

**T.C.**  
**GAZİ UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**



**A CASE STUDY ON ASSESSING PRAGMATIC AWARENESS OF  
TURKISH EFL LEARNERS VIA SPEECH ACT SET OF COMPLAINTS:  
A CROSS-CULTURAL PRAGMATIC PERSPECTIVE**

**MA THESIS**

**By**  
**Pelin AKINCI AKKURT**

**Ankara-2007**

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**Supervisor**

**Assist. Prof. Dr. İskender Hakkı SARIGÖZ**

**Ankara-2007**

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne;

PELİN AKINCI AKKURT'A ait **A CASE STUDY ON ASSESSING PRAGMATIC AWARENESS OF TURKISH EFL LEARNERS VIA SPEECH ACT SET OF COMPLAINTS: A CROSS-CULTURAL PRAGMATIC PERSPECTIVE** adlı çalışma jürimiz tarafından **İNGİLİZ DİLİ ve EĞİTİMİ** Anabilim Dalında DOKTORA / **YÜKSEK LİSANS TEZİ** olarak kabul edilmiştir.

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## ABSTRACT

**A case study on assessing pragmatic awareness of Turkish EFL learners via speech set of complaints: a cross-cultural pragmatic perspective.**

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In this thesis, pragmatic awareness of Turkish EFL learners have been assessed. Native speakers of English n=80 considered as the control group and Turkish EFL learners n=100 were compared from the aspect of the choice of complaint strategies.

The findings are interpreted statistically and verbally.. The study elicited judgements of appropriateness and acceptability of various complaint formulations in two different situations the context of one of which is formal and the other informal. The findings from this study indicate that aspects of complaints may cause difficulties for TEFL learners. This study suggests the need to raise their pragmatic awareness of Turkish EFL learners regarding the use of complaint strategies in particular contexts.

## ÖZET

### ŞİKAYETLER YOLU İLE İNGİLİZCE EDİMBİLİMSEL FARKINDALIKLARININ ÖLÇÜLMESİ ÜZERİNE BİR ARAŞTIRMA: KÜLTÜRLERARASI EDİMBİLİMSEL BİR BAKIŞAÇISI

Akıncı Akkurt, Pelin

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Bu araştırmada İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin edimbilimsel farkındalıkları değerlendirilmiştir. Çalışmada ana dili İngilizce olan öğrenciler(N=80) ve İngilizceyi yabancı dil olarak öğrenen öğrencilerin şikayet etme strateji seçimleri karşılaştırılmıştır. Bulgular istatistiksel ve sözlü olarak değerlendirilmiştir. Çalışma öğrencilerin şikayet etme stratejilerinin resmi ve resmi olmayan olmak üzere iki farklı bağlamda uygunluk ve kabul edirlilik açısından değerlendirilmelerini esas almaktadır. Çalışma sonucunda elde edilen bulgular göstermektedir ki; İngilizceyi yabancı dil olarak öğrenen Türk öğrenciler açısından “şikayetler” bazı problemlere yol açmaktadır. Bu çalışma İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin belirli bağlamlarda “şikayet etme stratejileri” açısından edimbilimsel farkındalıklarının yükseltilmesinin gerekliliğini vurgulamaktadır.

## TABLE OF CONTENTS

|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| <b>CHAPTER 1: INTRODUCTION.....</b>                               | <b>1</b>  |
| 1.1. Background to the Study.....                                 | 2         |
| 1.2. Problem.....                                                 | 3         |
| 1.3. Aim of the Study.....                                        | 4         |
| 1.4. Importance of the Study.....                                 | 4         |
| 1.5. Scope of the study.....                                      | 5         |
| <b>CHAPTER 2: REVIEW OF LITERATURE.....</b>                       | <b>6</b>  |
| 2.0. Presentation.....                                            | 6         |
| 2.1. Communicative Competence as a Multi-dimensinal Concept ..... | 6         |
| 2.2. Pragmatics with a Clear-cut Focus.....                       | 11        |
| 2.3. Cross-cultural Pragmatics.....                               | 14        |
| 2.4. A Salient Factor in Communication: Culture.....              | 14        |
| 2.5. Culture in the EFL setting.....                              | 18        |
| 2.6. A Touchstone in Constructing Meaning: Context.....           | 20        |
| 2.7. Speech Acts.....                                             | 21        |
| 2.7.1. Background.....                                            | 22        |
| 2.7.2. Felicity Conditions.....                                   | 24        |
| 2.7.3. Classification of Speech Acts .....                        | 26        |
| 2.7.4. The Speech Act Set .....                                   | 31        |
| 2.7.5. The Speech Act Set of Complaints.....                      | 32        |
| 2.7.6. The State of Universality .....                            | 33        |
| 2.8. Politeness Theory .....                                      | 38        |
| 2.9. Contrastive Analysis .....                                   | 40        |
| <b>CHAPTER 3:</b>                                                 |           |
| <b>METHODOLOGY.....</b>                                           | <b>42</b> |
| 3.1. Introduction.....                                            | 42        |
| 3.2. Subjects.....                                                | 42        |
| 3.2.1. American Subjects.....                                     | 42        |
| 3.2.2. Turkish Subjects.....                                      | 43        |
| 3.3. Concept and Limitations.....                                 | 43        |
| 3.4. The Instruments and Data Collection.....                     | 44        |

|                                                                  |     |
|------------------------------------------------------------------|-----|
| <b>CHAPTER 4: DATA ANALYSIS</b> .....                            | 46  |
| <b>4.0. Presentation</b> .....                                   | 46  |
| 4.1. Pilot Study .....                                           | 46  |
| 4.2. Reliability Analysis .....                                  | 46  |
| 4.3. Data Interpretation.....                                    | 48  |
| 4.3.1. Turkish data versus American Data.....                    | 48  |
| 4.3.2. Sum of the Items.....                                     | 102 |
| 4.3.3. Formal Items.....                                         | 102 |
| 4.3.4. Informal Items.....                                       | 103 |
| 4.3.5. Formal and Informal Items for Both Countries .....        | 108 |
| <b>CHAPTER 5: CONCLUSION</b> .....                               | 110 |
| 5.1. Summary.....                                                | 110 |
| 5.2. Implications on ELT.....                                    | 112 |
| 5.3. Implications and Suggestions of Different Scholars.....     | 114 |
| <b>REFERENCES</b> .....                                          | 120 |
| <b>APPENDICES</b> .....                                          | 124 |
| <b>Appendix 1.</b> Questionnaire For Turkish Students.....       | 125 |
| <b>Appendix 2.</b> Questionnaire for American students.....      | 128 |
| <b>Appendix 3.</b> Reliability Analysis Scale.....               | 131 |
| <b>Appendix 4</b> Reliability Analysis Scale.....                | 133 |
| <b>Appendix 5.</b> Descriptive Statistics of the Countries.....  | 134 |
| <b>Appendix 6.</b> Independent Samples t-test.....               | 134 |
| <b>Appendix 7.</b> Descriptive Output of Turkish Students.....   | 135 |
| <b>Appendix 8.</b> Descriptive Output of American Students ..... | 142 |

## LIST OF TABLES

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| TABLE 1: Descriptive Statistics of two Groups.....                          | 44 |
| TABLE 2:Frequency table of Turkish and American students for item 1.....    | 48 |
| TABLE 3: Frequency table of Turkish and American students for item 2.....   | 50 |
| TABLE 4: Frequency table of Turkish and American students for item 3.....   | 52 |
| TABLE 5: Frequency table of Turkish and American students for item 4.....   | 54 |
| TABLE 6: Frequency table of Turkish and American students for item 5.....   | 56 |
| TABLE 7 Frequency table of Turkish and American students for item 6.....    | 58 |
| TABLE 8: Frequency Table of Turkish and American students for item 7.....   | 60 |
| TABLE 9: Frequency table of Turkish and American students for item 8.....   | 62 |
| TABLE 10 Frequency table of Turkish and American students for item 9.....   | 64 |
| TABLE 11 Frequency table of Turkish and American students for item 10.....  | 66 |
| TABLE 12: Frequency table of Turkish and American students for item 11..... | 68 |
| TABLE 13 Frequency table of Turkish and American students for item 12 ..... | 70 |
| TABLE 14: Frequency table of Turkish and American students for item 13..... | 72 |
| TABLE 15 Frequency table of Turkish and American students for item 14.....  | 74 |
| TABLE 16: Frequency table of Turkish and American students for item 15..... | 76 |
| TABLE 17: Frequency table of Turkish and American students for item16.....  | 78 |
| TABLE 18: Frequency table of Turkish and American students for item 17..... | 80 |
| TABLE 19: Frequency table of Turkish and American students for item 18..... | 82 |

|                                                                             |     |
|-----------------------------------------------------------------------------|-----|
| TABLE 20: Frequency table of Turkish and American students for item 19..... | 84  |
| TABLE 21: Frequency table of Turkish and American students for item 20..... | 86  |
| TABLE 22: Frequency table of Turkish students fir item21.....               | 88  |
| TABLE 23: Frequency table of Turkish and American students for item 22..... | 90  |
| TABLE 24: Frequency table of Turkish and American students for item 23..... | 92  |
| TABLE 25: Frequency table of Turkish and American students for item 24..... | 94  |
| TABLE 26: Frequency table of Turkish and American students for item 25..... | 96  |
| TABLE 27: Frequency table of Turkish and American students for item 26..... | 98  |
| TABLE 28: Frequency table of Turkish and American students for item 27..... | 100 |
| TABLE 29: The Frequency table of Sum of the Items.....                      | 102 |
| TABLE 30: Independent samples t-test.....                                   | 104 |
| TABLE 31: Frequency table of Item sum.....                                  | 109 |

## LIST OF FIGURES

|                                                 |    |
|-------------------------------------------------|----|
| FIGURE 1:Histogram for countries.....           | 45 |
| FIGURE 2: Histogram of TEFLs for item 1.....    | 49 |
| FIGURE 3:Histogram of NSs for item 1 .....      | 49 |
| FIGURE 4: Histogram of TEFLs for item 2.....    | 51 |
| FIGURE 5: Histogram of NSs for item 2.....      | 51 |
| FIGURE 6: Histogram of TEFLs for item 3.....    | 53 |
| FIGURE 7: Histogram of NSs for item 3 .....     | 53 |
| FIGURE 8:Histogram of TEFLs for item 4 .....    | 55 |
| FIGURE 9: Histogram of NSs for item 4 .....     | 55 |
| FIGURE 10: Histogram of TEFLs for item 5.....   | 57 |
| FIGURE 11:Histogram of NSs for item 5 .....     | 57 |
| FIGURE 12: Histogram of TEFLs for item 6 .....  | 59 |
| FIGURE 13: Histogram of NSs for item 6 .....    | 59 |
| FIGURE 14:Histogram of TEFLs for item 7 .....   | 61 |
| FIGURE 15: Histogram of NSs for item 7.....     | 61 |
| FIGURE 16:Histogram of TEFLs for item 8 .....   | 63 |
| FIGURE 17:Histogram of NSs for item 8 .....     | 63 |
| FIGURE 18: Histogram of TEFLs for item 9.....   | 65 |
| FIGURE 19: Histogram of NSs for item 9.....     | 65 |
| FIGURE 20:Histogram of TEFLs for item 10.....   | 67 |
| FIGURE 21: Histogram of NSs for item 10.....    | 67 |
| FIGURE 22: Histogram of TEFLs for item 11 ..... | 69 |
| FIGURE 23: Histogram of NSs for item 11 .....   | 69 |
| FIGURE 24:Histogram of TEFLs for item 12 .....  | 71 |

|                                                 |    |
|-------------------------------------------------|----|
| FIGURE 25:Histogram of NSs for item 12.....     | 71 |
| FIGURE 26: Histogram of TEFLs for item 13 ..... | 73 |
| FIGURE 27:Histogram of NSs for item 13 .....    | 73 |
| FIGURE 28: Histogram of TEFLs for item 14.....  | 75 |
| FIGURE 29: Histogram of NSs for item 14 .....   | 75 |
| FIGURE 30: Histogram of TEFLs for item 15.....  | 77 |
| FIGURE 31: Histogram of NSs for item 30.....    | 77 |
| FIGURE 32:Histogram of TEFLs for item 16.....   | 79 |
| FIGURE 33 :Histogram of NSs for item 16 .....   | 79 |
| FIGURE 34: Histogram of TEFLs for item 17.....  | 81 |
| FIGURE 35:Histogram of NSs for item 17.....     | 81 |
| FIGURE 36: Histogram of TEFLs for item 18 ..... | 83 |
| FIGURE 37: Histogram of NSs for item 18 .....   | 83 |
| FIGURE 38: Histogram of TEFLs for item 19 ..... | 85 |
| FIGURE 39:Histogram of NSs for item 19 .....    | 85 |
| FIGURE 40: Histogram of TEFLs for item 20.....  | 87 |
| FIGURE 41: Histogram of NSs for item 20 .....   | 87 |
| FIGURE 42:Histogram of TEFLs for item 21 .....  | 89 |
| FIGURE 43: Histogram of NSs for item 12 .....   | 89 |
| FIGURE 44:Histogram of TEFLs for item 22.....   | 91 |
| FIGURE 45: Histogram of NSs for item 22 .....   | 91 |
| FIGURE 46: Histogram of TEFLs for item 23 ..... | 93 |
| FIGURE 47:Histogram of NSs for item 23 .....    | 93 |
| FIGURE 48: Histogram of TEFLs for item 24 ..... | 95 |
| FIGURE 49:Histogram of NSs for item 24.....     | 95 |

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| FIGURE 50:Histogram of TEFLs for item 25.....                                        | 97  |
| FIGURE 51:Histogram of NSs for item 25 .....                                         | 97  |
| FIGURE 52: Histogram of TEFLs for item 26.....                                       | 99  |
| FIGURE 53:Histogram of NSs for item 26.....                                          | 99  |
| FIGURE 54: Histogram of TEFLs for item 27.....                                       | 101 |
| FIGURE 55:Histogram of NSs for item 27.....                                          | 101 |
| FIGURE 56:The figure of the answers of Turkish students to formal questions .....    | 105 |
| FIGURE 57:The figure of the answers of Turkish students to informal questions .....  | 105 |
| FIGURE 58:The figure of the sum of Turkish students' answers overall .....           | 106 |
| FIGURE 59:The figure of the answers of American students to formal questions .....   | 106 |
| FIGURE 60:The figure of the answers of American students to informal questions ..... | 107 |
| FIGURE 61:The figure of the sum of American students' answers overall .....          | 107 |
| FIGURE 62: Itemsum of both countries.....                                            | 109 |

## **CHAPTER 1:**

### **1.INTRODUCTION**

#### **1.1. Background to the Study**

Globalization has touched our lives in many fields such as economics, political affairs and personal relationships by bringing diminishing national borders of the countries, even the continents. Our lives turned out to be much more cross-cultural than ever. A foreigner in your town doesn't mean someone "out of this world" anymore. On the other hand, it is still not warranted that even greeting each other in a daily life situation will be the same due to the fact that such communication devices can be arbitrary in different cultures and different settings. It is an obvious fact that target culture experience may very often lead to the failure of communication without cultural communication. However such a misunderstanding in communication can take you even to the borders of impoliteness, in addition to being misunderstood inevitably.

It is a fact that the existence of speech acts, including complaints, is universal, that is, the language of any community on earth has the potential to be able to produce them. However, the contexts of situation and the types of linguistic forms available are naturally culture specific, and the major problem in cross-linguistic foreign language communication is not the non existence of a speech act in the native or target language, but rather the way how and under what circumstances it is performed. Handling context with its culture specific variables and the linguistic selection based on these specificities requires attention to different disciplines such as linguistics, sociolinguistics and pragmatics. Because of the differences between culture specific variables and linguistic selections across cultures, different languages develop different sets of patterned, routinized utterances that their speakers use to perform a variety of speech acts such as complaints, refusals, requests, invitations, offers, etc., and as Wolfson (1989:15) mentions, 'the principle underlying the investigation of speech behaviours... is that these are far from being universal across cultural groups'.

Learning and teaching a foreign language communicatively has been the concern of scholars in recent years. Learning a foreign language and teaching it via words and grammatical structures per se is not sufficient enough to create a communicative context. In order to avoid adherence to only one aspect of language and sticking rule governed structures, pragmatic perspective which deals with the use of language from the point of users should be the preferable one. As Çakır(2006) contends successful speaking is not just to master of using grammatically correct words and forms but also knowing when to use them and under what circumstances. At this point the importance of incorporating culture into language arises.

Applied linguistics emphasizes the salience of the scientific study of communication both for the sake of language teaching and for enhancing cross-cultural understanding. As been proposed by Wolfson the lack of knowledge about the diversity of value systems is the reason for intercultural misunderstanding (Wolfson 1989).

Speech acts are among the most important aspects of the sociolinguistics, therefore, the communicative competence. Being defined as a minimal unit of discourse, a basic unit of communication by Searle (in Nelson, Bakary & Batal, 1996), speech acts necessitate understanding both the language used and the social situation within the act in question takes place. The fact that communicative competence is dependent on the efficient use of speech acts cannot be neglected.

The fact that Speech acts' being difficult to perform in the target language can be explained due to the lack of efficient knowledge on cultural norms in the target language. The common tendency for language learners is to rely on their first language making generalizations which leads to transfer something to the target language which is not acceptable in that language. It is essential that these learners understand exactly what they do in that first language in order to be able to recognize what is transferable to other languages.

Something that works in English might not transfer in meaning when translated into the target language.

To teach a language the students' attention should be drawn mostly to use of language rather than only dealing with grammatical structures. We should raise their pragmatic awareness. The situations in which mutual misunderstandings occur due to lack of communicative competence are supposed to be weird and annoying rather than grammatical ones. This study aims to detect the similarities and differences in language use of Advanced level Turkish students from the point of cross-cultural pragmatics by comparing and contrasting their use of speech act set of "complaints".

## **1.2. Aim of the Study**

This study aims to find out the situations the learners encounter due to some misunderstandings across cultures and to detect the pragmatic failure of Turkish EFL learners, henceforth (TEFL) stemmed from different perception of language due to cross-cultural differences.

The main objective of this study is to assess students' competency in using speech acts set of complaints from the aspect of cross-cultural pragmatics. To achieve this main goal, this study is supposed to answer the following questions:

1. Are there differences in the perception of speech set of complaints between the native speakers of American English and Turkish EFL learners?
2. Does the social status of the Hearer display divergence between NSs and TEFLs?

### 1.3. Importance of the Study

Speaking more than one language and coming across with people from different cultures is an indispensable part of our lives from the aspect of globalization (Kecskes 2006). According to Mey (2004) culture, in order to “grow” or “be grown,” has to have a cultivating environment; pragmatics, in order to be really “practical,” has to respect the individual’s choice, also when it comes to culture.

Cultures don’t belong to individuals; neither can they be transported. Mey(2004) considers intercultural pragmatics as a field of research and as an area of practice and he adds that intercultural pragmatics can contribute to a way out of the dilemma by building a bridge between the two extreme positions: safeguarding the culture-as-culture while attending to the needs of the users. In other words, we have to remind our-selves not only that cultures are not absolute or eternal values, but also, and perhaps even more importantly, that humans are humans and have human needs.

Çakır (2006) contends that communicating internationally inevitably involves communicating interculturally as well, which probably leads us to encounter factors of cultural differences. He also mentions that such kind of differences exist in every language such as the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (e.g. apologies, suggestions, complains, refusals, etc.) Moreover according to (Alptekin, 2002), EFL educators need to consider the implications of the international status of English in terms of appropriate pedagogies and instructional materials that can help learners become successful bilingual and intercultural individuals who are able to function well in both local and international settings

One of the most salient aims of language teaching is to achieve native-like competency in target language via communicative teaching. The basic point to be considered is how to create a communicative atmosphere and which aspects to include in a classroom setting.

Classroom setting is a very important factor in teaching a foreign language due to the fact that it constitutes the context for language learning which is created in this atmosphere.

Pragmatics seeks to explain aspects of meaning which cannot be found in the plain sense of words or structures. Because of this reason a pragmatic perspective is one of the most important aspects in language teaching.

#### **1.4. Scope of the Study**

Stress and intonation are crucial factors in discourse. For further studies it would be better to make the students listen to the questionnaire from a recorded version, by this way it would be better to pay attention to stress and intonation and differentiate the speech patterns. Another limitation is that current study investigates only one aspect of speech act “complaints.”

## **CHAPTER 2: REVIEW OF LITERATURE**

### **2.0 Presentation**

This chapter focuses on the literature which is relevant to the present study. First it examines communicative competence and pragmatics in the literature. Next, it elaborates on cross-cultural pragmatics. Then it dwells on culture, context, speech acts, felicity conditions, the state of universality, contrastive analysis and politeness strategies. Finally, a summary of the pertinent literature is provided.

### **2.1. Communicative Competence as a Multidimensional Concept**

Forms and associated meanings are the basic two elements that communication depends on. As the association may be as simple as one form-one meaning, it may also be a multiple association of a linguistic form with more than one meaning or an intended meaning with more than one possible form. In multiple associations when the form encoding the Speaker's intention is decoded by the Hearer into a different meaning, miscommunication is unavoidable. Such miscommunications frequently occur not only between the speakers of the same speech community but also between the speakers from different language backgrounds.

However according to Chen (1996:13), communication is less problematic between the people from the same speech community because people share the same culture of speaking; they form certain conventions for form-and-meaning associations, and in so doing they develop their communicative competence within the society.

The term communicative competence was firstly introduced by Hymes (1972: 281) as a reaction to the restriction of the domain of linguistic inquiry to grammatical competence. In Chomsky's (1965: 3) view Hymes (1972: 278) asserts that 'The engagement of language in social life has a positive, productive aspect. There are rules of use without which the rules of grammar would be useless'. And since meaning is clear only in real language situations, idealized situations with an ideal speaker-listener cannot provide insight into the nature of the sociolinguistic rules that comprise communicative competence. He then illustrates his point in the discussion of a hypothetical child who "acquires knowledge of sentences, not only as grammatical, but also appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner".

Campbell and Wales (1970: 247) also focus on the social aspect of communication and state that "By far the most important linguistic ability is that of being able to produce or understand utterances which are not so much grammatical but, more important, appropriate to the context in which they are made". Both Hymes' (1972) and Campbell and Wales' (1970) concepts are in line with Goodenough's view. Goodenough (1964: 36) states that "language consists of whatever it is one has to know in order to communicate with its speakers as adequately as they do with each other and in a manner which they will accept as corresponding to their own".

According to Hymes (1980: vi), communicative competence is shaped by social life from infancy onward, and "depending on gender, family, community and religion, children are raised in terms of one configuration of the use and meaning of language rather than another": Berns (1990: 31) supports Hymes' s claim and states that as there is more than one social setting in which appropriateness in using a language can be shaped, the concept of communicative competence for a language cannot be considered in monolithic terms, and gives English as an example. As a result of contact with different cultural and social systems, English has been adapted to the social life of the English-speaking communities in which it has come to function, and this process of adaptation has been extended to notions of appropriateness in form and function.

Hymes (1972: 281) rejects the Chomskyan notion of communicative competence and proposes a theory of competence that includes the language user's knowledge of (and ability for use of) rules of language use in context, and what underlies Chomskyan concept — grammatical competence - is one of the factors of communicative competence. The integration of linguistic theory with theory of communication and culture leads to a fourfold distinction, that is,

1. Whether (and to what degree) something is formally possible,
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available,
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated,
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

Canale and Swain (1980: 16) interpret Hymes' fourfold distinction as the interaction of grammatical (what is formally possible), psycholinguistic (what is feasible in terms of human information processing), sociocultural (what is the social meaning or value of a given utterance), and probabilistic (what actually occurs) systems of competence.

Halliday's (1970: 145) notion of "the functions of language" adds another perspective to the theory of communicative competence. in line with Hymes' view, Halliday (1970: 145) asserts that "Linguistics is concerned with the description of speech acts or texts since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus", that is, only by looking at language in use or in its context of situation are we able to understand the functions served by a particular grammatical structure. According to Halliday (1970: 143), there are three basic functions of language:

1. Ideational function: Language serves for the expression of content, which includes the speaker's experience of the real world and the inner world of his own consciousness.
2. Interpersonal function: Language serves to establish and maintain social relations.
3. Textual function: Language has to provide for making links with itself and with features of the situation in which it is used. Savignon (1983: 14) interprets this feature as the one that enables the speaker or writer to "construct" texts, or connected passages of discourse that is situationally relevant, and enables the listener or reader to distinguish a text from a random set of sentences.

Based on what has been accounted for, it can be claimed that knowing the grammar of a language does not result in successful communication; having the knowledge of how to employ the forms in order to produce and understand acceptable form combinations is just as important. For native language use, learning how to do these combinations starts from infancy onward.

However, to a foreign language learner, who attempts to acquire the language by learning the forms in an environment outside the speech community, his/her development of communicative competence may be hindered because of the lack of knowledge about how the forms carry sociocultural meanings. Based on the broad distinction made by Thomas (1983: 92) between "grammatical competence" - the abstract or decontextualized knowledge of intonation, phonology, syntax, semantics, etc. and "pragmatic competence" — the ability to use language effectively in order to achieve a specific purpose and to understand language in context what a foreign language learner often lacks is pragmatic competence. According to Chen (1996: 13), pragmatic competence does not necessarily develop with the acquisition of grammatical competence.

With a pedagogical perspective, Canale and Swain (1980: 6) describe communicative competence as "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use". They proposed a three-component framework for communicative competence, which included grammatical, sociolinguistic and strategic competencies (1980: 28-29), and Canale (1983: 6-10) extended this to four component competence. It can be claimed to be the first comprehensive pedagogical model of communicative competence and includes:

1. Grammatical competence: the mastery of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.)
2. Sociolinguistic competence: the mastery of the sociocultural rules of language use (appropriate application of vocabulary, register, politeness and style in a given situation)
3. Discourse competence: the mastery of how to combine grammatical forms and meanings into different types of cohesive texts (e.g. political speech, poetry)
4. Strategic competence: the mastery of verbal and non-verbal communication strategies which enhance the effectiveness of communication and enable the learner to overcome difficulties when communication breakdowns occur.

The Canale and Swain approach has been further developed by Bachman (1990: 81-107): first, the structure of the components of communicative competence has become more complex. Bachman (1990: 87) divides language competence into an organizational competence and a pragmatic competence. The organizational competence is subdivided into linguistic competence and textual competence. So, Bachman has renamed discourse competence and moved it to come closer to linguistic competence.

Pragmatic competence is concerned with areas such as illocutionary competence, sociolinguistic competence, and lexical competence. The radical difference between the two models is that Bachman (1990: 85) does not see strategic competence as compensatory, but as central to all communication. It carries out this role by determining communicative goals, assessing communicative resources, planning communication, and then executing the plan.

Communicative, or pragmatic, competence is the ability to use language forms in a wide range of environments, factoring in the relationships between the speakers involved and the social and cultural context of the situation (Lightbown and Spada, 1999; Gass and Selinker, 2001). Speakers who may be considered “fluent” in a second language due to their mastery of the grammar and vocabulary of that language may still lack pragmatic competence; in other words, they may still be unable to produce language that is socially and culturally appropriate. Chomsky's this explanation of what is to know a language has had both supporters and opponents. Dell Hymes (1972) pointed out that Chomsky's competence/performance model does not provide an explicit place for sociocultural features, and proposed the notion of communicative competence. According to Hymes, communicative competence means more than grammatical knowledge. Psychological and socio-linguistic factors affect the communication that take place in context. Therefore, we need to be able to produce appropriate utterances to the context in which our conversations take place. This could only be achieved by being aware of the sociolinguistic rules as well as the linguistic rules of our language.

## **2.2. Pragmatics with a a Clear-cut focus**

As Aitchison(1996) mentions:

“We human beings are odd compared with our nearest animal relatives. Unlike them, we can say what we want, when we want. All normal humans can produce and understand any

number of new words and sentences. Humans use the multiple options of language often without thinking. But blindly, they sometimes fall into its traps. They are like spiders who exploit their webs, but themselves get caught in the sticky strands.”

It is our pragmatic competency which helps us stay away from sticky strands of words.

Pragmatics studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation. We get through our messages to others via language. In order to be able to communicate well, it is essential that we be expressive. Expressiveness is a way of tactic. According to Charles W. Morris, who introduced the term pragmatics, “pragmatics is the study of all the psychological, biological, and sociological phenomena which occur in the functioning of signs” (1971:43). David Crystal stated that, "Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (Crystal 1985: 240). That is, pragmatics is the study of communicative action in its socio-cultural context. Communicative action includes not only speech acts - such as requesting, greeting, complaining and so on - but also participation in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events. Leech (1983) and Thomas (1983) proposed to subdivide pragmatics into a pragmlinguistic and socio-pragmatic component. Pragmlinguistics refers to the resources for conveying communicative acts and relational or interpersonal meanings. Such resources include pragmatic strategies like directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts. Sociopragmatics was described by Leech (1983: 10) as 'the sociological interface of pragmatics', referring to the social perceptions underlying participants' interpretation and performance of communicative action. Speech communities differ in their assessment of speaker's and hearer's social distance and social power, their rights and obligations, and the degree of imposition involved in particular communicative acts (Takahashi & Beebe, 1993; Blum-Kulka & House, 1989; Olshtain, 1989). The values of context factors are negotiable; they can change through the dynamics of conversational interaction, as captured in Fraser's (1990) notion of the 'conversational contract' and in Myers-Scotton's Markedness Model (1993).

Kasper (1997) considers pragmatics as the study of communicative action in its socio-cultural context. One of the most significant components of communicative action is context. Context is also one of the most crucial factors in pragmatics based on his definition of pragmatics.

Yule (1996:4) describes pragmatics as "the study of the relationships between linguistic forms and the users of those forms." Wierzbicka (1991: 5) considers pragmatics as an aspect of semantics.

Riley (1989) uses the term "pragmatic errors" to emphasize the importance of pragmatic competence and makes such an explanation: "Pragmatic errors are the result of an interactant imposing the social rules of one culture on his communicative behaviour in a situation where the social rules of another culture would be more appropriate" (p. 234).

### **2.3. Cross-Cultural Pragmatics**

Wierzbicka (1991) contends that cross-cultural pragmatics is the study of linguistic action carried out by language users from different ethnolinguistic backgrounds.

Although used interchangeably, Keszkes (2005) makes a distinction between the terms "intercultural and "cross-cultural". He states that cross-cultural communication is usually considered a study of a particular idea(s), or concept(s), within several cultures that compares one culture to another on the aspect of interest, intercultural communication focuses on interactions among people from different cultures.

According to Çakır (2006) the reasons for familiarizing learners with the cultural components should be to:

- develop the communicative skills,
- understand the linguistic and behavioral patterns both of the target and the native culture at a more conscious level,
- develop intercultural and international understanding,
- adopt a wider perspective in the perception of the reality,
- make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication.

As Thomas (1983:107) has pointed out: "Every instance of national or ethnic stereotyping should be seen as a reason for calling in the pragmaticist and discourse analyst!", which is a fact proving and emphasizing the necessity to be familiar with the target language and its culture.

#### **2.4. A Salient factor in Communication: Culture**

The undeniable connection between language and culture has always been the concern of language teachers. Whether culture of the target language is to be incorporated into foreign language teaching has been a subject of rapid change throughout language teaching history. In the course of time, the EFL practitioners' opinion has changed direction against or for teaching culture in context of language teaching.

It is obvious that educators involved in language teaching have again begun to understand the intertwined relation between culture and language (Pulverness, 2003). It has been emphasized that without the study of culture, teaching language is inaccurate and

incomplete. Acquiring a new language means a lot more than learning the syntax of that language and lexicon. According to Bada (2000: 101), “the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.”

The mutual relation between language and culture, i.e. the interaction of language and culture has long been a settled issue according to the writings of prominent philosophers such as Wittgenstein (1980; 1999), Saussure (1966), Foucault (1994), Adorno (1993), Davidson (1999), and Chomsky (1968). These are the names first to come to mind when the issue is the relation between language and culture. Yet, the most striking linguists dealing with the issue of language and culture are Sapir (1962) and Whorf (1956). They are the scholars whose names are often used synonymously with the term “Linguistic Relativity” (Richards et al, 1992). The core of their theory is that a) we perceive the world in terms of categories and distinctions found in our native language and b) what is found in one language may not be found in another language due to cultural differences.

Although the ground of discussion on language and culture has been cleared for ages, it is not until the 80s that the need of teaching culture in language classes is indicated, reaching its climax in the 90s as a result of the efforts of Byram and Kramsch. For instance in the case of ELT, Pulverness (2003) asserts that due to the undeniable growth of English as an international language cultural content as anything other than contextual background was began to be included in language teaching programs.

Kitao (2000) giving reference to several authors lists some of the benefits of teaching culture as follows:

- Studying culture gives students a reason to study the target language as well as rendering the study of L2 meaningful (Stainer, 1971).

- From the perspective of learners, one of the major problems in language teaching is to conceive of the native speakers of target language as real person. Although grammar books gives so called genuine examples from real life, without background knowledge those real situations may be considered fictive by the learners. In addition providing access into cultural aspect of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places (Chastain, 1971).
- The affect of motivation in the study of L2 has been proved by experts like Gardner and Lambert (1959, 1965, 1972). In achieving high motivation, culture classes do have a great role because learners like culturally based activities such as singing, dancing, role playing, doing research on countries and peoples, etc. The study of culture increases learners' not only curiosity about and interest in target countries but also their motivation. For example, when some professors introduced the cultures of the L2s they taught, the learners' interests in those classes increased a lot and the classes based on culture became to be preferred more highly than traditional classes. In an age of post-modernism, in an age of tolerance towards different ideologies, religions, sub-cultures, we need to understand not only the other culture but also our own culture. Most people espouse ethnocentric views due to being culture bound, which leads to major problems when they are confronted with a different culture. Being culture bound, they just try to reject or ignore the new culture. As if it is possible to make a hierarchy of cultures they begin to talk about the supremacy of their culture. This is because they have difficulty understanding or accepting people with points of view based on other views of the world. This point is also highlighted by Kramsch (2001)

“People who identify themselves as members of a social group (family, neighborhood, professional or ethnic affiliation, nation) acquire common ways of viewing the world through their interactions with other members of the same group. These views are reinforced through institutions like the family, the school, the workplace, the church, the government, and other sites of socialization through their lives. Common attitudes, beliefs and values are reflected in the way members

of the group use language-for example, what they choose to say or not to say and how they say it (2001:6). “

- Besides these benefits, studying culture gives learners a liking for the native speakers of the target language. Studying culture also plays a useful role in general education; studying culture, we could also learn about the geography, history, etc. of the target culture (Cooke, 1970).

Mc Kay (2003) contends that culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. For example, while some textbooks provide examples from the target culture, some others use source culture materials.

Some experts, however, approach the issue of teaching culture with some kind of reservation. Bada (2000) reminds us that awareness of cultural values and societal characteristics does not necessarily invite the learner to conform to such values, since they are there to “refine the self so that it can take a more universal and less egoistic form” . Besides, we are reminded of the fact that English language is the most studied language all over the world, whereby the language has gained a lingua franca status (Alptekin, 2002; Smith, 1976). Alptekin (2002) in his article, favoring an intercultural communicative competence rather than a native-like competence, asserts that since English is used by much of the world for instrumental reasons such as professional contacts, academic studies, and commercial pursuits, the conventions of the British politeness or American informality proves irrelevant. Quite in the same manner, Smith (1976) highlighting the international status of English language lists why culture is not needed in teaching of English language:

- there is no necessity for L2 speakers to internalize the cultural norms of native speakers of that language
- an international language becomes de-nationalized
- the purpose of teaching an international language is to facilitate the communication of learners' ideas and culture in an English medium (McKay, 2003).

## **2.5. Culture in the EFL Setting**

According to Oatey (2003) culture can be treated as an explanatory variable in cross-cultural pragmatic studies. Language and culture are two notions which have close boundaries. The words people utter refer to common experience. They express facts, ideas or events which are communicable because they reflect the accumulated knowledge related to world that other people share. Learning a language successfully doesn't merely mean learning the syntax of that language, it means learning the gists of the culture of that language. There is a strong link between language and culture as individuals reflect their lifestyle in the choice of vocabulary. If our sole aim is to create a contextual atmosphere, leading our students to learn effectively and more enthusiastically then it means it is essential that we integrate the culture in our lessons. In EFL settings the students are faced with the process of acculturation (Brown, 2001) which will vary with the context and the goals of learning. The setting should be enhanced by adding a dimension to culture learning and language learning. (Brown, 2001) Pragmatics is defined as "the study of the use of language in human communication as determined by the conditions of society" (Mey 2001: 6). Due to the fact that culture is the inseparable part of society the pragmatic study of language has an important cultural aspect.

According to Wierzbicka we must look for a point of view not outside all human cultures (1991:9). Gumperz (1982) and Hymes (1996) developed an analytical framework to study culture in communication which emphasizes two important things: (1) the highly

critical role of context in intercultural communication, (2) the importance of social differences, power relations and different value systems in assessing the role and function of culturally marked varieties of communication.

In the 1980s, the importance of culture in the foreign language curriculum was enhanced by the emergence of the communicative approach (Canale & Swain, 1980; Seelye, 1988). Stemmed from the belief that communication is not only an exchange of information but also a value-laden activity, learners were encouraged to take on the role of the foreigners so that they might gain insight into the values and meanings of the foreign culture (Byram & Morgan, 1994). By means of increased awareness of the variety and diversity of the target culture communities, researchers cautioned that within the communicative competence framework, learning a foreign language could become a kind of en-culturalization where one acquired new cultural frames of reference and a new world view (Alptekin, 2002; Widdowson, 1994). With its standardized native-speaker norm, communicative-competence-based teaching might confine the learners to a model that is unrealistic. In other words, the monolithic portrayal of native speakers' language and culture could not reflect the reality of English as an international language, and thus it fell short in teaching English as such.

The rejection of modeling after native speakers for cultural learning nudged the teaching of foreign culture into a new direction. Communication situations are currently seen as encounters between the learner's culture and that of the other. More recently, the term "intercultural competence" has been used in books and articles dealing with the cultural dimension of foreign language education to indicate the goal towards which students who want to communicate "across different cultures" should work. The use of the term "intercultural" reflects the view that foreign language students need to gain insight both into their own culture and the foreign culture, as well as be aware of the meeting of cultures that often takes place in communication situations in the foreign language (Kramsch, 1993). Learners must first become familiar with what it means to be part of their own culture and by exploring their own culture (by discussing the values, expectations, traditions, customs, and rituals they unconsciously take part in) before they are ready to reflect upon the values, expectations, and traditions of others with a higher degree of intellectual objectivity (Straub, 1999). Foreign language teachers should help learners reorganize their own complex cultural

micro cosmos and offer learners opportunities to develop skills to investigate cultural complexity and to promote cultural curiosity (Abrams, 2002).

An overview of the development of the teaching of culture in a foreign language classroom reveals several stages. They include the factual transmission method, the cross-cultural contrastive approach, the communicative competence-based teaching, and the intercultural competence perspective. As the ways in which foreign language educators deal with the teaching of culture evolve, the status of the language learner's own culture begins to be recognized. It is becoming clearer that culture teaching should not ignore the role of the learner's own culture. After all, the learner's interpretation of the target culture is done through the lens of his/her own cultural background and knowledge. Culture learning is not merely learning the target culture, but gaining insights into how the culture of the target language interacts with one's own cultural experience.

## **2.6. A Touchstone in constructing meaning: Context**

Context is the key factor in attaining meaning to words. Bateson (cited in Akman 2000) states that without context, words and actions have no meaning at all. Akman (2000:725) puts forth that context is a crucial factor in communication. Two outstanding factors emphasized can be stated as; the highly critical role of context in intercultural communication and the importance of social differences, power relations and different value systems in assessing the role and function of culturally marked varieties of communication.

Givon (1989) subdivides context into three major foci: (cited in Akman2003).

- the generic focus: shared world and culture
- the deictic focus: shared speech situation, which includes deixis (Fillmore, 1997), socio-personal relations, and speech act teology;
- the discourse focus: shared prior text, which includes overt and covert propositions, and meta-propositional modalities.

As Akman(2003) contends the notion of context is a complex one and several components have been focused upon over the years by scholars in various theoretical frameworks. Rosch (1978) (cited in Akman) proposes two points of attraction around which the various notions of context seem to converge:

- a local point: which is related to the structural environment. It is activated and constructed in the ongoing interaction as it becomes relevant(Sperber and Wilson, 1986), and is eventually shared by interactants;
- a global point, which refers to the given external components of the context. It includes knowledge and beliefs, and the general experience resulting from the interplay of culture and community.

Gumperz (1982) and Hymes (1996) similarly emphasized the mutual relation between context and culture and developed an analytical framework to study culture in communication.

Thomas (1995) proposes the term “levels of meaning”. According to him, the first level is “abstract meaning, “the second is contextual meaning and the following is; “the force of an utterance”, which is reached when the speaker’s intention is considered. Mey (1993:42) puts forth two kinds of contexts in identifying communication. Societal context solely defined by society’s institutions, and the Social context which exists naturally during interaction.

## **2.7. Speech Acts**

Speech act theory attempts to explain how speakers use language to accomplish intended actions and how hearers infer intended meaning from what is said. Speech act studies are now considered a sub-discipline of cross-cultural pragmatics, however they actually take their origin in the philosophy of language.

It was for too long the assumption of philosophers that the business of a ‘statement’ can only be to ‘describe’ some state of affairs, or to ‘state some fact’, which it must do either truly or falsely. (...) But now in recent years, many things, which would once have been accepted without question as ‘statements’ by both philosophers and grammarians have been scrutinized with new care. (...) It has come to be commonly held that many utterances which look like statements are either not intended at all, or only intended in part, to record or impart straight forward information about the facts (...). (Austin, 1962: 1)

Philosophers like Austin (1962), Grice (1957), and Searle (1965, 1969, 1975) offered basic insight into this new theory of linguistic communication based on the assumption that “(...) the minimal units of human communication are not linguistic expressions, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving directions, apologizing, thanking, and so on” (Blum-Kulka, House, & Kasper, 1989, p.2). Austin (1962) defines the performance of uttering words with a consequential purpose as “the performance of a locutionary act, and the study of utterances thus far and in these respects the study of locutions, or of the full units of speech” (p. 69). These units of speech are not tokens of the symbol or word or sentence but rather units of linguistic communication and it is “(...) the production of the token in the performance of the speech act that constitutes the basic unit of linguistic communication” (Searle, 1965, p.136). According to Austin’s theory, these functional units of communication have propositional or locutionary meaning (the literal meaning of the utterance), illocutionary meaning (the social function of the utterance), and perlocutionary force (the effect produced by the utterance in a given context) (Cohen, 1996: 384).

### **2.7.1. Background**

A speech act is a minimal functional unit in human communication. Just as a word is the smallest free form found in language and a morpheme is the smallest unit of language that carries information about meaning, the basic unit of communication is a speech act. The

existence of speech acts as one of the central phenomena in pragmatic theory extends back to Austin's (1962) posthumously published book *How to Do Things with Words*. According to Austin's theory (1962), what we say has three kinds of meaning:

1. propositional meaning - the literal meaning of what is said

*"It's hot in here."*

2. illocutionary meaning - the social function of what is said

*"It's hot in here"* could be:

- an indirect request for someone to open the window
- an indirect refusal to close the window because someone is cold
- a complaint implying that someone should know better than to keep the windows closed (expressed emphatically)

3. perlocutionary meaning - the effect of what is said

*"It's hot in here"* could result in someone opening the windows.

Austin asserted that language is performative, and no matter it is explicitly or implicitly we perform an act through what we say, that is, in saying something that has a certain sense and reference, we are normally also doing something other than just saying it- making a request, or a complaint, etc. Schmidt and Richards (1980:129) explain "speech acts" as "all the acts we perform through speaking, all the things we do when we speak".

The classic distinction between the different aspects of speech acts originates with Austin (1962: 109). He mentions that in all regular utterances, whether they have a performative verb or not, there is both a "doing" element and a "saying" element. According to Leech (1983: 176), this is the point at which "locutionary acts", "illocutionary acts" and "perlocutionary acts" differ.

The locutionary act is simply the act that we perform in saying something which has a certain sense and reference. The locutionary act can be realized through using one

of the "performative verbs" explicitly, as in the sentence "I promise to be there", or without the presence of a performative verb, implicitly as in the sentence "I will be there". The latter sentence is different from the former in the sense that the act of promising is implicit. The act which is implicit and has a "certain (conventional) force" and performed by an utterance is an illocutionary act. The third aspect which "we bring about or achieve by saying something, such as convincing, persuading, deterring" (Austin 1962:108) is called the perlocutionary act. According to Austin (1962:110), "We must distinguish the illocutionary from the perlocutionary acts: for example we must distinguish "in saying it I was warning him" from "by saying it I convinced him, or surprised him, or got him to stop".

The occurrence of a speech act with its three aspects (the locutionary, illocutionary and perlocutionary acts) requires meeting some certain conditions, that is "the felicity conditions. These conditions were first introduced by Austin (1962), based on his distinction between "performatives" and "constatives", and later were systematized and generalized to the broad categorization of speech acts by Searle (1969).

### **2.7.2 Felicity Conditions**

Austin contrasted performatives with the group of sentences he called "constatives" which included statements, assertions and utterances like these (Levinson 1983: 229). He noted that some ordinary language sentences are apparently not used with any intention of making true or false statements, and termed these peculiar and special sentences "performatives". Performatives do not require truth or falsity because of their nature, a factor differentiating them from constatives. To illustrate, the sentence "I promise to study more" cannot be judged on the criteria of truth or falsity, but for the statement "I sold my old car". we can use the criteria of truth or falsity. Austin (1962: 14) noted that utterances can misfire or go wrong in ways other than being false, and added that "for this reason we call the doctrine of the things that can be and go wrong on the occasion of such utterances: the doctrine of the Infelicities".

Based on this doctrine, he produced a typology of conditions which performatives must meet. He called these conditions "felicity conditions" and distinguished three main categories (1962:14-15):

- A. (1) There must exist an accepted conventional procedure having a certain conventional effect, that procedure to include the uttering of certain words by certain persons in certain circumstances.
- (2) The circumstances and persons must be appropriate, as identified in the procedure,
- B. The procedure must be executed (1) correctly and (2) completely
- C. Often, (1) the persons must have the requisite thoughts, feelings and intentions, as identified in the procedure, and (2) if consequent conduct is identified, the relevant parties must do so.

Searle (1969:66-67) systematized Austin's work. He developed Austin's felicity conditions (Geis 1995:6) and argued that "speech acts", the term he preferred for Austin's "illocutionary acts" are subject to four types of felicity conditions: preparatory conditions, sincerity conditions, propositional content conditions and essential conditions. In Searle's felicity conditions, "propositional content" refers to the content of what is being uttered, that is, whether it is a prediction as in the example above or a statement or an affirmation, etc. "Preparatory condition" simply refers to the reason for the speaker's utterance. For instance, in the case of "requests", the reason why the speaker has such an utterance is that he believes that the hearer can perform the Act, and also that he is not sure if the hearer is going to perform the act without being told. His "sincerity condition" is the match between the speaker's feelings, intentions and what he utters.

The contradiction of two different linguists' felicity conditions is that; Austin is concerned with the procedure and the framing of a speech act with reference to his felicity conditions, on the other hand Searle is more concerned with the content of

different kinds of conditions - "propositional content". "preparatory". "sincerity" and "essential" conditions -each necessary for the realization of a speech act.

### 2.7.3 Classification of Speech Acts

The classification of speech acts has been approached differently by different scholars and has led to some debates. Mey (1993: 131) suggests two different criteria: the traditional syntactic classification of verbal mood (as indicatives, subjunctive, imperatives, optative, etc), or semantic distinctions which rely on the meaning of utterances rather than their syntactic or grammatical form. According to Schmidt and Richard (1980: 332), speech acts are in essence acts and we cannot evaluate them on the basis of syntactic criteria. So, speech acts cannot be equated with sentences or utterances as we may perform more than one act (e.g., inform and request) with a single utterance "I'm hungry".

Searle (1977: 34-38), being dissatisfied with his own classificatory function of felicity conditions, proposed his widely accepted five-part classification. For the classification of speech acts he developed a set of criteria. Mey (1993: 152-162) enumerates Searle's (1979: 2-8) twelve different dimensions along which speech acts can be different:

1. Illocutionary point: Searle takes great care to distinguish "illocutionary point" from both "illocutionary act" (the general concept of speech act) and "illocutionary force". For the latter distinction, we can compare the difference between an "order" and a "request": these are different speech acts having the same point; however they are distinguished by a difference in illocutionary force. The illocutionary point for both "order" and "request" is "to get someone to do something".
2. Direction of "fit": it conceptualizes a relation between the "word" (language) and the "world" (reality), and it can be construed either from language to reality, or from reality to language: we either "word the world" or "world the word".

3. Expressed psychological state: A state of mind, such as a "belief can be expressed in a number of different ways, using different speech acts:

If one tries to do a classification of illocutionary acts based entirely on differently expressed psychological states,...one can get quite a long way. Thus, belief collects not only statements. assertions, remarks, and explanations, but also reports, claims, deductions, and arguments. (Searle 1977:29)

One cannot usually express a psychological state using a speech act without being in that particular psychological state. Whatever the speech act is whether an assertion, a deduction, an argument, etc, the performance of it by the Speaker means that the Speaker himself believes what he utters.

4. Force: This can be explained as the speaker's involvement in what is uttered. For example. in the sentences,

"I suggest that we go home"

"I insist that we go home"

the difference is the illocutionary force (Mey 1993:156). In both sentences the act to be carried out is the same, but the degree of involvement on the part of the Speaker is different in two sentences.

5. Social status: Any utterance has to be situated within the context of the Speakers and the Hearer s status in the society in order to be properly understood.
6. Interests: in any speech situation, the interlocutors have different interests, and worries about different things. The speech acts that are being used in any situation should reflect these interests and worries, as a preparatory condition.

7. Discourse-related functions: Speech acts explicitly refer to the context in which they are being uttered. Their use out of context may lead to different interpretations and to miscommunication. Hence, the context in which we use them should always be taken into consideration. Thus we may refer to what has been said before, or to what is coming later on, Using discourse markers is one way to realize these functions.
  
8. Content: We can separate out speech acts in accordance with what they are "about" with the help of this criterion. Some speech acts can include only predictions for the present or the future or the statements or narratives of past events. For example, in the case of "requests", a prediction can be related to either the present or the future. Otherwise, it does not function as a request.
  
9. Speech acts or speech act verbs: Speech acts do not necessarily represent any speech act verbs. For example, in "ordering something", we do not need to use the verb "order". However, in the institutionalized speech acts there are some certain speech act verbs such as in the court or religion.
  
10. Societal institutions and speech acts: Institutions like the judiciary and its concrete manifestations come about through the combined workings of language and societal relationships. Certain speech acts belong to certain societal institutions. such as "sentencing" to the court and "baptizing" to the church.

11. Speech acts and performatives: Only certain speech acts can be said to have a performative character; that is the property of doing what they explicitly say. In the sentence "I promise to come", there is the act of promising and it is performative. On contrary, in the sentence "I believe that she is a nice person", we do not have the same performative character. Hence, it is only a certain group of speech acts which have a performative character.
  
12. Style: The way we say or do things is a matter of style and may be more important than what we say or do. Our style determines the speech act we use. Mey (1993:162) gives the example of "What do you mean by that?" and states that such an expression may reflect "some people's wildest aggressions while others perceive nothing but an innocent query". In each case the Speaker is, in fact, using two different speech acts even though the content remains the same.

Even though Searle presents twelve different dimensions along which speech acts may differ, he uses only four of these dimensions in his five-part classification (1977: 34-38). Those which he employed in his classification are "illocutionary point", "direction of fit", "expressed psychological State" and "content". It can be claimed that these are the basic criteria which can be employed in the classification of speech acts without reference to different cultures and languages. However, once different cultures are involved, the need to use the other eight criteria may arise. Taxonomy of speech acts, based on the first four dimensions, includes:

1. representatives: One of the basic things that we do with language is to tell people how things are; this may be a state of affairs, a claim or an assertion. The illocutionary point of representatives is to commit the Speaker in varying degrees to the truth of what he utters as a claim, an assertion, etc. Hence, the direction of fit is from word to world; that is, his utterance is expected to match the reality. Claims, reports, assertions are the examples of this category.

2. directives: It is one of our most important uses of language that we try to get people to do things. Attempts by the speaker to get the hearer to do something is the illocutionary point of directives. As the utterances, which may include orders, requests, suggestions and commands require action on the part of the hearer, the direction of fit is from world to word. They are expected to match the reality to the language. The speaker can only wish(notbelieve) that the hearer will perform the act in the future as a directive can only be used before an action is carried out.

3. commissives: The illocutionary point is to commit the Speaker to some future course of action. In the case of a commissive, the Speaker is expected to match the reality to the language in the future. For this reason, the direction of fit is from world to word. Here, the Speaker's intention for a future act on his own part is the concern. Promises, threats and offers can be given as two examples of this category.

4. expressives: The illocutionary point of this category is to express feelings and attitudes about states of affairs. We apologize for things we have done or we thank people for what they have done for us, etc. As they express only the psychological state, there is no direction of fit, but the state of affairs specified in the following proposition is simply assumed to be-true. While representatives, directives and commissives are all associated with a consistent psychological dimension (belief, wish and intent, respectively), the psychological states expressed by expressives are extremely varied (Schmidt and Richards 1980: 133).

5. declarations: Searle (1977:37) states that "Declarations bring about some alternation in the status or condition of the referred to object or objects solely by virtue of the fact that the declaration has been successfully performed. "The successful performance brings about the correspondence between the words and the world, so the fit is non-directional. No psychological state is involved and any proposition can occur.

There have been several other classification of speech acts proposed in addition to that of Searle's, e.g. Fraser (1975), Hancher (1979), Bach and Harnish (1979), and (Geis 1995). As one of the prominent ones, Bach and Harnish (1979:41) identify four classes of "Communicative Illocutionary Acts": constatives, directives, commissives, and acknowledgments, and claim that:

“For us, constatives express the speakers belief and his intention or desire that the hearer have or form a like belief. Directives express the speaker's attitude toward some prospective action by the hearer and his intention that his utterance, or the attitude it expresses, be taken as a reason for the hearer's action. Commissives express the speaker's intention and belief that his utterance obligates him to do something (perhaps under certain conditions). And acknowledgments express feelings regarding the hearer or, in cases \where the utterance is clearly perfunctory or formal. The speaker's intention that his utterance satisfy a social expectation to express certain feelings and his belief that it does.”

It is possible to analyze most of the speech acts as examples of Searle's five-part classification or other taxonomies. Schmidt and Richards (1980:133) claimed that some speech acts cannot be classified, such as "greetings" and "farewells". In fact, Bach and Harnish (1979: 52) put "greetings" in their category of acknowledgements, stating that "it is the pleasure of the Speaker at seeing the Hearer".

#### **2.7.4.The Speech Act Set**

A speech act set is a combination of individual speech acts that, when produced together, comprise a complete speech act (Murphy and Neu, 1996). Often more than one discrete speech act is necessary for a speaker to develop illocutionary force. To illustrate, in the case of a refusal, one might appropriately produce three separate speech acts: (1) an expression of regret, "I'm so sorry," followed by (2) a direct refusal, "I can't come to your graduation," followed by (3) an excuse, "I will be out of town on business" (Chen, 1996). The speech act set is similar to the speech event, which takes into account the speech acts of all interlocutors (Scollon and Scollon, 2001). Cohen and Olshtain (1981) found that an apology

could be comprised of one or more components, each a speech act in its own right: an apology, "I'm sorry;" an acknowledgement of responsibility, "It's all my fault;" an offer to compensate, "I'll replace it;" a promise of forbearance, "It will never happen again;" or an explanation, "It was an accident." The semantic formula, or speech act set, has also been used to analyze other speech acts, including refusals and complaints.

### **2.7.5 The Speech Act Set of Complaints**

A complaint is defined as an expression of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable (Olshtain & Weinbach, 1993:108). Complaining about a perceived problem can be extremely face-threatening for both speaker and hearer, whether in one's native language or not (Brown & Levinson, 1987). Most seriously, non-native speakers run the risk of unintentionally offending others by complaining too directly, which can be seen as criticism and lead to unpleasant consequences (Murphy&Neu,1996).

The speech act of complaint occurs when a speaker reacts with displeasure, disapproval annoyance, blame, censure, threats to an action that has affected the speaker unfavorably (Olshtain and Weinbach, 1987,1993; Trosborg, 1995). Similar to a refusal, it is also a face-threatening act for the listener, and often realized through indirect strategies. They are used on the purpose of holding the hearer accountable for the offensive action and possibly either suggesting or requesting a repair (Olshtain & Weinbach, 1985, 1993). According to Brown&Levinson,1978) they are used to confront a problem with an intention to improve the situation ("a face-threatening activity", Another context they are used is to share a specific negative evaluation, obtain agreement, and establish a common bond between the speaker and addressee"trouble sharing" (Hatch, 1992), "troubles talk" (Tannen, 1990), (Boxer, 1993a, 1996). For example:

1. "I can't believe I didn't get an A on this paper. I worked so hard!"
2. "Same here. She doesn't give away A's very easily, that's for sure."

-to vent anger or anxiety/let off steam (Boxer, 1993a, 1996)

-to open and sustain conversations (Boxer, 1993a, 1996)

According to Boxer(1993) two categories of complaints, “direct” and “indirect complaints”, are often investigated separately. He mentions that while direct complaints are addressed to a complaineer who is held responsible for the offensive action: “*Could you be a little quieter? I’m trying to sleep*”, indirect complaints are given to addressees who are not responsible for the perceived offense “*She never cleans up after her. Isn’t that horrible?*”. Indirect complaints often open a conversation and establish solidarity between the speakers(Boxer,1993:.46).

#### **2.7.6.The State of Universality**

Speech acts have been claimed by some to operate by universal pragmatic principles (Austin, (1962), Searle (1969, 1975), Brown & Levinson (1978). Others have shown them to vary in conceptualization and verbalization across cultures and languages (Wong, 1994; Wierzbicka, 1985). Although this debate has generated over three decades of research, only the last 15 years marked a shift from an intuitively based approach to an empirically based one, which “has focused on the perception and production of speech acts by learners of a foreign language at varying stages of language proficiency and in different social interactions” (Cohen, 1996: 385). Blum Kulka et. al., (1989) argue that there is a strong need to complement theoretical studies of speech acts with empirical studies, based on speech acts produced by native speakers of individual languages in strictly defined contexts.

The illocutionary choices embraced by individual languages reflect what Gumperz (1982) calls “cultural logic” .

“The fact that two speakers whose sentences are quite grammatical can differ radically in their interpretation of each other’s verbal strategies indicates that conversational management does rest on linguistic knowledge. But to find out what that knowledge is

we must abandon the existing views of communication which draw a basic distinction between cultural or social knowledge on the one hand and linguistic signaling processes on the other (Gumperz (1982):185-186)

Differences in “cultural logic” embodied in individual languages involve the implementation of various linguistic mechanisms. As numerous studies have shown, these mechanisms are rather culture-specific and may cause breakdowns in inter-ethnic communication. Such communication breakdowns are largely due to a language transfer at the sociocultural level where cultural differences play a part in selecting among the potential strategies for realizing a given speech act. Hence the need to make the instruction of speech acts an instrumental component of every EFL curriculum.

As widely known; "Sapir and Whorf strongly advocated this interrelationship and the uniqueness and distinctiveness of each language on which the real world or culture is built" (Sifianou 1992:44). It has also been claimed that there is a large amount of variation across cultures not only at form and meaning levels, but also at the level of strategies used by speakers in verbal interaction (Escandelle-Vidal 1996: 631), and that the claim of universality was an illusion due to Anglo-centrally biased research (Wierzbicka 1991: 25).

Goffman states that (1976: 266), there is a distinction between "system constraints" (constraints required for any communication system) and "ritual constraints" (the ways each person is expected to handle himself with respect to others). He also adds that “system constraints” are pancultural, whereas the latter patently depend on cultural definition and can be expected to vary from society to society. "System constraints" include norms such as those identified by Grice: be relevant, be informative, etc. (Schmidt and Richards 1980: 139). Hence he mentions that any language has both universal characteristics and culture-specific characteristics, both of which are necessary in verbal communication.

According to Fraser (1978: 19-20) the strategies used in performing illocutionary acts are essentially the same across languages. However, he contends that two cultures may differ significantly on what strategy may be used appropriately in a given context. He gives the example of addressing in American and German universities. He assumes that in all cultures the presence of a title of address conveys more deference than its absence. However, cultures differ on what level of deference is required. In American universities, it is current custom to use first names in addressing one's students. On contrary, in German universities, the usage title "mister" or at least the use of formal "you" "sie" is required .

Fraser's findings are obviously in line with Goffman's distinction between "system constraints" and "ritual constraints". As a result of his findings, Fraser (1978: 20) also asserted that acquiring social competence in a new-language does not involve substantially new concepts concerning how languages are organized and what types of devices serve what social functions, but only new social attitudes about which strategies may be used appropriately in a given context.

Brown and Levinson (1978, 1987) has the most detailed debate for the universality of speech act strategies. They assert that most of the speech acts are threatening either for the Speaker or the Hearer, by imposing on one party's freedom of action or by damaging the positive self-image of one of the parties. They argue that speakers consider such factors as social distance, degree of power and the ranking of impositions within a particular culture. After computing the level of threat based on these criteria, the speakers select a strategy for doing the speech act, which may vary from not doing the act at all to being direct and explicit. They argue that the basis for linguistic realizations are based largely on universal principles.

Mey (1993: 153) puts the emphasis on the handicap that literal translation across languages may cause giving an example which shows the difference between American English and French. He states that when an American wants to draw his interlocutors' attention to the fact that he has been misunderstood, he may try to clear up the

misunderstanding using a speech act of "self-correcting", e.g. by saying "I am afraid I didn't express myself too clearly". In a similar situation, the literal translation of what a Frenchman might say is "But you don't understand". If the French expression is uttered in American English with its literal translation, an American may be insulted even though there is nothing in the French expression that connotes an insult. The speech act of "self-correcting" exists in both languages. However the content of the speech act varies from American English to French.

For the indirect speech acts, Searle (1975: 76) argued that the strategies for indirect speech acts are general, not peculiar to this language or that, but within this framework certain standard forms tend to become conventionally established as the standard idiomatic forms in different languages. The standard forms for one language may not maintain their indirect speech act potential when translated into another language because the translation may not be idiomatic in the second language. According to Wierzbicka (1991:25), specific differences between languages in the area of indirect speech acts are due to cultural norms and cultural assumptions, and that even "the general mechanisms in other words strategies themselves are culture-specific".

Wierzbicka (1991: 25) claims that the ethnocentric bias characteristic of speech act studies is largely due to their Anglo-Saxon origin in linguistic philosophy, and the conventions of it have been mistakenly generalized to "human behavior" in general, in her research, she discovered that Slavic languages, such as Polish and Russian, present severe restrictions on the use of interrogatives with an intended illocutionary force different from that of a question. According to Wierzbicka (1991: 62), in those languages a formula like "Can you pass the salt?" would be understood as a genuine question and not as a polite request, as it would be in English or Spanish. According to Ervin-Tripp (1972: 242), "there is no reason to assume that speech acts are the same everywhere". The cultural norms reflected in speech acts differ not only from one language to another, but also from one regional and social variety to another. Escandelle-Vidal (1996: 631) states that the internal structure of what could be perceived as the same speech act is also affected by the cultural variation. She gives the example of

"thanking" which normally requires the explicit expression of gratitude in Western societies. In some Eastern cultures, however, it is necessary to express also an apology. By doing so, it is argued, the speaker tries to offer a compensation to the hearer for the cost of the action done. So, the act of thanking has usually only one constituent in Western cultures, but two in some Eastern societies. Coulmas (1981: 89) points out that although "thanks" and "apologies" are activities which may be found across cultures, their incidence of use is culturally defined.

Based on the research evidence and assumptions above it is impossible to claim the pure universality for speech acts. Though in broad terms the universality of speech act strategies can be asserted. Schmidt and Richards (1980: 140) state that

all languages have some verbs which name performative acts, for example, and some of these may be used to issue directives, but this does not mean that all such request forms in English have literal translations which function the same way in all languages... It is perhaps the case that one can make a request in any language by referring to the hearer's ability to perform the action.

However, the strategies used may vary in "referring to the hearer's ability to perform the action, which may be considered as the culture-specific aspect of the speech act. Our purpose in carrying out a contrastive study between American English and Turkish is not based on the effort to prove or disprove the universality, but to provide a fine-grained picture of the difference in the perception of "complaints" in these two societies, and the results of the study may be used in explaining cross-cultural miscommunication and the interlanguage errors committed by the Turkish EFL learners.

## 2.8. Politeness Theory

Mills contends that politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts (Mills, 2003, p. 6). It was in 1963, when Erving Goffman published the article "On Face Work" where he first created the term "face." He discusses face in reference to how people present themselves in social situations and that our entire reality is constructed through our social interactions. This leads into Goffman's Face is a mask that changes depending on the audience and the social interaction (Goffman, 1967). Face is maintained by the audience, not by the speaker. We strive to maintain the face we have created in social situations. Face is broken down by Goffman into two different categories. Positive face is the desire of being seen as a good human being and negative face is the desire to remain autonomous. Goffman argues that there is a limited amount of strategies to maintain face. A threat to a person's face has been termed a face threatening act or FTA. Brown and Levinson argue that a FTA often requires a mitigating statement or some sort of politeness, or the line of communication will break (Brown & Levinson, 1987). With this understanding of face, a definition of politeness can be understood in relation to face.

Brown and Levinson extended this idea from Goffman's (1967) concept of Face. Brown and Levinson outline four main types of politeness strategies: bald on record, negative politeness, positive politeness, and off-the-record or indirect strategy.

First, bald on record strategies do not attempt to minimize the threat to the hearer's face. This strategy is most often utilized by speakers who closely know their audience. With the bald on record strategies there is a direct possibility that the audience will be shocked or embarrassed by the strategy. For example, a bald on record strategy might be to tell your sister to "do the dishes. It's your turn."

The second strategy is positive politeness and this strategy attempts to minimize the threat to the hearers face. This strategy is most commonly used in situations where the audience knows each other fairly well. Quite often hedging and attempts to avoid conflict are used. For example, a positive politeness strategy might be the request “I know that you’ve been really busy lately, but could you do the dishes?”

The third strategy is negative politeness which presumes that the speaker will be imposing on the listener. The potential for awkwardness or embarrassment is greater than in bald on record strategies and positive politeness strategies. Negative face is the desire to remain autonomous. Thus, a request without consideration of the listener’s negative face might be uncomfortable: “I need \$5” is awkward if five dollars is outside the recipient to the question’s financial capabilities. But if the speaker, knowing that the listener wants to maintain their autonomy, adds an out for the listener like “I know you’ve been kinda strapped for cash, but could I borrow \$5?”, the listener is more likely to give them that money because the request showed a respect for their ability to maintain autonomy.

The final politeness strategy outlined by Brown and Levinson is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to being imposing. For example, a speaker using the indirect strategy might merely say “wow, it’s getting cold in here” insinuating that it would be nice if the listener would get up and turn up the thermostat without directly asking the listener to do so.

Although there has been a number of different theories of politeness developed by linguists; such as, Lakoff (1973), Scollon and Scollon (1981), Leech (1983), Fraser(1990) for the purposes of the current research the strategies of Brown and Levinson will be dealt.

## 2.9. Contrastive Analysis

Contrastive pragmatic analysis is based on speech act realizations in different languages. Two particular issues which have been focused are the value and the function of politeness or defence in speech act realization and the universality of politeness phenomena across languages and cultures (Blum-Kulka et al.1989:7). Within this tradition, specific cross-cultural studies focus on two or three cultural and linguistic systems. For example Coulmas (1981) analyzed the functioning of routinized speech acts such as thanks and apologies in Japanese and some European languages; Stenstörn (1984) compared questioning strategies in English and Swedish and Amzilotti (1983) compared rhetorical questions in Italian and English.

Contrastive analysis across languages dates back to 1950s and emerged as a practical need to teach an L2 in the best way possible(Ellis1985:23). It compares aspects of two or more languages in order to identify similarities and differences between two systems. The purpose of these analyses was to make the language teachers aware of the problem areas for the learner group.

Ellis (1985:35) states that the attempt to identify whether an error was either the result of interference or of some other factor such as developmental processing was a naive view. Different factors may cause the same error in different contexts. He proposes a multi-factor approach and claims that three sets of factors are involved in Second Language Acquisition:

1. universal factors
2. specific factors about the learner's L1
3. specific factors about the L2.

Ellis (1985:38) also asserts that it is important for contrastive analysis not to consider only the linguistic contrasts but also pragmatic contrasts such as similarities and differences in the linguistic uses of items in the first and foreign language.

## **CHAPTER 3: METHODOLOGY**

### **3.1. INTRODUCTION**

Since the study of speech acts is related with human behaviour it is complex and there are various methodological concerns with data collection, analysis and generalizations. In the studies which are carried out in the light of pragmatics the main target should be to gather naturally occurring data. However since collecting learner data naturally is hardly possible as foreign language learners seldom have the opportunity to participate in a real target environment (Trosborg 1995: 141). The other aspect is that it is ideal and more convenient to have natural data only if a researcher is investigating the language use in a specific language community without comparison with other communities. However our present study aims to compare two linguistically and also culturally different groups.

### **3.2. Subjects**

The subjects of this study were composed of two groups: native speakers of English (NS), Turkish students of EFL (TEFL). NSs group consisted of 80 subjects and TEFLs 100 subjects.

#### **3.2.1. American Subjects**

The first group of subjects, native speakers of English, were all college students in University of Baltimore Maryland, the USA, who voluntarily participated in the study, helped to collect data from them. They were randomly selected from different departments. Their age ranged from 19 to 24. The only criterion which they were selected was being a native speaker of American English and being university students in the USA. Considering the variation

within the States only the students from University of Baltimore Maryland were included in the study.

### **3.2.2. Turkish Subjects**

The second group of subjects, TEFL, were all from different departments, TOBB Economics and Technology University, which requires the minimum degree of 87 from TOEFL IBT exam which is considered “Advanced 3” level according to TOEFL IBT scores. However, their selection as the subject group was not random. They were nominated as advanced level learners of English by the administration. Furthermore, in order to enhance the homogeneity of the group, the subjects were selected from five classes, which had the average highest grade among the advanced level classes. They ranged in age from 19 to 24.

### **3.3. Concept and limitations**

As mentioned in the previous chapters stress and intonation are crucial factors in discourse. For further studies it would be better to make the students listen to the questionnaire from a recorded version, by this way it would be better to pay attention to stress and intonation and differentiate the speech patterns and level of politeness. Another limitation is that current study investigates only one aspect of speech act “complaints.” For further studies it would be better to analyze the other forms of speech acts.

### 3.4. The Instruments and Data Collection

The aim of this study is to investigate pragmatic awareness of NNS and to their perception of speech act set of complaints by comparig them to Native Speakers of American English. For that aim, a five-point-Likert type scale, consisting of 27 items adapted from Rinnert and Iwai (2003) used in the study. The questionnaire based on prototypical and potentially problematic English complaint strategies.

The instrument was administered to both American and Turkish Students. The Researcher tried to find out whether there was a difference in the pragmatic awareness between Turkish students and American students in two different contexts: formal and informal. Random sampling was used in the study. Therefore it was assumed that samples were the represantative of the population. 180 universitiy students participated in the study. 100 of the participants were Turkish students with the 55.6% while 80 of them were male with the 44.4%. As can be seen from the statistics table Turkish students have greater frequency. The mean of the American students' responses (  $M= 3.37$  ,  $SD= .510$  ) was greater than the mean of the Turkish students' answers (  $M= 1.44$ ,  $SD= .498$ ). In this study Independent – Samples t Test was applied. Each item was examined by considering the answers of Turkish and American students.

**TABLE 1: Descriptive Statistics of two Groups**

| Group Statistics |         |     |      |                |                 |
|------------------|---------|-----|------|----------------|-----------------|
|                  | COUNTRY | N   | Mean | Std. Deviation | Std. Error Mean |
| FORMAL           | TURKEY  | 100 | 3,31 | ,440           | ,044            |
|                  | AMERICA | 80  | 3,38 | ,553           | ,062            |
| INFORMAL         | TURKEY  | 100 | 3,15 | ,595           | ,059            |
|                  | AMERICA | 80  | 3,72 | ,728           | ,081            |
| ITEMSUM          | TURKEY  | 100 | 3,22 | ,415           | ,042            |
|                  | AMERICA | 80  | 3,57 | ,551           | ,062            |

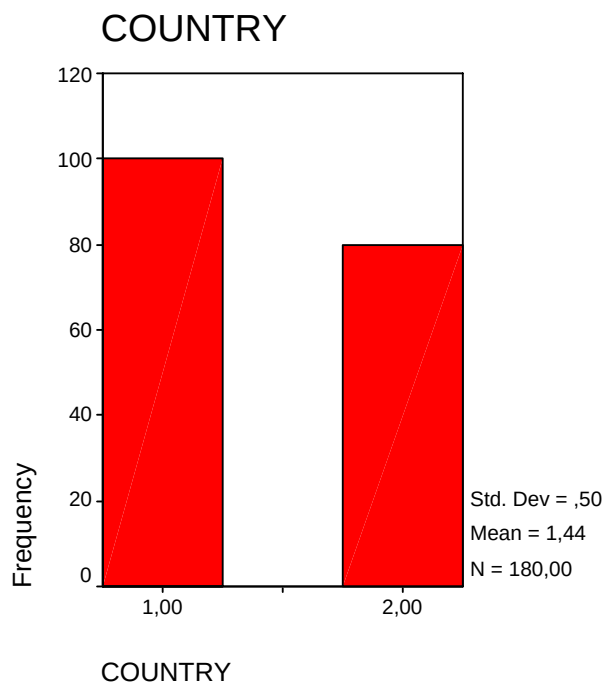


**FIGURE 1:**Histogram for countries

## **CHAPTER 4: DATA ANALYSIS**

### **4.0.Presentation**

As discussed in detail in previous chapters, the present study attempts to assess pragmatic awareness of TEFLs by comparing them to Native speakers of American English. In this chapter data analysis of the instruments to reach our objective will be presented both statistically and verbally.

### **4.1. Pilot Study**

The pilot study was conducted to evaluate the reliability and the validity of the instrument used in the study. The students chosen from different departments were informed about the target and salience of the study.

### **4.2. Reliability Analysis**

“Reliability and validity can be viewed as complementary aspects of validation process (Bachman, 1990).”

The reliability and validity analysis for the instrument which included 32 items was analyzed in SPSS 13. The scale was administered to 50 students for factor analysis. Cronbach Alpha reliability coefficient of the scale was found as .72 and alpha score is mentioned below.

### Reliability Coefficients

N of Cases = 32,0

N of Items = 32

Alpha = ,7283

In order to increase the reliability and validity of the instrument, 5 items were excluded and Cronbach Alpha reliability coefficient of the scale increased to .85 in the second stage which proves that the scale is reliable.

### Reliability Coefficients

N of Cases = 180,0

N of Items = 27

Alpha = ,8564

### 4.3. Data Interpretation

#### 4.3.1. Turkish Data versus American Data

**ITEM 1: "Professor Miller, I was wondering about my final grade. I'm a little confused because I thought I had done better."**

Referring to the table, it can be concluded that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 3.93, p = .01$ , two tailed. Moreover, the mean of the Turkish students' responses for the item 1 is 4.25 with a standard deviation of .833 while the mean of the American students' answers is 4.69 with a standard deviation of .608.

**TABLE 2: Frequency table of Turkish and American students for item 1**

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 4.25     | .833      |
| America | 80       | 4.69     | .608      |

Turkish students tend to use more negative politeness strategies when compared to American students. The reason of it can be explained by means of directness and indirectness strategies between the two cultures.

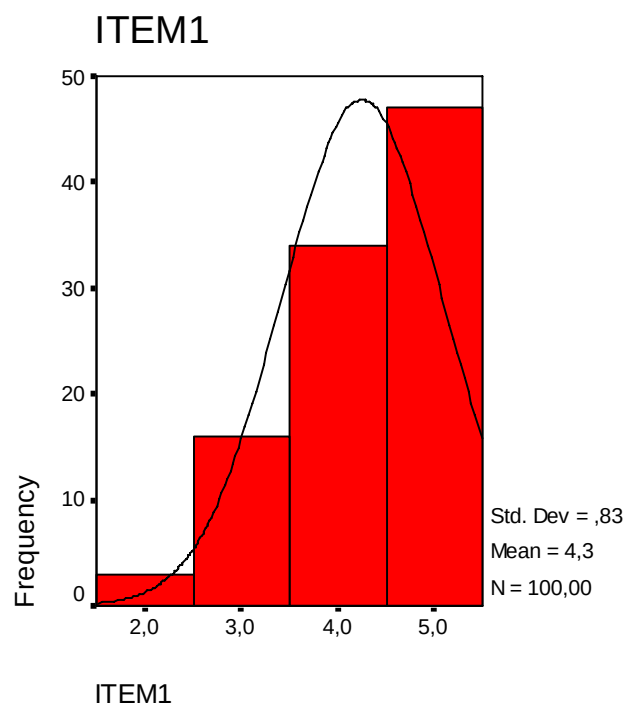


**FIGURE 2: Histogram of TEFLs for item 1**

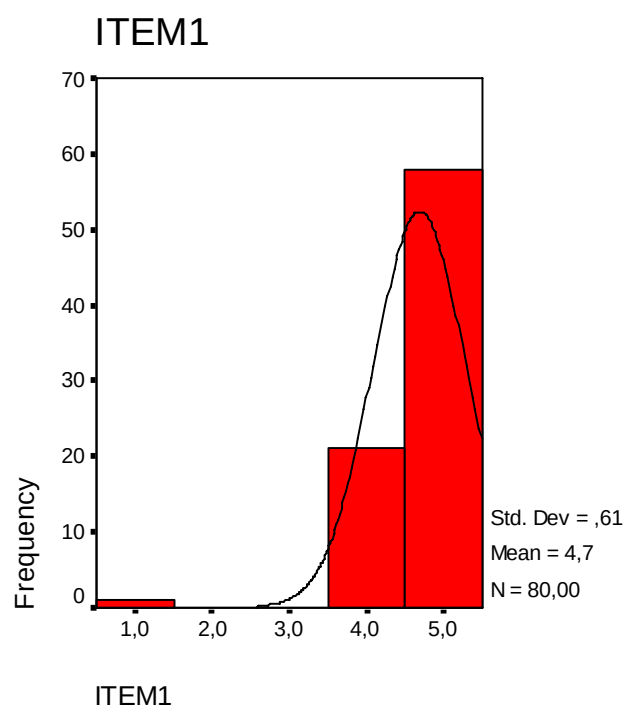


**FIGURE 3: Histogram of NSs for item 1**

**ITEM 2: "Professor Miller, I want to discuss my final grade with you. Please explain why I got a C."**

Looking at Table to it can be said that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 4.14$ ,  $p = .01$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 2 is 2.07 with a standard deviation of 1.06 and the mean of the American students' answers is 2.75 with a standard deviation of 1.13.

**TABLE 3: Frequency table of Turkish and American students for item 2**

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.07     | 1.06      |
| America | 80       | 2.75     | 1.13      |

As seen from the table above American students tend to be more direct when interacting with a higher status interlocutor. However Turkish students are bound to use negative politeness strategies which is a similar fact as item 1.

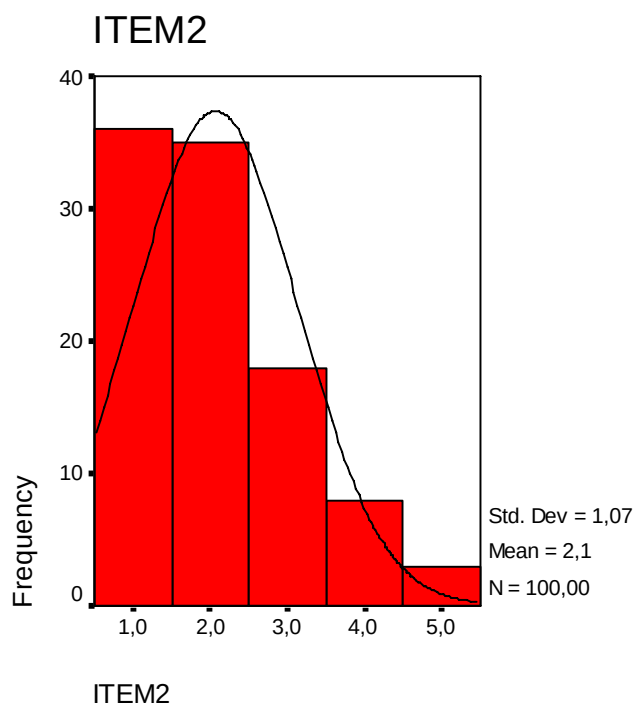


**FIGURE 4: Histogram of TEFLs for item 2**

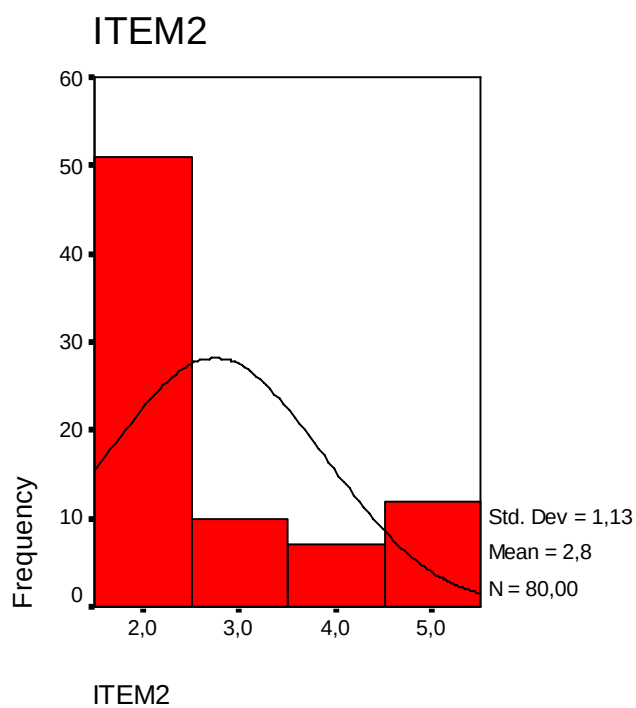


**FIGURE 5: Histogram of NSs for item 2**

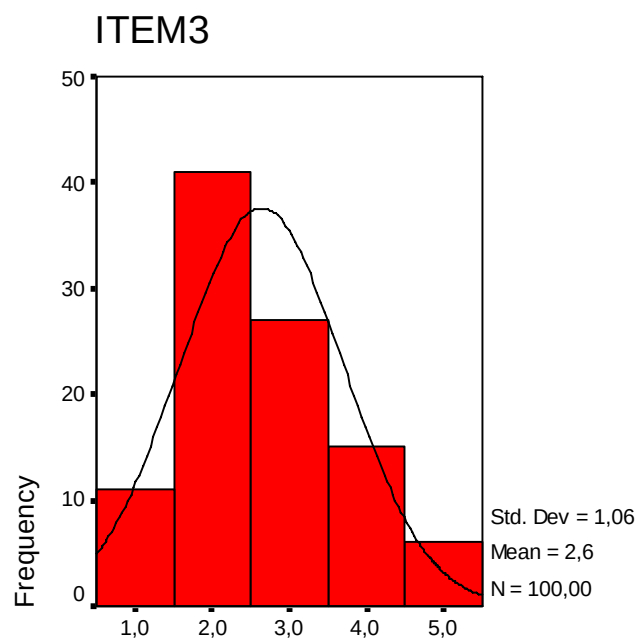
**ITEM 3: "Professor Miller, I don't understand why my grade was a C. There must have been a mistake."**

When looked at the table to it can be seen that there is a significant mean difference between the answers of American students and Turkish students,  $t(1(M= 3.22, SD= .41578) = 2.1, p = .04$ , two tailed. For the item 3 the mean of the Turkish students' answers for is 2.64 with a standard deviation of 1.06; on the other hand, the mean of the American students' answers is 2.94 with a standard deviation of 0.78.

**TABLE 4: Frequency table of Turkish and American students for item 3**

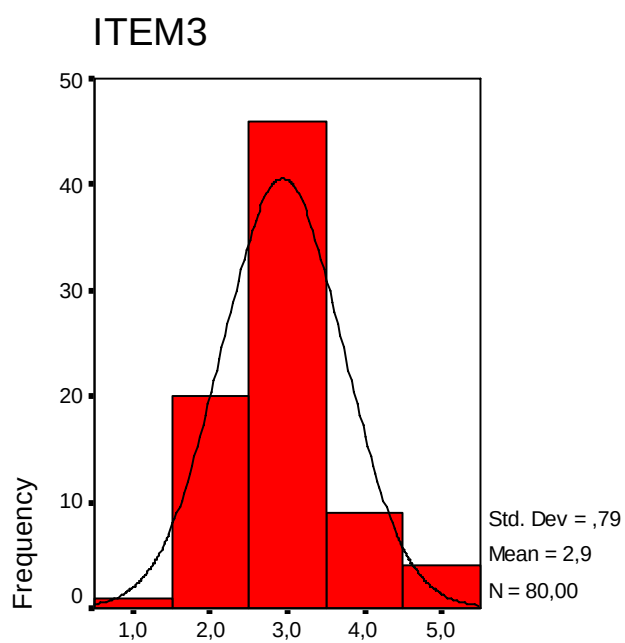
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.64     | 1.06      |
| America | 80       | 2.94     | 0.78      |

The results again prove the fact that American students are more direct whereas Turkish students are indirect.



ITEM3

**FIGURE 6: Histogram of TEFLs for item 3**



ITEM3

FIGURE 7: Histogram of NSs for item 3

**ITEM 4: "Professor Miller, I'm curious about my final grade. I'm confused because I had done better."**

Looking at the table to it can be concluded that there is not a significant mean difference between the answers of American students and Turkish students,  $t(178) = 0.2, p = .984 > .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 4 is 3.46 with a standard deviation of .95 and the mean of the American students' answers is 3.46 with a standard deviation of .65.

TABLE 5: Frequency table of Turkish and American students for item 4

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.46     | .95       |
| America | 80       | 3.46     | .65       |

In this item both of the groups displayed similar results. The reason can be referred to the role of instruction in an EFL setting. Because of the fact that Turkish Students are familiar with formal language use in the classroom they do not have problems when communicating with a higher status interlocutor.

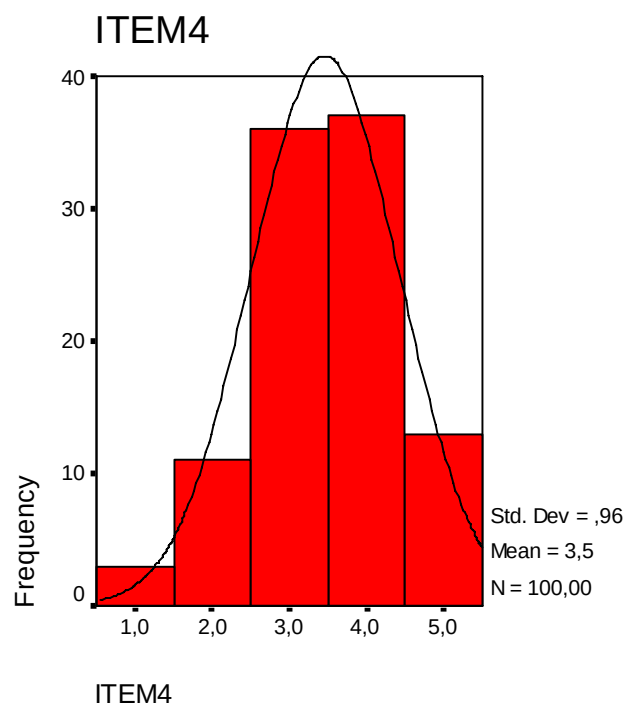


**FIGURE 8: Histogram of TEFLs for item 4**

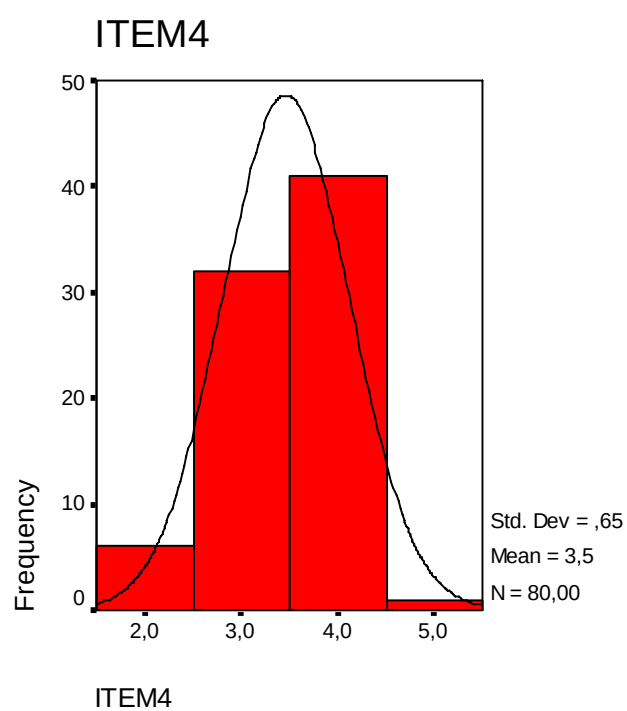


**FIGURE 9: Histogram of NSs for item 4**

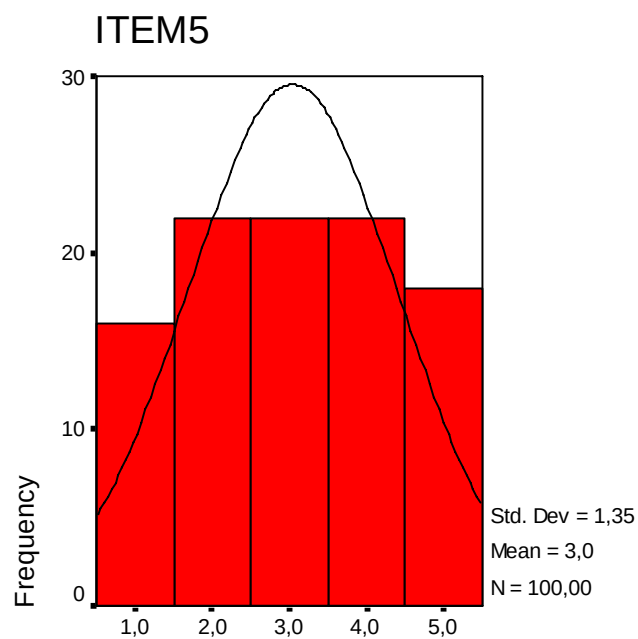
**ITEM 5: "Professor Miller, I am anxious to know what has gone wrong in my studies."**

The table indicates that there is not a significant mean difference between the answers of American students and Turkish students,  $t(178) = 0.33, p = .74 > .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 5 is 3.04 with a standard deviation of 1.34 and the mean of the American students' answers is 3.10 with a standard deviation of .99.

**TABLE 6: Frequency table of Turkish and American students for item 5**

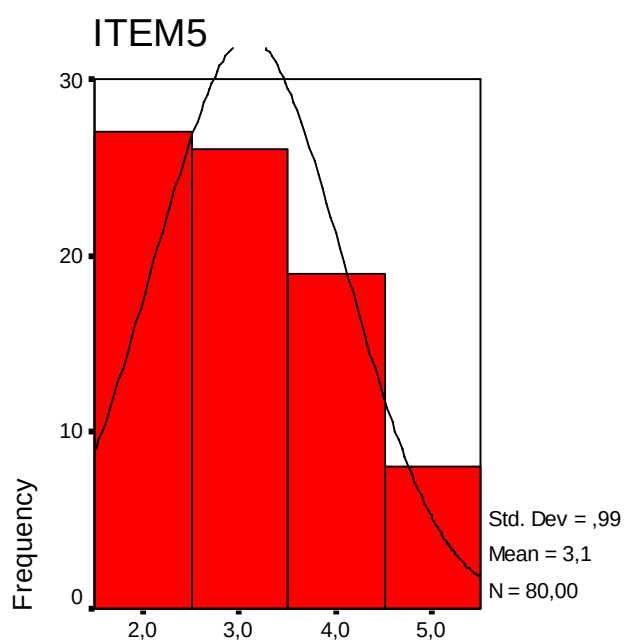
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.04     | 1.34      |
| America | 80       | 3.10     | .99       |

As seen above both of the groups displayed similar results. Again the reason can be referred to the role of instruction in an EFL setting. Because of the fact that Turkish Students are familiar with formal language use in the classroom they do not have problems when communicating with a higher status interlocutor.



ITEM5

**FIGURE 10: Histogram of TEFLs for item 5**



ITEM5

**FIGURE 11: Histogram of NSs for item 5**

**ITEM 6: "Professor Miller, I am curious about my final grade. I'm confused because I thought I had done better. Can I find out how the grades were figured?"**

According to the table it is obvious that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 1.47, p = .14 < .05$ , two tailed. The mean of the Turkish students' answers for the item 6 is 3.79 with a standard deviation of 1.05 while the mean of the American students' answers is 4.04 with a standard deviation of 1.25.

**TABLE 7** Frequency table of Turkish and American students for item 6

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.79     | 1.05      |
| America | 80       | 4.04     | 1.25      |

The results again display the fact that American students are more direct whereas Turkish students are indirect.

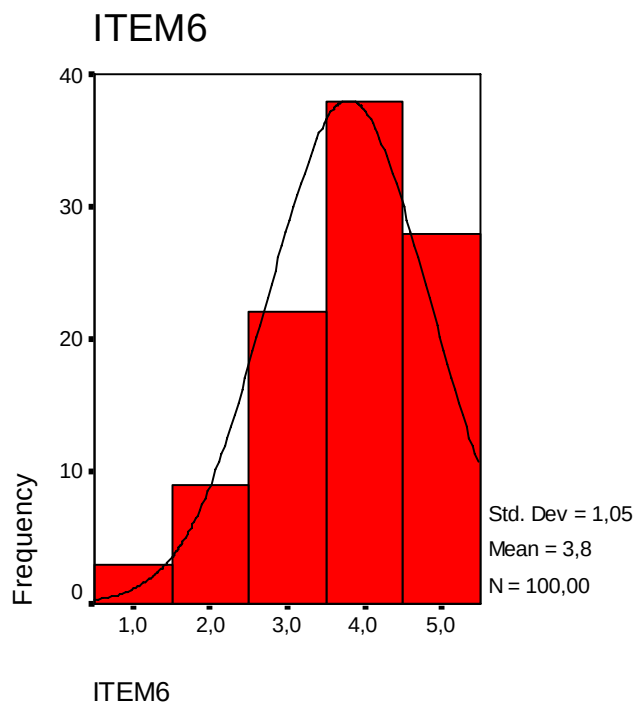


**FIGURE 12: Histogram of TEFLs for item 6**

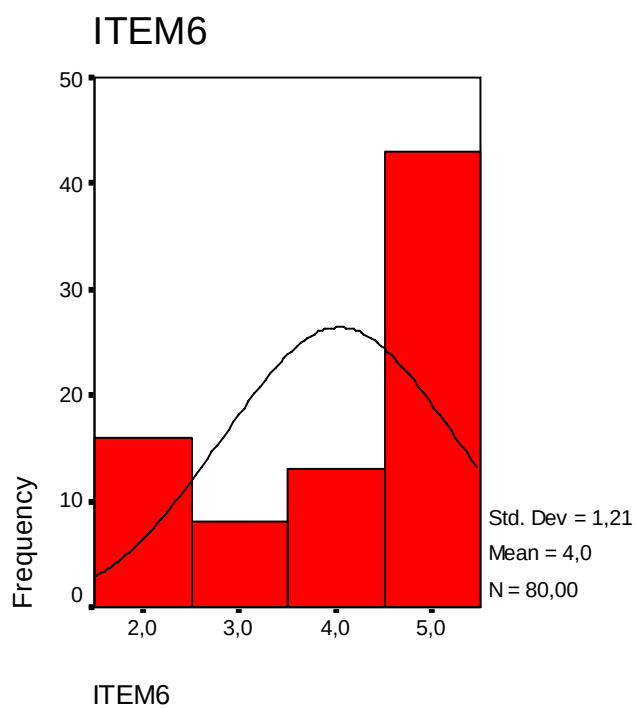


**FIGURE 13: Histogram of NSs for item 6**

**ITEM 7: "Professor Miller, I would like to discuss my final grade with you. I was hoping you could explain why I got a C."**

The table indicates that the mean difference between the answers of American students and Turkish students is significant,  $t(178) = 1.138, p = .25 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 7 is 2.54 with a standard deviation of 1.20 and the mean of the American students' answers is 2.79 with a standard deviation of 1.71.

#### ITEM7

**TABLE 8: Frequency Table of Turkish and American students for item 7**

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.54     | 1.20      |
| America | 80       | 2.79     | 1.71      |

The results indicate that American students are more direct ,but Turkish students are indirect.

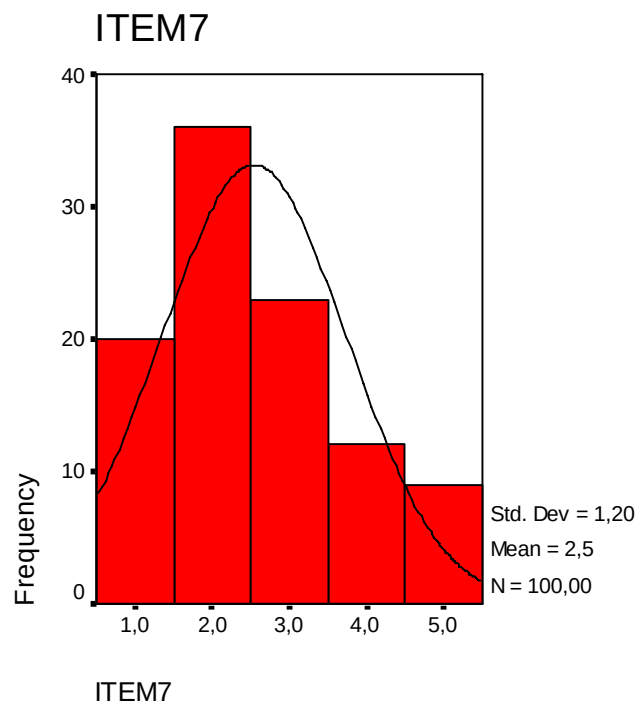


**FIGURE 14: Histogram of TEFLs for item 7**

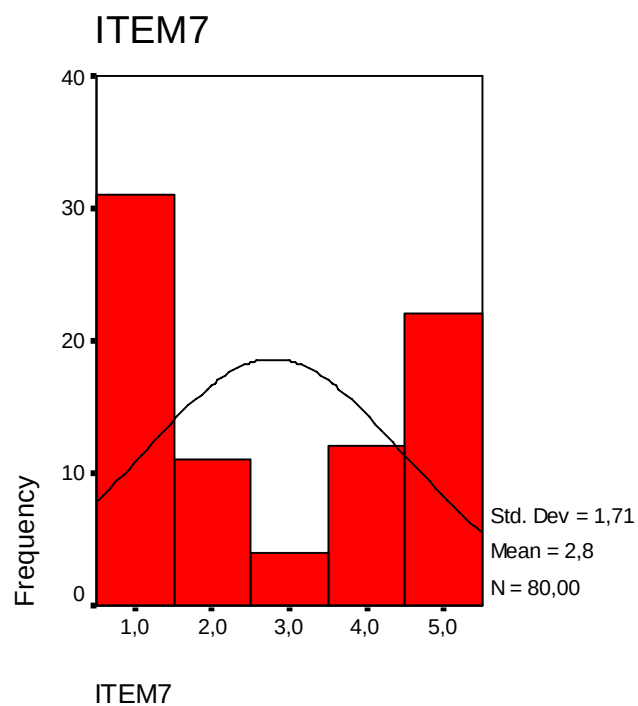


**FIGURE 15: Histogram of NSs for item 7**

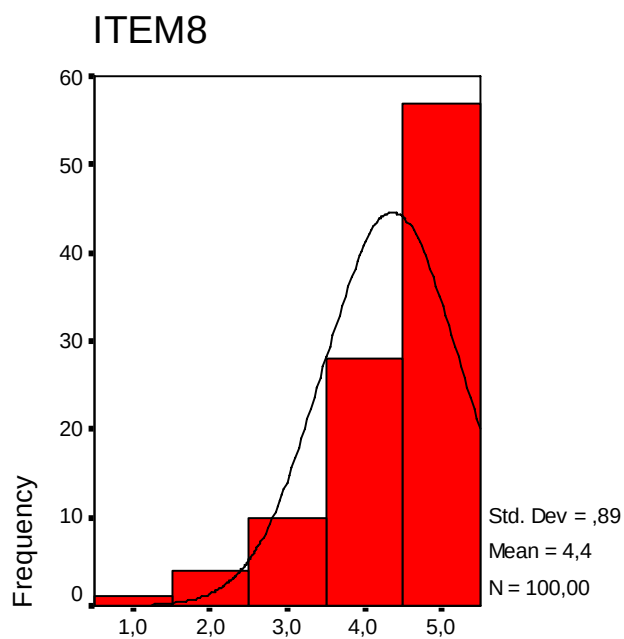
**ITEM 8: "Professor Miller, I was wondering about my final grade. I'm a little confused because I thought I had done better. If possible, could I find out how the grades were figured?"**

The table indicates that the mean of the American students' and Turkish students' answers is not significantly different from each other,  $t(178) = 1.91, p = .06 > .05$ , two tailed. The mean of the Turkish students' answers for the item 8 is 3.79 with a standard deviation of 1.05 and the mean of the American students' answers is 4.04 with a standard deviation of 1.25.

**TABLE 9: Frequency table of Turkish and American students for item 8**

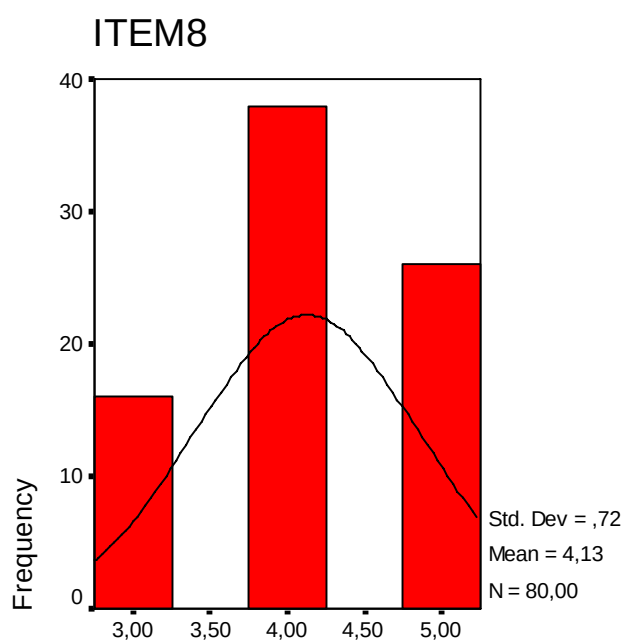
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.79     | 1.05      |
| America | 80       | 4.04     | 1.25      |

In this item Turkish students prefer the usage of indirect strategies. Although the language addressed to a higher status interlocutor is polite the reason why most of the Turkish students do not prefer this type can be related to directness strategies again.



ITEM8

**FIGURE 16:Histogram of TEFLs for item 8**



ITEM8

**FIGURE 17:Histogram of NSs for item 8**

**ITEM 9: "Professor Miller, I don't understand why my grade was a C. There must have been a mistake. Please explain why I got a C."**

The table indicates that there is not a significant mean difference between the answers of American students and Turkish students,  $t(178) = 1.71, p = .09 > .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 9 is 2.41 with a standard deviation of 1.21 and the mean of the American students' answers is 2.11 with a standard deviation of 1.10.

**TABLE 10** Frequency table of Turkish and American students for item 9

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.41     | 1.21      |
| America | 80       | 2.11     | 1.10      |

As seen above both of the groups displayed similar results. Again the reason can be referred to the role of instruction in an EFL setting. Due to the fact that Turkish Students are familiar with formal language use in the classroom they do not have problems when communicating with a higher status interlocutor.

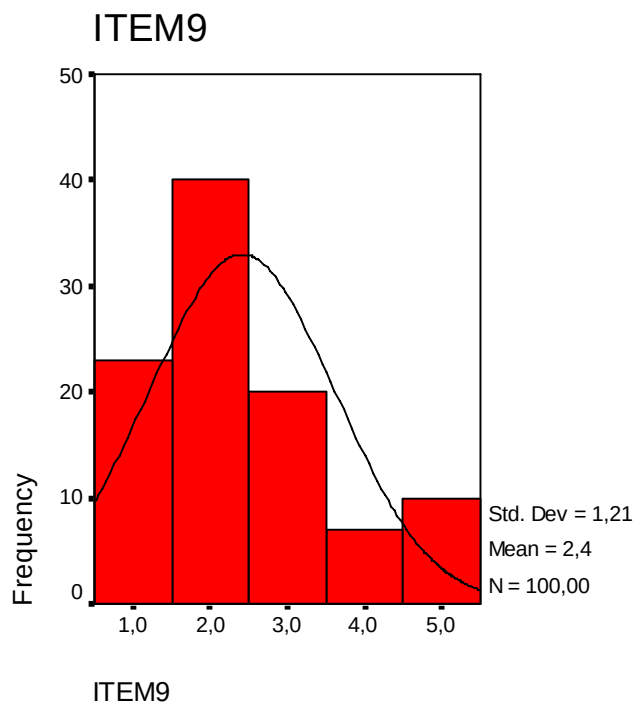


**FIGURE 18: Histogram of TEFLs for item 9**

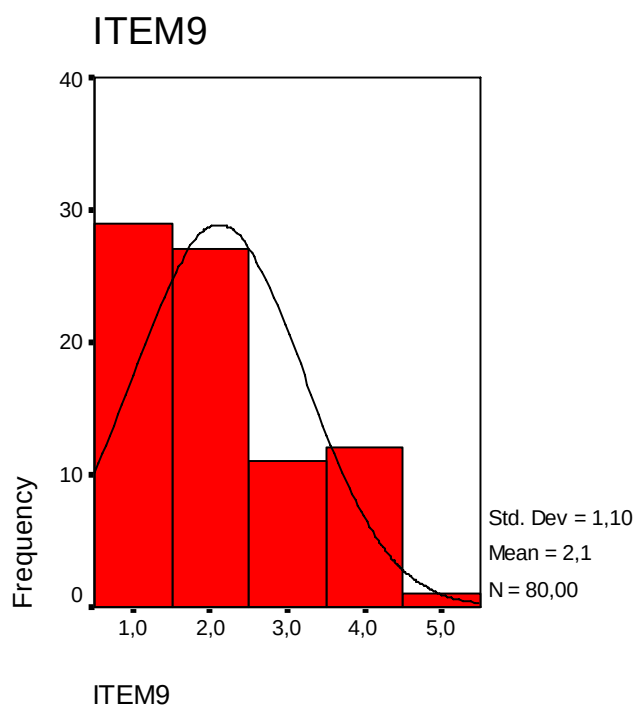


**FIGURE 19: Histogram of NSs for item 9**

**ITEM 10: "Professor Miller, I was in your class and I truly enjoyed your lectures and the overall atmosphere of the class. However, I am concerned about the final grade I received."**

Referring to the table it can be seen that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 3.69$ ,  $p = .01 < .05$ , two tailed. Furthermore, the mean of the Turkish students' answers for the item 10 is 4.02 with a standard deviation of 1.04 while the mean of the American students' answers is 4.53 with a standard deviation of .71.

**TABLE 11** Frequency table of Turkish and American students for item 10

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 4.02     | 1.04      |
| America | 80       | 4.53     | 0.71      |

The difference can be related to the fact that expressing displeasure overtly to a higher status interlocutor is considered to be impolite in Turkish culture.

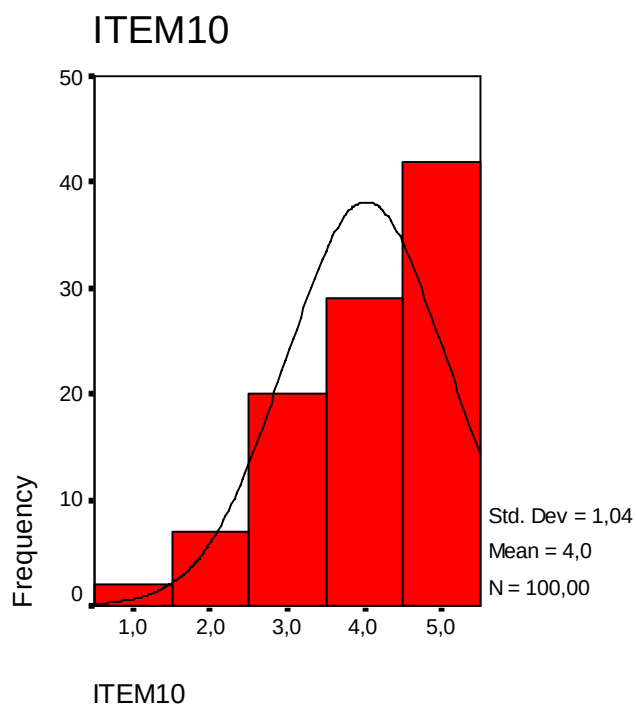


**FIGURE 20: Histogram of TEFLs for item 10**

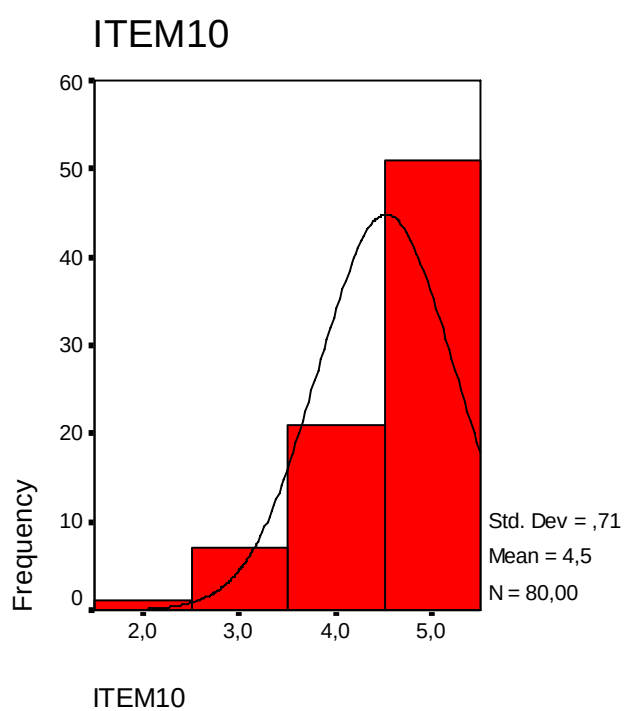


**FIGURE 21: Histogram of NSs for item 10**

**ITEM 11: "Professor Miller, I was hoping to acquire some information on my final grade. If possible, could I find out how the grades were figured?"**

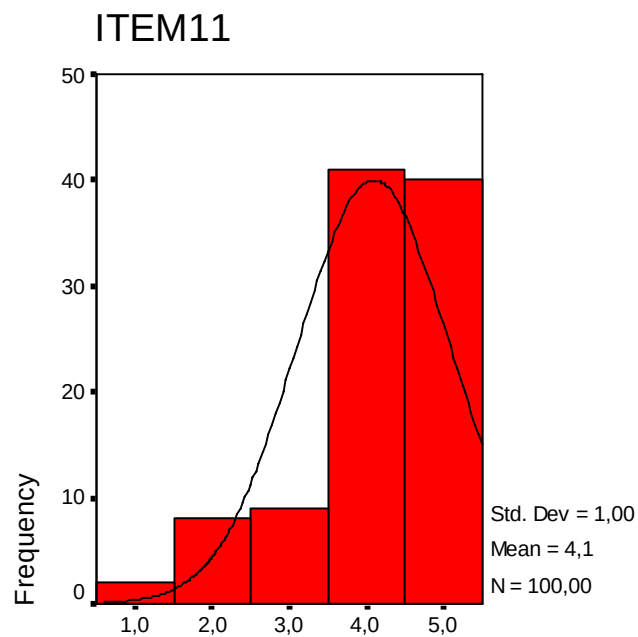
Looking at the table it can be said that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 5.15$ ,  $p = .01 < .05$ , two tailed. The mean of the Turkish students' responses for the item 11 is 4.09 with a standard deviation of .99 and the mean of the American students' answers is 3.24 with a standard deviation of 1.22.

#### ITEM11

**TABLE 12: Frequency table of Turkish and American students for item 11**

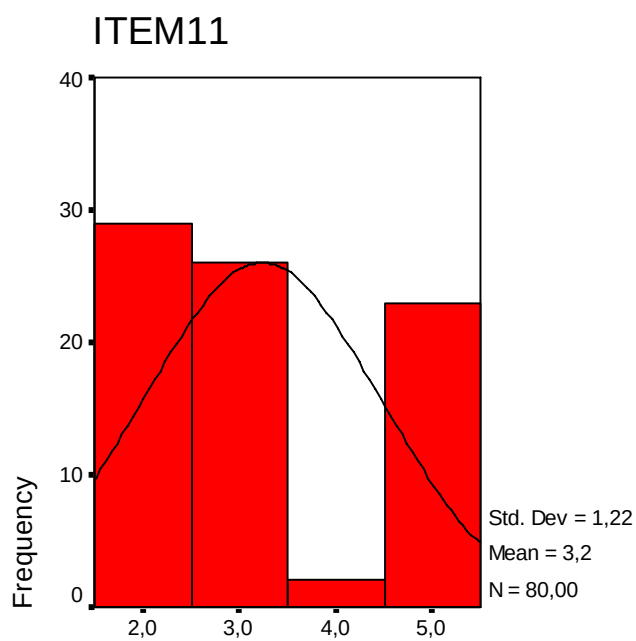
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 4.09     | .99       |
| America | 80       | 3.24     | 1.22      |

Although Turkish students do not consider the items which express the complaint directly as appropriate, in this question it is observed that since there are mitigators Turkish students ranked as more polite when compared to American students.



ITEM11

FIGURE 22: Histogram of TEFLs for item 11



ITEM11

FIGURE 23: Histogram of NSs for item 11

**ITEM 12: "Professor Miller, I couldn't quite understand why my grade was a C. I think there might have been a mistake."**

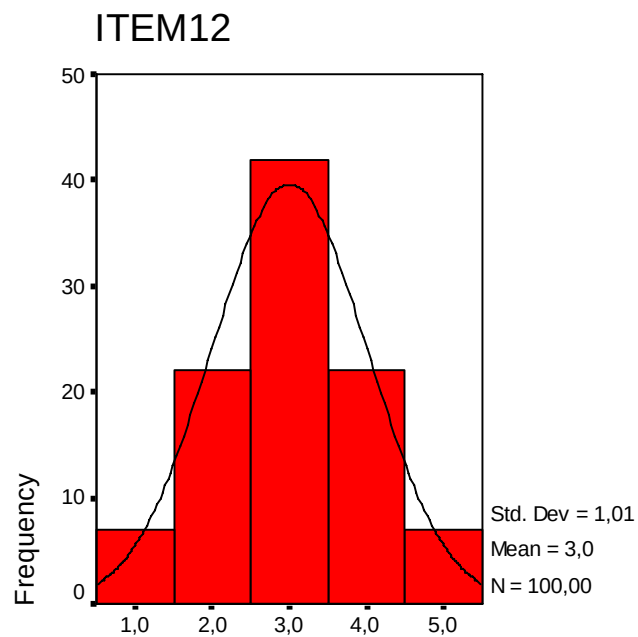
The table states that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 1.41, p = .02 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 12 is 3.00 with a standard deviation of 1.00 and the mean of the American students' answers is 2.75 with a standard deviation of 1.37.

#### ITEM12

**TABLE 13** Frequency table of Turkish and American students for item 12

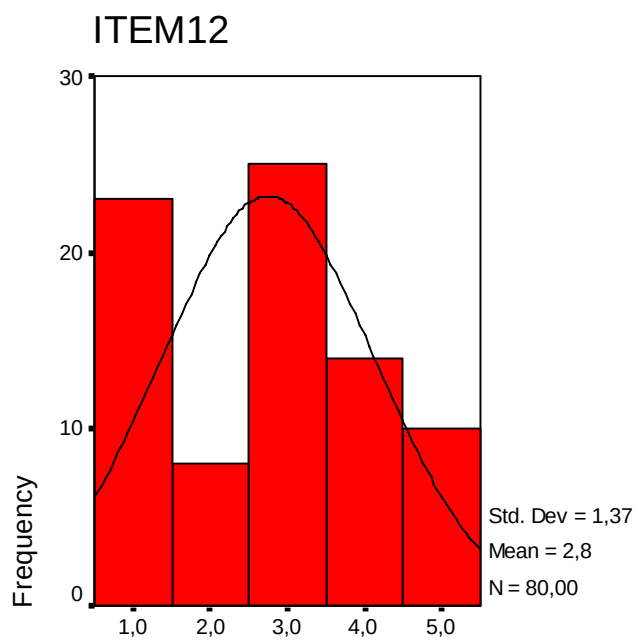
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.00     | 1.00      |
| America | 80       | 2.75     | 1.37      |

As seen above Turkish students prefer the item which mitigats are fund more appropriate.



ITEM12

FIGURE 24:Histogram of TEFLs for item 12



ITEM12

FIGURE 25:Histogram of NSs for item 12

**ITEM 13: "James, I was hoping you'd try to be a little more quiet when you come in at night."**

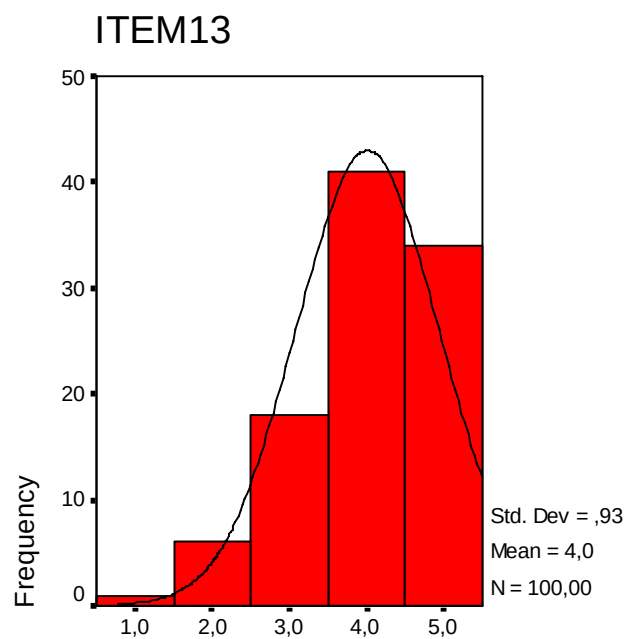
The table indicates that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 3.20$ ,  $p = .002 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 13 is 4.01 with a standard deviation of .92 ( $M = 3.22$ ,  $SD = .4153$  and the mean of the American students' answers is 3.46 with a standard deviation of 1.36.

**ITEM13**

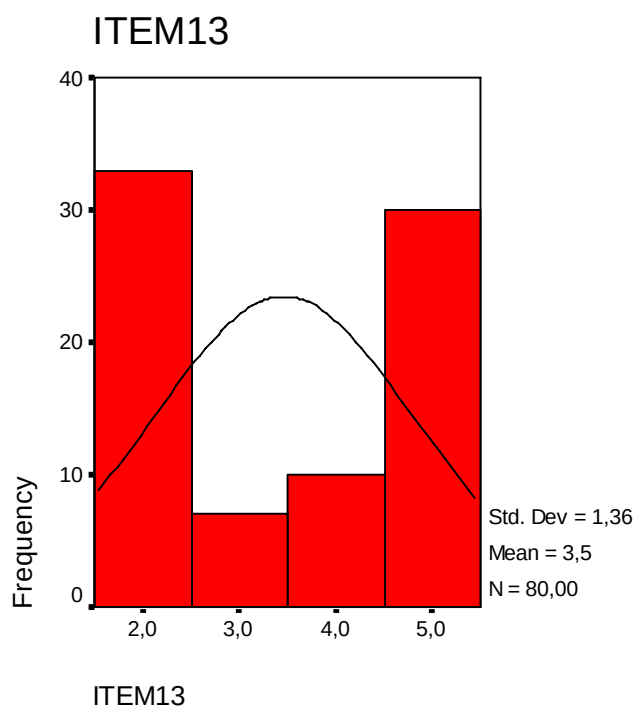
**TABLE 14: Frequency table of Turkish and American students for item 13**

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 4.01     | .92       |
| America | 80       | 3.46     | 1.36      |

Turkish students' use of negative politeness strategies can be related to not being able to learn the language in its own setting. Since they are not familiar with informal settings in which the language takes place in its natural environment, they are more likely to use polite forms even in an informal setting.



ITEM13

**FIGURE 26: Histogram of TEFLs for item 13****FIGURE 27: Histogram of NSs for item 13**

**ITEM 14: "James, I've been wondering if you might have forgotten our agreement recently? If possible, could you try to keep our agreement in mind?"**

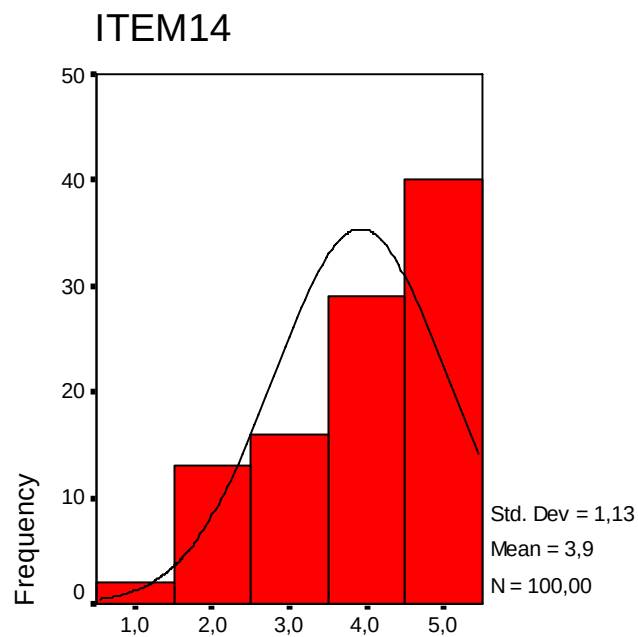
As it can be seen from the table there is not a significant mean difference between the answers of Turkish students and American students,  $t(178) = 1.94$ ,  $p = .053 > .05$ , two tailed. The mean of the Turkish students' answers for the item 14 is 3.92 with a standard deviation of 1.125 and the mean of the American students' answers is 3.63 with a standard deviation of .85.

#### ITEM14

**TABLE 15** Frequency table of Turkish and American students for item 14

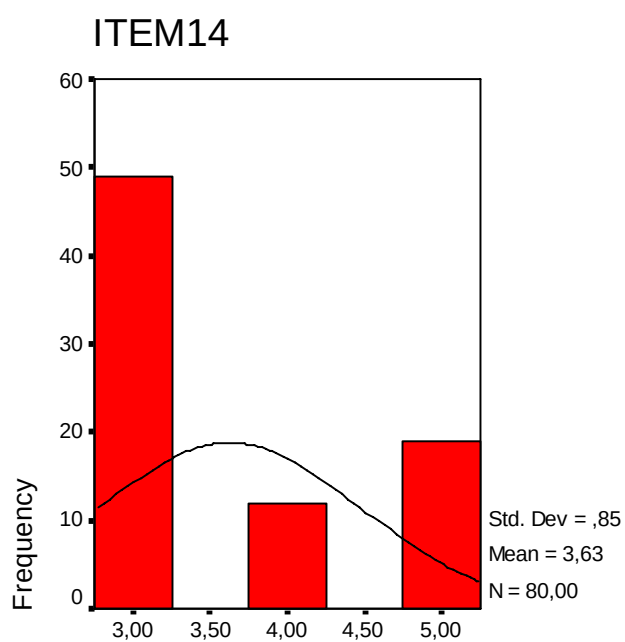
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.92     | 1.125     |
| America | 80       | 3.63     | .85       |

In this item again Turkish students' ranking negative politeness strategies as more appropriate can be related to not being able to learn the language in its own setting.



ITEM14

**FIGURE 28: Histogram of TEFLs for item 14**



ITEM14

**FIGURE 29: Histogram of NSs for item 14**

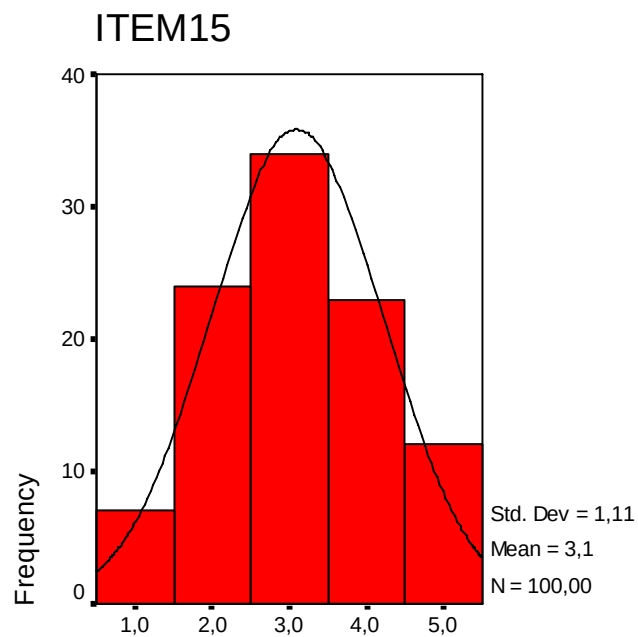
**ITEM 15: "James, please be quiet when you come in at night."**

Referring to the table it can be assumed that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 6.31, p = .01 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 15 is 3.09 with a standard deviation of 1.11 and the mean of the American students' answers is 3.96 with a standard deviation of .61.

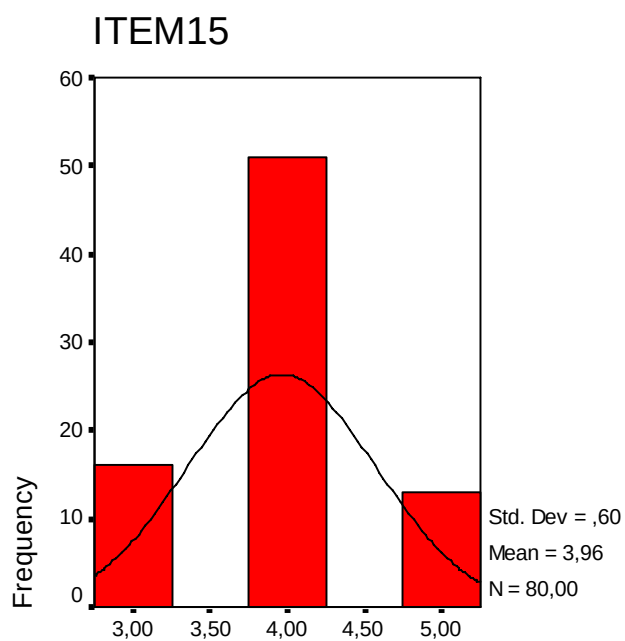
**TABLE 16: Frequency table of Turkish and American students for item 15**

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.09     | 1.11      |
| America | 80       | 3.96     | .61       |

American students are bound to express their complaint directly in this item, which is a signifier of their culture when interacting with a lower status interlocutor.



ITEM15

**FIGURE 30: Histogram of TEFLs for item 15**

ITEM15

**FIGURE 31: Histogram of NSs for item 30**

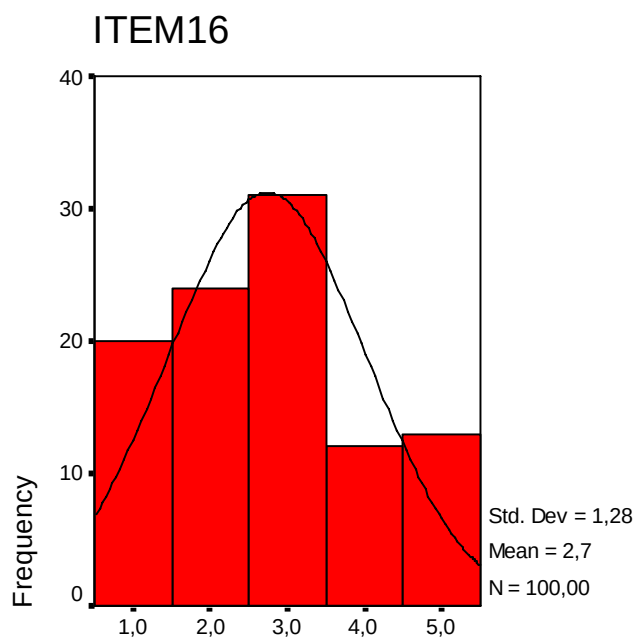
**ITEM 16: "James, did you forget our agreement recently? Can you keep our agreement in mind?"**

The table points out that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 3.87, p = .01 < .05$ , two tailed. Moreover, the mean of the Turkish students' answers for the item 16 is 2.74 with a standard deviation of 1.27 and the mean of the American students' answers is 3.43 with a standard deviation of 1.04.

**TABLE 17: Frequency table of Turkish and American students for item16**

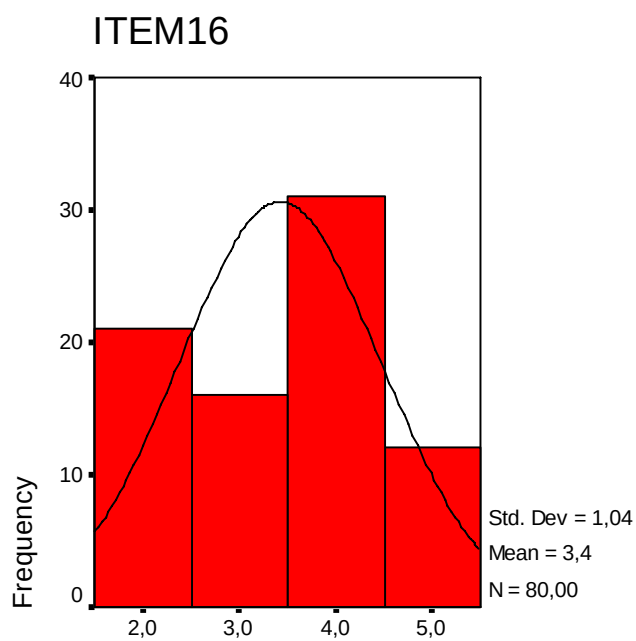
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.74     | 1.27      |
| America | 80       | 3.43     | 1.04      |

The reason of the significant difference observed can be related to cultural gap again.



ITEM16

FIGURE 32:Histogram of TEFLs for item 16



ITEM16

FIGURE 33 :Histogram of NSs for item 16

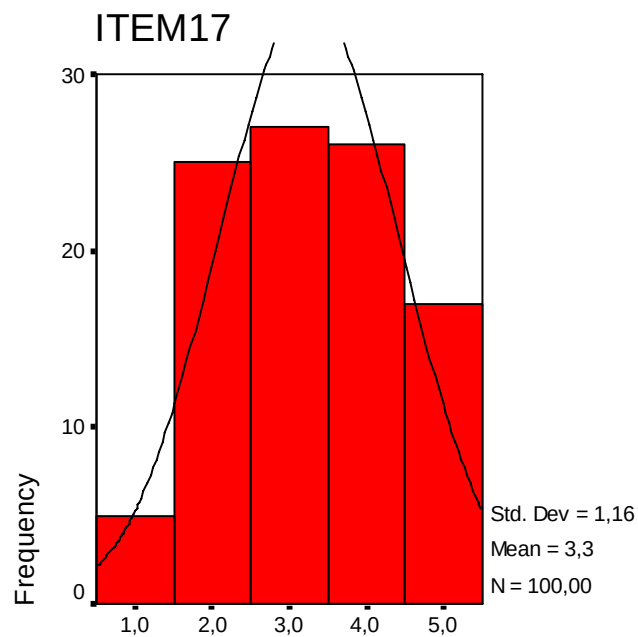
**ITEM 17: "James, if possible, could you try to keep our agreement in mind?"**

The table shows that there is not a significant mean difference between the answers of Turkish students and American students,  $t(178) = .564$ ,  $p = .057 > .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 17 is 3.25 with a standard deviation of 1.16 and the mean of the American students' answers is 3.35 with a standard deviation of 1.21.

**TABLE 18: Frequency table of Turkish and American students for item 17**

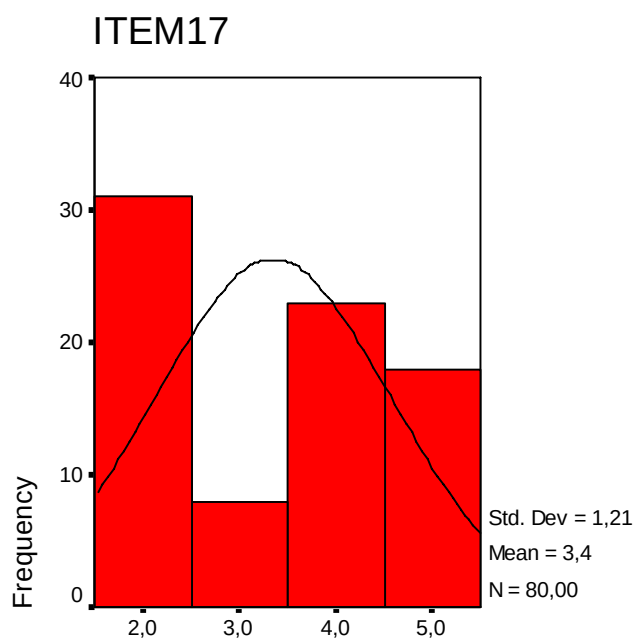
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.25     | 1.16      |
| America | 80       | 3.25     | 1.21      |

Both of the groups displayed similar result, which means the two cultures didn't differ from the aspect of perception of politeness in this item.



ITEM17

**FIGURE 34: Histogram of TEFLs for item 17**



ITEM17

**FIGURE 35: Histogram of NSs for item 17**

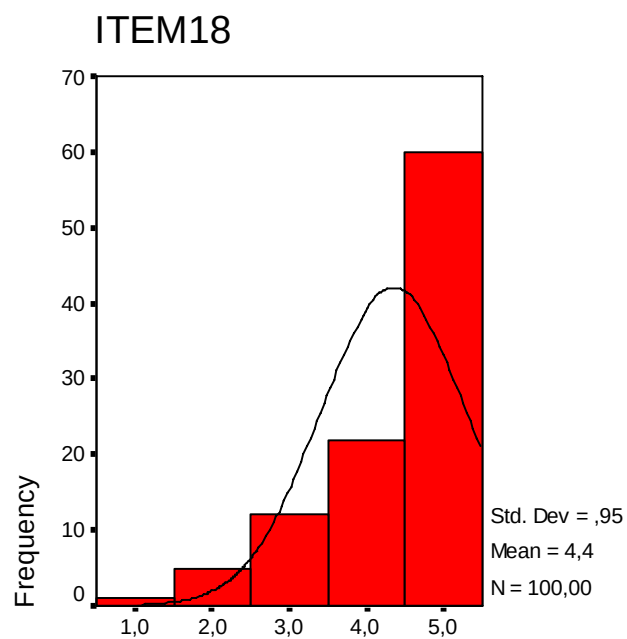
**ITEM 18:** "James, could I possibly ask you to be a little quieter when you come in after 11:30? I'm usually asleep before then, and I sometimes wake up when you come home."

The table indicates that the mean difference between the answers of American students and Turkish students is significant,  $t(178) = 1.08$ ,  $p = .03 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 18 is 4.35 with a standard deviation of .98 and the mean of the American students' answers is 4.49 with a standard deviation of .71.

**TABLE 19:** Frequency table of Turkish and American students for item 18

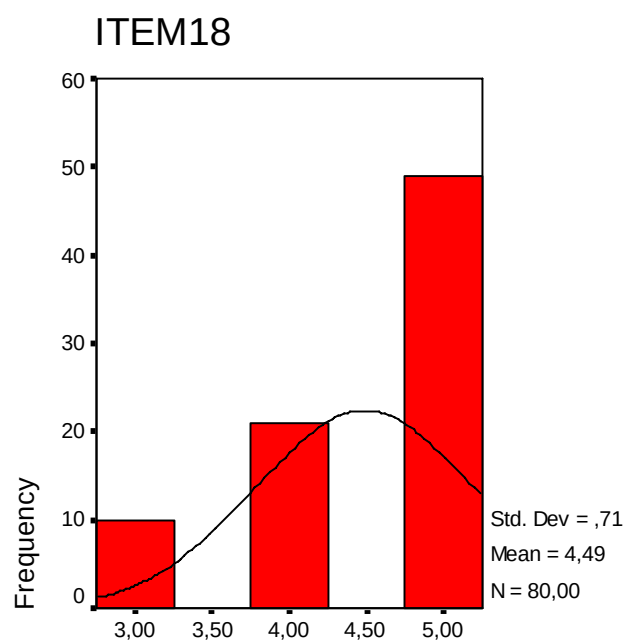
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 4.35     | .98       |
| America | 80       | 4.49     | .71       |

This item of the questionnaire assesses not only the preference of mitigators, but also the level of directness, and American students ranked it more appropriate when compared to Turkish students.



ITEM18

**FIGURE 36: Histogram of TEFLs for item 18**



ITEM18

**FIGURE 37: Histogram of NSs for item 18**

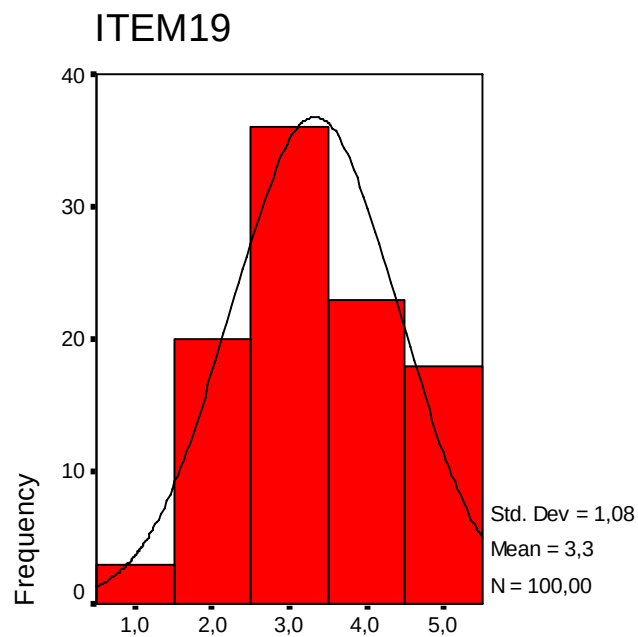
**ITEM 19: "James, I've been wondering if you might have forgotten our agreement recently?"**

When looked at the table it can be concluded that the difference between the mean of the two groups' answers is significant,  $t(178) = 2.29$ ,  $p = .02 < .05$ , two tailed. The mean of the Turkish students' answers for the item 19 is 3.33 with a standard deviation of 1.09 while the mean of the American students' answers is 3.66 with a standard deviation of .79.

**TABLE 20: Frequency table of Turkish and American students for item 19**

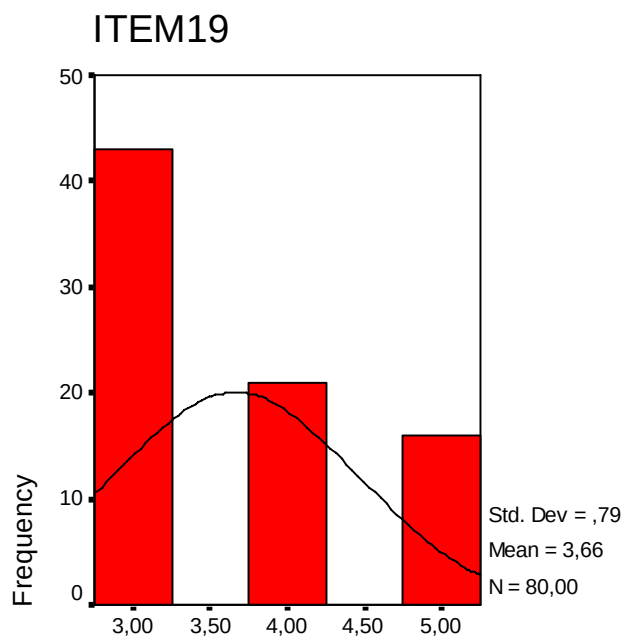
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.33     | 1.09      |
| America | 80       | 3.66     | .79       |

The reason of the significant difference can again be related to perception of different language use strategies in two different cultures, and Turkish students' not being able to learn the language in its own socio-cultural context.



ITEM19

**FIGURE 38: Histogram of TEFLs for item 19**



ITEM19

**FIGURE 39: Histogram of NSs for item 19**

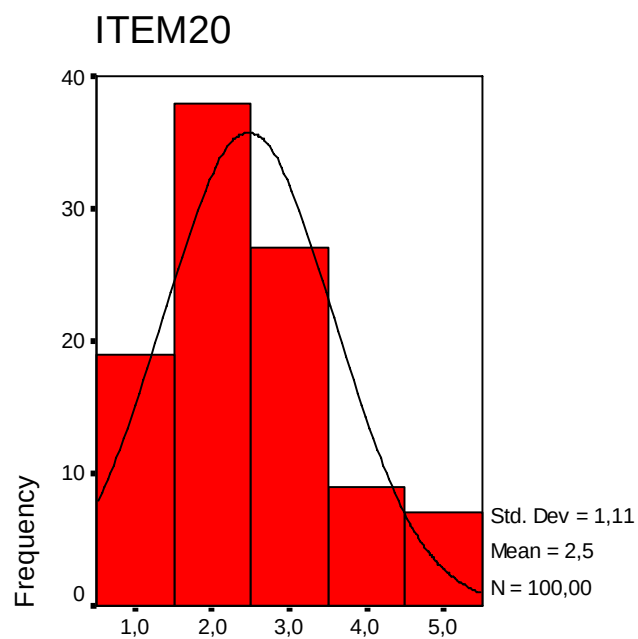
**ITEM 20: "James, you've been making too much noise at night recently."**

It can be seen from the table that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 9.9$ ,  $p = .017 < .05$ , two tailed. The mean of the Turkish students' answers for the item 20 is 2.47 with a standard deviation of 1.11 and the mean of the American students' answers is 4.19 with a standard deviation of 1.20.

**TABLE 21: Frequency table of Turkish and American students for item 20**

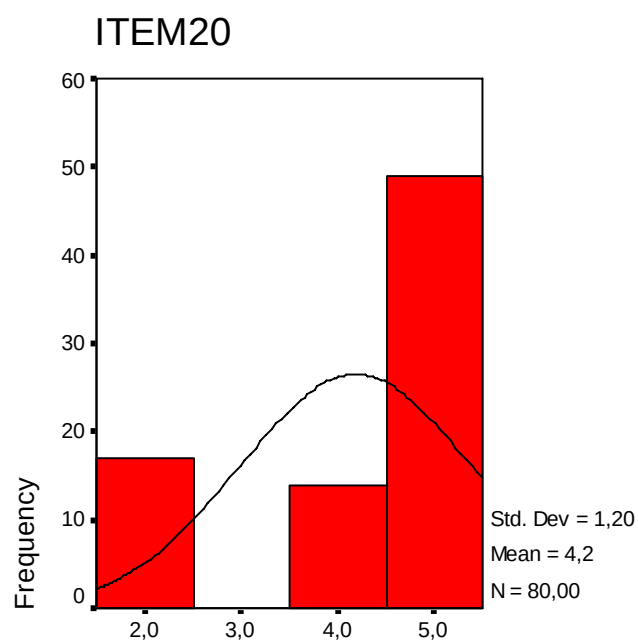
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.47     | 1.11      |
| America | 80       | 4.19     | 1.20      |

Turkish students ranked this item as less appropriate while American students considered it as more appropriate. Again this fact is an indicator of learning the language outside the socio-cultural context.



ITEM20

**FIGURE 40: Histogram of TEFLs for item 20**



ITEM20

**FIGURE 41: Histogram of NSs for item 20**

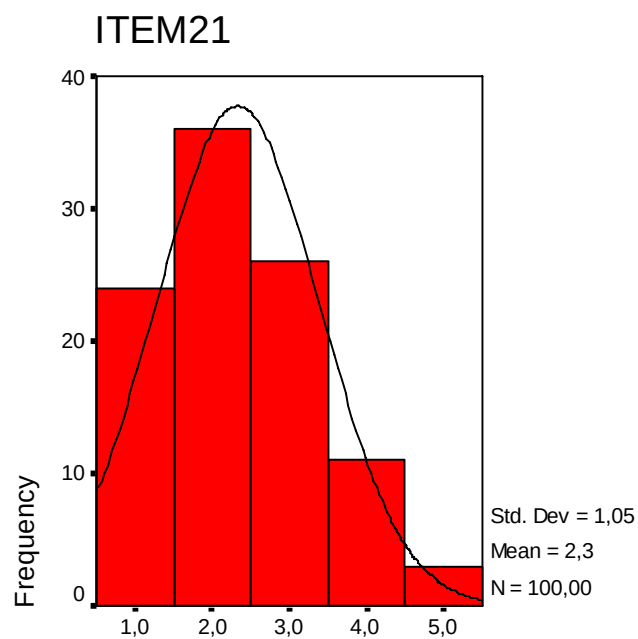
**ITEM 21: "James, can you keep our agreement in mind?"**

As seen from the table it can be said that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 9.00$ ,  $p = .01 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 21 is 2.33 with a standard deviation of 1.05 and the mean of the American students' answers is 3.71 with a standard deviation of .98.

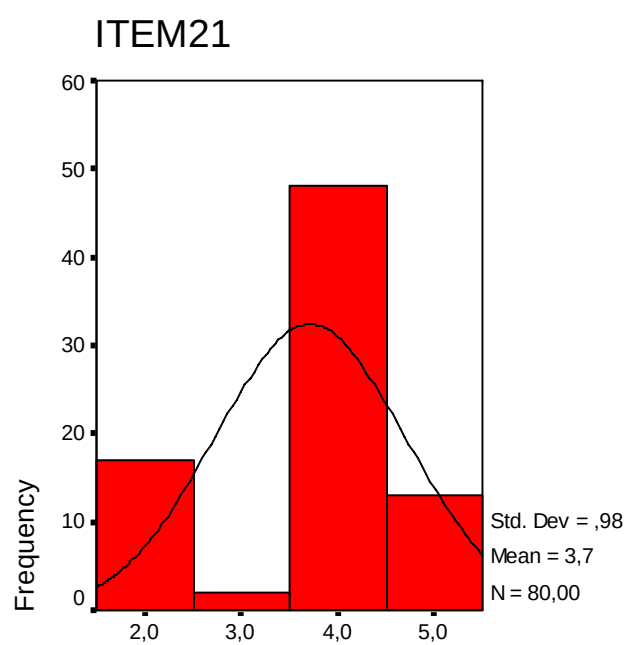
**TABLE 22: Frequency table of Turkish students fir item21**

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.33     | 1.05      |
| America | 80       | 3.71     | .98       |

Similary, Turkish students ranked this item as less appropriate while American students considered it as more appropriate. This fact indicates that learning the language outside the socio-cultural context leads to cross-cultural failure.



ITEM21

**FIGURE 22: Histogram of TEFLs for item 21**

ITEM21

**FIGURE 23: Histogram of NSs for item 21**

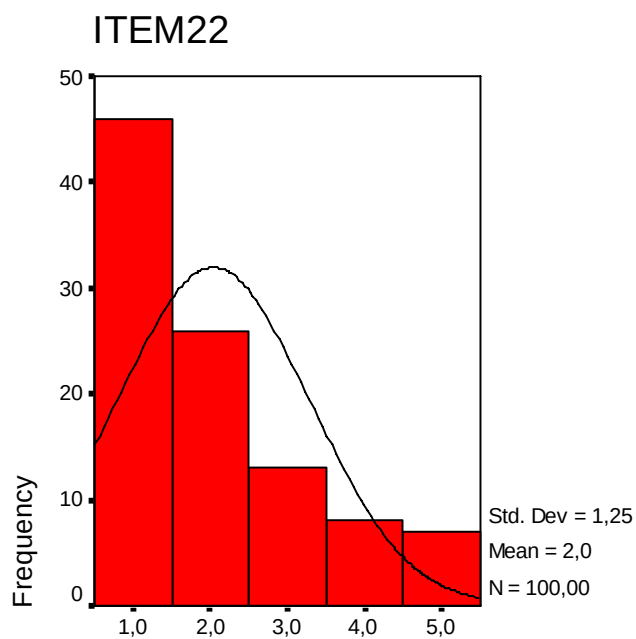
**ITEM 22: "Oh, wow, James ! Look at the time. I guess it must be quiet time."**

The table indicates that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 6.75, p = .01 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 22 is 2.04 with a standard deviation of 1.24 and the mean of the American students' answers is 3.29 with a standard deviation of 1.21.

**TABLE 23: Frequency table of Turkish and American students for item 22**

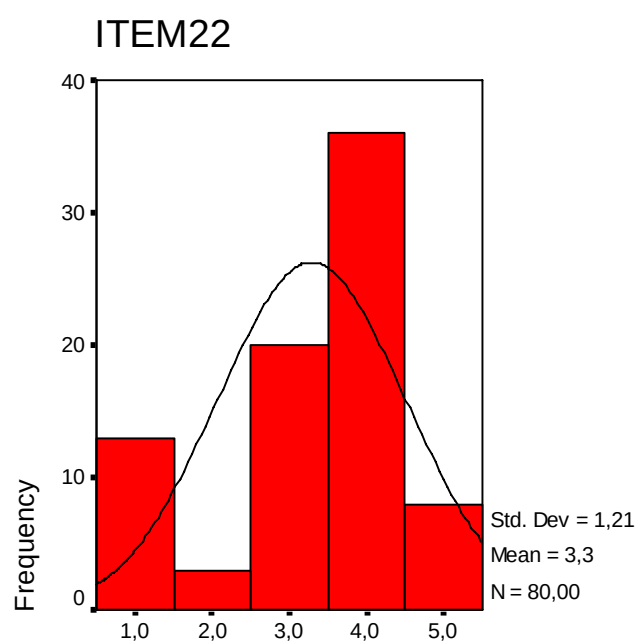
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.04     | 1.24      |
| America | 80       | 3.29     | 1.21      |

Turkish students consider this item which contains no mitigators as less appropriate while American students rank it as more appropriate.



ITEM22

**FIGURE 44:Histogram of TEFLs for item 22**



ITEM22

**FIGURE 45: Histogram of NSs for item 22**

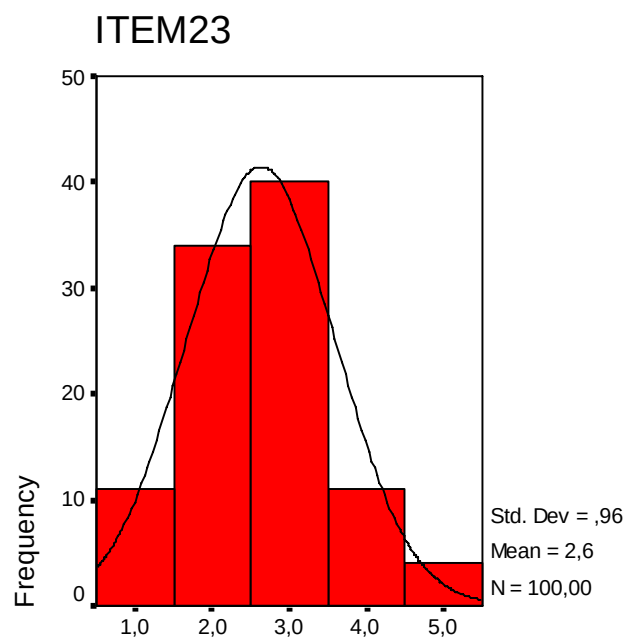
**ITEM 23: "James, did you forget our agreement recently?"**

When looked at the table it can be said that that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 3.14$ ,  $p = .002 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 23 is 2.63 with a standard deviation of .96 and the mean of the American students' answers is 3.10 with a standard deviation of 1.38.

**TABLE 24: Frequency table of Turkish and American students for item 23**

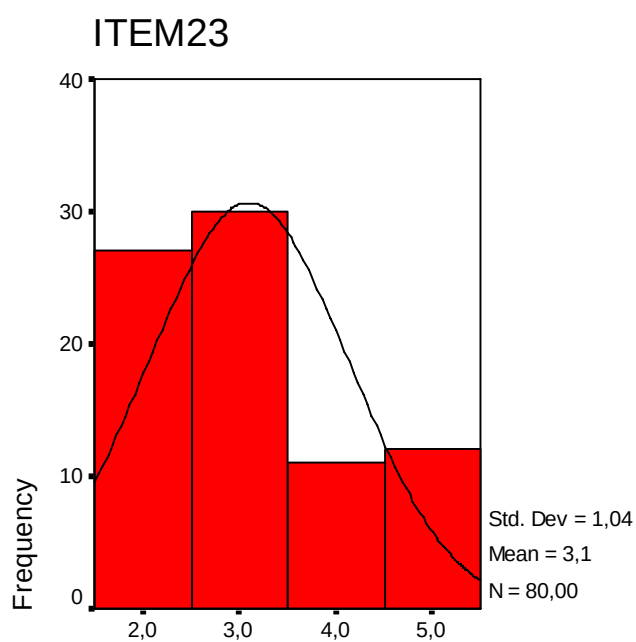
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.63     | .96       |
| America | 80       | 3.10     | 1.38      |

American students use positive politeness strategies in this item, however Turkish students do not owing to cross-cultural differences across cultures.



ITEM23

FIGURE 46: Histogram of TEFLs for item 23



ITEM23

FIGURE 47: Histogram of NSs for item 23

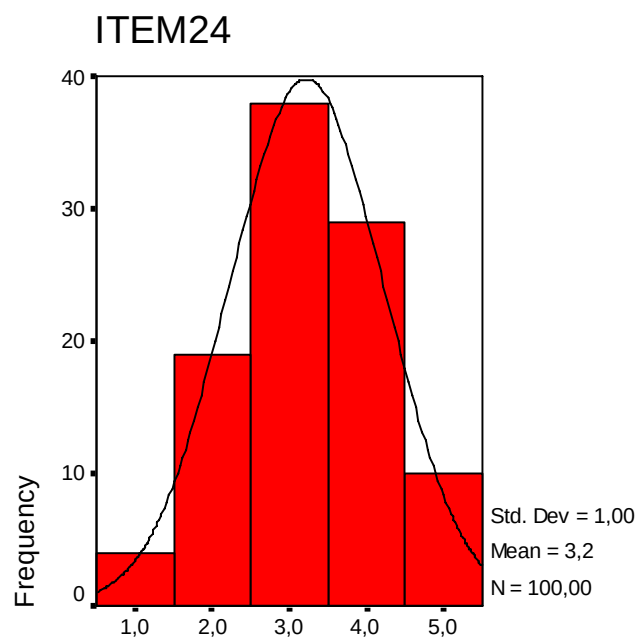
**ITEM 24: "James, it seems you've been making a little too much noise at night recently."**

The results stated in the table indicate that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 5.20$ ,  $p = .01 < .05$ , two tailed. Furthermore, the mean of the Turkish students' answers for the item 24 is 3.22 with a standard deviation of 1.00 and the mean of the American students' answers is 3.99 with a standard deviation of .96.

**TABLE 25: Frequency table of Turkish and American students for item 24**

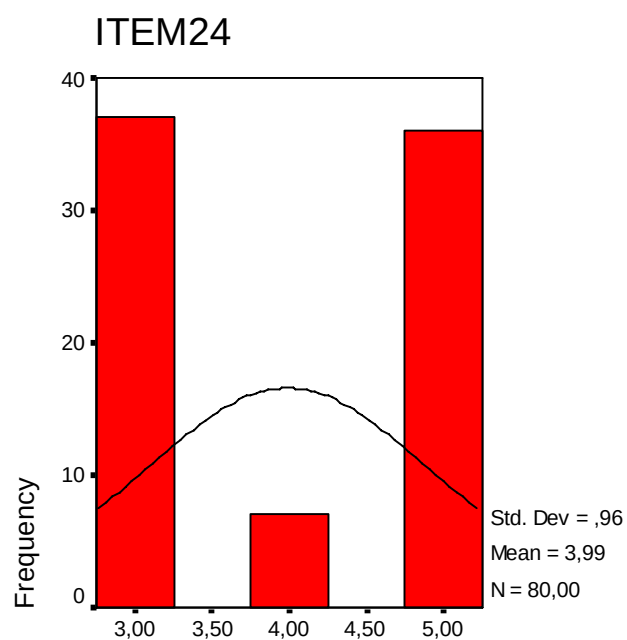
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.22     | 1.00      |
| America | 80       | 3.99     | .96       |

In this item again perception of language in a different politeness level exist due to cross cultural differences.



ITEM24

**FIGURE 48: Histogram of TEFLs for item 24**



ITEM24

**FIGURE 49: Histogram of NSs for item 24**

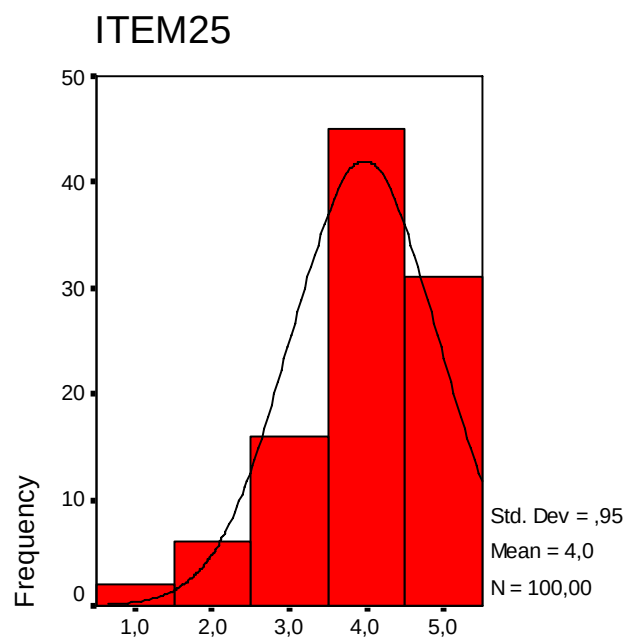
**ITEM 25:**"James, it seems you've been making a little too much noise at night recently. I was hoping you'd try to be a little more quiet when you come in."

The table indicates that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 2.86, p = .005 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 25 is 3.97 with a standard deviation of .94 and the mean of the American students' answers is 4.35 with a standard deviation of .79.

**TABLE 26:** Frequency table of Turkish and American students for item 25

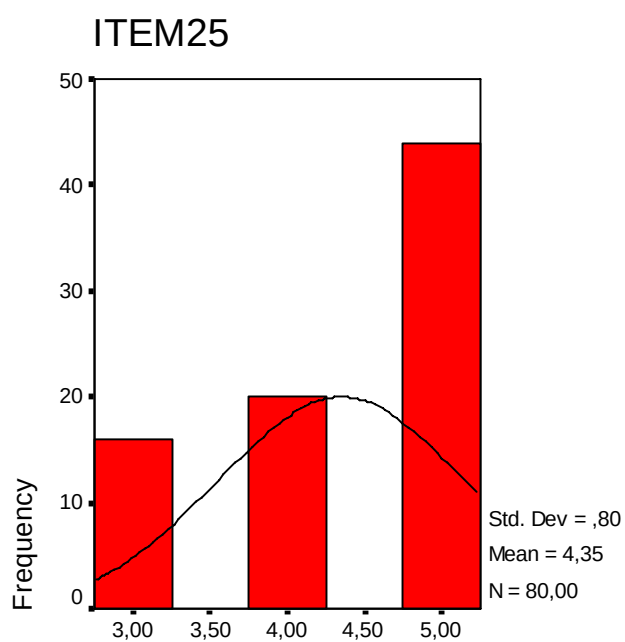
| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 4.25     | .833      |
| America | 80       | 4.69     | .608      |

American students ranked this item as more appropriate whereas Turkish students ranked it as less appropriate. This item is again an indicator of cross-cultural gap between two cultures.



ITEM25

**FIGURE 50:Histogram of TEFLs for item 25**



ITEM25

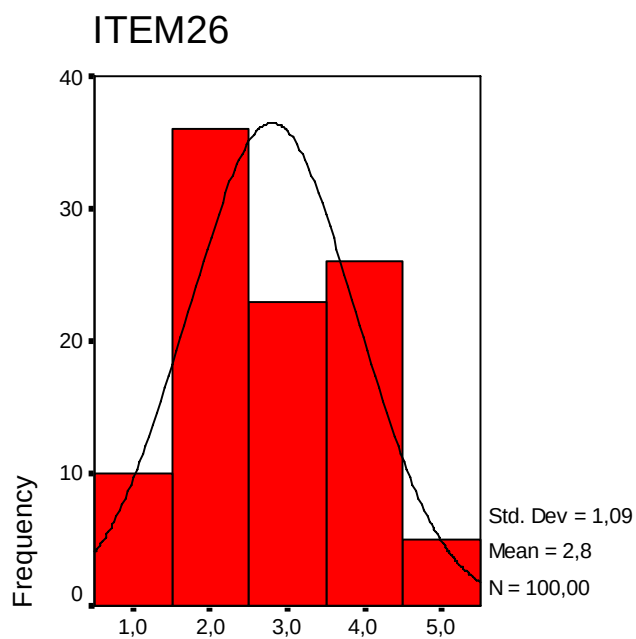
**FIGURE 51:Histogram of NSs for item 25**

**ITEM 26:** "James, I thought we agreed not to make any noise after 11:30? What have you been up to lately? Coming back kind of late?"

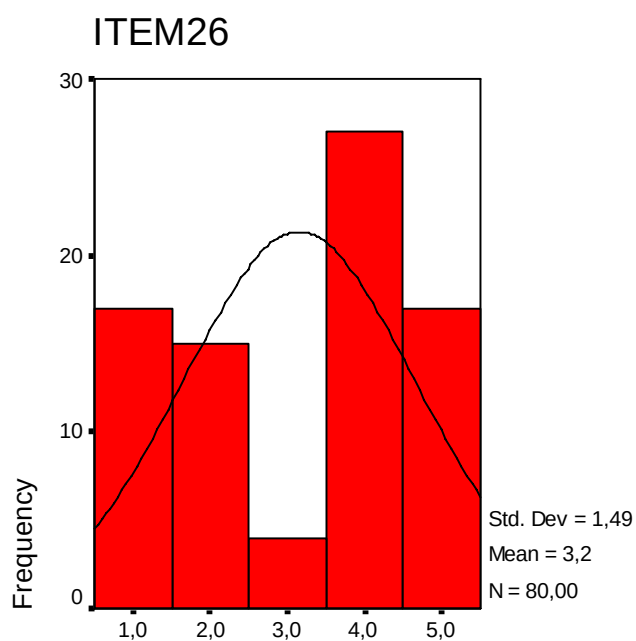
The table indicates that there is not a significant mean difference between the answers of American students and Turkish students,  $t(178) = 1.81, p = .07 > .05$ , two tailed. It can be also seen that, the mean of the Turkish students' answers for the item 26 is 2.80 with a standard deviation of 1.09 and the mean of the American students' answers is 3.15 with a standard deviation of 1.5.

**TABLE 27:** Frequency table of Turkish and American students for item 26

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 2.80     | 1.09      |
| America | 80       | 3.15     | 1.15      |



ITEM26

**FIGURE 52: Histogram of TEFLs for item 26**

ITEM26

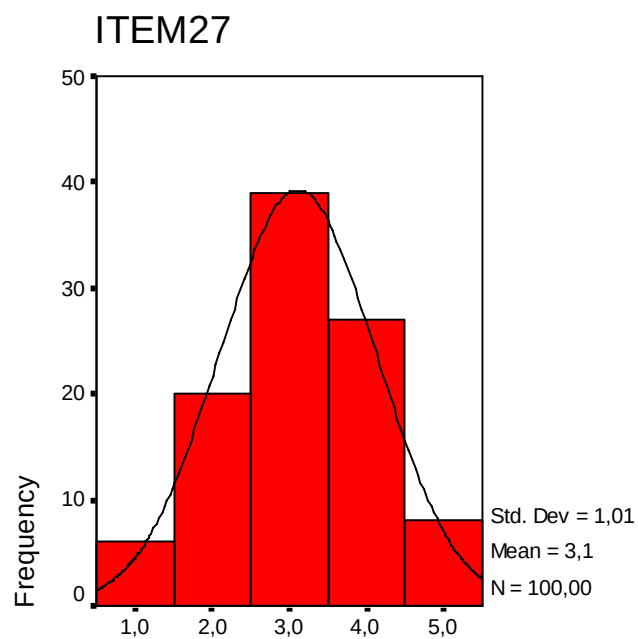
**FIGURE 53: Histogram of NSs for item 26**

**ITEM 27: "James , you've been making too much noise at night recently. Please be quiet when you come in."**

Results in the table point out that there is a significant mean difference between the answers of American students and Turkish students,  $t(178) = 7.22, p = .01 < .05$ , two tailed. In addition to this, the mean of the Turkish students' answers for the item 27 is less than ( $M = 3.11, SD = 1.01$ ) the mean of the American students' answers ( $M = 4.08, SD = .71$ ).

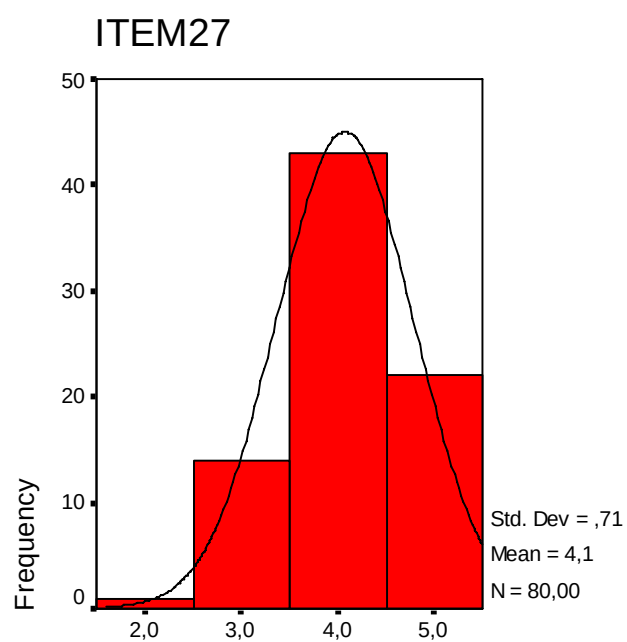
**TABLE 28: Frequency table of Turkish and American students for item 27**

| Country | <i>N</i> | <i>M</i> | <i>SD</i> |
|---------|----------|----------|-----------|
| Turkey  | 100      | 3.11     | 1.01      |
| America | 80       | 4.08     | 0.71      |



ITEM27

FIGURE 54: Histogram of TEFLs for item 27



ITEM27

FIGURE 55: Histogram of NSs for item 27

### 4.3.2.Sum of the Items

Referring to the tables it can be said that there is almost no significant mean difference between the answers of Turkish students and their counterparts,  $t(178) = 4.836, p = .01 < .05$ , two tailed. The mean of the Turkish students' answers ( $M = 3.22, SD = .415$ ) is slightly less than the mean of American students' answers ( $M = 3.57, SD = .551$ ). The findings display that a complex combination of linguistic, pragmatic and sociopragmatic factors affect learners' knowledge of appropriate and effective ways to complain. Turkish students consider the most items relatively rude when compared to American students. Definitely this fact does not mean that American students are rude, but although mastering most of the grammatical structures in the target language, Turkish students lack cultural awareness.

**TABLE 29: The Frequency table of Sum of the Items**

| Group Statistics |         |     |      |                |                 |
|------------------|---------|-----|------|----------------|-----------------|
|                  | COUNTRY | N   | Mean | Std. Deviation | Std. Error Mean |
| FORMAL           | TURKEY  | 100 | 3,31 | ,440           | ,044            |
|                  | AMERICA | 80  | 3,38 | ,553           | ,062            |
| INFORMAL         | TURKEY  | 100 | 3,15 | ,595           | ,059            |
|                  | AMERICA | 80  | 3,72 | ,728           | ,081            |
| ITEMSUM          | TURKEY  | 100 | 3,22 | ,415           | ,042            |
|                  | AMERICA | 80  | 3,57 | ,551           | ,062            |

### 4.3.3.Formal Items

Referring to the tables it can be said that there is not a significant mean difference between the answers of Turkish students and their counterparts to the formal items,  $t(178) = 0.948, p = .34 > .05$ , two tailed. The mean of the Turkish students' answers ( $M = 3.31, SD = .44$ ) is close to the mean of American students' answers ( $M = 3.38, SD = .55$ ). According to the first situation in which the Speaker interacts with a higher status interlocutor, it is observed that TEFLs are aware of some cross-cultural aspects of communication to a higher status interlocutor. Both of the groups prefer to rank the utterances which contain mitigators in their complaints as more appropriate. From the aspect of the higher status interlocutor both of the groups display similar results by ranking their choices in line with Brown and Levinson's (1987) negative politeness

strategy in which the speaker assumes that there might be some social distance or awkwardness in the situation and the Speaker shows his desire to maintain their autonomy .

#### **4.3.4. Informal Items**

Referring to the tables it can be said that there is a significant mean difference between the answers of Turkish students and their counterparts on informal questions,  $t(178) = 5.792$  ,  $p = .01 < .05$ , two tailed. The mean of the Turkish students' answers ( $M = 3.15$ ,  $SD = .595$ ) is slightly less than the mean of American students' answers ( $M = 3.72$ ,  $SD = .728$ ). In the second situation; that is the interaction with the lower status interlocutor displays a discrepancy between the Speaker and the Hearer from the aspect of strategy choice. The scale displays that NSs have a tendency to rate the options which are labelled as bald on record and Positive Politeness strategy by Brown and Levinson (1987) as more appropriate whereas TEFLs prefer to rate them as less appropriate. This finding can be related to what Gabrielle Kasper (1997) emphasizes about the studies which show that compared to conversation outside instructional settings, teacher-fronted classroom discourse displays a more narrow range of speech acts and their uses. Moreover the fact that the students are acquainted with formal language use rather than informal in classroom setting may affect their language use in different contexts.

**TABLE 30: Independent samples t-test**

| Independent Samples Test |                             |                                         |      |                              |         |                 |                 |                       |                                         |       |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|---------|-----------------|-----------------|-----------------------|-----------------------------------------|-------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |         |                 |                 |                       |                                         |       |
|                          |                             | F                                       | Sig. | t                            | df      | Sig. (2-tailed) | Mean Difference | Std. Error Difference | % Confidence Interval of the Difference |       |
|                          |                             |                                         |      |                              |         |                 |                 |                       | Lower                                   | Upper |
| FORMAL                   | Equal variances assumed     | 2,429                                   | ,121 | -,948                        | 178     | ,344            | -,07            | ,074                  | -,216                                   | ,076  |
|                          | Equal variances not assumed |                                         |      | -,925                        | 148,817 | ,357            | -,07            | ,076                  | -,220                                   | ,080  |
| INFORMA                  | Equal variances assumed     | 2,853                                   | ,093 | -5,792                       | 178     | ,000            | -,57            | ,099                  | -,766                                   | -,376 |
|                          | Equal variances not assumed |                                         |      | -5,664                       | 151,451 | ,000            | -,57            | ,101                  | -,770                                   | -,372 |
| ITEMSUM                  | Equal variances assumed     | 5,040                                   | ,026 | -4,836                       | 178     | ,000            | -,35            | ,072                  | -,491                                   | -,206 |
|                          | Equal variances not assumed |                                         |      | -4,689                       | 143,495 | ,000            | -,35            | ,074                  | -,495                                   | -,202 |

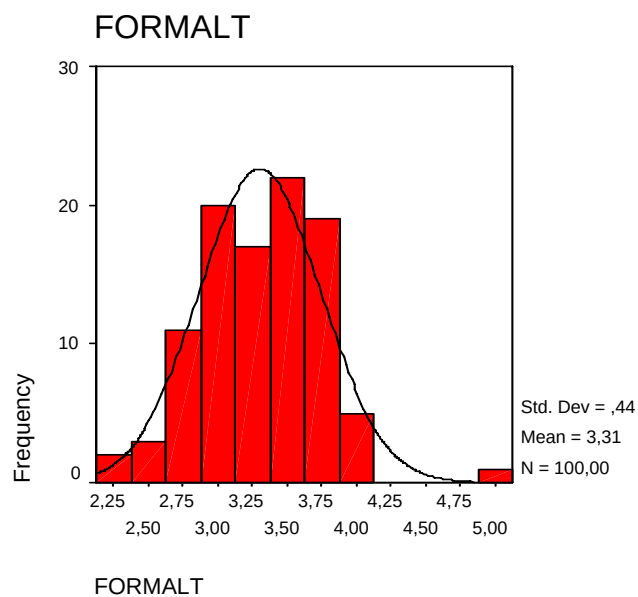


**FIGURE 56:**The figure of the answers of Turkish students to formal questions

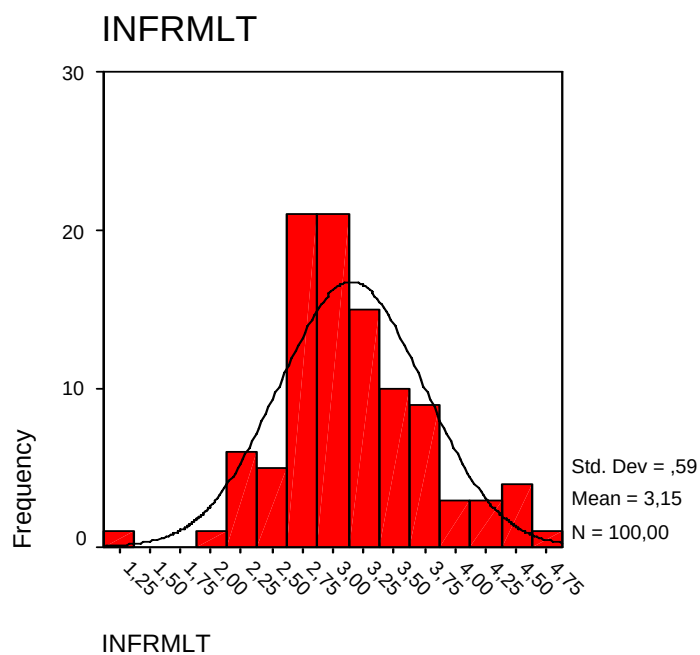


**FIGURE 57:**The figure of the answers of Turkish students to informal questions

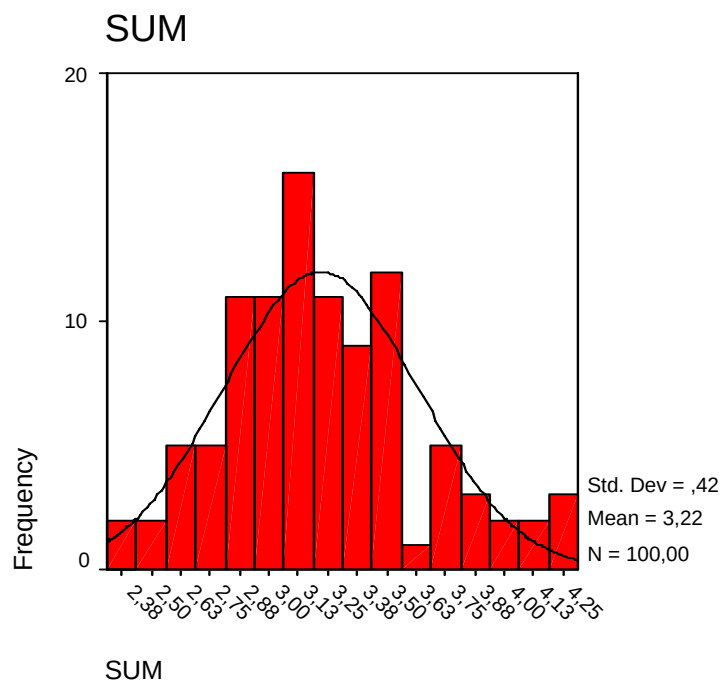


FIGURE 58: The figure of the sum of Turkish students' answers overall

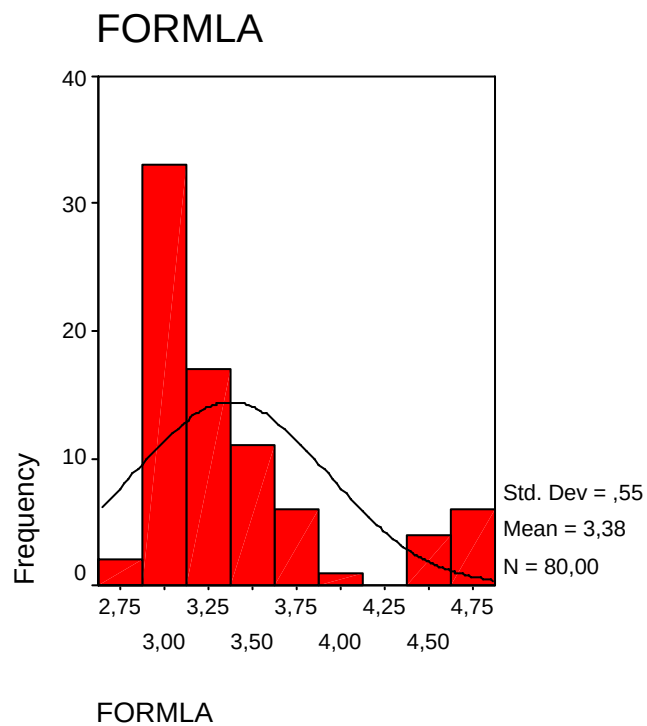
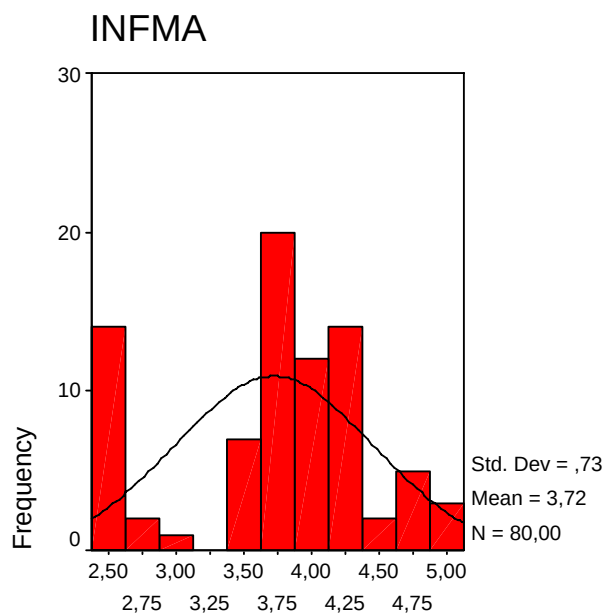


FIGURE 59: The figure of the answers of American students to formal questions



INFMA

**FIGURE 60:**The figure of the answers of American students to informal questions

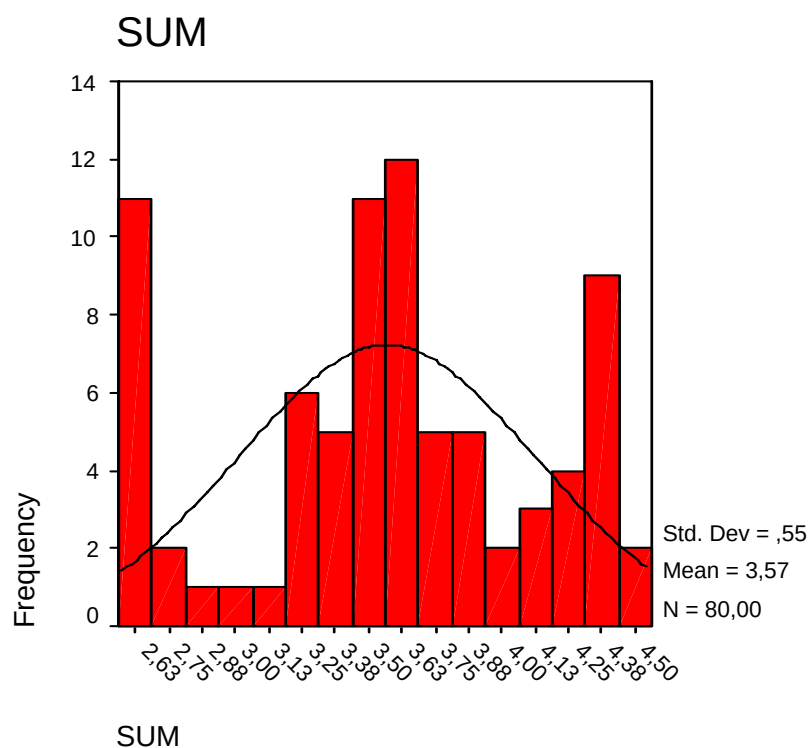


**FIGURE 61:**The figure of the sum of American students' answers overall

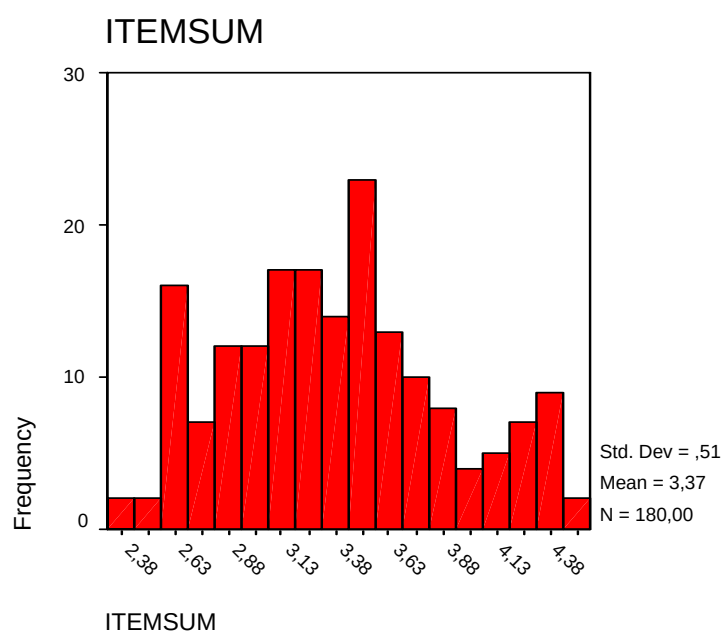
#### 4.3.5. Formal and Informal Items for Both Countries

As seen from the table, the answers of two countries students' mean score to the formal questions is found to be 3.34 with a SD = .493. On the other hand for the informal questions the mean score of the students is 3.4 with a standard deviation of .715. Looking at the score it can be concluded that there is not a significant mean difference between the answers of formal and informal questions. However there is a significant mean difference between the answers of Turkish students and American students' to formal and informal questions overall. In the context of the higher status interlocutor both of the groups display similar results by ranking their choices in line with Brown and Levinson's (1987) negative politeness strategy in which the speaker assumes that there might be some social distance or awkwardness in the situation. On the other hand in the case of the interaction with a lower status interlocutor, there is a discrepancy between two groups from the aspect of strategy choice. The scale displays that NSs have a tendency to rate the options which are labelled as bald on record and Positive Politeness strategy by Brown and Levinson (1987) as more appropriate whereas TEFLs prefer to rate them as less appropriate. Gabrielle Kasper (1997) highlights that when compared to conversation outside instructional settings, teacher-fronted classroom discourse displays a more narrow range of speech acts and their uses.

**TABLE 31: Frequency table of Itemsum**

|                        |         | Statistics |                |         |
|------------------------|---------|------------|----------------|---------|
|                        |         | FORMAL     | INFORMAL       | ITEMSUM |
| N                      | Valid   | 180        | 180            | 180     |
|                        | Missing | 0          | 0              | 0       |
| Mean                   |         | 3,34       | 3,40           | 3,37    |
| Median                 |         | 3,25       | 3,40           | 3,35    |
| Mode                   |         | 3          | 2 <sup>a</sup> | 3       |
| Std. Deviation         |         | ,493       | ,715           | ,510    |
| Skewness               |         | ,955       | ,016           | ,285    |
| Std. Error of Skewness |         | ,181       | ,181           | ,181    |
| Kurtosis               |         | 1,339      | -,549          | -,574   |
| Std. Error of Kurtosis |         | ,360       | ,360           | ,360    |

a. Multiple modes exist. The smallest value is shown

**FIGURE 62: Itemsum of both countries**

## CHAPTER 5: CONCLUSION

### 5.1. Summary

Misunderstandings between Turkish and American English speakers sometimes result from a lack of awareness of appropriate strategies for particular social situations (for instance, when to complain and how), or problems when the words chosen do not convey the intended meaning (for example, saying just “sorry” for a serious offense). Moreover, such misunderstandings are often fueled by stereotypes about communication styles, for example, that Turkish speakers are most of the time indirect, whereas English speakers of American English express their feelings directly. In the most serious cases, unfair judgments of the speaker's intentions, personality, or credibility may be formed. This study has investigated the evaluation of complaints by Turkish EFL learners in their foreign language and those by native English speakers in order to discover what English complaint strategies are preferred by these learners, and possibly why. To have our goal attained there were two research questions as the basis of our study. The second research question aimed to find out if there were differences in the perception of speech set of complaints between the native speakers of American English and Turkish EFL learners?

The findings related to the first research question display that there is a significant difference from the aspect of perception of speech act “complaints” between two cultures. When the reasons are uncovered we can conclude that besides cultural differences, contextual differences, play a leading role in developing pragmatic awareness in different cultures. Even if classroom interaction has a great impact in promoting cultural awareness and increasing pragmatic awareness, it is limited to classroom setting, and the individuals among which the interaction takes place.

The second research question was to detect whether the social status of the Hearer display divergence between the two groups. From the aspect of the higher status interlocutor both of the groups display similar results by ranking their choices in line with Brown and Levinson’s (1987) negative politeness strategy in which the

speaker assumes that there might be some social distance or awkwardness in the situation.

From the aspect of a lower status interlocutor however, there is a discrepancy between two groups from the aspect of strategy choice. The scale displays that NSs have a tendency to rate the options which are labelled as bald on record and Positive Politeness strategy by Brown and Levinson (1987) as more appropriate whereas TEFLs prefer to rate them as less appropriate. This finding can be related to what Gabrielle Kasper (1997) emphasizes about the studies which show that compared to conversation outside instructional settings, teacher-fronted classroom discourse displays a more narrow range of speech acts and their uses. Moreover the fact that the students are acquainted with formal language use rather than informal in classroom setting may affect their language use in different contexts.

The findings suggest that a complex combination of linguistic, pragmatic and sociopragmatic factors affect learners' knowledge of appropriate and effective ways to complain. Thus, in order to teach appropriate ways to perform intricate face-threatening acts such as complaints, English teachers need to raise their awareness of the complexity of the factors involved. Once teachers and researchers have established a relatively clear picture of acceptable norms across languages, as well as the current level of their students' pragmatic knowledge, they should be able to develop effective teaching methods (Occhi 2006) to empower their EFL students to complain appropriately and effectively. As Gundykunst emphasizes (1991: 2), "If we understand others' languages, but not their cultures we can make fluent fools of ourselves".

## **5.2. Implications on ELT**

The sole aim of language learners is to express their thoughts and feelings via foreign language. Nevertheless, in this context it is a widely known fact that most learners are fraught with difficulties in learning a foreign language. The basic principles of pragmatic approach

forms the basis in reaching communicative success. Language users cannot reach competency in expressiveness without pragmatic adequacy. Inadequacy of this kind cause serious problems in use. In this sense foreign language classroom must be the most suitable context where the most sufficient information is given to students. However, it is also a widely known fact that students who learn a language outside this target language community come across with the problem of alienation from the aspect of competence in cross-cultural gists. In order to overcome this problem can be to make some alterations in syllabus. The syllabus must cover sociolinguistic features which constitute a pragmatic perspective. The borders of syllabus design must have adequacy and flexibility.

It is hoped that the results of this study leads to more awareness of the similarities and differences between the use of speech acts with regard to the performance of complaints as one of the face-threatening speech acts and pragmatic competence of the Turkish nonnative speakers of English. As no other study on the use of speech set of English complaints from the aspect of Turkish EFL learners has been reported so far, there was no evidence for the results of the present study in literature.

The findings are cross-culturally significant in the sense that within the limits of these two groups, the speech act of complaining is universal; that is both of the groups had the ways of complaining; however the differences which were evident across language groups are at a level which may lead to misunderstandings and breakdown in cross-cultural communication.

Another difference across language groups was the context variable, which needs to be highlighted for the sake of ELT. The two groups didn't show much difference in a formal setting; that is both of the groups preferred similar strategies in complaining to a professor. However when communicating to a friend at the same age, TEFL group preferred similar strategies to the professor situation which is the proof of being unable to differentiate the suitable way of choosing the correct use in the suitable context. The fact that the students are exposed to overuse of grammatical structures in classroom setting and they lacked direct exposure to the target culture causes this fact.

Lyuh contends that(1992:119) awareness of the diversity in social behaviour makes it possible to perceive the differences as differences, not as inferiority or abnormality. So as to do that explicit knowledge or direct exposure to other culture is necessary. It is believed that learning about differences can reduce unnecessary hostility toward other groups due to the lack of understandings of other cultures.

In order to be pragmatically competent in the target language, the importance of the sociolinguistic rules of language use has been recognized by many researchers (Bardovi-Harlig 1992, Einsestein and Bodman 1986, Bouton 1994, Cohen 1996), and deviations such as the ones presented in this study may lead to misunderstandings and communication breakdown. The three major observations from our study are as follows:

1. The groups gave similar responses in formal situations, which signifies the fact that speech acts are universal. In addition to this, classroom instruction and also setting which is most of the time formal can be explained as the result of this fact.
2. The groups differed in informal setting which is a signifier of the rare usage of informal language and direct exposure to the target language and its culture.
3. A significant difference was observed overall, which shows the fact that even the students developed grammatical competence, they couldn't accomplish every aspect of mastering pragmatic competence.

### 5.3. Implications and Suggestions of Different Scholars

When second language learners engage in conversations with native speakers, difficulties may arise due to their lack of mastery of the conversational norms involved in the production of speech acts. Such conversational difficulties may in turn cause breakdowns in interethnic communication (Gumperz, 1990). When the nonnative speakers violate speech act realization patterns typically used by native speakers of a target language, they often suffer the perennial risk of inadvertently violating conversational (and politeness) norms thereby forfeiting their claims to being treated by their interactants as social equals (Kasper, 1990: 193).

Communication difficulties result when conversationalists do not share the same knowledge of the subtle rules governing conversation. Scarcella (1990:338) ascribes high frequency of such difficulties to the fact that “nonnative speakers, when conversing, often transfer the conversational rules of their first language into the second”.

Learners who repeatedly experience conversational difficulties tend to cut themselves from speakers of the target community, not only withdrawing from them socially, but psychologically as well (Scarcella, 1990). “‘Psychological distance’ or a ‘high filter’ might be related to a number of factors, including culture shock and cultural stress” (Scarcella, 1990:343) All these factors ignite a cycle that eventually hinders second language acquisition.

1. First, the learners experience conversational difficulties.
2. Next, they become “clannish”, clinging to their own group.
3. This limits their interaction with members of the target culture and increases solidarity with their own cultural group.
4. That, in turn, creates social distance between themselves and the target group.
5. The end result is that the second language acquisition is hindered since they don’t receive the input necessary for their language development. (Scarcella, 1990, p. 342)

Cohen (1996) claims that the fact that speech acts reflect somewhat routinized language behavior helps learning in the sense that much of what is said is predictable. Despite the routinized nature of speech acts, there are still various strategies to choose from - depending on the sociocultural context - and often a variety of possible language forms for realizing

these strategies, especially in the case of speech acts with four or more possible semantic formulas such as apologies and complaints. Target language learners may tend to respond the way they would in their native language and culture and find that their utterances are not at all appropriate for the target language and culture situation. (Cohen, 1996: 408)

At present, there is an increasing number of studies dealing with teaching speech act behavior in an EFL classroom. Olshtein and Cohen (1990), for instance, conducted a study of apologies made by EFL learners in Israel who were taught a set of lessons on the strategies used by native English speakers to apologize. They found that situational features can indeed be taught in the foreign language classroom. Whereas before these apology lessons, the nonnative speakers' apologies differed from the native English speakers', after instruction, learners selected strategies, which were more native-like.

Scarcella (1990) provides second language instructors with a number of guidelines intended to reduce negative consequences of communication difficulties and increase the learners' conversational competence through improving their motivation:

1. Stress the advantages of conversing like a native speaker.
2. Stress that it is not necessary to converse perfectly to communicate in the second language.
3. Impress upon learners that they should not be overly concerned with communication difficulties.
4. Help students accept communication difficulties as normal.
5. Provide students with information about communication difficulties.
6. Do not expect students to develop the conversational skills needed to overcome all communication difficulties.
7. Provide communicative feedback regarding student success in conveying meaning and accomplishing communicative objectives.
8. Teach students strategies to help them overcome communication difficulties in the real world. (1990, pp. 345-346)

Çakır(2006) emphasizes the salience to become aware of the suitable type of the linguistic realization we choose for making an apology or a request in any language might depend on the social status of the speaker or hearer, and on age, sex, or any other social factor. He also adds that, certain pragmatic situational conditions might call for

the performance of a certain speech act in one culture but not in another. He proposes the use of culture-based activities abundantly in the classroom help learners be familiar with the target culture.

Schmidt (1993, cited in Cook 1999:1) highlights the importance of conscious noticing of linguistic forms, functional meanings, speech styles and relevant contexts. Trosborg (1994: 481) and Kasper (2001: 515) also advocate the sharpening of learners' awareness of appropriate pragmalinguistic and sociopragmatic behaviour through explicit teaching and *metapragmatic* treatment of pragmatic features by way of description, explanation, and discussion. More specifically it is suggested that pragmatic and grammatical awareness are largely independent, and that "high levels of grammatical competence do not guarantee concomitant high levels of pragmatic competence" (Bardovi-Harlig, 1999, cited in Kasper 2001, :506). Thomas (1983: 110) suggests that pragmatic competence cannot be simply 'grafted' on to grammatical competence and that there may even be cases of *pragmatic fossilization*.

According to Kasper(2001: 522) teachers must be sufficiently socialized to L2 pragmatic practices, so that they can comfortably draw on those practices as part of their communicative and cultural repertoire, and so that their metapragmatic awareness enables them to support students' learning of L2 pragmatics effectively. Nunan also proposes that classroom interaction is an institutional activity in which participants' roles are asymmetrically distributed (Nunan, 1989)

Kasper (1997) classifies the activities that are useful for pragmatic development into two main types: activities aiming at raising students' pragmatic *awareness*, and activities offering opportunities for communicative *practice*.

Students acquire sociopragmatic and pragmalinguistic information via awareness-raising activities. Students can observe particular pragmatic features in various sources of oral or written 'data', ranging from native speaker 'classroom guests' (Bardovi-Harlig, et al., 1991) to videos of authentic interaction, feature films (Rose, 1997), and other fictional and non-fictional written and audiovisual sources. Observation tasks which focus on sociopragmatic or

pragmalinguistic features can be given in the form of observation assignments outside the classroom(Kasper, 1997).

Gabrielle Kasper puts the emphasis on the studies which show that compared to conversation outside instructional settings, teacher-fronted classroom discourse displays.

- a more narrow range of speech acts (Long, Adams, McLean, & Castaños, 1976)
- a lack of politeness marking (Lörscher & Schulze, 1988)
- shorter and less complex openings and closings (Lörscher, 1986; Kasper, 1989)
- monopolization of discourse organization and management by the teacher (Lörscher, 1986; Ellis, 1990), and consequently,

A *sociopragmatic* task could be to observe under what conditions native speakers of American English express gratitude - when, for what kinds of goods or services, and to whom ( Eisenstein & Bodman, 1993)(cited in Kasper 1997). Depending on the student population and available time, such observations may be open or structured. A useful model for such an observation sheet is the one proposed by Rose (1994) for requests.

Rose(1997) also highlights that, whether gathered through out-of-class observation or brought into the classroom through audiovisual media, authentic native speaker input is indispensable for pragmatic learning. She emphasizes that this is not because students should imitate native speakers' action patterns but in order to build their own pragmatic knowledge on the right kind of input. Comparisons of textbook dialogues and authentic discourse show that there is often a mismatch between the two. For instance, Bardovi-Harlig, et al. (1991) examined conversational closings in 20 textbooks for English and found that few of them represented closing phases accurately. Wolfson (1989) noted that, most of native speakers' pragmatic knowledge is implicit knowledge. Due to the fact that native speaker intuition is a notoriously unreliable source of information about the communicative practices of their own

community, it is vital that teaching materials on L2 pragmatics are research-based (Myers-Scotton & Bernstein, 1988; Wolfson, 1989; Olshtain & Cohen, 1991; Bardovi-Harlig, et al., 1991).

According to Kasper (1997) in our attempt to understand the practices of an unfamiliar community, we tend to view such practices through the lenses of our own customs. She propose that authentic L2 input is essential for pragmatic learning, but it does not secure successful pragmatic development. She also emphasizes that when students' observe L2 communicative practices, their minds don't simply record what they hear and see like a videocamera does. Cognitive psychology (e.g., Sanford & Garrod, 1981) as well as radical constructivism (e.g., von Glaserfeld, 1995) emphasize the importance of prior knowledge for comprehension and learning. Müller (1981) proposed the term cultural isomorphism to this interpretive strategy as. As a strategy for the acquisition of everyday knowledge, cultural isomorphism is a combination of assimilation and spot-the-difference. L2 practices are subjected to the same social evaluations as the apparently equivalent L1 practices. The research literature on cross-cultural pragmatics documents the rich intracultural variation of communicative action patterns and thus offers compelling counter-evidence against unhelpful and often mutual stereotypes. For example, a stereotype held by some Japanese learners of English is that Americans have a very direct style of communication (Tanaka, 1988; Robinson, 1992); however, research on requests (Blum-Kulka & House, 1989; Blum-Kulka, 1991) and refusals (Beebe, Takahashi, & Uliss-Weltz., 1990; Beebe & Cummings, 1996) provides evidence to the contrary.

Activities such as roleplay, simulation, and drama not only engage students in different social roles and speech events, but also provide opportunities to practice the wide range of pragmatic and sociolinguistic abilities (Crookall & Saunders, 1989; Crookall & Oxford, 1990; Olshtain & Cohen, 1991)(cited in Kasper 1997) that students need in interpersonal encounters outside the classroom.

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## APPENDICES

## **APPENDIX 1 QUESTIONNAIRE**

### **Background Information**

First I would appreciate your answering some questions about your own background by filling in the blanks.

1. Your Age:
2. Name of the University:

Two hypothetical situations are given below. Questions 1-12 are related to situation 1, and questions 13-27 are related to situation 2. In reading these responses, please assume that no irony or sarcasm is expressed in them and that they are uttered with basically "neutral" intonation. Keeping this condition in mind, please evaluate each response with regard to the extent you think it would be socially acceptable/appropriate, using the five-point scale given after each question:

### Situation 1

The speaker (**the same gender as yours**), a university student, received his/her final grades. The student was shocked that **Professor Beyhan Ünlü (female, 50 years old)** gave him/her a C. Her class was one of the student's favorites, and he/she studied very hard. The student got an A on his/her report, so does not understand why the final grade was so low. The speaker knocks on the door of the professor's office, and she says, "Come in.":

| How socially acceptable/appropriate do you think it is in the context?                                                                                                           | 1- very rude | 2-somewhat rude | 3-so so | 4- somewhat ok | 5- perfectly ok |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------|----------------|-----------------|
| 1. "Professor Ünlü, I was wondering about my final grade. I'm a little confused because I thought I had done better."                                                            |              |                 |         |                |                 |
| 2. "Professor Ünlü, I want to discuss my final grade with you. Please explain why I got a C."                                                                                    |              |                 |         |                |                 |
| 3. "Professor Ünlü, I don't understand why my grade was a C. There must have been a mistake."                                                                                    |              |                 |         |                |                 |
| 4. "Professor Ünlü, I'm curious about my final grade. I'm confused because I had done better."                                                                                   |              |                 |         |                |                 |
| 5. "Professor Ünlü, I am anxious to know what has gone wrong in my studies."                                                                                                     |              |                 |         |                |                 |
| 6. "Professor Ünlü, I am curious about my final grade. I'm confused because I thought I had done better. Can I find out how the grades were figured?"                            |              |                 |         |                |                 |
| 7. "Professor Ünlü, I would like to discuss my final grade with you. I was hoping you could explain why I got a C."                                                              |              |                 |         |                |                 |
| 8. "Professor Ünlü, I was wondering about my final grade. I'm a little confused because I thought I had done better. If possible, could I find out how the grades were figured?" |              |                 |         |                |                 |
| 9. "Professor Ünlü, I don't understand why my grade was a C. There must have been a mistake. Please explain why I got a C."                                                      |              |                 |         |                |                 |
| 10. "Professor Ünlü, I was in your class and I truly enjoyed your lectures and the overall atmosphere of the class. However, I am concerned about the final grade I received."   |              |                 |         |                |                 |
| 11. "Professor Ünlü, I was hoping to acquire some information on my final grade. If possible, could I find out how the grades were figured?"                                     |              |                 |         |                |                 |
| 12. "Professor Ünlü, I couldn't quite understand why my grade was a C. I think there might have been a mistake."                                                                 |              |                 |         |                |                 |

**Situation 2**

The speaker is sharing an apartment with his/her friend (**Both the speaker & the friend are around the same age and the same gender as yours**). Recently, the friend comes home very late almost every night and makes a lot of noise, even though the two had agreed to be quiet after 11:30 p.m. when they first decided to live together. The speaker has put up with the noise for several days, but tonight feels that he/she should say something to the friend, who is watching TV.

| How socially acceptable/appropriate do you think it is in the context?                                                                                                     | 1- very rude | 2-somewhat rude | 3-so so | 4- somewhat ok | 5- perfectly ok |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------|----------------|-----------------|
| 13. " Orcunhan, I was hoping you'd try to be a little more quiet when you come in at night."                                                                               |              |                 |         |                |                 |
| 14. " Orcunhan, I've been wondering if you might have forgotten our agreement recently? If possible, could you try to keep our agreement in mind?"                         |              |                 |         |                |                 |
| 15. " Orcunhan, please be quiet when you come in at night."                                                                                                                |              |                 |         |                |                 |
| 16. " Orcunhan, did you forget our agreement recently? Can you keep our agreement in mind?"                                                                                |              |                 |         |                |                 |
| 17. " Orcunhan, if possible, could you try to keep our agreement in mind?"                                                                                                 |              |                 |         |                |                 |
| 18. " Orcunhan, could I possibly ask you to be a little quieter when you come in after 11:30? I'm usually asleep before then, and I sometimes wake up when you come home." |              |                 |         |                |                 |
| 19. " Orcunhan, I've been wondering if you might have forgotten our agreement recently?"                                                                                   |              |                 |         |                |                 |
| 20. " Orcunhan, you've been making too much noise at night recently."                                                                                                      |              |                 |         |                |                 |
| 21. "James, can you keep our agreement in mind?"                                                                                                                           |              |                 |         |                |                 |
| 22. "Oh, wow, Orcunhan ! Look at the time. I guess it must be quiet time."                                                                                                 |              |                 |         |                |                 |
| 23. " Orcunhan , did you forget our agreement recently?"                                                                                                                   |              |                 |         |                |                 |
| 24 " Orcunhan , it seems you've been making a little too much noise at night recently."                                                                                    |              |                 |         |                |                 |
| 25." Orcunhan , it seems you've been making a little too much noise at night recently. I was hoping you'd try to be a little more quiet when you come in."                 |              |                 |         |                |                 |
| 26. " Orcunhan , I thought we agreed not to make any noise after 11:30? What have you been up to lately? Coming back kind of late?"                                        |              |                 |         |                |                 |
| 27. "Orcunhan , you've been making too much noise at night recently. Please be quiet when you come in."                                                                    |              |                 |         |                |                 |

Adapted from Rinnert(2003)

## **APPENDIX 2 QUESTIONNAIRE**

### **Background Information**

First I would appreciate your answering some questions about your own background by filling in the blanks.

3. Your Age:
4. Name of the University:

Two hypothetical situations are given below. Questions 1-12 are related to situation 1, and questions 13-27 are related to situation 2. In reading these responses, please assume that no irony or sarcasm is expressed in them and that they are uttered with basically "neutral" intonation. Keeping this condition in mind, please evaluate each response with regard to the extent you think it would be socially acceptable/appropriate, using the five-point scale given after each question:

### Situation 1

The speaker (**the same gender as yours**), a university student, received his/her final grades. The student was shocked that **Professor Keith Miller (female, 50 years old)** gave him/her a C. Her class was one of the student's favorites, and he/she studied very hard. The student got an A on his/her report, so does not understand why the final grade was so low. The speaker knocks on the door of the professor's office, and she says, "Come in.":

| How socially acceptable/appropriate do you think it is in the context?                                                                                                             | 1- very rude | 2-somewhat rude | 3-so so | 4- somewhat ok | 5- perfectly ok |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------|----------------|-----------------|
| 1. "Professor Miller, I was wondering about my final grade. I'm a little confused because I thought I had done better."                                                            |              |                 |         |                |                 |
| 2. "Professor Miller, I want to discuss my final grade with you. Please explain why I got a C."                                                                                    |              |                 |         |                |                 |
| 3. "Professor Miller, I don't understand why my grade was a C. There must have been a mistake."                                                                                    |              |                 |         |                |                 |
| 4. "Professor Miller, I'm curious about my final grade. I'm confused because I had done better."                                                                                   |              |                 |         |                |                 |
| 5. "Professor Miller, I am anxious to know what has gone wrong in my studies."                                                                                                     |              |                 |         |                |                 |
| 6. "Professor Miller, I am curious about my final grade. I'm confused because I thought I had done better. Can I find out how the grades were figured?"                            |              |                 |         |                |                 |
| 7. "Professor Miller, I would like to discuss my final grade with you. I was hoping you could explain why I got a C."                                                              |              |                 |         |                |                 |
| 8. "Professor Miller, I was wondering about my final grade. I'm a little confused because I thought I had done better. If possible, could I find out how the grades were figured?" |              |                 |         |                |                 |
| 9. "Professor Miller, I don't understand why my grade was a C. There must have been a mistake. Please explain why I got a C."                                                      |              |                 |         |                |                 |
| 10. "Professor Miller, I was in your class and I truly enjoyed your lectures and the overall atmosphere of the class. However, I am concerned about the final grade I received."   |              |                 |         |                |                 |
| 11. "Professor Miller, I was hoping to acquire some information on my final grade. If possible, could I find out how the grades were figured?"                                     |              |                 |         |                |                 |
| 12. "Professor Miller, I couldn't quite understand why my grade was a C. I think there might have been a mistake."                                                                 |              |                 |         |                |                 |

**Situation 2**

The speaker is sharing an apartment with his/her friend (**Both the speaker & the friend are around the same age and the same gender as yours**). Recently, the friend comes home very late almost every night and makes a lot of noise, even though the two had agreed to be quiet after 11:30 p.m. when they first decided to live together. The speaker has put up with the noise for several days, but tonight feels that he/she should say something to the friend, who is watching TV.

| <b>How socially acceptable/appropriate do you think it is in the context?</b>                                                                                          | <b>1- very rude</b> | <b>2-somewhat rude</b> | <b>3-so so</b> | <b>4- somewhat ok</b> | <b>5- perfectly ok</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|----------------|-----------------------|------------------------|
| 13. "James, I was hoping you'd try to be a little more quiet when you come in at night."                                                                               |                     |                        |                |                       |                        |
| 14. "James, I've been wondering if you might have forgotten our agreement recently? If possible, could you try to keep our agreement in mind?"                         |                     |                        |                |                       |                        |
| 15. "James, please be quiet when you come in at night."                                                                                                                |                     |                        |                |                       |                        |
| 16. "James, did you forget our agreement recently? Can you keep our agreement in mind?"                                                                                |                     |                        |                |                       |                        |
| 17. "James, if possible, could you try to keep our agreement in mind?"                                                                                                 |                     |                        |                |                       |                        |
| 18. "James, could I possibly ask you to be a little quieter when you come in after 11:30? I'm usually asleep before then, and I sometimes wake up when you come home." |                     |                        |                |                       |                        |
| 19. "James, I've been wondering if you might have forgotten our agreement recently?"                                                                                   |                     |                        |                |                       |                        |
| 20. "James, you've been making too much noise at night recently."                                                                                                      |                     |                        |                |                       |                        |
| 21. "James, can you keep our agreement in mind?"                                                                                                                       |                     |                        |                |                       |                        |
| 22. "Oh, wow, James ! Look at the time. I guess it must be quiet time."                                                                                                |                     |                        |                |                       |                        |
| 23. "James, did you forget our agreement recently?"                                                                                                                    |                     |                        |                |                       |                        |
| 24 "James, it seems you've been making a little too much noise at night recently."                                                                                     |                     |                        |                |                       |                        |
| 25."James, it seems you've been making a little too much noise at night recently. I was hoping you'd try to be a little more quiet when you come in."                  |                     |                        |                |                       |                        |
| 26. "James, I thought we agreed not to make any noise after 11:30? What have you been up to lately? Coming back kind of late?"                                         |                     |                        |                |                       |                        |
| 27. "James , you've been making too much noise at night recently. Please be quiet when you come in."                                                                   |                     |                        |                |                       |                        |

Adapted from Rinnert(2003)

## APPENDIX 3

## RELIABILITY ANALYSIS - SCALE (ALPHA)

## Item-total Statistics

|        | Scale<br>Mean<br>if Item<br>Deleted | Scale<br>Variance<br>if Item<br>Deleted | Corrected<br>Item-<br>Total<br>Correlation | Alpha<br>if Item<br>Deleted |
|--------|-------------------------------------|-----------------------------------------|--------------------------------------------|-----------------------------|
| ITEM1  | 89,4063                             | 103,8619                                | ,3815                                      | ,7150                       |
| ITEM2  | 90,7813                             | 112,0474                                | -,0954                                     | ,7425                       |
| ITEM3  | 91,9375                             | 106,3831                                | ,2614                                      | ,7213                       |
| ITEM4  | 89,0000                             | 114,0645                                | -,2315                                     | ,7418                       |
| ITEM5  | 91,6875                             | 104,0282                                | ,4102                                      | ,7144                       |
| ITEM6  | 90,5625                             | 104,5121                                | ,3475                                      | ,7168                       |
| ITEM7  | 91,0625                             | 103,6734                                | ,2449                                      | ,7216                       |
| ITEM8  | 90,1563                             | 110,7813                                | -,0300                                     | ,7360                       |
| ITEM9  | 91,3750                             | 99,4677                                 | ,4023                                      | ,7098                       |
| ITEM10 | 89,5000                             | 107,9355                                | ,1148                                      | ,7287                       |
| ITEM11 | 92,1563                             | 115,9425                                | -,3125                                     | ,7481                       |
| ITEM12 | 91,7188                             | 102,4667                                | ,4500                                      | ,7111                       |
| ITEM13 | 89,9688                             | 105,9667                                | ,1933                                      | ,7245                       |
| ITEM14 | 89,7813                             | 109,2087                                | ,0372                                      | ,7337                       |
| ITEM15 | 90,8125                             | 105,2540                                | ,3508                                      | ,7176                       |
| ITEM16 | 90,6250                             | 114,2419                                | -,2100                                     | ,7448                       |
| ITEM17 | 89,7188                             | 104,8538                                | ,3275                                      | ,7178                       |
| ITEM18 | 90,5625                             | 107,8669                                | ,0355                                      | ,7402                       |
| ITEM19 | 90,1563                             | 105,1683                                | ,1769                                      | ,7265                       |
| ITEM20 | 90,5625                             | 93,2863                                 | ,6351                                      | ,6901                       |
| ITEM21 | 90,9375                             | 104,1250                                | ,2850                                      | ,7190                       |
| ITEM22 | 90,3125                             | 107,1895                                | ,1046                                      | ,7310                       |
| ITEM23 | 89,0938                             | 109,8296                                | ,0538                                      | ,7299                       |
| ITEM24 | 90,4063                             | 107,5393                                | ,1256                                      | ,7283                       |
| ITEM25 | 91,2813                             | 94,4667                                 | ,7127                                      | ,6891                       |
| ITEM26 | 91,4063                             | 96,7006                                 | ,5257                                      | ,7003                       |
| ITEM27 | 91,8125                             | 99,5766                                 | ,6315                                      | ,7016                       |
| ITEM28 | 91,0313                             | 97,9667                                 | ,5236                                      | ,7021                       |
| ITEM29 | 90,8125                             | 99,9637                                 | ,5528                                      | ,7042                       |
| ITEM30 | 89,7813                             | 108,4990                                | ,0823                                      | ,7306                       |
| ITEM31 | 90,7188                             | 106,3377                                | ,1489                                      | ,7278                       |
| ITEM32 | 90,3438                             | 100,4264                                | ,3689                                      | ,7125                       |

## Reliability Coefficients

N of Cases = 32,0

N of Items = 32

Alpha = ,7283

## APPENDIX 4

## R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

|     |        | Mean   | Std Dev | Cases |
|-----|--------|--------|---------|-------|
| 1.  | ITEM1  | 4,4444 | ,7711   | 180,0 |
| 2.  | ITEM2  | 2,3722 | 1,1435  | 180,0 |
| 3.  | ITEM3  | 2,7722 | ,9562   | 180,0 |
| 4.  | ITEM4  | 3,4611 | ,8347   | 180,0 |
| 5.  | ITEM5  | 3,0667 | 1,1987  | 180,0 |
| 6.  | ITEM6  | 3,9000 | 1,1241  | 180,0 |
| 7.  | ITEM7  | 2,6500 | 1,4512  | 180,0 |
| 8.  | ITEM8  | 4,2556 | ,8264   | 180,0 |
| 9.  | ITEM9  | 2,2778 | 1,1678  | 180,0 |
| 10. | ITEM10 | 4,2444 | ,9432   | 180,0 |
| 11. | ITEM11 | 3,7111 | 1,1794  | 180,0 |
| 12. | ITEM12 | 2,8889 | 1,1860  | 180,0 |
| 13. | ITEM13 | 3,7667 | 1,1680  | 180,0 |
| 14. | ITEM14 | 3,7889 | 1,0193  | 180,0 |
| 15. | ITEM15 | 3,4778 | 1,0164  | 180,0 |
| 16. | ITEM16 | 3,0444 | 1,2228  | 180,0 |
| 17. | ITEM17 | 3,2944 | 1,1804  | 180,0 |
| 18. | ITEM18 | 4,4111 | ,8508   | 180,0 |
| 19. | ITEM19 | 3,4778 | ,9771   | 180,0 |
| 20. | ITEM20 | 3,2333 | 1,4342  | 180,0 |
| 21. | ITEM21 | 2,9444 | 1,2314  | 180,0 |
| 22. | ITEM22 | 2,5944 | 1,3770  | 180,0 |
| 23. | ITEM23 | 2,8389 | 1,0203  | 180,0 |
| 24. | ITEM24 | 3,5611 | 1,0526  | 180,0 |
| 25. | ITEM25 | 4,1389 | ,9017   | 180,0 |
| 26. | ITEM26 | 2,9556 | 1,2938  | 180,0 |
| 27. | ITEM27 | 3,5389 | 1,0104  | 180,0 |

| Statistics for | Mean    | Variance | Std Dev | N of Variables |
|----------------|---------|----------|---------|----------------|
| SCALE          | 91,1111 | 189,2502 | 13,7568 | 27             |

## Reliability Coefficients

N of Cases = 180,0

N of Items = 27

Alpha = ,8564

\*\*\*\*\* Method 1 (space saver) will be used for this analysis \*\*\*\*\*

Group Statistics

|        | COUNTRY | N   | Mean | Std. Deviation | Std. Error Mean |
|--------|---------|-----|------|----------------|-----------------|
| ITEM1  | TURKEY  | 100 | 4,25 | ,833           | ,083            |
|        | AMERICA | 80  | 4,69 | ,608           | ,068            |
| ITEM2  | TURKEY  | 100 | 2,07 | 1,066          | ,107            |
|        | AMERICA | 80  | 2,75 | 1,131          | ,126            |
| ITEM3  | TURKEY  | 100 | 2,64 | 1,059          | ,106            |
|        | AMERICA | 80  | 2,94 | ,785           | ,088            |
| ITEM4  | TURKEY  | 100 | 3,46 | ,958           | ,096            |
|        | AMERICA | 80  | 3,46 | ,655           | ,073            |
| ITEM5  | TURKEY  | 100 | 3,04 | 1,348          | ,135            |
|        | AMERICA | 80  | 3,10 | ,989           | ,111            |
| ITEM6  | TURKEY  | 100 | 3,79 | 1,047          | ,105            |
|        | AMERICA | 80  | 4,04 | 1,206          | ,135            |
| ITEM7  | TURKEY  | 100 | 2,54 | 1,201          | ,120            |
|        | AMERICA | 80  | 2,79 | 1,711          | ,191            |
| ITEM8  | TURKEY  | 100 | 4,36 | ,894           | ,089            |
|        | AMERICA | 80  | 4,13 | ,718           | ,080            |
| ITEM9  | TURKEY  | 100 | 2,41 | 1,207          | ,121            |
|        | AMERICA | 80  | 2,11 | 1,102          | ,123            |
| ITEM10 | TURKEY  | 100 | 4,02 | 1,044          | ,104            |
|        | AMERICA | 80  | 4,53 | ,711           | ,080            |
| ITEM11 | TURKEY  | 100 | 4,09 | ,996           | ,100            |
|        | AMERICA | 80  | 3,24 | 1,225          | ,137            |
| ITEM12 | TURKEY  | 100 | 3,00 | 1,005          | ,101            |
|        | AMERICA | 80  | 2,75 | 1,373          | ,154            |
| ITEM13 | TURKEY  | 100 | 4,01 | ,927           | ,093            |
|        | AMERICA | 80  | 3,46 | 1,359          | ,152            |
| ITEM14 | TURKEY  | 100 | 3,92 | 1,125          | ,113            |
|        | AMERICA | 80  | 3,63 | ,848           | ,095            |
| ITEM15 | TURKEY  | 100 | 3,09 | 1,111          | ,111            |
|        | AMERICA | 80  | 3,96 | ,605           | ,068            |
| ITEM16 | TURKEY  | 100 | 2,74 | 1,276          | ,128            |
|        | AMERICA | 80  | 3,43 | 1,041          | ,116            |
| ITEM17 | TURKEY  | 100 | 3,25 | 1,158          | ,116            |
|        | AMERICA | 80  | 3,35 | 1,213          | ,136            |
| ITEM18 | TURKEY  | 100 | 4,35 | ,947           | ,095            |
|        | AMERICA | 80  | 4,49 | ,711           | ,080            |
| ITEM19 | TURKEY  | 100 | 3,33 | 1,083          | ,108            |
|        | AMERICA | 80  | 3,66 | ,795           | ,089            |
| ITEM20 | TURKEY  | 100 | 2,47 | 1,114          | ,111            |
|        | AMERICA | 80  | 4,19 | 1,202          | ,134            |
| ITEM21 | TURKEY  | 100 | 2,33 | 1,055          | ,105            |
|        | AMERICA | 80  | 3,71 | ,983           | ,110            |
| ITEM22 | TURKEY  | 100 | 2,04 | 1,247          | ,125            |
|        | AMERICA | 80  | 3,29 | 1,214          | ,136            |
| ITEM23 | TURKEY  | 100 | 2,63 | ,960           | ,096            |
|        | AMERICA | 80  | 3,10 | 1,038          | ,116            |
| ITEM24 | TURKEY  | 100 | 3,22 | 1,001          | ,100            |
|        | AMERICA | 80  | 3,99 | ,961           | ,107            |
| ITEM25 | TURKEY  | 100 | 3,97 | ,948           | ,095            |
|        | AMERICA | 80  | 4,35 | ,797           | ,089            |
| ITEM26 | TURKEY  | 100 | 2,80 | 1,092          | ,109            |
|        | AMERICA | 80  | 3,15 | 1,493          | ,167            |
| ITEM27 | TURKEY  | 100 | 3,11 | 1,014          | ,101            |
|        | AMERICA | 80  | 4,08 | ,708           | ,079            |

## Independent Samples Test

|        |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |         |                 |                 |                       |                                           |        |
|--------|-----------------------------|-----------------------------------------|------|------------------------------|---------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
|        |                             | F                                       | Sig. | t                            | df      | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|        |                             |                                         |      |                              |         |                 |                 |                       | Lower                                     | Upper  |
| ITEM1  | Equal variances assumed     | 15,778                                  | ,000 | -3,932                       | 178     | ,000            | -,44            | ,111                  | -,657                                     | -,218  |
|        | Equal variances not assumed |                                         |      | -4,069                       | 176,589 | ,000            | -,44            | ,108                  | -,650                                     | -,225  |
| ITEM2  | Equal variances assumed     | 2,024                                   | ,157 | -4,139                       | 178     | ,000            | -,68            | ,164                  | -1,004                                    | -,356  |
|        | Equal variances not assumed |                                         |      | -4,112                       | 164,804 | ,000            | -,68            | ,165                  | -1,007                                    | -,353  |
| ITEM3  | Equal variances assumed     | 17,926                                  | ,000 | -2,094                       | 178     | ,038            | -,30            | ,142                  | -,578                                     | -,017  |
|        | Equal variances not assumed |                                         |      | -2,163                       | 177,037 | ,032            | -,30            | ,138                  | -,569                                     | -,026  |
| ITEM4  | Equal variances assumed     | 10,655                                  | ,001 | -,020                        | 178     | ,984            | ,00             | ,126                  | -,250                                     | ,245   |
|        | Equal variances not assumed |                                         |      | -,021                        | 174,035 | ,983            | ,00             | ,121                  | -,240                                     | ,235   |
| ITEM5  | Equal variances assumed     | 10,467                                  | ,001 | -,333                        | 178     | ,740            | -,06            | ,180                  | -,416                                     | ,296   |
|        | Equal variances not assumed |                                         |      | -,344                        | 176,752 | ,731            | -,06            | ,174                  | -,404                                     | ,284   |
| ITEM6  | Equal variances assumed     | 4,555                                   | ,034 | -1,473                       | 178     | ,143            | -,25            | ,168                  | -,579                                     | ,084   |
|        | Equal variances not assumed |                                         |      | -1,450                       | 157,376 | ,149            | -,25            | ,171                  | -,585                                     | ,090   |
| ITEM7  | Equal variances assumed     | 41,484                                  | ,000 | -1,138                       | 178     | ,257            | -,25            | ,217                  | -,677                                     | ,182   |
|        | Equal variances not assumed |                                         |      | -1,096                       | 136,605 | ,275            | -,25            | ,226                  | -,694                                     | ,199   |
| ITEM8  | Equal variances assumed     | 5,031                                   | ,026 | 1,910                        | 178     | ,058            | ,24             | ,123                  | -,008                                     | ,478   |
|        | Equal variances not assumed |                                         |      | 1,956                        | 177,994 | ,052            | ,24             | ,120                  | -,002                                     | ,472   |
| ITEM9  | Equal variances assumed     | ,849                                    | ,358 | 1,707                        | 178     | ,089            | ,30             | ,174                  | -,046                                     | ,641   |
|        | Equal variances not assumed |                                         |      | 1,725                        | 174,853 | ,086            | ,30             | ,172                  | -,043                                     | ,638   |
| ITEM10 | Equal variances assumed     | 7,372                                   | ,007 | -3,693                       | 178     | ,000            | -,51            | ,137                  | -,775                                     | -,235  |
|        | Equal variances not assumed |                                         |      | -3,848                       | 173,839 | ,000            | -,51            | ,131                  | -,764                                     | -,246  |
| ITEM11 | Equal variances assumed     | 11,011                                  | ,001 | 5,151                        | 178     | ,000            | ,85             | ,165                  | ,526                                      | 1,179  |
|        | Equal variances not assumed |                                         |      | 5,035                        | 150,978 | ,000            | ,85             | ,169                  | ,518                                      | 1,187  |
| ITEM12 | Equal variances assumed     | 16,690                                  | ,000 | 1,409                        | 178     | ,161            | ,25             | ,177                  | -,100                                     | ,600   |
|        | Equal variances not assumed |                                         |      | 1,362                        | 140,601 | ,175            | ,25             | ,184                  | -,113                                     | ,613   |
| ITEM13 | Equal variances assumed     | 56,386                                  | ,000 | 3,205                        | 178     | ,002            | ,55             | ,171                  | ,210                                      | ,885   |
|        | Equal variances not assumed |                                         |      | 3,077                        | 133,908 | ,003            | ,55             | ,178                  | ,196                                      | ,899   |
| ITEM14 | Equal variances assumed     | 3,168                                   | ,077 | 1,944                        | 178     | ,053            | ,29             | ,152                  | -,004                                     | ,594   |
|        | Equal variances not assumed |                                         |      | 2,005                        | 177,399 | ,046            | ,29             | ,147                  | ,005                                      | ,585   |
| ITEM15 | Equal variances assumed     | 30,735                                  | ,000 | -6,314                       | 178     | ,000            | -,87            | ,138                  | -1,145                                    | -,600  |
|        | Equal variances not assumed |                                         |      | -6,709                       | 158,639 | ,000            | -,87            | ,130                  | -1,129                                    | -,616  |
| ITEM16 | Equal variances assumed     | 2,035                                   | ,155 | -3,878                       | 178     | ,000            | -,68            | ,177                  | -1,034                                    | -,336  |
|        | Equal variances not assumed |                                         |      | -3,967                       | 177,927 | ,000            | -,68            | ,173                  | -1,026                                    | -,344  |
| ITEM17 | Equal variances assumed     | 2,608                                   | ,108 | -,564                        | 178     | ,574            | -,10            | ,177                  | -,450                                     | ,250   |
|        | Equal variances not assumed |                                         |      | -,561                        | 165,855 | ,576            | -,10            | ,178                  | -,452                                     | ,252   |
| ITEM18 | Equal variances assumed     | 5,039                                   | ,026 | -1,078                       | 178     | ,283            | -,14            | ,128                  | -,389                                     | ,114   |
|        | Equal variances not assumed |                                         |      | -1,112                       | 177,351 | ,268            | -,14            | ,124                  | -,382                                     | ,107   |
| ITEM19 | Equal variances assumed     | 7,202                                   | ,008 | -2,295                       | 178     | ,023            | -,33            | ,145                  | -,618                                     | -,047  |
|        | Equal variances not assumed |                                         |      | -2,374                       | 176,765 | ,019            | -,33            | ,140                  | -,609                                     | -,056  |
| ITEM20 | Equal variances assumed     | ,676                                    | ,412 | -9,921                       | 178     | ,000            | -1,72           | ,173                  | -2,059                                    | -1,376 |
|        | Equal variances not assumed |                                         |      | -9,837                       | 163,331 | ,000            | -1,72           | ,175                  | -2,062                                    | -1,373 |
| ITEM21 | Equal variances assumed     | 1,588                                   | ,209 | -9,004                       | 178     | ,000            | -1,38           | ,154                  | -1,685                                    | -1,080 |
|        | Equal variances not assumed |                                         |      | -9,075                       | 173,829 | ,000            | -1,38           | ,152                  | -1,683                                    | -1,082 |
| ITEM22 | Equal variances assumed     | ,003                                    | ,956 | -6,750                       | 178     | ,000            | -1,25           | ,185                  | -1,612                                    | -,883  |
|        | Equal variances not assumed |                                         |      | -6,770                       | 171,264 | ,000            | -1,25           | ,184                  | -1,611                                    | -,884  |
| ITEM23 | Equal variances assumed     | ,120                                    | ,729 | -3,147                       | 178     | ,002            | -,47            | ,149                  | -,765                                     | -,175  |
|        | Equal variances not assumed |                                         |      | -3,119                       | 163,140 | ,002            | -,47            | ,151                  | -,768                                     | -,172  |
| ITEM24 | Equal variances assumed     | 2,179                                   | ,142 | -5,203                       | 178     | ,000            | -,77            | ,148                  | -1,059                                    | -,476  |
|        | Equal variances not assumed |                                         |      | -5,226                       | 172,135 | ,000            | -,77            | ,147                  | -1,057                                    | -,478  |
| ITEM25 | Equal variances assumed     | ,358                                    | ,550 | -2,866                       | 178     | ,005            | -,38            | ,133                  | -,642                                     | -,118  |
|        | Equal variances not assumed |                                         |      | -2,921                       | 177,532 | ,004            | -,38            | ,130                  | -,637                                     | -,123  |
| ITEM26 | Equal variances assumed     | 24,261                                  | ,000 | -1,815                       | 178     | ,071            | -,35            | ,193                  | -,731                                     | ,031   |
|        | Equal variances not assumed |                                         |      | -1,754                       | 140,496 | ,082            | -,35            | ,199                  | -,744                                     | ,044   |
| ITEM27 | Equal variances assumed     | 10,030                                  | ,002 | -7,220                       | 178     | ,000            | -,97            | ,134                  | -1,229                                    | -,701  |
|        | Equal variances not assumed |                                         |      | -7,503                       | 174,962 | ,000            | -,97            | ,129                  | -1,219                                    | -,711  |

**APPENDIX 7**  
**DESCRIPTIVE OUTPUT OF TURKISH STUDENTS**  
**ITEM1**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 3         | 3,0     | 3,0           | 3,0                |
|       | so so         | 16        | 16,0    | 16,0          | 19,0               |
|       | somewhat ok   | 34        | 34,0    | 34,0          | 53,0               |
|       | perfectly ok  | 47        | 47,0    | 47,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM2**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 36        | 36,0    | 36,0          | 36,0               |
|       | somewhat rude | 35        | 35,0    | 35,0          | 71,0               |
|       | so so         | 18        | 18,0    | 18,0          | 89,0               |
|       | somewhat ok   | 8         | 8,0     | 8,0           | 97,0               |
|       | perfectly ok  | 3         | 3,0     | 3,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM3**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 11        | 11,0    | 11,0          | 11,0               |
|       | somewhat rude | 41        | 41,0    | 41,0          | 52,0               |
|       | so so         | 27        | 27,0    | 27,0          | 79,0               |
|       | somewhat ok   | 15        | 15,0    | 15,0          | 94,0               |
|       | perfectly ok  | 6         | 6,0     | 6,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM4**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 3         | 3,0     | 3,0           | 3,0                |
|       | somewhat rude | 11        | 11,0    | 11,0          | 14,0               |
|       | so so         | 36        | 36,0    | 36,0          | 50,0               |
|       | somewhat ok   | 37        | 37,0    | 37,0          | 87,0               |
|       | perfectly ok  | 13        | 13,0    | 13,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM5**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 16        | 16,0    | 16,0          | 16,0               |
|       | somewhat rude | 22        | 22,0    | 22,0          | 38,0               |
|       | so so         | 22        | 22,0    | 22,0          | 60,0               |
|       | somewhat ok   | 22        | 22,0    | 22,0          | 82,0               |
|       | perfectly ok  | 18        | 18,0    | 18,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM6**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 3         | 3,0     | 3,0           | 3,0                |
|       | somewhat rude | 9         | 9,0     | 9,0           | 12,0               |
|       | so so         | 22        | 22,0    | 22,0          | 34,0               |
|       | somewhat ok   | 38        | 38,0    | 38,0          | 72,0               |
|       | perfectly ok  | 28        | 28,0    | 28,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM7**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 20        | 20,0    | 20,0          | 20,0               |
|       | somewhat rude | 36        | 36,0    | 36,0          | 56,0               |
|       | so so         | 23        | 23,0    | 23,0          | 79,0               |
|       | somewhat ok   | 12        | 12,0    | 12,0          | 91,0               |
|       | perfectly ok  | 9         | 9,0     | 9,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM8**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 1         | 1,0     | 1,0           | 1,0                |
|       | somewhat rude | 4         | 4,0     | 4,0           | 5,0                |
|       | so so         | 10        | 10,0    | 10,0          | 15,0               |
|       | somewhat ok   | 28        | 28,0    | 28,0          | 43,0               |
|       | perfectly ok  | 57        | 57,0    | 57,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM9**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 23        | 23,0    | 23,0          | 23,0               |
|       | somewhat rude | 40        | 40,0    | 40,0          | 63,0               |
|       | so so         | 20        | 20,0    | 20,0          | 83,0               |
|       | somewhat ok   | 7         | 7,0     | 7,0           | 90,0               |
|       | perfectly ok  | 10        | 10,0    | 10,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM10**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 2         | 2,0     | 2,0           | 2,0                |
|       | somewhat rude | 7         | 7,0     | 7,0           | 9,0                |
|       | so so         | 20        | 20,0    | 20,0          | 29,0               |
|       | somewhat ok   | 29        | 29,0    | 29,0          | 58,0               |
|       | perfectly ok  | 42        | 42,0    | 42,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM11**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 2         | 2,0     | 2,0           | 2,0                |
|       | somewhat rude | 8         | 8,0     | 8,0           | 10,0               |
|       | so so         | 9         | 9,0     | 9,0           | 19,0               |
|       | somewhat ok   | 41        | 41,0    | 41,0          | 60,0               |
|       | perfectly ok  | 40        | 40,0    | 40,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM12**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 7         | 7,0     | 7,0           | 7,0                |
|       | somewhat rude | 22        | 22,0    | 22,0          | 29,0               |
|       | so so         | 42        | 42,0    | 42,0          | 71,0               |
|       | somewhat ok   | 22        | 22,0    | 22,0          | 93,0               |
|       | perfectly ok  | 7         | 7,0     | 7,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM13**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 1         | 1,0     | 1,0           | 1,0                |
|       | somewhat rude | 6         | 6,0     | 6,0           | 7,0                |
|       | so so         | 18        | 18,0    | 18,0          | 25,0               |
|       | somewhat ok   | 41        | 41,0    | 41,0          | 66,0               |
|       | perfectly ok  | 34        | 34,0    | 34,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM14**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 2         | 2,0     | 2,0           | 2,0                |
|       | somewhat rude | 13        | 13,0    | 13,0          | 15,0               |
|       | so so         | 16        | 16,0    | 16,0          | 31,0               |
|       | somewhat ok   | 29        | 29,0    | 29,0          | 60,0               |
|       | perfectly ok  | 40        | 40,0    | 40,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM15**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 7         | 7,0     | 7,0           | 7,0                |
|       | somewhat rude | 24        | 24,0    | 24,0          | 31,0               |
|       | so so         | 34        | 34,0    | 34,0          | 65,0               |
|       | somewhat ok   | 23        | 23,0    | 23,0          | 88,0               |
|       | perfectly ok  | 12        | 12,0    | 12,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM16**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 20        | 20,0    | 20,0          | 20,0               |
|       | somewhat rude | 24        | 24,0    | 24,0          | 44,0               |
|       | so so         | 31        | 31,0    | 31,0          | 75,0               |
|       | somewhat ok   | 12        | 12,0    | 12,0          | 87,0               |
|       | perfectly ok  | 13        | 13,0    | 13,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM17**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 5         | 5,0     | 5,0           | 5,0                |
|       | somewhat rude | 25        | 25,0    | 25,0          | 30,0               |
|       | so so         | 27        | 27,0    | 27,0          | 57,0               |
|       | somewhat ok   | 26        | 26,0    | 26,0          | 83,0               |
|       | perfectly ok  | 17        | 17,0    | 17,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM18**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 1         | 1,0     | 1,0           | 1,0                |
|       | somewhat rude | 5         | 5,0     | 5,0           | 6,0                |
|       | so so         | 12        | 12,0    | 12,0          | 18,0               |
|       | somewhat ok   | 22        | 22,0    | 22,0          | 40,0               |
|       | perfectly ok  | 60        | 60,0    | 60,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM19**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 3         | 3,0     | 3,0           | 3,0                |
|       | somewhat rude | 20        | 20,0    | 20,0          | 23,0               |
|       | so so         | 36        | 36,0    | 36,0          | 59,0               |
|       | somewhat ok   | 23        | 23,0    | 23,0          | 82,0               |
|       | perfectly ok  | 18        | 18,0    | 18,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM20**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 19        | 19,0    | 19,0          | 19,0               |
|       | somewhat rude | 38        | 38,0    | 38,0          | 57,0               |
|       | so so         | 27        | 27,0    | 27,0          | 84,0               |
|       | somewhat ok   | 9         | 9,0     | 9,0           | 93,0               |
|       | perfectly ok  | 7         | 7,0     | 7,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM21**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 24        | 24,0    | 24,0          | 24,0               |
|       | somewhat rude | 36        | 36,0    | 36,0          | 60,0               |
|       | so so         | 26        | 26,0    | 26,0          | 86,0               |
|       | somewhat ok   | 11        | 11,0    | 11,0          | 97,0               |
|       | perfectly ok  | 3         | 3,0     | 3,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM22**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 46        | 46,0    | 46,0          | 46,0               |
|       | somewhat rude | 26        | 26,0    | 26,0          | 72,0               |
|       | so so         | 13        | 13,0    | 13,0          | 85,0               |
|       | somewhat ok   | 8         | 8,0     | 8,0           | 93,0               |
|       | perfectly ok  | 7         | 7,0     | 7,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM23**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 11        | 11,0    | 11,0          | 11,0               |
|       | somewhat rude | 34        | 34,0    | 34,0          | 45,0               |
|       | so so         | 40        | 40,0    | 40,0          | 85,0               |
|       | somewhat ok   | 11        | 11,0    | 11,0          | 96,0               |
|       | perfectly ok  | 4         | 4,0     | 4,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM24**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 4         | 4,0     | 4,0           | 4,0                |
|       | somewhat rude | 19        | 19,0    | 19,0          | 23,0               |
|       | so so         | 38        | 38,0    | 38,0          | 61,0               |
|       | somewhat ok   | 29        | 29,0    | 29,0          | 90,0               |
|       | perfectly ok  | 10        | 10,0    | 10,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM25**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 2         | 2,0     | 2,0           | 2,0                |
|       | somewhat rude | 6         | 6,0     | 6,0           | 8,0                |
|       | so so         | 16        | 16,0    | 16,0          | 24,0               |
|       | somewhat ok   | 45        | 45,0    | 45,0          | 69,0               |
|       | perfectly ok  | 31        | 31,0    | 31,0          | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM26**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 10        | 10,0    | 10,0          | 10,0               |
|       | somewhat rude | 36        | 36,0    | 36,0          | 46,0               |
|       | so so         | 23        | 23,0    | 23,0          | 69,0               |
|       | somewhat ok   | 26        | 26,0    | 26,0          | 95,0               |
|       | perfectly ok  | 5         | 5,0     | 5,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**ITEM27**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 6         | 6,0     | 6,0           | 6,0                |
|       | somewhat rude | 20        | 20,0    | 20,0          | 26,0               |
|       | so so         | 39        | 39,0    | 39,0          | 65,0               |
|       | somewhat ok   | 27        | 27,0    | 27,0          | 92,0               |
|       | perfectly ok  | 8         | 8,0     | 8,0           | 100,0              |
|       | Total         | 100       | 100,0   | 100,0         |                    |

**APPENDIX 8**  
**DESCRIPTIVE OUPUT OF AMERICAN STUDENTS**

**ITEM1**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | very rude    | 1         | 1,3     | 1,3           | 1,3                |
|       | somewhat ok  | 21        | 26,3    | 26,3          | 27,5               |
|       | perfectly ok | 58        | 72,5    | 72,5          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM2**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 51        | 63,8    | 63,8          | 63,8               |
|       | so so         | 10        | 12,5    | 12,5          | 76,3               |
|       | somewhat ok   | 7         | 8,8     | 8,8           | 85,0               |
|       | perfectly ok  | 12        | 15,0    | 15,0          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM3**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 1         | 1,3     | 1,3           | 1,3                |
|       | somewhat rude | 20        | 25,0    | 25,0          | 26,3               |
|       | so so         | 46        | 57,5    | 57,5          | 83,8               |
|       | somewhat ok   | 9         | 11,3    | 11,3          | 95,0               |
|       | perfectly ok  | 4         | 5,0     | 5,0           | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM4**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 6         | 7,5     | 7,5           | 7,5                |
|       | so so         | 32        | 40,0    | 40,0          | 47,5               |
|       | somewhat ok   | 41        | 51,3    | 51,3          | 98,8               |
|       | perfectly ok  | 1         | 1,3     | 1,3           | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM5**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 27        | 33,8    | 33,8          | 33,8               |
|       | so so         | 26        | 32,5    | 32,5          | 66,3               |
|       | somewhat ok   | 19        | 23,8    | 23,8          | 90,0               |
|       | perfectly ok  | 8         | 10,0    | 10,0          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM6**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 16        | 20,0    | 20,0          | 20,0               |
|       | so so         | 8         | 10,0    | 10,0          | 30,0               |
|       | somewhat ok   | 13        | 16,3    | 16,3          | 46,3               |
|       | perfectly ok  | 43        | 53,8    | 53,8          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM7**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 31        | 38,8    | 38,8          | 38,8               |
|       | somewhat rude | 11        | 13,8    | 13,8          | 52,5               |
|       | so so         | 4         | 5,0     | 5,0           | 57,5               |
|       | somewhat ok   | 12        | 15,0    | 15,0          | 72,5               |
|       | perfectly ok  | 22        | 27,5    | 27,5          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM8**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | so so        | 16        | 20,0    | 20,0          | 20,0               |
|       | somewhat ok  | 38        | 47,5    | 47,5          | 67,5               |
|       | perfectly ok | 26        | 32,5    | 32,5          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM9**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 29        | 36,3    | 36,3          | 36,3               |
|       | somewhat rude | 27        | 33,8    | 33,8          | 70,0               |
|       | so so         | 11        | 13,8    | 13,8          | 83,8               |
|       | somewhat ok   | 12        | 15,0    | 15,0          | 98,8               |
|       | perfectly ok  | 1         | 1,3     | 1,3           | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM10**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 1         | 1,3     | 1,3           | 1,3                |
|       | so so         | 7         | 8,8     | 8,8           | 10,0               |
|       | somewhat ok   | 21        | 26,3    | 26,3          | 36,3               |
|       | perfectly ok  | 51        | 63,8    | 63,8          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM11**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 29        | 36,3    | 36,3          | 36,3               |
|       | so so         | 26        | 32,5    | 32,5          | 68,8               |
|       | somewhat ok   | 2         | 2,5     | 2,5           | 71,3               |
|       | perfectly ok  | 23        | 28,8    | 28,8          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM12**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 23        | 28,8    | 28,8          | 28,8               |
|       | somewhat rude | 8         | 10,0    | 10,0          | 38,8               |
|       | so so         | 25        | 31,3    | 31,3          | 70,0               |
|       | somewhat ok   | 14        | 17,5    | 17,5          | 87,5               |
|       | perfectly ok  | 10        | 12,5    | 12,5          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM13**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 33        | 41,3    | 41,3          | 41,3               |
|       | so so         | 7         | 8,8     | 8,8           | 50,0               |
|       | somewhat ok   | 10        | 12,5    | 12,5          | 62,5               |
|       | perfectly ok  | 30        | 37,5    | 37,5          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM14**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | so so        | 49        | 61,3    | 61,3          | 61,3               |
|       | somewhat ok  | 12        | 15,0    | 15,0          | 76,3               |
|       | perfectly ok | 19        | 23,8    | 23,8          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM15**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | so so        | 16        | 20,0    | 20,0          | 20,0               |
|       | somewhat ok  | 51        | 63,8    | 63,8          | 83,8               |
|       | perfectly ok | 13        | 16,3    | 16,3          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM16**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 21        | 26,3    | 26,3          | 26,3               |
|       | so so         | 16        | 20,0    | 20,0          | 46,3               |
|       | somewhat ok   | 31        | 38,8    | 38,8          | 85,0               |
|       | perfectly ok  | 12        | 15,0    | 15,0          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM17**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 31        | 38,8    | 38,8          | 38,8               |
|       | so so         | 8         | 10,0    | 10,0          | 48,8               |
|       | somewhat ok   | 23        | 28,8    | 28,8          | 77,5               |
|       | perfectly ok  | 18        | 22,5    | 22,5          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM18**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | so so        | 10        | 12,5    | 12,5          | 12,5               |
|       | somewhat ok  | 21        | 26,3    | 26,3          | 38,8               |
|       | perfectly ok | 49        | 61,3    | 61,3          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM19**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | so so        | 43        | 53,8    | 53,8          | 53,8               |
|       | somewhat ok  | 21        | 26,3    | 26,3          | 80,0               |
|       | perfectly ok | 16        | 20,0    | 20,0          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM20**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 17        | 21,3    | 21,3          | 21,3               |
|       | somewhat ok   | 14        | 17,5    | 17,5          | 38,8               |
|       | perfectly ok  | 49        | 61,3    | 61,3          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM21**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 17        | 21,3    | 21,3          | 21,3               |
|       | so so         | 2         | 2,5     | 2,5           | 23,8               |
|       | somewhat ok   | 48        | 60,0    | 60,0          | 83,8               |
|       | perfectly ok  | 13        | 16,3    | 16,3          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM22**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | very rude     | 13        | 16,3    | 16,3          | 16,3               |
|       | somewhat rude | 3         | 3,8     | 3,8           | 20,0               |
|       | so so         | 20        | 25,0    | 25,0          | 45,0               |
|       | somewhat ok   | 36        | 45,0    | 45,0          | 90,0               |
|       | perfectly ok  | 8         | 10,0    | 10,0          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM23**

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | somewhat rude | 27        | 33,8    | 33,8          | 33,8               |
|       | so so         | 30        | 37,5    | 37,5          | 71,3               |
|       | somewhat ok   | 11        | 13,8    | 13,8          | 85,0               |
|       | perfectly ok  | 12        | 15,0    | 15,0          | 100,0              |
|       | Total         | 80        | 100,0   | 100,0         |                    |

**ITEM24**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | so so        | 37        | 46,3    | 46,3          | 46,3               |
|       | somewhat ok  | 7         | 8,8     | 8,8           | 55,0               |
|       | perfectly ok | 36        | 45,0    | 45,0          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM25**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | so so        | 16        | 20,0    | 20,0          | 20,0               |
|       | somewhat ok  | 20        | 25,0    | 25,0          | 45,0               |
|       | perfectly ok | 44        | 55,0    | 55,0          | 100,0              |
|       | Total        | 80        | 100,0   | 100,0         |                    |

**ITEM26**

|       |               | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|---------------|-----------|---------|---------------|-----------------------|
| Valid | very rude     | 17        | 21,3    | 21,3          | 21,3                  |
|       | somewhat rude | 15        | 18,8    | 18,8          | 40,0                  |
|       | so so         | 4         | 5,0     | 5,0           | 45,0                  |
|       | somewhat ok   | 27        | 33,8    | 33,8          | 78,8                  |
|       | perfectly ok  | 17        | 21,3    | 21,3          | 100,0                 |
|       | Total         | 80        | 100,0   | 100,0         |                       |

**ITEM27**

|       |               | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|---------------|-----------|---------|---------------|-----------------------|
| Valid | somewhat rude | 1         | 1,3     | 1,3           | 1,3                   |
|       | so so         | 14        | 17,5    | 17,5          | 18,8                  |
|       | somewhat ok   | 43        | 53,8    | 53,8          | 72,5                  |
|       | perfectly ok  | 22        | 27,5    | 27,5          | 100,0                 |
|       | Total         | 80        | 100,0   | 100,0         |                       |