) to elicit supposedly representative data on spoken responses may not be 100% mirror true image of the spoken language. Furthermore, a DCT or multiple choice instrument devised from it (as has been administered to collect a portion of the data used in this study) may not provide us with all the information on spontaneous use of speech acts by native speakers; however, it still represents norms of appropriateness, the strategy use for the speech act under consideration and results in a large amount of data in a relatively short time. Also concerning the nature of the data collection technique, naturally the scenarios used in the instruments do not include information on prosody and body language which could equally influence what respondents would say in a given situation.

Moreover, many studies in literature claim to be global and universally applicable though so many are biased toward western culture in nature. The instruments used in the study evolve around five situations and the reality of the situations and applicability across cultures can also be questioned. However, data from all participants regarding whether or not (a) the scenarios reflected reality, (b) the situations have ever been experienced by them, (c) the possibility of such a situation could ever occur in their university context have also been collected to ensure validity and appropriateness of situations for the Turkish and English native speakers.

1.6 Definition of Terms

collectivism	Pertains to societies in which people from birth onwards are integrated into strong, cohesive in groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty (Hofstede, 1997)
face	A person's public self-image
facework	Management of face in interaction over longer stretches of discourse
FTA	Face threatening acts are utterances or actions which threaten a person's public self-image and wants.
impoliteness	Opposite of politeness, having the reverse effect (<i>see politeness</i>)
individualism	Pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family (Hofstede, 1997)
negative face	The basic claim to territories, personal preserves, rights to non-distraction - i.e. desire for freedom of action and freedom from imposition
off record/ indirectness	Utterances that invite conversational implicatures though violation of Conversational Principle and Gricean maxims

on record/directness	Utterances that abide by Conversational Principle and Gricean Maxims
politeness	Showing awareness of another person's public self-image and face wants.
positive face	The positive consistent self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of)
Speech act	An illocutionary act performed by the use of an utterance
SIPs	Socioculturally based principles, scalar in nature, that guide or influence people's productive and interpretive use of language (Spencer-Oatey and Jiang, 2003)

(Definitions are adapted from Yule, 1997)

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, the literature on key concepts and research findings central to the study are dwelled on. First, current differences and related problems in the conceptualisation of politeness are pointed out; next, in light of these different interpretations, the main theories of politeness are reviewed with an emphasis on two systems: the maxim approach and the face-management approach. Subsequently, the concept of conflict in relation to face-threatening acts and the study of conflict management in linguistic politeness are discussed. Lastly, rapport management in relation to research on conversational constraints and interactional principles are taken up.

2.1 Defining Politeness

The definition and conceptualisation of politeness has been issue to many debates; even the most recent literature on the issue gives way to different

interpretations on a remarkable scale. In the most general sense, as an everyday term, politeness is closely associated to social *appropriateness*, which actually springs from a tradition in history dating back to the Augustan Age in the Roman times (Watts, 1992). Still today, for some researchers, being polite is saying the socially correct thing by “conforming to socially agreed codes of good conduct” (Nwoye, 1992, p. 310).

As a scientific term, politeness has still not been actually defined and a lack of consistency on how politeness can be accounted for exists today even though extensive work has been done on the concept (Fraser, 1990; Watts, Ide, & Echlich, 1992). Consequently, the first step to be taken towards uncovering what politeness is in languages necessitates making a clear distinction between the commonsense notion of –everyday– politeness (which we can relate to certain words such as etiquette, civilization, (good) breeding, urbanity, gentlemanly/ladylike behaviour) and its counterpart in scientific conceptualisation.

2.1.1 First and Second Order Politeness

Meier (1995a, 1995b) argues that maintaining an approach to politeness which is only connected to social appropriateness has both the advantage of avoiding many problems associated with conflicting accounts of politeness and the benefit of universal validity. Although some linguists share this posit, leaving politeness at that even certifies the vagueness more, and in return, moves it further away from being at all beneficial to pragmatics research.

Following a strive to build on and refine the notion of politeness; taking it beyond the idea of appropriateness, Watts, Ide & Echlich (1992) have adopted new terminology (namely, *first order* and *second order* politeness) to differentiate between different interpretations of politeness. First order politeness corresponds to the various ways in which polite behaviour is perceived and talked about by members of social groups. Hence, it encompasses the commonsense notion of politeness. On the other hand, second order politeness is a theoretical construct and a term within a theory of social behaviour and language use (Watts et al., 1992).

According to Held (1992), although politeness in linguistics needs to stand as a second-order concept, the majority of linguists and their work in history have dealt with politeness on the first order level, and problems have surfaced as soon as the terminology was misused by them as if it were a second-order concept in the model of language use. Janney and Arndt (1992), emphasising the same dichotomy, draw a distinction between *social* politeness and *interpersonal –tact-* politeness, for the very same reasons, building on the emotive dimensions of speech which distinguishes politeness -in linguistics and intercultural communication- from the standard first order notion.

As explained in Eelen (2001), the first and second order distinction is a relevant one since it not only distinguishes between speaker assessment and scientist's assessment of linguistic behaviour but also touches on methodological and epistemological issues regarding politeness research. Nonetheless, it needs to be noted that although a distinction needs to be made, the two are inseparably

interconnected. In line with Eelen (2001), if the basic characteristics of politeness 1 is seen as *evaluativity and normativity*, then politeness 2 should be able to show how the concept functions and how it is internally operationalized in discourse; however, it needs to stay clearly away from being evaluative and normative when doing so. Used in context, what Eelen touches down upon and renames Politeness 1 refers to politeness encoded in speech where the speaker knowingly aims at “polite” behaviour in the polite-impolite continuum, whereas Politeness 2 covers the whole range of the continuum.

2.2 Politeness Theories

Much in the same way, Fraser (1990) distinguishes etiquette and social appropriacy from politeness seen through the standpoint of linguistics. By doing so, he develops a multi-fold framework through which politeness theories can be analysed and categorized. According to Fraser (1990), there exist four current approaches to an account of politeness: Social-norm view, conversational contract view, conversational maxim view, and face-saving view. While none of these views are considered thoroughly adequate, the face-saving view is seen as the “most clearly articulated and most thoroughly worked out”, therefore providing “the best framework within which to raise the crucial questions about politeness” (p. 219).

According to Fraser (1990), *the social norm view* adheres to the historical understanding of the term assuming that each society has a set of rules that prescribe

certain form of behaviour, or a mode of thinking in a situation which people need to abide by to escape the negative evaluation of society (i.e. first order politeness).

In contrast, approaching politeness as a set of constraints of verbal behaviour, Fraser (1975) and Fraser and Nolan (1981) instigated another frame for analysis of politeness in language: the *conversational contract view* (as cited in Fraser, 1990). Their starting point was the idea that “what makes a sentence polite and/or impolite is the conditions under which they are used and are not the expressions themselves” (Fraser and Nolan, 1981 reported in Reiter, 2000, p.28). When engaged in conversational exchange parties enter into a conversational contract in that the interaction is affected, not only by pre-agreed upon factors but the situation is dynamic with shifting relationships, shifting distribution of power, and shifting goals and intentions of participants.

This is actually exceedingly similar to Watts’s (1992) notion of “politic behaviour”. Watts argues that to define politeness more precisely, there is a need to make a distinction between ‘politic speech’ and ‘polite speech’ to distinguishing between politeness as a strategy, and politeness as a set of linguistic conventions.

Watts (1992) describes *politic* speech as

...socio-culturally determined behaviour directed towards the goal of establishing and/or maintaining in a state of equilibrium the personal relationships between the individuals of a social group, whether open or closed, during the ongoing process of verbal interaction (1992, p.50).

Polite behaviour, as distinguished from politic behaviour, depends entirely on “those features of the interaction which are socio-culturally marked by the speech

community as being more than merely politic”, in this respect “polite behaviour leads to an enhancement of ego's standing with respect to alter" (p.51).

As is politic behaviour, the conversational contract is constantly subject to change during the course of interaction, according to the participants' constant assessment of varying contextual factors. By connecting politeness with conversational contract, Fraser (1990) claims the perspective presents the most general and dynamic view of politeness. However, it is difficult to apply this approach to linguistic data since the exact components of conversational contracts - rights and obligations in actual interactions- are neither adequately elaborated nor easily detectable in analysis.

Having stimulated a vast amount of research and resultant academic debate and controversy, Leech's (1983) conversational maxim approach and Brown & Levinson's (1987) face-management model are the two most influential approaches in politeness literature. Nevertheless, one perspective has often been pitted against the other in terms of its effectiveness for explaining certain phenomena (Mao, 1994). Thus, this study has the aim of contemplating both approaches and drawing them together to scrutinize politeness from a unified perspective by attempting to find points on which they may complement each other. Thus, Leech's (1983) conversational maxim approach and Brown & Levinson's (1987) face-management model have been selectively chosen and will be scrutinized in depth.

2.2.1 Maxim Approach

The *maxim* approach relies heavily on Gricean pragmatics in trying to answer the question how people mean more than they say. Arguing that speakers are all rational individuals interested in conveying their message in hand effectively, Grice has proposed what has been known as the Cooperative Principle (hereafter, CP): “Make your contribution such as is requires, 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 Grundy, 1995; Thomas, 1995; Yule, 1997). From this CP, Grice advances four sub-maxims: “quality, quantity, relevance, and manner” and articulates that violation of one or more of these conversational maxim(s) may implicate certain speaker intentions. The main adherents to this view are Lakoff (1973) and Leech (1983).

2.2.1.1 Lakoff’s Politeness Rule

Lakoff was one of the early linguists to examine the concept of politeness in relation to pragmatics. Lakoff’s (1973, 1990) definition of politeness involved seeing the issue as “a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange” (as cited in Eelen, 2001, p. 2). Her model considers politeness to be a “device used in order to reduce friction in personal interaction” (Fraser, 1990, p. 223).

According to Lakoff, traditional linguistic theory was too weak to explain politeness phenomena; thus, Grice's cooperative principle functioned as a building block for her understanding of the notion. As CP explains how we can understand more than we hear from an utterance by abiding by or flouting certain maxims, CP served as the starting point of her "Politeness Rule". The more you seek to communicate your message directly to achieve full clarity, the more you move away from an expression of politeness; hence clarity and politeness were seen as opposites in her rule. Whereas CP was diverted to the qualities of the content of information, Lakoff's "politeness rule" had a more social side to it. Once a hearer notices that the speaker is not abiding by the maxims, she envisages that the speaker is trying to avoid giving offence. Lakoff introduces the interpersonal rule "be polite" to supplement CP. Her interpersonal politeness rule consists of three sub-rules:

- (1) do not impose,
- (2) give options,
- (3) make the addressee feel good.

For Lakoff, the rules apply to any communicative exchange, and different cultures tend to use different rules or a combination of the three, which are early suggestions underlying the claim that how to be polite differs interculturally. Which rule cultures adhere to then says something about the culture itself. Consequently, in her latter work, Lakoff modified her model and distinguished between four stylistic strategies which the speaker engages according to the assessments she makes about the situation: clarity, distance, deference, and camaraderie. The four strategies are seen as an index of social continuum; the clarity strategy being associated with the

more distant relationships between participants, while the camaraderie strategy is associated with more intimate relationship between participants.

The main criticism to Lakoff's work rests on the fact that the model is too vague theoretically to be of any use in analysing actual interaction between speakers (Watts et al, 1992). The relationship among the sub-rules and strategies are not fully discussed. Moreover, it is not apparent how a speaker or hearer assesses which level of politeness is required in interaction (Fraser, 1990).

2.2.1.2 Leech's Politeness Principle (PP)

Leech's (1983) approach to politeness is also based on Grice's maxims and is more elaborate than Lakoff's conceptualisation and discussion of politeness in certain regards. Leech chooses to discuss politeness within the framework of "Interpersonal Rhetoric". Interpersonal Rhetoric is related to a speaker's social goals (what social position a speaker takes) rather than illocutionary goals (what a speaker tries to convey through a speech act). Within this domain, Leech (1983) establishes sets of maxims, which are related to three principles:

- (1) The Cooperative Principle (CP),
- (2) The Politeness Principle (PP), and
- (3) The Irony Principle (IP)

Leech's CP corresponds to that of Grice. Nonetheless, he defines the PP as a cover term to "minimise the expression of impolite belief" (p. 81), and the purpose

of PP as “maintenance of comity” (p. 104). He presents six -paired- maxims associated with the Politeness Principle:

- (I) TACT MAXIM (in directives and commissives)
 - (a) Minimise cost to *other* [(b) Maximise benefit to *other*]
- (II) GENEROSITY MAXIM (in directives and commissives)
 - (a) Minimise benefit to *self* [(b) Maximise cost to *self*]
- (III) APPROBATION MAXIM (in expressives and assertives)
 - (a) Minimise dispraise of *other* [(b) Maximise praise of *other*]
- (IV) MODESTY MAXIM (in expressives and assertives)
 - (a) Minimise praise of *self* [(b) Maximise dispraise of *self*]
- (V) AGREEMENT MAXIM (in assertives)
 - (a) Minimise disagreement between *self* and *other*
 - [(b) Maximise agreement between *self* and *other*]
- (VI) SYMPATHY MAXIM (in assertives)
 - (a) Minimise antipathy between self and other
 - [(b) Maximise sympathy between self and other]

Leech (1983) also maintains that each maxim operates along a range of scales such as (i) cost-benefit, (ii) optionality, (iii) indirectness, (iv) authority and social distance. This complex interrelation between maxims makes it possible to determine the degree of politeness aiming to achieve maximum benefit to hearer at minimum cost. The higher up in the hierarchy, the more distant the addressee is, the greater the need for the addressor to minimise cost to addressee, bringing about the need to be more indirect and provide more options for the addressee. All in all, the maxims emphasize the sensitivity of interaction and aim at the minimization of impolite belief in order not to threaten harmony in relations.

Leech has recently reformulated his conceptualisation of the maxims:

Generosity/Tact (Place a high value on *other's* wants, a low value on *self's* wants)

Approbation/Modesty (Place a high value on *other's* qualities, a low value on *self's* qualities)

Agreement (Place a high value on *other's* opinions, a low value on *self's* opinions)

Sympathy (Place a high value on *other's* feelings, a low value on *self's* feelings)

Obligation [= indebtedness] (Place a high value on *other's* actions, a low value on *self's* actions)

(Talk given August, 1997 as cited in Tan, 2003)

Leech (1983) also distinguished between *relative* and *absolute* politeness. Relative politeness refers to politeness within a particular setting and culture, whereas absolute politeness refers to politeness inherently associated with specific speaker actions. The idea of absolute politeness indicates that speech acts are inherently either polite or impolite based on their illocutionary force. Leech postulated the importance of absolute politeness stating, “general pragmatics may reasonably confine its attention to politeness in the absolute sense” (p. 84).

Leech (1983) further suggested four main “illocutionary functions”: competitive, convivial, collaborative and conflictive in correlation with “social goal” (p. 104). Leech associated these with types of politeness. Politeness is used most in relation to the first two functions.

(a) COMPETITIVE: The illocutionary goal *competes* with the social goal; e.g., ordering, asking, demanding, begging.

(b) CONVIVIAL: The illocutionary goal *coincides* with the social goal; e.g., offering, inviting, greeting, thinking, congratulating.

(c) COLLABORATIVE: The illocutionary goal is *indifferent* to the social goal; e.g., asserting, reporting, announcing, instructing.

(d) CONFLICTIVE: The illocutionary goal *conflicts* with the social goal; e.g., threatening, accusing, cursing, reprimanding.

For instance, competitive illocutions (e.g. ordering), which are inherently impolite, require forms of mitigation. On the other hand, convivial illocutions (e.g. thanking), which are inherently polite, call for politeness enhancing positive impact.

Despite its very detailed elaboration, Leech's model still remains abstract for some researchers. The main criticism on this the model is that it gets lost in too much detail and, therefore fails to adequately reveal the whole picture. The model is also seen as rigid and abstract to reflect our social and psychological process of perceiving and producing polite expressions (Fraser, 1990). The fact that several illocutionary functions may overlap and co-occur in actual discourse is overlooked and since the maxims are open-ended, the model may not serve as a parsimonious analytical instrument (Brown and Levinson, 1987)

2.2.2 Face-management Approach

Politeness as a linguistic theory was first systematised by the face saving view that has been proposed by Brown and Levinson in their book *Politeness: Some Universals in Language Usage* (first published in 1978 and reissued in 1987) structured on field research done on three languages: English, Tamil and Tzeltal which are languages known to be very different from one another. However, as is

also expressed by the linguists themselves, their theory springs from Goffman's conceptualisation of face.

2.2.2.1 Goffman's Conceptualization of Face

The notion of "face" in interaction was first introduced by Goffman for his theory of interpersonal communication. Goffman (1959) considered "face" as the "positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact" (as cited in Thomas, 1995, p. 169). Goffman (1972) conceptualised "face" as a person's "most personal possession and the centre of security and pleasure", which however, "is only on loan to him from society" and "will be withdrawn unless he conducts himself in a way that is worthy of it" (as cited in Koutlaki, 2002, p. 4).

Consequently, in keeping with Goffman, we may state that for a person to maintain face, he needs not only to take on a self image expressed through face, which he needs to live up to given his position in society, but also needs to avoid certain actions which may be seen as damaging/dissipating that image by means of performing other actions that may be costly for him on a materialistic level or on an intangible level.

An individual will accept such limitations in behaviour because of pride – duty to himself- or honour related to dignity on a physical and emotional level. However, Goffman (1967) repetitively lays emphasis on the fact that there is a two-

way face orientation in interaction. A person is not only concerned with his/her own face but is also expected to show concern for others' feelings to uphold their face for emotional identification with others' feelings. Goffman's conceptualisation of *defensive* and *protective* orientations of face will co-exist in practice, although at any time one may predominate resulting in face loss for the other interlocutor. His approach to face gives rise to research in "face work" which serves to counteract incidents whose effective symbolic implications threaten face in stretches of discourse (Koutlaki, 2002).

2.2.2.2 Brown and Levinson's Politeness Theory

With Goffman's notion of face as central to their model, Brown and Levinson's (1987) theory of politeness has influenced most of the theoretical and analytical work in this field. Bringing a culture and context-general perspective on politeness, Brown and Levinson's (1987) theory has been subject to much reaction and criticism; however, over the past decade it has retained its impact by the innumerable publications it has triggered, which have sought to empirically and analytically validate, modify or revise certain issues and systems embedded in it.

Lakoff's and Brown and Levinson's concepts of politeness are actually similar (though they differ in central themes) in that they both embody a Gricean Framework (CP approach) but more importantly because they view politeness in terms of the way to avoid conflict and maintain a harmonious interaction. Brown and Levinson's (1987) theory is based on a Model Person (MP) around which they

attempt to account for a system of politeness. Core to the theory lies two terms: “rationality” -means to ends reasoning and logic, and a central theme of “face”.

Brown and Levinson (1987) assume that all rational MP’s -competent adult members of a society have and know each other to have

- (i) ‘face’, the public self-image that every member wants to claim for himself, consisting in two related aspects:
 - (a) negative face: the basic claim to territories, personal preserves, rights to non-distraction — *i.e.*, freedom of action and freedom from imposition;
 - (b) positive face: the positive consistent self-image or ‘personality’ (crucially including the desire that this self-image be appreciated and approved of) claimed by the interactants;
- (ii) certain rational capacities, in particular consistent modes of reasoning from ends to the means that will achieve those ends. (p.61)

In this sense, positive face and negative face seem to go against each other. For instance, a complete stranger says, “Hi! The weather looks daunting, yeah?” in a clinic’s waiting room. The hearer may immediately think “How rude! Why can’t he leave me alone?” resulting in the *negative face* being threatened. The hearer may also think “ How friendly! He wants to engage in a conversation with me”, and as an outcome, *positive face* is supported.

Using this framework, speakers can also make the same speech act (e.g. asking for a lift home) differently. If the speaker asks “Would you be able to give me a lift home *whenever* you’re going? Only *if it is not too much trouble*”, s/he takes into account the hearer’s negative face as the hearer’s desire not to be imposed upon,

intruded, or otherwise put upon has been foreseen by the speaker. An individual's positive face is reflected in his or her "desire to be liked, approved of, respected, appreciated by others" (Thomas, 1995, p. 169). Thus, taking the positive face of the hearer into account, the speaker can choose to say, "Gee, be a sweetie and give me a ride home." Brown and Levinson's positive politeness is also derivatively interpreted as connectedness, the need to belong to a group in literature.

Brown and Levinson (1987) argue for a pragmatic analysis of politeness that involves a concentration on the amount of verbal work which individual speakers have to perform in their utterances to counteract the force of potential threats to the *face* of the hearer. "Face is something that is emotionally invested, and that can be lost, maintained or enhanced, and must be constantly attended to in interaction." (Brown & Levinson, 1987, p. 66) Brown and Levinson define a threat to a person's face as a Face Threatening Act (FTA), and argue that such threats generally require *redress*: a mitigating statement or some verbal repair (politeness), or breakdown of communication will ensue.

Another important key concept for their theory that needs to be introduced is "weightiness" which is related to three sociological variables. Assessing the seriousness of certain illocutionary acts that can damage a person's face, FTAs, involves making an assessment of the social parameters related to

- (a) Social distance (D) of S and H; the degree of familiarity and solidarity they share. (Leech's "horizontal distance")
- (b) Relative power (P) of S and H; the degree to which the speaker can impose will on the hearer. (Leech's "authority")
- (c) Ranking of imposition (R) attached to the speech act in the culture; the degree of expenditure of goods and services by the hearer; the right of the speaker to perform the act; and the degree to which the hearer welcomes the imposition. (Leech's "costliness")

They calculate the weightiness (W_x), the seriousness or the estimate of risk of face loss of an FTA using the formula

$$W_x = D(S,H) + P(H,S) + R_x$$

In a nutshell, "politeness theory seeks to explain why speakers select the particular strategies they do" (Tracy & Baratz, 1994, p. 288). That is, the theory is geared around putting an explanation for why speakers choose to use a positive politeness strategy, a negative one, baldly stated or an indirect one. In essence, "the greater the social distance, the larger the relative power of the speaker over the recipient; and the bigger the imposition of the act, the more face threatening a communicative act will be" (Tracy & Baratz, 1994, p. 289).

Brown and Levinson (1987) present five super-strategies of politeness illustrating different levels of politeness in connection to the FTA and redress (attempts to counteract the potential face damage of the FTA) made, if any.

- (1) Do an FTA bald-on-record
- (2) Do an FTA with positive politeness
- (3) Do an FTA with negative politeness
- (4) Do an FTA indirectly, or off-record
- (5) Don't do the FTA

2.3 Brown and Levinson's Politeness Strategies

The theory holds that speakers contemplating the performance of a speech act will generally choose higher-numbered (more polite) strategies in proportion to the seriousness of the act. As mentioned earlier, the superstrategies are hierarchically organized: the first strategy is not polite at all, and the last one is very polite but does not gain anything; thus, there are four different levels of polite strategies that have the potential to gain the goal. However, because of costs (effort, unclarity, other threats to face) associated with the use of higher numbered strategies, speakers will not generally select strategies that are more polite than necessary (Brown and Levinson, 1987). Their further formulation of politeness involves a succinct list of sub-strategies for all of which they also give exhaustive explanatory realizations in language. Their list of sub-strategies that go with the four superstrategies are presented below.

2.3.1 Bald on Record

Brown and Levinson (1987) treat *bald on record strategy* as speaking in conformity with Grice's maxims. These maxims are intuitively the characterization of conversational principles that will constitute guidelines for achieving maximally

efficient communication. Briefly stated, if one speaks the truth and is sincere, doesn't say less or more than is required, speaks relevantly and avoids any ambiguity or obscurity when doing so the speaker will communicate the message to the hearer in the most direct sense. According to Brown and Levinson's (1987) system, then, politeness is seen as the major source of deviation from such rational efficiency, and also springs entirely from that certain deviation.

One of the several reasons one will choose to go bald on record is because the speaker's wants comes first and is more important than the want to satisfy the hearer's face. In this sense, a direct FTA makes no attempt to acknowledge the hearer's face wants. (e.g. Close your mouth when you eat.)

Other kinds of bald-on-record use of language Brown and Levinson envisage in different circumstances in relation to the underlying motives involve

(a) cases of non-minimization of the face threat: If maximum efficiency is known and searched for by both S and H mutually, no face redress is necessary as in cases of urgency, great desperation, and great danger (usually structured as imperatives).

e.g. Help!

e.g. Fire!

e.g. Watch out!

e.g. Give me one more week. (to pay the rent)

(b) cases of FTA oriented bald-on-record usage: If mutual demands are not overriding face concerns but are actually oriented to face (such as in preemptive invitations, greetings, farewells, etc.).

e.g. Come in.

e.g. Sit down!

2.3.2 Positive Politeness

A speaker may perform the act while attending to the hearer's positive face wants.

e.g. You have such beautiful teeth. I just wish I didn't see them when you eat.

Positive politeness can be gained in a number of ways: through claiming common ground (strategy 1-8); conveying that S and H are cooperators (strategy 9-14); by fulfilling H's wants for some X (strategy 15) (ibid. 101-129).

Strategy 1: Notice, attend to H (his interests, wants needs, goods)

Strategy 2: Exaggerate (interest, approval sympathy with H)

Strategy 3: Intensify interest to H

Strategy 4: Use in-group identity markers

Strategy 5: Seek agreement

Strategy 6: Avoid disagreement

Strategy 7: Presuppose/raise/assert common ground

Strategy 8: Joke

Strategy 9: Assert or presuppose S's knowledge of or concern for H's wants

Strategy 10: Offer, promise

Strategy 11: Be optimistic

Strategy 12: Include both S and H in the activity

Strategy 13: Give (or ask for) reasons

Strategy 14: Assume or assert reciprocity

Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)

2.3.3 Negative Politeness

A speaker might perform the FTA with negative politeness, acknowledging the hearer's negative face wants, the desire to be unimpeded and not imposed upon.

e.g. I know you're very hungry and that the steak is a bit tough, but I would appreciate it if you would chew with your mouth closed.

Negative politeness can be realized in a number of ways: through being direct (strategy 1); by not presuming/assuming (strategy 2); by not coercing with H (strategy 3-5); by communicating S's want to not impinge on H (strategy 6-9); by redressing other wants of H's (strategy 10) (ibid. 129-210).

Strategy 1: Be conventionally indirect

Strategy 2: Question, hedge

Strategy 3: Be pessimistic

Strategy 4: Minimize the imposition, Rx

Strategy 5: Give deference

Strategy 6: Apologize

Strategy 7: Impersonalise S and H

Strategy 8: State the FTA as a general rule

Strategy 9: Nominalize

Strategy 10: Go on record as incurring a debt, or as not indebting H

Positive and negative politeness strategies are used both to increase solidarity and to decrease imposition. They interact in complicated ways according to nature of the act and the status of S and H. Overall, positive politeness is concerned more

with demonstrating closeness and affiliation (e.g. compliments) whereas negative politeness is concerned with distance and formality (e.g. hedges and deference).

2.3.4 Off-Record

An indirect FTA is ambiguous, so the hearer may 'catch the drift' but the speaker can also deny a meaning if s/he wishes as the speaker performs the act in a vague manner which in turn could be interpreted by the hearer as some other act.

e.g. I wonder how far a person's lips can stretch yet remain closed when eating?

Off-Record utterances can be constructed in a number of ways: through inviting conversational implicatures (strategy 1-10); by being vague or ambiguous through the violating of the maxim of manner (strategy 11-15) (ibid. 211-227).

Strategy 1: Give hints

Strategy 2: Give association clues

Strategy 3: Presuppose

Strategy 4: Understate

Strategy 5: Overstate

Strategy 6: Use tautologies

Strategy 7: Use contradictions

Strategy 8: Be ironic

Strategy 9: Use metaphors

Strategy 10: Use rhetorical questions

Strategy 11: Be ambiguous

Strategy 12: Be vague

Strategy 13: Over-generalize

Strategy 14: Displace H

Strategy 15: Be incomplete, use ellipsis

2.3.5 Withhold the FTA

A person can also choose not to threaten another's face at all performing no FTA and gain no goal in return.

2.4 Critiques on Brown and Levinson's Claims

Fraser (1990) has questioned whether Brown and Levinson's conceptualisation maintains Goffman's original notion of face. Along the same line O'Driscoll (1996) pointed out that while Goffman's notion of face referred to self-image, Brown and Levinson's face was seen both as an image and as the desire for a positive self-image. Furthermore, researchers doubt if Goffman's notion can be extended to cover negative face in Brown and Levinson's paradigm (Chen, 2001; O'Driscoll, 1996; Watts et al., 1992).

Many theorists have criticised Brown and Levinson's model of politeness, mainly for its overgeneralization of Eurocentric norms (Gu, 1990; Ji, 2000; Kadt, 1998) several theorists have criticised both the overextension and the limitation of use of the term 'face' in Brown and Levinson's use (Mao, 1994; Nwoye, 1992). Similarly, Hill, Ide, Kawasaki, Ikuta and Ogino (1986), Matsumoto (1988, 1989), Ide (1989) in their work on Japanese politeness find the theory biased due to its presenting western ideals of each individual's value and territorial rights, for that reason, not being able to account for their data. Brown and Levinson's model also seems unable to analyse politeness beyond the level of the sentence. Culpeper has criticised their model for being unable to analyse inference, which he

suggests is the level at which a great deal of linguistic politeness and (im)politeness occurs (Culpeper, 1996).

Politeness cannot be said to reside within linguistic forms. Thus, a statement such as “Do you think it would be possible for you to contact John Smith today?” would be interpreted by Brown and Levinson as polite if used by a boss to his secretary, since mitigating features are included in this direct request which might constitute an FTA; however, this might in fact be interpreted as impolite, if it were said by a boss to his/her secretary if they usually have an informal style of communicating, and this is not the first time that the request has been made. Thus, the very features which Brown and Levinson would argue seem to indicate politeness may in fact be used to express impoliteness. Thus, Brown and Levinson’s model can further be criticised for assuming too much about what a polite or impolite act means. Only individuals interacting within communities of practice can assess whether a particular act is polite or impolite, and even then, such interpretations may be subject to disagreement. What is more, people can not always keep up harmonious relations as in some cases when parties in communication may have competing goals resulting in *conflict* which will -in a way- necessitate impoliteness.

2.5 Conflict and Conflict Management

Conflict and its associated talk are common but complex phenomena. Research on conflict has been extensive in numerous fields, e.g., philosophy,

rhetoric, anthropology, sociology, psychology, and linguistics. Conflict has generally been negatively viewed, and not attended to much in studies on linguistic politeness. In a general sense, conflict reflects the process which begins when one person/party goes against another's wishes or disregards their freedom of acting in their own will. It is often seen as destructive, disruptive, hostile, and aggressive behaviour, although it need not be the case.

Though assumed to be so by a number of noteworthy theories (as mentioned earlier), not all speech behaviour is carried out to flee from any possible conflict. Personal or social goals have a share say in how one chooses to act in terms of speech behaviour. Indeed, the majority of work in the conflict resolution field is predicated on this perspective. It is often perceived as arising due to deficiencies in social skills, e.g., in psychology, or in terms of breakdowns in communication, e.g., in intercultural communication. However, conflict can also be understood as a constructive process with positive consequences though it may –on some occasions– cause a sense of discomfort for the parties involved in the communication.

The influence of national culture on conflict management has received increased attention in recent sociology and social psychology literature. A number of studies have shown how styles of conflict management are affected by culture (Gudykunst, et al, 1996; Holtgraves, 1997; Kozan & Ergin, 1999; Miyahara, Kim, Shin & Yoon, 1998; Ting-Toomey & Atsuko, 1998).

2.5.1 Conflict and Face Threatening Acts

According to Brown and Levinson, politeness strategies are developed in order to save the hearers' face. Face refers to the respect that an individual has for him or herself, and maintaining that "self-esteem" in public or in private situations. B&L's assumption is that humans regardless of culture or language used try to avoid embarrassing the other person, or making them feel uncomfortable in any way, thus, avoiding conflict. FTAs are acts that infringe on the hearers' need to maintain his/her self-esteem, and be respected. B&L's politeness strategies are developed for the main purpose of dealing with these FTAs.

Opposing the idea, Culpeper (1996) purports that politeness theories have focused on how communicative strategies are employed to promote or maintain social harmony in interaction; consequently, little work has been done on communicative strategies with the opposite orientation. Culpeper (1996), under the term "impoliteness," expands on strategies that are oriented towards attacking a sensitive concept of the self, face. He proposes a list of impoliteness strategies which are actually built on Brown and Levinson's theory of politeness but are opposite in terms of orientation to face.

Culpeper concludes that conflictive human communication does not tend to be "rather marginal to human linguistic behaviour in normal circumstances" (Leech, 1983, p.105) but inherent in communication when conflicting goals are in question. Concurring with Craig et al. (1986) on a one to one basis, he argues

“politeness theory needs to consider confrontational strategies, if it is to preserve analytical coherence” (as cited in Culpeper, 1996)

Similarly, Holtgraves (1992) affirms that disagreements like conflict situations resultant of criticism or complaints are verbal acts that clearly threaten the H’s positive face, and are a direct contradiction to Brown and Levinson’s definition of positive face (as wanting one’s wants to be desired by others). The face management strategies occurring in such disagreement episodes illustrate a potential problem with the superstrategy politeness continuum suggested by Brown and Levinson. Citing several other researchers, Holtgraves (1992) claims that their uni-dimensional ordering of superstrategies is unwarranted since one strategy need not be politer than the other especially for situations that are interactionally problematic as disagreement confrontations.

2.6 Rapport Management

To take account of such discrepancies and gain a better understanding, linguistic politeness needs to be studied within the situated social psychological context in which it occurs, building on motivational concerns that underlie management of relations. To this purpose, Spencer-Oatey presents a conceptual framework, “Rapport Management”, that draws a fundamental distinction between face and sociality rights and one that incorporates an independent/interdependent perspective (Spencer-Oatey, 2000b). She asserts that she is aware that such motivational components are not totally absent in Brown and Levinson’s

framework; however, there is disproportionate focus on linguistic form rather than what lies beneath: rapport management.

Spencer-Oatey (2000b) argues that rapport management (i.e. the management of relationships) involves two main components: face management and sociality rights management. According to Spencer-Oatey (2000b), *face management*, as the term indicates, involves the management of face needs and, following Goffman she defines face as the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact.

The management of *sociality rights*, on the other hand, involves the management of social expectancies, which she defines as fundamental personal/social entitlements that a person effectively claims for him/herself in his/her interactions with others. In other words, face is associated with *personal/social value*, and is concerned with people's sense of worth, dignity, honour, reputation, competence and so on. Sociality rights, conversely, are concerned with *personal/social expectancies*, and reflect people's concerns over fairness, consideration, social inclusion/exclusion and so on.

Brown and Levinson (1987) define negative face in terms of autonomy and freedom from imposition; however, Spencer-Oatey's (2000b) notion of sociality rights is much broader than this, and includes a much wider range of issues. For example, she discusses *equity rights*, and explains these not just in terms of freedom from undue control and imposition, but also in terms of cost-benefit issues (moving

along the same line as Leech): the extent to which we are exploited or disadvantaged, and the belief that costs and benefits should be kept roughly in balance through the principle of reciprocity. She also talks about *association rights*: our belief that we are entitled to social involvement with others, in keeping with the type of relationship that we have with them, i.e. the right to appropriate degrees of involvement and disassociation. Below is a representation of Helen-Spencer Oatey's Rapport Management model involving all these issues.

Table 1. Components of Rapport Management

	Face Management (Personal/Social Value)	Sociality Rights Management (Personal/Social Entitlements)
Personal/Independent Perspective	Quality Face (cf. Brown and Levinson's positive face)	Equity Rights (cf. Brown and Levinson's negative face)
Social/Interdependent Perspective	Social Identity Face	Association Rights (corresponds to one aspect of B & L's positive face)

(Spencer-Oatey, 2000, p. 15)

Citing Morisaki and Gudykunst (1994), who uphold that American and Japanese conceptualisations of face are different, and argue that in America, face concerns relate to individual self-construals whereas in Japan they relate to interdependent self-construals and also Matsumoto (1988) who has also stressed the importance of “place within the group” in Japan, compared with individual rights in

the West, Spencer-Oatey (2000) also incorporates independent and interdependent perspectives of rapport management in her model and research.

In another recent study on the management of relations, Spencer Oatey and Xiong (2003) state that one important function of language is to help manage relationships. In linguistics, the role of language in managing relationships has been studied within politeness theory. However, they propose ways in which they feel Brown and Levinson's (1987) face-saving model needs to be modified in order to reflect authentic interactional issues more accurately. They illustrate their proposal through what they call "incident data". Their methodology involved asking Chinese students (recent arrivers to Britain) to keep a record of incidents that either had some kind of particularly negative effect; i.e. interactions that made them feel particularly annoyed, insulted, embarrassed, humiliated, etc.; and also to record those incidents that had some kind of particularly positive effect; i.e. interactions with other people that made them feel particularly happy, proud, self-satisfied, etc.

They have stated that the main purpose in collecting these data was to obtain some authentic experiential data that could help them check whether Spencer-Oatey's (2000b) framework on rapport management was compatible with the data, or whether there were some inconsistencies. Overall, they found considerable support for the framework.

Asserting that Brown and Levinson (1987) have taken a rather individual perspective on face by referring to it as a self-image and widening the scope of

Rapport Management to involve intergroup and interpersonal orientations to communication, also in line with Spencer-Oatey and Xing (2000) findings and the theory of communication accommodation, they maintain that the study of face need not only be a personal concern but also be a group or collective concern. They also claim that it need not be one or the other but people's orientations may be mixed, e.g. include both interpersonal and intergroup elements.

Once again, Spencer-Oatey and Xiong (2003) reviewed earlier findings on principles and proposed that there may be cultural differences in the likely level of sensitivity to the varying components. For example, the interdependent perspective may be more important in Eastern cultures than in Western cultures. In support of this possibility, in an earlier study, Spencer-Oatey and Xing (2000) found that identity face seemed to be particularly important to Chinese business people visiting Britain. People's notions of rights and obligations were revealed to be culturally influenced to a great degree especially for role-related rights and obligations.

2.6.1 Conversational Constraints

Kim (1994) attempts to provide cognitive accounts for the preferred choice of different conversational strategies in different cultures, by measuring individuals' perceived importance of conversational constraints. Kim and Kim (1997) define their understanding of conversational (interactive) constraints as "fundamental concerns regarding manner in which a message is constructed. They tend to affect the general character of everyday conversation one engages in, and an individual's

conversation style in general” (p.119). Kim used conversational constraints as a tool for understanding communicative style in describing cross-cultural communication. Her approach has the advantage of connecting cultural proclivities with individual psychology in picturing how people choose to address others.

Spencer-Oatey asserts that research by Kim (1994) is a valuable step in investigating principles embedded in a rapport management model. Kim (1994) and Kim & Kim (1997) have investigated the importance to people of five conversational constraints in six request situations by asking respondents to rate the importance of each constraint:

- concern for avoiding hurting the hearer’s feelings
- concern for minimizing imposition
- concern for avoiding negative evaluation by the hearer
- concern for clarity
- concern for effectiveness

In her 1994 study, Kim compared the responses of three groups of respondents (Korean, Mainland US and Hawaiian US respondents), and obtained some interesting results and interpreted them in light of the constructs of individualism and collectivism. The results indicated that the perceived importance of clarity was higher in individualistic cultures; though, the perceived importance of avoiding hurting the hearer’s feelings and of minimizing imposition were higher in more collectivist cultures. However, the perceived importance of effectiveness and of avoiding negative evaluation by the hearer did not differ significantly across the three groups.

In their 1997 study, Kim and Kim investigated whether or not two individual difference variables, the need for social approval and the need for dominance, had any relation to the five interactive constraints (in request situations) Kim (1994) had formerly studied. Kim and Kim (1997), partially using the same data set as Kim (1994), found that different personality characteristics (the need for approval and the need for dominance) systematically affect the perceived importance of interactive constraints in Koreans and Americans with regard to their cultures.

Although recognizing it as a valuable step, Spencer-Oatey et al. (2001) point out several weaknesses/limitations in her research design (i.e. having only looked at requests, not controlling contextual variables sufficiently enough, having some conversational constraints that are too general to elicit sound cultural differences) and expanded on her work in these areas by introducing the notion of sociopragmatic interactional principles (SIP).

2.6.2 Interactional Principles

According to Spencer-Oatey and Jiang (2003), “SIPs is a development of Leech’s (1983) notion of politeness maxims and Kim’s (1994) work on conversational /interactive constraints”(p.3). Spencer-Oatey and Jiang (2003) have adopted the term principle instead of constraint as constraint implies a sense of limitation and restriction while principle is “more neutral, implies simply guidance or influence” and is “associated with values and/or beliefs” (p.3). They define and explain SIPs as “sociocultural based principles, scalar in nature, that guide or

influence people's productive and interpretive use of language"(p.3). They contend that in this way SIPs have the advantage of integrating the three main politeness perspectives identified by Fraser (1990) which are the conversational-maxim view, the face-saving view and the conversational contract view.

Spencer-Oatey, Zhang and Jiang (2001) study was designed to uncover the interactional principles that govern communication following the idea that there is a need to explore whether there are cultural differences in the interactional principles underlying people's use of language, and how these may vary from one situation to another understand intercultural communication difficulties. They report findings of their pilot study, emphasizing that the study was conducted to not explore actual language use, but rather to explore the interactional principles that underlie people's use of language.

Spencer-Oatey has been influenced by Leech (1983) who suggested that his politeness maxims could have different importance ratings in different situations and different cultures. Spencer-Oatey et al. (2001) accept that in all languages, there is a range of strategies that enable people to manage such dilemmas in different ways. To illustrate, they refer to findings of some researchers which revealed that there is much greater tendency in China and Japan to downplay/reject a compliment than there is in Britain or the USA. Further, in relation to conflict and disagreement, it is claimed that Leech's agreement maxim is of greater importance in Asian societies than the West (Spencer-Oatey et al., 2001). The key difference between maxims and SIPs, however, is the fact that for Leech's maxims, "one end of the dimension is

typically more desirable (e.g. agreement is more desirable than disagreement), whereas for interactional principles, different points on the scale may be preferred in different circumstances”(Spencer-Oatey and Jiang, 2003, p. 3).

Spencer-Oatey et al's research into interactional principles is the core to the methodology and instrumentation of the study in hand. Moving on the same lines as Bond, Zegerac and Spencer-Oatey (2000) who argue that there is a growing need to obtain independent measures of these interactional rules or principles -ones that are independent of language use-, Spencer-Oatey raises a number of intriguing issues.

Spencer-Oatey claims that we first need to determine objectively how many fundamental interactional principles exist universally and what they are. The second equally important issue put forth is related to obtaining scores on each maxim for different cultural groups, so that objective and independent measures of the relative importance of each interactional principle in a range of societies can be reached.

Spencer-Oatey et al. (2001) have piloted research with British and Chinese respondents that builds on and extends Kim's (1994) approach. For the purpose, they have used a questionnaire containing twelve different scenarios for four types of speech acts:

- giving a (negative) evaluative judgment to someone
- responding to someone's evaluative judgment of you that you disagree with
- making a request
- responding to a request

The study was designed to explore the following issues:

- the relative importance of one's own needs/concerns compared with those of the other person in the situation
- the relative importance of task concerns compared with face/relational concerns
- preference for certain communicative styles
- the impact of power distance
- the impact of ingroup/outgroup relations

There were three types of role relationships:

- manager – employee (i.e. unequal relationship)
- close friends (i.e. ingroup members)
- strangers (i.e. outgroup members)

The scenarios were designed to incorporate both task and relational concerns, and to cause some kind of dilemma that needed appropriate handling, such as differences of opinion or conflicting wishes. These are all issues identified in the literature as being subject to cultural variation (discussed under universality claims beforehand). Their initial results were found as encouraging and suggest that it will be fruitful to explore this type of link between culture and communication in more detail and with more sociocultural groups. According to Spencer-Oatey et al. (2001), such research is “essential if we are to extend our understanding of the impact of culture on communication and to be able to explain it more satisfactorily”(p. 1).

In this pilot study, 80 British and 98 Mainland Chinese university students completed the questionnaire in their native languages. Because of the length of the questionnaire, they divided it into two parts (Version A and Version B), with six scenarios in each. Each respondent completed one version, and thus responded to six

scenarios. So for each scenario, there were approximately 40 British and 49 Mainland Chinese pilot responses. For each scenario, respondents were asked to rate on a seven-point Likert-scale the importance, when deciding how to respond in that particular situation, of nine (or for some scenarios, ten) different interactional principles. In summary, they found that both British and Chinese respondents rated the other person's face needs/concerns as significantly more important than their own face needs/concerns, although the tendency was more dominant for the Chinese population.

Furthermore, the relative importance given to face/relational concerns were more significant when compared with task concerns for both groups. Impact of power distance and type of relationship were the determining factors for preference for directness in both groups. Regarding the relative reference for involvement, British respondents considered "friendliness and involvement" (compared with "restrained and unassuming manner") as significantly more important than Chinese respondents did in most of the speech act situations. Relative impact of ingroup/outgroup relations could not be attributed to one of the groups since it varied drastically from one scenario to the other.

Spencer-Oatey is currently conducting more research (with the help of an international group of researchers) on these principles with the intention of finding what fundamental interactional principles exist universally in service encounters from both the service provider's and the customer's perspective and the similarities and differences between different cultural groups regarding the relative importance

of these principles in the given context, which forms the starting point of the present study.

Such research is necessary to reach a better understanding of similarities/differences (i.e. cultural values, along with personal values) among cultures and groups of people speaking different monolingual and multilingual competencies may have an affect on intercultural communications they engage in. The present study, will attempt to complement this understanding building on recent findings and developing them further to ascertain in what ways interactional principles and linguistic realizations interact for communicative purposes in diverse culture/language groups.

CHAPTER III

METHOD OF RESEARCH

3.0 Presentation

In this chapter, first the research questions, which the study in hand aims to answer, are presented. Second, the structure of the research design are portrayed. The participant groups employed in the study are briefly described. Next, the different natured instruments used for the data collection are presented and –for the ones developed by the researcher- the development stages they have went through are explained together with a short account of changes which have been adopted in their internal and external structure during the process. Following this, the statistical tools that were used to analyze the data are introduced by dwelling on key concepts and principles related to the analyses. Lastly, data collection procedures are explained.

3.1 Research Questions

This study seeks to answer the following research questions. The questions are grouped in two categories. The data collection instruments that were utilized in the course of the study are -directly- in line with these categories.

Sociopragmatic Interactional Principles

1. Which interactional principles speakers hold merge as super-principles during customer-service provider interaction cross-culturally?
2. What are the interactional super-principles that emerge for Turkish NS and English NS in conflict situations?
3. What similarities/differences exist between groups in terms of SIP choice and scaling?

Linguistic Strategies of Politeness

4. What are the (linguistic correlates that reflect) politeness strategies used in customer-service provider interaction by Turkish NS and English NS?
5. What similarities/differences of dominance of linguistic strategies exist between Turkish NS and English NS groups?

3.2 Research Design

The research design the thesis is based on is quantitative research. Five conflict-generating situations used in the Spencer-Oatey et al. (2002a) study are the starting point from which the research has been designed.

During the course of the research, a sociopragmatic interactional principles (hereafter, SIP) questionnaire was administered followed by a multiple-choice linguistic strategy of politeness questionnaire (hereafter, LSQ). Therefore, the nature of the coming together of the interactional principles in super-principles in the two culture groups, the tendencies of Turkish NS and English NS in linguistic politeness in the given situations, and the relation (if any) between the principles we appeal to before producing utterances in conflict situations and what we would actually say linguistically were sought after.

Demographic data has also been collected to ascertain whether or not the groups are homogenous in themselves and the two culture groups are compatible in some respects. Data have been collected from two groups of monolingual participants: English native speakers (ENS), and Turkish native speakers (TNS). Online data collection was pursued for the English group, as overseas data were to be collected. For the purpose, a database (using Frontpage Server Extensions and Microsoft Access) was formed for the ENS data compiled from the administration of the two (SIP & LSQ) major instruments. (see Appendixes A & B) ³

3.2.1 Data Sources

As the five scenarios, which form part of the international project referred to in footnote1, were based on library, computer laboratory, and restaurant discourse,

³ Internet administration page can be found online via: (for English version)
http://www.fedu.metu.edu.tr/hale/questionnaire_english.asp

the context the study was conducted in was the university setting and participants were all university students.

3.2.1.1 Turkish Native Speakers (TNS)

85 monolingual Turkish speakers enrolled at Ankara University, Linguistics Department have participated in the study by filling out the questionnaires in paper and pen administration. The medium of instruction at this department is Turkish. Moreover, only responses of TNS who reported to have knowledge of any other culture/language at or below an elementary level have been used in data analysis.

As for the demographic distribution of the Turkish sample, of the 85 TNS, 84,7% were female and 15,3% were male. Their ages were all within the 17-23 range. TNS were all students with areas of specialization within the social sciences. All TNS were undergraduates of whom 28,2% were freshmen students, 25,9% were sophomores, 23,5% were juniors, and 22,4% were seniors.

3.2.1.2 English Native Speakers (ENS)

67 English native speakers participated in the study through an online web page. All native speakers of English regardless of dialect (American /British) have been determined to form a linguistic community of ENS for the study. 36 participants were students enrolled at University of Edinburgh and Oxford University in England in the United Kingdom. The other 31 participants were

students enrolled at Harvard University and Stanford University in the USA. One thirds of the American students were enrolled at universities in UK and one thirds of British students were enrolled at universities in the USA.

As for the demographic distribution of the English sample, 67 ENS, 73,1% were female and 26,9% were male. In terms of age distribution, the majority (73,1%) of ENS were between the age range 17-23 and 23,9% were between 24-30. In terms of specialization, 80,6 % were from the social sciences and 19,4% reported to be studying within the field of natural and applied sciences. The majority of ENS were also undergraduates (61,2%), yet another 20,9% were M.A students and 17,9 % were PhD students.

For both the Turkish and English sample, some respondent data have been eliminated from the database that had confounding attributes. One such attribute was language proficiency (i.e. L1 /L2 knowledge) other than those targeted for respondent groups (e.g. a respondent who has knowledge of an L2 which is used pervasively in the household in one of the monolingual speaker groups). Thus, none of respondents in the data sets have a strong L2 or are bilinguals, although respondents have reported elementary to intermediate knowledge of one or more foreign languages. Overall, 56,7% of ENS reported to have knowledge of French, 16,4% of German, 34,3% of Spanish at average or mostly poor level of proficiency. Likewise, 75% of TNS reported to have knowledge of some English, and 62,4% of German at average or poor levels of competency. It needs to be noted here that none of these respondents have actually resided in the countries these foreign languages

are spoken in. Other such attributes were age and occupation. Data of respondents who reported that they were anything other than a student or were above 35 years of age were eliminated; thus although 98 fully completed questionnaires were received online, 67 were used to form the ENS sample.

3.2.2 Research Instruments

Two major instruments, namely, the Sociopragmatic Interactional Principles Judgment (SIP) Questionnaire and Linguistic Strategy Questionnaire (LSQ) were used for data collection purposes. Additional instruments were also developed and used to collect demographic data, to assess the perception of status power relationships and weightiness of imposition in the scenarios, and to measure the appropriateness of the scenarios used in the major instruments.

3.2.2.1 Sociopragmatic Interactional Principles Judgment (SIP) Questionnaire

It is evidently unrealistic to manipulate all variables related to interactional principles in one study:

Work in linguistics has shown that numerous factors influence language use; for example, the relationship between the participants (e.g. close/distant, equal/unequal), the type of communicative activity (e.g. business meeting compared with dinner table conversation), the import or 'weightiness' of the message (e.g. asking for a major favour compared with asking for something to be passed) (Spencer-Oatey, 2002a, p.3).

Therefore, this study concentrates on just one type of communicative activity and role relationship: a service encounter involving an interaction between a customer and a service provider from the customer's perspective. The SIP questionnaire developed by Helen Spencer-Oatey (2002) was used for the purpose.

The complementary scenarios covered a range of different speech acts that can be made use of in a customer-service provider situation within a university context. Below are the short descriptions of what the customer was expected to do in each scenario.

Scenario 1: Respond to a librarian's polite order in a library (i.e. to obey a rule)

Scenario 2: Respond to a technician's refusal of your request for help in a computer lab.

Scenario 3: Respond to a librarian's unfair imposition of a penalty (i.e. request to pay a fine)

Scenario 4: Respond to a waiter's routine query about service when a mistake has occurred

Scenario 5: Request help from a librarian to find a book (see Appendixes A& B)

To serve as an example of how the situations were presented with the accompanying SIPs, the prompt used for scenario 2 and three of the twelve SIPs provided have been presented below.

Table 2. Sample SIP Scenario Layout

<p>2. You are studying in one of the computer rooms at your university. Your computer has crashed twice, and when it crashes a third time, you go to a technician to ask for help because it is wasting you a lot of time.</p> <p>He simply says, ‘Sorry, this happens all the time. I can’t do anything.’</p> <p>When deciding how to reply to the technician, it would be <u>very important</u> for me to ...</p>							
strongly AGREE							strongly DISAGREE
a) sound warm and friendly.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
b) sound light-hearted and humorous	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
c) be clear and straightforward in expressing my dissatisfaction	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

The questionnaire has been translated and checked for accuracy⁴. In this questionnaire, respondents are asked to read five short descriptive scenarios and, for each one, to rate the importance to them of a number of factors that could influence what they would say in that situation.

The factors have been compiled in a way that they point to the issues that are frequently referred to in the literature (see Table 3 below for summary) and have been discussed in the literature review section. In the most general sense, these factors fall into two broad categories of information: those that have an apparent (a) *communicative* focus, and those that are purely (b) *communicative style* oriented.

The list of issues the SIP adheres to are listed below:

⁴ The author has worked in collaboration with her thesis advisor and BAP project manager, Dr. Şükriye Ruhi during the translation process and received invaluable insights, corrections and feedback whilst developing the instruments (i.e. LSQ). I wish to express my deep gratitude and also state that any remaining faults are mine.

A) Communicative Focus Issues

- resolution of the problem/achievement of own (task-related) goal
- minimisation of bother/inconvenience to oneself
- minimisation of bother/inconvenience to the other person
- concern for one's own face
- concern for the other person's face
- concern for one's own rights
- concern for the other person's rights
- concern/desire to fulfil one's own obligations
- desire for the other person to fulfil their obligations
- minimisation of conflict and maintenance of smooth relations

B) Communicative Style Issues

- preference for clarity and directness compared with preference for hinting and indirectness
- preference for warmth and friendliness compared with preference for restraint and respectfulness
- preference for light-heartedness and humour compared with preference for seriousness (Spencer-Oatey, 2002a)

The following table summarizes the correspondences found between sociopragmatic interactional principles (Spencer-Oatey, 2002a) and other theories of politeness, that of Grice (1975), Leech (1983), Brown and Levinson (1987), and Kim (1994). The table clearly demonstrated that SIPs carry an extensive amount of properties of earlier theories and place linguistic politeness into a more exploratory framework.

Table 3.Correspondences Between SIPs, Theories of Politeness and Communication

Grice (1975)	Leech (1983)	B&L (1987)	Kim (1994)	Spencer-Oatey (2002)
-Maxim of Manner		-Directness	-concern for clarity	-clarity
	-Tact -Modesty	-Negative Politeness	-concern for nonimposition	-restraint -avoiding trouble (for self and other)
	-Agreement -Sympathy -Generosity -Approbation	-Positive Politeness	-avoid hurting other's feeling -avoid negative evaluation	-warmth -humour -avoiding embarrassment (for self and other)
	-Tact	-Indirectness		-hinting
-Cooperative Principle			-concern for effectiveness	-task accomplishment -concern for rights/obligations

SIP of ‘clarity’ relates to Grice’s maxim of manner which expects one to avoid obscurity of expression, ambiguity and is opposite of B&L’s superstrategy of off-record indirectness which is expressed as ‘hinting’ by Spencer-Oatey. Indirectness also relates to Leech’s maxim of Tact on the cost-benefit scale since the more indirect you are the more polite you will sound to the hearer for you minimize the expression of impolite belief as expressed by Leech’s politeness principle. B&L’s negative politeness is linked to Leech’s Tact and modesty maxims. Kim has expressed NP by using the phrase “concern for nonimposition” which has been translated into SIPs as ‘restraint’ and ‘avoidance of trouble/bother for self and other’. Note also that the *self* and *other* dichotomy in some of the SIPs (i.e. avoid trouble/embarrassment for *self* and *other*) resemble that of Leech’s bipolar approach

in his maxims (i.e. minimize cost to *other*/maximise benefit to *other*; minimize benefit to *self*/maximise cost to *self*) and are in contrast to B&L's framework which focuses solely on threats to the hearer.

B&L's positive politeness relates to Leech's agreement, sympathy, generosity and approbation maxims and has been involved in Spencer-Oatey's SIPs through the principles of 'warmth, humour, keeping smooth relations and avoidance of embarrassment for the self and other'. Although concern for right and obligations have indirect relations to deference encoded by B&L's negative politeness, these principles are quite novel in a politeness perspective. These correspondences were also important for the development of the linguistic strategies of politeness questionnaire (LSQ) and in the attempt to find possible relations between SIPs and linguistic politeness strategies.

In the SIP questionnaire administered to English and Turkish monolingual native speakers, respondents also had the opportunity to list other factors that are important to them by adding additional principles and explanatory comments if they wish in the space provided for them at the end of each question. About 10% of the English NS wrote comments, whereas none of the Turkish NS provided extra comments of the sort (see Appendix J for all comments made by respondents⁵).

The additional principles suggested by English NS respondents were mostly in line with the principles that had already been offered to them. Respondents

⁵ No change has been made to grammar and expression of additional comments made by English NS (in Appendix J).

have phrased them at a more specific level than the more abstract level SIPs already present in the questionnaire. An interesting finding is that respondents have offered an additional principle that relates to the importance of face concern for 3rd party involvement (acquaintances present at the encounter between customer and service-provider). Respondents phrased such a principle that would be important to them when deciding what to say as “minimize embarrassment for my friends” for scenario 1 (librarian/keep silent situation) and “keep good relations with the friend I am with” for scenario 4 (restaurant/waiter situation). Furthermore, additional comments made about the scenarios by English NS (especially for scenario 4) pointed to the fact that extra information (that was not a part of the scenario) such as whether or not they were in a hurry, whether or not the waiter was hostile or friendly in attitude, or whether or not they were very hungry would have equal effects on what they decided to say in such a situation.

3.2.2.2 Development of the Linguistic Strategy Questionnaire

After the SIP questionnaire and its translated Turkish version was at hand, there was a need to exploit a second instrument to collect data to attend to how politeness is linguistically realized in conflict situations since one was not present. For the LSQ, a preliminary survey was conducted; hence, the development of the instrument went through a series of phases during which the instrument went through both internal and external modification. First, the LSQ was designed as an open-ended discourse completion test.

A Discourse Completion Test (DCT) can be described as a highly constrained instrument that elicits pragmalinguistic production data (Kasper and Dahl, 1991). It consists of a structured written discourse which is used to describe the situation and to elicit the desired speech act. Thus, respondents were prompted to write down what they would say after reading the scenarios which created a context and role for the respondent.

As is still discussed extensively in literature, the use of a DCT as a primary or secondary means of collecting data may not provide the researcher with all the information regarding the speech act(s) under investigation (Bardovi-Harlig and Hartford, 1993). However, in situations where collecting naturally-occurring data will prove a major problem for researchers, DCT is a helpful way to collect valid data over a short period of time. Moreover, there is also evidence from research suggesting that data collected through DCT and multiple-choice questionnaires (from the same participant group) can also be equally promising in reaching the same set of data (Rose and Ono, 1995; Golato, 2002). As a novel multiple choice instrument (LSQ) development was aimed at in this process, the application of a DCT at this stage of instrument development was for the sole purpose of verifying which sub-strategies of politeness were to be involved in representing the super-strategies of politeness in the final multiple choice LSQ

Initially, the preliminary version of LSQ (hereafter, pre-LSQ) was in the format given below. The example scenarios and prompts appearing below are followed by sample answers obtained from the pre-LSQ (see Appendixes C & D).

English Pre-LSQ

1. *One day you are studying in your university library, in an area where no talking is allowed. You are talking quietly with a friend about an important piece of work you are doing together, and using the books to help you. A member of the library staff comes over to you and says politely, 'Sorry, this is a silent area. If you want to chat, you will need to go out.' However, you don't think you're disturbing anyone.*

I would reply to the member of staff in the following manner:

“.....”

Turkish Pre-LSQ

1. *Üniversitenin kütüphanesinde konuşmaya izin verilmeyen bir bölümündesiniz. Bir arkadaşınızla birlikte, sürdürdüğünüz önemli bir çalışmayla ilgili olarak alçak sesle konuşuyor ve bazı kitaplardan faydalanıyorsunuz. Kütüphane görevlilerinden biri yanınıza gelip kibarca 'Pardon, burada konuşmak yasak. Sohbet etmek istiyorsanız, buradan çıkmanız gerekecek' der. Siz ise kimseyi rahatsız etmediğinizi düşünüyorsunuz.*

Görevliye şöyle cevap verirdim:

“.....”

Sample answers obtained from Turkish Pre-LSQ:

(Scenario 1) Özür dilerim ama isteyerek olmadı. Arkadaşımla kısık sesle üzerinde çalıştığımız konu hakkında konuşuyorduk. İnsanların rahatsız olacağı şekilde abartılı bir durum söz konusu değil! Daha dikkatli olamaya çalışacağız.

(Scenario 2) O halde burada işiniz ne? Bu hep oluyorsa bu durumun sebeplerini araştırmak ve bundan ilgili yerleri haberdar etmek sizin göreviniz değil mi? Göz göre göre bilgisayarları ölüme itip milyonlarca liralık zarara yol açıyorsunuz. Sanırım bu durumla bizzat ilgileneceğim!

(Scenario 3) Sanırım bir yanlışlık söz konusu! Ben bir önceki hafta kitabı zamanında iade ettim. Bilgisayara da gerekli kaydı yaptırdığımdan eminim. Bir kez daha dikkatli bir biçimde kontrol edebilir misiniz lütfen?

(Scenario 4) Tek istediğim yemeği yiyebilmek. Bir yanlışlık olduğunun düşünüyorum. Eğer kendi ismarladığımız yemekleri getirirseniz, en kısa zamanda çok seviniriz.

(Scenario 5) Aradığım kitap burada gözüküyor ama raflarda yok. Yardımcı olabilir misiniz, bir de siz bakın. Ama bu tür karışıklıklar olmamalı aslında düzenli bir kütüphane biriminde. Daha disiplinli ve düzenli yürüse işler, bu tür sorunlar olmaz.

As can be seen from the sample sentences above, the sentences obtained from the preliminary version of the LSQ were quite long and verbose (i.e. a string of utterances that most probably would occur in more than one turn in discourse). Further, the majority of the sentences obtained from the student responders were unnaturally impolite/rude, containing offensive language that seem to go against the researcher's informal observations. Thus, to get shorter, more compact responses that resembled impromptu language better, two groups of different 2nd year students at FLE were administered a modified version of the pre-LSQ (which appeared as a discourse completion test). A total of 70 respondents participated in the modified pre-LSQ study. 35 students took the questionnaire in English, while another 35 took it in Turkish. 3 native speakers were also given the questionnaire in English. Below are the exemplary modified prompts followed by sample answers obtained from selective groups (see Appendixes D &E).

Modified English version of pre-LSQ

1. One day you are studying in your university library, in an area where no talking is allowed. You are talking quietly with a friend about an important piece of work you are doing together, and using the books to help you.

A member of the library staff comes over to you and says politely, 'Sorry, this is a silent area. If you want to chat, you will need to go out.'

However, you don't think you're disturbing anyone.

(Briefly/ in one sentence) I would reply to the member of staff in the following manner:

"....."

Modified Turkish version of pre-LSQ

Görevliye kısaca, bir cümle ile şöyle cevap verirdim:

"....."

Sample Turkish Data collected from Modified Pre-LSQ (from FLE students)

Scenario 1

- Biz sohbet etmiyoruz, alçak sesle tartışarak araştırma yapabilir miyiz?
- Sohbet etmiyoruz, kimsenin rahatsız olduğunu da düşünmüyoruz
- Biz burada sohbet etmiyoruz, ders çalışıyoruz. Sesimiz sizi ve diğerlerini rahatsız edecek kadar çok çıkıyor olamaz.
- Kusura bakmayın bir daha olmayacak.
- Affedersiniz ama sohbet etmiyoruz, konuyu tartışmamız gerekiyor; daha dikkatli olabiliriz.

Scenario 2

- Görevinizi bırakmalısınız, düzeltemediğiniz bir işte niye çalışıyorsunuz?
- Mademki hep aynı aksaklığı yapıyor, niçin çaresine bakmıyorsunuz?
- Hiçbir şekilde yardım edemez misiniz?
- Peki Teşekkürler. Çok yardımcı oldunuz (?)
- Beni başka bir bilgisayara alabilir misiniz?

Scenario 3

- Ben böyle bir borcum olmadığına eminim. Tekrar kontrol eder misiniz acaba?
- Söz konusu ceza neyle ilgili bilmiyorum. Bildiğim tek şey ödünç aldığım kitapları zamanında iade ettiğimdir.
- Ben kitabı geçen hafta getirmiştım. Bir yanlışlık olmalı
- Sanırım bir yanlışlık var, tekrar bakar mısınız?
- Sanırım bir yanlışlık var ödediğime eminim.

Scenario 4

- Aslında istemiş olduğum yemeği getirseydiniz çok daha iyi olurdu.
- Siparişimizden sonra ne getireceğinizi bilmeden beklemek ve umduğumuzu bulamamak çok da hoş olmuyor.
- Pardon ama bu benim siparişim değil.
- Evet. Umarım hatanızın farkınızdadır!
- Başka bir şey istemiştım ama sağ olun.

Scenario 5

- Şu kitabı bulmama yardımcı olur musunuz, burada olduğundan emin değilim.
- Affedersiniz şu an kimsenin almadığı ve raflarda bulunmayan bir kitap için yardımcı olabilir misiniz?
- Kodu xxx olan kitabı bulmama yardım eder misiniz, zira su an kütüphanede var olmasına rağmen bulamıyorum.
- Pardon işbu kitabı rafta bulamadım. Bana yardımcı olabilir misiniz?
- Affedersiniz, bilgisayarda boş görünmesine rağmen aradığım kitabı bulamıyorum, yardım eder misiniz?

Sample English Data collected from Modified Pre-LSQ (from natives)

Scenario 1

- I'm very sorry.
- I'm sorry, but I really don't think I was disturbing anybody.
- Ok. Sorry.

Scenario 2

- Ok. Thank you anyway.
- What should I do now?
- Do all of the machines act like this, or just this one? Can we get someone to check the system, then, please? It must drive you nuts, too.

Scenario 3

- Actually, I'm sure I returned the book on time last week. Could we check it on the computer?
- I think you'd better check your records. I returned that book last week.
- Actually, there's been a mistake. I returned the book, on time, last week. can we check your records again; should I check on the shelves? Please look into this for me.

Scenario 4

- It's fine, thank you.
- Not really.
- Yes, this looks nice-but it's not what I ordered. Maybe its someone else's order. perhaps you should check.

Scenario 5

- Hello, I'm looking for a book, but I can't find it on the shelf, and according to the computer, no one has borrowed it.
- I wonder if you could help me. According to the catalogue, this book should be on the shelf, but I couldn't find it.
- Excuse me, I'm looking for this book [showing paper with details] but, even though the catalogue tells me it is available, it is not on the shelves. Can you help me please?

Sample Turkish Data collected from Modified Pre-LSQ revealed interesting results when compared to answers obtained from a small population of native speakers of English presented above which may have implications on a number of issues. The students at FLE had an overtly maximizing conflict attitude in the Turkish questionnaire while English speakers minimized conflict (in their best interest). The sample data presented here are representative as to how the linguistic politeness strategy instrument, LSQ, was gradually developed.

3.2.2.3 Linguistic Strategy Questionnaire (LSQ)

Using the same five scenarios without any manipulation on the prompt in the SIP questionnaire for the development of the Linguistic Strategy Questionnaire (LSQ), multiple-choice items were devised for each of the respective scenarios within a politeness theory framework. Data obtained from the instrument development studies were used to develop the choices in Turkish and then were translated for generating the English multiple-choice instrument.

Hence, for the purpose of arriving at the sub-strategies, markers the students used the most were determined to be representative of the super-strategies. For example, as the pilot studies revealed that the majority of students used ambiguous, vague expressions -containing some idiomatic expressions at occasions- and, on a great scale, hinting when producing an *indirect* response, these were the sub-strategies (in accordance to the B& L framework) made use of when generating possible indirect responses for the scenarios. Hence, for off-record indirectness, strategies used to develop the choices across scenarios were “give hints, be ironic, be ambiguous and be vague”, for negative politeness strategies used were “be conventionally indirect, question, hedge apologize” and for positive politeness strategies used were “in-group identity markers, give ask for reasons”, etc.

Moreover, some of these markers were found to be troublesome when translated. For example, The students’ extensive use of the in-group marker, “hocam” was used to construct choices with positive politeness; however, the marker turned out problematic at the translation stage into English since no one-to-one match of the term was found in English (except for the waiter-student scenario in which “mate” was made use of). Thus, while for the Turkish LSQ, “claiming common ground by claiming in-group membership by using in-group identity markers” and “conveying that S and H are cooperators by claiming reflexivity” were the two strategies that were used to devise expressions of positive politeness, as the translation of the marker “hocam” was found problematic, “conveying that S and H are cooperators by claiming reflexivity” was the only strategy used to devise

expressions of positive politeness for the English LSQ. (see section 2.3 for discussion of B&L's strategies)

As discussed earlier, B&L's theory has been expanded on as possible conflict behaviour has also been given considerable attention, extending understanding of politeness by envisaging the performance of speech acts that would generate conflict and involving a more flexible hierarchy of politeness-impoliteness continuum that involve expressions of FTA with redress and bald-on-record directness for both self-directed and other-directed goal achievement. Expressions that not only minimized but also maximized conflict were incorporated into the choices.

It should be noted that "conflict" is used in a new meaning; the increase or decrease in "conflict" here is viewed in relation to the direction of the goal-orientation and the increase/decrease of imposition on behalf of the service provider. If the responding customer prefers to act/speak in a way that suggests an intention of fulfilling his/her own goal, the utterance or act is seen as *maximizing conflict* due to the upcoming tension on behalf of the service provider that it would generate as a result of the customer's manner of conduct. On the other hand, if the responding customer prefers to act/speak in a way that (more than self-goal) addresses the service provider's goal/wants in the situation, the resulting utterance is determined as one that is *minimizing conflict* due to the reduction it gives way to in terms of a possible tension between interlocutors. That is the items derive from the concept of redress in the B&L framework.

In line with the above reasoning, for scenarios 1-4, seven utterances have been devised as possible choices for test takers. Three create an imposition on H (by also maximizing the conflict) and three do not impose on H (by also minimizing conflict). The remaining one (indirect) can be treated as (depending on H & the test taker) either an imposition or not (due to the flouting of the maxim of relevance and/or manner and/or quantity). For scenario 5, only five choices were possible due to the nature of the scenario (it being a request situation). Possible choices devised for respondents are summarized in the table below and codes are provided which have been used in data analysis (Chapter 4).

Table 4. Possible Choice Descriptions and Codes for LSQ

Conflict/Strategy	<i>Codes:</i>
Items maximizing conflict [C+]	
i) C+ direct	+ Dir
ii) C+ redress with negative politeness strategies	+ NP
iii) C+ redress with positive politeness strategies	+ PP
Items minimizing conflict [C-]	
i) C- direct	- Dir
ii) C- redress with positive politeness strategies	- PP
iii) C- not perform the FTA	- opt out
Item neutral [C+/-]	
i) C+/- off record indirect	+/- indirect

In the administration of the LSQ, the items were jumbled so that respondents did not memorize what the items were aimed at in terms of strategy and did not choose the same item all through the questionnaire (see Appendix A & B).

3.2.2.4 Status, Power, Rating of Imposition Questionnaire (SPRQ)

As the status, power of the interlocutors and rating of imposition involved in a speech event determines the linguistic realization of politeness, for the purpose of checking how these variables were perceived by students, a SPRQ (Status, Power, Rating of imposition Questionnaire) was administered. (see Appendix E)

As the status, power of the interlocutors and rating of imposition involved in a speech event determines the linguistic realization of politeness, for the purpose of checking how these variables were perceived by students, a SPRQ (Status, Power, Rating of imposition Questionnaire) was administered (see Appendix E).

The same group of 35 students who had answered the pilot pre-LSQ in Turkish (DCT version) 1 to 2 weeks later were administered (in paper and pencil) SPRQ in class to see whether or not researcher intuitions - about the status, power, and intuition relations coincided with those of respondents. On the SPRQ, students were requested to answer three questions relating to social status, power relations and weightiness of imposition involved in the five scenarios.

“Lütfen, aşağıdaki 5 senaryoyu sosyal ilişkiler bakımından (sosyal konum, yaptırım gücü, söylenen ya da yapılan şeyin getirdiği yük) değerlendiriniz ve size göre doğru olan seçeneği daire içine alınız.”

Under each of the five scenarios the following three questions were posed to students also in Turkish.

- A. Bu senaryoda kimin sosyal konumu daha yüksektir? (Örn. amir/memur ilişkisi: amirin sosyal konumu daha yüksektir)
- Kütüphane görevlisinin
 - Sizin (Öğrencinin)
 - Eşit
- B. Bu senaryoda kimin yaptırım gücü daha fazladır?
- Kütüphane görevlisinin
 - Yaptırım gücü eşit
 - Sizin (Öğrencinin)
- C. Bu senaryoda kütüphane görevlisinin söylediklerinin size (öğrenciye) getireceği yük nasıldır? (Örn.: Bir kişi sizden 1 milyon TL istediğinde bunun sizin üzerinize getireceği yük az, aynı kişi sizden 100 milyon TL istediğinde bunun size getireceği yük çok olacaktır.)
- Az
 - Çok

The results revealed that for waiter-student interaction an *unbalanced* status/power relationship is apparent, for technician-student interaction a *balanced* status/power relationship is at play, and for librarian-student interactions an *unbalanced* status/power relationship is evident. While students acknowledge the librarian as having higher status and power than them, they view the technician as equals, whereas a waiter is found having considerably lower status and power. These results coincide with researcher's intuitions. For possible comparability of perceptions of the situations in terms of status, power, imposition in the English university context, senior staff at British and American universities were also consulted through personal communication and commonalities were found. The results obtained from SPRQ are summarized in the table below (see Appendix F for all tables).

Table 5. SPRQ Results Summary

n=35	Scenario 1		Scenario 2		Scenario 3		Scenario 4		Scenario 5	
		%		%		%		%		%
STATUS	Librarian	63	Technician	40	Librarian	51	Waiter	6	Librarian	50
	Student	6	Student	23	Student	23	Student	91	Student	25
	Equal	31	Equal	37	Equal	26	Equal	3	Equal	25
POWER	Librarian	83	Technician	40	Librarian	52	Waiter	0	Librarian	46
	Equal.	14	Equal	37	Equal	31	Equal	11	Equal	27
	Student	3	Student	23	Student	17	Student	89	Student	26
IMPOSITION	Low	60	Low	57	Low	60	Low	86	Low	60
	High	40	High	43	High	40	High	14	High	40

*Shaded areas correspond to highest frequencies

3.2.2.5 Appropriateness of the Situations

In order to determine the validity and appropriateness of the situations used in the SIP and LSQ, all subjects were asked after each scenario in the LSQ: (a) if the scenario reflected reality, (b) if the situation has ever been experienced by them, (c) the likelihood of such a situation happening in their university context.

The questions appeared on the web page for English subjects, and in the pen and pencil booklet for the Turkish subjects in form of the following.

1. How <u>realistic</u> was this scenario?	Very realistic	1	2	3	4	5	6	Very unrealistic
2. How <u>often</u> has this ever happened to you?	Always	1	2	3	4	5	6	Never
3. How <u>likely</u> is it that something like this might happen at your university/environment?	Very likely	1	2	3	4	5	6	Very unlikely

The first question used to assess the appropriateness of the situations was “How realistic is this scenario and subjects were asked to make a judgement along a scale of ‘very realistic (1)’ to ‘very unrealistic (7)’. To ease comprehensibility, frequency results for the questions have been interpreted as negative or positive by merging responses obtained from choices 1, 2, and 3 in the scale as positive responses and those from 5, 6, and 7 as negative responses (see Appendix K for all frequency tables). For both TNS and ENS, all five scenarios were very realistic with TNS positive responses ranging from 92,9% (for scenario5) to 87,1% (for scenario 3); and ENS positive response percentages ranging from 95,5% (for scenario 5) to 71,7% (for scenario 2).

There were considerable differences computed between TNS and ENS data on scenario 2 for question one. While 9% of TNS found the scenario realistic, the ratio fell by 20% for ENS with 71,7% of ENS finding the scenario as realistic. The result could be attributable to the fact that English university students have access to better-equipped technical resources such as computer laboratories where as this may not be the case for the university setting from which the Turkish data was collected. Scenario 5 (where the student seeks help from a librarian to find a book that is

missing on the shelf) was judged as the most realistic scenario by both respondent groups. The high positive frequencies for both groups show that the situations made use of were not found as unnatural and uncommon and that they did not create a bias in this sense.

The second question posed was “How often has this ever happened to you?” and the subject groups were provided a scale from ‘always (1)’ to ‘never (7)’. The least experienced situation for TNS was scenario 3 (librarian/penalty payment) with a total of 81,2% of answers on the negative end of the likert scale. For ENS, the least experienced situation was scenario 1 with a total of 77,6% of answers selected on the negative end of the scale. Scenario 5 results for question 2 exhibited a major disparity between TNS and ENS. 73,1% of ENS expressed that they had experiences the situation more than a couple of times, whereas nearly half, 51,8%, of TNS expressed that they has nearly never experienced such a situation. These result could reflect the availability of library facilities for ENS and TNS groups at their universities, with a possibility that ENS use library facilities more than TNS. Overall, around 30% of TNS and ENS demonstrated that the situations in the five scenarios had been (relatively) frequently experienced by them.

Lastly, subjects were asked how likely it was that something like this might happen at their university/environment on a scale of ‘very likely (1)’- ‘very unlikely (7)’. Around 93,5% to 53,1% ENS and around 68,2% to 48,3% TNS selected choices from the positive end of the likert scale, indicating that there was strong likelihood that the situations could happen in their context. The biggest difference

between respondent groups for question 3 was obtained for scenario 3 (librarian/penalty payment). Whilst 69,7% of ENS expressed that it was highly likely that such a situation could happen at their university, only 48,3% of TNS opted for the same positive choices.

3.2.2.6 Demographic Questionnaire (DQ)

A questionnaire was developed by the researcher to provide demographic information about the participants which appeared half way through the web page and also the paper and pen administration booklet (located between the SIP questionnaire and LSQ) for both TNS and ENS groups (see Appendix A and B).

In addition to requesting personal information (i.e., gender, age), information related to language background (i.e. main language spoken, secondary languages used in the household, other foreign languages learnt, overseas experience), information on the education background (i.e. field and degree of study, year in university), and information on respondents' families (i.e. region and type of settlement, income, education of parents) was gathered. Descriptive statistics on items of the demographic questionnaire were computed and the compatibility of the groups were measured (see section 3.2.1).

3.2.3 Data Analyses

3.2.3.1 Factor Analysis

For the first research question, with the intention of examining which interactional principles speakers hold merge as super-principles during customer-

service provider interaction cross-culturally, and also for the second research question that seeks to find the interactional super-principles that emerge for TNS and ENS in conflict situations, principle component analysis with varimax rotation has been conducted on SIP questionnaire responses.

Factor analysis (FA) and principal component analysis (PCA) are statistical techniques applied to a single set of variables when the researcher is interested in discovering which variables in a set of data form a coherent subset that are (relatively) independent of one another. FA identifies factors that statistically explain the variation and co-variation among variables. Variables that are correlated with one another but are largely independent of other subsets of variables are combined into factors. Factors are thought to reflect the underlying processes that have created the correlations among variables (Tabachnick & Fidell, 2001).

Generally, the number of factors is considerably smaller than the number of measures and, consequently, the factors succinctly represent a set of measures. From this perspective, factor analysis can be viewed as a data-reduction technique since it reduces a large number of overlapping measured variables to a much smaller set of factors (Green, Salkind and Akey, 2000). In an SPSS output, a PCA produces components while FA produces factors; however, hereafter both will be referred to as factors.

Exploratory FA and confirmatory FA are two major types of factor analysis. An exploratory FA seeks to describe and summarize data by grouping together variables that are correlated and is used in the early stages of longitudinal research; where as exploratory FA is a technique used in much more advanced stages of research to test a theory about latent processes.

The specific goal of carrying out FA can be one or all of the following: to summarize patterns of correlations among observed variables, to reduce a large number of observed variables to a smaller number of factors, to provide an operational definition for an underlying process, or to test a theory about the underlying process. There are three applications of FA that go along with one or more of the goals stated above. Through FA the researcher can define indicators of constructs, define dimensions of an existing measure or use the results to select items or scales to be included on a measure.

The steps in carrying out an FA (or PCA) include selecting and measuring a set of variables, preparing the correlation matrix, determining the number of factors, rotating the factors to increase interpretability and finally interpreting the results. Interpretation and naming of factors depend on the meaning the researcher deduces of the particular combination of observed variables that correlate highly with each factor. Moreover, as Tabachnick and Fidell (2001) state, none of the extraction techniques usually provide an interpretable solution without rotation. Thus, varimax rotation was applied to the three data sets (namely, Turkish, English and culture independent data set) for the present study.

3.2.3.2 Cross-Tabulation

For the third research question, in order to investigate the similarities/differences that exist between groups in terms of SIP choice and scaling, frequency analysis was conducted on SIP responses. For the fourth research question, with the intention of exploring the linguistic correlates that reflect politeness strategies used in customer-service provider interaction by TNS and ENS, LSQ responses have been cross-tabulated for the Turkish and English data sets.

Cross-tabulation is a combination of two (or more) frequency tables arranged such that each cell in the resulting table represents a unique combination of specific values of cross-tabulated variables. Thus, cross-tabulation allows us to examine frequencies of observations that belong to specific categories on more than one variable. By examining these frequencies, the researcher can identify relations between cross-tabulated variables. Only categorical (*nominal*) variables or variables with a relatively small number of different meaningful values should be cross-tabulated.

Since chi-square only shows whether or not there is a difference between rows of data, whereas cross tabulation allows for analysis of both rows and columns of data, cross tabulation was considered to be the better of the two statistical operations for this study. Moreover, cross tabulation allows an analysis of the degree

of difference or similarity of two groups of data at the same time, can include chi-square statistics and produces overall richer data; thus it was found more suitable.

For the fifth research question, so as to find the similarities/differences of dominance of linguistic strategies that exist between TNS and ENS, a cross tabulation with chi-square was carried out.

Cross-tabulation analysis can also perform a chi-squared test to test the hypothesis that the row and column classifications are independent. It displays the calculated test statistic and an associated p-value: If the p-value falls below a critical value such as 0.05, the hypothesis of independence between rows and columns is rejected at that significance level. If the p-value is greater than 0.05, the hypothesis of independence cannot be rejected, implying that there is no significant difference in the distribution of two sets of data.

Furthermore, the Pearson chi-square is the most common test for significance of the relationship between categorical variables. This measure is based on the fact that we can compute the expected frequencies in a two-way table (i.e., frequencies that we would expect if there was no relationship between the variables). The Chi-square test becomes increasingly significant as the numbers deviate further from this expected pattern. The value of the Chi-square and its significance level depends on the overall number of observations and the number of cells in the table. The only assumption underlying the use of the Chi-square (other than random selection of the sample) is that the expected frequencies are not very small. The reason for this is that, actually, the chi-square inherently tests the underlying probabilities in each cell; and when the expected cell frequencies fall, for

example, below 5, those probabilities cannot be estimated with sufficient precision (Tabachnick & Fidel, 2001). For the present study, all data analyses were carried out on SPSS 10.00 version.

3.2.4 Data Collection Procedures

Data were collected by online administration for the English subjects and pen and paper administration was pursued for the Turkish subjects. No additional explanation was given to the Turkish subjects verbally at the time of administration to ensure compatibility with the English subjects participating in the study online. There was no time restriction on the subjects for completing the questionnaire. The approximate time the subjects spent to answer the questionnaires was around 25-30 minutes for both groups.

CHAPTER IV

RESULTS

4.0 Presentation

In this chapter, first the initial factor analysis conducted on the data sets and the second factor analysis performed with factor restriction will be explained. Next, findings of the factor analysis on SIP and frequency analysis on SIP choice will be presented and discussed. Finally, results of the cross-tabulation on LSQ will be commented on with respect to individual scenarios together with chi-square findings.

4.1 Interpretation of the Results

4.1.1 Conducting Factor Analysis on SIP

To identify sociopragmatic interactional superprinciples, exploratory factor analysis, i.e. principal component analysis was used. The results of the initial principle component analysis with varimax rotation yielded 15 factors with eigenvalues greater than 1 for all data sets (namely, Turkish, English and culture-

independent data set). However, screeplots for the rotated factors suggested solutions ranging from three to four factors for all data sets. Thus, factor analysis was carried out for the second time on all data sets by restricting the number of factors to three. Although one factor was considerably dominant over the others in all data groups, the three factor solution with varimax rotation was retained for interpretation as it was valued as being the most interpretable and for the reason that earlier studies using the same instrument (Spencer-Oatey et al., 2003a) have also extracted three factors using the same measure for different cultures.

For the culture-independent data set, the eigenvalues for the factors were 10,119 (factor 1), 6,627 (factor 2), and 5,600 (factor 3) and the total variance explained by the factors were 16,865% (factor 1), 11,045% (factor 2), and 9,334% (factor 3). The screeplot of rotated factor for the culture-independent data set is provided in Figure 1.

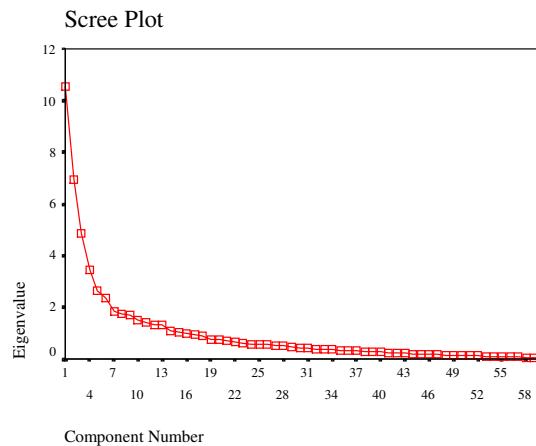


Figure 1. Scree Plot of Rotated Factor for Culture-independent Data Set

For the Turkish data set, the eigenvalues for the factors were 10,135 (factor 1), 7,548 (factor 2), and 5,095 (factor 3) and the total variance explained by the factors were 16,892% (factor 1), 12,579% (factor 2), and 8,491% (factor 3). The screeplot of rotated factor for the Turkish data set is presented in Figure 2.

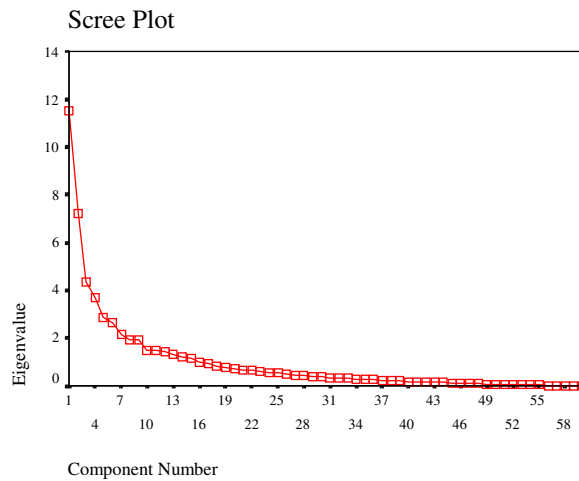


Figure 2. Scree Plot of Rotated Factor for Turkish Data Set

For the English data set, the eigenvalues for the factors were 11,192 (factor 1), 5,004 (factor 2), and 4,998 (factor 3) and the total variance explained by the factors were 18,654% (factor 1), 8,340% (factor 2), and 8,330% (factor 3). The screeplot of rotated factor for the English data set is provided in Figure 3 below. The three factors explain a total of 37,2% of the overall variance for the culture independent data set, 37,9% for the Turkish data, and 35,3% for the English data set.

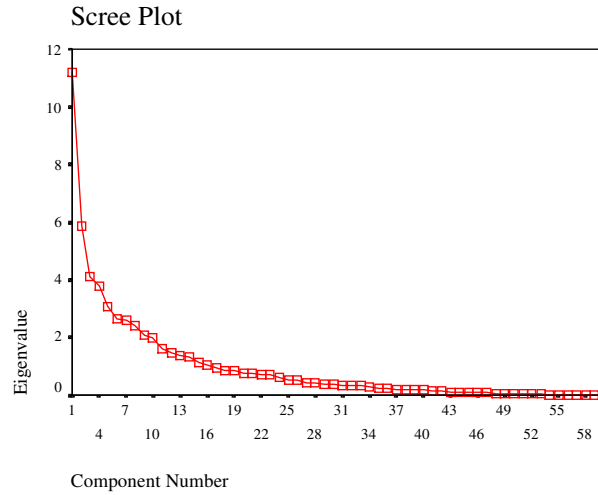


Figure 3. Scree Plot of Rotated Factor for English Data Set

The structure and pattern coefficients retained from this analysis are presented in Table 7 for the culture-independent data set, Table 9 for the Turkish data, Table 11 for the English data set. Note that shaded areas (in grey) in factor loading tables show groups of items loading onto a single factor.

Furthermore, the reliability of the study was examined through Cronbach Alpha coefficients. Reliability estimates on factor loading scales revealed that the scales were internally consistent and that the measure and sub-scales were reliable ($\alpha = ,9000$ for the English NS data, $\alpha = ,9051$ for the Turkish NS data, and $\alpha = ,8994$ for the culture-independent data set).

Abbreviations and corresponding SIPs used in FA and frequency tables presented in this chapter are listed in Table 5.

Table 5. Meanings of SIP Abbreviations

MYEMBAR	avoid being embarrassed (later) myself
EMBAR	avoid embarrassing the librarian/technician/waiter
MYTROUB	minimise any bother/trouble for myself
TROUB	minimise any bother/trouble for the librarian/technician/waiter
SMOOTH	keep smooth relations with the librarian/technician/waiter
RESTR	sound restrained and unassuming
RULES (1)	obey the library's rules
WARM	sound warm and friendly
HUMOR	sound light hearted and humorous
HINT	hint and be indirect in expressing/explaining/pointing out...
CLEAR	be clear and straightforward in expressing/explaining/pointing out...
TASK	try and persuade, obtain, get, try and get ...
RIGHTS (2)	pursue my rights to good service
DUTY (4,5)	consider the restaurant's/library's obligation to provide good service
OBEY (3)	do what I am told to do

4.1.2 Findings for Factor Analysis on SIP

Factor Analysis on Culture-independent data set

In relation to the first research question, to reach culture-independent universal norms of interactional principles, factor analysis was carried out on a merged cross-cultural set of data consisting of responses of all Turkish native speakers (TNS) and English native speakers (ENS) who participated in the study. Thus, the total sample has been named as the culture-independent data set. As seen in Table 6, the data have been reduced to three interpretable factors (see Table 7 for loadings).

Table 6. Factor Summary for Culture-independent Data Set with Validity for TNS and ENS Data

FACTOR ONE		Tact (Cost-benefit)	
		Turkish	English
MYEMBAR	+	5/5	5/5
EMBAR	+	5/5	5/5
MYTROUB		4/5	5/5
TROUB	+	5/5	5/5
SMOOTH		4/5	5/5
RESTR	**	3/5	0/5
RULES (sc1)	+	1/1	1/1

FACTOR TWO		Relational Communicative Style	
WARM	**	5/5	2/5
HUMOR		5/5	4/5
HINT	**	4/5	1/5

FACTOR THREE		Task Achievement	
CLEAR	+	5/5	5/5
TASK	+	5/5	4/5
RIGHTS (sc2)	+	1/1	1/1
DUTY (sc4 &5)	+	2/2	2/2
OBEY (sc3)	+	1/1	1/1

Key to symbols: + = one to one match; ** = large difference; sc = scenario

The interactional principles which loaded heavily on factor 1 were MYEMBAR, EMBAR, MYTROUB, TROUB, SMOOTH, RESTR items, and RULES (in scenario 1). The factor was named as “Tact (cost-benefit)” since all the items are -in a way- were found parallel to Leech’s (1983) cost-benefit scale; however, broader in that (a) it not only functions for directives and commissives, and (b) keeping smooth relations is also included, not only a single occurrence of

maintenance of face relations is aimed at, and (possible) future relations are also considered under factor 1.

The second factor was named as “Relational communicative style” since the interactional principles WARM, HUMOR and HINT which all loaded on to factor 2 all have diverse communicative value in the way you communicate your message, and in shaping what actually it is you are communicating in the eyes of the interlocutor. Besides, in many cultures warmth, humor and hinting (indirectness) function in complex ways on a relational basis, where relation can refer to B&L’s D (Social Distance), P (Relative Power), and R (Ranking of imposition) and also the context of the conversational exchange (see section 2.2.2.2 for further discussion). Note that “R” which is “ranking of imposition” in B& L’s theory also equates to the notion of “costliness” proposed by Leech (1983) in his maxims.

As the results show, factor 2 loading by the five scenarios point to one of the most complex phenomena that has been discovered through the study’s findings. It has been conceived that there is no hierarchical indexing use of humor and warmth (assumed to be realized by positive politeness) as the B& L theory claims. Factor 2 loadings reveal that although three distinct types (high-equal-low) of status, power relationships (librarian/technician/waiter-student) have been used in the five scenarios, the responses of subjects do not demonstrate a significant difference in the amount of the importance given to the use of warmth, humor or hinting across the scenarios.

Lastly, for the culture-independent data set, the third factor was named as “Task achievement” since all the items which loaded heavily on this factor point to the maintenance of self-or other’s goal more than anything else. Items that loaded on to factor 2 were CLEAR, TASK, RIGHTS, DUTY items, and OBEY (in scenario 3). Accomplishment of goal and expressing this in a clear manner appeared to map on to the mind of subjects as existing together cognitively and emotionally. Factor 3 arises solely from goal-oriented motivation and making use of the most direct ways in which to realize an aim. The factor analysis on the culture-independent data set demonstrated that factor 3 is quite separate in nature from factor 1 (which embodies items related to face maintenance and cost-benefit and tact) and factor 2 (which relates solely the communicative style in the degree of the use of warmth and humor along with hinting).

The items that had negative loadings to factors for the culture-independent data set were all HINT items which loaded negatively on factor 2 (relational communicative style) and OBEY item in scenario 4.

The detailed rotated culture-independent factor analysis results (as seen in Table 7) show an overt similarity to Spencer-Oatey et al. (2003a) study on SIP results of respondents from Hong Kong, Philippines and British origin. In their preliminary SIP study, they also unraveled three interpretable factors with more or less the same principles loading on to the same factors.

Table 7. Rotated Component Matrix for Culture-independent Data Set

	Component 1	Component 2	Component 3
MYEMBAR3	,722	-8,683E-02	,238
MYEMBAR2	,712	-,174	,128
TROUB5	,707	,106	-2,526E-02
MYEMBAR5	,665	-,140	,214
EMBAR5	,659	,118	-1,868E-02
MYEMBAR4	,643	-,106	,224
EMBAR2	,625	,153	-,332
MYEMBAR1	,614	-9,987E-02	,160
SMOOTH3	,603	,370	,168
MYTROUB4	,599	8,782E-02	,269
TROUB2	,591	,109	-,353
TROUB3	,588	,242	-,213
TROUB4	,572	,234	-8,851E-02
MYTROUB3	,558	8,655E-02	,303
SMOOTH1	,556	,312	-7,315E-02
TROUB1	,536	,268	-,104
MYTROUB2	,531	-9,042E-02	6,968E-02
EMBAR3	,521	,365	-,173
RESTR2	,515	-,450	-2,927E-02
EMBAR1	,514	,206	-1,658E-02
SMOOTH2	,507	,168	-,222
RESTR5	,506	-,475	,205
MYTROUB5	,505	-6,135E-02	,400
RESTR3	,500	-,438	,135
RESTR1	,488	-,345	9,674E-02
MYTROUB1	,454	-4,757E-02	,168
EMBAR4	,439	,271	5,335E-03
RESTR4	,437	-,355	,151
SMOOTH5	,429	,139	,367
RULES1	,312	3,649E-02	-8,111E-02
WARM4	2,512E-02	,720	-2,118E-02
WARM1	,204	,709	-5,057E-03
WARM5	9,059E-02	,702	-8,616E-02
HUMOR4	3,724E-02	,674	-2,236E-02
WARM3	8,343E-02	,668	4,163E-02
HUMOR3	,126	,650	-7,078E-02
HUMOR5	,172	,615	-,161
SMOOTH4	,386	,586	,137
HUMOR2	,161	,486	-2,217E-02
HUMOR1	8,471E-02	,466	2,301E-02
WARM2	,203	,429	-,198
HINT2	,261	-,383	-,169
HINT3	,260	-,281	-8,267E-02
HINT4	,130	-,277	-4,409E-02
HINT1	,225	-,273	,133
HINT5	,143	-,164	-,129
CLEAR3	6,964E-02	-1,097E-05	,702
TASK3	,165	-5,149E-02	,672

Table 7. contd.

RIGHTS4	5,088E-02	-5,806E-02	,664
CLEAR2	2,524E-04	6,600E-02	,594
TASK5	-1,701E-02	,210	,579
CLEAR5	,145	-2,452E-02	,571
RIGHTS5	-5,729E-02	-6,616E-02	,534
RIGHTS2	-9,962E-02	,200	,524
CLEAR4	1,701E-02	-,122	,523
CLEAR1	4,334E-02	-6,918E-02	,487
TASK4	,173	-6,947E-02	,481
TASK1	-1,117E-03	-,120	,448
OBEY3	,114	,261	-,425
TASK2	4,784E-02	,266	,383

When interpreted individually in the dynamics of only one culture group itself, expectedly, factor loading changes on a relative scale in item nature if not in the general propensities of the three-factor superstrategy framework as revealed by the culture-independent factor analysis.

Factor Analysis on Turkish Native Speaker data set

With regard to the second research question, factor analysis was carried out on the Turkish and English data sets seeking to find the interactional super-principles that emerge for TNS and ENS in conflict situations. Taking a closer look at the 60 items in the five scenarios of 12 principles in Tables 7, 9 and 11, items do not have clear-cut loading in some scenarios in all of the data sets. What is meant by clear cut is that the pattern is not always straightforward in that for some principles while an interactional principle appears to be a part of one factor for a scenario, the same principle has loaded onto yet another factor for a different scenario. This may be partly due to the change of the importance of the principles situationally, and as a result, the principle loading to a different factor for one or more of the groups.

There are also instances where items have loaded negatively onto a factor and also those instances where a minor number of items have loaded closely to more than one factor. The table below shows the factor patterns and item labels loading onto the three factors for the TNS data set.

Table 8. Factor Summary for Turkish NS Data

FACTOR ONE	FACTOR TWO	FACTOR THREE
Tact (Cost-benefit)	Task Achievement	Relational Communicative Style
MYEMBAR EMBAR MYTROUB TROUB SMOOTH RESTR (sc1,2,3) RULES (sc1)	CLEAR TASK RIGHTS (sc2) DUTY (sc4,5) OBEY (sc3) RESTR (sc4,5) MYTROUB (sc5) SMOOTH (sc5) HINT (sc1)	WARM HUMOR HINT

Key: sc – scenario

FA conducted on the Turkish data set revealed that all EMBAR and MYEMBAR items loaded on to factor 1: Tact (cost-benefit) with maximum loading value of .74 to .32. TROUB and MYTROUB items (except for MYTROUB item in scenario 5) have also loaded on to factor 1. SMOOTH items (except for scenario 5) have high positive loadings (from .71 to .52) on to the same factor.

Moving onto factor 2 properties of TNS, all WARM and HUMOR items and HINT items (except for HINT in scenario 1) have positive loading to the factor “Relational Communicative Style”. The HINT item in scenario 1 has a loading of,

34 to factor 3 “Task achievement”. (see Table 9 for rotated component matrix for Turkish data set)

In contrast to the culture-independent FA conducted and discussed above, scenario 5 factor loading for MYTROUB, SMOOTH and RESTR items reveal that this scenario does not produce the same set of beliefs and values in the minds of TNS respondents due to the situation on which the scenario is based. In the other four scenarios respondents have to deliver the second turn in a conversational exchange, whereas in scenario 5 the subjects had to consider what would be important for them when producing the initial turn of the exchange. The loadings for scenario 5 show that principles of MYTROUB, SMOOTH and RESTR is cognitively related more to the superprinciple Task achievement (factor 3) than to Tact/cost-benefit (factor 2).

As for the factor 3 properties, the Turkish data set embodied the interactional principles CLEAR and TASK for all scenarios and RIGHTS (for scenario 2), DUTY (for scenario 4 and 5) and OBEY for scenario 3. In contrast with factor 3(Task achievement) loadings for the culture-independent data set, RESTR (for scenarios 4 and 5) also had positive loadings onto factor three for the TNS data set.

The only item that had high negative loadings to the factor it loaded onto was OBEY (in scenario 3) with $-.42$ (see Table 9 below). This means that ‘do what I am told to do’ was in negative correlation to accomplishment of task (factor 3) which is, understandably, quite natural since paying the penalty in scenario 3 means that the student’s goal of not repaying the overdue book fine is not realized and vice versa.

Table 9. Rotated Component Matrix for Turkish data set

	Component 1	Component 2	Component 3
TROUB5	,743	8,236E-03	,248
SMOOTH3	,717	,246	7,606E-02
SMOOTH1	,704	-7,756E-02	9,533E-02
TROUB1	,675	-,106	-7,288E-02
TROUB4	,654	-6,859E-02	,130
TROUB2	,650	-,276	,220
EMBAR1	,628	-5,441E-02	-,161
TROUB3	,616	-,227	,116
MYTROUB4	,600	,422	6,547E-02
MYEMBAR1	,599	,355	-,103
EMBAR2	,593	-,260	,248
SMOOTH2	,592	-8,618E-02	,132
EMBAR5	,589	9,821E-02	,204
MYEMBAR3	,571	,507	,120
MYEMBAR2	,560	,360	8,541E-02
EMBAR3	,556	-,108	,180
SMOOTH4	,528	,188	,339
MYTROUB3	,527	,410	1,739E-02
RESTR1	,527	,147	-,147
MYTROUB2	,468	,169	-,108
MYEMBAR5	,463	,449	,133
MYEMBAR4	,447	,427	5,220E-02
MYTROUB1	,446	,248	-,402
RULES1	,400	-,131	2,517E-02
RESTR2	,340	8,738E-02	-,126
EMBAR4	,325	2,571E-02	,176
RESTR3	,288	,245	-,190
TASK3	,103	,704	1,558E-02
CLEAR3	-,110	,703	-7,063E-02
RIGHTS4	-2,490E-02	,701	2,181E-02
TASK5	4,860E-03	,659	-2,784E-02
CLEAR2	-4,291E-02	,601	6,191E-02
TASK4	,186	,599	,122
MYTROUB5	,428	,553	,242
CLEAR5	,134	,553	-,293
CLEAR4	-3,340E-02	,542	-8,432E-02
RIGHTS5	-,157	,536	-,133
SMOOTH5	,396	,525	-3,186E-03
RIGHTS2	-,105	,487	7,458E-02
CLEAR1	6,174E-02	,485	-,102
OBEY3	9,022E-02	-,472	,160
TASK1	-,125	,470	1,329E-02
RESTR5	,359	,427	-3,982E-02
RESTR4	,113	,343	,283
HINT1	-,122	,341	,244
TASK2	9,587E-02	,336	6,522E-02
HUMOR3	,222	-8,277E-02	,726
HUMOR4	,108	-2,075E-02	,617

Table 9. contd.

WARM4	,178	-1,198E-02	,582
HINT3	-,154	,117	,580
HINT2	-,212	8,335E-02	,540
HUMOR2	,210	-1,656E-02	,536
HUMOR1	,191	,120	,529
HINT5	-,197	2,214E-02	,499
HINT4	-,314	,116	,487
HUMOR5	,282	-,292	,480
WARM1	,456	-5,703E-02	,477
WARM5	,342	-,157	,444
WARM2	,296	-,217	,426
WARM3	,360	1,150E-03	,401

Factor Analysis on English Native Speaker data set

In relation to the second research question, principle component analysis with varimax rotation was also conducted on the English data set which also revealed three interpretable factors (see Table 10 for summary of factors/items). Although FA on TNS and on culture-independent data set were quite similar, FA on ENS data differed from both groups in certain respects.

Table 10. Factor Summary for English NS Data

FACTOR ONE	FACTOR TWO	FACTOR THREE
Tact (Cost-benefit)	Relational Communicative Style	Task Achievement
MYEMBAR EMBAR MYTROUB TROUB SMOOTH WARM (sc1,4,5) HUMOR (sc4)	HUMOR RESTR WARM (sc2,3) TASK (sc4) HINT (sc4)	TASK CLEAR HINT RIGHTS (sc2) DUTY (sc4 &5) OBEY (sc3) RULES (1sc)

Key: sc – scenario

As the rotated component matrix table for the English NS (Table 11) indicates, factor 1 (Task achievement) was comprised of all MYEMBAR, EMBAR, MYTROUB, TROUB and SMOOTH items and RULES (for scenario 1). The biggest difference between TNS and ENS data (for factor1) was that while the RESTR items for the Turkish group was split between factor 1 (Tact /cost-benefit) and factor 3 (task achievement), all RESTR items for the English group loaded onto factor 2 (Relational communicative style) with high negative loadings. This shows that acting/speaking in ‘a restrained and unassuming manner’ does not take place for tact along a cost-benefit scale (for either saving/threatening the other’s face) or achieving self or other goal, but is cognitively labeled as a type of communicative style just like humor.

Factor 2 was once again labeled as relational communicative style. All RESTR, all humor items (except scenario 1), WARM items (of scenario 2 and 3), and TASK and HINT item (for scenario 4) loaded onto factor 2. A major dissimilarity between English and Turkish data sets for factor 2 loadings is that while ‘hinting’ is a communicative style just as warmth and humor is for TNS, ‘hinting’ correlates negatively with ‘clarity’ and is cognitively judged within a framework of task achievement (factor 3) for ENS. Furthermore, while hinting correlates positively with warmth and humor for the Turkish group, RESTR correlates negatively with humor for ENS. It can be said that for the Turkish subjects hinting need not only be used as a communicative style that endangers warmth and creates a sense of possible criticism irony or sarcasm which will threaten the other’s self-image, but could be used to have the reverse affect boosting

the self-image by creating a sense of friendliness brought about by a joking attitude that implies solidarity. The factor analysis carried out on the Turkish and English data sets reflect the fact that the interactional principle of ‘hinting’ in the two cultures does not complement each other and further research in the area is necessary.

Factor 3 was labeled as ‘task achievement’ and all CLEAR items, TASK items (except scenario 4), RIGHTS (in scenario 2) and DUTY (scenarios 4 and 5) and OBEY (scenario 3) loaded positively onto factor 3. The items that loaded on to factor 3 with the minimum loadings were four items (HINT, RULES, CLEAR, TASK) from scenario 1 some of which loaded (more or less) equally to more than one factor. In this sense, scenario 1 did not give way to powerful factorial analysis for these items which may be due to the nature of this scenario and the difference of it when compared to the rest of the scenarios. The English students could have judged this scenario on different grounds than the other four since it involved ‘breaking the library rules’.

Table 11. Rotated Component Matrix for English NS Data Set

	Component 1	Component 2	Component 3
EMBAR4	,751	-,248	9,505E-02
EMBAR3	,717	-,122	9,610E-02
TROUB3	,688	-,158	5,785E-02
SMOOTH3	,676	-5,136E-02	,270
EMBAR5	,664	-1,433E-02	-,116
EMBAR2	,653	-4,399E-02	-6,579E-02
MYEMBAR4	,649	2,283E-02	-,191
SMOOTH4	,635	8,004E-03	,256
MYEMBAR3	,624	-8,140E-03	-,276
MYEMBAR5	,609	,151	-,225
TROUB1	,604	-6,643E-02	7,651E-02

Table 11. contd.

MYEMBAR2	,602	-4,325E-02	-,321
EMBAR1	,574	,129	-1,244E-02
TROUB5	,565	6,714E-03	-,125
TROUB4	,563	-,142	-7,639E-02
SMOOTH1	,547	-4,942E-02	,172
MYTROUB3	,544	,173	-3,356E-02
HUMOR4	,539	5,403E-02	,307
MYTROUB1	,526	-,147	,166
WARM4	,519	1,240E-02	,425
MYTROUB4	,510	-,121	7,328E-02
MYTROUB2	,486	,153	-8,469E-02
SMOOTH5	,485	-,267	,251
MYEMBAR1	,463	-7,135E-02	-,116
TROUB2	,439	9,378E-02	-,278
SMOOTH2	,423	-,174	-7,710E-02
WARM1	,420	,117	,411
WARM5	,387	,234	,346
MYTROUB5	,318	,244	-6,520E-03
HUMOR3	,346	,742	2,534E-02
HUMOR2	,311	,655	-9,631E-02
TASK4	-9,413E-02	,624	,145
HUMOR5	,495	,622	-4,263E-02
CLEAR4	-,141	,592	,296
RESTR3	,432	-,585	-9,540E-02
HUMOR1	9,781E-02	,573	-,270
RESTR2	,367	-,573	-,247
RESTR5	,298	-,509	-4,912E-02
RESTR4	,324	-,454	-,209
WARM3	,251	,438	,414
RESTR1	,230	-,431	-7,457E-02
WARM2	,343	,355	-4,698E-02
HINT4	,195	-,305	-,264
HINT2	,197	-,165	-,662
HINT5	,182	,126	-,568
HINT3	,207	-7,519E-02	-,559
CLEAR3	,295	-5,818E-02	,557
CLEAR5	,225	3,316E-02	,519
TASK3	4,782E-02	-,161	,517
TASK2	,171	2,185E-02	,462
CLEAR2	-7,602E-03	,156	,438
OBEY3	,409	1,094E-02	-,427
RIGHTS2	5,045E-02	,146	,424
RIGHTS4	-8,167E-02	,258	,360
TASK5	,125	7,027E-03	,332
RIGHTS5	-1,638E-02	,317	,327
HINT1	,220	5,757E-02	-,221
RULES1	,186	,163	-,195
CLEAR1	-,114	2,418E-02	,187
TASK1	-5,906E-02	5,489E-02	,133

FA conducted on the English data set revealed that all RESTR items have negative loadings to factor 2 (Relational communicative style). This means that although RESTR is seen as a communicative style just as humor is, it differs in that a restrained attitude in speech behavior is found important when the rest of the items that have loaded on to this factor are not and vice versa. To clarify the point, you can have a joking attitude but still act and be perceived as restrained and unassuming for the TNS, although for ENS, you are either humorous or restrained; the two do not go together. OBEY item in scenario 3 loaded negatively onto factor 3 as for all other sets of data on which factor analysis was carried out. Another item that had negative loadings was HINT items. All of the HINT items loaded negatively to factor 3 which embodied the CLEAR items suggesting that for ENS clarity and hinting are opposites whereas no such finding was evident for the TNS data set.

4.1.3 Findings for Frequency Analysis on SIP Choice

With regard to the third research question, so as to investigate the similarities/differences that exist between groups in terms of SIP choice and scaling, frequency analysis was conducted on SIP responses. Frequency analysis on SIP suggests that TNS and ENS have opted for -on large scale- the same end of the 1-7 scale for most of the interactional principles across the scenarios; however, the results also suggest that for some specific principles TNS and ENS responses are gathered around different ends of the scale (1: strongly agree - 7: strongly disagree). Only a seemingly minor portion of these findings will be discussed here which will also aid interpretation and serve as a back up for the factor analysis results discussed

previously. Also through frequency analysis, differences of the scenarios due to situation, weightiness of the message/goal or the type of service provider engaged in communication was unearthed.

In all of the MYEMBAR items, except for scenario 1, all ENS selected midpoint (3-4) in the scale while TNS has a clear tendency to select options 1 (strongly agree) and 2. MYEMBAR item frequencies for scenario 1 (librarian warning/speak quietly) demonstrate that the nature of this particular scenario is quite different than the others since both TNS and ENS choices indicate that avoiding being embarrassed (later) and saving own face comes before other's face concerns and is of utmost importance when compared to the other scenarios.

Amongst the EMBAR items, when compared to the other scenarios, scenario 4 (waiter/wrong dish) obtained the highest frequency for strongly agree(1)/agree(2) options (56,5% for TNS and 59,7% for ENS) . This indicates that the concern for the other's face, that is, avoiding embarrassing the waiter, is assessed to be of more importance for the waiter-customer situation although the status power equation is tilted in favor of the student who is the customer in this setting when compared to the other scenarios. Thus, contradicting B&L's formula of weightiness, the speaker's higher power may not necessarily imply 'less' politeness; that is, speakers who have more power may behave the like obliging customer, boss, etc.

A major difference between ENS and TNS has been found in MYTROUB (minimise any bother/trouble for myself) item for scenario 5 (librarian/help find

book). 52,9% of TNS have indicated that they strongly agree to the importance of minimizing bother/inconvenience for oneself when requesting help from the librarian whereas only 17,9% of ENS chose to do so. All in all, minimizing bother or inconvenience for one's self appears to be of equal importance for most of the situations for both ENS and TNS.

For the TROUB items, it can be said that for scenarios 2 (technician situation) and scenario 3 (librarian/penalty situation) causing trouble for the hearer or pushing them into an inconvenient situation is of less concern for both TNS and ENS. On the other hand, TROUB item for scenario 1 was selected as important by 59,1% of TNS and 46,1% of ENS. As library rules are at stake in this scenario, the respondents could have thought that the librarian was a staff member who had to abide by the rules as a job description and letting a group of students break the libraries rules would be unacceptable for the librarian. Thus, it was important for the students to minimize any bother/trouble for the staff.

Probably due to the librarian being of higher status and higher power (see section 3.2.2.4) than students, both TNS and ENS indicated that keeping smooth relations (SMOOTH) with the librarian in scenarios 1 and 5 were of slightly more importance than maintaining harmonious relations with the technician and waiter. One reason behind the high frequency of strongly agree option for SMOOTH items in scenario 1 and 5 may be because students have considered that they would definitely have to use the library for study purposes on several other occasions in the

future and requesting help from a library personnel to find a book was a situation that has a high likelihood of happening again.

RESTR items were among those interactional principles that have revealed discordance between ENS and TNS on a large scale. While more than (80% of TNS considered speaking in a restrained and unassuming attitude was appropriate when communicating with the librarian in scenario 1 (keep quiet/silent area) and scenario 2 (technician/computer crash), ENS selected the strongly agree and agree items around 35% for these two scenarios. In sum, the way in which subject groups conceived the meaning of restrained and unassuming speech, why they use this principle and the way in which they choose to produce what they want to communicate by a restrained attitude is persistently different for the Turkish and English speaking community. While ENS make use of RESTR as a relational communicative style, it has more to do directly with achieving your goal in a high imposition situation by creating deference and also saving other's face by avoiding hurting them or risking smooth relations for the TNS. The findings on RESTR items for the English group are also parallel to those of the Spencer-Oatey et al. (2003a) study conducted on English native speakers.

Frequency analysis of WARM items show that using warm and friendly behaviour with the intention of getting something done is more or less a culture-independent norm. However, exceptions to this pattern are prevalent for the TNS data for scenario 2. TNS appear to be not quite resolute about the use of warmth while interacting with the technician when the computer has crashed and the student

has been told that nothing can be done about it while ENS are more up to it. For scenario 2 and 4, around 50% of TNS are against the idea of using warmth, while those respondents from the ENS population who strongly disagree to the importance of using warmth and friendliness in this situation are minute (around 10%). Overall, responses reveal the fact that TNS are not sure about using warmth to those who are equal or statuswise inferior (technician/librarian) to them, in contrast ENS say they would use warmth especially for those that have lower status and power in society than them. Of all scenarios, scenario 1 (using warmth towards a librarian who has warned you that this is a silent area) obtained the highest frequency for strongly agree and agree options (73,1% for ENS and 50,4% for TNS) which is interesting in that warmth is (supposedly) related to positive politeness and is used towards people other than those who have a higher status than you in society. These findings complement O'Driscoll (1996) in that deference can be conveyed through positive politeness. Such a finding is not surprising for the Turkish context since people very often appeal to ingroupness in uttering speech acts.

The interactional principle of HUMOR also uncovered a complexity in conception and production in the two cultures. The situation in which both groups were clear that HUMOR would not be important was scenario 3. Around 70% of TNS and 40% of ENS disagreed to the importance of using humor toward a library clerk who requested the payment of an overdue book fine. As the students probably thought that since the librarian was faulty, it was inappropriate to pay a fine that was already paid or not even justifiable, hence producing humorous speech was not an issue. Nonetheless, for scenario 4, while ENS were in favor of using humor towards

the waiter who was wiped off his feet by the crowd and had mistakenly brought the wrong dish to the student as a result, TNS were not in favor of using humor in this situation in the same extent. To be able to make a full discussion, further evidence on what is understood by humor, and when and how (for what purpose) it is made use of in conversation needs to be put under scrutiny by more research in the two cultures.

HINT items obtained low frequencies in importance given to them across scenarios and was avoided by both culture groups (clearly more by ENS when groups are compared) except for Turkish speakers in scenario 4 (restaurant situation). More than half, 63% of TNS favored using hinting and found it important to be indirect when communicating with the waiter who brought the wrong dish, whereas more than half, 56,7% of ENS disagreed to the importance of using hinting in the encounter. It is obvious that SIP alone does not show whether indirectness is used to realize goal or have the adverse affect and LSQ results need to be analyzed to fill this gap of information. All in all, results show that English speakers do not favor hinting as an important interactional principle in the given contexts of the five scenarios although TNS are not sure about the issue.

Frequencies of CLEAR items manifested the fact that the degree to which clarity was important for TNS and ENS were alike regardless of context and interlocutor qualities. Yet another interesting finding is that clarity and indirectness are not viewed as exact opposites by TNS since, although (as the above paragraph depicts) they have selected hinting as a strategy to be used (63%) in scenario 4, TNS

have also selected the use of clarity being important (81,1%). Here it can be said that while hinting goes against the use of clarity for English speakers (as claimed by western theories of politeness), Turkish speakers believe that they can be equally clear through the use of hinting. Spencer Oatey et al. (2003a) have also questioned whether or not the CLEAR items were negatively correlated with HINT items and have found that clarity and hinting do not clash as claimed by earlier theories of politeness. One reason why TNS believe they can be clear when being indirect can be the extensive use of (what can be called as) frozen expressions in the Turkish language which flout Grice's maxims of manner and relevance but still convey a direct meaning that can be understood instantly and clearly by speakers of the Turkish community. The matter is problematic for linguistics too as discussed by Sifianou (1997) who has found this possible also for the Greek community.

In terms of the interactional principle TASK, discrepancies exist in the nature of the scenarios in the eyes of the respondent groups. Besides, TNS assign importance to achieving self-goal on a larger scale than ENS. 20,9% of ENS have selected TASK as important whilst the number doubled for TNS (41,1%) for scenario 1, and also for scenario 4 in which 82,4% of TNS and only 37,8% ENS selected options that reflected strong importance to given to TASK. For scenario1, there is a strong possibility that ENS have not found it a legitimate right to speak in places where it is not allowed within a library, although TNS have considered challenging the librarian as appropriate even though it means breaking the libraries rules. Another possibility is that the library is perceived as a place to study for TNS. For scenario 3 (payment of penalty), a hefty ratio (95,3%) of TNS and 94% of ENS

strongly agree that accomplishment of self-goal is of utmost importance revealing the situation in which realization of task will prove more dominant.

The RIGHTS item across the scenarios was named as RULES for scenario 1, RIGHTS for scenario 2, OBEY for scenario 3, DUTY for scenarios 4 and 5 for both factor and frequency analysis. RIGHTS are, overall, as important for ENS as for TNS. For scenario 3, both ENS (77,6%) and TNS (95,3%) showed agreement that it was unacceptable to obey the librarians request of a penalty payment and that the principle OBEY was of least importance in affecting what they would chose to say (see Appendix I for all frequency tables).

4.1.4 Findings for Cross-Tabulation on LSQ

In view of the fourth research question, in order to explore the linguistic correlates that reflect politeness strategies used in service encounters by TNS and ENS, a cross tabulation was carried out. For the fifth research question, so as to find the similarities/differences of dominance of linguistic strategies that exist between TNS and ENS, a cross-tabulation with chi-square statistics was conducted.

The cross tabulation revealed that there are major differences and similarities with respect to scenario and status/power relationship, formality informality of the situations in the scenarios across the TNS and ENS choice of linguistic strategy in the LSQ.

4.1.4.1 Scenario 1

For scenario 1, (in which a student is confronted by a librarian who mildly warns him/her that the library does not allow to be spoken in and that if students wish to do so they need to leave the premises) there was a hefty difference in the strategy choice between TNS and ENS ($X^2=32,992$; $p=,000$).

Table 12. Scenario 1 LSQ Chi-square

	Value	df	Asym. Sig (2-sided)
Pearson Chi-square	32,992*	6	,000
Likelihood ratio	37,224	6	,000
Linear-by-Linear association	3,708	1	,054

*3 cells (21,4) have expected count less than 5

As Table 13 below indicates, while 29,4 % of TNS selected bald-on-record directness (*"But we weren't disturbing anyone, though. We must be able to work here quietly."*) that maximizes conflict between the student and the librarian, only 3% of ENS chose to do so⁶. Another 28,2% TNS chose to also maximize conflict while making use of redress through negative politeness (*"Sorry, but we really need to discuss a subject. Could you possibly let us?"*), whereas ENS in favor of using negative politeness was only half of this ratio, 14,9%. On the other hand, nearly half (41.8%) of ENS selected to minimize conflict and obey rules by going on record

⁶ This corresponds to the results obtained from the pre-modified LSQ in form of a DCT used the instrument development process. Turkish university students had an inclination to opt for bald-on-record direct expressions in scenario 1.

("O.K. We will try to keep quiet.") in keeping with social harmony and smooth relations.

Table 13. Scenario 1 Linguistic Strategy Choice Cross-tabulation

	1		2		3		4		5		6		7	
<u>Conflict:</u>	+		-		+		-		+		-/+		-	
<u>Strategy</u>	Dir		Dir		NP		PP		PP		indirect		opt out	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Turkish	25	29,4	17	20,0	24	28,2	5	5,9	8	9,4	---	---	6	7,1
English	2	3,0	28	41,8	10	14,9	13	19,4	9	13,4	2	3,0	3	4,5

For scenario 1, indirectness by hint, or opting out were strategies that were used most infrequently by both NS groups probably due to abrupt confrontation and the necessity to make one's stance as clear as possible whether in relation to self-goal or other's-goal.

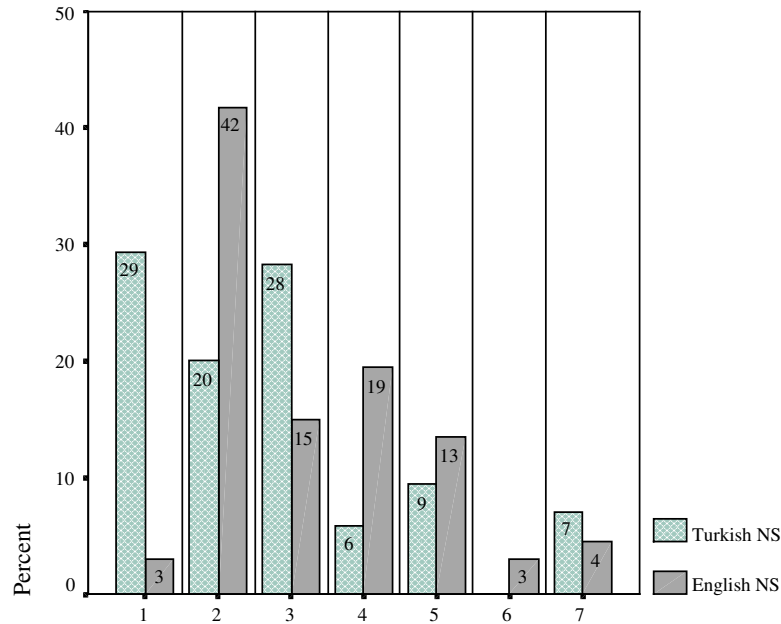


Figure 4. Scenario 1 Cross-Tabulation

An interesting finding for scenario 1 through LSQ is that overall (see Figure 4 above), while Turkish NS evaluated speaking quietly with a peer (for study purposes) in a library as a legitimate right, English NS were quite unified in their belief that even though one may think that no one is harmed in such a situation, if warned, it is not appropriate to get into a (possible) argument to gain the right to do so. Hence, the analyses revealed that the majority of TNS chose to maximize the imposition on the librarian and linguistically act for self-goal realization by increasing the conflict that may occur over (possible) second or third discourse turns if the conversation was to be carried on further. On the contrary, the majority of ENS chose to be direct in expressing that they were sorry for (unknowingly) causing a disturbing event for the library users and thus breaking the library rules.

4.1.4.2 Scenario 2

While scenario 1 LSQ results showed significant dissimilarity between participant groups, scenario 2 results indicated that whether it be in a Turkish or English university setting, the strategy use expectancy attached to the technician-student interaction in a situation was the same. Results obtained for the scenario in which a student was not able to work properly on a computer in a computer lab due to the computer crashing several times in a row was significantly more parallel for TNS and ENS groups ($X^2=4,877$; $p=,560$).

Table 14. Scenario 2 LSQ Chi-square

	Value	df	Asym. Sig(2-sided)
Pearson Chi-square	4,877*	6	,560
Likelihood ratio	6,052	6	,417
Linear-by-Linear association	1,025	1	,311

*4 cells (40.0) have expected count less than 5

In scenario 2, cross-tabulation results demonstrates that both TNS and ENS seek to achieve their goal of getting help, assistance on the computer crashing incident to be able to go on working with such a time-constraint and choose to maximise the imposition and thus maximise possible conflict with the lab technician. 42,4% of TNS and 40,3% of ENS have selected to achieve self-goal by using negative politeness (*"I'm sorry but I must work now. Could you possibly take another look?"*) while less than 8-10% of individuals in both groups opted for bald-on record directness to achieve self-goal although earlier status/power questionnaire results revealed that the technician was seen as equals by TNS students.

Table 15. Scenario 2 Linguistic Strategy Choice Cross-tabulation

	1		2		3		4		5		6		7	
<u>Conflict:</u>	+		-		+		-		+		-/+		-	
<u>Strategy</u>	Dir		Dir		NP		PP		PP		indirect		opt out	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Turkish	7	8,2	8	9,4	36	42,4	2	2,4	21	24,7	1	1,2	10	11,8
English	7	10,4	9	13,4	27	40,3	---	---	20	29,9	---	---	4	6,0

Intriguingly, the second most selected option for both groups, with 24,7% of TNS and 29.9% of ENS, for scenario 2 was also a choice that maximized conflict, but through positive politeness by seeking empathy (*"I've wasted a lot of time. I'd be so glad if you could take another look."*) with 24,7% of TNS and 29.9% of ENS. Whether it be through negative or positive politeness, scenario 2 called for task achievement by increasing imposition more than anything else for approximately 70% of participants in both of the groups.

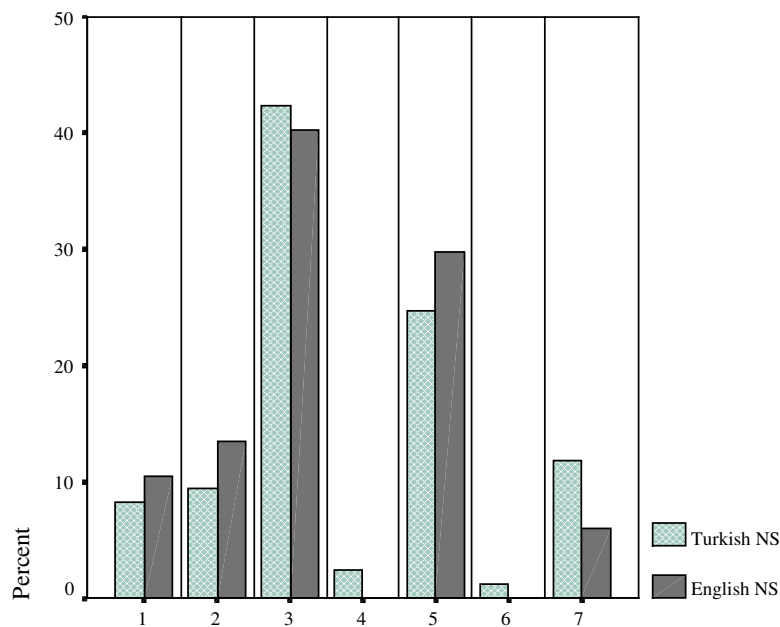


Figure 5. Scenario 2 Cross-tabulation

Indirectness (*" Sometimes one's hands are tied like this."*) or positive politeness used for minimizing conflict (*"Well I've wasted a lot of time but one also can't deny how hard your job is. Whatever; I'll work some other time."*) were not seen as possible alternatives and had cell count less than 3.

4.1.4.3 Scenario 3

The most selected strategy by both ENS (55,2%) and TNS (48,2%) was positive politeness (*"I'm sure I've returned it on time. I'd be so glad if you could take another look."*) which maximized conflict in that the student requested the library clerk to take another look, creating an imposition and putting forth self-goal and judgment first in saying that the record (thus, what the library is saying) is faulty. Chi-square results exhibited some amount of variance in the strategy choice between TNS and ENS ($X^2=10,478$; $p=.063$), though not as much as for scenario 1.

Table 16. Scenario 3 LSQ Chi-square

	Value	df	Asym. Sig (2-sided)
Pearson Chi-square	10,478*	5	,063
Likelihood ratio	11,903	5	,036
Linear-by-Linear association	,006	1	,939

*6 cells (50,0) have expected count less than 5

What would be expected here looking at theory is that the request of reevaluation of the library records by the student when confronted by a penalty (for bringing back a book late) would be for the student to approach the librarian (someone with higher status and power) with negative politeness. What has been found, however, is that positive politeness was the most favoured strategy and negative politeness (*"I guess there is a mistake. Could you possibly check again?"*) was the second most favoured strategy only for the TNS (31,8%). On the contrary,

the second most selected strategy by the ENS (28,4%) was bald-on-record ("*That can't be possible. I've returned the book on time.*").

Table 17. Scenario 3 Linguistic Strategy Choice Cross-tabulation

	1		2		3		4		5		6		7	
<u>Conflict:</u>	+		-		+		-		+		-/+		-	
<u>Strategy</u>	Dir		Dir		NP		PP		PP		indirect		opt out	
	n	%	n	%	N	%	n	%	n	%	n	%	n	%
Turkish	16	18,8	1	1,2	27	31,8	---	---	41	48,2	---	---	---	---
English	19	28,4	---	---	9	13,4	1	1,5	37	55,2	1	1,5	---	---

Understandably, as money is at stake in this scenario (and imposition is high for the student), 99% of TNS and 97% of all ENS chose a strategy that would allow them not to pay the penalty (small sum of money), did not avoid troubling the librarian, and maximized the imposition on the librarian. The subjects appeared to reject accepting the librarian's judgment completely, and did not chose direct or positively polite manner or indirectness to avoid imposition to the librarian, with not even a single subject selecting to opt out by keeping silent and handing over the money (see Figure 6). Status may also bring about positive politeness if competing goals are at stake and task achievement is of importance when material possessions (money) is involved.

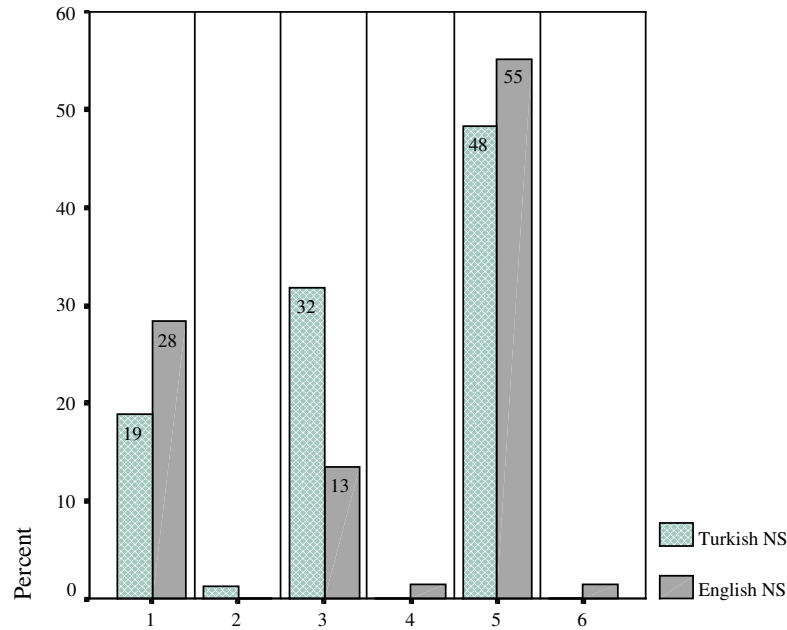


Figure 6. Scenario 3 Cross-tabulation

4.1.4.4 Scenario 4

For scenario 4, a discrepancy between results were obtained for the two culture groups with Pearson chi-square analysis ($X^2=28,303$; $p=,000$).The waiter-customer exchange is sociologically and psychologically sensed as contrasting in both cultures resulting in a mismatch of function of strategies between groups. Along with other possible explanations the research cannot delve into, the perceptions attached to " the waiter" role in society, eating something you haven't ordered, and the weightiness of being in such a situation for the customer appears to be distinct in the two cultures bringing about the chi-square value obtained.

Table 18. Scenario 4 LSQ Chi-square

	Value	df	Asym. Sig (2-sided)
Pearson Chi-square	28,303*	6	,000
Likelihood ratio	32,518	6	,000
Linear-by-Linear association	,312	1	,576

*8 cells (57,1) have expected count less than 5

More than half of TNS (57 %) selected negative politeness (*"Yes, I guess there was a mix-up. Could you possibly bring the dish I ordered?"*) as a strategy to create deference (in favor of themselves) whereas only a smaller ratio of ENS (34,3%) respondents chose to. 31,3% of ENS selected a somewhat contrasting strategy, that is, bald-on-record directness to save the waiter from imposition of asking the waiter to bring the right dish (*"Actually, I'd ordered another dish but this will do anyhow."*), and yet another 10,4 % of ENS selected to not perform an FTA at all (*I would say nothing, signal "No" with my head, and eat the dish I got.*), thus, totaling a great number of respondents who were in favor of realizing other's goal above self-goal in this situation. It needs to be noted that the scenario included the extra information that 'the dish looks good' which may also explain the findings.

Table 19. Scenario 4 Linguistic Strategy Choice Cross-tabulation

	1		2		3		4		5		6		7	
<u>Conflict:</u>	+		-		+		-		+		-/+		-	
<u>Strategy</u>	Dir		Dir		NP		PP		PP		indirect		opt out	
	n	%	n	%	N	%	n	%	n	%	n	%	n	%
Turkish	5	5,9	11	12,9	49	57,6	1	1,2	16	18,8	3	3,5	---	---
English	2	3,0	21	31,3	23	34,3	6	9,0	8	11,9	---	---	7	10,4

Although TNS were decisive in getting the meal they had initially ordered, bald on record directness ("I've got the wrong order. Please bring me mine.") was not selected more than 5,9% of respondents in this group and negative politeness (using conventional indirectness, questioning and hedging) was seen as more appropriate given the situation. The least favored strategy was once again off-record indirectness -using hinting, vagueness and ironic ambiguity ("No wonder people say 'you eat what you get'! ").

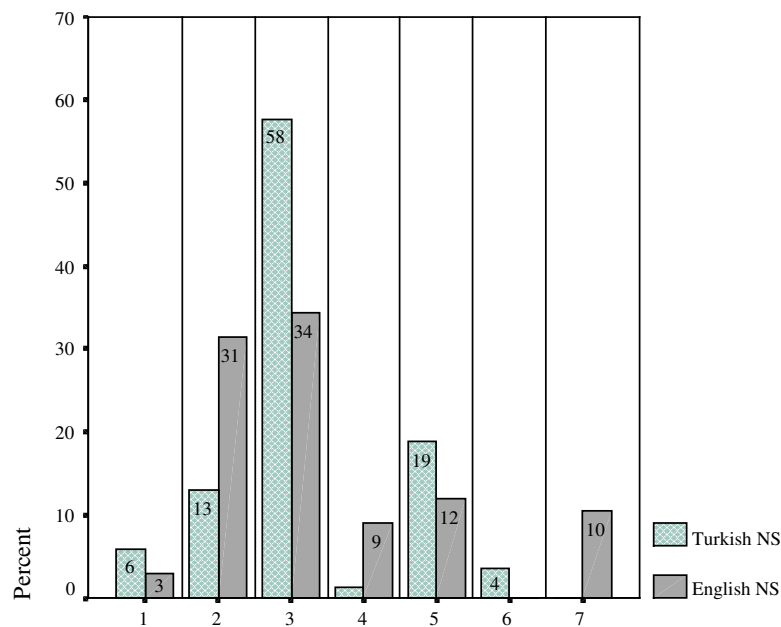


Figure 7. Scenario 4 Cross-tabulation

All in all, scenario 4 LSQ cross tabulation certified that the culture groups differ significantly in the degree to which task achievement is of priority in comparison to causing extra trouble for the waiter. While Turkish respondents selected strategies that put realization of self-goal in first place (although it was included in the scenario that wrong meal looked quite appetizing as well), the

majority of English respondents indicated that they could happily eat the wrong dish in such a situation and it was of no great inconvenience for them.

4.1.4.5 Scenario 5

Scenario 5 results demonstrate that whether it be in a Turkish or English university setting, the expected strategy to be employed, i.e. socially-acceptable way one requests help from a librarian when he can not find a book on the shelf is significantly parallel ($X^2=4,027$; $p=,402$). When chi-square results are compared across scenarios, scenario 5 stands out as calling on the same set of strategies in a similar fashion for TNS and ENS.

Table 20. Scenario 5 LSQ Chi-square

	Value	df	Asym. Sig (2-sided)
Pearson Chi-square	4,027*	4	,402
Likelihood ratio	5,138	4	,273
Linear-by-Linear association	,023	1	,879

*4 cells (40,0) have expected count less than 5

It needs to be noted that although 7 strategies have been devised for the other four scenarios, only 5 possible strategies could be devised for scenario 5. Maximising conflict by other's-goal directed strategies were not possible since the scenario made it clear that you were going to ask for help and the student needed to construct the dialogue by performing the initial turn of the possible exchange. In such a constrained situation used extensively in literature, an overwhelming number

of respondents, 64,7% of TNS and similarly 62,7% of ENS selected to ask for help using negative politeness ("*Sorry, I couldn't find the book on the shelf. Could you possibly help me find it?*") as a universal strategy to request assistance from a higher status party.

Table 21. Scenario 5 Linguistic Strategy Choice Cross-tabulation

	1		3		5		6		7	
<u>Conflict:</u>	+		+		+		-/+		-	
<u>Strategy</u>	Dir		NP		PP		indirect		opt out	
	n	%	n	%	n	%	n	%	n	%
Turkish	--	--	19	22,4	55	64,7	11	12,9	--	--
English	1	1,5	15	22,4	42	62,7	7	10,4	2	3,0

One in three quarters of respondents when compared to those who chose negative politeness, 22,4% of both ENS and TNS opted for positive politeness ("*Excuse me, I tried hard but couldn't find this book. I'd be so glad if you could help me.*"). While an insignificant population of subjects (12,9 of TNS and 10,4% of ENS) selected using off-record indirectness ("*Excuse me, this book isn't on the shelf.*"), none of the TNS chose directness ("*Excuse me, I want you to help me find this book.*") or opting out just as ENS of whom only one or two respondents chose to be bald-on-record or forego the FTA (see Figure 8).

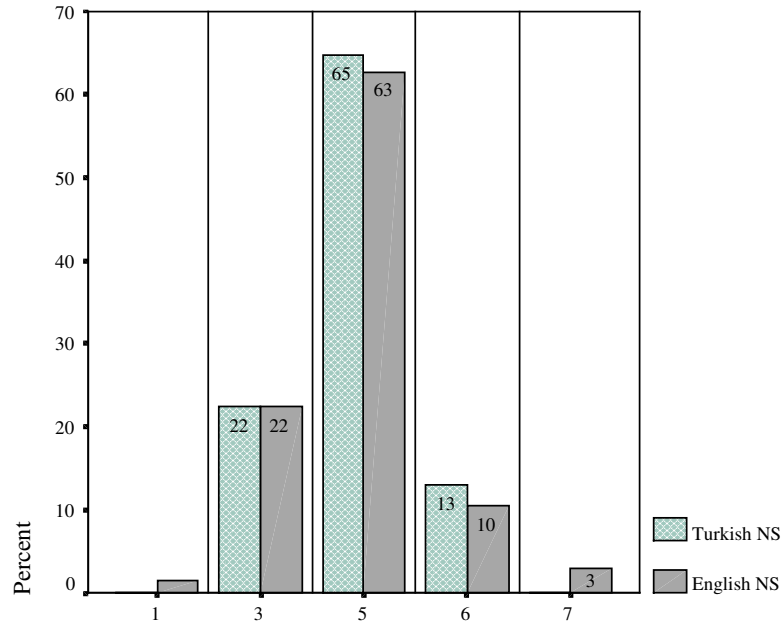


Figure 8. Scenario 5 Cross-tabulation

CHAPTER V

CONCLUSION

5.0 Presentation

In this chapter, first the purpose of the thesis and findings will be summarized with respect to instruments that have been administered for the study. Next implications of the study for further sociopragmatic interactional principles and linguistic strategies of politeness research will be set forth. Lastly, implications for research with regard to politeness within pragmatic competence of second/foreign language learners of English will be discussed.

5.1 Summary

This thesis investigated, in the most general sense, the impact of self-guiding principles and cultural values on communication and how these are operationalized in the language we use in situationally defined contexts in Turkish and English.

To this end, two questionnaires were administered to a group of monolingual native speakers of English (by online administration) and a group of monolingual native speakers of Turkish (by pen and paper administration). Both of the questionnaires made use of five scenarios which involved customer-service provider interaction with a possibility of generating conflict. The likelihood of conflict was arising from competing goals of interlocutors in the situations. The scenarios involved (1) responding to a librarian's polite order in a library (i.e. to obey a rule), (2) responding to a technician's refusal of your request for help in a computer lab, (3) responding to a librarian's unfair imposition of a penalty (i.e. request to pay a fine), (4) responding to a waiter's routine query about service when a mistake has occurred, and (5) requesting help from a librarian to find a book.

The first questionnaire aimed to collect data on SIPs which are "socioculturally based principles, scalar in nature, that guide or influence people's productive and interpretive use of language" (Spencer-Oatey and Jiang, 2003, p.3). The second questionnaire was developed by the researcher in form of a multiple-choice instrument. The second questionnaire, LSQ, aimed at determining the politeness strategies subjects attended to when realizing politeness linguistically in conflict-generating situations.

To discover which items of the interactional principles speakers hold merged as super-principles during customer-service provider interaction cross-culturally for the Turkish native speaker data, English native speaker data, and culture-independent data set (consisting of responses of all subjects regardless of culture) in

conflict situations, three exploratory factor analyses were carried out. Some similarities/differences between groups were detected in terms of SIP choice and scaling.

The analysis of SIPs revealed that there were three interpretable sociopragmatic interactional *superprinciples* for culture-independent, Turkish, and English data sets. The first superprinciple was named as “Tact (cost-benefit)”. The Tact superprinciple was sustained as the strongest superprinciple with the largest number of items loading onto it in the FA results. The Tact superprinciple consisted of SIPs that relate to concern for saving/threatening own and other’s positive and/or negative face by ‘avoiding being embarrassed (later) myself, avoiding embarrassing the librarian/technician/waiter, minimising any bother/trouble for myself, minimising any bother/trouble for the librarian/technician/waiter, ‘sounding restrained and unassuming’ and keeping ‘smooth relations with the librarian/technician/waiter’. The sound belief that role of face is of central value in communication and the key to the design of politeness and that its maintenance appears to be a prerequisite to adjusting communicative style and goal-orientation have been established through the factor analysis.

Unravelling by the culture-independent factor analysis, the second superprinciple was named as “Relational communicative style” for all groups. This superprinciple relates to the style, register of speech employed and modified on a relational basis to social distance between interlocutors, relative power relations and the ranking of imposition. For the culture-independent data set, ‘sounding warm and

friendly’, and ‘sounding light hearted and humorous’ and ‘hinting and being indirect in expressing/explaining/pointing out X’ were principles that comprised this superprinciple. For the English data set, an exception to this pattern was that the principle ‘sounding restrained and unassuming’ was a part of the superprinciple of “Relational communicative style” and correlated negatively to it, whereas the principle ‘hinting and being indirect in expressing/explaining/pointing out X’ was not.

The last superprinciple was labelled as “Task achievement” for all data sets. Relating to the realization of self or other’s goal in communication, factor analysis on the culture-independent data set revealed that the principles ‘trying and persuading, obtain, getting, trying and getting X’, ‘being clear and straightforward in expressing/explaining/pointing out X’, ‘pursuing my rights to good service’, ‘considering the restaurant’s/library’s obligation to provide good service’, and ‘doing what I am told to do’ encompasses the superprinciple of “Task achievement”. Exceptions to this pattern for the English data set was that the principle of ‘hinting and being indirect in expressing/explaining/pointing out X’ was also found related to this superprinciple and was in negative correlation to it.

Frequency on SIP choice (on a scale of strongly agree to strongly disagree) was also conducted to unearth the importance TNS and ENS attached to the diverse principles in the five situations. Through frequency analysis, differences of the scenarios due to situation, weightiness of the message/goal or the type of service provider engaged in communication was unearthed. To illustrate, the mean scores

(see Appendix L) obtained from SIP choice demonstrated that ENS and TNS were different in their use of 'restraint' towards the librarian who warned the student to be quiet in the silent area of the library, with TNS finding it important while ENS did not. Likewise, sounding lighthearted and humorous towards the waiter who had brought the wrong dish was important for ENS whereas TNS did not find it important; being clear and straightforward towards the waiter was important for TNS while it was not so important for ENS.

Taking individual scenarios into consideration, 'avoiding being embarrassed (later) myself' was of more or less the same importance for both groups except for scenario 1 (librarian/silent area) for which both ENS and TNS felt that saving one's own positive face was of utmost importance. The principle 'avoiding embarrassing the other' which is bi-polar in nature to the latter was of more importance for scenario 4 (waiter/wrong dish), revealing a contradiction with Brown and Levinson's formula of weightiness. The speaker's/customer's higher power may not necessarily imply 'less' politeness.

In view of negative face, 'minimising any bother/trouble for myself' appeared to be of equal importance for most of the situations for both ENS and TNS. However, for scenario 5 (librarian/help find a book) TNS found it of twice as much important when contrasted to ENS results. 'Minimising any bother/trouble for the other' appeared to be of less concern for scenario 2 (technician/computer crash) and scenario 3 (librarian/ penalty payment). 'Keeping smooth relations' were of slightly

more importance with the librarian (being of higher status and power) in scenarios 1 and 5 than of maintaining harmonious relations with the technician and waiter.

‘Sound restrained and unassuming’ was of more importance when communicating with a speaker of higher status and power for TNS than ENS on a large scale. As also revealed by the FA results, while ENS utilize ‘sounding restrained’ as a relational communicative style, it has more to do directly with achieving your goal in a high imposition situation by creating deference and also saving other’s face by avoiding hurting them or risking smooth relations for the TNS.

‘Sounding warm and friendly’ and are of less importance when interacting with equal status or lower status speakers for TNS, on the contrary, the formula is reversed for ENS who find it important to ‘sound warm and friendly’ to lower or equal status interlocutors (technician and waiter) in communication. TNS consider it important to make one’s stance clear and be formal if you are the not the faulty party in communication by avoiding the use of warmth and humor (i.e. in the waiter situation), on the other hand, TNS find it important to employ warmth and ‘sound light hearted and humorous’ when they are the faulty party (i.e. in breaking the libraries rules) as a way to create deference through positive politeness. Thus, not power relations, but the party who has been treated in an unjust manner, or is up against a faulty judgment is the predictor of the use of warmth and humor for TNS.

While ‘hinting and being indirect in expressing/explaining/pointing out X’ is judged as being opposite to being ‘clear and straightforward in expressing/explaining/pointing out X’ for ENS, such contrariness could not be obtained for TNS. TNS choices showed that they believe that they can be direct even when resorting to indirectness as the importance they gave to these two principles in the scenarios were parallel and not in negative correlation like that of ENS responses for some scenarios. Moreover, the frequency results have showed that it is obvious that SIP alone does not show whether indirectness is used to realize goal or have the adverse effect and what subject actually choose to say in these situations (through LSQ results in this study) need to be analyzed to fill this gap of information.

Self-goal orientedness by ‘trying and persuading, obtaining, getting, trying and getting X’ was overall more important for TNS than ENS except for scenario 3 (in which paying a penalty for an overdue book was the issue) for which nearly all respondents in the two groups found it exceptionally important. Especially in scenario 4 (waiter/wrong dish) TNS found achieving task of utmost importance while only much less than half of ENS did so. Furthermore, frequency ratios for the interactional principles to do with ‘rights’ such as ‘pursue my rights to good service, and ‘consider the restaurant’s/library’s obligation to provide good service’ revealed that they were as important for TNS as for ENS.

The responses obtained from the second questionnaire (LSQ) were cross-tabulated to find what the linguistic correlates that reflect politeness strategies used

in customer-service provider interaction by Turkish NS and English NS were. The cross tabulation results and the chi-square analysis revealed that there are major differences and similarities between ENS and TNS with respect to dominance of linguistic strategies employed for different scenarios and status/power relationship, formality/informality of the situations in the scenarios. Although the attempt to find possible relations between SIPs and linguistic politeness strategies, was not a major concern within the scope of this study, predictive power for some of the SIPs for strategy choice were found along with a number of discrepancies which call for further investigation. Brown and Levinson claim that redress functions in politeness to minimize and to counter-balance the disruptive effect of face-threatening acts, in the most general sense. Interestingly, redressive action has also been found to function even in situations where speakers chose to perform self-goal oriented speech and thus maximize conflict.

The scenario that revealed the biggest mismatch in the responses of the two groups for choice in linguistic strategy was scenario 1 (librarian/ silent area). While more than half of the TNS chose to maximise conflict by creating an imposition on the librarian by bald-on-record directness and redress with negative politeness, more than half of ENS chose to minimise conflict by creating an imposition on themselves through bald-on-record directness and (to a lesser degree) redress through positive politeness. However, this difference could not be grasped through the frequency analysis on SIP choice by the item relating to self-goal realization, although it would have been expected.

Another scenario that demonstrated a hefty disparity in linguistic strategy choice was scenario 4 (waiter/wrong dish). While the majority of TNS selected to maximize conflict by using redress with negative politeness, some of the ENS chose to do the same although a bigger ratio of ENS respondents chose to minimize imposition and realize other's goal by bald-on-record directness or perform no FTA at all. Along with other possible explanations the research cannot delve into, the perceptions attached to "the waiter" role in society, eating something you haven't ordered, and the weightiness of being in such a situation for the customer appears to be distinct in the two cultures.

For scenario 3 (librarian/ penalty payment), contrary to theory, it has been found that the request of reevaluation of the library records by the librarian (someone of higher status and power) was not performed with negative politeness. What has been found is that positive politeness with redress that maximized conflict was the most favored strategy and negative politeness was the second most favored strategy only for the TNS and the second most selected strategy by the ENS was self-goal oriented bald-on-record directness that maximized conflict. The strategy choices that minimized conflict by realizing the other's goal was selected by less than 2 respondents which confirm the frequency analysis on SIP choice where task achievement was of utmost importance for scenario 3. It might be that the SIPs and the LSQ tap different forms of routinized behavior with the SIPs delving into 'general' principles of action/knowledge, while LSQ taps rather standardized linguistic behaviour.

The two scenarios that revealed conformity between TNS and ENS linguistic strategy choices were scenario 2 (technician/computer crash) and scenario 5 (librarian/ help on book). For scenario 2, both groups chose to achieve their goal of getting assistance on the computer crashing incident to be able to go on working and maximise the imposition and thus maximised (possible) conflict with the lab technician. The most selected strategies used to do so were negative politeness with redress and positive politeness with redress for TNS and ENS.

For scenario 5, which was a highly constrained situation used extensively in literature, an overwhelming number of respondents, majority of both TNS and ENS selected to ask for help using negative politeness as a culture-independent strategy to request assistance from a higher status party. The lowest chi-square value was obtained for scenario 5 which means that the linguistic strategy choice of TNS and ENS for this scenario exhibited an overwhelming similarity.

All in all, some misfits to claims of earlier politeness theories as well as evidence to their validity have been discovered for the conflict generating customer-service provider encounters in Turkish and English. It has been apprehended that there is no apparent hierarchical indexing use of humor and warmth (assumed to be realized by positive politeness) as the B& L theory claims. Although three distinct types (high-equal-low) of status, power relationships (librarian/technician/waiter-student) have been used in the five scenarios, the responses of subjects in the SIP questionnaire and also the LSQ do not demonstrate a significant difference in the amount of the importance given to the use of warmth, humor or hinting across the

scenarios in line with B&L claims, pointing to a deeper complexity attached to these notions. The social-psychological context seem to be exceedingly more important in making judgment about how direct to be in conversation and in producing self-goal oriented speech.

The findings also demonstrate that what it means to be indirect through hinting and how it correlates with a matrix of clarity and directness for both groups were diverse and call for more research to ascertain what they signify cognitively for speakers, to establish a more accurate definition of the terms in linguistics. What restrained speech is and how and where it is used, and what purpose it serves in communication were found to be different in Turkish and English and need further attention.

On the other hand, redressive action through negative politeness (and also positive politeness on a number of instances) seems to be dominant in communication for TNS and also ENS, thus within the frameworks of Leech and B&L, saving negative face of self and other and being tactful is important for both groups in service encounters.

5.2 Implications for Politeness and SIP research

Understanding how language functions has been one of the main goals of linguistics and communication research. The question “why do people say what they say in a particular way?” has generated numerous responses but has not been

answered completely to this day. The same discussion is also a matter of politeness research. As Bayraktaroğlu (1991) forthrightly claims, “it is not an easy task to formulate politeness, and definitions of it are grossly inadequate statements. It is only when the attention is directed to the reasons for politeness rather than what politeness is that such attempts do more justice to the concept.” (p.5). Therefore, to gain a more complete, conclusive understanding of this phenomena, research on the kind of decisions that guide us to utter certain statements in the way we do and what these decisions specifically involve needs to be carried out.

In current politeness and intercultural communication literature, there is a significant need for empirical research that can determine objectively what kind of fundamental interactional principles exist universally and how they apply to diverse cultures since up to now, there has been little systematic consideration of the ways in which cultural dimensions affect communication. The findings of this study has hopefully aided the goal of mapping cultural/linguistic groups of Turkish and English onto these various interactional principles according to their relative adherence to them and the linguistic politeness strategies they are connected to.

The study has been quite novel in this respect. The study has showed that there is a growing need to build a new approach to politeness which unravels properties of all existing theory on politeness and manages to leap away from the more prescriptive⁷ nature of existing theory into a more descriptive approach. Moving away from existing politeness maxims which carry the message that one

⁷ Prescriptive in that existing theory assumes more indirectness goes along with more politeness and is criticized as being culture-biased.

end of the continuum (seeking agreement over disagreement) is always more desirable than the other, and aiming to describe principles made use of at a sociopragmatic level in communication across languages will prove more fruitful.

Nonetheless, going to the extreme of trying to describe a culture by solely considering what kinds of principles shape what a speaker will (assumingly) say in a situation will not necessarily help us capture the big picture if data on what the speaker actually says in communication is totally excluded from the research. Findings obtained in this study demonstrate that one type of data will not be meaningful and reliable without the other. A new approach to politeness needs to make use of both for us to reach a better understanding of what politeness is and how it is produced and recognized cross-culturally in diverse situations. One of the most valid reasons for such an approach would be the fact that the same strategies were determined as important to serve different functions by both ENS and TNS which can only be acknowledged if both types of data (namely SIP and the actual choice of linguistic manifestation) on the same situational defined context are collected.

Hall (1959) purports that “culture is communication and communication is culture” (cited in Gudykunst, 1997, p.328). Thus, a possibility for further research could be to conduct studies that discover the relationship between culture, social psychology and language of politeness. Research can delve into relationships between major dimensions of cultural variability indicated by Gudykunst (1997)

(such as self-construals, power distance, and femininity-masculinity) with linguistic politeness and sociopragmatic interactional principles.

Markus and Kitayama (1991) conceptualized independent and interdependent self-construals as manifesting in a constellation of thoughts, feelings and actions by giving significant support for the systematic influence of these differing self-concepts on cognition emotion and motivation. Linking these self-construals with numerous differences associated with communication behaviour which are brought about by relative importance given to the specific sociopragmatic interactional principles could be taken up as an issue in further research and reveal interesting results.

Another dimension of cultural variability in communication is high and low power distance (PD) that exists in all cultures, but one tends to dominate. People in low PD cultures do not necessarily accept superiors' orders at face value, i.e. they want to know why they should follow them (Gudykunst, 1997, p.333). Power Distance (PD) is the extent to which less powerful members expect and accept unequal power distribution. High PD cultures usually have centralized, top-down control whereas low PD implies greater equality and empowerment. Further research on this could reveal interesting results since the findings of the study show that Turkish native speakers show properties of low PD cultures in situations of self goal-orientedness when interacting with higher status and power individuals (e.g. student/library staff).

Yet another dimension of cultural variability is masculinity and femininity. According to Gudykunst (1997), high masculinity refers to placing high value on things, power and assertiveness whilst high femininity refers to people, quality of life and nurturance. As with other dimensions of cultural variability, both masculinity and femininity exists in all cultures but one tendency tends to predominate. The degree to which native speakers of Turkish and English carry characteristics of masculinity and femininity could be worth investigating since Turkish native speakers choices in the instruments administered for this study signify traces of masculinity (as they have opted for assertiveness and protection of own materialistic/non-materialistic goods) whereas English native speaker choices carry more traces of femininity reflected in ‘considerateness’ for lower status parties in communicative behaviour.

5.3 Implications for Further Research in Foreign Language Teaching

Language cannot ultimately be understood without an excursion into culture. Understanding what people say requires an understanding of the cultural context, and of cultural mechanisms at play (Brislin and Brislin, 1999). It is not cultures that communicate, but individuals within a culture, as cultures through patterns of personality or cognitive orientations influence the communicative styles of its members (Kim and Kim, 1997). Therefore, the significance of culture in view of the sociolinguistic and pragmatic qualities (e.g how people use *face* to express politeness) of a language for the learning and teaching of a second/foreign language is obviously undeniable.

Erving Goffman (1967) was one of the first people to write about face in conjunction with how people interact in daily life. He claimed that everyone is concerned, to some extent, with how others perceive them. We act socially, striving to maintain the identity we create for others to see. His ideas need to be reconsidered to put researchers back on track about what communication is and for what purpose it is maintained. Also the core of most approaches and theories to politeness, the *identity* Goffman talks about, or public self-image, is what we project when we interact socially. To lose face is to publicly suffer a diminished self-image. Maintaining face is accomplished by taking a line while interacting socially. According to Goffman, a line is what the person says and does during that interaction showing how the person understands the situation at hand and the person's evaluation of the interactants.

Concepts often made use of by approaches to politeness such as social status, power, distance or imposition are seen as pre-determiners of this concept of *line*. However, it is evident (as also this small-scale study has shown) that such an approach will narrow and seriously undermine the complexity of these notions in cultures since formulas that involve them cannot correctly give us the output, (the line we take) the language we use in communication.

Social interaction is a process combining line and face, or facework. Consequently, when teaching students how to communicate in a second language (unwritten) rules and regulations of social interaction within a culture needs to be

taught away from the cliché formulaic episodes of discourse commonly found in EFL textbooks today.

Undeniably, NNS can gain some amount of L2 pragmatic knowledge with no effort because some pragmatic knowledge may be universal, and some aspects of it may be successfully transferred from the learners' L1. Particular organizational principles - taking turns at talk and other speech events have specific internal structures, which need to be learned if not acquired. Moreover, pragmatic intent may need to be indirectly conveyed; thus, learners need to learn how to arrive at this indirectly conveyed meaning from context information and various other knowledge sources in a foreign language. Some speech situations are managed by means of conversational routines rather than by newly created utterances and may be pragmalinguistically non-problematic for learners.

However, as strategies of communicative actions vary according to context; specifically, along such factors as social power, social and psychological distance, and the degree of imposition involved in a communicative act, as also dealt with in theories and approaches to politeness, learners need to receive training on how these are realized in a second/foreign culture. As culture has such a central role in contemporary foreign or second language teaching situations, the study in hand and further research to be conducted in this area may provide practical insights on possible areas of conflicting or similar patterns.

Language instruction can aid the learning of these patterns in many ways; therefore, based on the findings and emergent issues of the study in hand, classroom learning opportunities and learning materials (i.e. awareness-raising, sociopragmatic and paralinguistic tasks) could benefit for the effective and efficient development of second/foreign language learners' pragmatics competence. One such example would be the waiter-customer encounter portrayed in a scenario used to collect data for his study. Although the waiter situation has been extensively made use of in English teaching textbooks in FLE to teach the pragmatics to be involved in this encounter, this study has revealed that such a widely-used and expected conversation pattern may not reflect the truth for the two language communities when the communicational exchange may generate conflict.

The study in hand has pointed out areas of major similarities and differences in use and functions of the sociopragmatic interactional principles of humor, warmth and restraint as well as clarity and hinting for Turkish and English. Language teaching materials can benefit greatly from the findings of such research to develop materials that portray the complexity of communication where appropriateness and acceptability of expression is fed solely by the dynamics within cultures.

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APPENDIXES

APPENDIX A

ENGLISH Sociopragmatic Interactional Principles Judgment (SIP)/
Demographic Questionnaire (DQ) /Linguistic Strategy Questionnaire (LSQ)

DECIDING WHAT TO SAY

We are an international team of researchers, and we want to find out how people decide what to say in different types of situations.

Please read the scenarios below, and the factors listed below them. Each of the factors could be very important to you in influencing what you would say in the given situation.

For EACH one, please show how strongly you agree or disagree that the factor would be very important to you. Show this by selecting the appropriate number (1-7) for every single factor.

If you feel we have left out any factors that are important to you, please list them in the spaces provided, and for each one, show its importance to you by selecting the appropriate number. If you have any comments, please add them in the spaces provided.

1. One day you are studying in your university library, in an area where no talking is allowed. You are talking quietly with a friend about an important piece of work you are doing together, and using the books to help you.
A member of the library staff comes over to you and says politely, 'Sorry, this is a silent area. If you want to chat, you will need to go out.' However, you don't think you're disturbing anyone.

When deciding how to reply to the member of staff, it would be very important for me to ...

**strongly
AGREE**

**strongly
DISAGREE**

- | | | | | | | | | | | | | | | |
|--|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|-----------------------|---|
| a) try and persuade the librarian to allow us to continue talking quietly. | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 | <input type="radio"/> | 6 | <input type="radio"/> | 7 |
| b) obey the library's rules. | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 | <input type="radio"/> | 6 | <input type="radio"/> | 7 |
| c) avoid embarrassing the librarian. | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 | <input type="radio"/> | 6 | <input type="radio"/> | 7 |

d) keep smooth relations with the librarian.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
e) avoid being embarrassed (later) myself	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
f) minimise any bother/trouble for the librarian	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
g) minimise any bother/trouble for myself that an argument might bring	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
h) hint and be indirect in expressing my point of view.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
i) sound light-hearted and humorous	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
j) be clear and straightforward in expressing my point of view.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
k) sound restrained and unassuming.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
l) sound warm and friendly.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
Other, if any (please specify)							
m) <input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
n) <input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

Comments you wish to add

2. You are studying in one of the computer rooms at your university. Your computer has crashed twice, and when it crashes a third time, you go to a technician to ask for help because it is wasting you a lot of time.

He simply says, 'Sorry, this happens all the time. I can't do anything.'

When deciding how to reply to the technician, it would be very important for me to ...

	<u>strongly AGREE</u>		<u>strongly DISAGREE</u>				
a) sound warm and friendly.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
b) sound light-hearted and humorous	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
c) be clear and straightforward in expressing my dissatisfaction	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
d) sound restrained and unassuming.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
e) hint and be indirect in expressing my dissatisfaction	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
f) avoid embarrassing the technician.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
g) minimise any bother/trouble for the technician	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

h) keep smooth relations with the technician.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
i) minimise any bother/trouble for myself.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
j) obtain the technical help I need.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
k) avoid being embarrassed (later) myself.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
l) pursue my rights to good service	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
Other, if any (please specify)							
m) <input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
n) <input type="text"/>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

Comments you wish to add

3. You go to the library issue desk to borrow some books, but the librarian says that you need to pay a small fine for an overdue book.

You know very clearly that this is wrong, because you returned the book on time the previous week.

When deciding how to reply to the librarian, it would be very important for me to ...

	strongly AGREE		strongly DISAGREE
--	---------------------------	--	------------------------------

a) minimise any bother/trouble for the librarian.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
b) avoid embarrassing the librarian	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
c) minimise any bother/trouble for myself.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
d) do what I am told to do.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
e) get the mistake corrected.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
f) avoid being embarrassed (later) myself.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
g) keep smooth relations with the librarian	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
h) be clear and straightforward in explaining my position	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
i) sound warm and friendly.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
j) sound restrained and unassuming.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
k) hint and be indirect in explaining my position.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

- l) sound light-hearted and humorous. 1 2 3 4 5 6 7
- Other, if any (please specify)
- m) 1 2 3 4 5 6 7
- n) 1 2 3 4 5 6 7

Comments you wish to add

4. You and a friend go to a restaurant for dinner. It is extremely busy and when you eventually receive your food, it is not what you ordered. You are disappointed, although this dish looks quite appetising.

A moment later, the waiter asks you, 'Is everything all right?'

When deciding how to reply to the waiter, it would be very important for me to ...

	<u>strongly AGREE</u>		<u>strongly DISAGREE</u>
--	----------------------------------	--	-------------------------------------

- a) hint and be indirect in pointing out the waiter's mistake. 1 2 3 4 5 6 7
- b) sound restrained and unassuming 1 2 3 4 5 6 7
- c) sound warm and friendly 1 2 3 4 5 6 7
- d) be clear and straightforward in pointing out the waiter's mistake 1 2 3 4 5 6 7
- e) sound light-hearted and humorous 1 2 3 4 5 6 7
- f) minimise any bother/trouble for myself. 1 2 3 4 5 6 7
- g) avoid embarrassing the waiter. 1 2 3 4 5 6 7
- h) get the dish that I really want. 1 2 3 4 5 6 7
- i) avoid being embarrassed (later) myself 1 2 3 4 5 6 7
- j) keep smooth relations with the waiter. 1 2 3 4 5 6 7
- k) consider the restaurant's obligation to provide good service. 1 2 3 4 5 6 7
- l) minimise any bother/trouble for the waiter. 1 2 3 4 5 6 7
- Other, if any (please specify)
- m) 1 2 3 4 5 6 7
- n) 1 2 3 4 5 6 7

Comments you wish to add

5. You are looking for a book that you really need for your work, and according to the computer catalogue, nobody has borrowed it.

However, you cannot find it on the shelf, so you go to the information desk to ask for help.

When deciding how to ask the librarian for help, it would be very important for me to ...

	<u>strongly</u> <u>AGREE</u>							<u>strongly</u> <u>DISAGREE</u>
--	---	--	--	--	--	--	--	--

a) try and get the book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) keep smooth relations with the librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) minimise any bother/trouble for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) avoid embarrassing the librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) consider the library's obligation to provide good service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) avoid being embarrassed (later) myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) minimise any bother/trouble for the librarian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) sound restrained and unassuming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) sound light-hearted and humorous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) be clear and straightforward in explaining the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) sound warm and friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) hint and be indirect in explaining the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, if any (please specify)								
m) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments you wish to add

Now, please provide brief information about yourself.

<p>1. Nationality:</p>	<p><input type="checkbox"/> UK (United Kingdom) <input type="checkbox"/> USA (United States of America) <input type="checkbox"/> Other <input type="checkbox"/> Double Citizenship</p>
<p>2. Sex:</p>	<p><input type="radio"/> F <input type="radio"/> M</p>
<p>3. <u>Main</u> language spoken at home:</p>	<p><input type="radio"/> English <input type="radio"/> Other</p>
<p>4. If any, other/secondary languages used <u>at home</u> among family members:</p>	<p><input type="text" value="Select"/></p> <p>Your Level: <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Little (Poor)</p>
<p>5. Other foreign languages you know:</p>	<p>Proficiency Level:</p> <p>1) <input type="text" value="Select"/> <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Little (Poor)</p> <p>2) <input type="text" value="Select"/> <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Little (Poor)</p> <p>3) <input type="text" value="Select"/> <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Average <input type="checkbox"/> Little (Poor)</p>
<p>6. Age:</p>	<p><input type="radio"/> 17-23 <input type="radio"/> 24-39 <input type="radio"/> 40+</p>
<p>7. Occupation:</p>	<p><input type="radio"/> Student <input type="radio"/> Other</p>
<p>8. If you are a student, what degree are you studying for?</p>	<p><input type="checkbox"/> Undergraduate (Bachelor's) / year of study? <input type="text" value="Select"/> <input type="checkbox"/> M.A. /M.Phil <input type="checkbox"/> PhD</p>
<p>9. What is your field of study?</p>	<p><input type="radio"/> Arts/Social Science <input type="radio"/> Physical/Natural Science</p>
<p>10. Have you been abroad (<u>excluding</u> holiday visits)?</p>	<p><input type="radio"/> Yes <input type="radio"/> No If Yes, write down the <u>name of the country</u> you have resided in and <u>indicate length</u> of residence.</p> <p>a) <input type="text"/> <input type="radio"/> 12 months- 5 years <input type="radio"/> 5-10 years <input type="radio"/> +10</p> <p>b) <input type="text"/> <input type="radio"/> 12 months- 5 years <input type="radio"/> 5-10 years <input type="radio"/> +10</p> <p>c) <input type="text"/></p>

	<input type="radio"/> 12 months- 5 years <input type="radio"/> 5-10 years <input type="radio"/> +10
11. Family <u>E</u>ducation Information:	Mother: <input type="text" value="Select"/> Father: <input type="text" value="Select"/>
12. For UK citizens only: If you are <u>B</u>ritish, choose the UK region you have lived in the longest.	<input type="text" value="Select"/>
12. For US citizens only: If you are <u>A</u>merican, state the USA region you have lived in the longest.	<input type="text"/>

WHAT WOULD YOU SAY?

For the next questionnaire, please once again read the 5 scenarios below and select the option which most closely approximates what you would choose to say in the given situation.

1. One day you are studying in your university library, in an area where no talking is allowed. You are talking quietly with a friend about an important piece of work you are doing together, and using the books to help you.

A member of the library staff comes over to you and says politely, ‘Sorry, this is a silent area. If you want to chat, you will need to go out.’

However, you don’t think you’re disturbing anyone.

I would reply to the member of staff in the following way:

a) "But we weren't disturbing anyone, though. We must be able to work here quietly."

- b) "O.K. We will try to keep quiet."
- c) "Sorry, but we really need to discuss a subject. Could you possibly let us?"
- d) "We are sorry; you're right. We didn't mean to disturb anyone."
- e) "We really don't have a lot left to do anyway. We'd be so glad if you could let us work like this for just a little while longer."
- f) "What can we say. We weren't aware of it at all."

OR

- g) *I would say nothing and we would stop speaking.*

1. How <u>realistic</u> was this scenario?	Very realistic	1 2 3 4 5 6 7	Very unrealistic
2. How <u>often</u> has this ever happened to you?	Always	1 2 3 4 5 6 7	Never
3. How <u>likely</u> is it that something like this might happen at your university/environment?	Very likely	1 2 3 4 5 6 7	Very unlikely

2. You are studying in one of the computer rooms at your university. Your computer has crashed twice, and when it crashes a third time, you go to a technician to ask for help because it is wasting you a lot of time.

He simply says, 'Sorry, this happens all the time. I can't do anything.'

I would reply to the technician in the following way:

- a) "All right. I'll try to get my work done in another lab."
- b) "I've wasted a lot of time. I'd be so glad if you could take another look."
- c) "But there must be something you can do."
- d) "Well I've wasted a lot of time but one also can't deny how hard your job is. Whatever; I'll work some other time."
- e) " Sometimes one's hands are tied like this."
- f) "I'm sorry but I must work now. Could you possibly take another look?"

OR

- g) *I would say nothing and leave the lab.*

1. How <u>realistic</u> was this scenario?	Very realistic	1 2 3 4 5 6 7	Very unrealistic
2. How <u>often</u> has this ever happened to you?	Always	1 2 3 4 5 6 7	Never
3. How <u>likely</u> is it that something like this might happen at your university/environment?	Very likely	1 2 3 4 5 6 7	Very unlikely

3.

You go to the library issue desk to borrow some books, but the librarian says that you need to pay a small fine for an overdue book.

You know very clearly that this is wrong, because you returned the book on time the previous week.

I would reply to the librarian in the following way:

- a) "I think I have paid. But I'll pay if you say so."
- b) "I guess there is a mistake. Could you possibly check again?"
- c) "I really wasn't aware. "
- d) "I'm sure I've returned it on time. I'd be so glad if you could take another look."
- e) "That can't be possible. I've returned the book on time."
- f) "O.K. I'll pay the fine now."

OR

- g) *I would say nothing and hand the money over.*

1. How realistic was this scenario?	Very realistic	1 2 3 4 5 6 7	Very unrealistic
2. How often has this ever happened to you?	Always	1 2 3 4 5 6 7	Never
3. How likely is it that something like this might happen at your university/environment?	Very likely	1 2 3 4 5 6 7	Very unlikely

4.
 You and a friend go to a restaurant for dinner. It is extremely busy and when you eventually receive your food, it is not what you ordered. You are disappointed, although this dish looks quite appetising.
 A moment later, the waiter asks you, 'Is everything all right?'

I would reply to the waiter in the following way:

- a) "No wonder people say 'you eat what you get'!"
- b) "Actually, I'd ordered another dish but this will do anyhow."
- c) "Mate, it looks like the orders have been mixed up in this busy hour. I'd be so glad if you could bring the dish I ordered."
- d) "I've got the wrong order. Please bring me mine."
- e) "Yes, I guess there was a mix-up. Could you possibly bring the dish I ordered?"
- f) "Mate, I ended up with the wrong order in this crowd but this dish doesn't look that bad afterall; I'll have it."

OR

- g) *I would say nothing, signal "No" with my head, and eat the dish I got.*

1. How realistic was this scenario?	Very realistic	1 2 3 4 5 6 7	Very unrealistic
2. How often has this ever happened to you?	Always	1 2 3 4 5 6 7	Never

3. How likely is it that something like this might happen at your university/environment?	Very likely	1 2 3 4 5 6 7	Very unlikely
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5.
 You are looking for a book that you really need for your work, and according to the computer catalogue, nobody has borrowed it.
 However, you cannot find it on the shelf, so you go to the information desk to ask for help.

I would ask the librarian for help in the following way:

- a) "Excuse me, I want you to help me find this book."
- b) "Excuse me, I tried hard but couldn't find this book. I'd be so glad if you could help me."
- c) " Sorry, I couldn't find the book on the shelf. Could you possibly help me find it?"
- d) "Excuse me, this book isn't on the shelf."

OR
 e) *I would say nothing and try to find the book myself.*

Now please submit your answers by pressing the "Submit" button below. An alert window will pop-up if you have left any questions unanswered. Please go back to that question and answer it.



If you successfully submit your answers your browser will show a confirmation page.

We really appreciate the time you have taken to respond to this questionnaire.

Thank you again!

APPENDIX B

TURKISH Sociopragmatic Interactional Principles Judgment (SIP)
/Demographic Questionnaire (DQ) /Linguistic Strategy Questionnaire (LSQ)

KONUŞMALARDA NE DİYECEĞİNİZE NASIL KARAR VERİRSİNİZ?

Biz bir grup araştırmacıyız. Çeşitli durumlarda kişilerin ne söyleyeceklerine nasıl karar verdiklerini öğrenmek istiyoruz.

Lütfen aşağıdaki 5 durumu (senaryoları) ve bu durumlarla karşılaştığınızda söyleyeceklerinizi etkileyebilecek faktörlerin listesini okuyunuz. Bu listedeki maddelerin her biri bu durumlarda ne söyleyeceğinizi etkilemede önemli olabilir. **Her bir maddenin sizin için "çok önemli olup olmadığına" ne derecede katılıp katılmadığınıza karar verin ve size en uygun gelen sayıyı işaretleyiniz.**

Sizce önemli olabilecek herhangi bir şeyi listede belirtmemişsek, lütfen ayrılan yere bunları ekleyiniz ve onlar için de en uygun sayıyı işaretleyiniz. Eklemek istediğiniz düşünce ve/veya yorumlarınız varsa, bunları lütfen ayrılan yere yazınız.

1. Üniversitenin kütüphanesinde konuşmaya izin verilmeyen bir bölümdesiniz. Bir arkadaşınızla birlikte, sürdürdüğünüz önemli bir çalışmayla ilgili olarak alçak sesle konuşuyor ve bazı kitaplardan faydalanıyorsunuz.

Kütüphane görevlilerinden biri yanınıza gelip kibarca ‘Pardon, burada konuşmak yasak. Sohbet etmek istiyorsanız, buradan çıkmanız gerekecek’ der. Siz ise kimseyi rahatsız etmediğinizi düşünüyorsunuz.

Görevliye nasıl cevap vereceğime karar verirken, aşağıdakiler benim için çok önemli olurdu:

tamamen KATILİYORUM (1)	kesinlikle KATILMI YORUM (7)
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- | | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a) görevliyi alçak sesle konuşmaya devam etmemize izin vermesi için ikna etmeye çalışmak | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| b) kütüphane kurallarına uymak | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |

c) görevliyi mahcup duruma düşürmekten kaçınmak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
d) görevliyle uyumlu bir ilişkiyi korumak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
e) kendimi (sonra) mahcup duruma düşürmekten kaçınmak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
f) görevliyi sıkıntıya sokmamak/rahatsızlığını en aza indirmek	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
g) herhangi bir tartışmanın kendim için yaratacağı sıkıntıyı ya da rahatsızlığı en aza indirmek	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
h) olaya bakışımı ima yoluyla ifade etmek	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
i) esprili ve neşeli konuşmak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
j) olaya bakışımı açık seçik bir dille ifade etmek	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
k) ölçülü ve mütevazı konuşmak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
l) sıcak ve dostça konuşmak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
Başka etkenler varsa lütfen ekleyiniz							
m)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
n)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

Ekleme istediğiniz düşünceler/yorumlar :

.....

2. Üniversitenin bir bilgisayar laboratuvarında çalışıyorsunuz. Bilgisayarınız birkaç kez kilitlendikten sonra üçüncü defa da kilitlenince çok fazla zaman kaybettiğinizi düşünerek bilgisayar görevlisinden yardım istersiniz.

Cevabı şöyle olur: ‘Maalesef bu hep oluyor. Yapabileceğim birşey yok’

Görevliye nasıl cevap vereceğime karar verirken, aşağıdakiler benim için çok önemli olurdu:

tamamen KATILYORUM (1)		kesinlikle KATILMI YORUM (7)
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a) sıcak ve dostça konuşmak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
b) esprili ve neşeli konuşmak	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
c) memnuniyetsizliğimi açık seçik bir	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

dille ifade etmek							
d) ölçülü ve mütevazı konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) memnuniyetsizliği ima yoluyla ifade etmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) görevliyi mahcup duruma düşürmekten kaçınmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) görevliyi sıkıntıya sokmamak/rahatsızlığını en aza indirmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) görevliyle uyumlu bir ilişkiyi korumak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) kendimi sıkıntıya sokmamak ya da doğabilecek bir rahatsızlığı en aza indirmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) gerekli teknik yardımı alabilmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) kendimi mahcup duruma düşürmekten kaçınmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) iyi hizmet alma konusunda ısrar etmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başka etkenler varsa lütfen ekleyiniz							
m)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ekleme istediğiniz düşünceler/yorumlar :

.....

3. Kütüphanenin ödünç verme birimine kitap almak için gidersiniz.

Görevli şöyle der: “Süresi geçmiş bir kitap için ödemeniz gereken küçük bir cezanız gözüküyor.”

Bu konuda bir yanlışlık olduğundan kesinlikle eminsiniz; çünkü bir önceki hafta kitabı zamanında iade etmişsiniz.

Görevliye nasıl cevap vereceğime karar verirken, aşağıdakiler benim için çok önemli olurdu:

tamamen KATILYORUM (1)	kesinlikle KATILMI YORUM (7)
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a) görevliyi sıkıntıya sokmamak/rahatsızlığını en aza indirmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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b) görevliyi mahcup duruma düşürmekten kaçınmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) kendimi sıkıntıya sokmamak ya da doğabilecek bir rahatsızlığı en aza indirmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) bana söyleneni yapmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) yanlışlığın düzeltilmesini sağlamak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) kendimi mahcup duruma düşürmekten kaçınmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) görevliyle uyumlu bir ilişkiyi korumak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) bu konuda emin olduğumu açık seçik bir dille ifade etmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) sıcak ve dostça konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) ölçülü ve mütevazı konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) bu konuda emin olduğumu ima yoluyla ifade etmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) esprili ve neşeli konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başka etkenler varsa lütfen ekleyiniz							
m)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ekleme istediğiniz düşünceler/yorumlar :

.....

4. Bir arkadaşınızla birlikte bir lokantaya akşam yemeğine gidersiniz. Lokanta çok kalabalıktır ve sonunda gelen yemek ısmarladığınız yemek değildir. Önünüze gelen yemek iştah açıcı görünse de canınız sıkılır.

O sırada garson size ‘Başka bir isteğiniz var mıydı?’ diye sorar.

Garsona nasıl cevap vereceğime karar verirken, aşağıdakiler benim için çok önemli olurdu:

tamamen KATILYORUM (1)	kesinlikle KATILMI YORUM (7)
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a) garsonun hatasını ima yoluyla ifade etmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) ölçülü ve mütevazı konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) sıcak ve dostça konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) garsonun hatasını açık seçik bir dille	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ifade etmek	
e) esprili ve neşeli konuşmak	○1 ○2 ○3 ○4 ○5 ○6 ○7
f) kendimi sıkıntıya sokmamak ya da doğabilecek bir rahatsızlığı en aza indirmek	○1 ○2 ○3 ○4 ○5 ○6 ○7
g) garsonu mahcup duruma düşürmekten kaçınmak	○1 ○2 ○3 ○4 ○5 ○6 ○7
h) ısmarlamış olduğum yemeğin getirilmesini sağlamak	○1 ○2 ○3 ○4 ○5 ○6 ○7
i) kendimi mahcup duruma düşürmekten kaçınmak	○1 ○2 ○3 ○4 ○5 ○6 ○7
j) garsonla uyumlu bir ilişkiyi korumak	○1 ○2 ○3 ○4 ○5 ○6 ○7
k) lokantanın iyi hizmet sunma zorunluluğunu göz önünde bulundurma	○1 ○2 ○3 ○4 ○5 ○6 ○7
l) garsonu sıkıntıya sokmamak/rahatsızlığımı en aza indirmek	○1 ○2 ○3 ○4 ○5 ○6 ○7
Başka etkenler varsa lütfen ekleyiniz	
m)	○1 ○2 ○3 ○4 ○5 ○6 ○7
n)	○1 ○2 ○3 ○4 ○5 ○6 ○7

Eklemek istediğiniz düşünceler/yorumlar :

.....

5. Kütüphanede bir ödeviniz için size çok gerekli olan bir kitabı arıyorsunuz . Bilgisayardaki kataloga göre kitap kimsenin üzerinde görünmüyor; ancak, kitabı rafta bulamıyorsunuz.

Ödünç verme birimine yardım istemek için gidirsiniz.

Görevliden nasıl yardım isteyeceğime karar verirken, aşağıdakiler benim için çok önemli olurdu:

tamamen KATILYORUM (1)	kesinlikle KATILMIYOR UM(7)
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a) kitabı almaya çalışmak	○1 ○2 ○3 ○4 ○5 ○6 ○7
b) görevliyle uyumlu bir ilişkiyi korumak	○1 ○2 ○3 ○4 ○5 ○6 ○7
c) kendimi sıkıntıya sokmamak ya da	○1 ○2 ○3 ○4 ○5 ○6 ○7

doğabilecek bir rahatsızlığı en aza indirmek							
d) görevliyi mahcup duruma düşürmekten kaçınmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) kütüphanenin iyi hizmet sunma zorunluluğunu göz önünde bulundurmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) kendimi mahcup duruma düşürmekten kaçınmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) görevliyi sıkıntıya sokmamak/rahatsızlığımı en aza indirmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) ölçülü ve mütevazı konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) esprili ve neşeli konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) sorunu açık seçik bir dille ifade etmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) sıcak ve dostça konuşmak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) sorunu ima yoluyla ifade etmek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Başka etkenler varsa lütfen ekleyiniz							
m)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eklemek istediğiniz düşünceler/yorumlar :

.....

Şimdi lütfen kendiniz hakkında bize bazı kısa bilgiler veriniz.

1. Uyuşunuz:	<input type="radio"/> T.C	<input type="radio"/> Diğer	<input type="radio"/> Çift (TC veDiğer)
2. Cinsiyetiniz:	<input type="radio"/> K	<input type="radio"/> E	
3. <u>Evinizde en çok kullanılan dil:</u>	<input type="radio"/> Türkçe	<input type="radio"/> Diğer	
4. <u>Evinizde kullanılan başka dil varsa, lütfen belirtiniz:</u>	<div style="border: 1px solid black; width: 100px; height: 20px; background-color: #e0f2f1; margin-bottom: 5px;"></div> Kullanma Dereceniz: <input type="checkbox"/> Çok İyi <input type="checkbox"/> İyi <input type="checkbox"/> Orta <input type="checkbox"/> Çok Az		

<p>5. Bildiğiniz diğer diller:</p>	<p>Bilme Dereceniz:</p> <p>1) <input type="text"/> <input type="checkbox"/> Çok İyi <input type="checkbox"/> İyi <input type="checkbox"/> Orta <input type="checkbox"/></p> <p>Çok Az</p> <p>2) <input type="text"/> <input type="checkbox"/> Çok İyi <input type="checkbox"/> İyi <input type="checkbox"/> Orta <input type="checkbox"/></p> <p>Çok Az</p> <p>3) <input type="text"/> <input type="checkbox"/> Çok İyi <input type="checkbox"/> İyi <input type="checkbox"/> Orta <input type="checkbox"/> Çok Az</p>
<p>6.Yaşınız:</p>	<p><input type="radio"/> 17-23 <input type="radio"/> 24-39 <input type="radio"/> 40+</p>
<p>7. Mesleğiniz:</p>	<p><input type="radio"/> Öğrenci <input type="radio"/> Diğer</p>
<p>8. Öğrenci iseniz, hangi aşamadasınız?</p>	<p><input type="checkbox"/> Lisans / kaçınıcı yılınızdasınız? <input type="text"/></p> <p><input type="checkbox"/> Yüksek Lisans</p> <p><input type="checkbox"/> Doktora</p>
<p>9. Hangi alanda öğrenim görüyorsunuz?</p>	<p><input type="radio"/> Sosyal ve beşeri bilimler (yabancı dil, felsefe, idari bilimler vb.)</p> <p><input type="radio"/> Fen bilimler (fizik, mühendislik, vb.)</p>
<p>10. Yurtdışında tatil amacı <u>dışında</u> bulundunuz mu?</p>	<p><input type="radio"/> Evet <input type="radio"/> Hayır</p> <p>Cevabınız <u>Evet</u> ise, bulunduğunuz ülkeyi yazınız ve bulunma sürenizi işaretleyiniz.(Lütfen en az 1 yıl bulduklarınızı yazınız)</p> <p>a) <input type="text"/> <input type="radio"/> 12 ay-5 yıl <input type="radio"/> 5-10 yıl <input type="radio"/> +10</p> <p>b) <input type="text"/> <input type="radio"/> 12 ay-5 yıl <input type="radio"/> 5-10 yıl <input type="radio"/> +10</p> <p>c) <input type="text"/> <input type="radio"/> 12 ay-5 yıl <input type="radio"/> 5-10 yıl <input type="radio"/> +10</p>
<p>11. Aile Bilgileriniz:</p>	<p><u>Eğitim Düzeyi</u></p> <p>Annenizin:</p> <p><input type="radio"/> Okur-Yazar <input type="radio"/> İlkokul <input type="radio"/> Ortaokul <input type="radio"/> Lise <input type="radio"/> Üniversite</p> <p>Babanızın:</p> <p><input type="radio"/> Okur-Yazar <input type="radio"/> İlkokul <input type="radio"/> Ortaokul <input type="radio"/> Lise <input type="radio"/> Üniversite</p>
<p>12. En uzun süreyle ikamet ettiğiniz <u>yerleşim türünü</u> işaretleyiniz.</p>	<p><input type="radio"/> Şehir <input type="radio"/> İlçe <input type="radio"/> Köy</p>

13. Türkiye'nin hangi bölgesinde en uzun süreyle ikamet ettiniz?	<input type="radio"/> Akdeniz <input type="radio"/> Doğu Anadolu <input type="radio"/> Ege <input type="radio"/> Güneydoğu Anadolu <input type="radio"/> İç Anadolu <input type="radio"/> Karadeniz <input type="radio"/> Marmara
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NE SÖYLERDİNİZ?

Sıradaki anket için lütfen aşağıdaki 5 senaryoyu tekrar dikkatlice okuyunuz ve bu durumlarla karşılaştığınızda söyleyebileceğinize en yakın olan ifadeyi seçiniz.

1. Üniversitenin kütüphanesinde konuşmaya izin verilmeyen bir bölümdesiniz. Bir arkadaşınızla birlikte, sürdürdüğünüz önemli bir çalışmayla ilgili olarak alçak sesle konuşuyor ve bazı kitaplardan faydalanıyorsunuz.

Kütüphane görevlilerinden biri yanınıza gelip kibarca 'Pardon, burada konuşmak yasak. Sohbet etmek istiyorsanız, buradan çıkmanız gerekecek' der. Siz ise kimseyi rahatsız etmediğinizi düşünüyorsunuz.

Bu durumda, görevliye şu şekilde cevap verirdim:

- a) "Ama biz kimseyi rahatsız etmiyorduk ki! Burada sessizce çalışabilmeliyiz."
- b) "Tamam, sessiz olmaya çalışacağız. "
- c) "Kusura bakmayın, gerçekten konuyu tartışmamız gerekiyor. Bize izin verebilir misiniz acaba?"
- d) "Özür dileriz hocam, haklısınız. Kimseyi rahatsız etmek istememiştik."
- e) "Hocam, zaten az kaldı birazdan gideceğiz. Bir süre daha böyle çalışmamıza izin verirseniz çok seviniriz."
- f) "Ne diyebiliriz ki. Hiç farkında değildik."

YA DA

- g) Hiçbirşey söylemez ve aramızda konuşmayı keserdik.

1. Bu senaryo ne kadar <u>gerçekçi</u>?	Çok gerçekçi	1	2	3	4	5	6	Hiç gerçekçi değil
2. Böyle bir olay sizin başınıza ne <u>sıklıkla</u> geldi?	Çok sık	1	2	3	4	5	6	Hiçbir zaman
		7						

3. Bunun gibi bir olayın sizin üniversitenizde/çevrenizde yaşanması ne kadar <u>olasıdır</u> ?	Çok Olası	1 7	2	3	4	5	6	Hiç olası değil
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2. Üniversitenin bir bilgisayar laboratuvarında çalışıyorsunuz. Bilgisayarınız birkaç kez kilitlendikten sonra üçüncü defa da kilitlenince çok fazla zaman kaybettiğinizi düşünerek bilgisayar görevlisinden yardım istersiniz.

Cevabı şöyle olur: 'Maalesef bu hep oluyor. Yapabileceğim birşey yok'

Bu durumda, görevliye şu şekilde cevap verirdim:

- a) "Tamam. Başka bir labda halletmeye çalışırım."
- b) "Çok zaman kaybettim, hocam. Bir daha bir baksak çok sevinirim."
- c) "Ama mutlaka yapabileceğiniz birşey vardır."
- d) "Hocam, çok zaman kaybettim ama sizin de işiniz zor hakikaten. N'apalım artık sonra çalışırım bir ara."
- e) "İşte insanın eli kolu böyle bağlanıyor zaman zaman."
- f) "Özür dilerim ama mutlaka şimdi çalışmam gerek. Bilgisayara tekrar bakabilir misiniz acaba?"

YA DA

- g) Hiçbirşey söylemez ve labdan ayrılırdım.

1. Bu senaryo ne kadar <u>gerçekçi</u> ?	Çok gerçekçi	1 7	2	3	4	5	6	Hiç gerçekçi değil
2. Böyle bir olay sizin başınıza ne <u>sıklıkla</u> geldi?	Çok sık	1 7	2	3	4	5	6	Hiçbir zaman
3. Bunun gibi bir olayın sizin üniversitenizde/çevrenizde yaşanması ne kadar <u>olasıdır</u> ?	Çok Olası	1 7	2	3	4	5	6	Hiç olası değil

3. Kütüphanenin ödünç verme birimine kitap almak için gidersiniz.

Görevli şöyle der: "Süresi geçmiş bir kitap için ödemeniz gereken küçük bir cezanız

gözüküyor.”

Bu konuda bir yanlışlık olduğundan kesinlikle eminsiniz; çünkü bir önceki hafta kitabı zamanında iade etmişsiniz.

Bu durumda, görevliye şu şekilde cevap verirdim:

- a) "Hocam, ben ödemiştim galiba, ama madem öyle diyorsunuz ödeyeyim bari."
- b) "Sanırım bir yanlışlık var. Tekrar kontrol edebilir misiniz acaba?"
- c) "Hiç farkında değilim vallahi."
- d) "Hocam, zamanında teslim ettiğimden eminim. Tekrar bakarsanız çok sevinirim."
- e) "Olmaması gerek. Ben kitabı zamanında iade etmiştim."
- f) "Tamam. Cezayı ödeyeyim şimdi."

YA DA

- g) *Hiçbirşey söylemez, parayı uzatırdım.*

1. Bu senaryo ne kadar gerçekçi ?	Çok gerçekçi	1 7	2	3	4	5	6	Hiç gerçekçi değil
2. Böyle bir olay sizin başınıza ne sıklıkla geldi?	Çok sık	1 7	2	3	4	5	6	Hiçbir zaman
3. Bunun gibi bir olayın sizin üniversitenizde/çevrenizde yaşanması ne kadar olasıdır ?	Çok Olası	1 7	2	3	4	5	6	Hiç olası değil

4. Bir arkadaşınızla birlikte bir lokantaya akşam yemeğine gidersiniz. Lokanta çok kalabalıktır ve sonunda gelen yemek ısmarladığınız yemek değildir. Önünüze gelen yemek iştah açıcı görünse de canınız sıkılır.

O sırada garson size ‘Başka bir isteğiniz var mıydı?’ diye sorar.

Bu durumda, garsona şu şekilde cevap verirdim:

- a) "Yani insan umduğunu değil bulduğunu yemeli diye boşuna dememişler!"
- b) "Aslında başka bir yemek sipariş etmiştim ama tamam, bu olsun artık."
- c) "Hocam, bu yoğunlukta bir karışıklık olmuş. Sipariş ettiğim yemeği getirirseniz çok sevinirim."
- d) "Bana yanlış yemek geldi. Lütfen benim sipariş ettiğimi getirin."
- e) "Evet, bir yanlışlık oldu herhalde. Benim siparişim ettiğimi yemeği getirebilir misiniz acaba?"
- f) "Hocam, bu yoğunlukta siparişim yanlış geldi ama bu da fena değilmiş, kalsın."

YA DA

- g) *Hiçbirşey söylemez, "Hayır" anlamında başını sallar ve önündeki yemeği yerdim.*

1. Bu senaryo ne kadar <u>gerçekçi</u> ?	Çok gerçekçi	1 7	2	3	4	5	6	Hiç gerçekçi değil
2. Böyle bir olay sizin başınıza ne <u>sıklıkla</u> geldi?	Çok sık	1 7	2	3	4	5	6	Hiçbir zaman
3. Bunun gibi bir olayın sizin üniversitenizde/çevrenizde yaşanması ne kadar <u>olasıdır</u> ?	Çok Olası	1 7	2	3	4	5	6	Hiç olası değil

5. Kütüphanede bir ödeviniz için size çok gerekli olan bir kitabı arıyorsunuz . Bilgisayardaki kataloga göre kitap kimsenin üzerinde görünmüyor; ancak, kitabı rafta bulamıyorsunuz.

Ödünç verme birimine yardım istemek için gidersiniz.

Bu durumda, görevliden şu şekilde yardım isterdim:

- a) " Bakar mısınız, şu kitabı bulmama yardım etmenizi istiyorum."
- b) "Hocam, bakar mısınız, çok uğraştım ama ben şu kitabı bulamadım. Bulmama yardım edebilirsiniz çok sevinirim."
- c) "Pardon, bakar mısınız, şu kitabı rafta bulamadım da. Bulmama yardım edebilir misiniz acaba?"
- d) "Bakar mısınız, şu kitap rafta görünmüyor."

YA DA

- e) *Hiçbirşey söylemez, kitabı kendim bulmaya çalışırdım.*

1. Bu senaryo ne kadar <u>gerçekci</u> ?	Çok gerçekçi	1	2	3	4	5	6	Hiç gerçekçi değil
2. Böyle bir olay sizin başınıza ne <u>sıklıkla</u> geldi?	Çok sık	1	2	3	4	5	6	Hiçbir zaman
3. Bunun gibi bir olayın sizin üniversitenizde/çevrenizde yaşanması ne kadar <u>olasıdır</u> ?	Çok Olası	1	2	3	4	5	6	Hiç olası değil

Yardımlarınız için çok teşekkür ederiz.

APPENDIX C

ENGLISH Pre- Linguistic Strategy Questionnaire (preliminary English version of LSQ)

WHAT TO SAY

We are an international team of researchers, and we want to find out what people choose say in different types of situations.

Please read the scenarios below, and write down what you would say in the given situation.

1. One day you are studying in your university library, in an area where no talking is allowed. You are talking quietly with a friend about an important piece of work you are doing together, and using the books to help you. A member of the library staff comes over to you and says politely, 'Sorry, this is a silent area. If you want to chat, you will need to go out.' However, you don't think you're disturbing anyone.

I would reply to the member of staff in the following manner:

“.....
.....
.....
.....”

2. You are studying in one of the computer rooms at your university. Your computer has crashed twice, and when it crashes a third time, you go to a technician to ask for help because it is wasting you a lot of time. He simply says, 'Sorry, this happens all the time. I can't do anything.'

I would reply to the technician in the following manner:

“.....
.....
.....
.....”

3. You go to the library issue desk to borrow some books, but the librarian says that you need to pay a small fine for an overdue book. You know very clearly that this is wrong, because you returned the book on time the previous week.

I would reply to the librarian in the following manner:

“.....
.....
.....
.....”

4. You and a friend go to a restaurant for dinner. It is extremely busy and when you eventually receive your food, it is not what you ordered. You are disappointed, although this dish looks quite appetising. A moment later, the waiter asks you, ‘Is everything all right?’

I would reply to the waiter in the following manner:

“.....
.....
.....
.....”

5. You are looking for a book that you really need for your work, and according to the computer catalogue, nobody has borrowed it. However, you cannot find it on the shelf, so you go to the information desk to ask for help.

I would ask the librarian for help in the following manner:

“.....
.....
.....
.....”

Thank you very much!

APPENDIX D

TURKISH Pre- Linguistic Strategy Questionnaire (preliminary Turkish version of LSQ)

NE SÖYLERDİNİZ?

Biz bir grup arařtırmacıyız. Çeřitli durumlarda kiřilerin ne söylediklerini öğrenmek istiyoruz.

Lütfen ařağıdaki durumları (senaryoları) ve bu durumlarla karřılařtıđınızda söyleyeceđinizi yazınız.

1. *Üniversitenin kütüphanesinde konuşmaya izin verilmeyen bir bölümündesiniz. Bir arkadaşınızla birlikte, sürdürdüđünüz önemli bir çalışmayla ilgili olarak alçak sesle konuşuyor ve bazı kitaplardan faydalanıyorsunuz. Kütüphane görevlilerinden biri yanınıza gelip kibarca ‘Pardon, burada konuşmak yasak. Sohbet etmek istiyorsanız, buradan çıkmanız gerekecek’ der. Siz ise kimseyi rahatsız etmediđinizi düşünüyörsünüz.*

Görevliye şöyle cevap verirdim:

“.....
.....
.....
.....”

2. *Üniversitenin bir bilgisayar laboratuvarında çalışıyorsunuz. Bilgisayarınız birkaç kez kilitlendikten sonra üçüncü defa da kilitlenince çok fazla zaman kaybettiđinizi düşünerek bilgisayar görevlisinden yardım istersiniz. Cevabı şöyle olur: ‘Maalesef bu hep oluyor. Yapabileceđim birşey yok’*

Görevliye şöyle cevap verirdim:

“.....
.....
.....”

3. *Kütüphanenin ödünç verme birimine kitap almak için gittiniz. Kütüphane görevlisine kütüphane kartınızı uzattığınızda süresi geçmiş bir kitap için küçük bir ceza ödemeniz gerektiğini söyler. Bu konuda bir yanlışlık olduğundan kesinlikle eminsiniz; çünkü bir önceki hafta kitabı zamanında iade etmişsiniz.*

Görevliye şöyle cevap verirdim:

“.....
.....
.....”

4. *Bir arkadaşınızla birlikte bir lokantaya akşam yemeğine gidersiniz. Lokanta çok kalabalıktır ve sonunda gelen yemek ısmarladığınız yemek değildir. Önünüze gelen yemek iştah açıcı görünse de canınız sıkılır. O sırada garson size ‘Başka bir isteğiniz var mıydı?’ diye sorar.*

Garsona şöyle cevap verirdim:

“.....
.....
.....”

5. *Kütüphanede bir ödeviniz için size çok gerekli olan bir kitabı arıyorsunuz . Bilgisayardaki kataloga göre kitap kimse üzerinde görünmüyor; ancak, kitabı rafta bulamıyorsunuz. Ödünç verme birimine yardım istemek için gidersiniz.*

Görevliye şöyle yardım isterdim:

“.....
.....
.....”

Yardımlarınız için çok teşekkür ederiz!

APPENDIX E

ENGLISH Modified Pre- Linguistic Strategy Questionnaire (LSQ)

WHAT TO SAY

We are an international team of researchers, and we want to find out what people choose say in different types of situations.

Please read the 5 situations (scenarios) below, and write down what you would say in the given situation **briefly** in **one sentence**.

1. One day you are studying in your university library, in an area where no talking is allowed. You are talking quietly with a friend about an important piece of work you are doing together, and using the books to help you.

A member of the library staff comes over to you and says politely, ‘Sorry, this is a silent area. If you want to chat, you will need to go out.’

However, you don’t think you’re disturbing anyone.

(Briefly/ in one sentence) I would reply to the member of staff in the following manner:

“.....”

2. You are studying in one of the computer rooms at your university. Your computer has crashed twice, and when it crashes a third time, you go to a technician to ask for help because it is wasting you a lot of time.

The technician simply says, ‘Sorry, this happens all the time. I can’t do anything.’

(Briefly/ in one sentence) I would reply to the technician in the following manner:

“.....”

3. *You go to the library issue desk to borrow some books. You hand over your library card to the librarian.*

The librarian says “you need to pay a small fine for an overdue book”

You know very clearly that this is wrong, because you returned the book on time the previous week.

(Briefly/ in one sentence) I would reply to the librarian in the following manner:

“.....”

4. *You and a friend go to a restaurant for dinner. It is extremely busy and when you eventually receive your food, it is not what you ordered. You are disappointed, although this dish looks quite appetising.*

A moment later, the waiter asks you, ‘Is everything all right?’

(Briefly/ in one sentence) I would reply to the waiter in the following manner:

“.....”

5. *You are looking for a book that you really need for your work, and according to the computer catalogue, nobody has borrowed it. However, you cannot find it on the shelf, so you go to the information desk to ask for help.*

(Briefly/ in one sentence) I would ask the librarian for help in the following manner:

“.....”

Thank you very much!

APPENDIX F

TURKISH Modified Pre- Linguistic Strategy Questionnaire (LSQ)

NE SÖYLERDİNİZ?

Biz bir grup arařtırmacıyız. Çeřitli durumlarda kiřilerin ne söylediklerini öğrenmek istiyoruz.

Lütfen ařağıdaki 5 durumu (senaryoları) okuyunuz ve bu durumlarla karřılařtıęınızda ne söyleyeceęinizi **kısaca, bir cümle ile** yazınız.

1. *Üniversitenin kütüphanesinde konuşmaya izin verilmeyen bir bölümündesiniz. Bir arkadaşınızla birlikte, sürdürdüęünüz önemli bir çalıřmayla ilgili olarak alçak sesle konuşuyor ve bazı kitaplardan faydalaniyorsunuz.*

Kütüphane görevlilerinden biri yanınıza gelip kibarca şöyle der: ‘Pardon, burada konuşmak yasak. Sohbet etmek istiyorsanız, buradan çıkmanız gerekecek.’

Siz ise kimseyi rahatsız etmedięinizi düşünöyorsunuz.

Görevliye kısaca, bir cümle ile şöyle cevap verirdim:

“.....”

2. *Üniversitenin bir bilgisayar laboratuvarında çalışıyorsunuz. Bilgisayarınız birkaç kez kilitlendikten sonra üçüncü defa da kilitlenince çok fazla zaman kaybettięinizi düşünerek bilgisayar görevlisinden yardım istersiniz.*

Görevlinin cevabı şöyle olur: ‘Maalesef bu hep oluyor. Yapabileceğim birşey yok’

Görevliye kısaca, bir cümle ile şöyle cevap verirdim:

“.....”

3. Kütüphanenin ödünç verme birimine kitap almak için gittiniz. Kütüphane görevlisine kütüphane kartınızı uzatırsınız.

Görevli şöyle der: “Süresi geçmiş bir kitap için ödemeniz gereken küçük bir cezanız gözüküyor.”

Bu konuda bir yanlışlık olduğundan kesinlikle eminsiniz; çünkü bir önceki hafta kitabı zamanında iade etmişsiniz.

Görevliye kısaca, bir cümle ile şöyle cevap verirdim:

“.....”

4. Bir arkadaşınızla birlikte bir lokantaya akşam yemeğine gidersiniz. Lokanta çok kalabalıktır ve sonunda gelen yemek ısmarladığınız yemek değildir. Önünüze gelen yemek iştah açıcı görünse de canınız sıkılır.

O sırada garson size: ‘Başka bir isteğiniz var mıydı?’ diye sorar.

Garsona kısaca, bir cümle ile şöyle cevap verirdim:

“.....”

5. Kütüphanede bir ödeviniz için size çok gerekli olan bir kitabı arıyorsunuz . Bilgisayardaki kataloga göre kitap kimse üzerinde görünmüyor; ancak, kitabı rafta bulamıyorsunuz. Ödünç verme birimine yardım istemek için gidersiniz.

Görevliden kısaca, bir cümle ile şöyle diyerek yardım isterdim:

“.....”

Yardımlarımız için çok teşekkür ederiz!

APPENDIX G

TURKISH Status, Power, Rating of Imposition (SPRQ) Questionnaire

**Değerli Öğrenciler,
Daha önceden cevaplandırmış olduğunuz anketle ilgili tekrar bilgi toplamak istiyoruz.**

Lütfen, aşağıdaki 5 senaryoyu sosyal ilişkiler bakımından (sosyal konum, yaptırım gücü, söylenen ya da yapılan şeyin getirdiği yük) değerlendiriniz ve size göre doğru olan seçeneği daire içine alınız.

1. Üniversitenin kütüphanesinde konuşmaya izin verilmeyen bir bölümündesiniz. Bir arkadaşınızla birlikte, sürdürdüğünüz önemli bir çalışmayla ilgili olarak alçak sesle konuşuyor ve bazı kitaplardan faydalanıyorsunuz.

Kütüphane görevlilerinden biri yanınıza gelip kibarca şöyle der: ‘Pardon, burada konuşmak yasak. Sohbet etmek istiyorsanız, buradan çıkmanız gerekecek.’

Siz ise kimseyi rahatsız etmediğinizi düşünüyorsunuz.

A. Bu senaryoda kimin sosyal konumu daha yüksektir? (Örn. amir/memur ilişkisi: amirin sosyal konumu daha yüksektir)

- Kütüphane görevlisinin
- Sizin (Öğrencinin)
- Eşit

B. Bu senaryoda kimin yaptırım gücü daha fazladır?

- Kütüphane görevlisinin
- Yaptırım gücü eşit
- Sizin (Öğrencinin)

C. Bu senaryoda kütüphane görevlisinin söylediklerinin size (öğrenciye) getireceği yük nasıldır? (Örn.: Bir kişi sizden 1 milyon TL istediğinde bunun sizin üzerinize getireceği yük az, aynı kişi sizden 100 milyon TL istediğinde bunun size getireceği yük çok olacaktır.)

- a. Az
- b. Çok

2. Üniversitenin bir bilgisayar laboratuvarında çalışıyorsunuz. Bilgisayarınız birkaç kez kilitlendikten sonra üçüncü defa da kilitlenince çok fazla zaman kaybettiğinizi düşünerek bilgisayar görevlisinden yardım istersiniz.

Görevlinin cevabı şöyle olur: ‘Maalesef bu hep oluyor. Yapabileceğim birşey yok’

A. Bu senaryoda kimin sosyal konumu daha yüksektir? (Örn. amir/memur ilişkisi: amirin sosyal konumu daha yüksektir)

- a. Laboratuar görevlisinin
- b. Sizin (Öğrencinin)
- c. Eşit

B. Bu senaryoda kimin yaptırım gücü daha fazladır?

- a. Laboratuar görevlisinin
- b. Yaptırım gücü eşit
- c. Sizin (Öğrencinin)

C. Bu senaryoda laboratuar görevlisinin söylediklerinin size (öğrenciye) getireceği yük nasıldır? (Örn.: Bir kişi sizden 1 milyon TL istediğinde bunun sizin üzerine getireceği yük az, aynı kişi sizden 100 milyon TL istediğinde bunun size getireceği yük çok olacaktır.)

- a. Az
- b. Çok

3. Kütüphanenin ödünç verme birimine kitap almak için gittiniz. Kütüphane görevlisine kütüphane kartınızı uzatırsınız.

Görevli şöyle der: “Süresi geçmiş bir kitap için ödemeniz gereken küçük bir cezanız gözüküyor.”

Bu konuda bir yanlışlık olduğundan kesinlikle eminsiniz; çünkü bir önceki hafta kitabı zamanında iade etmişsiniz.

A. Bu senaryoda kimin sosyal konumu daha yüksektir? (Örn. amir/memur ilişkisi: amirin sosyal konumu daha yüksektir)

- a. Kütüphane görevlisinin
- b. Sizin (Öğrencinin)
- c. Eşit

B. Bu senaryoda kimin yaptırım gücü daha fazladır?

- a. Kütüphane görevlisinin
- b. Yaptırım gücü eşit
- c. Sizin (Öğrencinin)

C. Bu senaryoda kütüphane görevlisinin söylediklerinin size (öğrenciye) getireceği yük nasıldır? (Örn.: Bir kişi sizden 1 milyon TL istediğinde bunun sizin üzerinize getireceği yük az, aynı kişi sizden 100 milyon TL istediğinde bunun size getireceği yük çok olacaktır.)

- a. Az
- b. Çok

4. *Bir arkadaşınızla birlikte bir lokantaya akşam yemeğine gidersiniz. Lokanta çok kalabalıktır ve sonunda gelen yemek ısmarladığınız yemek değildir. Önünüze gelen yemek iştah açıcı görünse de canınız sıkılır.*

O sırada garson size: ‘Başka bir isteğiniz var mıydı?’ diye sorar.

A. Bu senaryoda kimin sosyal konumu daha yüksektir? (Örn. amir/memur ilişkisi: amirin sosyal konumu daha yüksektir)

- a. Garsonun
- b. Sizin (Öğrencinin)
- c. Eşit

B. Bu senaryoda kimin yaptırım gücü daha fazladır?

- a. Garsonun
- b. Yaptırım gücü eşit
- c. Sizin (Öğrencinin)

C. Bu senaryoda garsonun yaptığı yanlılık size getireceği yük bakımından nasıldır?

- a. Az
- b. Çok

5. *Kütüphanede bir ödeviniz için size çok gerekli olan bir kitabı arıyorsunuz . Bilgisayardaki kataloğa göre kitap kimse üzerinde görünmüyor; ancak, kitabı rafta bulamıyorsunuz. Ödünç verme birimine yardım istemek için gidersiniz.*

A. Bu senaryoda kimin sosyal konumu daha yüksektir? (Örn. amir/memur ilişkisi: amirin sosyal konumu daha yüksektir)

- a. Kütüphane görevlisinin
- b. Sizin (Öğrencinin)
- c. Eşit

B. Bu senaryoda kimin yaptırım gücü daha fazladır?

- a. Kütüphane görevlisinin
- b. Yaptırım gücü eşit
- c. Sizin (Öğrencinin)

C. Bu senaryoda kendi söyleyebilecekleriniz kütüphane görevlisine getireceği yük bakımından nasıldır?

- a. Az
- b. Çok

Yardımlarımız için teşekkür ederiz.

APPENDIX H

Status, Power, Rating of Imposition (SPRQ) Questionnaire Results

Scenario 1

Social status		N	%
a	Librarian	22	62,9
b	Student	2	5,7
c	Equal	11	31,4
		T= 35	100,0

Power relations

		n	%
a	Librarian	29	82,9
b	Equal	5	14,3
c	Student	1	2,9
		T= 35	100,0

Weightiness of imposition

		n	%
a	Low	21	60,0
b	High	14	40,0
		T= 35	100,0

Scenario 2

Social status		n	%
a	Technician	14	40,0
b	Student	8	22,9
c	Equal	13	37,1
		T= 35	100,0

Power relations

		n	%
A	Technician	14	40,0
B	Equal	13	37,1
C	Student	8	22,9
	T=	35	100,0

Weightiness of imposition

		n	%
A	Low	20	57,1
B	High	15	42,9
	T=	35	100,0

Scenario 3**Social status**

		n	%
A	Librarian	18	51,4
B	Student	8	22,9
C	Equal	9	25,7
	T=	35	100,0

Power relations

		n	%
A	Librarian	18	51,4
B	Equal	11	31,4
C	Student	6	17,1
	T=	35	100,0

Weightiness of imposition

		n	%
a	Low	21	60,0
b	High	14	40,0
	T=	35	100,0

Scenario 4

Social status

		n	%
a	Waiter	2	5,7
b	Student	32	91,4
c	Equal	1	2,9
		T= 35	100,0

Power relations

		n	%
a	Waiter	--	---
b	Equal	4	11,4
c	Student	31	88,6
		T= 35	100,0

Weightiness of imposition

		n	%
a	Low	30	85,7
b	High	5	14,3
		T= 35	100,0

Scenario 5

Social status

		N	%
a	Librarian	17	48,6
b	Student	9	25,7
c	Equal	9	25,7
		T= 35	100,0

Power relations

		N	%
a	Librarian	16	45,7
b	Equal	10	28,6
c	Student	9	25,7
		T= 35	100,0

Weightiness of imposition

		N	%
a	Low	21	60,0
b	High	14	40,0
		T= 35	100,0

APPENDIX I

Sociopragmatic Interactional Principles Judgment (SIP) Frequency Tables

MYEMBAR

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
MYEMBAR 1	<i>T</i>	53	62,4	19	22,4	6	7,2	1	3,5	2	2,4	2	2,4	2	2,4
	<i>E</i>	17	25,4	30	44,8	8	11,9	2	3,0	4	6,0	4	6,0	2	3,0
MYEMBAR 2	<i>T</i>	42	49,4	24	28,2	5	5,9	4	4,7	2	2,4	5	5,9	3	3,5
	<i>E</i>	8	11,9	21	31,3	14	20,9	9	13,4	4	6,0	6	9,0	5	7,5
MYEMBAR 3	<i>T</i>	40	47,1	22	25,9	7	8,2	4	4,7	3	3,5	4	4,7	5	5,9
	<i>E</i>	8	11,9	18	26,9	16	23,9	11	16,4	4	6,0	6	9,0	4	6,0
MYEMBAR 4	<i>T</i>	44	51,8	10	11,8	8	9,4	5	5,9	6	7,1	3	3,5	9	10,6
	<i>E</i>	8	11,9	16	23,9	11	16,4	11	16,4	11	16,4	7	10,4	3	4,5
MYEMBAR 5	<i>T</i>	38	44,7	25	29,4	7	8,2	4	4,7	5	5,9	2	2,4	4	4,7
	<i>E</i>	6	9,0	20	29,9	13	19,4	12	17,9	5	7,5	7	10,4	4	6,0

EMBAR

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
EMBAR1	<i>T</i>	24	28,2	20	23,5	9	10,6	9	10,6	2	2,4	8	9,4	13	15,3
	<i>E</i>	12	17,9	13	19,4	11	16,4	10	14,9	7	10,4	9	13,4	5	7,5
EMBAR2	<i>T</i>	19	22,4	9	10,6	13	15,3	16	18,8	8	9,4	11	12,9	9	10,6
	<i>E</i>	6	9,0	11	16,4	10	14,9	14	20,9	12	17,9	10	14,9	4	6,0
EMBAR3	<i>T</i>	11	12,9	8	9,4	18	21,2	10	11,8	7	8,2	8	9,4	23	27,1
	<i>E</i>	11	16,4	7	10,4	13	19,4	11	16,4	11	16,4	10	14,9	4	6,0
EMBAR4	<i>T</i>	29	34,1	19	22,4	14	16,5	12	14,1	2	2,4	6	7,1	3	3,5
	<i>E</i>	21	31,3	19	28,4	12	17,9	3	4,5	8	11,9	3	4,5	1	1,5
EMBAR5	<i>T</i>	25	29,4	21	24,7	15	17,6	9	10,6	8	9,4	1	1,2	6	7,1
	<i>E</i>	14	20,9	14	20,9	11	16,4	13	19,4	8	11,9	5	7,5	2	3,0

MYTROUB

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
MYTROUB1	T	48	56,5	23	27,1	4	4,7	5	5,9	2	2,4	2	2,4	1	1,2
	E	20	29,9	22	32,8	18	26,9	4	6,0	1	1,5	1	1,5	1	1,5
MYTROUB2	T	31	36,5	23	27,1	14	16,5	8	9,4	2	2,4	6	7,1	1	1,2
	E	11	16,4	17	25,4	25	37,3	7	10,4	3	4,5	2	3,0	2	3,0
MYTROUB3	T	39	45,9	15	17,6	9	10,6	6	7,1	6	7,1	2	2,4	8	9,4
	E	11	16,4	18	26,9	17	25,4	12	17,9	4	6,0	4	6,0	1	1,5
MYTROUB4	T	33	38,8	17	20,0	17	20,0	3	3,5	5	5,9	5	5,9	5	5,9
	E	15	22,4	16	23,9	20	29,9	7	10,4	5	7,5	3	4,5	1	1,5
MYTROUB5	T	45	52,9	21	24,7	9	10,6	3	3,5	3	3,5	2	2,4	2	2,4
	E	12	17,9	24	35,8	13	19,4	8	11,9	4	6,0	5	7,5	1	1,5

TROUB

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
TROUB1	T	31	36,5	19	22,4	13	15,3	3	3,5	8	9,4	6	7,1	5	5,9
	E	13	19,4	18	26,9	18	26,9	10	14,9	4	6,4	4	6,0	---	----
TROUB2	T	13	15,3	14	16,5	12	14,1	17	20,0	7	8,2	10	11,8	12	14,1
	E	5	7,5	7	10,4	9	13,4	10	14,9	15	22,4	10	14,9	11	16,4
TROUB3	T	12	14,1	13	15,3	12	14,1	13	15,3	9	10,6	7	8,2	19	22,4
	E	7	10,4	8	11,9	9	13,4	12	17,9	11	16,4	10	14,9	10	14,9
TROUB4	T	19	22,4	21	24,7	13	15,3	12	14,1	7	8,2	8	9,4	5	5,9
	E	10	14,9	13	19,4	12	17,9	11	16,4	10	14,9	9	13,4	2	3,0
TROUB5	T	24	28,2	16	18,8	20	23,5	9	10,6	5	5,9	5	5,9	6	7,1
	E	5	7,5	8	11,9	16	23,9	16	23,9	9	13,4	11	16,4	2	3,0

SMOOTH

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
SMOOTH1	T	41	48,2	18	21,2	9	10,6	6	7,1	5	5,9	---	-----	6	7,1
	E	20	29,9	23	34,3	15	22,4	4	6,0	2	3,0	2	3,0	1	1,5
SMOOTH2	T	21	24,7	18	21,2	14	16,5	17	20,0	7	8,2	4	4,7	4	4,7
	E	11	16,4	18	26,9	16	23,9	12	17,9	6	9,0	2	3,0	2	3,0
SMOOTH3	T	21	24,7	18	21,2	18	21,2	11	12,9	9	10,6	5	5,9	3	3,5
	E	13	19,4	22	32,8	12	17,9	8	11,9	8	11,9	4	6,0	---	-----
SMOOTH4	T	19	22,4	14	16,5	16	18,8	15	17,6	12	14,1	5	5,9	4	4,7
	E	23	34,3	20	29,9	11	16,4	5	7,5	5	7,5	2	3,0	1	1,5
SMOOTH5	T	44	51,8	21	24,7	12	14,1	4	4,7	1	1,2	2	2,4	1	1,2
	E	26	38,8	25	37,3	10	14,9	1	1,5	1	1,5	3	4,5	1	1,5

RESTR

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
RESTR1	T	55	64,7	14	16,5	5	5,9	6	7,1	4	4,7	---	-----	1	1,2
	E	7	10,4	19	28,4	8	11,9	12	17,9	8	11,9	8	11,9	5	7,5
RESTR2	T	32	37,6	23	27,1	14	16,5	10	11,8	3	3,5	2	2,4	1	1,2
	E	5	7,5	11	16,4	12	17,9	16	23,9	8	11,9	13	19,4	2	3,0
RESTR3	T	38	44,7	23	27,1	16	18,8	4	4,7	1	1,2	2	2,4	1	1,2
	E	6	9,0	8	11,9	12	17,9	21	31,3	9	13,4	8	11,9	3	4,5
RESTR4	T	32	37,6	18	21,2	17	20,0	7	8,2	8	9,4	1	1,2	2	2,4
	E	5	7,5	13	19,4	8	11,9	17	25,4	11	16,4	7	10,4	6	9,0
RESTR5	T	53	32,4	19	22,4	7	8,2	2	2,4	4	4,7	---	---	---	-----
	E	6	9,0	9	13,4	15	22,4	18	26,9	11	16,4	6	9,0	2	3,0

WARM

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
WARM1	T	22	25,9	14	16,5	12	14,1	13	15,3	9	10,6	12	14,1	3	3,5
	E	18	26,9	31	46,3	9	13,4	6	9,0	2	3,0	1	1,5	---	----
WARM2	T	10	11,8	10	11,8	13	15,3	11	12,9	13	15,3	12	14,1	16	18,8
	E	8	11,9	16	23,9	10	14,9	13	19,4	12	17,9	6	9,0	2	3,0
WARM3	T	11	12,9	15	17,6	17	20,0	18	21,2	5	5,9	15	17,6	4	4,7
	E	19	28,4	17	25,4	17	25,4	11	16,4	2	3,0	---	-----	1	1,5
WARM4	T	10	11,8	15	17,6	17	20,0	12	14,1	11	12,9	10	11,8	10	11,8
	E	21	31,3	26	38,8	13	19,4	5	7,5	2	3,0	---	-----	---	----
WARM5	T	13	15,3	17	20,0	14	16,5	15	17,6	8	9,4	11	12,9	7	8,2
	E	23	34,3	21	31,3	12	17,9	7	10,4	3	4,5	1	1,5	---	----

HUMOR

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
HUMOR1	T	8	9,4	11	12,9	10	11,8	17	20,0	8	9,4	10	11,8	21	24,7
	E	4	6,0	13	19,4	14	20,9	18	26,9	7	10,4	7	10,4	4	6,0
HUMOR2	T	4	4,7	6	7,1	6	7,1	15	17,6	15	17,6	12	14,1	27	31,8
	E	3	4,5	7	10,4	7	10,4	15	22,4	18	26,9	12	17,9	5	7,5
HUMOR3	T	4	4,7	2	2,4	10	11,8	10	11,8	19	22,4	10	11,8	30	35,3
	E	5	7,5	8	11,9	12	17,9	11	16,4	16	23,9	8	11,9	7	10,4
HUMOR4	T	7	8,2	10	11,8	12	14,1	12	14,1	13	15,3	16	18,8	15	17,6
	E	18	26,9	19	28,4	13	19,4	9	13,4	4	6,0	4	6,0	---	-----
HUMOR5	T	5	5,9	10	11,8	14	16,5	14	16,5	12	14,1	9	10,6	21	24,7
	E	10	14,9	8	11,9	11	16,4	19	28,4	7	10,4	9	13,4	3	4,5

HINT

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
HINT1	T	16	18,8	14	16,5	9	10,6	16	18,8	10	11,8	4	4,7	16	18,8
	E	2	3,0	10	14,9	7	10,4	9	13,4	11	16,4	18	26,9	10	14,9
HINT2	T	12	14,1	14	16,5	13	15,3	15	17,6	7	8,2	10	11,8	14	16,5
	E	---	---	4	6,0	9	13,4	10	14,9	9	13,4	22	32,8	13	19,4
HINT3	T	16	18,8	13	15,3	6	7,1	12	14,1	10	11,8	9	10,6	19	22,4
	E	---	---	3	4,5	4	6,0	14	20,9	13	19,4	16	23,9	17	25,4
HINT4	T	19	22,4	16	18,8	10	11,8	8	9,4	4	4,7	9	10,6	19	22,4
	E	3	4,5	8	11,9	4	6,0	14	20,9	8	11,9	18	26,9	12	17,9
HINT5	T	6	7,1	5	5,9	13	15,3	8	9,4	7	8,2	11	12,9	35	41,2
	E	---	---	1	1,5	3	4,5	11	16,4	7	10,4	19	28,4	26	38,8

CLEAR

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
CLEAR1	T	42	49,4	12	14,1	8	9,4	10	11,8	6	7,1	4	4,7	3	3,5
	E	7	10,4	26	38,8	13	19,4	12	17,9	3	4,5	5	7,5	1	1,5
CLEAR2	T	51	60,0	14	16,5	7	8,2	6	7,1	1	1,2	2	2,4	4	4,7
	E	22	32,8	32	47,8	5	7,5	5	7,5	1	1,5	2	3,0	---	---
CLEAR3	T	75	89,3	5	6,0	---	---	---	---	---	---	2	2,4	2	2,4
	E	41	61,2	19	28,4	5	7,5	---	---	2	3,0	---	---	---	---
CLEAR4	T	58	68,2	11	12,9	3	3,5	4	4,7	4	4,7	2	2,4	3	3,5
	E	14	20,9	15	22,4	16	23,9	9	13,4	6	9,0	4	6,0	3	4,5
CLEAR5	T	76	89,4	3	3,5	3	3,5	2	2,4	---	---	---	---	1	1,2
	E	44	65,7	18	26,9	5	7,5	---	---	---	---	---	---	---	---

TASK

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
TASK1	T	23	27,1	12	14,1	15	17,6	4	4,7	10	11,8	4	4,7	17	20,0
	E	9	13,4	5	7,5	10	14,9	10	14,9	10	14,9	12	17,9	11	16,4
TASK2	T	58	68,2	13	15,3	6	7,1	4	4,7	1	1,2	2	2,4	1	1,2
	E	45	67,2	16	23,9	4	6,0	1	1,5	---	---	1	1,5	---	---
TASK3	T	78	91,8	3	3,5	1	1,2	---	---	---	---	3	3,5	---	---
	E	43	64,2	20	29,9	4	6,0	---	---	---	---	---	---	---	---
TASK4	T	64	75,3	6	7,1	4	4,7	4	4,7	3	3,5	3	3,5	1	1,2
	E	19	28,4	13	19,4	12	17,9	10	14,9	6	9,0	5	7,5	2	3,0
TASK5	T	55	64,7	15	17,6	7	8,2	4	4,7	1	1,2	1	1,2	2	2,4
	E	52	77,6	12	17,9	3	4,5	---	---	---	---	---	---	---	---

RIGHTS

		1		2		3		4		5		6		7	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
RULES1	T	24	28,2	24	28,2	12	14,1	10	11,8	6	7,1	7	8,2	2	2,4
	E	8	11,9	17	25,4	16	23,9	9	13,4	7	10,4	9	13,4	1	1,5
RIGHTS2	T	43	50,6	20	23,5	6	7,1	4	4,7	2	2,4	4	4,7	6	7,1
	E	28	41,8	26	38,8	8	11,9	2	3,0	3	4,5	---	---	---	---
OBEY3	T	2	2,4	---	---	1	1,2	1	1,2	5	6,0	13	15,5	62	73,8
	E	1	1,5	3	4,5	3	4,5	8	11,9	14	20,9	12	17,9	26	38,8
DUTY4	T	50	58,8	13	15,3	8	9,4	4	4,7	3	3,5	5	5,9	2	2,4
	E	17	25,4	21	31,3	15	22,4	11	16,4	1	1,5	---	---	2	3,0
DUTY5	T	54	63,5	15	17,6	8	9,4	4	4,7	3	3,5	---	---	1	1,2
	E	24	35,8	24	35,8	12	17,9	6	9,0	---	---	---	---	1	1,5

APPENDIX J

Additional Comments Made by Respondents

Additional principles provided by ENS respondents

Scenario 1	<i>level of importance (1-7)</i>
Ensure noone else has been disturbed	1
Seem eager to comply with his/her wishes	1
accomplish my assignment	2
not expressing my point of view if it would only cause conflict	
minimise embarrassment for my friend	2
Scenario 2	
avoid wasting a large amount of time	2
avoid demanding service that the technician can't provide	1
avoid wasting too much time in deliberation	
Scenario 4	
bear in mind whether I want to return to the restaurant	1
keep good relations with the friend I am with	1
minimize the time wasted in correcting the error	2
eat immediately because i feel faint and the dish looks good	1

Additional comments provided by ENS respondents

Scenario 1

- Our library has an area where low-level talking is tolerated!

- If the librarian seemed very stern and closed to negotiation, I would sound polite and pretend to agree, then continue talking quietly when the librarian left.
- I do not think it is acceptable to talk in the library under any circumstances, so I have trouble imagining myself in this situation. I tend to be in the position of telling people off myself.
- I don't really know what you mean by "Sound restrained and unassuming".

Scenario 2

- I'm shy about bothering people, even if it's their job to be bothered.

Scenario 3

- If it's a small fine, it's usually easy enough to talk out of it. If they're being very difficult, though, I would just pay it!

Scenario 4

- It really depends how much of a hurry you are in too - if you want to leave with a full stomach soon, it does not make sense to send the food away because you will just have to wait longer
- My reaction would also depend on how long it would take to get the correct meal
- A situation like this would probably not even affect the tip I leave; if the waiter looks stressed or busy, I'm likely to tip just as well as if I had gotten the right meal.
- It would be in the back of my mind that the waiter could spit in my food.
- You have to take into account how the waiter reacts, this affects my behaviour. eg if he reacts friendly and wants to fix the mistake then I act friendly, but if he is hostile I will immediately become hostile too, I am the customer after all!!!

Scenario 5

- There is no reason why the librarian would be embarrassed

APPENDIX K

‘Appropriateness of situations’ frequency tables

Scenario 1

Q1

								Total
		1	2	3	4	5	6	
Turk	n	47	25	5	5	2	1	85
	%	55,3%	29,4%	5,9%	5,9%	2,4%	1,2%	100,0%
Eng	n	17	20	23	2	4	1	67
	%	25,4%	29,9%	34,3%	3,0%	6,0%	1,5%	100,0%
Total	n	64	45	28	7	6	2	152
	%	42,1%	29,6%	18,4%	4,6%	3,9%	1,3%	100,0%

Q2

									Total
		1	2	3	4	5	6	7	
Turk	n	2	6	8	18	9	16	26	85
	%	2,4%	7,1%	9,4%	21,2%	10,6%	18,8%	30,6%	100,0%
Eng	n	1	3	6	5	8	16	28	67
	%	1,5%	4,5%	9,0%	7,5%	11,9%	23,9%	41,8%	100,0%
Total	n	3	9	14	23	17	32	54	152
	%	2,0%	5,9%	9,2%	15,1%	11,2%	21,1%	35,5%	100,0%

Q3

									Total
		1	2	3	4	5	6	7	
Turk	n	29	15	11	13	11	3	3	85
	%	34,1%	17,6%	12,9%	15,3%	12,9%	3,5%	3,5%	100,0%
Eng	n	11	18	13	11	4	9	1	67
	%	16,4%	26,9%	19,4%	16,4%	6,0%	13,4%	1,5%	100,0%
Total	n	40	33	24	24	15	12	4	152
	%	26,3%	21,7%	15,8%	15,8%	9,9%	7,9%	2,6%	100,0%

Scenario 2

Q1

									Total
		1	2	3	4	5	6	7	
Turk	n	38	31	7	3	4	1	1	85
	%	44,7%	36,5%	8,2%	3,5%	4,7%	1,2%	1,2%	100,0%
Eng	n	12	20	16	6	8	4	1	67
	%	17,9%	29,9%	23,9%	9,0%	11,9%	6,0%	1,5%	100,0%
Total	n	50	51	23	9	12	5	2	152
	%	32,9%	33,6%	15,1%	5,9%	7,9%	3,3%	1,3%	100,0%

Q2

									Total
		1	2	3	4	5	6	7	
Turk	n	9	12	9	6	9	19	21	85
	%	10,6%	14,1%	10,6%	7,1%	10,6%	22,4%	24,7%	100,0%
Eng	n		7	11	8	7	6	28	67
	%		10,4%	16,4%	11,9%	10,4%	9,0%	41,8%	100,0%
Total	n	9	19	20	14	16	25	49	152
	%	5,9%	12,5%	13,2%	9,2%	10,5%	16,4%	32,2%	100,0%

Q3

									Total
		1	2	3	4	5	6	7	
Turk	n	24	18	16	12	7	5	3	85
	%	28,2%	21,2%	18,8%	14,1%	8,2%	5,9%	3,5%	100,0%
Eng	n	13	12	11	10	12	7	2	67
	%	19,4%	17,9%	16,4%	14,9%	17,9%	10,4%	3,0%	100,0%
Total	n	37	30	27	22	19	12	5	152
	%	24,3%	19,7%	17,8%	14,5%	12,5%	7,9%	3,3%	100,0%

Scenario 3

Q1

								Total
		1	2	3	4	5	6	
Turk	n	38	26	10	5	4	2	85
	%	44,7%	30,6%	11,8%	5,9%	4,7%	2,4%	100,0%
Eng	n	23	24	10	7	2		66
	%	34,8%	36,4%	15,2%	10,6%	3,0%		100,0%
Total	n	61	50	20	12	6	2	151
	%	40,4%	33,1%	13,2%	7,9%	4,0%	1,3%	100,0%

Q2

									Total
		1	2	3	4	5	6	7	
Turk	n	3	2	4	7	9	8	52	85
	%	3,5%	2,4%	4,7%	8,2%	10,6%	9,4%	61,2%	100,0%
Eng	n	2	8	9	6	5	15	21	66
	%	3,0%	12,1%	13,6%	9,1%	7,6%	22,7%	31,8%	100,0%
Total	n	5	10	13	13	14	23	73	151
	%	3,3%	6,6%	8,6%	8,6%	9,3%	15,2%	48,3%	100,0%

Q3

									Total
		1	2	3	4	5	6	7	
Turk	n	10	13	18	16	10	14	4	85
	%	11,8%	15,3%	21,2%	18,8%	11,8%	16,5%	4,7%	100,0%
Eng	n	14	13	19	11	7	2		66
	%	21,2%	19,7%	28,8%	16,7%	10,6%	3,0%		100,0%
Total	n	24	26	37	27	17	16	4	151
	%	15,9%	17,2%	24,5%	17,9%	11,3%	10,6%	2,6%	100,0%

Scenario 4

Q1

								Total
		1	2	3	4	5	6	
Turk	n	45	22	11	4		3	85
	%	52,9%	25,9%	12,9%	4,7%		3,5%	100,0%
Eng	n	21	26	13	5	1	1	67
	%	31,3%	38,8%	19,4%	7,5%	1,5%	1,5%	100,0%
Total	n	66	48	24	9	1	4	152
	%	43,4%	31,6%	15,8%	5,9%	,7%	2,6%	100,0%

Q2

									Total
		1	2	3	4	5	6	7	
Turk	n	8	7	12	8	13	13	24	85
	%	9,4%	8,2%	14,1%	9,4%	15,3%	15,3%	28,2%	100,0%
Eng	n	1	7	14	9	8	15	13	67
	%	1,5%	10,4%	20,9%	13,4%	11,9%	22,4%	19,4%	100,0%
Total	n	9	14	26	17	21	28	37	152
	%	5,9%	9,2%	17,1%	11,2%	13,8%	18,4%	24,3%	100,0%

Q3

									Total
		1	2	3	4	5	6	7	
Turk	n	12	12	23	19	7	7	5	85
	%	14,1%	14,1%	27,1%	22,4%	8,2%	8,2%	5,9%	100,0%
Eng	n	6	17	12	12	5	8	6	66
	%	9,1%	25,8%	18,2%	18,2%	7,6%	12,1%	9,1%	100,0%
Total	n	18	29	35	31	12	15	11	151
	%	11,9%	19,2%	23,2%	20,5%	7,9%	9,9%	7,3%	100,0%

Scenario 5

Q1

								Total
		1	2	3	4	5	6	
Turk	n	45	26	8	4	1	1	85
	%	52,9%	30,6%	9,4%	4,7%	1,2%	1,2%	100,0%
Eng	n	36	26	2	2	1		67
	%	53,7%	38,8%	3,0%	3,0%	1,5%		100,0%
Total	n	81	52	10	6	2	1	152
	%	53,3%	34,2%	6,6%	3,9%	1,3%	,7%	100,0%

Q2

									Total
		1	2	3	4	5	6	7	
Turk	n	7	10	16	8	10	15	19	85
	%	8,2%	11,8%	18,8%	9,4%	11,8%	17,6%	22,4%	100,0%
Eng	n	9	22	18	9	3	2	4	67
	%	13,4%	32,8%	26,9%	13,4%	4,5%	3,0%	6,0%	100,0%
Total	n	16	32	34	17	13	17	23	152
	%	10,5%	21,1%	22,4%	11,2%	8,6%	11,2%	15,1%	100,0%

Q3

									Total
		1	2	3	4	5	6	7	
Turk	n	26	11	17	14	8	8	1	85
	%	30,6%	12,9%	20,0%	16,5%	9,4%	9,4%	1,2%	100,0%
Eng	n	31	21	10	4			1	67
	%	46,3%	31,3%	14,9%	6,0%			1,5%	100,0%
Total	n	57	32	27	18	8	8	2	152
	%	37,5%	21,1%	17,8%	11,8%	5,3%	5,3%	1,3%	100,0%

APPENDIX L

Mean scores table of SIP frequencies by group

FACTOR ONE		Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5
MYEMBAR	T	1,75	2,14	2,19	2,58	2,24
	E	2,49	3,27	3,28	3,51	3,40
EMBAR	T	3,25	3,64	4,29	2,64	2,78
	E	3,51	3,91	3,75	2,57	3,15
MYTROUB	T	1,82	2,40	2,56	2,59	1,96
	E	2,27	2,82	2,94	2,76	2,81
TROUB	T	2,72	3,81	4,07	3,13	2,93
	E	2,79	4,45	4,22	3,49	3,85
SMOOTH	T	2,29	2,99	2,95	3,21	1,91
	E	2,33	2,97	2,82	2,39	2,09
RESTR	T	1,75	2,28	2,02	2,44	1,65
	E	3,58	3,87	3,82	3,91	3,67
RULES (sc1)	T	2,75				
	E	3,31				
FACTOR TWO		Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5
WARM	T	2,26	4,26	3,61	3,81	3,58
	E	2,19	3,46	2,46	2,12	2,24
HUMOR	T	4,41	5,06	5,21	4,44	4,52
	E	3,72	4,40	4,15	2,61	3,66
HINT	T	3,78	3,91	4,06	3,76	5,09
	E	4,66	5,12	5,28	4,76	5,76
FACTOR THREE		Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5
CLEAR	T	2,41	1,99	1,32	1,86	1,25
	E	2,96	2,66	1,55	3,03	1,42
TASK	T	3,54	1,67	1,24	1,69	1,73
	E	4,30	1,48	1,42	2,91	1,27
RIGHTS (2)	T		2,27			
	E		1,90			
DUTY (4 &5)	T				2,06	1,72
	E				2,49	2,07
OBEY (3)	T			6,50		
	E			5,55		

*Shaded areas indicate large mean differences between respondent groups