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YABANCI DİLLER EĞİTİM ANABİLİM DALI
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TURKISH EFL LEARNERS**

(YÜKSEK LİSANS TEZİ)

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ABSTRACT

This study was carried out in order to investigate whether there was any significant difference between Turkish EFL learners' and native speakers' choice of request forms in terms of gender differences

100 EFL learners and 30 native speakers of English participated in the present study. In order to gather the necessary information, a judgment test in which the subjects were asked to rank five alternative request strategies from the least appropriate to the most by giving numbers from 1 to 5 was prepared.

The data were analysed by means of Mann-Whitney U test. Analysis of the data showed that there was a significant difference between the two groups' choice of request strategies because of cultural differences rather than gender differences. However, in some situations, there appears to be significant differences between the informants because of gender differences.

Key words: Speech acts, politeness, requests, gender.



ÖZET

Bu çalışma İngilizce'yi yabancı dil olarak öğrenen Türk öğrencileri ile anadili İngilizce olan kişilerin kibar ricaları kullanımlarında cinsiyet faktörünün istatistiksel olarak anlamlı bir farklılık yaratıp yaratmadığını bulmak için yapılmıştır.

Yapılan çalışmaya 100 Türk üniversite hazırlık sınıfı öğrencisi ve anadili İngilizce olan 30 kişi katılmıştır. Data elde edilirken çoktan seçmeli bir test uygulanmış ve katılımcılardan tanımlanan duruma en uygun buldukları seçeneğe 1, en az uygun bulduklarına ise 5 rakamını vererek sıralamaları istenmiştir.

Değerlendirmelerde Mann-Whitney U test kullanıldı.

Data analizi iki grubun rica stratejilerini seçimlerinde istatistiksel olarak anlamlı farklılıklar ortaya çıkardı. Bu farklılıkların sebeplerinin cinsiyet farkından çok kültürel farklılıklara dayandığı bulundu. Fakat yine bazı durumlarda cinsiyet farkının olduğu ortaya çıktı.

Anahtar Kelimeler: Söz eylemleri, nezaket, ricalar, cinsiyet



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LIST OF ABBREVIATIONS

Abbreviation	Bibliographic Information
CCSARP	A cross-cultural study of speech act realization patterns
CP	Co-operative Principle
D	Distance
DPT	Distance-Politeness Theory
EFL	English as a Foreign Language
ESL	English as a second Language
FTA	Face Threatening Act
IP	Irony Principle
JT	Judgement Test
NS	Native Speaker
P	Power
PP	Politeness Principles
R	Rank

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Field of speech acts is one the most compelling field in the study of language use. Requests, which are one of the sub-categories of speech acts, have been studied in both native speaker language and non-native speaker language. These studies mostly focused on the production of speech acts by EFL learners (Cohen and Olshtain, 1993). Some studies were about the adult interlanguage producing speech acts. These studies dealt with the cross-cultural difference in the production speech acts (Blum-Kulka, 1982).

There are studies about language learning and gender. These studies were about children ability to learn the language and the gender differences in their production of language (Lakoff, 1973). The gender notion is also paid attention in adult language (Brown, 1989). The notion of speech acts was placed in studies exploring gender differences. Cameron (1984) studied on politeness, Holmes (1988) paid attention compliments, Herbert (1990) points out the gender differences in the production of apologizes.

However, there are not many studies about gender differences in sociolinguistic. The notion of speech acts has not been widely explored, especially in requests. In literature, culture is claimed to have an effect on language and the structure of language and culture plays great role in determining the gender differences. Thus, the gender differences may influence the use of language. Then, the notion gender difference could be a compelling notion in learning a second language and its functions such as speech acts.

In the light of previous research, it is obvious that all gender pragmalinguistic studies were performed within one language. Cross-cultural studies were available but not enough in the field of pragmalinguistic. Studies about requests focusing on gender as a variable is very limited, anyway, it is difficult to find a cross-cultural study about the use of request and focusing on gender as a variable, especially in learning of English. This study aims at exploring the gender factor in the use of requests by Turkish Male, Female EFL learners and NS Male and Female informants. This study will explore the effect of age, status, familiarity and unfamiliarity as well as gender.

1.2 Research Questions of the Study

- 1- To what extent there is a significant difference between Turkish male and Female EFL learners' use of requests?
- 2- To what extent there is a significant difference between NS Male and Female's use of requests?
- 3- To what extent there is a significant difference between Turkish Male EFL learners and NS Male Informants?
- 4- To what extent there is a significant difference between Turkish Female EFL learners and NS Female Informants?
- 5- To what extent there is a significant difference in ranking options of situation groups by Turkish Male, Female EFL learners and NS Male, Female informants?

1.3 Organization of Thesis

Chapter II gives brief information about previous studies related to the field. First of all, information about speech act studies is given. Then, studies related to politeness and requests are examined. In the last section, the gender notion is explained and its place in the studies of language is emphasized.

Chapter III describes the instrument used in this study and the way the data is collected.

Chapter IV shows the results of the findings. The findings derived from Mann-Whitney U Test are presented in tables. The frequency of options that are significantly different is presented in tables.

Chapter V represents the discussion and tries to explain the probable reasons of informants' choices.

Chapter VI presents the conclusions, implications for English language teaching and some suggestions for further studies.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

In this chapter, a summary of the issues related to the present study will be given. These issues are sub-categorized as speech acts, requests and gender in relation to performance of speech acts, also previous studies about these subjects will be given.

2.1.1 Speech Acts

The Speech Act Theory has been proposed by Austin (1962) and developed by Searle (1976).

Austin (1962; cited in Leech, 1983) divides speech acts into three groups:

1-Locutionary act: The utterance of a sentence with determinate sense and reference. Locutionary acts are the actual words that are uttered.

2-Illocutionary acts: Shows the communicative force of an utterance, it is also known as the illocutionary force. We make a statement, a request, an offer, or any other communicative aim.

3- Perlocutionary act: Performing the act by saying something; by uttering the sentence, you try to convince hearer and have an effect on him, and this effect depends on the circumstances of utterance.

For example, in “I’m thirsty” the propositional meaning is the speaker’s physical state, but its illocutionary force is a request for something to drink. However, the perception of the utterance may differ in different societies and cultures. Blum-Kulka et.al (1989) state that in their interactional styles cultures vary and that causes individuals to choose different speech act behaviour.

Searle (1976) takes this division as “propositional content” and “illocutionary force”. Grice (1969) called the former one as “what is said” and the latter one as “ what is meant”.

Searle (1976) presents another classification for speech acts. According to Searle speech acts can be grouped into a small number of basic types and these types are based on speaker intentions:

1- Representatives: Their purpose is to reveal what the speaker believes.

“It was very cold, yesterday.”

2- Directives: They aim to get the hearer to do something.

“Stop making noise.”

3- Commissive: They express the intention of speaker.

“I promise to finish it by Monday”

4- Expressives: Their primary point is to express feelings of speaker.

“I congratulate on your latest success”

5- Declarations: Speech acts that bring about immediate changes in the institutional state of affairs.

“As a result of your cruelty to our citizens in your country, we declare a war to you”

There is another approach to classify speech acts. It distinguishes types of speech acts on the basis of structure. Yule (1996) as follows:

“Whenever there is a direct relationship between a structure and a function, we have a direct speech act. Whenever there is an indirect relationship between a structure and a function, we have an indirect speech act. Thus, a declarative used to make a statement is a direct speech act, but a declarative used to make a request is an indirect speech act”. (54)

Based on the notion of illocutionary force, Searle describes what is meant by using the concept indirectness. According to Searle (1979) “indirect speech acts are the ones which are performed by means of another”. (cited in Thomas, 1995:93). Searle attempts to establish a set of rules to classify indirect speech acts. He tried to formalize and systematize Austin’s work. Searle (1969:66-7) offers nine examples of rules for speech acts: Promising, requesting, asserting, questioning, thanking, advising, warning, greeting, and congratulating. As seen speech acts are defined with different views by different linguists.

2.1.1.1 Speech Acts in Learner Language

Speech acts have been searched in foreign language learning fields, too. In these studies production of speech acts have been investigated and different speech acts such as requests, apologizing, complaining, have been analysed. In his study, Cohen (1996) deals with pragmatic ability. The study starts with explaining the problematic part in defining speech acts. In this paper, we could find the description of speech acts in terms of “sociocultural choices” and “sociolinguistic forms”. He deals with the performing of speech acts. He gives examples of different methods for performing speech acts. For instance some learners prefer to plan their foreign language utterances carefully in terms of vocabulary and structures before they produce them.

Cohen and Olshtain (1993) studied on the production of speech acts by EFL learners. Their subjects were fifteen advanced EFL learners and they were asked to role-play along with a native speaker of English. The subjects were given six speech acts situations including two apologizes, two complaints and two requests. The study found that the subjects only planned out general structure in their mind while forming speech acts. As a result, three production styles emerged: metacognizers, avoiders and pragmatists.

Majority of studies on learner language often deal with cross-cultural differences between the languages. In one of those studies, Blum-Kulka (1982) claims that learners tend to develop an interlanguage of speech acts performance, which can be different from both L1 and target language usage. She categorizes the usage as following:

- 1- Usage is similar to those of native speakers in all ways.
- 2- Usage is different from native speakers on scale of directness.
- 3- Usage is different from native speakers in linguistic realization and/or procedures.

Cohen and Olshtain (1993) argue that learning and using speech acts can be complex and problematic for some ESL/EFL learners. As there are social differences between different societies, it is not enough for learner to memorize the formulas or routines in the target language. Researchers strongly believe that the realizations of speech acts are shaped by culture-specific rules. (Brown and Levinson 1987)

Some studies revealed that there could be great differences in use of speech acts, politeness strategies, requests, apologies or making or responding to compliments according to cultures. (Wolfson (1981), House and Kasper (1981), Fukushima (1996), Le Pair (1996), Nelson et al. (2002)). Suk-Suh (1999) studied the pragmatic perception of politeness in requests by Korean EFL learners. The focus on the study is distinguishing the difference between English native speakers and Korean EFL learners in terms of politeness strategies. Social and psychological factors are the variables, which have effect on using politeness strategies. The study was conducted with thirty subjects including ten native speakers and twenty Korean EFL learners. A multiple-choice format of questionnaire (adopted from Tanaka and Kawade 1982) was used. The questionnaire had twelve situations consisting of six politeness strategies. The data was analysed on the basis of Distance-Politeness Hypothesis. It was found out that the Korean ESL learners tended to use less polite strategies in comparison to native speakers of English. (Suk-Suh, 1999)

Blum-Kulka (1982) carried out a study on requests in Hebrew and English and has commented on second language learners' use of speech acts:

- 1- It is obvious that second language learners tend to use appropriate speech act strategies in situations, which have the same cross-cultural rules.
- 2- Second language learners tend to transfer social norms from their native language to the target language they are learning.

Second language learners have problems issues related to both sociopragmatic and pragmalinguistic competence that according to the former one, learners overgeneralize the strategies in every situation and as for the latter one, learners may fail to use appropriate target language structures in the realization of speech act.

Although literature possesses many studies on speech acts including cross cultural studies, in the literature, the role of gender in relation to the use of speech acts in either in L1 or foreign language settings has not been a focus elaborately in these studies. The role of gender on this matter has not been addressed fully.

Some speech acts are considered to be related to each other. For example ask, request, order, command, suggest... Some are often regarded to be more polite ways of performing certain kinds of speech acts, such as requests and refusals. Different context combinations may occur and according to these combinations, different degree of politeness is determined. To determine the degree of the politeness, different grammatical structures are used. In the present study, a special attention has been paid to the use of different grammatical structures to see, the extent to which opposite sexes can vary in their choice of linguistic structures in requests.

2.1.2 Politeness

Brown and Levinson (1987) agree that politeness as a concept exists in all cultures, but the way how it is performed and expressed can differ a lot depending on the values of the society and its culture. Brown and Levinson (1987 [1978]) have focused on politeness as a social phenomenon. In their studies politeness is regarded as a strategy performed by a speaker to carry out various social goals, such as preserving and developing relations. In this respect Goffman (1967) suggested that “face” as a concept, which is very significant. Brown and Levinson (1978:66) explained “face” concept with these words:

“Face is something that is emotionally invested; and that can be lost maintained or enhanced and must be constantly attended to in interaction.”

While Brown and Levinson emphasizes emotional aspect of the concept of the face, Goffman (1967:5) takes a different view and defines it in terms of relationship between individual and society:

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

Brown and Levinson (1987) believe that all capable adult members of a society are aware of their “face”. It is assumed that others will co-operate to enhance each other’s to some extent. Thus, Brown and Levinson point out that the extent to which the other’s face is maintained is important in terms of all other protection of an individuals’ face.

According to Brown and Levinson’s model (1987) every individual has two kinds of face: *positive* and *negative*. Positive face is described as the desire of individual of a society for his/her wishes to be accepted by other members of the society. Negative face is defined as the desire that each individual of a society has for his/her desire to be unimpeded by others, to be free to act anything. In a communication everybody is in need of attending to his/her own and his/her addressee’s positive and negative face. Being unable to do this reveals *face threatening acts* (FTAs) (e.g. lying, disagreeing) FTA is potentially may harm the ongoing interaction. That is why it is necessary to make up for such instances carefully by using certain strategies to lessen the FTA.

Requests, orders, threats, suggestions, and advice are examples of acts which potentially represent a threat to “negative face” since the speaker will be putting some pressure on the addressee to do or avoid performing a specific act. An illocutionary act has the potential to damage the hearer’s positive face (Thomas 1995:169). In order to reduce the possibility of damage to hearer’s face or to the speaker’s own face, one may adopt certain strategies: positive politeness and negative politeness strategies. The choice of strategy will be made on the basis of the speaker’s assessment of the size of the FTA.

According to Brown and Levinson, there are some “superstrategies” (1978 and revised in 1987, cited in Thomas, 1995:169) for performing FTAs. The Speaker first decides if he or she will perform the FTA or not. If the speaker decides to perform the FTA there are some different alternatives such as off-record politeness strategies and on-record politeness strategies as follows:

On-record politeness strategy: It is used when there is no risk of loss of “face” involved; the participants have no doubts about the communicative intention of the

speaker. The act will be performed in the most direct, concise, unambiguous and the clearest way.

Off-record politeness strategy: It is also called hints or non-conventional indirectness. It is related to the flouting of Grice's maxims in which meaning is to some degree negotiable by means of conversational implicatures.

While choosing a specific politeness strategy, some factors play a crucial role. Brown and Levinson (1978:79) claim that a speaker assesses the politeness strategy according to three factors that are employed to evaluate a situation. According to the results of evaluation, interlocutors choose appropriate linguistic pattern and listeners will interpret the speakers linguistic choice. Brown and Levinson (1987) claims that in evaluating FTA, members of the group pay attention three factors; first is the social distance (D) between the speaker and the hearer. The second factor is the relative power (P) between the participants. The third factor is the absolute ranking (R) of imposition in a particular culture, the degree of imposition intrinsic to a particular act. Brown and Levinson (1987) points out that in evaluating D,P, and R situational factors has an effect. As results D, P, and R are paid attention when a particular situation occurs in a group. Similarly, Blum-Kulka (1989) proposes that the degree of social distance and power between the interactants are significant variables that determine the choices in the speech functions. Blum-Kulka (ibid.) also emphasizes that power has an effect on determining the degree of directness, for example in the requests. When members of the groups take face into the consideration to maintain the interaction, the individuals pay attention to social power and distance, too. Male and female members may employ different linguistic realization while considering social distance and power as well as sex of the addressee. Especially in Turkey, a Muslim society, where gender has great influence on most part of life, social distance and power carry important factors when speakers maintain the interaction via considering the addressee's gender and social face. Interlocutors and the addressees may be conservative and be careful in determining the linguistic realization in some subjects

according to the group members comprises of whether women or men their status, power to whom they talk to.

In addition to gender, emotional closeness can also play an important role on the realization of politeness. Tanaka and Kawade (1982) also proposed a similar hypothesis about the same variables. According to their Distance – Politeness Hypothesis (DP) social and psychological distances play an important role on selecting politeness strategies. DP Hypothesis can be summarized as follows:

- 1- The more distant the relationship between a requester and a requestee is, the more polite strategy the requester will use,
- 2- If the relationship is socially and psychologically close, the requester will use a less polite strategy,
- 3- Psychological variables such as like and dislike play a more important role in the use of politeness strategy than social variables.

Another linguist, Leech (1983) sees politeness as “a regulative factor in interaction.” In his theory of politeness there is a distinction between a speaker’s illocutionary goal and a speaker’s social goal. The speech acts the speaker intends to perform by the utterance, and the position the speaker adopts: Being truthful, polite, ironic etc. He elaborates a pragmatic framework which consists of two main parts: Textual rhetoric and interpersonal rhetoric, each of which is performed by a set of principles. The first one is Grice’s Co-operative principle (CP), second one is his own “politeness principles” (PP) and his Irony Principle (IP). IP conflicts with PP since the speaker becomes impolite while seeming to be polite when using irony.

Irony typically takes the form of being too obviously polite for the occasion, as seen in the example below:

A: Geoff has just borrowed your car

B: Well, I like THAT!

In nearly all of the major studies of politeness there appears to be general agreement that there are different degrees of politeness in linguistic expressions. It is possible that different degrees of politeness that are realized by means of different

linguistic patterns can possibly be perceived and used differently by male and female individuals.

Politeness is used to develop better relationships among people. Which politeness strategy might be used in a particular situation depends on different factors. In some societies speakers generally tend to prefer positive politeness strategies while in other societies people may prefer negative politeness strategies. Brown and Levinson claimed that negative politeness strategies are generally preferred to redress actions, which are seriously threatening the face. Positive politeness strategies are generally preferred in less threatening situations.

Grammatical mood is also one area where we can make a positive negative distinction. Brown and Levinson presented that questions are correlated with negative politeness and statements with positive politeness. That is, interrogative mood is regarded more polite than indicative mood, imperative mood is the least polite since they often tend to be face-threatening acts. Some researchers used this politeness scale in first and second language acquisition research. They found out that learners are sensitive to the correlation between politeness and grammatical mood. For instance, there are three sentences such as: "Could you give me a pack of Marlboros?", "I want a pack of Marlboros", and "give me a pack of Marlboros". The first sentence was chosen as the most polite and the third the least polite. (Butler, 1988 cited in Karatepe, 1998: 175) Sometimes speakers choose indirect ways more than direct one in order to be polite. How do we know how much indirect we should be? Individuals and cultures vary widely in how, when and why they use an indirect speech act. The main factors that affect the degree of indirectness are listed as follows: (Thomas, 1995)

- 1- *The relative power of the speaker over the hearer.*
- 2- *Social distance between the speaker and hearer.*
- 3- *The degree to which X is rated an imposition in culture Y.*
- 4- *Relative rights and obligations between the speaker and the hearer.*"

Holmes (1992) states that polite interaction depends on an understanding of the social distance norms of that community. Being polite in another language is not only a matter

of using correct grammar and a native accent. It should also involve understanding the relative weight that the community puts on different kinds of relationship and how they express this.

2.1.3 Requests

Requests are described as potential FTAs in Brown and Levinson (1987). Aijmer (1996) agrees with this description. She describes a request not as aggressive as a threat but could become a threat as it employs an impingement on the privacy of the requestee. Indirect requests are used in order to overcome this threat. They give the addressee the choice of saying “no”.

Requests fall under the group of “directives” according to Leech (1983:106, cited in Reiter, 2000:32). Searle (1979, cited in Reiter 2000:35) defines request as an attempt performed by the speaker to get the hearer to do something. Sometimes the speaker invites the hearer to do something very modest but sometimes the request may be costly to the hearer at some levels. It is also possible to analyse the requests according to the purposes for which they are made. This classification is done by Harnish and Bach in 1982 (Reiter 2000:34). They grouped requests into subcategories such as requests for action, for information, for attention, for sympathy. The use of requests may vary according to the context of situation. Another factor that affects the use of requests can be cultural differences. In some societies, some certain types of requests are given more value than the other types. For example English language is more elaborate than Spanish in terms of “interrogatives in requesting”. Reiter (2000:38) believes that, in Spanish, modals are used with their present forms in a very general way. When we look at English we can easily see that modality and the choice of modals play an important role in determining the type of request. Requests have been a subject of study for a long time. Fraser and Nolen dealt with requests (1981). Their study of native English speakers’ ranking of requests based on relative degrees of deference reveals that an important feature of the ranking was the use of conditional mood.

Blum-Kulka and Kasper (1989) investigated native speakers of Australian English, Canadian French, Hebrew, and Argentinean Spanish in their search for

universal categories in requests. They found that conventionally indirect requests are the most common type of request in all the languages investigated in the project. The CCSARP project revealed that the most frequent indirect requests are formed with the modals “can” and will”. However, there is some cross-linguistic variation in subtype of strategy and perspective choice. Cross-cultural studies have gained importance, since they have submitted too much information about the acquisition of second or foreign language. Hassal (2001:259) examined how Australian adult learners of Indonesian modify requests in everyday situations compared to Indonesian native speakers. His results showed that the learners underused internal modifiers but used supportive moves more frequently. This study figured out that requests by the learner subjects have two characteristics. The first is lack of internal modifiers and the second is frequent supportive moves. These studies have been conducted in different languages. Harlow (1990:328) found that native speakers of French used significantly more indirect requests than native speakers of English. Also his study showed that their requests were longer and more complex with formulaic expressions.

Requests in the Turkish EFL learners language has recently been investigated. Irman (1996) examined Turkish EFL learners’ communicative success in using request strategies appropriately. His study figured out that Turkish learners failed to produce off-record and on-record politeness strategies in requests. He also showed that there was a negative transfer from Turkish language to English since the learners fall short of reaching an advanced level in the target language. Mızıkacı (1991) investigated a number of differences between Turkish and English in the area of speech acts of requests and apologies. She tried to find out whether native knowledge and the use of speech act patterns influence Turkish students’ performance of English. She found that a number of differences occur between the two languages. Those differences led to negative transfer while similarities led to positive transfer. She also found that some students avoided using the patterns and some students used them linguistically incorrect because of the lack of their proficiency in target language. L1 transfer to L2 is another point that may have an effect on the use of requests. Phillips (1993) concerned with polite requests. In her study, she found out that English speakers who were learning

French had some difficulties while using polite requests appropriately. She claimed that L1-L2 transfer is not enough to gain sociopragmatic competence.

This result suggests that in EFL situations, the goals of syllabus design should include issues related to improving learners' sociocultural, sociolinguistic and pragmatic competences (Thomas 1983; Koike 1989; Karatepe 1998)

The use of politeness strategies and especially requesting strategies are really significant concepts that can help a language learner to develop a safe way of expressing himself in that particular language. Also it is one of the major areas of successful interaction strategies. Studies revealed that politeness is a crucial point in use of request. Koike (1989) studied on requests and the role of deixis in politeness. She believes that the hearer-oriented requests are preferred because they are more polite. Her study revealed that the greater the distance from the speaker's deictic centre, the greater the degree of politeness and the less the degree of illocutionary force. She studied requests in terms of second language textbooks and learners of French. Her research suggests that less structural practice should be devoted to developing students' ability to use the imperative mood. More attention should be given to the presentation of formulaic expressions and suitable linguistic forms. She stated that input from textbooks should be used to solve the problems related to polite requests. According to the results of the study the authors of textbooks cannot pay adequate attention to sociopragmatic competence.

2.1.4 Level of Indirectness in Politeness

Indirectness and politeness have been correlated. However, the degree of indirectness does not always guarantee the desired impact on the hearer. Many studies have been carried out to describe the relationship between the linguistic structure employed and the level of indirectness it expresses. Blum-Kulka et al. considered three main levels of directness in their coding scheme: direct, conventionally indirect, and non-conventionally indirect requests. According to their classification *direct requests* can include the imperative, a relevant illocutionary verb, a hedged performative verb, a locutionary derivable verb, or a "want" statement. Requests with conventionally

indirectness include modals such as modals of ability, or willingness. Often “can” or “could” is regarded as conventionally indirect. For the last level we can say that there is a contextual clue given by the requester. Blum-Kulka talks about two groups of clues. These clues are called as “hints”. Thus there are two main categories of hints in the last level: Strong hints and mild hints.

Indirect speech acts are more polite ways of performing certain kinds of speech acts such as request and refusals (Richard, Platt and Weber 1985). In order to make it clear let us examine a few examples for those levels of directness:

Direct Level:

If a requester says, “Open the door” it can be easily concluded that he is using a direct requesting strategy.

Suppose that the same speaker says, “I am asking you to clean the kitchen”. This utterance is also a direct request as it has a relevant illocutionary verb (ask).

If the requester says, “I have to ask you to show your ID card” we can understand the level is direct and he is using a hedged performative verb (have to).

Think that the speaker says, “You should close the door”. This statement is an example of a locutionary derivable verb since from the meaning it is clear that the requester wants the requestee to do something for him.

For the last direct strategy, we can give an example: Requester says, “ I’d like to have a glass of water”. The request contains a want statement (I’d like to....). However, research suggests that learners may not be equipped with linguistic resources and pragmatic awareness to perform and perceive such subtle variations. For example, Scarcella (cited in Koike, 1989:281) studied on utilizing request forms in three role-play situations together data about acquisition of politeness forms. She had two different groups adult advanced and adult beginner ESL learners. The result shows that beginner subjects preferred imperatives while advanced subjects varied their choices according to the situations. They used declaratives as well as imperatives.

Conventionally Indirect Level:

Suppose that the speaker says “Can I barrow your pen?”. As we mentioned before, conventionally indirect strategies include modals of ability, suggestory statements or modals of willingness. “Can” is an example of modals asking for ability.

Non-Conventionally Indirect Level:

If a requester says “ Will you be using your car tonight?” this utterance can be regarded as an example for “strong hint” as it is clear from the question that the real intent is barrowing the car from the requestee. The main aim is not to get information but to ask for barrowing the car.

Think that our requester says “ I could not find that book anywhere in the town” we can hardly understand the main purpose of this sentence. The requester wants to borrow the book from the requestee but her utterance does not include relevant elements. The hint in her utterance is not as strong as the previous example. The findings suggest that Blum Kulka’s (1987) notion of politeness as a balance between pragmatic clarity and avoiding coerciveness is affected contextual and cultural variables. In addition, it was found that the use of requestive hint formulations apparently helps to build solidarity in a standard situation in different ways.

As a speech act, request may force the requester to maintain the interaction, thus is called as a FTA. The requester will probably to possess positive face to be accepted in the group or to make his/her addressee fulfil his/her request. Moreover, the requester will take some factors such as distance or power into consideration. In different cultures, different linguistic realizations are employed in different situations as well as other factors such as power, distance, positive face, negative face etc. In determining the linguistic realization, gender is a crucial point besides other factors. It is possible that gender effect will vary according to the understandings of P, D, R in different cultures, too. Gender may also influence the interaction in terms of negative face or positive face. In requests, gender role may determine the linguistic realization according to power, distance. For instance, while in Western Society women view themselves more independent than those in Eastern Society especially in Arab culture. The place of women in these different cultures will be an important factor in a request that linguistic

realization will vary. While female requester may more indirect in one culture, the other female speaker may have to be more direct in another culture. For instance, Finkel and Sirman (1990) point out that in Turkish society man is seen as dominant power as being the provider of the house fund and who obeys and who is obeyed by those who share his fund. Women are categorized as family representer and are dependent to the head of house “men”. This situation will probably be effective in interaction in determining the linguistic realizations.

2.1.5 Gender

We are all members of society and have knowledge about how to respond a compliment, how to apologize, how, when to offer or why to complain. We know the linguistic mechanism to perform appropriate linguistic strategies in our mother tongue. One of these linguistic strategies we employ is a speech act. While employing a speech act, we consider some factors apart from just the linguistic strategies. Blum-Kulka et.al (1989) state some of these factors as social distance, power between participants, familiarity, type of speech act, context, personal factors such as age, gender. Studies have been made to find whether these factors have a significant effect on the use of speech acts. One of these factors is gender.

Social issues related to gender have received much attention for the last twenty years. Spolsky (1989) indicated that previous models of second language learning research have not included the gender aspect. In addition Lin (2003) states that gender factor seems to have slipped attention of L2 research. In some research, employed by some linguists, gender aspect might not have any effect on researchers’ main purpose. Rintell (1984) found that no gender difference was identified in the study of emotion talk in the field of SLA. Nonetheless, gender as an individual difference has recently been paid attention by some researchers.

Wolfson and Judd (1983) indicated that research on gender factor in language learning is not enough and has a long way to be completed. Too many aspects of male and female speech need investigating. They propose that so far two categories have

been important in studying language of male and female speakers: how language is used to describe female and male and how male and female use the language. It is clear that even today linguists may find gender points to be explored deeper. Macaulay (2001) states that there is still more to investigate the relationship between gender and language, even though this subject has been on research for years.

It is obvious that gender has been a crucial subject in the fields of language learning. In fact, even if rarely, gender factor was considered seriously in the past. For example Trudgill (1983:162) has referred gender differences as “the single most consistent finding” to emerge from sociolinguistic studies over the past 20 years. Some linguists have proposed valuable ways to take the role gender in language and communication into consideration. Cameron (1992) has argued that in order to understand the relationship between gender and power, gender identities of the interlocutors must be explored.

Before explaining the studies and their perspectives in terms of gender, the role of the both sexes in society should be understood clearly. Nevertheless, as being opposite gender, they both have common different characteristics. Michaud and Werner (1997) described women as more expressive, more relationship oriented, and more concerned with maintaining intimacy, whereas men as more instrumental, task oriented and more concerned gathering information and maintaining social status or power. According to Tannen (1990) women tended to establish connections and negotiate relationships in conversation. On the other hand, men try to preserve independence and maintain status in conversation. Because the difference in the use of language emerges from the place in which men and women position themselves rather than just they are opposite sex. This self-positioning can be due to what we learn from our culture. In many cultures women are seen in a subordinate position relative to men. Maltz and Borker (1982) argued that functional use of question forms differentiated the sexes. They found that females used questions to maintain conversation; males used questions to request for information. In social view, women are considered to be powerless and have second place. Trudgill (1972) explains that women have fewer opportunities to maintain their position than men. He argues that, for this reason, women make use of

language in some interaction. That the women have lower status can generally be observed in many societies. Brown (1980) points out that the women in Mexico have lower status and are very likely to be vulnerable to male violence. Finkel and Sirman (1990) bring a different view of gender by explaining the situation in Turkey. They allege that in Turkey the notion “state” is very strong and people rely on state very much. State is effective in almost every field of life in Turkey and state itself gives the roles to the members of the country. The responsibilities of the members are determined by state nearly in every part of Turkey. The role of the men is a reflection of the state, interestingly. As a family member, men are seen as the head of the house and provider of the fund with which the other members of the family are supposed to facilitate. The women’s role is explained as subordinate role and responsible to the head of the house “men” (Finkel and Sirman 1990). The relationship between men and women socially will have effect on its social behaviour in society. The use of language will be influenced from this situation, too. For instance, in a conversation the use of linguistic strategies by women may vary while talking to men and may use different linguistic strategies while talking to women. This can be because social and cultural norms define the social distance and the power distribution among opposite sexes. Female members of the society can feel having less power and express themselves accordingly when talking to the male members. Typically, male members, who are allowed to feel superior by the social and cultural norms, can behave in the way these norms prescribe to them. Obviously, this will be reflected on how they use language when talking to women.

The difference between women and men in the use of language may be due to the position that both sexes have in society. Brown explains that the different language use of both sexes emerged from the social difference of men and women in society. (cited in Coates 1997) Labov (cited in Coates 1997) added that women attempt to keep their position by using linguistic strategies in communication. Also, women and men have different values of interpreting the situations. The research has discovered that female and male have different strategies, namely, they have different understandings of how an apology or compliment is employed. Such differences have made researchers

investigate these differences between males and females. Eckert states that phonological differences are the evidences that can reveal the aspects of speaker such as class, age and gender (cited in Coates 1997). The gender notion is given more detailed in especially adult language. Brown (1989) notes that gender differences in variation are attributable to social forces that are attached to women because of their place in economy. Since they earn less, they have less power over particular situations. Besides Brown, Lakoff argues that women employed tag questions and questions more than men because they felt having lack of confidence in what they said. He also noted that female speech was more polite than men speech. Cameron (1984) emphasises that the rules of politeness are attributable to the communicative competence of speaker. Men and women consider the politeness differently in the same society. Ladegaard (2004) states that in sociolinguistic studies, politeness depends on the social class, ethnicity and nationality of the men and women who are compared. Generally, women tend to be more polite than men. Holmes (1995) argues that in general women seem to be more polite than men in the use of language. In speech acts women seems to be more polite than the opposite sex. Holmes (1988) states that women are more likely to pay more number of compliments. Herbert (1990) points out that women apologize more than and in a more explicit form. Fishman (1983) and Preisler (1986) indicate that women tend to avoid face-threatening acts. The rules of politeness may be known in one culture by its people. However, these rules may not be same in every culture. These rules may vary from culture to culture. Brown and Levinson (1987) points out that the rules of politeness may be culturally variable. What is normal polite may be totally rude in one culture while impolite in another culture. So, there are different norms of politeness in different cultures. It has been assumed that there are different norms of speaking between men and women. Regarding this, men and women may have different norms of politeness for different situations as Brown and Levinson (1987) have stated. The rules of politeness may vary cross-culturally; the rules of politeness may vary between men and women in different cultures. Cameron (1994) points out that in the same society; in interaction, men and women employ different norms of politeness. Cameron (1994) cites that gender studies revealed that women employed more politeness and

indirectness markers. The reason why women behave in this way vary in different cultures. A study of Tzeltal speaking community in Mexico by Brown (1980) revealed that women use politeness markers too much because of their lower status when compared to men because of its society. This makes the women think that they speak to a person with higher status, which will cause a potential degree of face threat and this lead the women to be more polite to avoid face loss.

Generally, gender differences are searched both in child language and in adult language. Lakoff (1973) has argued that both boys and girls learn “female language” from their mothers and other female figures. She speculates that because children of both sexes spend most of their time with their mothers, they will speak more like her. However, during the first year at school, the influence of the peer group will begin to be more visible in the boys’ language, which will then develop in the direction of male forms. Romaine (1984) concluded that the gender differences regarding certain phonological features, which have been found among primary school children in Britain, are neither consistent nor statistically significant and therefore she argues, linguistic gender differentiation is not clearly manifested in young children’s language. Ladegaard (2004) deals with children’s pragmatic competence. In his research, he emphasizes the use of politeness and mitigation among Danish children, 18 boys and 18 girls participated his study. He found that there were no significant differences between Danish boys and girls’ use of mitigation and politeness in their play. Coates (1997) points out that gender studies explore the way how female and male employ different strategies in conversational practice. However, this is not always the case.

Gender research is now about investigation of linguistic strategies such as compliments, apologizing or swearing rather than traditional linguistic variables such as phonetics, phonology, syntax. (Coates 1997)

In performing speech acts, such as asking others to do something, refusing their requests, complaining about something, criticizing their actions, people try to be polite and because their talk will be face threatening acts. (Brown and Levinson, 1987). Individuals try to be polite when performing a speech act and consider the listener’s face. While considering the others’ face, speaker attempts to avoid threatening the face

of the listeners by using strategies. In FTA, it is common to mitigate the threat. (Brown and Levinson 1987) However, the attempts to avoid threatening are not always standardised.

Compliments are described as positive acts since they convey positive face. Brown and Levinson (1987) indicated that compliments are positive politeness strategies. Compliments are mostly attributable to the listener in communication and they convey the meaning to make the listeners feel good. Compliments are the speech acts that have no aim to give information but to have affective and social function. They often bring good relationship between speaker and listener. (Holmes cited in Coates, 1997) However, compliments may convey information, too. The speaker can choose the compliment to give some information for the reason of being more polite and good. Because the speaker may consider that a positive way of describing something to the addressee will be more appropriate for him/her. Johnson and Ron (1992) found that in written texts, participants employed compliment to give information as well as to be affective in order to keep a positive situation. The relationship between the speaker and listener may influence the face of the speaker and listener in compliments. Holmes (cited in Coates, 1997) emphasizes that compliments used by lower status may viewed as flattery. When status is different between men and women, use and interpreting of compliments of both sexes may vary. Holmes (cited in Coates, 1997) studied on compliments of New Zealand's men and women. She observed naturally occurring compliments. The results showed that women gave and received significantly more than men did. Interestingly, compliments employed by men to men are relatively low. This result is found as similar in other studies. Herbert (1990) found in his study that women used compliments more than men did.

The number of cross-cultural studies about the gender differences is far from being satisfactory and need investigating more about the language usage rather than language use. The literature gives us a general view of the difference between male and female learner of English. The studies may be about a linguistic form and how it is used by opposite sexes. In Adamson and Regon's (1991) study on Cambodian immigrants made use of the -ing suffix, females used the prestigious [ɪŋ] more frequently when

compared to male speakers. The same suffix is searched by Holmes (1997) that she found that the stable “ing” variable was discovered that it differentiated female and male speech in every social dialect survey of English speaking community. The men used almost twice as many instances of the vernacular [ɪŋ] pronunciation as the women (46 % vs 24 %). She also noted that in many speech communities women’s linguistic behaviour is remarkable style-sensitive: women consistently style-shift more than men. These studies vary in language learning field such as errors, transfer from mother tongue, general language learning, and speech acts etc. Lin (2003) studied Chinese EFL learners’ errors of phonology. He found that for both high and low proficiency groups, fewer errors were obtained from the female students than from their male counterparts. The studies of gender differences in the subjects learning English as a second language are popular in the field. Abu Rabia (1997) studied on gender differences in Arab students’ attitudes toward second language learning. He investigated 25 boys and 27 Arab girls students in Canada. He emphasized instrumental motivation and integrative motivation. He found that Arab male students were much more instrumentally motivated than female students. Integrative motivation lay under the Arab female students’ attitudes toward second language learning. Abu Rabia believed that it was because female students of conservative Islamic society saw the independence of Canada society and learnt more about Canada society, which increased female students’ awareness of not only language but the society in which target language was spoken. However, male students showed more dependency on their own culture, which made students use the language on purpose of only a device to communicate.

Cross-cultural study of children is available that Kyratsiz and Guo (1996) compared Mandarin speaking pre-school children in China with English speaking pre-school children in the USA. It was found that Chinese girls were more direct and impolite than American girls.

Ige and Kadt (2002) investigated African Zulu male and female speakers of English. They observed the participants’ perception of politeness in apologizing. They found that men still utilized from transfer from their discourse strategies of their mother

tongue. They had strong sense of attachment to their culture. However, the women were altering away from their tradition and adopting English form of politeness.

When looked at the literature it is easy to find studies in only one culture with one language about the language usage of males and females. Every aspect of the language is investigated. Gender differences in cross-cultural studies are limited to in view of linguistic terms- how differently they are used, or what different linguistic strategies are used by opposite sexes. Speech acts studies of gender difference are limited to only one language. In literature it is hard to find a cross-cultural study about speech acts especially in English Language. What is more, the available cross-cultural studies underestimate the importance of social values and variables that may have influence on the output of linguistic strategies by males and females.



CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, a brief summary of the components of the present study will be given. The characteristics of the subjects will be given in terms of their sexes, nationalities and numbers. The materials used to collect data will be explained and the way how the data will be evaluated will be explained.

3.2 Subjects

The subjects of this study consisted of two groups: Native speakers of English and Turkish EFL learners. The data were collected from 130 subjects including 100 adult Turkish EFL learners and 30 native speakers of English.

English baseline data were collected in the United States and sent to Turkey via e-mail messages. The total number of subjects was 30 15 of which were males and of 15 were females. They were at different ages and had different professions.

The subjects in the second group included 100 university students. 50 of them were male and 50 of them were female. They were studying English at Uludağ University, School of Foreign Languages. The subjects were preparatory class students at intermediate level. Their ages varied between 17 to 20.

All the subjects contributed to this study were chosen randomly. The subjects were not informed about the aim and the scope of the study.

3.3 Materials

A judgment test was designed to collect data. The JT included 8 different situations. Each situation gives a brief description of the context, social status, age, psychological factors and familiarity and unfamiliarity about the situation and gender of requestee. The psychological factors and the gender of the requestees are written in bold so that the informants can pay attention to these. The subjects were asked to rank the five options from the most appropriate to the least by giving the numbers 1 to 6 respectively in situation 1 and 2; from the most appropriate to the least appropriate by giving the number 1 to 5 in situations 3, 4, 5, 6, 7, 8.

The situations include 3 different scenarios such as “ using the requestee’s phone”, “leaving the class earlier than usual”, and “lending a book”. In the first situation, the requester

needs help from a male neighbour who is older than 60 years old. In the first situation the requestee is male while in the second situation the requestee is female. The second situation has got the same details except for the requestee's gender. In both situations, age factor also plays a role.

In the following two situations the requestees are teachers of the requester. So, both interactants are socially distant from each other. The requester is a student and the requestee is a teacher. In the third situation the teacher is a male and in the fourth situation the teacher is female.

In the next four situations the requester asks the requestee to lend a book, which is really necessary for an assignment. In the fifth and sixth situations the requester and the requestee are not very close friends. The fifth requestee is male while the sixth one is female. These situations also cover familiarity factor. In the last situations, situation 7 and 8, the requester and the requestee are best friends. Familiarity factor has importance in these two situations. In the seventh situation the requestee is male and the next requestee is female.

3.4 Data Collection Procedure

The questionnaire was first given to Turkish informants and given unlimited time to complete, since the time limit could put pressure on informants, as a result we would have got inaccurate results. Then, the questionnaire was given to NS informants and given unlimited time.

3.5 Data Analysis

In order to examine the results of the JT, frequencies and percentages were found. Then, to check if there was any significant difference between native speakers and Turkish EFL learners in terms of choosing and ranking request forms by considering gender factor and other psychological factors age, status, familiarity and unfamiliarity, Mann- Whitney U Test was applied. The test was applied by the help of SPSS and the tables were drawn in Microsoft EXCEL 2000.

CHAPTER IV

RESULTS

This study attempts to find out about the extent to which both genders of non-native speakers of Turkish and native speakers informant groups tend to choose different and/or similar request forms in a given situation. In this chapter, results of the analysis of the data gathered from Turkish male and female EFL learners and native speakers of English will be presented. This chapter is devoted to presentation of the analysis of the data collected for the aim of the present study. The test was given to 30 native speakers of English and 100 native speakers of Turkish students learning English as a foreign language at university. They will be asked to rank the options from the most appropriate to the least appropriate by giving number 1 to 6 in the first and second situations, by giving number 1 to 5 in the other six situations, respectively. English Baseline Data will provide acceptable evidence for politeness strategies in requests in English language. Turkish EFL learners data will help to see and evaluate the success of their ability in using appropriate requests in given situations.

4.1 The results of Judgement Test

In this section, results of Judgement Test are given with tables including mean scores and results of Mann-Whitney U test. The alpha decision level is decided to be $\alpha=0,05$ and the results are interpreted according to this value. The frequency tables of the options, which are significantly different, will be given.

4.2 Turkish Male and Female EFL Learners

Situation 1: *In Bayram, you are visiting an old neighbour in **his** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **his** phone. How would you ask this from **him**?*

- a) **Mehmet Bey**, would you terribly mind if I used your phone for a short call?
- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?
- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?

- e) Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Turkish

Gender		S1A	S1B	S1C	S1D	S1E	S1F
Male	N	50	50	50	50	50	50
	Mean	3,36	4,36	3,02	2,80	2,80	4,60
	Median	3,00	5,00	3,00	2,50	3,00	5,50
	Std. Error of Mean	0,22	0,18	0,19	0,23	0,21	0,24
Female	N	50	50	50	50	50	50
	Mean	3,72	4,08	2,82	3,32	2,60	4,46
	Median	4,00	4,50	3,00	3,00	2,00	5,00
	Std. Error of Mean	0,26	0,23	0,21	0,20	0,19	0,22
Mann-Whitney U		1123,000	1159,500	1141,500	1007,500	1175,000	1102,500
<i>Asymp. Sig. (2-tailed)</i>		<i>0,374</i>	<i>0,520</i>	<i>0,445</i>	<i>0,088</i>	<i>0,596</i>	<i>0,286</i>

Table 4.2.1. Results of Situation 1

According to the results of Mann-Whitney U test, there is not any significant difference between Turkish male and female EFL learners of English in ranking the options given in situation 1 ($p > 0,05$).

Situation 2: *In Bayram, you are visiting an old neighbour in **her** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**?*

- a) **Ayşe Hanım**, would you terribly mind if I used your phone for a short call?
- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?
- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?
- e) Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me

Turkish

Gender		S2A	S2B	S2C	S2D	S2E	S2F
Male	N	50	50	50	50	50	50
	Mean	3,06	4,32	3,08	2,78	3,24	3,50
	Median	3,00	5,00	3,00	3,00	3,50	5,00
	Std. Error of Mean	0,22	0,20	0,20	0,22	0,24	0,25
Female	N	50	50	50	50	50	50
	Mean	3,16	1,14	2,84	3,00	3,20	4,66
	Median	3,00	5,00	3,00	3,00	3,00	6,00
	Std. Error of Mean	0,26	0,21	0,20	0,20	0,20	0,24
Mann-Whitney U		1248,000	1170,000	1135,000	1147,000	1242,000	1176,000
Asymp. Sig. (2-tailed)		0,989	0,568	0,418	0,468	0,955	0,589

Table 4.2.2. Results of Situation 2

Table 4.2.2 shows that, there is no significant difference between the two subject groups in terms of using request strategies in situation 2 ($p > 0,05$). Both the groups have similar tendencies to rank the options.

Situation 3: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man.** How do you ask this to **him**?*

- a) **Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Sir**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

Turkish

Gender		S3A	S3B	S3C	S3D	S3E
Male	N	50	50	50	50	50
	Mean	2,60	3,42	3,96	1,94	3,08
	Median	3,00	4,00	4,00	1,00	3,00
	Std. Error of Mean	0,16	0,14	0,17	0,18	0,21
Female	N	50	50	50	50	50
	Mean	2,36	3,20	3,68	2,48	3,28
	Median	2,00	3,00	4,00	2,00	3,50
	Std. Error of Mean	0,19	0,16	0,19	0,20	0,18
Mann-Whitney U		1071,000	1107,000	1118,000	975,500	1159,500
Asymp. Sig. (2-tailed)		0,203	0,307	0,338	0,045	0,523

Table 4.2.3. Results of Situation 3

It is evident from the table 4.2.3 that there is no significant difference between Turkish male and female EFL learners in ranking the options A, B, C, and E. ($p>0,05$). However, a significant difference occurred in ranking the option D between the two groups of subjects ($p<0,05$). Turkish male informants appear to rank this quite lengthy option as more appropriate in comparison to their female counterparts. This finding is supported by the Asymp. Sig (2-tailed) scores belonging to this particular option.

Gender		Frequency	Percent
Turkish Male	1	27	54,0
	2	11	22,0
	3	4	8,0
	4	4	8,0
	5	4	8,0
	Total	50	100,0
Turkish Female	1	18	36,0
	2	11	22,0
	3	5	10,0
	4	11	22,0
	5	5	10,0
	Total	50	100,0

Table 4.2.4. Frequency table of option D of situation 3

In situation 3, 54 % of male informants ranked the option D as the most appropriate, while 36 % of female informants ranked the D option as the most appropriate (see table 4.2.4)

Situation 4: You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the **teacher, who is known to be quite a strict woman**. How do you ask this to **her**?

- Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- Madam**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

Turkish

Gender		S4A	S4B	S4C	S4D	S4E
Male	N	50	50	50	50	50
	Mean	2,64	3,62	4,14	1,72	2,88
	Median	3,00	4,00	5,00	1,00	3,00
	Std. Error of Mean	0,15	0,13	0,17	0,14	0,19
Female	N	50	50	50	50	50
	Mean	2,44	3,34	3,84	2,62	2,76
	Median	2,00	3,00	4,00	2,00	2,00
	Std. Error of Mean	0,18	0,16	0,17	0,21	0,18
Mann-Whitney U		1103,500	1079,500	1048,000	822,000	1188,000
Asymp. Sig. (2-tailed)		0,296	0,223	0,135	0,002	0,660

Table 4.2.5. Results of Situation 4

The data shown in Table 4.2.5 indicate that there is a significant difference between Turkish male and female EFL learners in ranking the options D ($p < 0,05$). As seen in the table above, there is no significant difference between the two groups in terms of the request strategies for the options A, B, C and E ($p > 0,05$). When $p < 0,005$. This finding appears to be quite significant, as it can indicate that informants behave consistently. In both versions of the same situation, they behave in a similar way. Statistical evidence shows that the male informants have a tendency to regard as option of a long account of their situation as more appropriate in comparison to the female informants.

Gender		Frequency	Percent
Turkish Male	1	30	60,0
	2	10	20,0
	3	4	8,0
	4	6	12,0
	Total	50	100.0
Turkish Female	1	17	34,0
	2	11	22,0
	3	4	8,0
	4	10	20,0
	5	8	16,0
	Total	50	100.0

Table 4.2.6. Frequency table of option D of situation 4

In situation 4, 60 % of male informants ranked the option D as the most appropriate, on the other hand, 34 % of female informants ranked option D as the most appropriate.

Situation 5: *You are working on a term project in the classroom. You notice that one of your classmates, Ali, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, you are not very close friends, so you are a bit unsure to ask him to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from him?*

- Hi **Ali!** How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- Hi! **Ali,** could I possibly borrow your book, please?
- Hi **Ali!** How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things **Ali?** Is this book yours?

Turkish

Gender		S5A	S5B	S5C	S5D	S5E
Male	N	50	50	50	50	50
	Mean	3,00	2,42	2,46	2,68	4,44
	Median	3,50	2,50	2,00	2,50	5,00
	Std. Error of Mean	0,19	0,16	0,14	0,20	0,13
Female	N	50	50	50	50	50
	Mean	2,52	2,74	2,72	3,22	3,80
	Median	2,00	3,00	3,00	3,00	4,00
	Std. Error of Mean	0,21	0,17	0,18	0,18	0,19
Mann-Whitney U		1022,500	1069,500	1117,000	977,000	909,000
Asymp. Sig. (2-tailed)		0,107	0,200	0,345	0,540	0,009

Table 4.2.7. Results of Situation 5

Except for the option E, there is no significant difference between the Turkish male and female EFL learners' request strategies for this situation ($p > 0,05$). Based on the results of Mann-Whitney U test, there is a significant difference between Turkish male and female EFL learners in option E ($p < 0,05$). In this case, although there appears to be a significant difference between the groups in terms of ranking option E, still both groups appear to agree that this option will be towards the least appropriate end of spectrum.

Gender		Frequency	Percent
Turkish Male	1	1	2,0
	2	1	2,0
	3	7	14,0
	4	7	14,0
	5	34	68,0
	Total	50	100.0
Turkish Female	1	4	8,0
	2	7	14,0
	3	6	12,0
	4	11	22,0
	5	22	44,0
	Total	50	100.0

Table 4.2.8. Frequency table of option E of situation 5

68 % of Turkish male informants ranked this option giving number 5 as the least appropriate, while 44 % of female informants ranked as the least appropriate.

Situation 6: You are working on a term project in the classroom. You notice that one of your classmates, **Ayşe**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **her** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **her**?

- Hi **Ayşe**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- Hi! **Ayşe**, could I possibly borrow your book, please?
- Hi **Ayşe**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things **Ayşe**? Is this book yours?

Turkish

Gender		S6A	S6B	S6C	S6D	S6E
Male	N	50	50	50	50	50
	Mean	3,06	2,36	2,62	2,72	4,24
	Median	4,00	2,00	2,50	3,00	5,00
	Std. Error of Mean	0,20	0,16	0,16	0,18	0,17
Female	N	50	50	50	50	50
	Mean	2,60	2,70	2,70	2,96	4,04
	Median	3,00	2,00	2,00	3,00	4,00
	Std. Error of Mean	0,22	0,17	0,18	0,18	0,15
Mann-Whitney U		1027,000	1065,000	1223,500	1118,500	1077,000
Asymp. Sig. (2-tailed)		0,113	0,189	0,851	0,354	0,186

Table 4.2.9. Results of Situation 6

The results provide no significant difference between the two groups' use of request strategies in this situation ($p > 0,05$). Both groups appear to behave in a similar way.

Situation 7: *You are working on a term project in the classroom. You notice that your best friend, Ahmet, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from him?*

- How is things **Ahmet**? Do you think you can lend this book to me for a couple of days?
- Ahmet**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- Would you terribly mind if I borrowed this book for a couple of days **Ali**?
- How is things **Ahmet**? I didn't know that you had this book. This book is very much related to my term project topic.

Turkish

Gender		S7A	S7B	S7C	S7D	S7E
Male	N	50	50	50	50	50
	Mean	3,02	3,22	2,34	3,86	2,56
	Median	3,00	4,00	1,50	5,00	2,00
	Std. Error of Mean	0,12	0,17	0,22	0,21	0,16
Female	N	50	50	50	50	50
	Mean	2,64	2,20	3,12	3,54	3,50
	Median	3,00	2,00	3,00	4,00	4,00
	Std. Error of Mean	0,15	0,17	0,21	0,18	0,21
Mann-Whitney U		1024,000	711,000	873,500	987,000	794,000
Asymp. Sig. (2-tailed)		0,102	0,000	0,007	0,058	0,001

Table 4.2.10. Results of Situation 7

As shown in table 4.2.10, Turkish male and female EFL learners show a significant difference in this situation. Both groups have different tendencies in ranking the option B ($p < 0,05$), option C ($p < 0,05$) and option E ($p < 0,05$). Although it is not significant, in option D the result according to Mann-Whitney U Test (Asymp. Sig. (2 tailed) is 0,058) show slight a difference.

Gender		Frequency	Percent
Turkish Male	1	6	12,0
	2	10	20,0
	3	8	16,0
	4	19	38,0
	5	7	14,0
	Total	50	100.0
Turkish Female	1	18	36,0
	2	16	32,0
	3	6	12,0
	4	8	16,0
	5	2	4,0
	Total	50	100.0

Table 4.2.11. Frequency table of option B of situation 7

Ranking B of situation of 7 in terms of most appropriate shows significant difference as the table 4.2.11 shows the frequencies of ranking option; 12 % by Turkish male EFL learners and 36 % by Turkish female EFL learners.

Gender		Frequency	Percent
Turkish Male	1	25	50,0
	2	5	10,0
	3	8	16,0
	4	2	4,0
	5	10	20,0
	Total	50	100.0
Turkish Female	1	9	18,0
	2	10	20,0
	3	12	24,0
	4	4	8,0
	5	15	30,0
	Total	50	100.0

Table 4.2.12. Frequency table of option C of situation 7

Turkish male informants ranked the option C more than Turkish female informants did, with 50 % by Turkish male informants and 18 % by Turkish female informants.

Gender		Frequency	Percent
Turkish Male	1	9	18,0
	2	19	38,0
	3	11	22,0
	4	7	14,0
	5	4	8,0
	Total		50
Turkish Female	1	7	14,0
	2	9	18,0
	3	14	8,0
	4	12	24,0
	5	18	36,0
	Total		50

Table 4.2.13. Frequency table of option E of situation 7

Turkish female informants ranked the option as least appropriate with percentage of 36, and 8 % by Turkish male informants.

Situation 8: *You are working on a term project in the classroom. You notice that your best friend, Aylin, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from her?*

- How is things **Aylin**? Do you think you can lend this book to me for a couple of days?
- Aylin**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- Would you terribly mind if I borrowed this book for a couple of days **Aylin**?
- How is things **Aylin**? I did now that you had this book. This book is very much related to my term project topic.

Turkish

Gender		S8A	S8B	S8C	S8D	S8E
Male	N	50	50	50	50	50
	Mean	3,12	3,24	2,10	3,98	2,56
	Median	3,00	4,00	1,00	5,00	2,00
	Std. Error of Mean	0,13	0,17	0,21	0,19	0,16
Female	N	50	50	50	50	50
	Mean	2,90	2,28	3,14	3,00	3,68
	Median	3,00	2,00	3,00	3,00	4,00
	Std. Error of Mean	0,17	0,16	0,22	0,19	0,18
Mann-Whitney U		1146,500	735,000	786,500	744,000	678,000
Asymp. Sig. (2-tailed)		0,457	0,000	0,001	0,000	0,000

Table 4.2.14. Results of situation 8

Among the other situations, this situation reveals the most significant difference in ranking the options. Except option A, ranking options B, C, D, E differs significantly ($p < 0,05$). It appears that Turkish male and female EFL learners do not agree on the ranking of these options in terms of appropriateness.

Gender		Frequency	Percent
Turkish Male	1	5	10,0
	2	12	24,0
	3	7	14,0
	4	18	36,0
	5	8	16,0
	Total	50	100.0
Turkish Female	1	14	28,0
	2	20	40,0
	3	8	16,0
	4	4	8,0
	5	4	8,0
	Total	50	100.0

Table 4.2.15. Frequency table of option B of situation 8

There is a significant difference in terms of number 2 of appropriateness scale by Turkish male informants with 24 % and Turkish female informants with 40 %.

Gender		Frequency	Percent
Turkish Male	1	29	58,0
	2	4	8,0
	3	7	14,0
	4	3	6,0
	5	7	14,0
	Total	50	100.0
Turkish Female	1	12	24,0
	2	5	10,0
	3	13	26,0
	4	4	8,0
	5	16	32,0
	Total	50	100.0

Table 4.2.16. Frequency table of option C of situation 8

Turkish male informants ranked this option as the most appropriate more than Turkish female informants did, with 58 % by Turkish male informants and 24 % by Turkish female informants.

Gender		Frequency	Percent
Turkish Male	1	6	12,0
	2	3	6,0
	3	3	6,0
	4	12	24,0
	5	26	52,0
	Total	50	100.0
Turkish Female	1	10	20,0
	2	9	18,0
	3	11	22,0
	4	11	22,0
	5	9	18,0
	Total	50	100.0

Table 4.2.17. Frequency table of option D of situation 8

Turkish male informants ranked this option as the least appropriate more than Turkish female informants did, with 52 % by Turkish male informants and 18 % by Turkish female informants.

Gender		Frequency	Percent
Turkish Male	1	9	18,0
	2	20	40,0
	3	9	18,0
	4	8	16,0
	5	4	8,0
	Total	50	100.0
Turkish Female	1	5	10,0
	2	7	14,0
	3	3	6,0
	4	19	38,0
	5	16	32,0
	Total	50	100.0

Table 4.2.18. Frequency table of option E of situation 8

Turkish female informants ranked this option as the least appropriate more than Turkish male informants did, with 32 % by Turkish male informants and 8 % by Turkish female informants.

4.3. Native Speakers Male and Female

Situation 1: *In a visit, you are visiting an old neighbour in his late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late*

home. You do not have your mobile phone with you. You need to use **his** phone. How would you ask this from **him**?

- Mr. Jackson**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Native

Gender		S1A	S1B	S1C	S1D	S1E	S1F
Male	N	15	15	15	15	15	15
	Mean	4,13	4,4	3,26	1,86	2,26	5,06
	Median	4,00	4,00	3,00	2,00	1,00	6,00
	Std. Error of Mean	0,41	0,25	0,35	0,16	0,43	0,33
Female	N	15	15	15	15	15	15
	Mean	4,73	3,60	3,40	2,53	1,66	5,06
	Median	5,00	3,00	3,00	2,00	1,00	5,00
	Std. Error of Mean	0,35	0,44	0,28	0,32	0,25	0,28
Mann-Whitney U		87,000	80,000	110,000	80,000	95,500	105,500
Asymp. Sig. (2-tailed)		0,277	0,168	0,914	0,146	0,434	0,750

Table 4.3.1. Results of Situation 1

The comparison of the two groups of English male and female speakers revealed no significant difference. Similar to the table 4.2.1, showing no difference for Turkish male and female EFL learners, this table about the same situation showed no difference referring to English male and female speakers' ranking the options.

Situation 2: *In a visit, you are visiting an old neighbour in **her** late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**?*

- Mrs. Anderson**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Native

Gender		S2A	S2B	S2C	S2D	S2E	S2F
Male	N	15	15	15	15	15	15
	Mean	4,73	4,40	3,20	1,80	2,13	4,73
	Median	5,00	5,00	3,00	2,00	2,00	5,00
	Std. Error of Mean	0,31	0,33	0,34	0,20	0,36	0,35
Female	N	15	15	15	15	15	15
	Mean	4,53	4,06	3,33	2,40	1,66	5,00
	Median	5,00	5,00	3,00	2,00	1,00	5,00
	Std. Error of Mean	0,35	0,41	0,30	0,34	0,23	0,30
Mann-Whitney U		103,500	102,500	107,500	87,000	95,000	101,500
Asymp. Sig. (2-tailed)		0,698	0,666	0,829	0,267	0,432	0,626

Table 4.3.2. Results of Situation 2

Similar to situation 1, the scores according to Mann-Whitney U test demonstrate no significant difference across the NS groups. (See table 4.3.2) The difference for ranking for the options for situation 2 is not significantly determined ($p > 0,05$).

Situation 3: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man.** How do you ask this to **him**?*

- Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- Sir**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

Native

Gender		S3A	S3B	S3C	S3D	S3E
Male	N	15	15	15	15	15
	Mean	3,80	3,13	2,86	2,20	3,00
	Median	4,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,36	2,73	0,35	0,38	0,37
Female	N	15	15	15	15	15
	Mean	3,73	3,33	3,06	2,20	2,66
	Median	4,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,24	0,34	0,3	0,4	0,42
Mann-Whitney U		100,000	102,500	103,000	112,000	91,500
<i>Asymp. Sig. (2-tailed)</i>		<i>0,586</i>	<i>0,670</i>	<i>0,686</i>	<i>0,982</i>	<i>0,362</i>

Table 4.3.3. Results of Situation 3

According to the table above, there is no significant difference between the two subject groups in terms of ranking the options in situation 3 ($p > 0,05$). Both groups appear to have same traits in ranking the options. Turkish informants also seem to have behaved in the same way.

Situation 4: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the **teacher, who is known to be quite a strict woman.** How do you ask this to **her**?*

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

Native

Gender		S4A	S4B	S4C	S4D	S4E
Male	N	15	15	15	15	15
	Mean	3,93	3,20	3,06	1,93	2,86
	Median	4,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,33	0,27	0,31	0,37	0,37
Female	N	15	15	15	15	15
	Mean	3,60	3,53	3,06	2,13	2,66
	Median	3,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,28	0,35	0,28	0,37	0,42
Mann-Whitney U		90,500	96,500	112,500	100,500	95,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,338</i>	<i>0,495</i>	<i>1,000</i>	<i>0,573</i>	<i>0,443</i>

Table 4.3.4. Results of Situation 4

Contrary to the results of situation 4 referring to Turkish male and female EFL learners' ranking the options, the data above in table 4.3.4 is showing that there is no significant difference in situation 4 referring to English male and female speakers' ranking the options. The results of situation 4 in Table 4.2.5 have demonstrated that a significant difference occurred in option D ($p < 0,05$), while the same tendency is not showed by native male and female speakers.

Situation 5: *You are working on a term project in the classroom. You notice that one of your classmates, **Jack**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **him** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **him**?*

- Hi **Jack**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- Hi! **Jack**, could I possibly borrow your book, please?
- Hi **Jack**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things **Jack**? Is this book yours?

Native

Gender		S5A	S5B	S5C	S5D	S5E
Male	N	15	15	15	15	15
	Mean	2,26	2,33	1,73	4,06	4,60
	Median	2,00	3,00	1,00	4,00	5,00
	Std. Error of Mean	0,22	0,25	0,26	0,18	0,21
Female	N	15	15	15	15	15
	Mean	1,93	3,40	2,73	3,80	3,13
	Median	1,00	3,00	2,00	4,00	3,00
	Std. Error of Mean	0,35	0,28	0,33	0,26	0,42
Mann-Whitney U		76,000	55,500	59,500	99,500	55,500
<i>Asymp. Sig. (2-tailed)</i>		<i>0,107</i>	<i>0,012</i>	<i>0,022</i>	<i>0,554</i>	<i>0,010</i>

Table 4.3.5. Results of Situation 5

Based on the results according to Mann-Whitney U test, there is a significant difference in ranking the options B, C, E. ($p < 0,05$), while there is no significant difference in ranking the options A and D. ($p > 0,05$). When compared to the same situation ranked by Turkish male and female EFL learners (See table 4.2.7), Both Turkish and English male and female speakers showed almost nearly the same significant difference for the option C. (See table 4.2.7; *Asymp. Sig. (2 tailed)* is 0,009) and See table 4.3.5; *Asymp Sig. (2 tailed)* is 0,010 for Turkish male and female EFL learners and English male and female speakers, respectively. As it happened in Turkish learners' case, NS informants, too, appear to have agreed that option E could be placed towards the least appropriate end of the scale.

Gender		Frequency	Percent
NS Male	1	4	26,7
	2	3	20,0
	3	7	46,7
	4	1	6,7
	Total	15	100.0
NS Female	1	1	6,7
	2	1	6,7
	3	7	46,7
	4	3	20,0
	5	3	20,0
Total	15	100.0	

Table 4.3.6. Frequency Table of Option B of Situation 5

Native male informants ranked this option as the most appropriate more than Native female informants did, with 26,7 % by Native male informants and 6,7 % by Native female informants.

Gender		Frequency	Percent
NS Male	1	2	13,3
	2	6	40,0
	3	3	20,0
	4	2	13,3
	5	2	13,3
	Total	2	100,0
NS Female	1	9	60,0
	2	2	13,3
	3	3	20,0
	4	1	6,7
	Total	15	100,0

Table 4.3.7. Frequency Table of Option C of Situation 5

Female informants have ranked option C as most appropriate by giving the number “1” with 60 %, as they want to be more polite.

Gender		Frequency	Percent
NS Male	2	1	6,7
	4	3	20,0
	5	11	73,3
	Total	15	100,0
NS Female	1	3	20,0
	2	4	26,7
	3	1	6,7
	4	2	13,3
	5	5	33,3
	Total	15	100,0

Table 4.3.8. Frequency Table of Option E of Situation 5

73 % of male informants have used more than females, since the requestee is male in this situation.

Situation 6: *You are working on a term project in the classroom. You notice that one of your classmates, **Mary**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **her** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **her**?*

- a) Hi **Mary**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- b) Hi! **Mary**, could I possibly borrow your book, please?

- c) Hi **Mary!** How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Mary?** Is this book yours?

Native

Gender		S6A	S6B	S6C	S6D	S6E
Male	N	15	15	15	15	15
	Mean	2,00	2,73	1,66	4,13	4,46
	Median	2,00	3,00	1,00	4,00	5,00
	Std. Error of Mean	0,27	0,18	0,25	0,19	0,23
Female	N	15	15	15	15	15
	Mean	1,86	3,20	2,26	3,93	3,73
	Median	1,00	3,00	2,00	4,00	4,00
	Std. Error of Mean	0,32	0,27	0,28	0,24	0,39
Mann-Whitney U		99,000	82,000	72,000	104,000	83,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,548</i>	<i>0,159</i>	<i>0,074</i>	<i>0,693</i>	<i>0,174</i>

Table 4.3.9. Results of Situation 6

The data shown in table 4.3.9 indicate no significant difference between the English male and female speakers' ranking the options for situation 6. Both of the sexes tend to rank the given options similarly. ($p > 0,05$) Interestingly, in the same situation ranked by Turkish male and female EFL learners, there is no significant difference ($p > 0,05$). (See table 4.2.9)

Situation 7: *You are working on a term project in the classroom. You notice that **your best friend, John**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **him**?*

- a) How is things **John?** Do you think you can lend this book to me for a couple of days?
- b) **John**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **John?**
- e) How is things **John?** I didn't know that you had this book. This book is very much related to my term project topic.

Native

Gender		S7A	S7B	S7C	S7D	S7E
Male	N	15	15	15	15	15
	Mean	2,60	1,66	3,40	3,86	3,46
	Median	2,00	1,00	4,00	4,00	3,00
	Std. Error of Mean	0,30	0,28	0,40	0,21	0,33
Female	N	15	15	15	15	15
	Mean	2,80	1,73	3,93	4,20	2,33
	Median	3,00	2,00	4,00	4,00	2,00
	Std. Error of Mean	0,32	0,2	0,24	0,24	0,36
Mann-Whitney U		99,500	98,000	94,500	85,000	59,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,578</i>	<i>0,507</i>	<i>0,436</i>	<i>0,223</i>	<i>0,023</i>

Table 4.3.10. Results of Situation 7

The comparison of the two groups revealed a significant difference in ranking the option E administered by English male and female speaker according to Mann-Whitney U test, ($p < 0,05$), similarly to the data shown in table 4.2.10 as in ranking the option E. However, there is no significant difference in ranking the option A, B, C, D ($p > 0,05$), (See table 4.3.10), while there is a significant difference in ranking the option B and C ranked by Turkish male and female EFL learners. (See table 4.2.10)

Gender		Frequency	Percent
NS Male	1	1	6,7
	2	2	13,3
	3	6	40,0
	4	1	6,7
	5	5	33,3
	Total	15	100,0
NS Female	1	5	33,3
	2	5	33,3
	3	2	13,3
	4	1	6,7
	5	2	13,3
	Total	15	100,0

Table 4.3.11. Frequency Table of Option E of Situation 7

This option is a hinting strategy and 6 % of Male informants rank this option as the most appropriate, while 33 % of female informants rank this option as most appropriate.

Situation 8: *You are working on a term project in the classroom. You notice that your best friend, Susan, is reading the book, which you have been looking, and this book is related to*

the topic of your project. You really need this book to finish this project. How would you ask this from **her**?

- How is things **Susan**? Do you think you can lend this book to me for a couple of days?
- Susan**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- Would you terribly mind if I borrowed this book for a couple of days **Susan**?
- How is things **Susan**? I did now that you had this book. This book is very much related to my term project topic.

Native

Gender		S8A	S8B	S8C	S8D	S8E
Male	N	15	15	15	15	15
	Mean	2,53	1,73	3,20	4,00	3,53
	Median	2,00	2,00	3,00	4,00	3,00
	Std. Error of Mean	0,30	0,22	0,42	0,21	0,33
Female	N	15	15	15	15	15
	Mean	2,46	2,06	3,93	4,06	2,46
	Median	2,00	2,00	4,00	4,00	2,00
	Std. Error of Mean	0,32	0,24	0,31	0,26	0,36
Mann-Whitney U		108,500	89,000	85,500	102,000	64,500
Asymp. Sig. (2-tailed)		0,864	0,300	0,245	0,639	0,410

Table 4.3.12. Results of Situation 8

The scores calculated by Mann-Whitney U test indicate that there is no significant difference between English male speakers and female speakers ($p > 0,05$). However in the results of the same situation ranked by Turkish male and female EFL learners, there is a significant difference in ranking every option except for option A. (See table 4.2.14)

4.4 Turkish Male EFL Learners and NS Male

Situation 1: *In Bayram, you are visiting an old neighbour in **his** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **his** phone. How would you ask this from **him**?*

- Mehmet Bey**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?

- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

		S1A	S1B	S1C	S1D	S1E	S1F
Turkish Male	N	50	50	50	50	50	50
	Mean	3,36	4,36	3,02	2,80	2,80	4,60
	Median	3,00	5,00	3,00	2,50	3,00	5,50
	Std. Error of Mean	0,22	0,18	0,19	0,23	0,21	0,24
Native Male	N	15	15	15	15	15	15
	Mean	4,13	4,40	3,26	1,86	2,26	5,06
	Median	4,00	4,00	3,00	2,00	1,00	6,00
	Std. Error of Mean	0,41	0,25	0,35	0,16	0,43	0,33
Mann-Whitney U		270,000	314,000	279,000	261,000	229,500	303,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,095</i>	<i>0,333</i>	<i>0,127</i>	<i>0,070</i>	<i>0,190</i>	<i>0,244</i>

Table 4.4.1. Results of situation 1

According to the table above, there is no significant difference between the two groups in terms of ranking the options in situation 1 ($p > 0,05$). Turkish and NS male informants appear to have agreed on the ranking of these options on the appropriateness scale.

Situation 2: *In Bayram, you are visiting an old neighbour in **her** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**?*

- Ayşe Hanım**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

		S2A	S2B	S2C	S2D	S2E	S2F
Turkish Male	N	50	50	50	50	50	50
	Mean	3,06	4,32	3,08	2,78	3,24	3,50
	Median	3,00	5,00	3,00	3,00	3,50	5,00
	Std. Error of Mean	0,22	0,20	0,20	0,22	0,24	0,25
Native Male	N	15	15	15	15	15	15
	Mean	4,73	4,40	3,20	1,80	2,13	4,73
	Median	5,00	5,00	3,00	2,00	2,00	5,00
	Std. Error of Mean	0,31	0,33	0,34	0,20	0,36	0,35
Mann-Whitney U		223,500	369,000	299,000	288,000	147,000	361,500
<i>Asymp. Sig. (2-tailed)</i>		<i>0,016</i>	<i>0,923</i>	<i>0,224</i>	<i>0,165</i>	<i>0,000</i>	<i>0,821</i>

Table 4.4.2. Results of Situation 2

It is obvious from the table above, a significant difference occurred in ranking the options A and E between Turkish male EFL learners and NS male speakers. According to the Mann-Whitney U test, *Asymp. Sig (2 tailed)* is 0,016 for the option A ($p < 0,05$), *Asymp. Sig (2 tailed)* is 0,000 for the option E. ($p < 0,05$).

		Frequency	Percent
Turkish Male	1	15	30,0
	2	8	16,0
	3	3	6,0
	4	9	18,0
	5	8	16,0
	6	7	14,0
	Total	50	100,0
NS Male	1	1	6,7
	3	1	6,7
	4	5	33,3
	5	4	26,7
	6	4	26,7
	Total	15	100,0

Table 4.4.3. Frequency Table of Option A of Situation 2

30 % of Turkish male EFL learners ranked the option A as the most appropriate, on the other hand, 6 % NS male informants ranked the option A as the most appropriate.

		Frequency	Percent
Turkish Male	1	7	14,0
	2	13	26,0
	3	12	24,0
	4	7	14,0
	5	9	18,0
	6	2	4,0
	Total	50	100,0
NS Male	1	5	33,3
	2	4	26,7
	3	2	13,3
	4	3	20,0
	5	1	6,7
	Total	15	100,0

Table 4.4.4. Frequency Table of Option D of Situation 2

33 % of NS male informants rank the option D as the most appropriate, while 14 % of Turkish male EFL learners ranked this option as the most appropriate.

Situation 3: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man.** How do you ask this to **him**?*

- a) **Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Sir**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

		S3A	S3B	S3C	S3D	S3E
Turkish Male	N	50	50	50	50	50
	Mean	2,60	3,42	3,96	1,94	3,08
	Median	3,00	4,00	4,00	1,00	3,00
	Std. Error of Mean	0,16	0,14	0,17	0,18	0,21
Native Male	N	15	15	15	15	15
	Mean	3,80	3,13	2,86	2,20	3,00
	Median	4,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,36	2,73	0,35	0,38	0,37
Mann-Whitney U		158,500	352,500	264,500	324,500	286,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,001</i>	<i>0,719</i>	<i>0,075</i>	<i>0,412</i>	<i>0,156</i>

Table 4.4.5. Results of Situation 3

The results provide a significant difference in ranking the option A (Asymp. Sig (2 tailed) is 0,001 ($p < 0,05$)) between Turkish male EFL learners and NS male speakers. (See table 4.4.5) Both groups appear to agree on the ranking of other 5 options.

		Frequency	Percent
Turkish Male	1	18	36,0
	2	11	22,0
	3	12	24,0
	4	3	6,0
	5	6	12,0
	Total	50	100,0
NS Male	2	1	6,7
	3	6	40,0
	4	4	26,7
	5	4	26,7
	Total	15	100,0

Table 4.4.6. Frequency Table of Option A of Situation 3

In situation 3, the ranking of option A is significantly different. 36 % of Turkish male EFL learners rank option A as the most appropriate, while 6 % of NS male informants rank the same option as the most appropriate.

Situation 4: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the teacher, who is known to be quite a strict woman. How do you ask this to her?*

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.

- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

		S4A	S4B	S4C	S4D	S4E
Turkish	N	50	50	50	50	50
Male	Mean	2,64	3,62	4,14	1,72	2,88
	Median	3,00	4,00	5,00	1,00	3,00
	Std. Error of Mean	0,15	0,13	0,17	0,14	0,19
Native	N	15	15	15	15	15
	Mean	3,93	3,20	3,06	1,93	2,86
	Median	4,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,33	0,27	0,31	0,37	0,37
Mann-Whitney U		193,000	348,500	229,000	300,000	347,500
<i>Asymp. Sig. (2-tailed)</i>		<i>0,003</i>	<i>0,671</i>	<i>0,019</i>	<i>0,224</i>	<i>0,660</i>

Table 4.4.7. Results of Situation 4

Based on the result of Mann-Whitney U test there is a significant difference in ranking the option A, as similar to the data shown in table 4.4.5, where there is a significant difference in ranking the option A. However, contrary to the table 4.4.5, a significant difference also occurred in ranking the option C in this situation. (See table 4.4.7)

		Frequency	Percent
Turkish Male	1	9	18,0
	2	12	24,0
	3	19	38,0
	4	8	16,0
	5	2	4,0
	Total	50	100,0
NS Male	1	1	6,7
	2	1	6,7
	3	3	20,0
	4	3	20,0
	5	7	46,7
	Total	15	100,0

Table 4.4.8. Frequency Table of Option A of Situation 4

Native male informants ranked this option as the least appropriate more than Turkish male informants did, with 46,7 % by Native male informants and 4 % Turkish male informants.

		Frequency	Percent
Turkish Male	1	4	8,0
	2	4	8,0
	3	8	16,0
	4	14	28,0
	5	20	40,0
	Total	50	100,0
NS Male	1	1	6,7
	2	4	26,7
	3	4	26,7
	4	5	33,3
	5	1	6,7
	Total	15	100,0

Table 4.4.9. Frequency Table of Option D of Situation 4

Turkish male informants ranked this option as the least appropriate more than Native male informants did, with 40 % by Turkish male informants and 6,7 % by Native male informants.

Situation 5: *You are working on a term project in the classroom. You notice that one of your classmates, **Ali**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **him** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **him**?*

- a) Hi **Ali**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- b) Hi! **Ali**, could I possibly borrow your book, please?
- c) Hi **Ali**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Ali**? Is this book yours?

		S5A	S5B	S5C	S5D	S5E
Turkish	N	50	50	50	50	50
Male	Mean	3,00	2,42	2,46	2,68	4,44
	Median	3,50	2,50	2,00	2,50	5,00
	Std. Error of Mean	0,19	0,16	0,14	0,20	0,13
Native	N	15	15	15	15	15
Male	Mean	2,26	2,33	1,73	4,06	4,60
	Median	2,00	3,00	1,00	4,00	5,00
	Std. Error of Mean	0,22	0,25	0,26	0,18	0,21
Mann-Whitney U		289,500	264,000	375,000	279,500	290,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,164</i>	<i>0,076</i>	<i>1,000</i>	<i>0,124</i>	<i>0,166</i>

Table 4.4.10. Results of Situation 5

As shown in table 4.4.10, there is no significant difference between the subject groups (Turkish male EFL learners and NS male speakers) in ranking the options given. ($p > 0,05$) Both groups tend to have behaved in the same way.

Situation 6: *You are working on a term project in the classroom. You notice that one of your classmates, Ayşe, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, you are not very close friends, so you are a bit unsure to ask her to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from her?*

- Hi Ayşe! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- Hi! Ayşe, could I possibly borrow your book, please?
- Hi Ayşe! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things Ayşe? Is this book yours?

		S6A	S6B	S6C	S6D	S6E
Turkish	N	50	50	50	50	50
Male	Mean	3,06	2,36	2,62	2,72	4,24
	Median	4,00	2,00	2,50	3,00	5,00
	Std. Error of Mean	0,20	0,16	0,16	0,18	0,17
Native	N	15	15	15	15	15
Male	Mean	2,00	2,73	1,66	4,13	4,46
	Median	2,00	3,00	1,00	4,00	5,00
	Std. Error of Mean	0,27	0,18	0,25	0,19	0,23
Mann-Whitney U		284,500	279,500	310,000	212,000	346,500
<i>Asymp. Sig. (2-tailed)</i>		<i>0,137</i>	<i>0,126</i>	<i>0,295</i>	<i>0,009</i>	<i>0,636</i>

Table 4.4.11. Results of Situation 6

Based on the results given in Table 4.4.11, there is a significant difference between the two groups for the option D ($p < 0,05$). However, there is no significant difference between the subject groups in ranking the other options.

		Frequency	Percent
Turkish Male	1	9	18,0
	2	10	20,0
	3	13	26,0
	4	10	20,0
	5	8	16,0
	Total	50	100,0
NS Male	1	1	6,7
	3	1	6,7
	4	10	66,7
	5	3	20,0
	Total	15	100,0

Table 4.4.12. Frequency Table of Option D of Situation 6

Native male informants did not give number 2 in terms of appropriateness in option D of situation 6.

Situation 7: You are working on a term project in the classroom. You notice that your best friend, Ahmet, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from him?

- a) How is things **Ahmet**? Do you think you can lend this book to me for a couple of days?
- b) **Ahmet**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Ali**?
- e) How is things **Ahmet**? I didn't know that you had this book. This book is very much related to my term project topic.

		S7A	S7B	S7C	S7D	S7E
Turkish Male	N	50	50	50	50	50
	Mean	3,02	3,22	2,34	3,86	2,56
	Median	3,00	4,00	1,50	5,00	2,00
	Std. Error of Mean	0,12	0,17	0,22	0,21	0,16
Native Male	N	15	15	15	15	15
	Mean	2,60	1,66	3,40	3,86	3,46
	Median	2,00	1,00	4,00	4,00	3,00
	Std. Error of Mean	0,30	0,28	0,40	0,21	0,33
Mann-Whitney U		353,000	304,000	263,000	267,000	219,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,720</i>	<i>0,245</i>	<i>0,074</i>	<i>0,080</i>	<i>0,013</i>

Table 4.4.13. Results of Situation 7

No significant difference was found between the two groups in ranking the options A, B, C, D ($p > 0,005$). However, ranking the option 7 (*Asymp. Sig. (2 tailed)* is 0,013) showed a significant difference between the subject groups. (See table 4.4.13) Both male groups seem to agree on the ranking of the options on the appropriateness scale.

		Frequency	Percent
Turkish Male	1	7	14,0
	2	9	18,0
	3	4	8,0
	4	12	24,0
	5	18	36,0
	Total	50	100,0
NS Male	1	5	33,3
	2	5	33,3
	3	2	13,3
	4	1	6,7
	5	2	13,3
	Total	15	100,0

Table 4.4.14. Frequency Table of Option E of Situation 7

Turkish male informants ranked this option as the least appropriate more than Native male informants did, with 36 % by Turkish male informants and 13,3 % by Native male informants.

Situation 8: *You are working on a term project in the classroom. You notice that your best friend, Aylin, is reading the book, which you have been looking, and this book is related to*

the topic of your project. You really need this book to finish this project. How would you ask this from **her**?

- How is things **Aylin**? Do you think you can lend this book to me for a couple of days?
- Aylin**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- Would you terribly mind if I borrowed this book for a couple of days **Aylin**?
- How is things **Aylin**? I did now that you had this book. This book is very much related to my term project topic

		S8A	S8B	S8C	S8D	S8E
Turkish Male	N	50	50	50	50	50
	Mean	3,12	3,24	2,10	3,98	2,56
	Median	3,00	4,00	1,00	5,00	2,00
	Std. Error of Mean	0,13	0,17	0,21	0,19	0,16
Native Male	N	15	15	15	15	15
	Mean	2,53	1,73	3,20	4,00	3,53
	Median	2,00	2,00	3,00	4,00	3,00
	Std. Error of Mean	0,30	0,22	0,42	0,21	0,33
Mann-Whitney U		299,500	351,000	270,500	210,500	200,500
Asymp. Sig. (2-tailed)		0,227	0,695	0,093	0,009	0,005

Table 4.4.15. Results of Situation 8

The results of Mann-Whitney U test revealed a significant difference between the subject groups in ranking the options D and E, whose Assymp Sig (2 tailed) is 0,009 and 0,005, respectively ($p < 0,05$). On the other hand, we cannot see any significant difference in ranking the options A, B, C. (Assymp. Sig (2 tailed) is 0,227, 0,695 and 0,093, respectively) ($p > 0,05$)

		Frequency	Percent
Turkish Male	1	6	12,0
	2	3	6,0
	3	3	6,0
	4	12	24,0
	5	26	52,0
	Total	50	100,0
NS Male	2	1	6,7
	3	2	13,3
	4	8	53,3
	5	4	26,7
	Total	15	100,0

Table 4.4.16. Frequency Table of Option D of Situation 8

Native male informants did not choose this option as the most appropriate as none of them gave number 1.

		Frequency	Percent
Turkish Male	1	5	10,0
	2	7	14,0
	3	3	6,0
	4	19	38,0
	5	16	32,0
	Total	50	100,0
NS Male	1	5	33,3
	2	3	20,0
	3	4	26,7
	4	1	6,7
	5	2	13,3
	Total	15	100,0

Table 4.4.17. Frequency Table of Option E of Situation 8

32 % of Turkish male EFL learners rank this option as the least appropriate, while 13 % of NS male informants rank this option as the least appropriate.

4.5 Turkish Female EFL Learners and NS Female

Situation 1: *In Bayram, you are visiting an old neighbour in his late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use his phone. How would you ask this from him?*

- Mehmet Bey**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

		S1A	S1B	S1C	S1D	S1E	S1F
Turkish Female	N	50	50	50	50	50	50
	Mean	3,72	4,08	2,82	3,32	2,60	4,46
	Median	4,00	4,50	3,00	3,00	2,00	5,00
	Std. Error of Mean	0,26	0,23	0,21	0,20	0,19	0,22
Native Female	N	15	15	15	15	15	15
	Mean	4,73	3,60	3,40	2,53	1,66	5,06
	Median	5,00	3,00	3,00	2,00	1,00	5,00
	Std. Error of Mean	0,35	0,44	0,28	0,32	0,25	0,28
Mann-Whitney U		274,000	359,500	333,500	271,500	299,000	342,000
Asymp. Sig. (2-tailed)		0,109	0,801	0,509	0,097	0,222	0,579

Table 4.5.1. Results of Situation 1

According to the results presented in table 4.5.1, there is not any significant difference between the subject groups.

Situation 2: *In Bayram, you are visiting an old neighbour in her late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use her phone. How would you ask this from her?*

- Ayşe Hanım**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

		S2A	S2B	S2C	S2D	S2E	S2F
Turkish Female	N	50	50	50	50	50	50
	Mean	3,16	1,14	2,84	3,00	3,20	4,66
	Median	3,00	5,00	3,00	3,00	3,00	6,00
	Std. Error of Mean	0,26	0,21	0,20	0,20	0,20	0,24
Native Female	N	15	15	15	15	15	15
	Mean	4,53	4,06	3,33	2,40	1,66	5,00
	Median	5,00	5,00	3,00	2,00	1,00	5,00
	Std. Error of Mean	0,35	0,41	0,30	0,34	0,23	0,30
Mann-Whitney U		155,500	372,000	354,000	246,000	236,000	362,500
Asymp. Sig. (2-tailed)		0,000	0,961	0,738	0,038	0,028	0,838

Table 4.5.2. Results of Situation 2

Interestingly, the results according to Mann-Whitney U test showed a significant difference in ranking the options A, D, and E between the Turkish female EFL learners and NS female speakers ($p < 0,05$). The same results were obtained for the same situation between Turkish male EFL learners and NS male speakers except option D whose ranking indicate no significant difference between Turkish male EFL learners and English male speakers. (See Table 4.4.2)

		Frequency	Percent
Turkish Female	1	7	14,0
	2	14	28,0
	3	14	28,0
	4	6	12,0
	5	2	4,0
	6	7	14,0
	Total	50	100,0
NS Female	2	1	6,7
	3	1	6,7
	4	4	26,7
	5	4	26,7
	6	5	33,3
	Total	15	100,0

Table 4.5.3. Frequency Table of Option A of Situation 2

Native female informants ranked this option as the least appropriate more than Turkish female informants, with 33,3 by Native female informants, and 14 % Turkish female informants. Also, native female informants did not rank this option as the most appropriate.

		Frequency	Percent
Turkish Female	1	16	32,0
	2	7	14,0
	3	8	16,0
	4	12	24,0
	5	5	10,0
	6	2	4,0
	Total	50	100,0
NS Female	1	6	40,0
	2	6	40,0
	3	3	20,0
	Total	15	100,0

Table 4.5.4. Frequency Table of Option D of Situation 2

Native female informants did not rank this option as less appropriate. None of them could have thought that this option was appropriate for situation 2.

		Frequency	Percent
Turkish Female	1	12	24,0
	2	7	14,0
	3	6	12,0
	4	13	26,0
	5	6	12,0
	6	6	12,0
	Total	50	100,0
NS Female	1	7	46,7
	2	3	20,0
	3	3	20,0
	5	2	13,0
	Total	15	100,0

Table 4.5.5. Frequency Table of Option E of Situation 2

Native female informants did not rank this option as less appropriate by giving number four.

Situation 3: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man.** How do you ask this to **him**?*

- Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- Sir**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

		S3A	S3B	S3C	S3D	S3E
Turkish Female	N	50	50	50	50	50
	Mean	2,36	3,20	3,68	2,48	3,28
	Median	2,00	3,00	4,00	2,00	3,50
	Std. Error of Mean	0,19	0,16	0,19	0,20	0,18
Native Female	N	15	15	15	15	15
	Mean	3,73	3,33	3,06	2,20	2,66
	Median	4,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,24	0,34	0,3	0,4	0,42
Mann-Whitney U		187,500	317,000	204,000	349,500	365,500
Asymp. Sig. (2-tailed)		0,003	0,344	0,006	0,664	0,879

Table 4.5.6. Results of Situation 3

Except for the options B, D, and E, there is a significant difference between the subject groups in ranking the options A and C ($p < 0,05$). Same result for the ranking the option A is obtained for the same situation evaluated by Turkish male EFL learners and NS male speakers (See table 4.4.5).

		Frequency	Percent
Turkish Female	1	10	20,0
	2	13	26,0
	3	17	34,0
	4	7	14,0
	5	3	6,0
	Total	50	100,0
NS Female	1	2	13,3
	3	4	26,7
	4	2	13,3
	5	7	46,7
	Total	15	100,0

Table 4.5.7. Frequency Table of Option A of Situation 3

Native female informants ranked this option as the least appropriate more than Turkish female informants did, with 46,7 % by Native female informants and 6 % by Turkish female informants.

		Frequency	Percent
Turkish Female	1	2	4,0
	2	6	12,0
	3	7	14,0
	4	12	24,0
	5	23	46,0
	Total	50	100,0
NS Female	1	3	20,0
	2	3	20,0
	3	4	26,7
	4	3	20,0
	5	2	13,3
	Total	15	100,0

Table 4.5.8. Frequency Table of Option C of Situation 3

Turkish female informants ranked this option as the least appropriate more than Native female informants did, with 46 % by Turkish female informants and 13,3 % by Native female informants.

Situation 4: You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the teacher, who is known to be quite a strict woman. How do you ask this to her?

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

		S4A	S4B	S4C	S4D	S4E
Turkish Female	N	50	50	50	50	50
	Mean	2,44	3,34	3,84	2,62	2,76
	Median	2,00	3,00	4,00	2,00	2,00
	Std. Error of Mean	0,18	0,16	0,17	0,21	0,18
Native Female	N	15	15	15	15	15
	Mean	3,60	3,53	3,06	2,13	2,66
	Median	3,00	3,00	3,00	1,00	2,00
	Std. Error of Mean	0,28	0,35	0,28	0,37	0,42
Mann-Whitney U		164,000	295,000	191,000	327,000	365,000
Asymp. Sig. (2-tailed)		0,001	0,189	0,002	0,957	0,871

Table 4.5.9. Results of Situation 4

Another interesting result turned out in Table 4.5.9, where according to Mann-Whitney U test, there is a significant difference in ranking the options A and C between Turkish female EFL learners and NS female speakers ($p < 0,05$). Same significant difference occurred in the same situation and ranking the options A and C between Turkish male EFL learners and English male speakers. (See table 4.4.7)

		Frequency	Percent
Turkish Female	1	17	34,0
	2	9	18,0
	3	14	28,0
	4	5	10,0
	5	5	10,0
	Total	50	100,0
NS Female	1	1	6,7
	3	7	46,7
	4	3	20,0
	5	4	26,7
	Total	15	100,0

Table 4.5.10. Frequency Table of Option A of Situation 4

Turkish female informants ranked this option as the most appropriate more than Native female informants did, with 34 % by Turkish female informants and 6,7 % by Native female informants.

		Frequency	Percent
Turkish Female	1	3	6,0
	2	3	6,0
	3	7	14,0
	4	8	16,0
	5	29	58,0
	Total	50	100,0
NS Female	1	2	13,3
	2	2	13,3
	3	6	40,0
	4	3	20,0
	5	2	13,3
	Total	15	100,0

Table 4.5.11. Frequency Table of Option C of Situation 4

Turkish female informants ranked this option as the least appropriate more than Native female informants did, with 58 % by Turkish female informants and 13,3 % by Native female informants.

*Situation 5: You are working on a term project in the classroom. You notice that one of your classmates, **Ali**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **him** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **him**?*

- a) Hi **Ali!** How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- b) Hi! **Ali**, could I possibly borrow your book, please?
- c) Hi **Ali!** How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Ali?** Is this book yours?

		S5A	S5B	S5C	S5D	S5E
Turkish	N	50	50	50	50	50
Female	Mean	2,52	2,74	2,72	3,22	3,80
	Median	2,00	3,00	3,00	3,00	4,00
	Std. Error of Mean	0,21	0,17	0,18	0,18	0,19
Native	N	15	15	15	15	15
	Mean	1,93	3,40	2,73	3,80	3,13
	Median	1,00	3,00	2,00	4,00	3,00
	Std. Error of Mean	0,35	0,28	0,33	0,26	0,42
Mann-Whitney U		264,500	366,000	227,500	172,500	348,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,075</i>	<i>0,884</i>	<i>0,017</i>	<i>0,001</i>	<i>0,606</i>

Table 4.5.12. Results of Situation 5

Table 4.5.12 indicates significant differences in ranking the options C and D between Turkish female EFL learners and NS male speakers. ($p < 0,05$), although there is no significant difference in ranking the options for the same situation between Turkish male EFL learners and English male speakers (See Table 4.4.10).

		Frequency	Percent
Turkish Female	1	9	18,0
	2	19	38,0
	3	14	28,0
	4	6	12,0
	5	2	4,0
	Total	50	100,0
NS Female	1	9	60,0
	2	2	13,3
	3	3	20,0
	4	1	6,7
		Total	15

Table 4.5.13. Frequency Table of Option C of Situation 5

Native female informants ranked this option as the most appropriate more than Turkish female informants did, with 60 % by Native female informants and 18 % by Turkish female informants.

		Frequency	Percent
Turkish Female	1	15	30,0
	2	10	24,0
	3	7	14,0
	4	12	24,0
	5	6	12,0
	Total	50	100,0
NS Female	3	3	20,0
	4	8	53,3
	5	4	26,7
	Total	15	100,0

Table 4.5.14. Frequency Table of Option D of Situation 5

Native female informants did not rank this option as appropriate option for this situation.

Situation 6: *You are working on a term project in the classroom. You notice that one of your classmates, Ayşe, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, you are not very close friends, so you are a bit unsure to ask her to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from her?*

- Hi Ayşe! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- Hi! Ayşe, could I possibly borrow your book, please?
- Hi Ayşe! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things Ayşe? Is this book yours?

		S6A	S6B	S6C	S6D	S6E
Turkish Female	N	50	50	50	50	50
	Mean	2,60	2,70	2,70	2,96	4,04
	Median	3,00	2,00	2,00	3,00	4,00
	Std. Error of Mean	0,22	0,17	0,18	0,18	0,15
Native Female	N	15	15	15	15	15
	Mean	1,86	3,20	2,26	3,93	3,73
	Median	1,00	3,00	2,00	4,00	4,00
	Std. Error of Mean	0,32	0,27	0,28	0,24	0,39
Mann-Whitney U		222,500	296,000	196,000	151,000	352,500
Asymp. Sig. (2-tailed)		0,014	0,202	0,004	0,000	0,681

Table 4.5.15. Results of Situation 6

The results shown in the table above provide significant difference in ranking the options A, C and D ($p < 0,05$) Asymp. Sig (2 tailed) is 0,014, 0,004 and 0,000 respectively. According to Mann-Whitney U test, there is no significant difference in ranking the options B and E between Turkish female EFL learners and NS female speakers.

		Frequency	Percent
Turkish Female	1	12	24,0
	2	7	14,0
	3	5	10,0
	4	18	36,0
	5	8	16,0
	Total	50	100,0
NS Female	1	6	40,0
	2	5	33,3
	3	2	13,3
	4	2	13,3
	Total	15	100,0

Table 4.5.16. Frequency Table of Option A of Situation 6

Native female informants did not choose this option as the least appropriate option for this situation.

		Frequency	Percent
Turkish Female	1	9	18,0
	2	16	32,0
	3	12	24,0
	4	11	22,0
	5	2	4,0
	Total	50	100,0
NS Female	1	9	60,0
	2	3	20,0
	3	2	13,3
	4	1	6,7
	Total	15	100,0

Table 4.5.17. Frequency Table of Option C of Situation 6

Native female informants did not choose this option as the least appropriate option for this situation.

		Frequency	Percent
Turkish Female	1	11	22,0
	2	13	26,0
	3	12	24,0
	4	7	14,0
	5	7	14,0
	Total	50	100,0
NS Female	3	3	20,0
	4	7	46,7
	5	5	33,3
	Total	15	100,0

Table 4.5.18. Frequency Table of Option D of Situation 6

Native female informants did not choose this option as the most appropriate option for this situation.

Situation 7: *You are working on a term project in the classroom. You notice that your best friend, Ahmet, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from him?*

- How is things **Ahmet**? Do you think you can lend this book to me for a couple of days?
- Ahmet**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- Would you terribly mind if I borrowed this book for a couple of days **Ali**?
- How is things **Ahmet**? I didn't know that you had this book. This book is very much related to my term project topic.

		S7A	S7B	S7C	S7D	S7E
Turkish Female	N	50	50	50	50	50
	Mean	2,64	2,20	3,12	3,54	3,50
	Median	3,00	2,00	3,00	4,00	4,00
	Std. Error of Mean	0,15	0,17	0,21	0,18	0,21
Native Female	N	15	15	15	15	15
	Mean	2,80	1,73	3,93	4,20	2,33
	Median	3,00	2,00	4,00	4,00	2,00
	Std. Error of Mean	0,32	0,2	0,24	0,24	0,36
Mann-Whitney U		281,000	137,500	241,000	305,000	225,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,125</i>	<i>0,000</i>	<i>0,028</i>	<i>0,246</i>	<i>0,016</i>

Table 4.5.19. Results of Situation 7

According to the results emerged from the table 4.5.19 above, there is a significant difference only in one option in the same situation evaluated by Turkish male EFL learners and NS male speakers. (See Table 4.4.13)

		Frequency	Percent
Turkish Female	1	6	12,0
	2	10	20,0
	3	8	16,0
	4	19	38,0
	5	7	14,0
	Total	50	100,0
NS Female	1	9	60,0
	2	4	26,7
	3	1	6,7
	5	1	6,7
	Total	15	100,0

Table 4.5.20. Frequency Table of Option B of Situation 7

Native female informants did not choose this option as the least appropriate by giving number 4 option for this situation.

		Frequency	Percent
Turkish Female	1	25	50,0
	2	5	10,0
	3	8	16,0
	4	2	4,0
	5	10	20,0
	Total	50	100,0
NS Female	1	3	20,0
	2	1	6,7
	3	3	20,0
	4	3	20,0
	5	5	33,3
	Total	15	100,0

Table 4.5.21. Frequency Table of Option C of Situation 7

Turkish female informants ranked this option as the most appropriate more than Native female informants did, with 50 % by Turkish female informants and 20 % by Native female informants.

		Frequency	Percent
Turkish Female	1	7	14,0
	2	9	18,0
	3	4	8,0
	4	12	24,0
	5	18	36,0
	Total		50
NS Female	1	5	33,3
	2	5	33,3
	3	2	13,3
	4	1	6,7
	5	2	13,3
	Total		15

Table 4.5.22. Frequency Table of Option E of Situation 7

Turkish female informants ranked this option as the least appropriate more than Native female informants did, with 36 % by Turkish female informants and 13,3 % by Native female informants.

Situation 8: *You are working on a term project in the classroom. You notice that your best friend, **Aylin**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **her**?*

- How is things **Aylin**? Do you think you can lend this book to me for a couple of days?
- Aylin**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- Would you terribly mind if I borrowed this book for a couple of days **Aylin**?
- How is things **Aylin**? I did now that you had this book. This book is very much related to my term project topic.

		S8A	S8B	S8C	S8D	S8E
Turkish Female	N	50	50	50	50	50
	Mean	2,90	2,28	3,14	3,00	3,68
	Median	3,00	2,00	3,00	3,00	4,00
	Std. Error of Mean	0,17	0,16	0,22	0,19	0,18
Native Female	N	15	15	15	15	15
	Mean	2,46	2,06	3,93	4,06	2,46
	Median	2,00	2,00	4,00	4,00	2,00
	Std. Error of Mean	0,32	0,24	0,31	0,26	0,36
Mann-Whitney U		258,500	137,000	236,000	320,500	216,000
<i>Asymp. Sig. (2-tailed)</i>		<i>0,056</i>	<i>0,000</i>	<i>0,020</i>	<i>0,363</i>	<i>0,011</i>

Table 4.5.23. Results of Situation 8

It is obvious from the table above that Turkish female EFL learners and NS female speakers differ from each other significantly in ranking the options B, C, and E in situation 8 ($p < 0,05$).

		Frequency	Percent
Turkish Female	1	5	10,0
	2	12	24,0
	3	7	14,0
	4	18	36,0
	5	8	16,0
	Total	50	100,0
NS Female	1	7	46,7
	2	6	40,0
	3	1	6,7
	4	1	6,7
	Total	15	100,0

Table 4.5.24. Frequency Table of Option B of Situation 8

Native female informants did not rank this option as the least appropriate option for this situation.

		Frequency	Percent
Turkish Female	1	29	58,0
	2	4	8,0
	3	7	14,0
	4	3	6,0
	5	7	14,0
	Total	50	100,0
NS Female	1	4	26,7
	2	1	6,7
	3	3	20,0
	4	2	13,3
	5	5	33,3
	Total	15	100,0

Table 4.5.25. Frequency Table of Option C of Situation 8

Turkish female informants ranked this option as the most appropriate more than Native female informants did, with 58 % by Turkish female informants and 26,7 % by Native female informants.

		Frequency	Percent
Turkish Female	1	9	18,0
	2	20	40,0
	3	9	18,0
	4	8	16,0
	5	4	8,0
	Total	50	100,0
NS Female	1	1	6,7
	2	2	13,3
	3	5	33,3
	4	2	13,3
	5	5	33,3
	Total	15	100,0

Table 4.5.26. Frequency Table of Option E of Situation 8

Turkish female informants ranked this option as the most appropriate by giving number 2 more than Native female informants did, with 40 % by Turkish female informants and 13,3 % by Native female informants.

4.6 Turkish Male EFL Learners Situations 1&2-7&8

From Table 4.6.1 Table 4.6.4, the data about the ranking options of Turkish male EFL learners for the situations 1&2, 3&4, 5&6, 7&8.

Situation 1: *In Bayram, you are visiting an old neighbour in **his** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **his** phone. How would you ask this from **him**?*

- Mehmet Bey**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Situation 2: *In Bayram, you are visiting an old neighbour in **her** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**?*

- Ayşe Hanım**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Turkish		S1A-S2A	S1B-S2B	S1C-S2C	S1D-S2D	S1E-S2E	S1F-S2F
Male	Z	-1,602	-0,080	-0,476	-0,120	-1,935	-0,614
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,109</i>	<i>0,936</i>	<i>0,634</i>	<i>0,905</i>	<i>0,053</i>	<i>0,539</i>

Table 4.6.1. Results of Situations 1&2

According to Mann-Whitney U test, there is no significant difference in ranking the options of two situations done by Turkish male EFL learners. In both questions, Turkish male EFL learners tend to have behaved in the same way while considering the situations that they behaved similarly when requesting from both male and female interlocutors.

Situation 3: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man**. How do you ask this to **him**?*

- Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- Sir**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

Situation 4: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the teacher, who is known to be quite a strict woman. How do you ask this to her?*

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

Turkish		S3A-S4A	S3B-S4B	S3C-S4C	S3D-S4D	S3E-S4E
Male	Z	-0,426	-1,264	-1,467	-1,192	-1,235
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,670</i>	<i>0,206</i>	<i>0,142</i>	<i>0,233</i>	<i>0,217</i>

Table 4.6.2. Results of Situations 3&4

In this situation, the requester wishes something from the requestee whose status is higher than the requester. In the 3rd situation the requestee is male, in the 4th situation female. Although the requestees are from opposite sexes, there is no significant difference in ranking the options of Turkish male EFL learners in situations 3 and 4.

Situation 5: *You are working on a term project in the classroom. You notice that one of your classmates, Ali, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, you are not very close friends, so you are a bit unsure to ask him to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from him?*

- a) Hi **Ali**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- b) Hi! **Ali**, could I possibly borrow your book, please?
- c) Hi **Ali**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Ali**? Is this book yours?

Situation 6: *You are working on a term project in the classroom. You notice that one of your classmates, **Ayşe**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **her** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **her**?*

- Hi **Ayşe**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- Hi! **Ayşe**, could I possibly borrow your book, please?
- Hi **Ayşe**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things **Ayşe**? Is this book yours?

Turkish		S5A-S6A	S5B-S6B	S5C-S6C	S5D-S6D	S5E-S6E
Male	Z	-0,319	-0,732	-1,642	-0,359	-1,620
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,750</i>	<i>0,464</i>	<i>0,101</i>	<i>0,719</i>	<i>0,105</i>

Table 4.6.3. Results of Situations 5&6

Similar to the first two tables above Table 4.6.1 and Table 4.6.2, the comparison of the two questions revealed no significant difference. ($p > 0,05$)

Situation 7: *You are working on a term project in the classroom. You notice that **your best friend, Ahmet**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **him**?*

- How is things **Ahmet**? Do you think you can lend this book to me for a couple of days?
- Ahmet**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- Would you terribly mind if I borrowed this book for a couple of days **Ali**?
- How is things **Ahmet**? I didn't know that you had this book. This book is very much related to my term project topic.

Situation 8: *You are working on a term project in the classroom. You notice that **your best friend, Aylin**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **her**?*

- How is things **Aylin**? Do you think you can lend this book to me for a couple of days?

- b) **Aylin**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Aylin**?
- e) How is things **Aylin**? I did now that you had this book. This book is very much related to my term project topic.

Turkish		S7A-S8A	S7B-S8B	S7C-S8C	S7D-S8D	S7E-S8E
Male	Z	-1,406	-0,289	-1,447	-0,855	-0,137
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,160</i>	<i>0,773</i>	<i>0,148</i>	<i>0,393</i>	<i>0,891</i>

Table 4.6.4. Results of Situations 7&8

The data shown in table 4.6.4 indicate no significant difference in ranking the options of situations 7 and 8 of Turkish male EFL learners. All these tables above 4.6.1, 4.6.2, 4.6.3, 4.6.4 provide no significant difference in ranking the options.

4.7 Turkish Female EFL Learners Situation 1&2-7&8

From Table 4.7.1 Table 4.7.4, the data about the ranking options of Turkish female EFL learners for the situations 1&2, 3&4, 5&6, 7&8.

Situation 1: *In Bayram, you are visiting an old neighbour in **his** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **his** phone. How would you ask this from **him**?*

- a) **Mehmet Bey**, would you terribly mind if I used your phone for a short call?
- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?
- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?
- e) Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Situation 2: *In Bayram, you are visiting an old neighbour in **her** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**?*

- a) **Ayşe Hanım**, would you terribly mind if I used your phone for a short call?
- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?

- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?
- e) Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Turkish		S1A-S2A	S1B-S2B	S1C-S2C	S1D-S2D	S1E-S2E	S1F-S2F
Female	Z	-3,098	-0,289	-0,067	-1,882	-3,422	-1,080
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,002</i>	<i>0,772</i>	<i>0,946</i>	<i>0,060</i>	<i>0,001</i>	<i>0,280</i>

Table 4.7.1. Results of Situation 1&2

According to Mann-Whitney U test, there is a significant difference in options A and E of first two situations. Turkish female informants appear to have behaved similarly in ranking the options B, C, D, and F.

Situation 3: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man.** How do you ask this to **him**?*

- a) **Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Sir**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

Situation 4: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the **teacher, who is known to be quite a strict woman.** How do you ask this to **her**?*

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish

to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?

- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

Turkish		S3A-S4A	S3B-S4B	S3C-S4C	S3D-S4D	S3E-S4E
Female	Z	-0,459	-1,246	-0,960	-0,534	-3,082
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,646</i>	<i>0,213</i>	<i>0,337</i>	<i>0,593</i>	<i>0,002</i>

Table 4.7.2. Results of Situations 3&4

There is a significant difference only in option E.

Situation 5: *You are working on a term project in the classroom. You notice that one of your classmates, Ali, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, you are not very close friends, so you are a bit unsure to ask him to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from him?*

- Hi **Ali**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- Hi! **Ali**, could I possibly borrow your book, please?
- Hi **Ali**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things **Ali**? Is this book yours?

Situation 6: *You are working on a term project in the classroom. You notice that one of your classmates, Ayşe, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, you are not very close friends, so you are a bit unsure to ask her to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from her?*

- Hi **Ayşe**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- Hi! **Ayşe**, could I possibly borrow your book, please?
- Hi **Ayşe**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- Could you possibly lend me your book please?
- How is things **Ayşe**? Is this book yours?

Turkish		S5A-S6A	S5B-S6B	S5C-S6C	S5D-S6D	S5E-S6E
Female	Z	-0,360	-0,196	-0,111	-1,678	-1,772
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,719</i>	<i>0,845</i>	<i>0,911</i>	<i>0,093</i>	<i>0,076</i>

Table 4.7.3. Results of Situation 5&6

According to the table 4.7.3, Turkish female informants appear to have behaved similarly in ranking the options of situations 5 and 6.

Situation 7: *You are working on a term project in the classroom. You notice that your best friend, Ahmet, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from him?*

- a) How is things **Ahmet**? Do you think you can lend this book to me for a couple of days?
- b) **Ahmet**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Ali**?
- e) How is things **Ahmet**? I didn't know that you had this book. This book is very much related to my term project topic.

Situation 8: *You are working on a term project in the classroom. You notice that your best friend, Aylin, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from her?*

- a) How is things **Aylin**? Do you think you can lend this book to me for a couple of days?
- b) **Aylin**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Aylin**?
- e) How is things **Aylin**? I did now that you had this book. This book is very much related to my term project topic.

Turkish		S7A-S8A	S7B-S8B	S7C-S8C	S7D-S8D	S7E-S8E
Female	Z	-1,427	-0,347	-0,183	-2,865	-1,040
	<i>Asymp. Sig (2 Tailed)</i>	0,154	0,728	0,855	0,004	0,298

Table 4.7.4. Results of Situation 7 and 8

The results shown in table 4.7.4 indicate that there is significant difference in ranking the option D of situations 7 and 8.

4.8 NS Male Situations 1&2-7&8

Situation 1: In a visit, you are visiting an old neighbour in **his** late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **his** phone.

- Mr. Jackson**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Situation 2: In a visit, you are visiting an old neighbour in **her** late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**?

- Mrs. Anderson**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Native		S1A-S2A	S1B-S2B	S1C-S2C	S1D-S2D	S1E-S2E	S1F-S2F
Male	Z	-1,930	0,000	-0,378	-0,447	-0,412	-1,289
	<i>Asymp. Sig (2 Tailed)</i>	<i>0,054</i>	<i>1,000</i>	<i>0,705</i>	<i>0,655</i>	<i>0,680</i>	<i>0,197</i>

Table 4.8.1. Results of Situation 1&2

According to the table 4.8.1, there is no a significant difference in both situations by NS male informants. NS male informants tend to have behaved in the same way when ranking the options.

Situation 3: You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man**. How do you ask this to **him**?

- Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.

- b) **Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- c) **Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Sir**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

Situation 4: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the teacher, who is known to be quite a strict woman. How do you ask this to her?*

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

Native		S3A-S4A	S3B-S4B	S3C-S4C	S3D-S4D	S3E-S4E
Male	Z	-1,414	-1,000	-1,089	-1,633	-1,000
	Asymp. Sig (2 Tailed)	0,157	0,317	0,276	0,102	0,317

Table 4.8.2. Results of Situations 3&4

NS male informants' data gathered from judgement test does not show any significant difference in situations 3 and 4.

Situation 5: *You are working on a term project in the classroom. You notice that one of your classmates, **Jack**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **him** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **him**?*

- a) Hi **Jack**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise

- b) Hi! **Jack**, could I possibly borrow your book, please?
- c) Hi **Jack**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Jack**? Is this book yours?

Situation 6: *You are working on a term project in the classroom. You notice that one of your classmates, **Mary**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **her** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **her**?*

- a) Hi **Mary**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- b) Hi! **Mary**, could I possibly borrow your book, please?
- c) Hi **Mary**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Mary**? Is this book yours?

Native		S5A-S6A	S5B-S6B	S5C-S6C	S5D-S6D	S5E-S6E
Male	Z	-1,265	-1,897	-0,414	-0,378	-0,816
	Asymp. Sig (2 Tailed)	0,206	0,058	0,679	0,705	0,414

Table 4.8.3. Results of Situations 5&6

Table 4.8.3 shows that the value of Asymp. Sig (2-tailed) indicates that NS male informants appears to have ranked the options of two situations in which the requester addresses a male requestee in situation 5, and a female requestee in situation 6. It is evident that NS male informants pay no attention of requestees' sex in these two situations.

Situation 7: *You are working on a term project in the classroom. You notice that **your best friend, John**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **him**?*

- a) How is things **John**? Do you think you can lend this book to me for a couple of days?
- b) **John**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **John**?
- e) How is things **John**? I didn't know that you had this book. This book is very much related to my term project topic.

Situation 8: *You are working on a term project in the classroom. You notice that **your best friend, Susan**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **her**?*

- a) How is things **Susan**? Do you think you can lend this book to me for a couple of days?
- b) **Susan**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Susan**?
- e) How is things **Susan**? I did now that you had this book. This book is very much related to my term project topic.

Native		S7A-S8A	S7B-S8B	S7C-S8C	S7D-S8D	S7E-S8E
Male	Z	0,000	-0,577	-1,342	-1,414	-0,447
	Asymp. Sig (2 Tailed)	1,000	0,564	0,180	0,157	0,655

Table 4.8.4. Results of Situations 7&8

According to the table 4.8.4, there is no significant difference in ranking the options of situations 7 and 8, which is similar to other tables, in which NS male informants appear to rank without any significant difference.

4.9 NS Female Situations 1&2-7&8

*Situation 1: In a visit, you are visiting an old neighbour in **his** late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use his phone.*

- a) **Mr. Jackson**, would you terribly mind if I used your phone for a short call?
- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?
- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?
- e) Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

*Situation 2: In a visit, you are visiting an old neighbour in **her** late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**?*

- a) **Mrs. Anderson**, would you terribly mind if I used your phone for a short call?

- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?
- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?
- e) Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

Native		S1A-S2A	S1B-S2B	S1C-S2C	S1D-S2D	S1E-S2E	S1F-S2F
Female	Z	-1,342	-1,823	-0,577	-1,000	0,000	-0,447
	Asymp. Sig (2 Tailed)	0,180	0,068	0,564	0,317	1,000	0,655

Table 4.9.1. Results of Situation 1&2

As table 4.9.1 shows that, there is no significant difference in ranking the options by NS female informants, which is similar to the results of the same situations by NS male informants (see table 4.8.1). On the other hand, according to Mann-Whitney U test, there is a significant difference in options A and E of first two situations by Turkish female informants that they appear to have behaved similarly in ranking the options B, C, D, and F. (see table 4.7.1)

Situation 3: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man.** How do you ask this to **him**?*

- a) **Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- b) **Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- c) **Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Sir**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

Situation 4: *You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict woman.** How do you ask this to **her**?*

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.

- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

Native		S3A-S4A	S3B-S4B	S3C-S4C	S3D-S4D	S3E-S4E
Female	Z	-1,414	-1,732	0,000	-1,000	0,000
	Asymp. Sig (2 Tailed)	0,157	0,083	1,000	0,317	1,000

Table 4.9.2. Results of Situations 3&4

In situations 3&4, Mann-Whitney U test shows that, NS female informants appear to have behaved similarly in ranking the options. Likewise, there is no significant difference in ranking the options by NS male speakers in the same situations (see table 4.8.2). Interestingly, Turkish female informants tend to have behaved similarly as NS female informants in these situations (see table 4.7.2)

Situation 5: *You are working on a term project in the classroom. You notice that one of your classmates, **Jack**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **him** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **him**?*

- a) Hi **Jack**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- b) Hi! **Jack**, could I possibly borrow your book, please?
- c) Hi **Jack**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Jack**? Is this book yours?

Situation 6: *You are working on a term project in the classroom. You notice that one of your classmates, **Mary**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **her** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **her**?*

- a) Hi **Mary!** How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- b) Hi! **Mary**, could I possibly borrow your book, please?
- c) Hi **Mary!** How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Mary**? Is this book yours?

Native		S5A-S6A	S5B-S6B	S5C-S6C	S5D-S6D	S5E-S6E
Female	Z	-0,577	-0,828	-1,382	-1,414	-2,070
	Asymp. Sig (2 Tailed)	0,564	0,408	0,167	0,157	0,038

Table 4.9.3. Results of Situations 5&6

According to table 4.9.3 there is a significant difference in ranking option E of situations 5 and 6. In other options, NS female informants tend to have behaved similarly in both situations. Although, NS female informants appear to have behaved differently in ranking option E of situations 5 and 6, NS male informants do not show any significant difference in their ranking the options of situations 5 and 6 (see table 4.8.3)

Situation 7: *You are working on a term project in the classroom. You notice that **your best friend, John**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **him**?*

- a) How is things **John**? Do you think you can lend this book to me for a couple of days?
- b) **John**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **John**?
- e) How is things **John**? I didn't know that you had this book. This book is very much related to my term project topic.

Situation 8: *You are working on a term project in the classroom. You notice that **your best friend, Susan**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **her**?*

- a) How is things **Susan**? Do you think you can lend this book to me for a couple of days?
- b) **Susan**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Susan**?

e) How is things **Susan**? I did now that you had this book. This book is very much related to my term project topic.

Native		S7A-S8A	S7B-S8B	S7C-S8C	S7D-S8D	S7E-S8E
Female	Z	-1,890	-1,414	-0,378	-1,414	-0,816
	Asymp. Sig (2 Tailed)	0,059	0,157	0,705	0,157	0,414

Table 4.9.4. Results of Situations 7&8

Table 4.9.4 reveals that, there is not any significant difference in ranking options of situations 7 and 8. On the contrary, there is a significant difference in ranking the option D by Turkish female informants (see table 4.7.4)

The next chapter will discuss the results of the analysis of the data. It will attempt to pull the statistical data from all groups together and discuss them in the light of literature.



CHAPTER 5

DISCUSSION

5.1 Introduction

The present study was carried out in order to investigate the gender differences in the use of requests by Turkish male and female EFL learners and NS male and female informants. The study also focused on some sociolinguistic factors such as age, status, familiarity. To gain the necessary information, five research questions were formed.

In this chapter, the findings derived from the judgment test and its probable reasons are discussed in detail.

5.2 To what extent there is a significant difference between Turkish male and Female EFL learners' use of requests?

The findings derived from the judgment test revealed that there is a significant difference in use of request by Turkish male and female EFL learners. Nevertheless, no significant difference occurred in situations 1, 2 and 6. First of all, situations 1 and 2 include "age" factor as a sociolinguistic variable beside gender factor. It is evident that Turkish male and female EFL learners did not pay significant attention to the gender factor when requesting from an older person than himself or herself (see table 4.2.1. and 4.2.2). The reason why Turkish male and female EFL learners tend to have behaved this way can be linked to culture rather than gender. Since in Turkish society, older people are respected greatly, the treatment and speech styles are almost the same towards older people by every member of the society. No matter the speaker is male or female, he/she will almost probably tend to behave in the same way when requesting from an older people whose gender is either male or female. Such norms and values, which Turkish people live may have great effect on informants' choice of requests forms.

The findings from the judgment test revealed no significant difference in situation 6, in which the male and female informants request something from a female person whom the informants do not know closely. Both Turkish male and female learners tend to have behaved in the same way. The reason why the findings revealed no significant difference can be attributable to Turkish culture that in Muslim Turkish culture, the social distance expands when two individuals from opposite sexes interact.

On the other hand, a significant difference occurred in option “E” of situation 5 in which the requester wanted something from a male requestee, who is not very close to the requester (see table 4.2.7) Option “E” contains a hinting strategy and, requester wishes the requestee to understand that the requester needs something. 68 % of Turkish male informants ranked this option giving number 5 as the least appropriate, while 44 % of female informants ranked as the least appropriate. The significant difference is attributed to the ranking of the same options but not the different request strategies. It may be possible that male informants did not need to make use hinting strategies. Instead, they could have thought that it was more appropriate to say what they needed. On the other hand, female informants appeared to be more hesitant than male informants, this is why they may have chosen this option as least appropriate. This may be attributable to Turkish society. Finkel and Sirman (1990) state that women in Turkey feel comfortable while talking to the same sex and stay in the background in society. For instance, they are not supposed to talk loudly in the street. Also women think that the representative of themselves are their husbands. Thus contacting with others, especially with stranger men, is difficult for them. The cultural effect as Sirman and Finkel (ibid) have stated above may attribute the difference between the Turkish male and female informants in their ranking the strategies when requesting from a stranger.

There is a significant difference in ranking the option “D” of situation 3 in which the requester wants something from a male person whose status is higher than him/her. A significant difference occurred in ranking the option “D” of situation 4, in which the requester asks something from a female person whose status is higher than him/her. In option “D” of both situations 3 and 4, the requesters are polite and make long statements to clarify the reason why he/she makes this request. In situation 3, 54 % of male informants ranked the option D as the most appropriate, while 36 % of female informants ranked the D option as the most appropriate (see table 4.2.4). In situation 4, 60 % of male informants ranked the option D as the most appropriate, on the other hand, 34 % of female informants ranked option D as the most appropriate. In both situations, male informants appear to have chosen long statements before request, while fewer female informants tend to have behaved the same as their counterparts. In both situations, male informants seem to pay more attention to the status than gender difference. Since the informants were university students, their field of subjects was important for them, and most of them were not from the city where they attended their university education, they may feel that they needed to explain their excuses to the requestee. When the requestee’s status is higher than the requester, this may become more important for male informants. The reason why male and female informants tend to have behaved

differently in ranking the option “D” could be attributable a social factor that both sexes may think that saying the reason why he/she wants something maybe helpful in requesting something from a male or female person whose status is higher than him/her.

The most significant difference has occurred in ranking the options of situations 7 and 8, in which the male and female informants ask something from male and female requestees who are the their best friend. Options B, C, E of both situations are ranked significantly different. In option “B”, requester is using a polite request by using “Could I possibly...” conventionally indirect strategy. In option “C”, requester is using a less polite marker “Can I...”. In option “E”, the requester is using non-conventionally indirect strategy as hinting strategy. The option “B” which is one of the most polite markers may have been chosen mostly by female participants, as females are thought to be more polite than males as Lakoff (1973) argued that female speech was more polite than male speech. Conversely, since option “C” is less polite than option “B”, male informants might have chosen this option more frequently than females, which may be because that men appear to be more task oriented, instrumentally motivated and more concerned gathering information (Michaud and Werner, 1997). That males are more interested information and task may lead males underestimate the politeness factor in their speech and cause them to use less polite strategies. However, this notion may be effective only in situations like situation 7 and 8 where the requestee is very close friend.

5.3 To what extent there is a significant difference between NS Male and Female’s use of requests?

The results given in Mann-Whitney U test showed that generally NS male and female informants tend to have behaved similarly in ranking the given situations. In situation 1 and 2 in which requestee is older and male and female, respectively, there is no significant difference. The reason why NS informants appear to have behaved similarly could be that informants both think that either male or female older people should be respected and behaved similarly by either male or female. The same finding is available for Turkish male and male informants, too. Then, it is possible to say that culturally, there is no difference in requesting from either male or female older people by either male or female requesters. The style of families while bringing up their children may affect this, as most families teach their children to behave older people respectfully. I think this is true for all cultures, which may

attribute the reason why there is no significant difference in ranking the options of situations 1 and 2 by both Turkish male and female and NS male and female informants.

In situations 3 and 4, there is no significant difference between NS male and female informants. In both situations, NS informants tend to have behaved similarly.

In situation 5, NS male and female informants rank options B, C, and E significantly different. In situation 5, Option B is more polite than options C and E; less polite and hinting respectively. Female informants have ranked option C as most appropriate by giving the number "1" with 60 %, as they want to be more polite and as Tannen (1990) explained that women tended to be more relationship oriented. female informants could have thought that they wished to establish connections and negotiate relationship in conversation; they might have thought that as a starting point, they could have used a more politeness marker "Could I possibly...?" as in option B. As for option E that is a hinting strategy, 73 % of male informants have used more than females, since the requestee is male in this situation. Male requester may think that using a hinting strategy can be seen as appropriate for male requestees. The reason why males tended to have behaved in this way may be explained as male want to preserve their independence (cited in Tannen 1990). Then, it is possible to say that males try to maintain their status, and they may not want to lose their confidence by being too polite. That is why males might have ranked hinting strategy differently than females.

In situation 7, the ranking of option E is significantly different. This option is a hinting strategy and 6 % of male informants rank this option as the most appropriate, while 33 % of female informants rank this option as most appropriate. Regarding this, male informants seem to think that they do not need to ask for what they need indirectly or they do not need to make their requestee understand what they need. On the other hand, female informants appear to be to use an indirect strategy that they wish their best male friend to understand what they need. However, informants tend to have behaved similarly in situation 8, in which the requestee is their best female friend. Thus, it may be possible to say that gender factor has an effect on the ranking of informants, since the non-conventionally indirect strategy is preferred more by female than male informants for situation 7, while hinting strategy is used in the same frequency for situation 8.

5.4 To what extent there is a significant difference between Turkish Male EFL learners and NS Male Informants?

Generally, there is a significant difference between Turkish male EFL learners and NS male informants in ranking the options. In situation 1 and 5, Turkish male EFL learners and

NS male informants tend to have behaved similarly. In both situations, requestee is male. However, in situation 2 and 6, which have the same conditions, but the requestees are female. There is a significant difference between Turkish male EFL learners and NS male informants. While there is no significant difference in situation 1, there is a significant difference in ranking the options A and D in situation 2. 30 % of Turkish male EFL learners ranked the option A as the most appropriate, on the other hand, 6 % NS male informants ranked the option A as the most appropriate. The frequency of Turkish male EFL learners is higher than NS Male informants. On the other hand, 33 % of NS male informants rank the option D as the most appropriate, while 14 % of Turkish male EFL learners ranked this option as the most appropriate. As a result, Turkish male EFL learners rank the “Would you terribly mind...?” conventionally indirect strategy as the most appropriate, while NS male informants rank the “May I...?” strategy as the most appropriate. The reason why difference occurs may be attributable to culture that one situation in which you should be polite in that culture may not be considered the same as in another culture in terms of politeness, as Brown and Levinson (1978) emphasized that politeness is a concept that exists in all culture but its performance may differ according to the values of the society and its culture. We need studies investigating how politeness in Turkish is expressed linguistically. The difference could be attributable to the education, too. The exposure of politeness markers for Turkish male informants may not be really adequate to enable Turkish learners to make appropriateness judgment. When confronting a situation, like the situation 2 in this questionnaire, Turkish male informants were only able to evaluate the situation as much as their knowledge allow them to do so. When this knowledge is limited or misleading, the ranking of Turkish male EFL learners may be different from NS male informants.

In situation 3 and 4, there is a significant difference between Turkish male EFL learners and NS male informants in option A. In situation 4, there is a significant difference in the option C, too. In situation 3, the ranking of option A is significantly different. 36 % of Turkish male EFL learners rank option A as the most appropriate, while 6 % of NS male informants rank the same option as the most appropriate. Turkish male informants could have thought that a more polite strategy such as “Would you terribly mind if I...?” should be appropriate when requesting from both male and female requestees. However, the same strategy was not chosen with the same frequency by NS male informants in both situations 3 and 4. When considering both situations, it may be hard to say that the difference is because of gender differences. Although the requestees are different genders, the difference occurred

in the ranking of the same option. This shows us that the difference is not because of gender but may be attributable to cultural differences.

In situation 7, there is a significant difference in ranking the option E. 36 % percent of Turkish male EFL learners rank this option as the least appropriate, and 13 % NS male informants rank this option as the least appropriate. As stated before, Turkish male informants did not need to use hinting strategy to ask for something indirectly, which is the same as in this situation. It is the same for situation 8 that 32 % of Turkish male EFL learners rank this option as the least appropriate, while 13 % of NS male informants rank this option as the least appropriate. NS do not seem to hesitate to use hinting strategy to ask for something from both male and female best friends, while Turkish male EFL learners do not prefer hinting strategy to ask for something from both male and female best friend. This finding does not appear to support the gender factor. Rather than gender factor, cultural factors may have affected this evaluation by Turkish male EFL learners and NS male informants.

5.5 To what extent there is a significant difference between Turkish Female EFL learners and NS Female Informants?

Except for situation 1, there is a significant difference in the ranking the options of situations between Turkish female EFL learners and NS female informants. While there is no significant difference in situation 1 when requestee is male, there is a significant difference in when the requestee is female. The gender of the requestee in both situations may have an effect on the difference. Then, it is possible to say that Turkish female EFL learners and NS female informants tend to have behaved differently in terms of the sex of requestee, as a result we can say that influence of gender may play role in their choice of request forms from older male and female requestees. As we have mentioned before, in Turkish society, the elderly are respected. All people are taught to be respectful towards their elders whether they are male or female. It can be concluded that both situations 1 and 2 can be seen differently in terms of politeness. While female informants in one culture think that both situations need one type of polite strategies, female informants of another culture may think that these situations require another type of polite strategy.

In situations 3 and 4, there is a significant difference in ranking the options of A and C. The requestees are different in situation 3 and 4; male for situation 3 and female for situation 4, and they are in higher status than the requesters. The difference in ranking these options is the same for both situations. This finding leads us to think that there appears to be a

difference because of cultural differences rather than gender. The status factor may have affected the informants' ranking the options.

In situation 5 and 6, there is a significant difference in ranking the options C and D. In these situations, the requestees are different. In the fifth situation, the requestee is a male who is not very close friends of requester, while in the sixth situation; the requestee is a female who is not very close friends of requester. In these situations familiarity factor is intended to be observed as well as gender factor. However, in both situations, there is a significant difference in the same options; C and D. This may be derived from either cultural differences or different perception of the familiarity notion rather than gender differences. One interesting result has emerged from these situations that, there is a significant difference in ranking the option D in situation 6, but there is no significant difference in option D in situation 5. 22 % and 26 % of Turkish female EFL learners rank this option as the first most appropriate and second most appropriate respectively, none of the NS female informants rank this option as the first and second most appropriate. These findings are not available for situation 5. Option D in situation 6 is conventionally indirect strategy "Could you possibly...?", and it is preferred by Turkish female EFL learners, but not by NS female informants. However, the same strategy is preferred by NS female informants in situation 5 as well as by Turkish female informants. These findings may show that the ranking of option D could have revealed a significant difference in terms of gender. The reason why Turkish female EFL learners tend to have behaved differently from NS female informants is attributable the politeness concept, as it differs from culture to culture. In this situation, Turkish female informants think that "Could you possibly...?" politeness strategy is more appropriate, while NS female informants think that this politeness strategy is not appropriate for this situation, which gives us the evidence that Brown and Levinson (1987) were right about their theory that politeness exist in all cultures and how it is performed and expressed depends on the society and its culture.

In situation 7 and 8, there is a significant difference in ranking the options B, C, and E by Turkish female EFL learners and NS female informants. In both situations, requester wants something from requestee who is the best friend of requester. In situation 7, the requestee is male, while in situation 8 the requestee is female. The findings that significant difference in the same options do not give us enough support that the difference is because of gender difference. Although, the requestees are from opposite sexes in each situation, informants might have paid more attention to the familiarity factor rather than the gender factor.

5.6 To what extent there is a significant difference in ranking options of situation groups by Turkish Male, Female EFL Learners and NS Male, Female informants?

In the questionnaire, there are eight request situations, which are grouped under four sub-categories. The first and the second questions focus on age factor; the third and the fourth questions focus on status; the fifth and the sixth questions focus on familiarity; the seventh and the eighth questions focus on unfamiliarity. Each situation's requestee is male and female from situation to eight, respectively.

The results show that there is no significant difference in the ranking of the options between the situations group by Turkish male EFL learners. That means Turkish male EFL learners do not pay attention to the gender of requestee. The gender of the requestee of an older person appears to be ignored by Turkish male EFL learners, since the result of comparison situation 1 and 2 with in Mann-Whitney U Test shows no significant difference. Similarly, Turkish male EFL learners appear to have behaved in the same way in other three situations, that they could have underestimated the gender of requestee, since there is no significant difference in ranking the options of those situations. The reason why Turkish Male EFL learners have behaved in this way could be explained as the experience they have had during their education life. Turkish foreign language education fails to provide the students adequate information about appropriate linguistic strategies for appropriate situations (see Karatepe 1988). What the students get through their education life, students do not get all linguistic strategies but negative politeness strategies such as "Can I...?", "Could I...?" "Would you...?". Turkish male EFL learners may not have developed competence that is functional and sociolinguistic aspects of language in Canale and Swain's (1980) terms.

As for Turkish female EFL learners, there is no significant difference in situations 5 and 6 group in which the requestees are male and female, respectively. The other variable included in the questionnaire is unfamiliarity. Turkish female EFL learners appear to have ignored the gender of requestees in each situation. Between the situations 1 and 2, there is a significant difference in ranking the options A and E by Turkish female EFL learners In option A of each situation, "Would you terribly mind if I...?" is used as well as the name of requestees. The gender variable may have an effect on ranking the options as females might have thought that addressing requestee with his/her name in addition to using a negative politeness strategy would be appropriate for either male or female requestee. In option E, "Do

you mind if I...?" is used after a long speech, grounder including the reason why she would ask for something. Turkish female EFL learners might have appeared to think that making a long speech before requesting could be appropriate for either male or female requestee. In situation 3 and 4 in which status is key variable besides gender, there is a significant difference in option E. It is a hinting strategy and has grounder, which explains a long account for her wish. Since the informants were university students, the requesters might have chosen to use this option frequently. Because they are required to make a request from someone whose status is higher than themselves, as a result they could have considered giving a long explanation would be appropriate. However, gender might have an effect on this choice in this situation since there is a significant difference in the option E. As Sirman and Finkel (1990) state that women in Turkish society shows respect to older people and people whose status are higher, and especially they show great respect to opposite sex, in this situation Turkish female EFL learners could have ranked option E of situation 3 whose requestee is male as more appropriate than the situation 4.

The analysis of the interview data revealed that the informants have taken age, status, familiarity and unfamiliarity factors into account rather than the gender. For instance, the informants emphasized the age of the requestee for ranking the options, but they did not make any comment about gender of the requestees. The reason could be, as stated before, the respect to be shown to the old people in Turkey and this fact is expected to be performed by all members of Turkish society.

In situation 7 and 8 in which the focus is familiarity as well as gender, there is a significant difference in ranking the option D. Sirman and Finkel (1990) emphasizes that Turkish women feel relaxed when talking to their acquaintances whom they know very well. Even talking to men whom they know very well, women try to keep a distance between themselves and them. In this situation, Turkish female EFL learners could have ranked the option "D" as less appropriate than men, since Turkish female EFL learners might have thought that an option with "Would you terribly mind if I...?" strategy would be more appropriate for asking something from a man.

Interestingly, NS male informants appear to have behaved in the same way that Turkish male EFL learners did. There is no significant difference in ranking options of the situations groups. As the results show that there is no significant difference, NS male informants do not appear to pay attention to the gender factor.

There is no significant difference in ranking options of the situations group by NS female informants, generally. The only difference has occurred in ranking option E of

situations 5 and 6. These situations focus on unfamiliarity as well as gender. Option E is includes a hinting strategy and NS female informants might have hesitated when ranking the option E as it could be regarded more appropriate when requesting from a male whom they do not know. That is why NS female informants could have ranked the option with a hinting strategy as more appropriate when requesting from a female, who is not well acquainted for her.



CHAPTER 6

CONCLUSION

6.1 Summary and Conclusion

The present study attempts to explore the effects of gender with the factors age, status, familiarity, and unfamiliarity in use of requests by Turkish male, female EFL learners and NS male and female informants. Also, the study investigated whether there was difference between the subjects groups' ranking the options in terms of gender factor.

The results showed that the significant differences between the participants do not seem to be directly a consequence of gender differences but other sociolinguistic factors. Interestingly, no difference occurred in ranking the options by Turkish male EFL learners. The same results were found in the NS data. That could be explained as that males in both culture appear no to pay attention to gender of the requestee not matter how old they are, what status they have, how close they are. However, when Turkish male EFLs and NS male informants were compared, significant difference was observed in the ranking of the options. This difference could be attributed to the culture or the lack of knowledge of the sociolinguistic issues in English.

On the other hand, Turkish female EFL learners take the gender factor into account in situations in which age, status and unfamiliarity factors are focused on, respectively. However, they appear to have given no thought the gender factor when requesting from a stranger whether the requestee is male or female. This could be attributable to the society of Turkey in which women are expected to behave in a conventional ways. In other situations, there are significant differences in ranking the options of situations which can be attributable to gender factor. On the contrary, NS female informants did not appear to have behaved in the same way as Turkish female EFL learners. There is only one significant difference in the option E of situations 5 and 6. It is possible that NS female informants could have taken gender of the requestees into account in ranking the appropriateness in these situations. In other situations, there is no significant difference in ranking the options. Interestingly, while the only difference occurred in option of situation 5 and 6 by NS female informants, there is no significant difference in ranking the option of situations 5 and 6 by Turkish female EFL learners. This could be attributable to the culture, since that the appropriateness of options of the situations is regarded acceptable in one culture and could be interpreted differently in

another culture, as Brown and Levinson (1987) states that interpreting the degree of politeness can vary across the cultures.

6.2 Implications

This study focused on the gender factor within psychological factors age, status, familiarity and unfamiliarity in use of requests.

As mentioned in discussion part, Turkish EFL learners do not really know the appropriate strategies to use in the right situations. This is attributable to the education provided for them. ELT education in Turkey does not provide learners with adequate background and authentic materials and opportunities where students could practice what they have learnt. In addition, classroom instruction fails to support students with real life experiences in English.

More authentic materials could be involved in textbooks and EFL learners may be led to use their foreign language effectively to reach a desired level.



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APPENDIX A

JUDGMENT TEST

Aşağıda verilen durumları okuyunuz. Sizce bu durumda söylenebilecek en uygun seçeneğe 1 rakamını vererek en az uygun olana doğru sıralayınız.

Gender:

1- In Bayram, you are visiting an old neighbour in **his** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **his** phone. How would you ask this from **him**? Rank the options below from the most appropriate (1) to least appropriate (6).

- Mehmet Bey**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

2- In Bayram, you are visiting an old neighbour in **her** late 60s. You are late because of long Bayram visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**? Rank the options below from the most appropriate (1) to least appropriate (6).

- Ayşe Hanım**, would you terribly mind if I used your phone for a short call?
- Oh! Is that the time, can I just call home to tell my mom that I will be late?
- Could I possibly use your phone to call my mom, please?
- May I use your phone for a short call to tell my mom that I will be late?
- Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

3- You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man**. How do you ask this to **him**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) **Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Sir**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

4- You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the **teacher, who is known to be quite a strict woman**. How do you ask this to **her**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to İzmir.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to İzmir. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to İzmir to resolve some family problems, which are really important and I have to be in İzmir tonight.

5- You are working on a term project in the classroom. You notice that one of your classmates, **Ali**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **him** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **him**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) Hi **Ali**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- b) Hi! **Ali**, could I possibly borrow your book, please?
- c) Hi **Ali**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Ali**? Is this book yours?

6- You are working on a term project in the classroom. You notice that one of your classmates, **Ayşe**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **her** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **her**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) Hi **Ayşe**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- b) Hi! **Ayşe**, could I possibly borrow your book, please?
- c) Hi **Ayşe**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Ayşe**? Is this book yours?

7- You are working on a term project in the classroom. You notice that **your best friend, Ahmet**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **him**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) How is things **Ahmet**? Do you think you can lend this book to me for a couple of days?
- b) **Ahmet**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Ali**?
- e) How is things **Ahmet**? I didn't know that you had this book. This book is very much related to my term project topic.

8- You are working on a term project in the classroom. You notice that your best friend, **Aylin**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **her**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) How is things **Aylin**? Do you think you can lend this book to me for a couple of days?
- b) **Aylin**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Aylin**?
- e) How is things **Aylin**? I did now that you had this book. This book is very much related to my term project topic.

APPENDIX B

JUDGMENT TEST

Read the situations below. Rank the options from the most appropriate to least appropriate.

Age:

Gender:

1- In a visit, you are visiting an old neighbour in **his** late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **his** phone. How would you ask this from **him**? Rank the options below from the most appropriate (1) to least appropriate (6).

- a) **Mr. Jackson**, would you terribly mind if I used your phone for a short call?
- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?
- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?
- e) Today I have forgotten to take my mobile phone with me. I need to call home to inform that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

2- In a visit, you are visiting an old neighbour in **her** late 60s. You are late because of long visits. It is getting late. You need to inform your parents that you are going to be late home. You do not have your mobile phone with you. You need to use **her** phone. How would you ask this from **her**? Rank the options below from the most appropriate (1) to least appropriate (6).

- a) **Mrs. Anderson**, would you terribly mind if I used your phone for a short call?
- b) Oh! Is that the time, can I just call home to tell my mom that I will be late?
- c) Could I possibly use your phone to call my mom, please?
- d) May I use your phone for a short call to tell my mom that I will be late?
- e) Today I have forgotten to take my mobile phone with me. I need to call home to say that I am late. Do you mind if I used your phone for a short call?
- f) Oh! Is that the time! Today has passed so fast that I didn't realize. My mom must be getting worried about me, and I forgot to take my mobile phone with me.

3- You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from **the teacher, who is known to be quite a strict man**. How do you ask this to **him**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) **Sir**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- b) **Sir**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- c) **Sir** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Sir**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Sir**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

4- You need to leave the class ten minutes early to catch a bus to your hometown. You will ask for permission to leave early from the **teacher, who is known to be quite a strict woman**. How do you ask this to **her**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) **Madam**, would you terribly mind if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- b) **Madam**, is it all right if I left the class ten minutes early? I am going to catch the five o'clock bus to my hometown.
- c) **Madam** I have to catch the five o'clock bus to my hometown. I want to leave the class ten minutes early if it is all right by you.
- d) **Madam**, I am sorry for bothering you but I have to go to my hometown to resolve some family problems. I have to take the five o'clock bus to my hometown. And I do not wish to miss this particular class since the topic is related to my term project. May I leave the class ten minutes early?
- e) **Madam**, I am really sorry to say that I have to take the five o'clock bus to my hometown to resolve some family problems, which are really important and I have to be in my hometown tonight.

5- You are working on a term project in the classroom. You notice that one of your classmates, **Jack**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **him** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **him**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) Hi **Jack**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise
- b) Hi! **Jack**, could I possibly borrow your book, please?
- c) Hi **Jack**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Jack**? Is this book yours?

6- You are working on a term project in the classroom. You notice that one of your classmates, **Mary**, is reading the book, which you have been looking, and this book is related to the topic of your project. Unfortunately, **you are not very close friends**, so you are a bit unsure to ask **her** to lend it to you. But, you don't have any other alternatives. You really need this book to finish this project. How would you ask this from **her**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) Hi **Mary**! How are you? This book is quite good, isn't it? Can I borrow it for tonight please? I will bring it back tomorrow, I promise.
- b) Hi! **Mary**, could I possibly borrow your book, please?
- c) Hi **Mary**! How are you? This is quite a good book, isn't it? Do you mind if I had a look at it?
- d) Could you possibly lend me your book please?
- e) How is things **Mary**? Is this book yours?

7- You are working on a term project in the classroom. You notice that **your best friend, John**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **him**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) How is things **John**? Do you think you can lend this book to me for a couple of days?
- b) **John**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **John**?
- e) How is things **John**? I didn't know that you had this book. This book is very much related to my term project topic.

8- You are working on a term project in the classroom. You notice that **your best friend, Susan**, is reading the book, which you have been looking, and this book is related to the topic of your project. You really need this book to finish this project. How would you ask this from **her**? Rank the options below from the most appropriate (1) to least appropriate (5).

- a) How is things **Susan**? Do you think you can lend this book to me for a couple of days?
- b) **Susan**, I really need this book for my project. Could I possibly borrow it for a couple of days?
- c) Wow! You have got the book I really need. You have always been my best friend, haven't you? Can I borrow it for a couple of days?
- d) Would you terribly mind if I borrowed this book for a couple of days **Susan**?
- e) How is things **Susan**? I did now that you had this book. This book is very much related to my term project topic.

Thank you for your great help!

ÖZGEÇMİŞ

19. 02. 1978 tarihinde Nazilli’de doğdum. İlköğrenimimi Yenice İlkokulu’nda, orta öğrenimim ise Nazilli Anadolu Öğretmen Lisesi’nde tamamladım.1996 yılında Uludağ Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü’ne başladım. 2000 yılında buradan mezun oldum.

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Murat MADAK

