KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS

THE INVESTIGATION OF PRAGMATIC COMPETENCE LEVELS OF TERTIARY LEVEL TURKISH EFL STUDENTS WITH A SPECIAL FOCUS TO THEIR USAGE PATTERNS OF EXPRESSIONS OF GRATITUDE

MASTER'S THESIS

Derya BAKIRCI

MAY-2019

TRABZON

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Thesis Advisor: Assist. Prof. Dr Ali Şükrü ÖZBAY

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TRABZON

APPROVAL

Upon the submission of the dissertation, **Derya BAKIRCI** has defended the study "**The Investigation of Pragmatic Competence Levels of Tertiary Level Turkish EFL Students with a Special Focus to Their Usage Patterns of Expressions of Gratitude**" in partial fulfillment of the requirements for the degree of Master of Arts in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous / majority** vote on **20/ 06/ 2019**

Committee Member		**Decision**		**Signature**
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Approval of the Graduate School of Social Sciences.

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DECLARATION OF ORIGINALITY

I, **Derya BAKIRCI**, hereby confirm and certify that;

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ÖZET

Bu araştırmanın amacı belirli durumlarda Türkçe konuşup İngilizceyi yabancı dil olarak öğrenenlerin minnet ifade etme stratejilerini anlamaktır. Bu amaç için Eisenstein ve Bodman (1986) tarafından oluşturulmuş orijinal hali temel alınarak tasarlanmış ve üniversite birinci ve ikinci sınıfta olup İngilizceyi yabancı dil olarak öğrenen 80 kişi ve yine 70 adet ana dili İngilizce olmayan Avrupalı konuşmacı tarafından tamamlanan üç adet söylem tamamlama görevi, çalışmanın örnekleri olarak alınmıştır. Ayrıca, söylem tamamlama görevine de katılmış Türkçe konuşan 44 katılımcı yoluyla söylem tamamlama görevlerinin sonuçlarını daha iyi anlamak için mülakat verisi derlenmiştir. Çalışmada iki örneklem metodu kullanılmıştır; birincisi söylem tamamlama görevi için rastgele örnekleme ve diğeri Türkçe konuşup İngilizceyi yabancı dil olarak öğrenenlerin söylem tamamlama görevlerinden elde edilen veriyi geliştirebilecek katılımcıları belirlemeyi amaçlayan amaca yönelik örneklemedir. Araştırma hem nicel hem de nitel veri içermektedir. Söylem tamamlama görevleri ile toplanan nicel veri SPSS programı ile analiz edilmiş ve mülakatlardan gelen nitel veri içerik analizi ile incelenmiştir. Bulgular sadece araştırma grupları arasındaki değil aynı zamanda Türkçe konuşan katılımcıların Türkçe ve İngilizcedeki minnet ifade etme stratejilerini seçim ve sıklıklarına dair cevapların farlılık ve benzerliklerini göstermiştir. Sonuçlar, Türkçe konuşup üniversite düzeyinde İngilizceyi yabancı dil olarak öğrenenlerin ana dili İngilizce olmayan Avrupalı konuşmacılarla karşılaştırıldığında farklı bir tavırda teşekkür söz eylemine başvurduklarını da göstermiştir. Bir başka bulgu Türkçe konuşup İngilizceyi yabancı dil olarak öğrenenlerin, İngilizce yeterliliklerindeki eksiklikten dolayı teşekkür etme stratejilerinde farklılaşmaları olmuştur. Genel olarak değerlendirildiğinde, sonuçlar, dilin minnet ve diğer söz eylemlerinin pragmatik kullanımıyla ilgili öğretisel kısmını ihmal eden dil öğretiminin bileşenleri için kıymetli bulgular sağlar.

Anahtar Kelimeler: Minnet, Teşekkür etme söz eylemi, Teşekkür etme stratejileri

ABSTRACT

The purpose of the present study has been to find out the gratitude strategies used by Turkish speaking EFL learners in certain situations. For this purpose, three Discourse completion Tasks (DCTs) designed based on the original version of the DCT constructed by Eisenstein and Bodman (1986), and completed by two groups of participants that included 80 tertiary level EFL learners in 1st and 2nd years, and 70 non-native European speakers of English at tertiary level were taken as the samples for the study. Additionally, interview data were compiled through 44 Turkish speaking participants who also attended the completion of DCTs in order to gain more insight into the results of the DCTs. Two sampling methodologies were used in the study; the first one was random sampling for DCTs and the other was purposive sampling aiming to identify the participants that could promote the data obtained from the DCTs of Turkish speaking EFL learners. The research entails both quantitative and qualitative data. The quantitative data collected through the DCTs were analyzed via SPSS program and the qualitative data from interviews were examined through content analyses. The findings showed divergences and similarities between not only the research groups but also the responses of the Turkish speaking participants in Turkish and English regarding the choice and frequency of thanking strategies. The results also indicated that the Turkish speaking EFL learners at tertiary level resorted to the speech act of thanking in a different manner compared to non-native European speakers of English. Another finding was that Turkish speaking EFL learners differed in their thanking strategies because of the incompetence in their English proficiency. All in all, the results provide valuable indications for the constituent parts of the language teaching that neglect the instructional side pertaining to pragmatic use of language for gratitude and other speech acts.

Keywords: Gratitude, The speech act of thanking, Thanking strategies

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LIST OF ABBREVIATIONS

AE	: American English
EFL	: English as a Foreign Language
DCT (s)	: Discourse Completion Task (s)
FTA (s)	: Face Threatening Act (s)
GPA	: Grade Point Average
ILP	: Interlanguage Pragmatics
KTU	: Karadeniz Technical University
L1	: First Language
L2	: Second Language / Foreign Languae
NNESE	: Non-native European Speakers of English
NNS	: Non-native Speaker
SD	: Standard Deviation
SPSS	: Statistical Package for Social Sciences
TSEFL (L)	: Turkish Speaking English as a Foreign Language (Learners)
USA	: United States of America

INTRODUCTION

"Showing gratitude is one of the simplest yet most powerful things humans can do for each other." (Pausch, 2008)

Language learning is a long and endless path along which people are required to gain competence not only in the sets of grammar rules but also pragmatic knowledge of a target language. The discovery of the significance of other skills rather than mere grammar paved the way for new research fields. The ways language learners express pragmatic meaning during interactions and how they decide and produce desired speech acts in a specific situation have attracted the attention of researchers. Many studies have been conducted to compare the speech act preferences of learners in first and second/ foreign language in order to shed light on interlanguage pragmatics development of learners**.**

The speech act of gratitude is one of the common acts in everyone's life, also performed even procedural rather than ascribing an emotional meaning to it. However different the underlying motives are, it is essential to understand and produce gratitude expressions for a favor, service, invitation, and so on, as lack of gratitude or inappropriacy in expressing it might sound unkind. Thus, it is probable to state that being polite and maintaining a successful communication necessitate both the choices for suitable expressions to a particular situation and the knowledge of when to perform gratitude speech act.

Even though expressing gratitude is essential for all societies, how this speech act is realized is culture specific rather than being universal. Therefore, in order to reveal the cross cultural varieties, the present study examines Turkish speaking EFL learner and non-native European speaker of English data. It also aims to reveal the extent to which Turkish speaking EFL learners resemble and vary in English compared to their mother tongue. That comparison further creates the baseline data of the research. Then, the investigations focusing on gender and English proficiency level are presented.

Background of the Study

Many approaches, beginning with the Grammar Translation Method, have appeared in the field of language teaching and learning and the ongoing process is currently dominated by the Communicative Approach which perceives language learning as a more expressive model rather than the memorization of a set of grammatical rules. Yet, there was a long path till reaching the

current perception of the language learning, which has begun with Chomsky (1957) supporting the idea of an independent grammar rather than the notion that combines the means languages are used through and language functions with grammar. In time, linguists have discovered the social side of language learning and that discovery has raised the attention to pragmatics defined as, in Leech's (1983: 6) words, "*the study of meaning in relation to speech situations*". Therefore, pragmatics emerged as one of the core elements of language learning competency.

The competence means the capabilities of a person in general terms and there are three kinds of competences that are pragmatic, grammatical and communicative (Hymes, 1972: 282). The researchers, Pishghadam and Zarei (2011) emphasize the importance of two competences which are pragmatic and grammatical in order to communicate successfully using suitable language in changing situations. Aquino (2011: 141-143) further describes pragmatic competence as "…the ability speakers have to react or respond to a specific situation in an expected way…". The lack of pragmatic competence, thus, will cause pragmatic failure and the breakdowns during communicative acts (Blum-Kulka & Olshtain, 1986). However, acquiring competency in pragmatics poses many difficulties for foreign learners of any languages; Kusevska and the fellows of the researcher (2016: 79) state several reasons causing these difficulties as:

> Developing pragmatic competence is particularly difficult when the language is learned in an environment in which it is not a means of daily communication, as the learners do not get enough input that will allow them to become aware of the pragmatic principles used in the respective society.

Concerning the last competence type of Hymes (1972: 282) emphasizing the social use of languages, communicative competence, there are also specific constituents affecting and shaping it. For example, according to Zeyrek (2001), social and cultural factors are influent on language, and how it is used, therefore, a mutual connection appears between them as language influence the ways in which social and cultural norms are perceived, as well. For that reasons, interacting through a foreign/ second language, people need to be able to be able to use each language appropriately and be familiar with their culture. That notion is also specifically connected to sociocultural competence meaning "the control of cultural appropriateness and of style" (Cohen & Olshtain, 2006).

Employing suitable language for a specific culture or society to perform specific social functions, therefore, requires the awareness of the acts that are expected within each various speech situation. Cohen and Ishiara (2014: 6) named these acts as "*speech acts*" which are "the ways in which people carry out specific social functions in speaking such as apologizing, complaining, making requests, refusing things/invitations, complimenting, or thanking". Especially one of these speech acts, the core of the research, "the expression of gratitude plays an important social function", since "failure to properly acknowledge the beneficial actions of another may damage the

relationships and reduce the likelihood of good will and similarly beneficial deeds being proffered on subsequent occasions" (Elwood, 2010: 109).

Regarding the difficulties EFL (English as a Foreign Language) learners often experience in the course of mutual communication or mutual interaction, Meiramova and Kulzhanova (2015) claim that EFL learners generally face difficulties in replying for the favor and they specify the reason laying at the back of this problem as the lack of intercultural communication. Pishghadam and Zarei (2011) demonstrate the importance of culture in expressing speech acts with a special focus to gratitude expressions in their research that examines Iranian EFL learners' pragmatic competence. Xiaoyu and Mun-Hong (2015: 121) find out that L2 learners may assume that expressions of gratitude is a universal communicative act and so may not be aware that it can realize different speech acts in cross-cultural communication. Cohen (1996), on the other hand, indicates the factors leading to the communication breakdowns of speakers of a language as varieties between the pragmatic competence levels of native speakers and second/foreign language learners.

In conclusion, it appeared in time that depending on purely grammatical knowledge does not allow language learners to express themselves in a foreign / second language considering such varying factors as culture, speech situations and language functions. Thus, the necessity for communicative skills and their improvement gained momentum along with pragmatics. It was further found out that being incompetent in pragmatic skills might hinder the mutual interaction process, leading to communication breakdowns. In particular, expressing gratitude emerged as one of the most common speech acts resulting in failure or undesirable outcomes among EFL learners, which generated the background of the present study.

Statement of the Problem

"…becoming an effective speaker of a new language not only involves learning new vocabulary in addition to rules of pronunciation and grammar, but must also include the ability to use these linguistic resources in ways that are socially appropriate among speakers of the target language." (Wolfson, 1989: 219).

The ability that is necessary to become competent in expressing various language functions is named as pragmatic competence. Al Falasi (2007) claims that "most of the problems that EFL learners face in intercultural communication are mainly pragmatic. Teachers of EFL often choose not to stress pragmatic knowledge in their classrooms, focusing instead on linguistic knowledge."

The reason behind the intercultural miscommunication, accompanied by linguistic transfer of first language (L1) rules, is that learners of a target language use their native speech communities'

sociocultural norms during the verbal or written interactions in a second language (Al Falasi, 2007; Wolfson, 1989). This is referred to as "pragmatic interference" (Coulmas, 1978). Furthermore, "even fairly advanced learners make pragmatic errors such that they fail to convey or understand the intended message because of lack of awareness of pragmatic rules governing the TL or due to the lack of linguistic proficiency to convey the necessary act." (Dogancay-Aktuna &Kamisli, 1997: 3).

Bardovi-Harlig (1999, 1996) demonstrates that learners at a variety of levels of grammatical proficiency produce a wide range of different responses from native speakers during communicative acts to realize certain speech acts. Even advanced level language learners suffer hardship in expressing gratitude efficiently in a target language (Eisenstein & Bodman, 1986)

Dogancay-Aktuna and Kamışlı (1997) also indicate that even Turkish advanced level learners of English, who take grammar based tests, may vary to a large extent from the standards of the target language, thus experience failure in appropriately use of it in social contexts.

In Turkish context, Karatepe (2001) states that the exposure to the authentic language for the learners of English is so limited that learners fail to express themselves using the language based on the cultural and social norms of the target language context. Hence, as a result of the lack in the pragmatic competences of the Turkish EFL learners, misunderstandings appear between interlocutors of the communicative situations and the messages neither reach the receiver as they are intended nor expected feedback returns.

The study, thus, examines the ways the Turkish-speaking EFL learners express their gratitude and aims to reveal any varieties between the Turkish-speaking EFL learners and the non-native European speakers of English in terms of their acts in expressing gratitude.

Purpose of the Study

The present research sets out to find out how competent Turkish EFL learners at tertiary level and non-native speakers of English are with respect to their use of expressions of gratitude in English and how varied and efficient they are in expressing their gratitude in the target language. One of the purposes of the study is also to determine corresponding and diverging sides between Turkish speaking learners and English speaking participants of European countries for the use of the expressions of gratitude. The research further aims to reveal whether there are gender or English proficiency level based varieties in replying to a favor. The main purpose of the present research and the questions supporting it are stated below regarding their appearance throughout the conclusion section.

Research Questions are

Major Question: 1. What are the strategies used by tertiary level Turkish-speaking EFL learners while performing the speech act of expressing gratitude?

Specific Questions: 2. How do Turkish speaking EFL learners at tertiary level and non-native European speakers of English differ in their use of expressions of gratitude in an attempt to investigating their pragmatic competence?

3. Is there any difference between the male and female Turkish-speaking EFL participants and the male and female non-native European speakers of English in terms of expressing their gratitude?
4. Is there any significant difference in the way of expressing their gratitude as the proficiency level of the learners increase?

Significance of the Study

There is a wide body of research in the field of pragmatic competence of EFL learners centering on both the general framework and the different aspects of it such as refusing, requesting, thanking, and so on. Li, Suleiman and Sazalie (2015) search the pragmatic competence, pragmatic awareness and the language production of Chinese EFL learners in their study. Buján Sánchez (2016), with a more specific focus, examines how competent Spanish students of EFL are with respect to their strategies in expressing requests and apologies.

On the other hand, while the pragmatic use of gratitude has attracted the attention of many researchers around the world (Choe & Wang, 2015; Meiramova& Kulzhanova, 2015; Elwood, 2010; Farnia & Suleiman, 2009; Kashdan et al., 2009; Johansen, 2008, and so on) , there are limited number of studies in the literature of pragmatics and expressions of gratitude upon Turkish EFL learners. The research, for instance, conducted by Araz and Erdugan (2017) aims to create a scale to measure the use of expressions of gratitude among Turkish people. Takkaç Tulgar (2016) focuses on the role of pragmatic competence in foreign language education; Han and Tanrıöver (2015) compiled the related literature under their study that scrutinizes the factors affecting pragmatic competence and Turkish EFL research context; Özdemir and Rezvani (2010) examine non-native speakers' speech acts of gratitude, who are Turkish and Iranian advanced level speakers of English, in an EFL context, and few more.

Related literature reveals once again the small body of research within the Turkish EFL context; therefore, the field necessitates more research and this study determines to fill the gap to some extent.

The study is also a multifaceted one; it not only uncovers the efficacy of tertiary level Turkish EFL learners as to expressing their gratitude in English, but it sheds light on whether there are any diversions among the tertiary level Turkish EFL learners in their expressions of gratitude considering their proficiency level and gender, as well. Final crucial side of the research is to find out any variations between tertiary level Turkish EFL learners and non-native speakers of English from various countries; thus, in brief, it provides valuable information on the pragmatic competence of Turkish speakers of English besides their mastery of interlanguage pragmatics in thanking strategies.

Considering the Turkish participants of the research that major in English Language and Literature at Karadeniz Technical University and the likelihood of being a teacher after initial teacher training, the study makes a significant contribution to revealing how sufficient and competent the future teachers are in a sub-field of interlanguage pragmatics.

All in all, the study supports the related literature and might provide a kind of inspiration for further research; moreover, it emphasizes the importance of pragmatics in the field of foreign language education and, therefore, English language teaching, for both application and the process of curriculum design.

Assumptions

Speakers that share the same mother tongue, even they are born and grow in the same or similar language environments, demonstrate varieties in performing speech acts due to their different cultural backgrounds that they bring into the dialogues.

It is more challenging for a foreign language speaker to express her/himself successfully in a target language (i.e. English) speech act than one actualizes pragmatic dialogues via her/his native language. As the inadequacy of exposure to a target language and lack in the pragmatic instruction complicate the situation and cause communication breakdowns.

Considering shared beliefs, values and behaviors of a social group create and shape culture, it is probable to state that in that social group, one reflects these perceived and internalized patterns to her/his language. Therefore, the culture of a speaker affects the interlanguage performance, since speakers try to transfer the norms of their own culture to conversations in a target language.

In addition to mastery in a target language and culture factors, gender could also be a distinctive factor in the pragmatic use of language, in that male and female speakers of that language might express their gratitude using changing strategies and in different length. For instance, Kashdan et al. (2009) carried out a research focusing on gender differences for gratitude

expressions and the findings indicated that the gratitude expressions of men are more unfamiliar and irritating compared to the expressions of women. In another study, Fauziah (2010) compared the use of gratitude expressions of male and female characters in a movie and concluded that the females were more polite and their expressions were longer than males.

Limitations of the Study

The present study has several shortcomings. First of all, the number of the Turkish speaking EFL participants concerning gender was not equally distributed, in that the female participants were twice as many as the male participants. Despite the fact that the gender comparison of the obtained data might provide remarkable results, it would be more reliable with the participants numerically equal.

Another limitation was that the second group of participants consisted of non-native participants, therefore they might not deliver native like expressions, allowing to compare native and non-native data; yet they still could provide valuable insights for the cultural variations. Additionally, in order to determine differences based on English proficiency level, the grades the Turkish speaking participants gained at the end of preparatory year were applied. They, unfortunately, appeared as a sort of limitation, since the grades of the participant groups did not show any significant difference.

Finally, the scope of the study was limited in the number of participants for the quantitative section of the study. 80 Turkish speaking participants were included in the study, yet a larger sample of Turkish speaking EFL learners (TSEFLL) might have produced more generalizable results. Thus, additional research is required to investigate not only gratitude expressions of TSEFLL enlarging its scope, but also other speech acts with various participant groups of learners. More research will provide valuable information for the stakeholders of education in preparing generations with better competency in learning languages. Further studies will also fill the gap in the field pertaining to the effective factors, such as new technological communication equipment, applications and websites, on speech preferences.

CHAPTER ONE

1. LITERATURE REVIEW

1.1. Introduction

This chapter is a collection of the related literature within the boundaries of the current research. It covers four main categories and three sub-sections reviewed under the headings named as Pragmatics, Pragmatic Competence, Interlanguage Pragmatics, Cross-cultural Pragmatics, Speech Act Theory, Expressions of Gratitude, and Politeness Theory.

1.2. Pragmatics

Today, the term 'pragmatics' is a quite well-known field in linguistics. It is attributed to Charles William Morris (1938), who defines it as the study of relations of visual representations to conditions of their production and use. Although it was one of the three prominent sub-field of semiotics with syntax and semantics, it could not draw the attention of researchers until linguists and philosophers such as Austin (1962), Searle (1969) and Grice (1975) dealt with determining its scope as a discrete discipline. Throughout the previous years, two key researchers in the field, Chomsky (1957) and Saussure (1959), demonstrated language as a combination of semantics and syntax, however, later it was realized that some linguistic events were beyond the territory of these two linguistic areas, since they failed to explain them. Both Chomsky's competence – performance and Saussure's language- parole concepts, which principally focused on linguistic structures, ignored the user part of languages and contexts of communication.

Hymes (1972: 278), moreover, emphasized the significance of communicative aspect of language beside the knowledge of the rules with his words "[t]here are rules of use without which the rules of grammar would be useless" .Yet, it was not until 1983 that pragmatics is perceived as a linguistic discipline, thanks to Levinson's work named *Pragmatics*. Following this historic moment, researchers strove to define the linguistic discipline with their changing tones, but remembering the core element which is 'use'.

The man who paved the way for pragmatics to become a linguistic discipline, Levinson (1983: 24), describes it as "the study of the ability of language users to pair sentences with the context in which they would be appropriate". Likewise, Leech (1983) also places a great

importance to the speech context in order to reach the intended meaning of communication in his definition of pragmatics. Mey (1993: 42), also follows a similar point of view and summarizes it within the sentences;

> The use of language, for various purposes, is governed by the conditions of society, inasmuch as these conditions determine the users' access to, and control of, their communicative means. Hence, pragmatics is the study of the conditions of human language use as these are determined by the context of society.

Crystal (1985: 240) provides a more detailed definition of the discipline in his words:

"The study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication."

Yule (1996: 4) releases another definition of the term as "the study of the relationships between linguistic forms and the users of those forms".

It appears that there is a cornerstone in communication accompanying syntax and semantics, which is pragmatics. In spite of the various definitions of the discipline, the researchers seem to agree on two main points; one is users and the other is; context. First, they take human factor into consideration based on their choices during communicative actions requiring many individual decisions. In addition to this, speech contexts in which the meaning is negotiated play a crucial role to them.

1.2.1. Pragmatic Competence

In 1965, Chomsky came up with two terms which are "competence and performance"; the former one was defined as the knowledge of language, whereas the other one was explained as the actual use of language in concrete situations. He mainly focused on the competence, producing correct words and forms in terms of grammar, however; and neglected the ability of mastering when, where and how to use that knowledge with different interlocutors.

Following the shift in the course of language learning from the idea of studying isolated forms and words to the real use of language, researchers began to search factors which are beyond grammar rules and effective in communication. Therefore, language teaching pedagogy became dependent on communication- based instruction of which essential component is communicative competence, rather than linguistic one, considering the main aim of language teaching is to enable learners to communicate competently.

Communicative competence that embodies the ability to convey communicative purpose with a suitable manner in social contexts (e.g. Canale & Swain, 1980) have been the subject of discussions about language learning among linguists for many years before the recognition of pragmatic competence which implies that language learning is more than merely mastering grammatical knowledge. Hymes (1962), for example, during communicative acts, perceives context as border line which limits the choices of speakers with respect to their language use. That is, in contrast to the narrow concept of Chomsky, "competence in a language consists of not only grammatical rules but also sociocultural knowledge which involves when to speak, when not, and as to what to talk about with whom, when, where, in what manner" (Hymes, 1972: 277).

At that point, it is necessary to mention the communicative competence model of Canale and Swain, which is afterwards improved by Canale (1983). The communicative competence model of Canale (1983:1) includes four main components named as "grammatical competence, sociolinguistic competence, discourse competence and strategic competence". Grammatical competence is about linguistic knowledge; the second one covers the ability of "how to use that linguistic knowledge appropriately" in various contexts. Third item means the ability of being coherent and following cohesion while producing language. The last term, strategic competence is explained as the verbal or non-verbal strategies enabling one to communicate more effectively without getting misunderstood. Therefore, based on the notion of Swain and Canale, it seems that being efficient in communication necessitates being skilled in these four competences.

The extensive focus of Chomsky on linguistic competence and his neglecting of language performance have been criticized by many linguists such as Hymes, Canale and Swain. These linguists were among the discoverers who realized that there is another factor in communication to be effective rather than mastering the language structures, which is producing language appropriately and they explained this in their models.

In Hymes and Canale and Swain model, however, crucial elements of pragmatic competence are parts of sociolinguistic competence. The first linguist was Bachman (1990: 87) who concerns exclusively with pragmatic competence as a specific field. According to Bachman, pragmatic competence is the combination of both illocutionary competence which is "the knowledge of communicative action and how to carry it out"; and sociolinguistic competence meaning "the ability to use language appropriately according to the context".

There are other linguists drawing a similar distinction to Bachman's sub-categories of pragmatics, for instance, Leech (1983) and Thomas (1983) propose pragmalinguistics and sociopragmatics for divisions of pragmatics. The researchers claim that the former one concerns with individual's ability to use various language functions and sociopragmatics is related to the appropriacy of language use to its social context. Thus, it is probable to say that Bachman's

illocutionary competence matches with Leech and Thomas's pragmalinguistics while sociolinguistic competence parallels sociopragmatics concept.

Likewise, Cohen (1996) suggests sociocultural ability and sociolinguistic ability terms which are necessary to be pragmatically competent. The linguist defines sociocultural ability as choosing the suitable speech act strategies to the peculiarities of the culture, situation and interlocutor that are contacted. The second concept, sociolinguistic ability is explained as using accurate language forms in order to realize certain speech acts. In sum, it appears that there are corresponding parts among the terms stated by these linguists; context, especially, is their indispensable element.

Context plays a notable role in preferences pertaining to language use. Gee (2005) details discourse, namely context, as (1) the social identity of the speaker in a specific sociocultural setting; (2) the social activity that he/she aims to achieve; (3) the setting where the activity took place; (4) communication experiences; (5) common assumptions and knowledge; and (6) the social, cultural, cognitive, material, and political influences of all of these elements. All pragmatic constraints stated here have crucial importance with respect to the production of language and creating the intended meaning and so effect upon interlocutors in a certain context. However, examining these elements enables us to understand that context cannot be a stable concept rather a dynamic one as it is not probable to expect all these parts constructing context come together exactly the same way in every occasion and it is also shaped by the mutual interaction of the people communicating (Mey, 1993: 42).

Pragmatic competence requires many abilities to use the appropriate language to the context and transfer true intentions to the participants of interaction. Bialystok (1993: 43) determines three main constituents for being able to pragmatically competent: "1) the speaker's ability to use language for various purposes; 2) the hearer's ability to get past the language and find out the speaker's real communicative goals (e.g. irony, sarcasm) and 3) the command of the rules by which utterances strung together to set up discourse." Concerning the importance of acquiring these skills in order to use a target language in a pragmatic manner, incoming section is dedicated to interlanguage pragmatics.

1.2.2. Interlanguage Pragmatics

Kasper (1992: 203), the creator of the linguistic term "interlanguage pragmatics (ILP)", defines it as "the branch of second language research which studies how non-native speakers understand and carry out linguistic action in a target language, and how they acquire L2 pragmatic knowledge". Even though the coinage of "interlanguage" dates back to 1972, when Selinker (1972) introduced it explaining that it is the growing linguistic knowledge of an individual in a target language, it was not until 1992 that the borders of interlanguage was broadened to cover the

pragmatic sides of the learners' linguistic competence (Kasper, 1992). Following the rising interest in second language (L2) learning, interlanguage pragmatics has also attracted the attention of many researchers; however, much of the research on interlanguage pragmatics has shed light neither on interlanguage nor acquisition in real rather related studies mainly have concerned with L2 learners' performance of a specific speech act (i.e. the speech act of gratitude, apology) (Kasper, 1992).

Moreover, Kasper noticed that these studies most generally could not reach beyond comparative acts by which three kinds of data examined: " (1) the baseline data from native speakers of the learners' native language, (2) the interlanguage data from the learners, (3) the target language baseline data from native speakers of the target language" (Kasper, 1992: 223). He explained the reason why these studies own a contrastive nature as interlanguage pragmatics has been placed in the field of cross-cultural pragmatics. Another reason, as explained by Ahn (2007) is that the research in the field of interlanguage pragmatics has dominantly been applied to advanced non-native speakers (NNS) due to the difficulty of tasks to be carried out such as Discourse Completion Tasks (DCT) and oral role-plays. Considering acquisition is an ongoing process and has a cumulative nature, using advanced- level participants of a target language do not enable researchers to reveal how NNS have gained their pragmatic ability and their experiences through that developmental stages.

Following the observations on the misunderstandings related to the research of interlanguage pragmatics, Kasper and Schmidt's (1996) determined to clarify what acquisition of interlanguage pragmatics actually is; therefore, they put forward 14 questions upon relations between first language and second language, the effect of first language on pragmatic development in a second language, effective factors in learning a second language, developmental stages for a second language, and so on. The studies carried out to answer these questions revealed that the process of developing pragmatic competence in a second language changes from one individual to another owing to learner-related factors and it is quite complex (Kasper & Schmidt, 1996).

1.2.3. Cross –Cultural Pragmatics

Kasper (1992: 205) stated that "The bulk of interlanguage pragmatics research derived its research questions and methods from empirical, and particularly cross-cultural, pragmatics.". Therefore, considering the dominance of comparative studies in the field of interlanguage, it is required to mention what is cross- cultural pragmatics in detail.

Ochs (1996: 245) stated that "there are commonalities across the world's language communities and communities of practice in the linguistic means used to constitute certain situational meanings. This principle suggests that human interlocutors use similar linguistic means to achieve similar social ends". Blum-Kulka (1991), similar to Ochs, claimed that, some pragmatic

rules such as some of the conversation strategies which consist of indirectness, routines, success of communicative activity related to contextual factors, and so on, are partially universal for all languages and cultures.

However, researchers Wierzbicka (1991) and Clyne (1994) have asserted that pragmatic principles that are directed by both internal and cultural expectation of which transfer in intercultural conversations may not be always possible, considerably vary across languages and cultures. Therefore, "Sociolinguists have traced the sources of intercultural miscommunication to the distinctive nature of the value systems, pervasive configurations of social relations, and dominant ideologies of cultural groups." and have found out that "Such dimensions of the social context shape communicative conventions, thereby giving them their culturally specific character." (Chick, 1996: 329). Lamb (2005: 237) also claims that "developing conversational skills involves being able to decodify, infer and behave according to each society's rules" and "everytime we don't observe the norms of the target language culture, we run the risk of being misinterpreted".

Divergence from target language rules owing to intercultural variations means pragmatic transfer. According to Kasper (1992: 207), pragmatic transfer is "the influence exerted by learners' pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information". She also categorized pragmatic transfer into two groups named positive pragmatic transfer and negative pragmatic transfer (1992). Positive transfer refers to shared conventions between a language learner's native tongue and target language, which enables language learners to transmit their messages across interlocutors with success. On the other hand, negative transfer appears when L1 pragmatic knowledge differs from L2 pragmatic knowledge; in that case, communication process turns into a "pragmatic failure" as Thomas (1983) stated.

Thomas (1983) also offered two sorts of pragmatic failure that are called pragmalinguistic and sociopragmatic failures. The first one means inability of transferring utterances which are corresponding in two languages as a result of being unaware of the pragmatic intentions most commonly set for them by native speaker of a target language. Kasper (1992), explains the second one, sociopragmatic failure, as the effect of learners' social norms and customs shaping their first language on their interpretation and performance of a target language.

Thomas (1983: 99) draws a distinction between pragmalinguistic failure and sociopragmatic failure stating that pragmalinguistic failure is a problem related to language itself while sociopragmatic failure "stems from crossculturally different perceptions of what constitutes appropriate linguistic behaviour".

Bodman and Eisenstein (1988: 1) explain the reasons behind these failures, as well that "foreign or second language learners often assume that the expression of gratitude is universal and remain unaware of significant differences in its cross-cultural realization".

Lamb (2005: 239) supports their idea pointing out that "in second language acquisition, learners have already been socialized into the schematic knowledge associated with their mother tongue" therefore "when students confront uses of foreign language, their natural inclination is to interpret them with reference to this established association, and rely on the foreign language as economically as possible"

Thereby, it appears that foreign language learners commonly tend to transfer their pragmatically accustomed speech behaviors in L1to a target language. According to Lamb (2005: 231), "sometimes there are expectations, and if we are not prepared for some responses or attitudes… we may tend to interpret things in a different way than it was intended by the sender", as well. All in all, as Bardovi-Harlig and Mahan –Taylor (2003: 38) claimed "a pragmatic error may hinder good communication between speakers, may make the speaker appear abrupt or brusque in social interactions, or may make the speaker appear rude or uncaring." Yet, identifying positive pragmatic transfer is hard because of the interest searching miscommunication and difficulties related to methodology (Kasper, 1992), for that reasons pragmatic transfer studies are mainly based on negative transfer.

"Second and foreign language learners show significant differences from native speakers in language use, in particular, the execution and comprehension of certain speech acts" (Bardovi-Harlig & Mahan –Taylor, 2003: 38) and many studies in cross-cultural pragmatics use empirical data in order to be able to derive more examples of similarities and differences between languages. Therefore, researchers mostly use speech utterances of non-native speakers whose linguistic and cultural backgrounds are different from the norms of a target language to conduct a cross-cultural pragmatic research.

1.3. Speech Act Theory

Speech acts were first introduced by John Langshaw Austin in 1962. A speech act means an utterance through which one can perform various functions in language and communication (Austin, 1962). Searl (1969: 16) defines speech acts as "the basic or minimal units of linguistic communication". Another definition asserted by Schmidt and Richards (1980: 129) for the term is that "all the acts we perform through speaking, and all the things we *do* when we speak". According to Austin, while an interlocutor produces the language, s/he also performs certain actions and these speech acts are composed of three facets, which are "locutionary acts, illocutionary acts, and perlocutionary acts".

The first one refers to the literal meaning of an utterance containing phonological, lexical and sentence level peculiarities, whereas the illocutionary acts are the utterances that imply the underlying intents or messages aimed to be sent to the receivers by the speaker. The perlocutionary acts are the effects of utterances on hearers (Austin, 1962). A speaker, for instance, might say that 'I am hungry.' (locution), implying the need for food (illocution) and the final act which might appear as a perlocution of this utterance will probably be that someone brings food.

Austin (1962) mainly deals with the second one of the acts, which are illocutionary acts, and examines in detail classifying them into five categories named "verdictives, exercitives, commissives, behabitives and expositives". Verdictives consist of acts related to judgments (i.e. diagnose, convict); Exercitives mean exercising authority or influence (i.e. appoint, name); Commisives refer to acts that are the consideration as an obligation or the giving of commitment (i.e. agree, promise); Behatives involve adopting a manner and social behavior (i.e. apologize, welcome); and explaining reasons, discussions and views (i.e. deny, inform) belong to the last one, Expositives.

Another aspect of Speech Act Theory was introduced by Grice (1989), which is Cooperative Principle. The idea lying behind that principle is that during conversations people do not always speak everything overtly; still they cooperate with one another for the implied meaning. In Grice's (1989: 26) words, our talk exchanges are "characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose, or common set of purposes, or at least a mutually accepted direction.". The term implicature, meaning implying, first introduced by Grice in 1975, and he, furthermore, categorized it into two sub categories called "conventional and conversational". Conventional implicature results in various meanings depending on the thing implicated and said through words; on the other hand, statements out of conversational implicature become meaningful by their connection with context.

Grice (1989: 26) generates some basic principles to be followed by participants, as well, that "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged". Considering the Cooperative Principle, the researcher (1991: 26-27) suggests four categories: "Quantity, Quality, Relation, and Manner." along with their maxims:

Table 1: Grice's Categories and Maxims of the Cooperative Principle

Categories	Maxims
Quantity	1. Make your contribution as informative as required (for the current purposes of the exchange). 2. Do not make your contribution more informative than is required.
Quality	1. Do not say what you believe to be false. 2. Do not say that for which you lack adequate evidence.
Relation	1. Be relevant.
Manner	1. Avoid obscurity of expression. 2. Avoid ambiguity. 3. Be brief (avoid unnecessary prolixity). 4. Be orderly.

Grice (1989: 29) adds that "It is a just well-recognized empirical fact that people do behave in these ways; they learned to do so in childhood and have not lost the habit of doing so…". Hence, it is possible to conclude that even though all people behave according to a Cooperative Principle, as Hymes (1962) claimed each society has common and favored language systems to express ideas, which are familiar to its members and again in Grice's words, behaviors learned in childhood and never lost in time. These statements, accordingly, reveal the hardships that language learners suffer in that it is required for them to be aware of the target language conventions besides linguistic strategies.

On the other hand, Searle (1969), one of Austin's students, improved Austin's illocutionary acts and force taxonomy and thus, Speech Act Theory. He distinguished the prepositional content and illocutionary force that refers to locution and illocution in Austin's definition. Instead of naming the concept as illocutionary acts like Austin (1962), Searle also prefers the term, Speech acts, which are studied through the perspectives of language users in using illocutionary force or purpose. The researcher (1976: 12-20), therefore, proposed his own taxonomy of speech acts by classifying them into five categories namely representatives, directives, expressives, commissives, and declaratives:

(i) Representatives (or assertives), which commit the speaker to the truth of something (i.e. asserting, claiming, reporting)
(ii) Directives, which are attempts of the speaker to get the hearer to do something (i.e. ordering, commanding, requesting, begging)
(iii) Commissives, which commit the speaker to do some future action (i.e. promising, offering, threatening)
(iv) Expressives, which express a psychological state (i.e. thanking, apologizing, complimenting)
(v) Declarations, which bring out the correspondence between the propositional content and reality (i.e. appointing a chairman, nominating a candidate, marrying a person, christening)

The studies in Second Language Acquisition area on behalf of the speech act theory has concentrated on the way that learners use a language to perform speech acts and participate in speech events. It is figured out that there is not an observed or claimed order for the acquisition of

the speech acts; some of them might be more challenging to perform compared to others, though. Harder (1980: 268), for example, discovered that it is quite hard to express emotional or psychological state, which is an expressive speech act, for second language learners.

The appropriate performance of language learners related to speech acts in a target language environment is essential for a successful communication; Thomas (1983: 97) states that "while grammatical error may reveal a speaker to be a less than proficient language-user, pragmatic failure reflects badly on him/her as a *person*". In that case, therefore, what might be much more difficult is to be aware of when to and to what degree express feelings in various situations, especially negative ones, rather than creating grammatically correct forms; since failure in the performance of a target language may arose negative impressions and feelings on the side of native speakers of that language.

1.4. Expressions of Gratitude

According to Kumar (2001: 6), "Expressions of gratitude and politeness are a major instrument, the use of which keeps the bonds between the members of a society well cemented and strong.". Eisenstein and Bodman (1986: 167) described the thanking expressions in their study as "An illocutionary act performed by a speaker which is based on a past act performed by the hearer. This past act benefits the speaker and the speaker believes it to have benefited him or her. The speaker feels grateful or appreciative, and makes a statement which counts as an expression of gratitude."

Searle (1969: 67), on the other hand, classifies thanking as an expressive illocutionary act and outlines it as stated below:

Types of rules:	*Thank* (*for*)
Propositional content	Past act *A* done by *H*.
Preparatory	*A* benefits *S* and *S* believes *A* benefits *S*.
Sincerity	*S* feels grateful or appreciative for *A*.
Essential	Counts as an expression of gratitude or appreciation.
Comments:	Sincerity and essential rules overlap. Thanking is just expressing gratitude in a way that, e.g., promising is not just expressing an intention.

(*S, H and A* refer to speaker, hearer and act, respectively)

However, Brown and Levinson (1987) classified thanking as a face threatening act considering that the speaker feels a kind of debt to the favor giver. Intachakra (2004) opposed the idea of Brown and Levinson, and stated that if it is performed successfully, expressions of gratitude will please the faces of both speakers and hearers; yet unsuccessful attempts to use it might emerge a sense of disrespect.

Eisenstein and Bodman (1993) also claims that expressions including the word 'thank you' do not necessarily mean the indication of gratitude but rather a sort of compliment or closing in conversations (Rubin, 1983). Rubin also realized bald 'thank you' that is quick and habitual, which is commonly applied in service encounters. Bach and Harnish (1979: 52) exemplify that kind of a 'thank you' in their taxonomy of thanking as follows:

> In uttering *e*, *S* thanks *H* for *D* if *S* expresses:
>
> i. gratitude to *H* for *D*, and
> ii. the intention that *H* believes that *S* is grateful to *H* for *D*, or
>
> i. the intention that his utterance satisfies the social expectation that one express gratitude at being benefited, and
> ii. the intention that *H* takes *S*'s utterance as satisfying this expectation.
>
> "No thanks": *S* thanks *H* for offering *D* and rejects the offer.
> (*e, S, H and D* refer to an expression, the speaker, the hearer, and the specific type of situation requiring acknowledgment, respectively)

It is observed that thanking included in the second part of the example above is used as a rejection expression rather than a genuine feeling of gratitude. It further implies the social expectations that are determined and shaped mainly by culture in which interlocutors live and experience social contacts. Researcher Coulmas (1981: 75) emphasizes the effect of the cultural variations on the use of thanking stating that "The social relation of the participants and the inherent properties of the object of gratitude work together to determine the degree of gratefulness that should be expressed in a given situation. Differences in this respect are obviously subject to cultural variation."

Furthermore, Cheng (2005) asserts that integrating the words thank you into our speech might not happen because of gratitude, and even using the same words might stand for different functions in different cultures. For instance, Hymes (1972) pointed out that 'thank you' varies in British and American English, in that it is widely used as a formulaic expression of gratitude in American English though for the British prefer it is more a formal marker. Intachakra (2004) further carried out a study in order to reveal the preferences of British English speakers and Thai speakers for the speech act of thanks and the researcher concluded that both cultures have the common purpose to express gratitude, yet they resort to different strategies. Cheng (2005) also examined the strategies used by native speakers of Chinese and native speaker of English with respect to the length of their utterances and the strategies employed. The results showed that the preferences of the both group for expressions of gratitude differed owing to discourse variables, social status and familiarity.

In addition, Chang (2008) investigated the perception and production of Chinese EFL learners and English speakers regarding expressions of gratitude through a DCT. The researcher reached at a conclusion that social status, the degree of imposition, and language proficiency were influential in the responses of the speakers. The speakers also felt more indebted when they thought that they caused more imposition on the hearer. Robin, furthermore, revealed that expressions of gratitude varied when the speaker felt the favor was quite beneficial, in other words, the thanking strategies occurred longer and more detailed if the hearer suffered much trouble in granting the speaker a favor.

Therefore, it is likely to state that expressing gratitude seems to happen a problem for both native speakers and non-native speakers, as a speaker needs to be aware of how to thank in different situations and the extent of gratitude in addition to owning the competency to perform gratitude expressions.

1.5. Politeness Theory

Each society owns their specific set of social standards made up of rules that direct their people to behave or think in a specific manner within a particular context, which is accepted by the social-norm view. Providing that there is uniformity between a behavior and the norm, a positive evaluation (politeness) emerges; on the other hand, a clash of these two results in a negative evaluation (impoliteness) (Watts, 2003: 89). Therefore politeness, which is commonly perceived as a prominent system so as to determine the appropriate behavior within communication exchanges (Huang, 2007), has attracted the notice and interest of many scholars for the last decades. Thomas (1995: 149) expresses this widespread attention of the phenomenon among researchers stating that "politeness theory could almost be seen as a subdiscipline of pragmatics". Moreover, it appears that the model established by Brown and Levinson in 1987 is the most commonly preferred one among most of these researchers aiming to reveal the politeness issue in interlanguage pragmatics through interactions.

Brown and Levinson base their politeness theory, which is considered one of the most influential theories for studying politeness in communication, on the account of 'face' in the work of Goffman (1967). He provided a definition for the term as

> …the positive 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. (Goffman, 2005: 5)

Following his studies on ordinary everyday life, Goffman claimed that every person "lives in a world of social encounters" and becomes a part of interactions in various situations (Goffman,

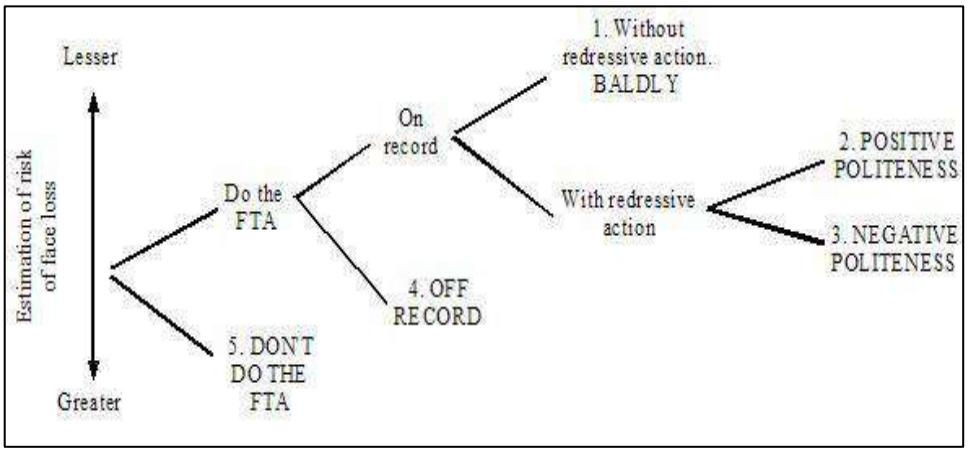
2005: 5). During these interactions, interlocuters own feelings attached not only to their own face but to the face of other interlocuters, as well, which is adjusted with regards to "the rules of the group and the definition of the situation" (Goffman, 2005: 6). In other words, the notion of Goffman focuses on the interlocutors' *positive* social value. However influential his notion of face in explaining politeness in the field is, he came in for criticism by some theorist for being too anglo-centric; Gray (2005: 21), to exemplify, finds Goffman's descriptions culture specific, which belongs to the characteristics of the US, and therefore, hard to adjust to other cultures.

Brown and Levinson (1987), alternatively, desired to create a universal theory that could be adapted to other language cultures and consists of the strategies people would prefer to be polite. They , on the other hand, admitted that their concept of face might be culture specific, yet believed that "the mutual knowledge of members' public self-image or face, and the social necessity to orient oneself to it in interaction, are universal" (Brown & Levinson, 1999: 322).

They defined the notion of face as the "public self-image that every member [of a society] wants to claim for himself" (1999: 61), and, further, invented two aspects of face they considered to be universal: negative and positive. The researchers explained negative face as "the desire to be unimpeded in one's actions", and positive face as "the desire to be approved of" (1999: 13), in other ways, "Negative face: the want of 'every competent adult member' that his actions be unimpeded by others; Positive face: the want of every member that his wants be desirable to at least some others" (Brown & Levinson, 1999: 321-322). One, therefore, probably infers that positive politeness is related to the approaches while negative politeness is a sort of self-protection.

Brown and Levinson created the term "Face Threatening Act" (FTA) covering speech acts that are undesirable by hearers or speakers' faces (Brown & Levinson, 1999: 323), such as criticisms, refusals, disagreements, and so on, as these kinds of speech acts intrinsically threaten or jeopardize interlocutors' faces. Based on the underlying idea of Brown and Levinson's politeness theory, these acts "requires softening" (1987: 24), therefore they (1987) proposed five politeness strategies which enable conversational participants to minimize the threat (FTA) (see Figure 1). According to these strategies, when dealing with face, interlocutors might perform FTA or avoid it; do the FTA baldly without redressive action, or do the FTA with redressive action.

Figure 1: A Diagrammatic Representation of Brown and Levinson's Politeness Strategies for FTAs.



Source: Brown and Levinson, 1987: 60

The figure demonstrates that the strategies are arranged considering the level of directness from most direct to most indirect while carrying out a speech act. If an interlocutor decides to do the FTA, s/he first does it with direct imperatives, however without redressive action which is the efforts made to mitigate the force of the speech acts (Brown & Levinson, 1987: 74). In that case, second option is to do the FTA with redressive action either using positive politeness or negative politeness strategies. Positive politeness strategies are directed to the interlocutors' positive face with the aim of being proved by others; establishing a common ground, understanding, agreement and markers of affection are examples of strategies used in this group. Negative politeness strategies such as hedging, indirect formulas, on the other hand, are referred in the speech acts like complaints and refusals that present a threat to the negative face of other participants in order to soften the effect of FTAs. If speakers decide on the fourth, go off record, they express their communicative intentions indirectly, through implication, hints and metaphor. The last strategy demonstrated in the diagram is not to prefer doing the FTA. Three variables; social distance, power and imposition, are cultural determinants of the weight of the FTA, and correlatively, the politeness strategy interlocutors will favor.

One of these three variables, social distance, means the changing distance related to the acquaintanceship of speakers and hearers; thus, the larger distance between the interlocutors, results in the more politeness strategies so as to decrease the possible threat of any FTA. The second variable, power, such as having a lower status than an addressee as a speaker necessitates being more polite towards the hearer. Imposition, the last cultural variable of Brown and Levinson, refers to a situation in which the content of a message entails a risk but still the utterance has to be delivered to the addressee, hence the speaker is required to be more polite conveying the message. The first two factors, particularly, are prominent for the current study, as they have become the determiners of contexts provided in the Discourse Completion Task.

Brown and Levinson's politeness theory is accepted as one of the most effective theories in explaining politeness in speech; on the other hand, the researchers are criticized for not being able to become universal enough in their theory by several researchers (e.g. Gray, 2005; Watts, 2003; Eelen, 2001). Matsumoto (1989: 38) supports that claim providing the example of Japanese culture that "Brown and Levinson´s theory of politeness fails in Japanese not because the strategies for achieving politeness [necessarily] are different but because the postulated motivation underlying politeness phenomena seems unsuited to Japanese culture and language". Kasper (1990) also states that interlocutors perceive messages in a speech context variously based on their culture in which their language is shaped; however, according to the researcher, Brown and Levinson ignore the cultural variation and their theory of politeness cannot achieve to broaden its scope to the globe and stands more Anglo-European.

In addition, Spencer- Oatey (2002: 532) finds Brown and Levinson's concept of face rather limited and asserts that "they have over-emphasized the notion of individual freedom and autonomy, and that they have ignored the interpersonal or social perspective on face". In that, it appears that the concept of positive face is broadly welcomed, yet negative face that is claimed to be individualistic, poses the problem. Ide (1989) and Matsumoto (1989) observe that problem in their society and state that since there is no individualistic orientation in Japanese culture, which is non- European and non- Anglophone, negative face can barely gain importance and it cannot manage to explain politeness attitude.

No matter how much criticism the politeness theory of Brown and Levinson exposes to and despite its drawbacks, the concept of face and face work is the most effective notion in explaining politeness on global scale and especially cross- cultural one as argued by Gray (2005: 20). Similarly, Huang (2007) specifies that Brown and Levinson's (1987) politeness framework has broadened new horizons for many types of research about politeness even though it lacks of certain universal peculiarities. Related literature also illustrates that the theory has been applied for various studies carried out in Turkish language to investigate politeness (e.g: Doğançay-Aktuna & Kamışlı, 1997) and determined that it is suitable to Turkish context. Therefore, throughout the discussion section, in particular, the theory of Brown and Levinson will be referred to reveal its current congruence with Turkish language culture.

CHAPTER TWO

2. METHODOLOGY

2.1. Introduction

This chapter includes the research design and methodology employed in this research. The first section provides information about methodology of the study; the second section consists of the information related to two groups of participants in the study; third section describes data collection instruments and how they were developed according to the specific needs of the research. Throughout the next three sections, the process of data collection, piloting and validity-reliability issues are examined. In the final section, the ways for analyzing the collected data are introduced.

2.2. Methodology of the Study

This research is an empirical one in nature in which it combines computer-based and quantitative analysis techniques; additionally, qualitative research techniques of analyzing data, in particular, in the process of interpretation of the results were employed. The instruments applied in the present study consisted of a Discourse Completion Task (DCT) and a semi-structured interview. The original DCT paper was adapted from Einstein and Bodman's version (1986) (see Appendix 1); however, the participants in them were native speakers of American English (AE) and non-native speakers of AE living in the USA. Therefore, the instrument was first modified for Turkish speaking EFL learners and non-native speakers of English inhabiting in Europe and applied both in Turkish and English. The data obtained via this instrument constituted the main quantitative part of the research.

A semi-structured interview with open-ended and semi-closed questions was also incorporated into the research in order to gather qualitative data concerning the factors affecting the responses of Turkish speaking EFL learners in the DCTs.

These data collection instruments and procedures are detailed under following sub-headings:

Table 2: The Methodology of the Study

Research Method	Exploratory Mixed Methods Paradigm (Numeric, Descriptive and Holistic)
The Setting	Mainly a technical university in Turkey; partly universities in European countries
The Participants	From Turkey: eighty students (40 first years and 40 second years) From Europe: seventy students
Data Collection	1.DCTs: in Turkish (with eighty Turkish speaking participants); in English (with eighty Turkish speaking participants and seventy non-native speakers of English in Europe) 2. Semi-structured Interviews: with forty four Turkish students in total (twenty one from first years and twenty three from second years)
Data Analysis	1.Disassembling DCTs' Data: attaining codes to the data 2. Reassembling DCTs' Data: combining under categories 3. DCTs were analyzed via SPSS. 4.Disassembling Interview Data: attaining codes to the data 5.Reassembling Interview Data: combining under categories 6. Semi-structured interviews were analyzed descriptively.
Piloting	The DCTs in Turkish and English were piloted with a group of Turkish students. The semi structured interviews were also piloted with the same group of Turkish students.

2.3. The Participants

The total population of the study is 150 tertiary level students that are categorized basically into two groups: 80 native speakers of Turkish, also learning English as a foreign language and 70 non-native speakers of English who reside in various European countries. The selection of the participants was made randomly for both groups. The study compares Turkish speaking EFL learners and non-native European participants with the aim of investigating interlanguage competence levels of the EFL learners with respect to the speech act of gratitude. The detailed information about the groups is provided in the subsections below.

2.3.1. Setting and Turkish Speaking EFL Learners

The main data of the study was gathered from 80 tertiary level learners that study in the English Language and Literature Department of Faculty of Letters, in a technical university in Trabzon, Turkey. The majority of the participants were females, as it is a fact that there is a predominance of females in English departments in Turkey. There were 54 females and 26 males that participated in the study and half of them were chosen from freshman students while the other half from sophomores. The distribution of two genders for first year students was 26 females out of 40 individuals, so 14 males, whereas participants at second year students consisted of 28 females and 12 males and their ages largely ranged from18 to 23/ 25; only one participant is above that age range. Furthermore, the participants were from different cities of Turkey and they had had at least nine years of formal education in English before attending the university. Their proficiency level in English was scaled based on their prep school final grades that were the average of their reading,

grammar, listening, writing (r +g +l +w = %80), speaking (%20) marks and then they are categorized accordingly. The demographic information provided below demonstrates only one group of individuals participating in the study.

Table 3: Demographic Information of Turkish Speaking Participants (Subjects)

	Variables	Number	%
Gender	Female	54	67.5
	Male	26	32.5
Year	1st Year	40	50
	2nd Year	40	50
Age	18-19	13	16.25
	20-22	61	76.25
	23-25	5	6.25
	26+	1	1.25
English Proficiency	Less than 60	9	11.25
	60-70	9	11.25
	70-80	48	60
	80-90	14	17.5

2.3.2. Non-native Speakers of English in Europe

A total of 70 subjects participated in the study in Europe. The participants were asked to provide demographic information related to their department, gender, age and country. The samples in this group were attending to different departments (28 out of 70 related to English studies and the rest (42) other departments such as economics, management, psychology, veterinary medicine and engineering) of various universities located in European countries. The majority of the participants were from Poland, yet there were other countries, as well, among which the countries worded merely once such as Belgium, France, Czech Republic and Bulgaria, categorized under ‘others’. Concerning gender, there was a balanced distribution, in that 35 females, 34 males and 1 unknown contributed to the present study. The age of the NNSE mainly ranged between 18 and 25, still, there were 5 subjects stating their ages are above that range. The demographic table below provides more detailed information about the group participating in the research.

Table 4: Demographic Information of Non-native European Participants (Subjects)

	Variables	Number	%
Department	Related to English Studies	28	40
	Others	42	60
Gender	Female	35	50
	Male	34	48.57
	Unknown	1	1.42
Age	18-19	2	2.85
	20-22	39	55.71
	23-25	24	34.28
	26+	5	7.14
Country	Poland	28	40
	Hungary	6	8.57
	Italy	5	7.14
	Germany	4	5.71
	South Korea	4	5.71
	Portugal	3	4.28
	Spain	3	4.28
	Others	17	24.28

2.4. Data Collection

Combining qualitative and quantitative methods within the same research has gained popularity in recent years. Researchers Peck and Furman (1990) believed that employing two methods in a research on social phenomena can result in a more detailed and clearer picture of the problem under investigation thanks to the multiple perspectives adopted. Greene, Caracelli, and Graham (1989: 259) that were among the first researchers introducing the theoretical ground for the design and implementation of mixed-method researches, created a framework distinguishing five common purposes of mixed- method study models, which were named as " (a) *triangulation*, (b) *complementarity*, (c) *development*, (d) *initiation*, (e) *expansion"*.

Therefore, as to the present study, the quantitative methods (DCTs) and the qualitative one (interviews) were incorporated in the expectation that the results of them correspond and support each other (triangulation). The interviews were included to enhance and clarify the results of the DCTs (complementarity), and, besides, the results of the DCTs helped developing the other method, interviews (development). The results of the DCTs provided new perspectives and paved the way for the design of the interview questions (initiation), and finally mixing these two methods expanded the area of the research (expansion).

The detailed information concerning the data collection instruments and their analyses were given in the following subsections.

2.4.1. Demographic Information Questionnaire and Consent Form

The demographic information questionnaire designed based on the design criteria of the study was provided on the final part of the DCTs, at the end of the situations requiring expressions of gratitude. Participants were asked to provide information related to their age, gender, country and department. The data was gathered following the approval and consent of the participants. Additionally, an informed consent form explaining the purpose of the study, confidentiality, voluntariness, authority and anonymity of the participation were added (see Appendix 2)

2.4.2. Data Collection from Discourse Completion Tasks

The data collection procedure of the present study was developed in two stages, and the first one was the collection of the data through discourse completion task (DCT). Kasper and Dahl (1991: 221) defined DCTs as "written questionnaires including a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study". Beebe and Cummings (1996: 80) further regarded DCTs as "highly effective means of instrumentation" and they stated that researchers could highly benefit from these questionnaires, as DCTs:

(a) gather large amounts of data quickly
(b) create an initial classification of semantic formulas and strategies that will likely occur in natural speech
(c) study the stereotypical, perceived requirements for socially appropriate responses
(d) gain insight into social and psychological factors that are likely to affect speech act performance
(e) ascertain the canonical shape of speech acts in the minds of speakers of the language
(f) vary the situational control variables that may affect speech behavior

Despite their advantages, DCTs have been criticized for being artificial; Woodfield (2008), for instance, claimed that participants do not encounter real-life situations in DCTs. Furthermore, Golato (2003: 92) asserted that DCTs are metapragmatic "in that they explicitly require participants not to conversationally interact, but to articulate what they believe would be situationally appropriate responses within possible, yet imaginary, interactional settings". However, as Blum-Kulka, House and Kasper (1989), citing Hill et. al (1986: 13), pointed out "using written elicitation techniques enables us to obtain more stereotyped responses; that is "the prototype of the variants occurring in the individual's actual speech". Bodman and Eisenstein (1986: 169) also stated that providing people are not able to give native-like responses when encountering low-pressure

situations as in a DCT, "it would be more unlikely that they would be able to function more effectively in face to-face interactions with their accompanying pressures and constraints".

Therefore, in the present study three versions of the original DCT that belongs to Eisenstein and Bodman were used. This original instrument was employed in order to reveal the gratitude strategies used by native and non-native speakers of AE (American English) as the researchers stated in the article titled 'I very appreciate' (1986). The DCT consisted of fourteen open-ended scenarios in which the participants were demanded to perform the speech act of gratitude and the situations were designed to elicit thanking in return of service, offer, praise, invitation, warning, taking on task, and abiding by the request. They were also entailed the variables of social status (high, equal, low), and social distance (distant, equal, close).

For the first version, presented in Turkish, eighteen situations that are similar to the DCT used by Einstein and Bodman both in form and content were created and in certain instances, the available items were modified in order to make the situations more familiar and culture-specific for the TSEFL learners (see Appendix 3). For the sake of an example, in the item 4, Einstein and Bodman provides a scenario expecting the participants respond to their boss praising her/ him, yet, as this situation did not sound realistic for the TSEFL learners, it was replaced with some other situations. Another item (8) was related to *a married couple* and this was also modified to *roommates* (item11). In addition, they were adapted to address the current needs of the period in which the participants were required to express their gratitude, for example, in the item 12 of the DCT of Einstein and Bodman, it is stated that "*You ask your friend to hand you the newspaper which is nearby. Your friend gives you the newspaper*.". Considering that newspapers, which are not in the form of online, are barely read, this item was transformed to '*The pizzas you ordered for yourself come to front of the outer door. This was made for you by your roommate*.' (item15), since ordering food is a much more common activity among the target participants in today's world. Concerning to cultural components, the scenarios for a religious festival (item 4) and dinner (item 7), a cultural festival (item 8), a religious ritual (item 14) and a traditional sweet, owning also a kind of religious base, (18) were included into the final DCT, which originally do not reflect any of religious or cultural characteristics.

A word-for-word translation was applied to this DCT, and thus, the second version which is in English (see Appendix 4) was obtained to submit to the Turkish speaking EFL learners. Three experts back translated the items in the DCTs and it appeared that all the items are equivalent to each other regarding their meanings. For the third adaptation of the DCT (see Appendix 5), second version was partially modified in order that specific items connected to European culture discourse could be inserted in it. The necessary adaptations were applied to fourth, fifth, seventh, eighth, fourteenth and eighteenth scenarios; to exemplify, the fourth situation addressing TSEFL learners,

which asks gratitude expressions for a message upon the celebration of a religious festival, was modified to a new year celebration message. Another item (8) belonging to Turkish context depicted a situation in which a *Nevruz* celebration organized, yet considering that this celebration is again related to Turkish culture, it replaced with the 50th anniversary celebrations of their universities.

Following the preparation of data collection instruments, the eighty TSEFL learners studying at the English Language and Literature Department of Karadeniz Technical University (KTU) were randomly selected. The names of the participants were paired with a number and then the numbers were written on both Turkish and English versions of DCT papers so that data gained in both languages by the same participant could be compared later on. Hence, the first version of the modified DCT was distributed to the participants and they were asked to respond the each situation as naturally as possible within 25 minutes. They were further asked to provide demographic information regarding their gender, age, class, and city. The second version of the DCT was applied only after one month, a time period during which the participants are expected to give new or different responses to the second DCT. The final data collected through DCTs was obtained from non-native European speakers of English (NNESE); this stage was conducted by the students of KTU, who attend an Erasmus program in various universities in Europe. The third DCT was sent the students of KTU via an email and they forwarded it to NNESE. Seventy NNESE responded the DCT, specially prepared for them, and they also added their demographic information (gender, age, department, and country). As the final stage, these DCTs were sent back and the data collection process by means of DCTs was ended.

2.4.3. Data Collection From Interviews

"If you want to know how people understand their world and their lives, why not talk with them?" (Kvale & Brinkmann, 2008: xvii). Therefore, with the purpose of grasping the understandings of the participants related to expressions of gratitude, semi-structured interview technique was used with 44 TSEFL learners. The selection of the interviewees was based on the responses of the participants to the DCTs; in that the ones that produce divergent expressions in Turkish and English versions of the DCT were chosen in order to shed light on the possible reasons behind these differences.

After the examination of DCTs and selection of TSEFL learners to be interviewed, an interview protocol consisting 5 questions was designed. Five questions, four out of five were open ended and the last one was semi-closed, were prepared (see Appendix 6) for the interviewees in line with the research questions. During the interviews, they were given both versions of DCT test with the marked and highlighted divergent responses. It appeared that interview questions were clear enough and to the point since interviewees seemed to have experienced no difficulty in

understanding and delivering necessary information explaining their choices in Turkish and English languages.

2.5. Piloting

Pilot work is one of the most prominent phases for designing an intelligent questionnaire. It is also functional in revealing deficiencies in questionnaire designs, and therefore, in constructing successful and efficient survey instruments (Oppenheim, 1992). Therefore, the present study included two piloting works one of which was for Discourse Completion Task and the other was for interview questions, intending to reveal possible weaknesses and errors before the application. First, in order to decide the feasibility and the testing adequacy of the DCTs, 10 students who study at Karadeniz Technical University and within the same department with the participants of the research, were distributed the DCT. The piloting group was asked to respond to the DCT and control the usefulness of the items concerning the main purpose of the research. The responses from the subjects revealed that the items do not necessitate any alterations and they could provide enough data for the main study. They also provided helpful ideas with regard to the appropriate time to be able to respond the DCT. In the second piloting, the same sample group were demanded to evaluate the interview design and questions for clarity and expected intentions. The reason leading to the choice of the same sample group was that the interview questions are based on the DCT and the students are familiar with the items in the DCT. Finally, it appeared that the interview questions are clear enough and the design allows the interviewees to express themselves.

2.6. Validity and Reliability

"Key indicators of the quality of a measuring instrument are the reliability and validity of the measures" (Kimberlin & Winterstein, 2008: 2276). According to the creator of the concept of validity Kelly (1927: 14), a test "is valid if it measures what it is supposed to measure". Therefore, in order to use the DCTs and the interview, these measuring instruments were needed to be validated and reliable. Eisenstein and Bodman (1993) following interviews with the non-native participants for their research discovered that participants were not accustomed to some given situations in the questionnaire and therefore, they did not know the ways to reply. Rose and Ono (1995: 193) also regarded "the effect of participants' lack of experience with a given situation (or situations) on the resulting data …" as the first point requires considering.

Seeing that this would be an effective factor on the responses of the participants, situations which were originally adopted from the DCT of Eisenstein and Bodman (1986) were altered or adapted in order to raise the familiarity of Turkish speaking EFL learners and non-native European participants to the situations. This adaptation included cultural adjustment for both groups of

participants and additions of situations that target participants probably encounter in daily life in Turkey and Europe such as university admission (situation 5) and student affairs (situation 12). Therefore, three sets of the DCT two of which are for TSEFL learners in both Turkish and English; and one for NNESE were obtained following translation. First, back translation was applied to the DCTs by three experts and it appeared that the items are equivalent in both languages. Afterwards, a pilot study with ten participants that were at the same age, department and university as the main group of participants was performed so as to reduce the potential risks of unfamiliarity with the situations. The participants were asked to examine each situation and express what they understood and what was expected from them to produce to find out the suitability of the items within the DCTs in line with the purpose of the research. The results of the pilot study revealed that the situations specially created were familiar, easy to understand and natural. Thus, they are able to provide the data necessary to answer the research questions.

Concerning the reliability of the interview questions, their content and layout were examined in detail with the same piloting group and each question was discussed to assure that they serve the purpose of the research. In addition, whether the questions are appropriate to reveal the reasons behind the choices of the participants with respect to thanking strategies was discussed and it appeared that the expected results and the responses of the piloting group to each question were in the same vein. On the other hand, the student participants that were piloted for the DCTs and the interview were not included in the study to avoid any familiarity with the data collection instruments beforehand and any incidence that could cause unreliable and invalid results.

2.7. Data Analysis

2.7.1. Data Analysis of Discourse Completion Tasks (DCTs)

Prior to the analysis of the DCTs, each TSEFL participant was allocated a reference code. For instance, *P1.1.F* represents participant (P), the number of the participant (1), class (1), and gender (female), respectively. The same procedure was applied to the foreign participants, in that, the code *FP.1.M* was used to refer to foreign participant (FP), the number of the participant (1), and gender (male). As the class of the foreign participants is not a necessary variable, it was not included in the study and in the reference code. Afterwards, each response of the two groups of participants was coded based on Cheng's (2005: 39-49) classification system that she employed in her study on expressions of gratitude. The descriptive and statistical analyses were adopted in order to find answers to the questions stated below:

a. What are the strategies used by tertiary level Turkish-speaking EFL learners while performing the speech act of expressing gratitude?

b. How do Turkish EFL learners at tertiary level and non-native speakers of English differ in their use of expressions of gratitude in an attempt to investigating their pragmatic competence?
c. Is there any difference between the male and female Turkish-speaking EFL participants and the male and female non-native European speakers of English in terms of expressing their gratitude?
d. Is there any significant difference in the way of expressing their gratitude as the proficiency level of the learners increase?

The coding system applied in the present study for the DCTs comprises eight main units. Each response of the participants, therefore, was allocated a number from one to eight considering the order of strategies stated by Cheng (2005: 39-49). Her taxonomy of thanking strategies is demonstrated in detail as follows with accompanying examples from the data of the present research available for the related units:

1. Thanking
a. by using the word *thank*
e.g. Thanks! (opening the door, TSEFL learner, 16.1.M)
Thank you! (borrowing money, TSEFL learner, 1.1.F)
b. by thanking and stating the favor
e.g. Thank you for advice. (donating blood, TSEFL learner, 31.1.M)
c. by thanking and mentioning the imposition caused by the favor
e.g. Thank you for giving such an opportunity for us. (festival organization, TSEFL learner, 35.1.M)
2. Appreciation
a. by using the word appreciate
e.g. I appreciate that! (taking delivery, TSEFL learner, 21.2.M)
b. by using the word *appreciate* and mentioning the imposition caused by the favor e.g. We appreciate you for this dinner. (dinner invitation by lecturers, TSEFL learner, 23.2.M)
3. Positive feelings
a. by expressing a positive reaction to the favor giver (hearer)
e.g. You are my hero! (leaving the hospital, TSEFL learner, 17.2.F)
b. by expressing a positive reaction to the object of the favor
e.g. The meal was so delicious. (invitation for dinner, TSEFL learner, 3.2.F)
c. by expressing a positive reaction to the outcome of the favor
e.g. Of course I will come again. (invitation for dinner, TSEFL learner, 7.2.F)
4. Apology
a. by using only apologizing words *sorry* or *apologize*
e.g. I am sorry. (done housework, TSEFL learner, 17.2.F)
b. by using apologizing words and stating the favor or the fact (e.g. I'm sorry for the short notice.)
c. using sorry or apologize and mentioning the imposition caused by the favor
e.g. You got tired for me, sorry. (taking delivery, TSEFL learner, 5.2.F)
d. by criticizing or blaming oneself (e.g. I'm such a klutz!)
e. by expressing embarrassment (e.g. It's so embarrassing!)
5. Recognition of imposition
a. by acknowledging the imposition (e.g. I know you didn't have to allow me extra time!)
b. by stating the need for the favor (e.g. I usually try not to ask for extra time, but this time I need it!)
c. by diminishing the need for the favor
e.g. Thank you but it is not necessary. (borrowing money, TSEFL learner, 5.1.F)

6.Repayment
a. by offering or promising service, money, food or goods
e.g. I will do next time. (done housework, TSEFL learner, 36.1.M)
b. by indicating his/ her indebtedness
e.g. I owe you one. (borrowing money, TSEFL learner, 21.1.F)
c. promising future self-restraint or self-improvement (e.g. It won't happen again.).
7. Other
Expressions that are not able to be placed in any of the categories above, especially for the present study the ones that do not include any thanking strategy, are gathered under this category.
a. here statement (e.g. Here you go.)
b. small talk
e.g. If you are my friend, you know that I'm vegan. Is this a joke? (presenting a piece of meat, TSEFL learner, 25.1.F)
c. leave-taking
e.g. Have a good day! (packaging shopping stuff, TSEFL learner, 2.2.F)
d. joking
e.g. Great. I am bored. (leaving hospital, TSEFL learner, 23.1.F)
e. nothing (*This example was not stated in the Cheng's coding system; it was added to refer to such as blank, irrelevant or sarcastic responses.*)
e.g. I don't reply. (receiving a celebration message, TSEFL learner, 10.2.F)
It's too late! (receiving a celebration message, TSEFL learner, 31.2.M)
8. Alerters
An alerter, as defined by Blum-Kulka, House, and Kasper (1989), is "an element functioning as an attention getter or an address term preceding the actual speech act to gain the hearer's attention or signal some interpersonal relationship" (cited in Cheng, 2005). "In the thanking situations, attention getter and address term are likely to occur in the same utterance." (2005: 49)
The alerters are displayed below:
a. attention getter (e.g. hey, hi, wow, whoa, oh, well, oh my god, by the way, you know)
e.g. Am I okay? Oh. Thanks sir. (leaving hospital, TSEFL learner, 39.2.F)
b. title (Professor!, Dr., Mr., Sir!)
e.g. Sir, thanks a lot. (receiving 'Get well soon' message, TSEFL learner, 10.2.F)
c. name (including first names, surnames or endearment terms)
(e.g. John, Mary, Smith, Johnson, honey, dude, buddy, man, pal)
e.g. Thank you Serkan. (taking delivery, TSEFL learner, 22.2.M)

After the responses of TSEFL learners and NNESE were coded based on this taxonomy, the codes were entered into the SPSS (16.1) software program which is freely available online so that descriptive and statistical analyses could be carried out. In order to answer the research questions, the choice and frequency of the gratitude expressions were analyzed. First, the responses of the Turkish speaking EFL learners in both Turkish and English languages; then gratitude expressions used by each group of participants were compared and contrasted. Third, the frequency distribution of gratitude expressions was calculated to observe the differences with respect to gender. The last part of the data analysis was performed to reveal whether any evidence of differences are available related to English proficiency level of TSEFL (Turkish Speaking EFL) learners.

2.7.2. Data Analysis of Interview

For the analysis of interviews, the qualitative data obtained needed to be reduced to manageable parts through coding. Gibs (2007) described coding as "a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it". Thus, all the

interview texts were studied and various ideas of the interviewees were identified; then connected to a name for that idea, which also created the codes. Following that procedure, each idea exemplifying the same thing was categorized under the same code for each question separately. Based on the codes and their frequencies, tables summarizing the interview data were prepared with the percentages of codes within the specific data of each question. The quantitative data was analyzed and the qualitative data were supported with the findings of quantitative data. Throughout the interpreting process, the explanations of the interviewees accompanying to their ideas concerning to reasons lying behind their divergent answers were also taken into account as they provided valuable insights for real factors hindering or diverging their preference and production of gratitude expressions.

CHAPTER THREE

3. RESULTS

3.1. Introduction

This chapter presents the results of the current research based on the two data collection instruments. The findings of the instruments are organized separately beginning with the presentation of the contents of the Discourse Completion Tasks and finalizing with the analysis of Interview results. First, the data from Turkish participants for Turkish and English DCTs is examined and then, the data for comparison of Turkish speakers with non-native speakers of English currently studying in Europe is included. Besides, comparisons concerning gender and English proficiency level of TSEFL learners are presented in tables and graphics. Secondly, the data gathered from the interviews of Turkish speakers is presented and the chapter comes to an end with a general summary of the findings of the study.

Through the first section, the analysis of DCTs for each situation and interpretations of them based on the findings presented in the tables are provided. In the second main section, interviews with Turkish speakers are evaluated and demonstrated by descriptive statistical techniques such as frequencies and percentages, and quotations from interviewees abiding by the sequence of questions within the interview.

3.2. The Results of DCT

In section 3.2.1 below, the research questions 1 and 2 are discussed, namely what strategies are used by Turkish-speaking EFL learners while performing the speech act of expressing gratitude in the situations adapted from Eisenstein and Bodman (1986) and modified considering the needs of the present research; and how Turkish speaking EFL learners at tertiary level and non-native European speakers of English differ in their use of expressions of gratitude. Each situation included will be presented individually in the order of appearance in DCTs with the strategies applied by both participant groups and be evaluated based on such strategies.

Throughout sections 3.2.2 and 3.2.3, the third and fourth research questions with regard to gender and English proficiency level of TSEFL learners are discussed, respectively and the overall distribution of the strategies used by the participants are displayed.

3.2.1. Comparison of Expressions of Gratitude Strategies

This section first provides the comparisons of the strategies employed by the Turkish speaking EFL learners (TSEFLL) in Turkish and English languages; and then the strategies of Turkish speaking EFL learners and the non-native European speakers of English (NNESE) in gratitude expressions were compared individually for each situation based on the two versions of English DCT.

Situation 1: It is Friday. You look in your wallet, only to notice that you only have no more than 10 TL. One of your good friends notices this and hears you say, "I have to ask money to my family". Upon that, your friend offers to lend you the money you need for shopping.

Table 5: The Frequency and Percentages of the Use of Strategies of TSEFLL for the First Situation

			English DCT							Total
			Thanking	Alerters	Positive Feelings	Repayment	Appreciation	Recognition of Imposition	Other	
Turkish DCT	Thanking	Frequency	**33**	6	2	2	1	7	1	52
		%	41.3%	7.5%	2.5%	2.5%	1.3%	8.8%	1.3%	65.0%
	Alerters	Frequency	3	**0**	0	0	0	2	0	5
		%	3.8%	0.0%	0.0%	0.0%	0.0%	2.5%	0.0%	6.3%
	Positive Feelings	Frequency	1	0	0	**0**	0	0	0	1
		%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%
	Appreciation	Frequency	1	0	0	0	**0**	0	1	2
		%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	2.5%
	Recognition of Imposition	Frequency	2	1	1	0	1	**6**	0	11
		%	2.5%	1.3%	1.3%	0.0%	1.3%	7.5%	0.0%	13.8%
	Other	Frequency	7	1	0	0	0	1	**0**	9
		%	8.8%	1.3%	0.0%	0.0%	0.0%	1.3%	0.0%	11.3%
Total		Frequency	47	8	3	2	2	16	2	80
		%	58.8%	10.0%	3.8%	2.5%	2.5%	20.0%	2.5%	100.0%

The responses given to the first situation were demonstrated under six categories in Turkish DCT, and seven in English. The greatest occurrence on the table seemed to happen with "thanking", which appeared 52 times in Turkish DCT, which was followed by "recognition of imposition" and "other" featuring 11 and 9 times, respectively. The high occurrence of "other"

implies the unsuccessful attempts of the participants in expressing their gratitude in Turkish and it is also observed that a small group of participants expressed their gratitude using “alerters”. On the other hand, 47 out of 80 Turkish speaking participants applied to “thanking” in English DCT; 16 occurrences of “recognition of imposition” and 8 occurrences of “alerters” emerged. Thus, it is probable to state that TSEFL learners attached more importance to express their gratitude in English, since there is a low frequency of “other” in English DCT. In addition, the responses of 39 participants (33 thanking and 6 recognition of imposition) were the same in both DCTs while 41 TSEFL learners provided divergent gratitude expressions in the two languages. Divergent responses:

In Turkish DCT:

- The responses of 52 participants that apply for ‘thanking’ in Turkish to English DCT: 6 alerters, 2 positive feelings, 2 repayment, 1 appreciation, 7 recognition of imposition and 1 other
- The responses of 5 participants that use ‘alerters’ in Turkish to English DCT: 3 thanking and 2 recognition of imposition
- The response of 1participant that expresses ‘positive feelings’ in Turkish to English DCT: thanking
- The responses of 2 participants that practice ‘appreciation’ in Turkish to English DCT: 1 thanking, 1 other
- The responses of 11 participants that apply for ‘recognition of imposition’ in Turkish to English DCT: 2 thanking, 1 alerters, 1 appreciation and 1 positive feelings
- The responses of 9 participants that refer ‘other’ in Turkish to English DCT: 7 thanking, 1 alerter, 1 recognition of imposition

Therefore, the chi-square test that was carried out at significance level of 0.05 in order to reveal any relation between the responses of the TSEFL learners in Turkish DCT and English DCT resulted in p value of 0.513. As this p value is higher than 0.05, it is concluded that there is not any relation between the responses in Turkish DCT and English DCT (see Appendix 6).

Table 6: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the First Situation

			Expressions of Gratitude				Total
			Thanking	Alerters	Recognition of Imposition	Other	
Participant groups	NNESE	Frequency	29	6	10	25	70
		%	41.4%	8.6%	14.3%	35.7%	100.0%
	TSEFLL	Frequency	47	8	16	9	80
		%	58.8%	10.0%	20.0%	11.3%	100.0%
Total		Frequency	76	14	26	34	150
		%	50.7%	9.3%	17.3%	22.7%	100.0%

The table demonstrates that 29 out of 70 NNESE responding to English DCT used "thanking"; 25 of them "other", 10 "recognition of imposition" and 6 "alerters". 47 out of 80 TSEFL learners expressed "thanking"; 16 participants applied to "recognition of imposition", 9 "other" and 8 "alerters".

As the p value (0.005) discovered following chi-square test is less than 0.05, it is figured out that there is relation between the responses of both groups. However, this relation between the two values is weak since the value of contingency coefficient is 0.281 (see Appendix 7).

Situation 2: You get in a very crowded bus and sit in the back. After a while, you realize that the driver will not stop at the station where you want to get off. You reminded the driver that you want to get off the first station and the driver stops there.

Table 7: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Second Situation

			English DCT				**Total**
			Thanking	Alerters	Positive Feelings	Other	
Turkish DCT	Thanking	Frequency	**29**	1	0	2	32
		%	90.6%	3.1%	0.0%	6.3%	100.0%
	Alerters	Frequency	0	**0**	0	1	1
		%	0.0%	0.0%	0.0%	100.0%	100.0%
	Other	Frequency	28	0	1	**18**	47
		%	59.6%	0.0%	2.1%	38.3%	100.0%
Total		Frequency	57	1	1	21	80
		%	71.3%	1.3%	1.3%	26.3%	100.0%

Table 7 displays that the strategies employed by the TSEFL learners are not so varied and they could be categorized under four parts in English DCT and three parts in Turkish DCT. It is

further observed that the most frequent types of gratitude expressions in both languages are "thanking" and "other"; on the other hand, the preferences of the Turkish speaking participants vary in frequency, that is, in English "thanking" occurs 57 times and "other" 21 times while in Turkish "other" (47) outweighs "thanking" (32). Also, 47 participants (29 thanking and 18 other) responded using same strategies in both DCTs whereas 33 participants diverged in their answers. Divergent responses:

In Turkish DCT:

- The responses of 32 participants that use 'thanking' in Turkish to English DCT: 1 alerters and 2 other
- The response of 1participant that expresses 'alerters' in Turkish to English DCT: others
- The responses of 47 participants that practice 'other' in Turkish to English DCT: 28 thanking and 1 positive feeling

According to the results of chi-square test (p=000.1<0.05), there is relation between the responses of the Turkish speaking participants in Turkish and English, yet this relation appears weak as the value of contingency coefficient is 0.3 (see Appendix 7).

Table 8: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Second Situation

			Expressions of Gratitude		Total
			Thanking	Other	
Participant groups	NNESE	Frequency	48	22	70
		%	68.6%	31.4%	100.0%
	TSEFLL	Frequency	57	23	80
		%	71.3%	28.8%	100.0%
Total		Frequency	105	45	150
		%	70.0%	30.0%	100.0%

Table 8 presents that both participant groups performed merely "thanking" and "other" strategies and the percentages of these strategies also appear close, nevertheless, chi-square test reveals that there is no relation between the responses of TSEFL learners and NNESE in English DCT (see Appendix 7).

Situation 3: You are invited to one of your friends' home, and the meal was so delicious. While you are leaving the home your friends' mother said "You are welcome to join us whenever you feel like."

Table 9: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Third Situation

			English DCT						Total
			Thanking	Alerters	Positive Feelings	Repayment	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**9**	0	4	1	0	0	14
		%	64.3%	0.0%	28.6%	7.1%	0.0%	0.0%	100.0%
	Alerters	Frequency	0	**0**	1	0	0	0	1
		%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Positive Feelings	Frequency	13	1	**15**	2	1	1	33
		%	39.4%	3.0%	45.5%	6.1%	3.0%	3.0%	100.0%
	Repayment	Frequency	11	4	7	**6**	2	0	30
		%	36.7%	13.3%	23.3%	20.0%	6.7%	0.0%	100.0%
	Appreciation	Frequency	0	0	1	0	**0**	0	1
		%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Other	Frequency	1	0	0	0	0	**0**	1
		%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total		Frequency	34	5	28	9	3	1	80
		%	42.5%	6.3%	35.0%	11.3%	3.8%	1.3%	100.0%

The findings of the analyses for the third situation display that the most frequently employed strategies in Turkish are “positive feelings” (33), “repayment” (30) and “thanking” (14); however, in English there is more diverse strategies, in that TSEFL learners used “thanking” (34), “positive feelings” (28), “repayment” (9), “alerters” (5), “appreciation” (3) and “other” (1). It appears that TSEFL learners searched for different ways of expressing their gratitude in English rather than inclining specific strategies like positive feelings and repayment as in Turkish responses. Furthermore, 30 participants responded the DCTs in Turkish and English referring the same strategies (9 thanking, 15 positive feelings, 6 repayment) whereas 50 TSEFL learners expressed varying gratitude strategies in both languages. Divergent responses:

In Turkish DCT:

- The responses of 14 participants that apply for ‘thanking’ in Turkish to English DCT: 4 positive feelings and 1 repayment
- The response of 1 participant that use ‘alerters’ in Turkish to English DCT: positive feelings
- The responses of 33participants that expresses ‘positive feelings’ in Turkish to English DCT: 13 thanking, 1 alerters, 2 repayment, 1 appreciation, 1 other

- The responses of 30 participants that practice ‘repayment’ in Turkish to English DCT: 11 thanking, 4 alerters, 7 positive feelings, 2 appreciation
- The response of 1 participant that apply for ‘appreciation’ in Turkish to English DCT: positive feelings
- The response of 1 participant1 that refer ‘other’ in Turkish to English DCT: thanking

Chi-square test carried out following the comparisons above demonstrates that the responses of the Turkish speaking participants to the third situation in both languages are irrelevant (see Appendix 7).

Table 10: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Third Situation

			Expressions of Gratitude				Total
			Thanking	Alerters	Positive feelings	Other	
Participant groups	NNESE	Frequency	14	5	41	10	70
		%	20.0%	7.1%	58.6%	14.3%	100.0%
	TSEFLL	Frequency	34	5	28	13	80
		%	42.5%	6.3%	35.0%	16.3%	100.0%
Total		Frequency	48	10	69	23	150
		%	32.0%	6.7%	46.0%	15.3%	100.0%

Table 10 points out that Turkish speakers and non-native speakers used four types of response to express their gratitude. The most frequent strategy was “positive feelings” (41) for non-native speakers whereas the Turkish speakers (34) produced “thanking” strategy most frequently. The second most frequent strategy among the Turkish speakers was “positive feelings” appearing 28 times and the third one was “other” (13). The non-native speakers applied to fewer “thanking” (14) and “other” (10) strategies than Turkish speakers. Both groups of participants employed equal numbers of “alerters” (5). Furthermore, the chi-square test performed in order to reveal the relation between the responses of both groups for the third situation illustrates that there is relation between them. However, although this relation is weak, it is close to the middle level (see Appendix 7)

Situation 4: You have just received a “Happy Bayram Message” from one of your friends since it is the end of Ramadan (in the DCTs for the Turkish speakers)

Table 11: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Fourth Situation

			English DCT					Total
			Thanking	Alerters	Positive feelings	Repayment	Others	
Turkish DCT	Thanking	Frequency	**17**	2	1*	4	3	27
		%	63.0%	7.4%	3.7%	14.8%	11.1%	100.0%
	Positive feelings	Frequency	3*	0*	**2***	3*	0*	8
		%	37.5%	0.0%	25.0%	37.5%	0.0%	100.0%
	Repayment	Frequency	20	0*	2*	**12**	5	39
		%	51.3%	0.0%	5.1%	30.8%	12.8%	100.0%
	Others	Frequency	3*	0*	0*	2*	**1***	6
		%	50.0%	0.0%	0.0%	33.3%	16.7%	100.0%
Total		Frequency	43	2	5	21	9	80
		%	53.8%	2.5%	6.3%	26.3%	11.3%	100.0%

*Occurrences fewer than 5 were categorized under Others to be able to carry out Pearson Chi-Square test.

Table 11 illustrates the overall distribution of the strategies produced by the Turkish speakers in Turkish DCT and English DCT. The findings reveals that "repayment" (39) is the most frequent strategy in Turkish DCT and "thanking" (27) is the second most frequently used strategy, which is followed by "positive feelings" (8) and "others" (6). However, "thanking" (43) emerges as the most common strategy in English DCT and as the second widely preferred strategy "repayment" (21) is observed. The results show that Turkish speakers apply more to "others" strategies in English (9) than in Turkish (6) whereas they express fewer "positive feelings" in Turkish (8) than in English DCT (5). It also appears that the participants do not resort to "alerters" in Turkish DCT while using twice in English DCT. In addition to these data, it is figured out from the table that 32 participants provided same responses (17 thanking, 2 positive feelings, 12 repayment, 1 other) to the both DCT; on the other hand, the rest (48 participants) diverge in their strategies. Divergent responses:

In Turkish DCT:

- The responses of 27 participants that produce 'thanking'in Turkish to English DCT: 2 alerters, 1 positive feelings, 4 repayment, 3 others
- The responses of 8 participants that use 'positive feelings' in Turkish to English DCT: 3 thanking, 3 repayment
- The responses of 39 participant that resort to 'repayment' in Turkish to English DCT: 20 thanking, 2 positive feelings, 5 others
- The responses of 6 participants that refer 'others' in Turkish to English DCT: 3 thanking, 2 repayment

The results of chi-square test based on these comparisons further demonstrate that any relevancy is unavailable between the responses of Turkish speakers in English and Turkish languages (see Appendix 7).

Situation 4: You have just received a "Happy New Year Message" from one of your friends since it is the Christmas time. You want to thank her (in the DCT for the non-native speakers).

Table 12: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Fourth Situation

			Expressions of Gratitude			Total
			Thanking	Alerters	Positive feelings	
Participant groups	NNESE	Frequency	44	19	7	70
		%	62.9%	27.1%	10.0%	100.0%
	TSEFLL	Frequency	43	5	32	80
		%	53.8%	6.3%	40.0%	100.0%
Total		Frequency	87	24	39	150
		%	58.0%	16.0%	26.0%	100.0%

The table displays that 44 out of 70 NNESE preferred "thanking" strategy while 43 out of 80 TSEFLL applied to it. Besides, "positive feelings" strategy appears 32 times and 7 times in the responses of TSEFLL and NNESE, respectively. The least frequent strategy, "alerters", accompanies to the gratitude expressions of NNESE 19 times and to TSEFLL 5 times.

Furthermore, results of the chi-square test indicate that there is relation between the responses of the two groups of participants for the fourth situation , yet this significance level is weak also remains close to the middle (see Appendix 7).

Situation 5: You have just gotten an admission from a university abroad. A close friend in the university tells you she/he has organized a farewell party for you.

Table 13: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Fifth Situation

			English DCT						Total
			Thanking	Alerters	Positive feelings	Appreciation	Recognition of imposition	Other	
Turkish DCT	Thanking	Frequency	**10**	1	4	0	1	1	17
		%	58.8%	5.9%	23.5%	0.0%	5.9%	5.9%	100.0%
	Alerters	Frequency	2	**0**	1	0	0	0	3
		%	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	9	1	**11**	2	3	1	27
		%	33.3%	3.7%	40.7%	7.4%	11.1%	3.7%	100.0%
	Repayment	Frequency	0	0	1	0	0	0	1
		%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Appreciation	Frequency	0	0	2	**1**	0	0	3
		%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	100.0%
	Recognition of imposition	Frequency	3	0	8	0	**2**	3	16
		%	18.8%	0.0%	50.0%	0.0%	12.5%	18.8%	100.0%
	Other	Frequency	3	1	5	0	0	**4**	13
		%	23.1%	7.7%	38.5%	0.0%	0.0%	30.8%	100.0%
Total		Frequency	27	3	32	3	6	9	80
		%	33.8%	3.8%	40.0%	3.8%	7.5%	11.3%	100.0%

Table 13 illustrates that Turkish speakers used more diverse strategies in Turkish DCT than English version. “Positive feelings” appears as the most prevalent strategy in both DCTs; second dominant strategy is “thanking”, again in two versions of the DCT. Other frequently expressed strategies are “recognition of imposition” and “other”, which occur 16 and 13 times in Turkish DCT; 6 and 9 times in English DCT, respectively. It is further observed that participants barely apply to “repayment” (1) strategy in that situation. The table also points that 28 out of 80 Turkish speakers refer to identical strategies (10 thanking, 11 positive feelings, 1 appreciation, 2 recognition of imposition, 4 other) in the DCTs whereas 52 participants use changing strategies. These divergent responses:

In Turkish DCT:

- The responses of 17 participants that employ ‘thanking’ in Turkish to English DCT: 1 alerters, 4 positive feelings, 2 repayment, 1 recognition of imposition and 1 other
- The responses of 3 participants that use ‘alerters’ in Turkish to English DCT: 2 thanking and 1 positive feelings

- The responses of 27participant that resort to ‘positive feelings’ in Turkish to English DCT: 9 thanking, 1 alerters, 2 appreciation, 3 recognition of imposition, 1 other
- The response of 1 participant that practice ‘repayment’ in Turkish to English DCT: repayment
- The responses of 3 participants that apply for ‘appreciation’ in Turkish to English DCT: 2 positive feelings
- The responses of 16 participants that perform ‘recognition of imposition’ in Turkish to English DCT: 3 thanking, 8 positive feelings, 3 other
- The responses of 13 participants that express ‘other’ in Turkish to English DCT: 3 thanking, 1 alerters, 5 positive feelings

After these statistical calculations, a chi-square test was conducted to find out whether any relation is available for the responses to the fifth situation in two languages and it revealed that relation exists (see Appendix 7).

Table 14: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Fifth Situation

			Expressions of Gratitude				Total
			Thanking	Alerters	Recognition of imposition	Other	
Participant groups	NNESE	Frequency	13	37	10	10	70
		%	18.6%	52.9%	14.3%	14.3%	100.0%
	TSEFLL	Frequency	27	32	6	15	80
		%	33.8%	40.0%	7.5%	18.8%	100.0%
Total		Frequency	40	69	16	25	150
		%	26.7%	46.0%	10.7%	16.7%	100.0%

The table demonstrates that individuals in both groups most frequently used “alerters” (69 times) to accompany their expressions of gratitude. Non-native speakers of English resort to more “thanking” strategy (13) than “recognition of imposition” and “other”, which are equal in occurrences (10). Turkish speakers of English also acted in a similar manner and performed “thanking” strategy; nonetheless, they could not recognize the imposition (6) as much as NNESE and tended towards “other”, which actually do not include gratitude expressions. Moreover, the analyses became more meaningful via chi-square test, and it appeared that the responses of the participants to this situation are relevant, yet the level of relevancy is low (see Appendix 7).

Situation 6: You do shopping at the supermarket, when you come to the cash point; you ask the cashier to bag the stuff you buy. You're paying and you get your bags.

Table 15: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Sixth Situation

			English DCT					Total
			Thanking	Alerters	Positive feelings	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**54**	1	2	1	7	65
		%	83.1%	1.5%	3.1%	1.5%	10.8%	100.0%
	Positive feelings	Frequency	1	0	**0**	0	0	1
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Appreciation	Frequency	0	0	1	**0**	0	1
		%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
	Apology	Frequency	1	0	1	0	0	2
		%	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
	Other	Frequency	10	0	0	0	**1**	11
		%	90.9%	0.0%	0.0%	0.0%	9.1%	100.0%
Total		Frequency	66	1	4	1	8	80
		%	82.5%	1.3%	5.0%	1.3%	10.0%	100.0%

Table 15 displays that there is a significant accumulation on the "thanking" strategy in both DCTs; in that, it occurred 65 times in Turkish DCT and 66 times in English DCT. The second most frequent strategy is "other" (11 times in Turkish and 8 times in English DCT) which probably consists of leave- taking expressions. Another strategy used in Turkish DCT is "apology" (2) that is also observed first time in the situations examined so far. "Positive feelings" also is expressed in both DCTs with a higher occurrence (4 versus 1) in English version. Additionally, the table shows that 55 participants (54 thanking, 1 others) out of 80 provide responses via the same expressions of gratitude strategies. Divergent responses are summarized below:

In Turkish DCT:

- The responses of 65 participants that perform 'thanking' in Turkish to English DCT: 1 alerters, 2 positive feelings, 3 appreciation, 7 other
- The response of 1 participant that employ 'positive feelings' in Turkish to English DCT: thanking
- The response of 1participant that expresses 'appreciation' in Turkish to English DCT: positive feelings
- The responses of 2 participants that use 'apology' in Turkish to English DCT: 1 thanking, 1positive feelings

- The responses of 11 participants that resort to ‘other’ in Turkish to English DCT: 10 thanking

All the data tested via chi-square testing reveals that there is relation between the responses of both DCTs for the sixth situation; however, as the coefficient of contingency is 0.2, this relation is weak (see Appendix 7).

Table 16: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Sixth Situation

			Expressions of Gratitude		Total
			Thanking	Alerters	
Participant groups	NNESE	Frequency	56	14	70
		%	80.0%	20.0%	100.0%
	TSEFLL	Frequency	66	14	80
		%	82.5%	17.5%	100.0%
Total		Frequency	122	28	150
		%	81.3%	18.7%	100.0%

The findings in table 16 indicate that the both groups of participants in the study expressed two types of gratitude strategy. The strategy produced more appeared as “thanking”, which occurred 56 times in the DCT for non-native speakers and 66 times in the responses of Turkish speakers. Besides, 14 participants from both groups preferred “alerters” to express their gratitude. The chi-square test pursued these comparisons and it was concluded that any relation do not exist between the responses of Turkish speakers and non-native speakers (see Appendix 7).

Situation 7: Your Head of Department invited you and your friends to dinner. After the meal, you make a thanks giving speech as a class representative (in the DCTs for the Turkish speaker).

Table 17: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Seventh Situation

			English DCT					Total
			Thanking	Alerters	Positive feelings	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**21**	2	9	1	0	33
		%	63.6%	6.1%	27.3%	3.0%	0.0%	100.0%
	Alerters	Frequency	3	**3**	4	2	1	13
		%	23.1%	23.1%	30.8%	15.4%	7.7%	100.0%
	Positive feelings	Frequency	9	3	**10**	0	1	23
		%	39.1%	13.0%	43.5%	0.0%	4.3%	100.0%
	Appreciation	Frequency	4	0	2	**1**	0	7
		%	57.1%	0.0%	28.6%	14.3%	0.0%	100.0%
	Other	Frequency	2	0	2	0	**0**	4
		%	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%
Total		Frequency	39	8	27	4	2	80
		%	48.8%	10.0%	33.8%	5.0%	2.5%	100.0%

Table 17 illustrates that same sort of strategies are performed in two DCTs by Turkish speakers and the greatest occurrence on the table seems to happen with “thanking” for both. The second most common strategy in the DCTs is “positive feelings”, which is followed by “alerters” and “appreciation”. Though the strategies used and their frequency orders are same, the frequencies differ; in that, Turkish speakers employ more “thanking” (39) and “positive feelings” (27) strategies in English DCT. On the other hand, “alerters” (13), “appreciation” (7) and “other” (4) are more frequent in Turkish DCT compared to English version. It is also observed that 35participants (21 thanking, 3 alerters, 10 positive feelings, 1 appreciation) used same strategies in both DCT whereas 45 participants vary in their expressions for gratitude. Divergent responses:

In Turkish DCT:

- The responses of 33 participants that produce ‘thanking’ in Turkish to English DCT: 2 alerters, 9 positive feelings, 1appreciation
- The responses of 13 participants that apply to ‘alerters’ in Turkish to English DCT: 3 thanking, 4 positive feelings, 2 appreciation, 1 other
- The responses of 23 participants that resort to ‘positive feelings’ in Turkish to English DCT: 9 thanking, 3 alerters, 1 other
- The responses of 7 participants that refer ‘appreciation’ in Turkish to English DCT: 4 thanking, 2 positive feelings

- The responses of 4 participants that perform ‘other’ in Turkish to English DCT: 2 thanking, 2 positive feelings

The chi-square test conducted following the evaluations above results that there is any relation existing between the responses given to seventh situation in neither Turkish nor English DCTs (see Appendix 7).

Situation 7: Your Head of Department invited you and your friends to dinner. After the meal, you make a thanks giving speech as a class representative (in the DCT for the non-native speakers).

Table 18: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Seventh Situation

			Expressions of Gratitude				Total
			Thanking	Alerters	Positive feelings	Other	
Participant groups	NNESE	Frequency	19	8	31	12	70
		%	27.1%	11.4%	44.3%	17.1%	100.0%
	TSEFLL	Frequency	39	8	27	6	80
		%	48.8%	10.0%	33.8%	7.5%	100.0%
Total		Frequency	58	16	58	18	150
		%	38.7%	10.7%	38.7%	12.0%	100.0%

Table demonstrates that Turkish speakers use more “thanking” strategy (39) compared to non-native speakers (19), yet it appears that non-native speakers prefer more “positive feelings” (31) and “other” strategy (12) than Turkish speakers (27 and 6 respectively) in their expressions; both groups apply to “alerters” 8 times, as well. In general, “thanking” (58) and “positive feelings” (58) emerge as the first two most frequent strategy among participants while “alerters” (16) is the least frequent. The chi-square test performed based on the data indicates that relation exists between the responses of the both groups of participants, still this relation is weak as the coefficient of contingency that is the indicator of this relation is 0.232 (see Appendix 7).

Situation 8: You came across one of the festival organizator in Nevruz bayram organized by the university for students and you want to thank him/ her (in the DCTs for the Turkish speakers).

Table 19: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Eighth Situation

			English DCT					Total
			Thanking	Alerters	Positive feelings	Appreciaton	Other	
Turkish DCT	Thanking	Frequency	**19**	0	6	1	0	26
		%	73.1%	0.0%	23.1%	3.8%	0.0%	100.0%
	Positive feelings	Frequency	23	1	**22**	1	3	50
		%	46.0%	2.0%	44.0%	2.0%	6.0%	100.0%
	Appreciation	Frequency	2	0	1	**0**	0	3
		%	66.7%	0.0%	33.3%	0.0%	0.0%	100.0%
	Other	Frequency	0	0	1	0	**0**	1
		%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
Total		Frequency	44	1	30	2	3	80
		%	55.0%	1.3%	37.5%	2.5%	3.8%	100.0%

Table 19 illustrates that "positive feelings", also the most frequent responding in Turkish, is a more common strategy in Turkish DCT (50) than it is in English DCT (30). On the other hand, the most frequent strategy appears "thanking" (44) in English DCT while this is the second most common strategy in Turkish DCT (26). It is further observed that same strategies happened to seem in both DCTs of 41 participants (19 thanking, 22 positive feelings) for the eighth situation, yet the rest (39 participants) showed divergence. Divergent responses:

In Turkish DCT:

- The responses of 26 participants that perform 'thanking' in Turkish to English DCT: 6 positive feelings, 1 appreciation
- The responses of 50 participants that use 'positive feelings' in Turkish to English DCT: 23 thanking, 1 alerters, 1 appreciation, 3 other
- The responses of 3participants that employ 'appreciation' in Turkish to English DCT: 2 thanking, 1 positive feelings
- The response of 1 participant that expresses 'other' in Turkish to English DCT: 1positive feelings

The results of chi-square test concerning the relation of the responses for eighth situation show that no relation is observed between the Turkish and English DCTs (see Appendix 7).

Situation 8: You came across one of the administrators responsible from the organization in the 50th Anniversary of your University and you want to thank him for the good organization (in the DCT for the non-native speakers).

Table 20: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Eighth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	17	49	4	70
		%	24.3%	70.0%	5.7%	100.0%
	TSEFLL	Frequency	44	30	6	80
		%	55.0%	37.5%	7.5%	100.0%
Total		Frequency	61	79	10	150
		%	40.7%	52.7%	6.7%	100.0%

It is found out from the table that a great majority of non-native speakers includes "positive feelings" (49) to their gratitude expressions whereas it occupies the second place for Turkish speakers (30), since they apply most to "thanking" strategy (44). The whole data summarized in the table are tested via chi-square test in order to observe the relation of responses of the two groups and it reveals that any relation is missing for eighth situation (see Appendix 7).

Situation 9: You have just gotten your hair cut in a new style. Your friends see it and say "Hey, you have got a new haircut. It looks very nice."

Table 21: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Ninth Situation

			English DCT				**Total**
			Thanking	Alerters	Positive feelings	Other	
Turkish DCT	Thanking	Frequency	**29**	7	12	1	49
		%	59.2%	14.3%	24.5%	2.0%	100.0%
	Alerters	Frequency	3	**1**	0	0	4
		%	75.0%	25.0%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	8	2	**3**	0	13
		%	61.5%	15.4%	23.1%	0.0%	100.0%
	Repayment	Frequency	0	0	1	0	1
		%	0.0%	0.0%	100.0%	0.0%	100.0%
	Other	Frequency	8	2	2	**1**	13
		%	61.5%	15.4%	15.4%	7.7%	100.0%
Total		Frequency	48	12	18	2	80
		%	60.0%	15.0%	22.5%	2.5%	100.0%

A close scrutiny of the table reveals that majority of the Turkish speaking participants used "thanking" strategy in Turkish DCT (49) and English DCT (48). "Positive feelings" and "other" in Turkish DCT appears in equal numbers (13) and "repayment" that is not available in English DCT is also expressed once. "Positive feelings" (18) is the second frequently employed strategy in English language and "alerters" (12) which emerges 4 times in Turkish is the third common one. In addition, 34 responses (29 thanking, 1 alerters, 3 positive feelings, 1 other) occur identical concerning the kind of gratitude expressions across DCTs, still 46 Turkish speaking participants diverge in their responses to ninth situation in the languages. Divergent responses:

In Turkish DCT:

- The responses of 49 participants that use 'thanking' in Turkish to English DCT: 7 alerters, 12 positive feelings, and 1 other
- The responses of 4 participants that express 'alerters' in Turkish to English DCT: 3 thanking
- The responses of 13 participants that practice 'positive feelings' in Turkish to English DCT: 8 thanking and 2 alerters
- The response of 1 participant that performs 'repayment' in Turkish to English DCT: 1 positive feelings
- The responses of 13 participants that apply to 'other' in Turkish to English DCT: 8 thanking, 2 alerters, 2 positive feelings

The results of chi-square test also indicate that relation between English and Turkish responses of the Turkish speaking participants to the ninth situation does not exist (see Appendix 7).

Table 22: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Ninth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	45	16	9	70
		%	64.3%	22.9%	12.9%	100.0%
	TSEFLL	Frequency	48	18	14	80
		%	60.0%	22.5%	17.5%	100.0%
Total		Frequency	93	34	23	150
		%	62.0%	22.7%	15.3%	100.0%

It is realized in the table that the occurrences of the strategies are close to each other, which are 45 and 48 times "thanking", 16 and 18 times "positive feelings" in non-native speaker and

Turkish speaker data, respectively. Nonetheless, chi-square test results reveal that these responses provided by two groups of participants bear no significant relation for the ninth question of the DCT in English (see Appendix 7).

Situation 10: After you have stayed in hospital for a surgery for a long time, you are in good health now. Your doctor tells you that you can leave the hospital now.

Table 23: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Tenth Situation

			English DCT					Total
			Thanking	Alerters	Positive feelings	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**40**	8	1	1	2	52
		%	76.9%	15.4%	1.9%	1.9%	3.8%	100.0%
	Alerters	Frequency	4	**0**	1	0	0	5
		%	80.0%	0.0%	20.0%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	4	0	**2**	1	1	8
		%	50.0%	0.0%	25.0%	12.5%	12.5%	100.0%
	Appreciation	Frequency	4	1	0	**0**	1	6
		%	66.7%	16.7%	0.0%	0.0%	16.7%	100.0%
	Other	Frequency	2	1	0	0	**6**	9
		%	22.2%	11.1%	0.0%	0.0%	66.7%	100.0%
Total		Frequency	54	10	4	2	10	80
		%	67.5%	12.5%	5.0%	2.5%	12.5%	100.0%

Table 23 demonstrates that “thanking” strategy outweighs in both languages; in that, it occurs 54 times in English and 52 times in Turkish. Equal numbers of “alerters” and “other” strategies, which also share the second place in frequency, appear in English, while they vary in Turkish as 5 occurrences of “alerters” and 9 “other” strategy. The second frequently produced strategy in Turkish, “other”, is followed by “positive feelings” (8) and “appreciation” (6). In English, “positive feelings” (4) and “appreciation” (2) are the least common strategies while “alerters” (5) owns the smallest number of occurrence in Turkish. Moreover, it is found out that 48 Turkish speaking participants (40 thanking, 22 positive feelings, 6 other) resort to same strategies to express their gratitude in either language, whereas 32 participants out of 80 refer to different strategies. Divergent responses:

In Turkish DCT:

- The responses of 52 participants that produce ‘thanking’ in Turkish to English DCT: 8 alerters, 1 positive feelings, 1appreciation, 2 other
- The responses of 5 participants that apply to ‘alerters’ in Turkish to English DCT: 4 thanking, 1 positive feelings

- The responses of 8 participants that resort to ‘positive feelings’ in Turkish to English DCT: 4 thanking, 1 appreciation, 1 other
- The responses of 6 participants that refer ‘appreciation’ in Turkish to English DCT: 4 thanking, 1 alerters, 1 other
- The responses of 9 participants that perform ‘other’ in Turkish to English DCT: 2 thanking, 1 alerters

The results of chi-square test based on all the analyses above show that the responses of the Turkish speaking participants are irrelevant (see Appendix 7).

Table 24: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Tenth Situation

			Expression of Gratitude			Total
			Thanking	Alerters	Other	
Participant groups	NNESE	Frequency	39	12	19	70
		%	55.7%	17.1%	27.1%	100.0%
	TSEFLL	Frequency	54	10	16	80
		%	67.5%	12.5%	20.0%	100.0%
Total		Frequency	93	22	35	150
		%	62.0%	14.7%	23.3%	100.0%

The table illustrates that the most frequent strategy for both groups is the same, which is “thanking”, yet it appears that the Turkish speakers used more “thanking” strategy (54) than the non-native European speakers (39). Either participant group applied secondly to “other” and last to “alerters”, which varies in number. A chi-square test pursued these comparisons and the results yielded no relevancy for the responses provided in Turkish and English for tenth situation (see Appendix 7).

Situation 11: Your roommate and you started working at the same time you were studying in the country with the Erasmus student exchange program. One day you get a surprise when you come home from work. You see that some of the work that you did promise to do was made already by your roommate.

Table 25: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Eleventh Situation

			English DCT							Total
			Thanking	Alerters	Positive feelings	Repayment	Apology	Recognition of imposition	Other	
Turkish DCT	Thanking	Frequency	**7**	2	2	4	0	4	0	19
		%	36.8%	10.5%	10.5%	21.1%	0.0%	21.1%	0.0%	100.0%
	Alerters	Frequency	3	**1**	0	0	0	1	0	5
		%	60.0%	20.0%	0.0%	0.0%	0.0%	20.0%	0.0%	100.0%
	Positive feelings	Frequency	14	2	**8**	2	1	1	2	30
		%	46.7%	6.7%	26.7%	6.7%	3.3%	3.3%	6.7%	100.0%
	Repayment	Frequency	1	0	6	**2**	0	3	0	12
		%	8.3%	0.0%	50.0%	16.7%	0.0%	25.0%	0.0%	100.0%
	Appreciation	Frequency	0	1	1	0	0	1	0	3
		%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	0.0%	100.0%
	Recognition of imposition	Frequency	4	1	1	0	0	**2**	0	8
		%	50.0%	12.5%	12.5%	0.0%	0.0%	25.0%	0.0%	100.0%
	Other	Frequency	1	0	1	1	0	0	**0**	3
		%	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	100.0%
Total		Frequency	30	7	19	9	1	12	2	80
		%	37.5%	8.8%	23.8%	11.3%	1.3%	15.0%	2.5%	100.0%

The findings in Table 25 displays that the Turkish speakers produced quite different strategies for the eleventh situation, yet "thanking" in English (30) and "positive feelings" in Turkish (30) still hold the greatest frequencies by a significant margin. "Thanking" emerges as the second most frequent strategy in Turkish and in English "positive feelings" is the second though they happen to occur equally in number (19). The participants employed more "recognition of imposition" strategy in English DCT (12)than in Turkish (8); they also applied more to "alerters" in English (7) expressing their gratitude compared to Turkish (5); on the other hand, "repayment" was preferred more in Turkish (12) rather than in English (9). It is further observed in the table that merely 20 (7 thanking, 1 alerters, 8 positive feelings, 2 repayment, 2 recognition of imposition) out of 80 participants responded through the same strategies in both DCTs. Divergent responses:

In Turkish DCT:

- The responses of 19 participants that use 'thanking' in Turkish to English DCT: 2 alerters, 2 positive feelings, 4 repayment, 4 recognition of imposition

- The responses of 5 participants that refer to ‘positive feelings’ in Turkish to English DCT: 3 thanking, 1 recognition of imposition
- The responses of 30 participants that express ‘positive feelings’ in Turkish to English DCT: 14 thanking, 2 alerters, 2 repayment, 1 apology, 1 recognition of imposition, 2 other
- The responses of 12 participants that perform ‘repayment’ in Turkish to English DCT: 1 thanking, 6 positive feelings, 3 recognition of imposition
- The responses of 3 participants that resort to ‘appreciation’ in Turkish to English DCT: 1alerters, 1 positive feelings, 1 recognition of imposition
- The responses of 8 participants that apply to ‘recognition of imposition’ in Turkish to English DCT: 4 thanking, 1 alerters, 1 positive feelings, 3 recognition of imposition
- The responses of 3 participants that use ‘other’ in Turkish to English DCT: 1 thanking, 1 positive feelings, 1 repayment

The detailed analyses of the responses above and the results of the chi-square test find no relation between the Turkish and English responses of the participants for the eleventh situation (see Appendix 7).

Table 26: The frequency and percentages of the use of strategies of NNESE and TSEFLL for the eleventh situation

			Expressions of Gratitude						Total
			Thanking	Alerters	Positive feelings	Repayment	Recognition of imposition	Other	
Participant groups	NNESE	Frequency	17	5	22	11	8	7	70
		%	24.3%	7.1%	31.4%	15.7%	11.4%	10.0%	100.0%
	TSEFLL	Frequency	30	7	19	9	12	3	80
		%	37.5%	8.8%	23.8%	11.3%	15.0%	3.8%	100.0%
Total		Frequency	47	12	41	20	20	10	150
		%	31.3%	8.0%	27.3%	13.3%	13.3%	6.7%	100.0%

The table demonstrates that “thanking” is most frequent strategy (47) in the overall evaluation of the responses, yet the order of frequency of the strategy varies across participant groups. That is, the most preferred strategy of Turkish speakers became “thanking” strategy (30) while non-native speakers performed more “positive feelings” strategy (22) than “thanking” (17). The second most frequent strategy used by Turkish speakers appears to be “positive feelings” (19) followed by “recognition of imposition” (12), “repayment” (9) and “alerters” (7). It was also revealed that non-native speakers felt more indebted to their interlocutor (11 versus 9) whereas Turkish speakers

were more aware of the "imposition" (12 versus 8) in their gratitude strategies. All these variations were then analyzed via chi- square test and any significant relation was not able to be found between the responses of both groups for the eleventh situation (see Appendix 7).

Situation 12: You go to student affairs to get a student certificate and the officer gives you the document you want without keeping you wait.

Table 27: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Twelfth Situation

			English DCT					Total
			Thanking	Alerters	Positive feelings	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**52**	1	9	1	4	67
		%	77.6%	1.5%	13.4%	1.5%	6.0%	100.0%
	Positive feelings	Frequency	1	0	**2**	0	0	3
		%	33.3%	0.0%	66.7%	0.0%	0.0%	100.0%
	Other	Frequency	9	0	0	0	**1**	10
		%	90.0%	0.0%	0.0%	0.0%	10.0%	100.0%
Total		Frequency	62	1	11	1	5	80
		%	77.5%	1.3%	13.8%	1.3%	6.3%	100.0%

The findings display that there are more varieties in strategies for English DCT compared to Turkish DCT which consists three different strategies. "Thanking" emerges as the most frequent strategy in both DCTs. As table shows "positive feelings" (11) is the second most frequently used strategy in English while "other" (10) is the second one in Turkish. The results illustrates that Turkish speakers produced fewer "other" (5) strategy in English, still they also expressed "alerters" and "appreciation", which do not exist in Turkish DCT. Besides, it reveals that 55 participants (52 thanking, 2 positive feelings, 1 other) replied using same strategies to express their gratitude for twelfth situation within each DCT; therefore, 25 Turkish speaking participants diverged in their expressions across languages. Divergent responses:

In Turkish DCT:

- The responses of 67 participants that employ 'thanking' in Turkish to English DCT: 1 alerters, 9 positive feelings, 1 appreciation, 4 other
- The response of 3 participants that resort to 'positive feelings' in Turkish to English DCT: 1 thanking
- The responses of 10 participants that practice 'other' in Turkish to English DCT: 9 thanking

Following these analyses, a chi-square test was carried out and the results showed that the responses given in Turkish and English are not relevant (see Appendix 7).

Table 28: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Twelfth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	50	9	11	70
		%	71.4%	12.9%	15.7%	100.0%
	TSEFLL	Frequency	62	11	7	80
		%	77.5%	13.8%	8.8%	100.0%
Total		Frequency	112	20	18	150
		%	74.7%	13.3%	12.0%	100.0%

The table illustrates that "thanking" is the most frequent strategy for both Turkish speaking EFL learners and non- native European speakers of English. However, Turkish speakers perform more "positive feelings" (11) than non- native speakers (9). Also, the frequency of other is higher among non-native speakers (11) compared to Turkish speakers (7). These findings become more meaningful by the chi-square test, since the results gained through show that the responses provided by two groups of participants for the twelfth situation are not relevant to each other (see Appendix 7).

Situation 13: You seriously ill and kept in the hospital. You receive a "get well soon" message from your school administration.

Table 29: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Thirteenth Situation

			English DCT					**Total**
			Thanking	Alerters	Positive feelings	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**13**	5	2	0	0	20
		%	65.0%	25.0%	10.0%	0.0%	0.0%	100.0%
	Alerters	Frequency	14	**2**	3	0	0	19
		%	73.7%	10.5%	15.8%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	24	6	**5**	2	1	38
		%	63.2%	15.8%	13.2%	5.3%	2.6%	100.0%
	Repayment	Frequency	2	0	0	0	0	2
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Other	Frequency	1	0	0	0	**0**	1
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total		Frequency	54	13	10	2	1	80
		%	67.5%	16.3%	12.5%	2.5%	1.3%	100.0%

The table displays that “positive feelings” (38) is the most common type of thanking responses in Turkish DCT and that “thanking” is the second most frequent type (20), which pursued by “alerters” (19). Yet, “repayment” (2) and “other” (1) are the least preferred gratitude strategies by Turkish speaking participants in Turkish DCT. In English DCT, however, “thanking” (54) appears as the most common strategy and “alerters” (13) as the second most frequently used response. The results also show that “positive feelings” occurs 10 times in that DCT while “appreciation” appears only 2 times. “Other” strategy in both DCTs seems to happen once. These findings further reveal that 20 participants did not applied to different strategies while responding in both languages, the others diverged in their preferences for the types of gratitude expressions, however. Divergent responses:

In Turkish DCT:

- The responses of 20 participants that use ‘thanking’ in Turkish to English DCT: 5 alerters, 2 positive feelings
- The responses of 19 participants that express ‘alerters’ in Turkish to English DCT: 14 thanking, 3 positive feelings
- The responses of 38 participants that practice ‘positive feelings’ in Turkish to English DCT: 24 thanking, 6 alerters, 2 appreciation, 1 other
- The responses of 2 participants that performs ‘repayment’ in Turkish to English DCT: 2 thanking
- The response of 1participant that apply to ‘other’ in Turkish to English DCT: 1 thanking

These findings were also tested via chi-square test and it was concluded that there is relation between the responses in Turkish and English DCTs for the thirteenth situation and this relation is medium as coefficient of contingency occurs 0.414 (see Appendix 7).

Table 30: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Thirteenth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	50	13	7	70
		%	71.4%	18.6%	10.0%	100.0%
	TSEFLL	Frequency	54	10	16	80
		%	67.5%	12.5%	20.0%	100.0%
Total		Frequency	104	23	23	150
		%	69.3%	15.3%	15.3%	100.0%

The table displays that “thanking” owns the greatest frequency among the strategies resorted by not only the Turkish speaking participants but the non-native speakers in this study, as well. The participants, however, differ in their choice of other two strategies; in that, the non-native speakers employ more “positive feelings” while the Turkish speakers prefer “other” more frequently.

These divergences for the thirteenth situation were analyzed so as to observe the level of relation between the participant groups by chi-square test, and thus, it was found out that no relation seemed to occur across the types responses (see Appendix 7).

Situation 14: Your friend`s wish came true. He had previously promised to dedicate an animal for God for this (Adak adamak). For this reason, he offers you a piece of meat as part of the traditional (in the DCTs for the Turkish speakers).

Table 31: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Fourteenth Situation

			English DCT					**Total**
			Thanking	Alerters	Positive feelings	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**13**	5	2	0	0	20
		%	65.0%	25.0%	10.0%	0.0%	0.0%	100.0%
	Alerters	Frequency	14	**2**	3	0	0	19
		%	73.7%	10.5%	15.8%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	24	6	**5**	2	1	38
		%	63.2%	15.8%	13.2%	5.3%	2.6%	100.0%
	Repayment	Frequency	2	0	0	0	0	2
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Other	Frequency	1	0	0	0	**0**	1
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total		Frequency	54	13	10	2	1	80
		%	67.5%	16.3%	12.5%	2.5%	1.3%	100.0%

A close scrutiny of the table 31 reveals that the Turkish speakers perform more “thanking” response in English (54) than they do in Turkish (20). They express “positive feelings” (38) most frequently in their Turkish responses while this strategy is used only 10 times in English. The second most frequent strategy in Turkish appears to be “thanking” whereas the second place is occupied by “alerters” (13) in English. “Alerters” (19) also emerges more in Turkish DCT compared to English DCT. The fewest practiced strategies become “repayment” (2), “appreciation” (2) and “other” (1), yet “repayment” is not used in English DCT and “appreciation” is not preferred in Turkish DCT. On the other hand, 20 participants (13 thanking, 2 alerters, 5 positive feelings)

responded fourteenth situation through the same strategies in both languages besides the variations between the responses of 60 participants. These divergent responses:

In Turkish DCT:

- The responses of 20 participants that employ 'thanking' in Turkish to English DCT: 5 alerters, 2 positive feelings
- The responses of 19 participants that use 'alerters' in Turkish to English DCT: 14 thanking, 3 positive feelings
- The responses of 38 participant that resort to 'positive feelings' in Turkish to English DCT: 24 thanking, 6 alerters, 2 appreciation, 1 other
- The responses of 2 participants that practice 'repayment' in Turkish to English DCT: 2 thanking
- The response of 1 participant that applies for 'other' in Turkish to English DCT: 1 thanking

The data also tested via chi-square test reveals that there is relation between the responses in English and Turkish for fourteenth situation, nevertheless, it is concluded that the level of relation is weak since the coefficient of contingency is 0.305 (see Appendix 7).

Situation 14: One of your friends sent you a Christmas card for new year celebration. He also sent you a packet gifts as part of the tradition. You are so happy and call him to share your happiness (in the DCT for the non-native speakers).

Table 32: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Fourteenth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	16	44	10	70
		%	22.9%	62.9%	14.3%	100.0%
	TSEFLL	Frequency	40	34	6	80
		%	50.0%	42.5%	7.5%	100.0%
Total		Frequency	56	78	16	150
		%	37.3%	52.0%	10.7%	100.0%

The table demonstrates the results of comparisons of the two groups of participants of the study. It is observed that non-native speakers produced more "positive feelings" type of response (44) and that strategy was the second most frequent strategy (34) among the Turkish speakers. The Turkish speakers also resorted to "thanking" strategy 40 times whereas the non- native speakers employed 16 "thanking" response. "Other" occurred as the least applied strategy across the two

groups. After these comparisons, a chi-square test was carried out and it appeared that there is relation between the types of gratitude expressions of the Turkish speakers and non-native speakers for the fourteenth situation (see Appendix 7).

Situation 15: You are sharing an apartment with a friend. The pizzas you ordered for yourself came to front and you have to go downstairs to get the pizzas. This was made by your roommate.

Table 33: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Fifteenth Situation

			English DCT							Total
			Thanking	Alerters	Positive feelings	Repayment	Appreciation	Apology	Other	
Turkish DCT	Thanking	Frequency	**19**	3	4	2	0	0	2	30
		%	63.3%	10.0%	13.3%	6.7%	0.0%	0.0%	6.7%	100.0%
	Alerters	Frequency	6	**1**	4	0	0	0	0	11
		%	54.5%	9.1%	36.4%	0.0%	0.0%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	5	4	**4**	0	0	0	0	13
		%	38.5%	30.8%	30.8%	0.0%	0.0%	0.0%	0.0%	100.0%
	Repayment	Frequency	3	0	2	**1**	0	0	1	7
		%	42.9%	0.0%	28.6%	14.3%	0.0%	0.0%	14.3%	100.0%
	Appreciation	Frequency	0	0	1	0	**0**	0	0	1
		%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Apology	Frequency	1	0	0	0	0	**1**	0	2
		%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%
	Recognition of imposition	Frequency	0	0	0	1	0	0	0	1
		%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	Other	Frequency	3	3	5	0	1	0	**3**	15
		%	20.0%	20.0%	33.3%	0.0%	6.7%	0.0%	20.0%	100.0%
Total		Frequency	37	11	20	4	1	1	6	80
		%	46.3%	13.8%	25.0%	5.0%	1.3%	1.3%	7.5%	100.0%

Table 33 reveals that the Turkish speakers expressed more various types of strategies in Turkish DCT. They were more eager to produce the strategy of “thanking” responding to the favor in English (37) compared to Turkish (30). The second strategy in English became “positive feelings” occurring 20 times while the second place in Turkish occupied by “other” (15) strategy,

which implies that the participants could not either perform their gratitude in English or find any suitable gratitude expressions. The third most frequent strategy was “positive feelings” (13) in Turkish, yet it was “alerters” (11) in English. The results show that the Turkish speakers used “alerters” in equal numbers in both languages whereas they performed “repayment” (7) and “apology” (2) more frequently in Turkish. “Appreciation” and “recognition of imposition” were the least preferred strategies. 29 participants out of 80 Turkish speakers (19 thanking, 1alerters, 4 positive feelings, 1 repayment, 1 apology, 3 other), however, provided the same strategies in English and Turkish for their responses to the fifteenth situation. There were divergent responses, as well:

In Turkish DCT:

- The responses of 30 participants that refer to ‘thanking’ in Turkish to English DCT: 3 alerters, 4 positive feelings, 2 repayment, 2 other
- The responses of 11 participants that express ‘alerters’ in Turkish to English DCT: 6 thanking, 4 positive feelings
- The responses of 13 participants that perform ‘positive feelings’ in Turkish to English DCT: 5 thanking, 4 alerters
- The responses of 7 participants that resort to ‘repayment’ in Turkish to English DCT: 3 thanking, 2 positive feelings, 1 other
- The response of 1 participant that applies to ‘appreciation’ in Turkish to English DCT: 1 positive feelings
- The responses of 2 participants that use ‘apology’ in Turkish to English DCT: 1 thanking
- The response of 1 participant that employs ‘recognition of imposition’ in Turkish to English DCT: 1 repayment
- The responses of 15 participants that express ‘other’ in Turkish to English DCT: 3 thanking, 3 alerters, 5 positive feelings, 1 appreciation

The results of the chi-square test based on these analyses reveal that there is relation between the responses given to the fifteenth situation of the Turkish and English DCTs; still it is weak owing to the contingency coefficient results in 0.210 (see Appendix 7).

Table 34: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Fifteenth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	41	12	17	70
		%	58.6%	17.1%	24.3%	100.0%
	TSEFLL	Frequency	37	20	23	80
		%	46.3%	25.0%	28.8%	100.0%
Total		Frequency	78	32	40	150
		%	52.0%	21.3%	26.7%	100.0%

According to the frequencies and percentages displayed in the table, it appears that "thanking" possesses the highest frequency while "positive feelings" occurs as the second most frequent strategy in both DCTs. Non-native speakers produced more "thanking" type of response (41), yet they expressed their gratitude using less "positive feelings" than Turkish speaking participants (12). Chi-square test concerning to these results reveals that any significant relation does not exist between the strategies employed for the fifteenth situation between the participant groups (see Appendix 7).

Situation 16: You want to donate blood to the Red Crescent stand in the campus, but you do not know the procedure. After you have received information from the nurse about this, you have donated blood. The nurse offers you to rest for a while and drink something.

Table 35: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Sixteenth Situation

			English DCT			**Total**
			Thanking	Positive feelings	Other	
Turkish DCT	Thanking	Frequency	**46**	4	3	53
		%	86.8%	7.5%	5.7%	100.0%
	Positive feelings	Frequency	2	**0**	0	2
		%	100.0%	0.0%	0.0%	100.0%
	Appreciation	Frequency	1	0	0	1
		%	100.0%	0.0%	0.0%	100.0%
	Other	Frequency	19	2	**3**	24
		%	79.2%	8.3%	12.5%	100.0%
Total		Frequency	68	6	6	80
		%	85.0%	7.5%	7.5%	100.0%

Table 35 illustrates that “thanking” is the most frequent strategy in both languages, still it (68) is far more common in English compared to other types of responses, “positive feelings” (6) and “other” (6), which occurred equal in frequency. The results also show that Turkish speakers produced relatively higher “other” (24) responses in Turkish than it is in English. “Positive feelings” (2) and “appreciation” (1) appeared as the least frequent strategies while expressing gratitude in Turkish. As table points out more than half of the Turkish participants (46 thanking, 3 other) applied to same strategies in both DCTs for the sixteenth situation, however, there were divergent responses, as well, which summarized in detail below.

In Turkish DCT:

- The responses of 53 participants that produce ‘thanking’ in Turkish to English DCT: 4 positive feelings, 3 other
- The responses of 2 participants that apply to ‘positive feelings’ in Turkish to English DCT: 2 thanking
- The response of 1 participant that resorts to ‘appreciation’ in Turkish to English DCT: 1 thanking
- The responses of 24 participants that perform ‘other’ in Turkish to English DCT: 19 thanking, 2 positive feelings

Even though the frequencies of the strategies seem to close to one another, chi- square test results reveal that the responses given to sixteenth situation within Turkish and English DCTs bear no relation (see Appendix 7).

Table 36: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Sixteenth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	61	6	3	70
		%	87.1%	8.6%	4.3%	100.0%
	TSEFLL	Frequency	68	6	6	80
		%	85.0%	7.5%	7.5%	100.0%
Total		Frequency	129	12	9	150
		%	86.0%	8.0%	6.0%	100.0%

The frequencies and the percentages in the table display that “thanking” is the most frequent strategy across the two groups of participants and it is also a highly preferred strategy unlike “positive feelings” and “other” that are quite less favored responses. In order to find out whether any significant relation between the responses of Turkish speakers and non-native speakers is

available, a chi-square test was conducted following these analyses, and thus, it appeared that there is not any relation between the responses for the sixteenth situation (see Appendix 7)

Situation 17: There are some shopping bags in your hands and you couldn't open the door. You needed help and to your good luck someone opened the door for you.

Table 37: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Seventeenth Situation

			English DCT					Total
			Thanking	Alerters	Positive feelings	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**57**	2	6	2	1	68
		%	83.8%	2.9%	8.8%	2.9%	1.5%	100.0%
	Alerters	Frequency	1	**0**	0	0	0	1
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	3	0	**2**	0	1	6
		%	50.0%	0.0%	33.3%	0.0%	16.7%	100.0%
	Apology	Frequency	2	0	0	0	0	2
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Other	Frequency	3	0	0	0	**0**	3
		%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total		Frequency	66	2	8	2	2	80
		%	82.5%	2.5%	10.0%	2.5%	2.5%	100.0%

The table shows that "thanking" is the most frequent strategy occurring 66 and 68 times in English and Turkish DCTs, respectively. "Positive feelings" further is the second most common strategy in both DCTs; still Turkish speakers resorted to fewer "positive feelings" type of responses in Turkish (6). "Alerters" (2), "appreciation" and "other", which are the least frequent strategies, seemed to happen in equal numbers in English whereas "alerters" (1), "apology" (2) and "other" (3) varying in frequency were scarcely used in Turkish DCT. In addition, 59 participants (57 thanking, 2 positive feelings) out of 80 responded identically in terms of the type of strategies in the languages while 21 participants give divergent responses detailed below:

In Turkish DCT:

- The responses of 68 participants that apply to 'thanking' in Turkish to English DCT: 2 alerters, 6 positive feelings, 2 appreciation, 1 other
- The response of 1participant that resorts to 'alerters' in Turkish to English DCT: 1 thanking
- The responses of 6 participants that produce 'positive feelings' in Turkish to English DCT: 3 thanking, 1 other

- The responses of 2 participants that refer ‘apology’ in Turkish to English DCT: 2 thanking
- The responses of 3 participants that perform ‘other’ in Turkish to English DCT: 3 thanking

The chi-square test results related to these similarities and divergences display that any significant relation does not appear between the responses of Turkish speakers expressing their gratitude in English and Turkish (see Appendix 7).

Table 38: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Seventeenth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	58	8	4	70
		%	82.9%	11.4%	5.7%	100.0%
	TSEFLL	Frequency	66	8	6	80
		%	82.5%	10.0%	7.5%	100.0%
Total		Frequency	124	16	10	150
		%	82.7%	10.7%	6.7%	100.0%

Table 38 comparing the Turkish speakers and non-native speakers in terms of preferences for gratitude strategies shows that the both groups produced “thanking” strategy most frequently in their expressions. “Positive feelings”, on the other hand, emerged as the second widely referred strategy by the participants. A chi-square test was also conducted with the purpose of finding out the level of relation between the responses of the two groups to the seventeenth situation, however, it was concluded that they are irrelevant (see Appendix 7).

Situation 18: Your neighbour has offered you the “Aşure” since it was a traditional “Day of Aşure” which is celebrated every year (in the DCTs for the Turkish speakers).

Table 39: The Frequency and Percentages of the Use of Strategies of TSEFLL for the Eighteenth Situation

			English DCT						Total
			Thanking	Alerters	Positive feelings	Repayment	Appreciation	Other	
Turkish DCT	Thanking	Frequency	**20**	3	9	1	0	0	33
		%	60.6%	9.1%	27.3%	3.0%	0.0%	0.0%	100.0%
	Alerters	Frequency	1	**0**	0	0	0	0	1
		%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Positive feelings	Frequency	21	1	**18**	0	2	1	43
		%	48.8%	2.3%	41.9%	0.0%	4.7%	2.3%	100.0%
	Appreciation	Frequency	2	0	0	0	**0**	0	2
		%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Recognition of imposition	Frequency	1	0	0	0	0	0	1
		%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total		Frequency	45	4	27	1	2	1	80
		%	56.3%	5.0%	33.8%	1.3%	2.5%	1.3%	100.0%

The table demonstrates that "thanking" type of response (45) is the leading strategy in English while in Turkish "positive feelings" (43) is the most frequent strategy. The participants produced more "thanking" strategy in English (45) than they performed in Turkish (33). The second highest strategy expressed in English DCT was "positive feelings", however, it was "thanking" in Turkish DCT. The Turkish speakers performed "appreciation" (2) in equal frequency to either language version of the situation. The least preferred strategies for the Turkish DCT became "recognition of imposition" (1) and "alerters" (1), which counted four times in English, whereas "repayment" and "other" occurred merely once in English. Table 39 further displays that 38 participants (20 thanking, 18 positive feelings) referred to the same strategies responding to both DCTs. The rest of the participants provided divergent responses presented in detail below:

In Turkish DCT:

- The responses of 33 participants that employ 'thanking' in Turkish to English DCT: 3 alerters, 9 positive feelings, 1 repayment
- The response of 1 participant that uses 'alerters' in Turkish to English DCT: 1 thanking
- The responses of 43 participants that practice 'positive feelings' in Turkish to English DCT: 21 thanking, 1 alerters, 2 appreciation, 1 other

- The responses of 2 participants that apply to ‘appreciation’ in Turkish to English DCT: 2 thanking
- The response of 1 participant that performs ‘recognition of imposition’ in Turkish to English DCT: 1 thanking

The chi-square test that was carried out to reveal the relation of the strategies used for the eighteenth situation in both DCTs shows that the responses of the participants are relevant, still it appears as weak since the contingency coefficient occurs 0.202 (see Appendix 7)

Situation 18: Your friend has offered you to taste “Aşure” since it was a traditional dish and celebrated as the “Day of Aşure” every year in his/her country as part of the religious tradition. You accept it and then… (in the DCT for the non-native speakers).

Table 40: The Frequency and Percentages of the Use of Strategies of NNESE and TSEFLL for the Eighteenth Situation

			Expressions of Gratitude			Total
			Thanking	Positive feelings	Other	
Participant groups	NNESE	Frequency	29	33	8	70
		%	41.4%	47.1%	11.4%	100.0%
	TSEFLL	Frequency	45	27	8	80
		%	56.3%	33.8%	10.0%	100.0%
Total		Frequency	74	60	16	150
		%	49.3%	40.0%	10.7%	100.0%

The table displays the distribution of the gratitude expressions across groups and it becomes evident that the most frequently preferred strategies of the participants differed. That is, Turkish speakers resorted to “thanking” strategy (45) more than other strategies whereas “positive feelings” (33) held the highest frequency among non-native speakers. On the other hand, 29 non-native speakers employed “thanking” strategy and 27 Turkish speakers expressed their gratitude through “positive feelings”. The both groups also practiced 8 “other” strategy. The analyses were further tested via chi-square test, and it indicated that the types of the responses provided by the participants for eighteenth question are irrelevant (see Appendix 7).

Table 41: Overall Distribution of Gratitude Strategies for the TSEFL Learners in Both Languages

Expressions of Gratitude	Turkish	English
	Frequency	Frequency
Thanking	674	861
Appreciation	30	25
Positive feelings	358	287
Apology	6	2
Recognition of imposition	37	34
Repayment	92	46
Other	173	95
Alerters	70	90

The distribution of the frequencies of the strategies used by the TSEFL learners in the Turkish and English DCTs reveal that the most frequent three strategies in the both DCTs appear same. These strategies are 'thanking', 'positive feelings' and 'other', respectively; however their frequencies vary across languages. The least preferred strategy becomes 'apology' not only in Turkish but also in English. Besides, it is found out that the participants produced more 'thanking' and 'alerters' in English, whereas they resorted to 'positive feelings', 'repayment', 'other' and 'alerters' remarkably more in Turkish to express gratitude. This implies that the Turkish speakers referred to the expressions like 'thank' and 'thank you so much' more frequently in English, yet they inclined to include other strategies into their gratitude expressions in English. In addition, 'other' was relatively higher in Turkish; the data suggests that they either gave unrelated responses or chose to omit thanking strategies more times than they preferred in English. This further might be sign for that the subjects took expressing gratitude in English more seriously.

Table 42: Overall Distribution of Gratitude Strategies for the Participant Groups

Expressions of Gratitude	TSEFL learners		NNESE	
	Frequency	Percentage	Frequency	Percentage
Thanking	861	59.79%	631	50.80%
Appreciation	25	1.73%	51	4.10%
Positive feelings	287	19.93%	367	29.54%
Apology	2	0.13%	4	0.32%
Recognition of imposition	34	2.36%	33	2.65%
Repayment	46	3.19%	33	2.65%
Other	95	6.59%	58	4.66%
Alerters	90	6.25%	65	5.23%
Total	1440	100%	1242	100%

General analysis of the responses in the both English DCTs indicate that ‘thanking’, ‘positive feelings’ and ‘alerters’ are the most popular strategies for both the TSEFL learners and the NNESE, respectively. Yet, Turkish speaking participants employed more ‘thanking’, ‘alerters’, ‘other’ and ‘repayment’ whereas ‘positive feelings’, ‘appreciation’ and ‘apology’ were more frequent among the NNESE. Additionally, the NNESE recognized the imposition they caused on the favor giver more than the TSEFL learners performed. The data show that the TSEFL learners generally applied to simple thanking words rather than supporting it with the expressions reflecting positive feelings to people. They also included names, titles, and attention getters more frequently into their gratitude expressions; however they experienced difficulty appreciating hearers. They further failed to express their gratitude 95 times or they might have preferred not to use gratitude expressions, on the other hand, the NNESE were more successful in their statements to express gratitude since they resulted in fewer ‘other’ (58 times) strategy. For both groups of participants, it is interesting to observe that they barely referred to apologetic words while thanking.

3.2.2. Gender-based Comparison

In this section, the responses of the participants to the both Turkish and English DCTs were examined with regards to their gender. These responses were also analyzed via chi-square test in order to observe the relation between gender and the responses of the participants.

Table 43: Chi-Square Test Analysis of the Use of Strategies for Gender

Situation	Test Statistics	SD	p	Result
1	13.434	1	.000	**Significant**
2	.124	1	.725	Insignificant
3	.015	1	.902	Insignificant
4	2.74	1	.098	Insignificant
5	.203	1	.652	Insignificant
6	.193	1	.376	Insignificant
7	1.306	1	.253	Insignificant
8	2.521	1	.112	Insignificant
9	2.169	1	.141	Insignificant
10	1.605	1	.205	Insignificant
11	.684	1	.408	Insignificant
12	.203	1	.652	Insignificant
13	.684	1	.408	Insignificant
14	.912	1	.340	Insignificant
15	.082	1	.775	Insignificant
16	.890	1	.346	Insignificant
17	.406	1	.524	Insignificant
18	1.605	1	.205	Insignificant
SD: standard deviation		p: p value		

The table above shows the results of the chi-square test that was done for the purpose of making gender based comparisons between the Turkish and English responses given by the participants. First of all, the table makes it clear that almost all the responses provided by the learners to the DCTs in Turkish and English are different from each other and no statistically significant relations exist among the items. Only one item (question 1) which is about lending money to someone who is in need shows statistically meaningful and significant relation between the gender and the use of strategies. Therefore, both genders seem to have given similar categorical responses to that situation (p value .000).

The lowest degree of quantification is with the fourth item (.098) which is followed by eighth (.112) and ninth item (.141).

The highest degree of quantification is with the third item (.902), though it is not statistically significant. The fifteenth (.775) and second items (.725) pursues it; however they again do not provide any significance, since they are irrelevant in terms of gender comparison.

The average mean value is 0.418 and this is also not statistically significant for the participants.

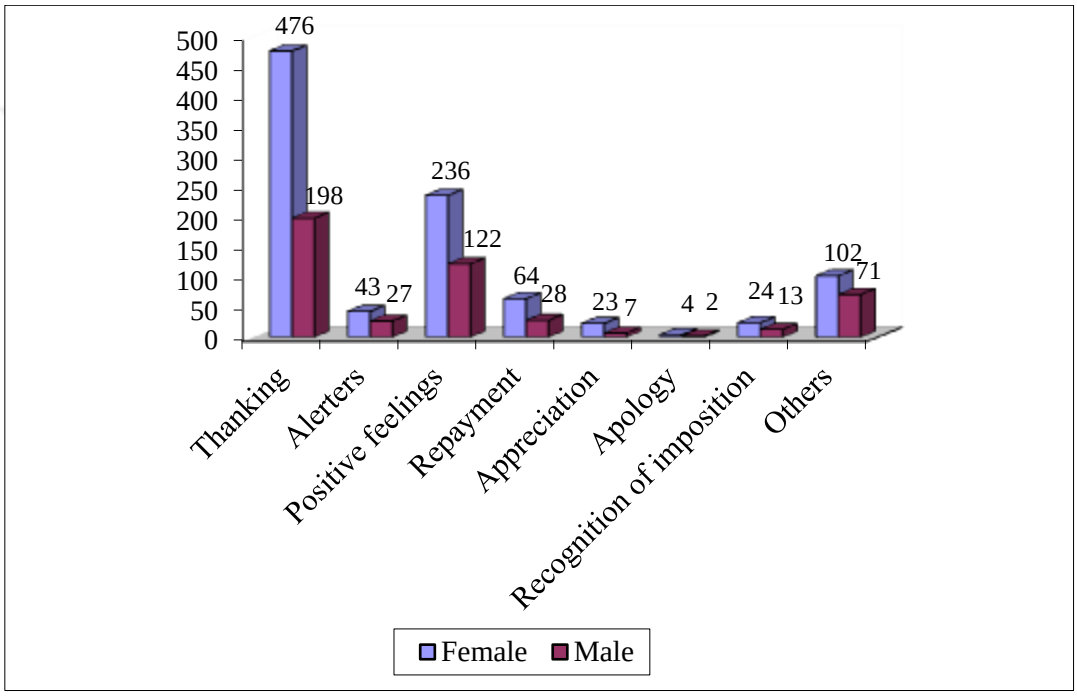
Additionally, the strategies employed by the both groups of participants were investigated in order to display the gender based choices specifically. Therefore, first the responses provided for the Turkish DCT, and then the strategies given to the situations within the English DCTs will be presented for the female and male TSEFL learners and the NNESE, respectively.

Table 44: The Gender- Based Distribution of Gratitude Strategies in the Turkish DCT for the TSEFL Learners

Expressions of Gratitude	Gender			
	Female		Male	
	Frequency	Percentage	Frequency	Percentage
Thanking	476	33.10%	198	13.80%
Positive feelings	236	16.40%	122	8.50%
Other	102	7.10%	71	4.90%
Repayment	64	4.40%	28	1.90%
Alerters	43	3.00%	27	1.90%
Recognition of the imposition	24	1.70%	13	0.90%
Appreciation	23	1.60%	7	0.50%
Apology	4	0.30%	2	0.10%

As Table 44 and Graphic 1 reveal, the frequency order of the overall expressions of gratitude strategies is same across females and males in the Turkish DCT. 'Thanking' is overwhelmingly the most frequently used strategy among female participants even though 'thanking' and 'positive feelings' are the most common strategies for male subjects, respectively. On the other hand, 'apology' emerges as the least referenced strategy in both groups. 'Other' seems to happen the third strategy, yet this implies that both males and females were unsuccessful 173 (102+71; other) times in their attempts to show their gratitude. That is a relatively high frequency regarding the other gratitude strategies falling behind it.

Graphic 1: Distribution of the Types of Strategies for the Turkish DCT Based on Gender



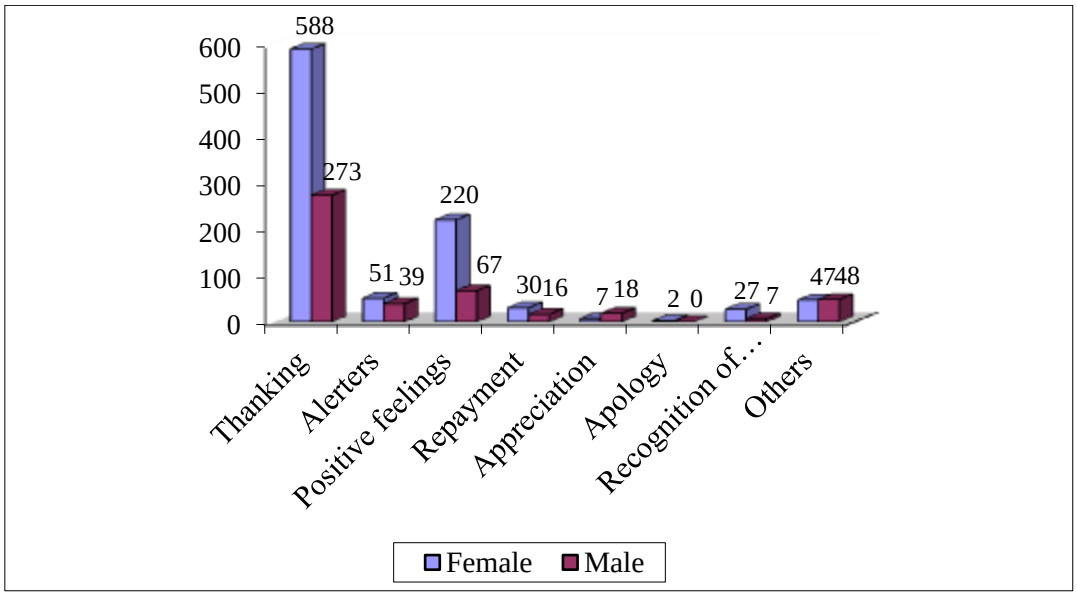
The findings further demonstrate the overall distribution of the expressions of gratitude used by the TSEFL learners in Turkish. The chi-square test results display that since p value is higher than 0.05, there is no statistically significant relation between the strategies of female and male participants in the Turkish DCT (see Appendix 7).

Table 45: The Gender- Based Distribution of Gratitude Strategies in the English DCT for the TSEFL Learners

Expressions of Gratitude	Gender			
	Female		Male	
	Frequency	Percentage	Frequency	Percentage
Thanking	588	40.80%	273	19.00%
Positive feelings	220	15.30%	67	4.70%
Alerters	51	3.50%	39	2.70%
Other	47	3.30%	48	3.30%
Repayment	30	2.10%	16	1.10%
Recognition of imposition	27	1.90%	7	0.50%
Appreciation	7	0.50%	18	1.30%
Apology	2	0.10%	0	0.00%

A close examination of the Table 45 and Graphic 2 below reveals that 'thanking' is the most popular strategy for both groups of participants in the English DCT. This is followed by 'positive feelings', however the third strategies differ, in that the females more frequently prefer 'alerters' while 'other' occurs more than that strategy among the males. There are also variations related to the frequency of the least employed strategies. The female TSEFL learners include 'apology' merely twice to their expressions of gratitude, on the other hand, 'recognition of imposition' emerges as the least frequent strategy for the male participants. In addition, concerning the frequency of 'other', which is almost equal for both groups, it might be concluded that females are more efficient in responding favor, since despite the fact that there are more females they refer to 'other' 47 times while the males that are fewer in quantity, tend to apply to various expressions rather than gratitude.

Graphic 2: Distribution of the Types of Strategies in the English DCT for the TSEFL Learners Based on Gender



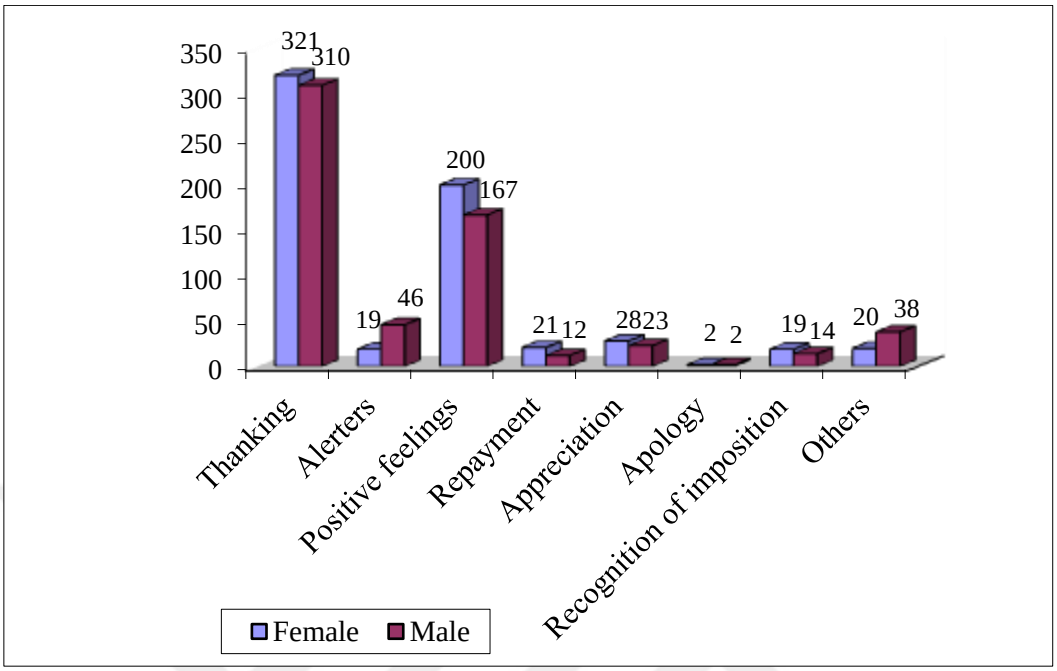
Graphic 2 indicates that there is no reference for 'apology' in the strategies of the male participants. It further displays the total quantity of the strategies preferred in the English DCT. The chi-square test results reveal that there is statistically significant relation between the responses of the female and male TSEFL learners as p value appears lower than 0.05 (see Appendix 7).

Table 46: The Gender- Based Distribution of Gratitude Strategies in the English DCT for the NNESE

Expressions of Gratitude	Gender			
	Female		Male	
	Frequency	Percentage	Frequency	Percentage
Thanking	321	25.8%	310	25.0%
Positive feelings	200	16.1%	167	13.4%
Appreciation	28	2.3%	23	1.9%
Repayment	21	1.7%	12	1.0%
Other	20	1.6%	38	3.1%
Alerters	19	1.5%	46	3.7%
Recognition of imposition	19	1.5%	14	1.1%
Apology	2	.2%	2	.2%

As Table 46 and Graphic 3 illustrate, 'thanking' is the most frequently used strategy among the both NNESE groups and their frequency is close to one another. The second popular strategy among the female and male participants, 'positive feelings' is followed by 'appreciation', 'repayment' and 'other' in the DCTs of the females, however, it is followed by 'alerters', 'other' and 'appreciation' among the male subjects respectively. Besides, it appears that the male participants employed more 'other' and 'alerters' strategies compared to the female. The same table reveals that the female NNESE produced more 'appreciation', 'repayment' and 'recognition of imposition' strategies to express their gratitude.

Graphic 3: Distribution of the Types of Strategies in the English DCT for the NNESE Based on Gender



The Graphic 3 further shows the overall distribution of the strategies used by the NNESE. For both groups of participants, 'apology' with twice seems to occur a barely performed strategy. The chi-square test results, on the other hand, indicates that since p value is lower than 0.5, there is a significant relation between the responses of the female and male NNESE for the English DCT (see Appendix 7).

3.2.3. Comparison for English Proficiency Level

The section first shows the comparisons of the Turkish and English DCTs for Turkish speaking EFL learners (TSEFLL) with regard to their English proficiency level. First the distribution of the responses given to the DCTs were gathered as comparing the strategies preferred taking the grade point averages (GPA) of the participants into consideration. The responses were coded as 'same' if a participant responded to the both DCTs applying to the same strategy and as 'different' if the participant used different thanking strategies. The GPAs' of the two groups of participants (1st and 2nd years) were examined to figure out whether any differences are available between these GPAs. The distribution of types of gratitude strategies based on the responses of the participants then was displayed for both DCTs separately.

Man-Whitney U test was also carried out in order to observe any statistically significant difference between the responses of the participants who scored higher and the ones with low scores in the exam. (Under the circumstances that one type of data is qualitative and other is

quantitative, further, normality hypothesis is not provided, Man-Whitney U test is performed to determine the difference between the grade point averages of two independent groups).

Table 47: Mann-Whitney U Test Analysis of the Strategies for Grades

Situation	Response	Frequency	Grade Mean±SD	Test Statistics (Mann- Whitney U)	p	Result
1	Same	39	69.74±1., 22	680.5	0.241	Insignificant
	Different	41	72.61±7.78			
2	Same	47	71.30±10.76	672	0.301	Insignificant
	Different	33	71.09±6.197			
3	Same	30	73.03±5.41	617	0.176	Insignificant
	Different	50	70.12±10.64			
4	Same	32	72.88±6.409	663	0.292	Insignificant
	Different	48	70.10±10.46			
5	Same	28	73.32±4.95	580.5	0.128	Insignificant
	Different	52	70.08±10.58			
6	Same	55	70.24±10.19	613.5	0.432	Insignificant
	Different	25	73.36±5.71			
7	Same	35	70.20±11.52	780.5	0.945	Insignificant
	Different	45	72.00±6.71			
8	Same	41	72.05±10.92	622.50	0.081	Insignificant
	Different	39	70.33±6.75			
9	Same	34	71.97±6.09	759	0.819	Insignificant
	Different	46	70.65±10.85			
10	Same	48	70.23±10.72	715.5	0.598	Insignificant
	Different	32	72.69±5.78			
11	Same	20	71.15±5.47	536	0.467	Insignificant
	Different	60	71.23±10.08			
12	Same	55	70.87±10.26	687	0.96	Insignificant
	Different	25	71.96±5.96			
13	Same	20	68.15±13.07	527	0.407	Insignificant
	Different	60	72.23±7.21			
14	Same	40	70.55±7.5	630.5	0.095	Insignificant
	Different	40	71.88±10.53			
15	Same	29	71.07±6.61	636	0.289	Insignificant
	Different	51	71.29±10.33			
16	Same	49	70.84±7.91	654.5	0.289	Insignificant
	Different	31	71.81±10.86			
17	Same	59	69.95±9.62	406.5	0.017	**Significant**
	Different	21	74.76±6.45			
18	Same	38	70.00±8.28	609	0.63	Insignificant
	Different	42	72.31±9.77			

For the first question, the GPA of 39 participants responding with the same strategy to the Turkish and English DCTs is 69.74; on the other hand, the GPA of 41 participants using different

strategies in the both DCTs is 72.61. The comparison of the grades that belong to the participants providing same and different responses results in the value of relation 0.241, which is higher than 0.05. (p=0.241>0.05). Therefore, it is concluded that this value is meaningless and there is not any statistically significant difference between the participants related to their grades.

This conclusion is also valid for the other situations even if the average grade points and the numbers of the participants that responded referring to the same or different strategies change; thus the wording of the other situations is found unnecessary to express.

However, the seventeenth situation that is about requesting someone to open a door yields to meaningful results, since p value appears as 0.017 (p=0.017<0.05). Hence, the situation responded through same strategies in the both DCTs by 59 participants and different strategies by 21 participants, displays statistically significant difference in respect of GPAs of the two groups.

The GPAs of the participants are 71 and the grades are close to each other, moreover, the mean scores and the distribution of the standard deviation are close. In general terms, it appears that as the GPAs of the participants slightly differ, any statistically significant difference does not occur. Therefore, it is probable to say that the grades of the participants do not have any significant influence on their responses in expressing gratitude.

In addition, Table 48 shows the general distribution of the strategies performed by the TSEFL learners in Turkish DCT with respect to the grades with minimum and maximum values.

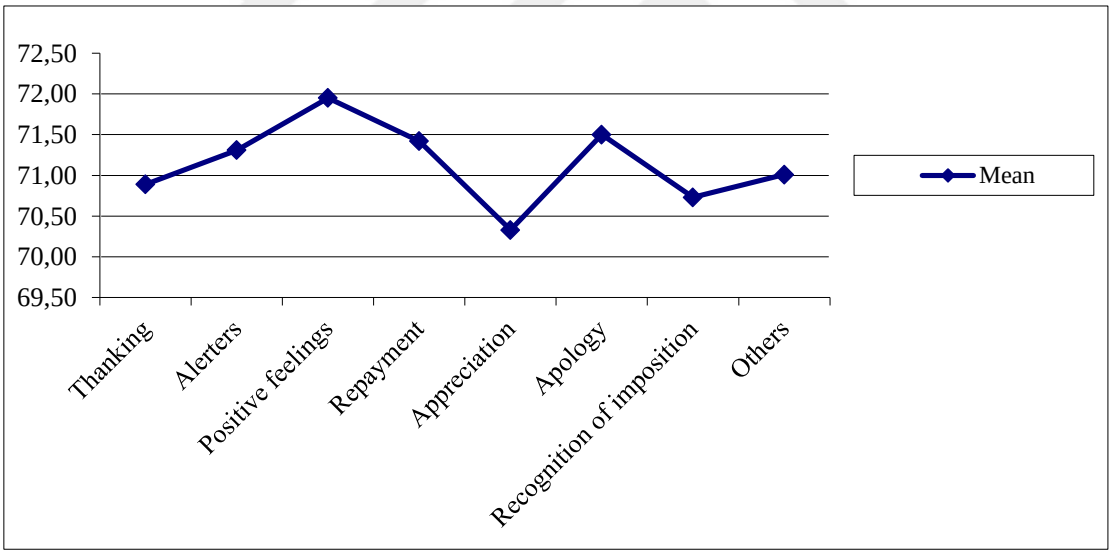
Table 48: The Frequency of the Types of Strategies for the Turkish DCT Based on Grades

Expressions of Gratitude	Grades				
	Frequency	Mean	Standart Deviation	Minimum	Maximum
Thanking	674	70.89	8.937	20	84
Positive feelings	358	71.95	8.552	20	84
Other	173	71.01	8.695	20	84
Repayment	92	71.42	9.187	20	84
Alerters	70	71.31	9.433	20	84
Recognition of imposition	37	70.73	11.364	20	84
Appreciation	30	70.33	14.549	20	84
Apology	6	71.50	8.385	58	81
Total	1440	71.21	9.061	20	84

The table reveals that 80 participants used totally 1440 strategies in order to express their gratitude for 18 situations. 'Thanking' seems to happen the most widely distributed strategy and 'positive feelings' is the second frequent type for the participants having grades from 20 to 84. 'Other' which indeed does not include gratitude expressions emerges as the third strategy; that implies 173 times unsuccessful attempts to show gratitude for the favors. This is followed by 'repayment' (92), 'alerters' (70), and 'recognition of imposition' (37). 'Appreciation' (30) appears as the least preferred strategy for the participants their range of grades change between 20 and 84. 'Apology' with 6 times further seems to be performed merely by the participants with grades 58 to 81. All the values indicate that first seven types of gratitude strategies occur in the gratitude expressions of the TSEFL learners having wider range of grades, on the other hand, 'apology' strategy emerges in a more narrow scale.

The graphic below also displays the distributions of each thanking strategy regarding the mean scores.

Graphic 4: Distribution of the Types of Strategies for the Turkish DCT Based on Mean Scores



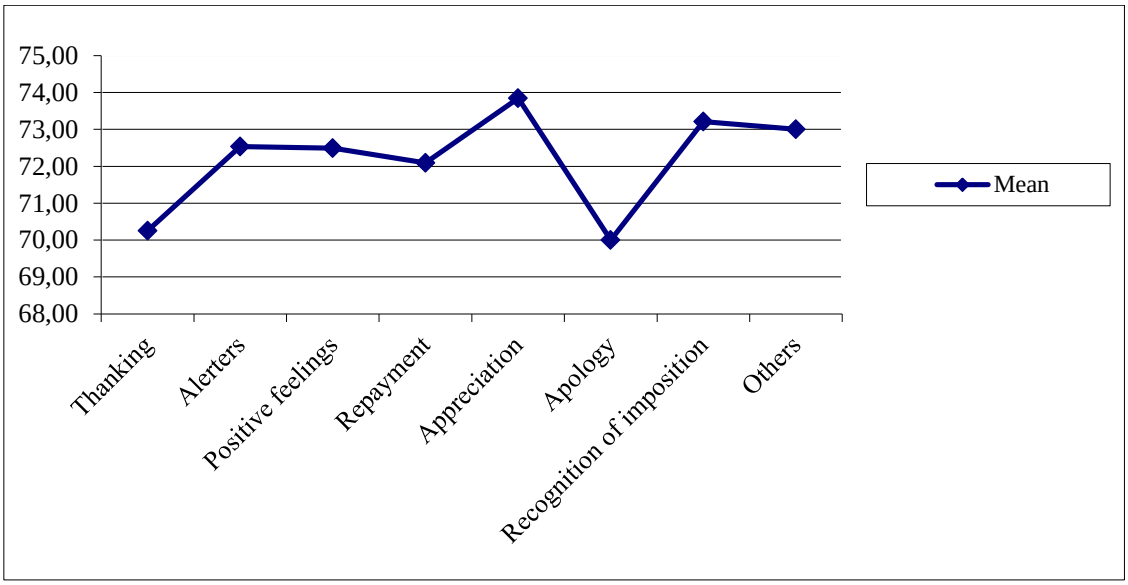
The graphic illustrates that the TSEFL learners possessing the highest mean score express 'positive feeling' while showing their gratitude, whereas the participants with the lowest mean score apply to 'appreciation' expressions. 'Thanking', 'recognition of imposition' and 'other' strategies happen among the participants their mean score is higher than 70.5. Additionally, 'alerters', 'repayment' and 'apology' expressions are favored by the participants who the mean scores of their grades is over 71.

Table 49: The Frequency of the Types of Strategies for the English DCT Based on Grades

Expressions of Gratitude	**Grades**				
	Frequency	Mean	Standart Deviation	Minimum	Maximum
Thanking	861	70.25	9.915		
Positive feelings	287	72.49	8.421	20	84
Other	95	73.00	6.095	50	83
Alerters	90	72.53	6.097	58	84
Repayment	46	72.09	6.669	58	84
Recognition of imposition	34	73.21	6.577	50	83
Appreciation	25	73.84	6.517	63	84
Apology	2	70.00	0.000	70	70
Total	1440	71.21	9.061	20	84

Table 49 demonstrates that in English DCT, 'thanking' with 861 times again becomes the most frequently employed strategy being preferred by not only the participants having lowest score but also the highest; 'positive feelings' with 287 times follows it in a similar vein. However, 'apology' appears as the least common factor stated only twice. 'Other' (95) and 'recognition of imposition' (34) are versatile in the expressions of participants with the grades ranging between 50 and 83. Moreover, the participants whose scores change between 58 and 84 apply to 'alerters' 90 times and 'repayment' 46 times. 'Appreciation' strategy further is performed 25 times by the TSEFL learners with the highest mean score.

Graphic 5: Distribution of the Types of Strategies for the English DCT Based on Mean Scores



The graphic displays that the participants with the highest mean scores (73 and over) seem to appreciate the favor they receive, they are aware of the imposition on the hearer, and also use

expressions lacking gratitude, while the TSEFL learners having the lowest mean score (70) use 'apology' strategies most frequently. 'Thanking' is the common strategy for the participants the mean score belonging to their grades is between 70 and 71. 'Other' strategies employed fall into the range of which mean values vary between 72 and 73.

3.3. The Results of the Interview

This section attempts to provide insight into the reasons for the differences in responses to the situations in various ways. Firstly, the responses belonging to the Turkish EFL learners, shorter responses given to the English version and varying responses given to the situations in English are analyzed descriptively.

3.3.1. Discussion of the First Interview Question

The data in this sub-heading seeks an answer to the first interview question.

- *What could be the main reasons for your varied responses to the same situations in Turkish and English?*

The analysis of the responses from the interviewees for the question illustrated that there are 67 factors, which could be categorized into nine main sub-headings, affecting the gratitude expressions of Turkish speakers. Table 50 demonstrates the percentages and frequencies of all the factors stated by Turkish speaking interviewees. From Table 50, it seems that the most effective factor behind the differences is "the lack of English proficiency" given 20 times, which makes up the 30 % of all the responses. This is followed by "cultural differences" with 15 times and makes up for the 22% of the total responses. The first two factors constitute almost half of the all responses (45%) alone and seems to be most important factors behind the variations. These two most frequents codes are followed by "equivalency, linguistics differences and proficiency" with relatively low frequency and the lowest value in the interview results is "simple expressions" with only once.

Table 50: Frequency and Percentage of Interview Codes for the Turkish EFL Learners

	Codes	Frequency	Percentage
Reasons for the variations in the responses to the situations between Turkish and English.	Lack of English proficiency	20	30%
	Cultural differences	15	22%
	No equivalency between Turkish- English	9	13%
	Linguistic differences	7	10%
	Lower proficiency in English	5	7%
	Higher proficiency in English	4	5%
	Difference in opinion	3	4%
	Preference for short answers	3	4%
	Simple expressions in English	1	1%
	Total	67	100%

Since "the lack of English proficiency" was the most frequent response to the first question, it was necessary to interpret this finding carefully. It is observed in table that 30% of the probable reasons causing variations between the responses of the two DCTs may be due to the fact that Turkish learners were inadequate in responding to the favor in English. There is evidence in the interviewees' responses to support this finding, in that one participant clearly expressed that:

'…Aynı cümlelerin İngilizce karşılıklarını bilmediğim için olabilir.' (Translation: *It could be because I do not know the English equivalents of the same sentences.)* **(participant 9.2.F).**

Another participant's response was in similar vein:

'İngilizce seviyemi yetersiz gördüğüm için kendimi ana dilimde daha rahat ifade edebilmişimdir.' (Translation: *As I think my English proficiency level is insufficient, I may have been expressed myself in my mother tongue in a more comfortable way*.) **(participant 1.2.M).**

Similarly, a female interviewee mentioned that:

'Başlıca sebeplerden biri Türkçe ana dilim olduğu için kendimi ifade etmemin daha kolay olması. Çünkü İngilizce' de aynı anlamın nasıl aktarılacağını bilmediğimden daha basit ve yalın şekillerde ifade etmeye çalıştım.' (Translation: *One of the main reasons is that since Turkish is my mother tongue, it is easier to express myself. Because I do not know how to convey the same meaning in English, I have tried to express myself in simpler ways*.) **(participant 1.1.F).**

A male interviewee also responded as following:

'Cultural reasons' and '*lack of proficiency'* (**participant 22.2.M).**

The quotes just referred above demonstrate that Turkish speakers of English, who have had English instruction at least for nine years, do not think that they are proficient enough in English; therefore, they have difficulties in expressing their gratitude in various ways and they cannot feel comfortable at the situations requiring some forms of various thanking. Furthermore, it appears that the feeling of inability to express gratitude in English leads participants to choose strategies like employing simpler statements compared to Turkish equivalents of the responses. There were some other factors as well, such as "lower proficiency in English" which was stated five times, and "cultural differences" which was stated more. Since "cultural differences" is the second most prevalent response among the interviewees, more statements supporting it are exemplified below.

A male participant, for instance, explained the reason for divergence between Turkish and English responses of him as:

'Ana sebep bunların tamamen iki ayrı culture ait dil olmaları ve moto-mod çeviri çoğu zaman doğru olmuyor...' (Translation: *Main reason is that they are languages belonging to two distinct cultures and a word-for-word translation is not always correct*.) **(participant 35.1.M).**

Another interviewee stated that:

'Ben öncelikle kültürel ve dilsel farlılıktan olduğunu düşünüyorum. Mesela biz Türkçede olan Ramazan Bayramı, başka bir kültürde olmadığından o kültürdeki kişilerin anlayabileceği şekilde ifade ederiz.' (Translation: *First of all, I think that this is because of cultural and linguistic differences. For example, we express Ramazan Bayramı which is in Turkish, in a way that people from another culture could understand since it is not available in any other culture*.) **(participant 4.1.F).**

A female also gave a similar response as following:

'En büyük sebebinin kültür farkı olduğunu düşünüyorum. Karşı kültürdeki bu tarz cevapları verecek yeterlilikte değilim…' (Translation: *I think that the first reason is cultural differences. I am not competent enough to give that kind of responses in the counter culture*.) **(participant 23.1.F)**

All the statements of the participants show that culture influenced not only the manner but also the linguistic preferences of the participants in responding thanking situations. It is further found out that there are participants to adjust thanking strategies to the culture of the language contrary to the ones wishing a direct translation.

A number of interviewees, in addition, stated the reason, "inequality between the languages", as yet another gratitude strategy among many others. To exemplify, a female participant **(18.2.F)** stated that '*Our language is inadequate*.' and another one stated the reason as the following:

'Bazı kalıpların veya söz öbeklerinin İnglizcede tam karşılığı yok…' (Translation: T*here are not exact equivalents of some patterns and phrases in English*…) **(participant 13.2.F).**

It seems that the participants own different point of views about the adequacy of the languages, in that the first perceives Turkish language inadequate whereas the other thinks English is weak in several aspects. They believe that these drawbacks of the languages lead to their divergent thanking expressions in either language situation.

3.3.2. Discussion of the Second Interview Question

In this section, the data provided sheds light on the question:

- *How do you interpret the answers, you provided, which are shorter in general compared to Turkish ones?*

The examination of the responses given to the question by the interviewees indicates that there are basically eight categories under which the 55 factors may fall. It is further observed in Table 51 that "the lack of English proficiency" makes up the 38% of all the factors with the frequency of 21.It is followed by the code "preference for short answers" stated 15 times, is the second predominant one making up the 27% of the total responses. These two most common factors, also constituting more than half of the responses (65%), emerge as the most effective factors behind the shorter responses in English. In addition to these factors, "culture, equivalency, fixed expressions, education, and linguistic differences" appear with rather low frequencies and "no culture competency" has the slightest impact on the responses occurring only once.

Table 51: Frequency and Percentage of Interview Codes for the Turkish EFL Learners

	Codes	Frequency	Percentage
Reasons for shorter answers in English	Lack of English proficiency	21	38%
	Preference for short answers	15	27%
	Cultural differences	5	9%
	No equivalency between Turkish- English	4	7%
	Fixed expressions in English	3	5.45%
	Formal English education	3	5.45%
	Linguistic differences	3	5.45%
	No culture competency	1	2%
	Total	55	100%

The close examination of the table reveals that the reasons interviewees provide for their shorter responses are similar to the reasons for the first question. The predominant factor is also the same, and one of the participants expressed that as the following:

‘Dile çok fazla hakim olamayışımdan.’ (Translation: *Because I do not have a good command of English*.) **(participant 15.1.M).**

Another interviewee supported the same reason she stated for the first question as following:

‘Yine aynı şekilde yukarıda bahsettiğim sebeplerden ötürü olduğunu düşünüyorum. Genellikle İngilizceyi kullanırken çok fazla kelime ve yapı bilgim olmadığı için Türkçeye en yakın anlamı verebilecek ifadeler kullanmaya çalışıyorum.’ (Translation: *I still think that this is because of the reasons I stated above. Since I do not have much vocabulary and structural knowledge, I generally try to use expressions that could give the closest meaning to the Turkish version while using English.*) **(participant 4.1.F)**

A female participant responded in a similar vein:

‘Çünkü İngilizceyi ana dilim gibi etkin ve akıcı kullanamıyorum. Her ne kadar yıllardır İngilizce öğreniyor olsam da İngilizce olarak kendini ifade etmek zor.’ (Translation: *Because I cannot use English as efficiently and fluently as I can in my mother tongue. Although I have been learning English for years, it is difficult to express yourself in English.)* **(participant 24.2.F).**

The statements demonstrate that because of the weak competency in English, the participants are not able to produce the expressions they stated in Turkish, and the situation results in shorter and easier gratitude expressions.

Furthermore, the second widespread factor among the interviewees for the possible reasons behind shorter responses in English, “preference for short answers” worth mentioning. One of the interviewees explaining her preferences for thanking expressed that:

‘Duygu ve düşüncelerimidoğru bir şekilde aktarmak istediğim için kısa ve öz olmasını tercih ettim.’ (Translation: *As I wanted to express my feelings and thoughts in a proper way, I preferred it to be short and sweet.)* **(participant 14.1. F).**

Another participant made the following statement:

‘Uzun cümleler kurarak karmaşık hale getirmek istemedim.’ (Translation: *I did not want to make it complicated making up long sentences.)* **(participant 16.2.F).**

Similarly, a female mentioned that:

‘Yeterli olduğunu düşündüğüm için kısa cevaplar verdim…’ (Translation: *I gave short responses as I thought it was enough.)* **(participant 40.2.F).**

All in all, the answers of the interviewees to the second question imply that even though there are various reasons behind their choices, they hardly refer to culture related factors or their formal English education in which they are rarely exposed to spoken language much, but rather they find their English proficiency lacking in some respects.

This situation is surprising considering the fact that these students were given a central exam for university based on mainly English proficiency and they additionally received English courses in the preparatory classes of the university for one or two terms. It is also surprising to observe that more than a quarter of the reasons given by the interviewees are ‘short responses’ in English.

3.3.3. Discussion of the Third Interview Question

This section provides answers given to the third question:

- *Why have you replied to the situation provided in Turkish questionnaire in that way?*

The participants were asked to explain the reasons for their choices in gratitude expressions. The data collected through this question was analyzed and the results of that analysis yielded to wide range of categories; the categories, which are thirteen, are displayed in the Table 52 with their frequencies and percentages. Out of 45 factors, the most popular one seems “deserves better repayment” referred 9 times, also covering the 20% of all the reasons. It is followed by “pragmatic choices” with 7 times and makes up the %15 of the responses. “Cultural differences” and “satisfactory response” follow it with equal occurrences in number (5 times) and become third most common reasons making up the 11% of the total factors. The last most frequent reasons appear as “daily expression” and “habitual behavior”, both with 4 times and each constitutes the 8% of all the factors behind the choices of participants. Other codes with the percentages lower than 5% are the least affective factors directing the participants for their responses.

Table 52: Frequency and Percentage of Interview Codes for the Turkish EFL Learners

	Codes	Frequency	Percentage
Reasons for the answers to the given situations in Turkish	Deserves better repayment	9	20%
	Pragmatic choice of expressions	7	15.55%
	Cultural differences	5	11.11%
	Satisfactory response	5	11.11%
	Daily expression	4	8.88%
	Habitual behavior	4	8.88%
	Better expressions in Turkish	2	4.44%
	I don't care	2	4.44%
	Mother tongue	2	4.44%
	Need for longer expressions	2	4.44%
	Cultural familiarity	1	2.22%
	No equivalency between Turkish - English	1	2.22%
	Reduced face threat	1	2.22%
	Total	45	100%

The table illustrates that the most common reason for the expressions of gratitude in Turkish is "deserves better repayment" among the interviewees; namely they attempted to thank to their interlocutors better, since they thought the interlocutors made a great effort and deserved that expressions in an acknowledgement of their favor. An interviewee put his explanation into words that:

'Bu durumdan çok fazla memnun olduğumu belirtmek istediğim için böyle bir cevap verdim.' (Translation: *I gave such a response, because I wanted to express that I was so grateful for that situation.)* **(participant 40.1.M).**

Another interviewee stated that:

'Çünkü karşı tarafın böyle bir cevabı hak ettiğini düşündüm. Içimden öyle geldiği için de onu yazdım.' (Translation: *Because I thought that the interlocutor deserved such a response. As I felt like that way, I wrote that.)* **(participant 26.2.F).**

In addition to the examples of this most widely given reason, the participants secondly referred to "pragmatic choice of expressions". The code suggests that the participants are aware of the constituent parts of pragmatics and adjust their manner and expressions to varying conditions of gratitude contexts such as age, position, intimacy, and so on. One of the interviewees, for instance, showed the intimacy level with the interlocutor as the effective factor and expressed that:

‘Konuştuğum kişiyle olan samimiyetimden dolayı …’ (Translation: *Because of the ...with the person I talked…)* **(participant 21.1.F).**

Another female also explained the reason behind her preference for thanking strategy in a similar vein:

‘Karşımdaki kişiye gore hitap şeklim değişiyor…’ (Translation: *My way of addressing changes according to interlocutors*.) **(participant 38.1.F).**

“Cultural differences”, one of the third frequent codes, was mentioned by a male participant pointing the divergent sides of the two cultures as following:

‘Türk kültüründe böyle durumlarda insanlarla samimi ve yakın konuşulur. Anketteki cümlede olumlu durum olduğu için samimi bir cevap yazdım.’ (Translation: *In Turkish culture, people are talked to sincerely in that situations. I have written a sincere response as there is a positive situation in the sentence in the questionnaire*.) **(participant 36.1.M)**.

The other third common reason, “satisfactory response” also appeared in an interviewee’s sentences as provided below:

‘Verdiğim cevapların durum için yeterli olduğunu düşündüm.’ (*Translation: I thought that the responses I gave were enough for the situation*.) **(participant 27.1.F)**.

For the fourth frequently given reasons, “daily expression” and “habitual behavior”, the participants provided the following statements, respectively.

‘…Şahsen ben de günlük hayatımda öyle cevaplar veriyorum.’ (Translation: *Personally, I also give that kind of responses in my daily life.)* **(participant 40.2.F)**.

‘Türkçe ana dilim olduğu için daha süslü ve anlamlı bir şekilde cevap verdim. Genel olarak konuşurken de aynı şeyi yaparım.’ (Translation: *As Turkish is my mother tongue, I responded in a more elaborate and meaningful way. Generally, I act in the same manner while speaking.)* **(participant 31.1.M)**.

Overall distribution of the reasons given by the interviewees indicates that the participants’ ideas for the gratitude expressions in Turkish vary greatly based on personal preferences. However, the feeling of deep gratitude and pragmatic factors mainly directed the participants’ statements of gratitude. The intimacy in Turkish culture was also relatively influent in the gratitude expressions. Several participants were content with the strategies they employed, while others used their

habitual statements. On the other hand, one interviewee was favored the expressions created based on common judgment standards within the society he lived in. Another preferred to make a word-for-word translation, yet failed to do so, and one participant decided to soften her expression using a politeness strategy in order not to threat the face of her addressee.

3.3.4. Discussion of the Fourth Interview Question

This section consists of the analysis of the data taken from the interviewees for the questions:

- *Why have you replied to the situation provided in English questionnaire in that way?*
- *What did you think while expressing your gratitude in English?*

Interviewees claimed 54 factors for these questions that later were separated into thirteen categories. The data gathered, which is also summarized with their frequencies and percentages in the Table 53 below, demonstrates that "the lack of English proficiency" is again the primary factor behind the answers of Turkish speakers of English and it constitutes the 33% out of this large variety of reasons. This is followed by "preference for short answers" with 8 times and makes up the 14% of the whole responses while "low pragmatic competence" and "satisfactory response" occupy the third place with equal frequency (5). The table also displays that "cultural differences" with 4 times becomes the fourth widely given reason; "English equivalency" and "preference t give polite answers" share the fifth place. Two of the slightly effective factors appear as "no equivalency between Turkish –English" and "pragmatic choice of expressions" stated merely twice. "Common usage", "different types of expressions", "preference for familiar expressions", and "repayment" emerge as the least effective factors in the process of expressing gratitude in English.

Table 53: Frequency and Percentage of Interview Codes for Turkish EFL Learners

	Codes	Frequency	Percentage
Reasons for the answers to the given situations in English	Lack of English proficiency	18	33.33 %
	Preference for short answers	8	14.81 %
	Low pragmatic competence	5	9.25 %
	Satisfactory response	5	9.25 %
	Cultural differences	4	7.40 %
	English equivalency	3	5.55%
	Preference to give polite answers	3	5.55 %
	No equivalency between Turkish - English	2	3.70 %
	Pragmatic choice of expressions	2	3.70 %
	Common usage	1	1.85 %
	Different types of expressions	1	1.85 %
	Preference for familiar expressions	1	1.85 %
	Repayment	1	1.85 %
	Total	54	100%

“The lack of English proficiency” displaying the highest frequency compared to other factors is needed to be examined carefully. The participant that mentioned this reason emphasized not only her low English competency causing hardship in expressing gratitude but also the difficulty in finding suitable expressions to the situation.

‘Genel olarak şükran ifadesini İngilizce olarak vermekte zorlandım. Kesin olarak nasıl bir ifade kullanmam konusunda emin değildim, ve zorlandım.’ (Translation*: I had difficulty in expressing gratitude in English in general. I was not sure about what kind of an expression I needed to use exactly, and I had difficulty.)* **(participant 38.2.F.**

Another interviewee was aware of her low competency in English, as well, and searched for a solution to express herself; thus, this attempt finalized with simpler expressions that actually might not reflect the real message she desired to send. In addition, she explained another reason for her difficulty as low exposure to the target language community.

‘Tam olarak nasıl cevaplar vereceğimi bilemediğim için kolaya kaçıp “thanks” ve “thank you” yazdım. Aklıma herhangi bir şükran ifadesi gelmedi. Yazılan durumlarla genel olarak İngilizce olarak karşılaşmadığım için ne yazabileceğimi bilemedim.’ (Translation: *Because I did not know how to reply, I wrote “thanks” and “thank you” taking the easy way out. Any expressions of gratitude did not come to my mind. I could not know what I would be able to write as I generally did not come across the situations written as English.)* **(participant 21.1.F).**

The second frequent reason, “preference for short answers” given by a participant as following:

‘Uzatmam gerektiğini düşünmedim, kısaca cevap verdim.’ (Translation: *I did not think that I needed to express more, I responded shortly.)* **(participant 24.1.M).**

Similarly, another male interviewee reported that:

‘…En sık kullandığım ifade” thank you” ki neredeyse durumların hepsine verilebilecek en muhteşem cevap. Kısa ve öz.’ (Translation: *The most frequent expression I used is “thank you”, which is the greatest reponse to give for almost all situations. Short and sweet.)* **(participant 35.1.M).**

One of the participants, on the other hand, implied that her pragmatic competency related to English is low as in the statements:

‘Yazılan durumlarla genel olarak İngilizce olarak karşılaşmadığım için ne yazabileceğimi bilemedim.’ (Translation: *As I generally did not encounter the written situations in English I could not know what I could write*.) **(participant 21.1.F).**

“Satisfactory response” given 5 times, moreover, was mentioned in the expressions of a female interviewee as following:

‘“Thank you sir” ifadesinin yeterli olacağını düşündüm o an…’ (Translation: *I thought that the expression “Thank you sir” would be enough at that time…*) **(participant 6.2.F).**

“Cultural differences” referred 4 times as well, as provided in the example:

‘Türkçe’de “Şükran” kelimesinin yerini alabilen aynı anlama gelen bir sürü kelime var; İngilizce’de de “thank you” ifadesi yeterli olur diye düşündüm. Onların kültüründe “Şükran” kelimesini tam anlamıyla ifade eden bir kelimenin olabileceğini yada olduğunu o anda aklıma gelmedi.’ (*Translation: There are many words in Turkish that could be replaced with the word “gratitude” or sharing the same meaning; in English, however, I thought that the expression “thank you” would be enough. It did not come to my mind then that there could be or there is a word that fully corresponds with the word “Gratitude” in their culture.*) (**participant 40.2.F)**.

In addition to these relatively outstanding factors for the probable reasons behind the sort and content of gratitude expressions, there were other factors slightly influent in the responses of the participants such as English equivalency, preferring polite answers, pragmatic choices, common usage, and so on. However, it is obvious that “lack of English proficiency” is the most effective factor as it appears in a similar vein within the first and second interview questions.

3.3.5. Discussion of the Fifth Interview Question

The interview, applied to 44 participants, consisted of five main questions and the final question was:

- *What could be the main factors behind different answers you provided for the highlighted situations in English questionnaire?*

This question addressed in the last part of the questionnaire differed from the other questions, in that, it was a semi-closed question requesting interviewees to choose among the possible reasons influencing their responses and write their own possible reasons. The analysis of the data obtained revealed 5 main categories, two of which were written by the interviewees and it was demonstrated in Table 54 provided below. The “lack of English proficiency”, again, appeared as the most stated

one compared to the other factors; the interviewees preferred the items related to lack of English proficiency 39 times out of 94, which followed by low pragmatic competence (29), satisfactory response (20), cultural differences (5), and common usage (1).

Table 54: Frequency and Percentage of Interview Codes for the Turkish EFL Learners (Question 5)

	Codes	Frequency	Percentage
Reasons for the different answers to given situations in English	Lack of English proficiency	39	41.48%
	Low pragmatic competence	29	30.85%
	Satisfactory response	20	21.27%
	Cultural differences	5	5.31%
	Common usage	1	1.06%
	Total	94	100%

From these findings, it is probable to claim that most of the Turkish speaking EFL learners feel lack of necessary skill to express their gratitude in English once they encounter various situations. In addition, they are not aware of what to say to show their thankfulness considering their interlocutors, the situation in which they are required to thank, and the way they would choose. It also observed that commonly used expressions of gratitude slightly influence their different preferences in thanking.

3.3.6. General Discussion of the Interview Results

Overall analyses of all the data gathered through interviews demonstrate that the questions (questions 1, 2, 4, 5) related to English, though there are 21 different factors, converged in one main factor, “the lack of English proficiency” with a total frequency of 98, which also appears at least 7% higher than other factors in every question. This is followed by “low pragmatic competence” with 35 times and “cultural differences” mentioned 29 times. Additionally, “preference for short answers” (26 times) and “satisfactory response” (25 times) are the other frequent reasons. Table 55 summarizes all these significantly predominant factors with their frequencies below.

Table 55: Outstanding Reasons In The Interview

Codes	Frequency
Lack of English proficiency	98
Low pragmatic competence	35
Cultural differences	29
Preference for short answers	26
Satisfactory response	25

The outstanding factors reveal that the TSEFL learners respond divergently in English and Turkish mainly because of the fact that they do not feel they are competent neither in English nor with expressions of gratitude. The frequency of this factor is quite surprising considering the sample of the study that consists of the students studying at English Language and Literature department and expected to have a good command of English. The probable reasons behind this factor could be the formal English education focusing on grammatical teaching and also exam-based studies for the university entrance exam.

The second highly given reason is "low pragmatic competence"; it, therefore, appears that TSEFL learners do not feel certain about expressing their gratitude through English in changing discourses with different interlocutors. It seems that they are generally not able to adjust their language use to the contexts they need to provide English expressions. This also implies that even though the participants learning English for at least nine years through formal education, they may not be competent enough in spoken English and speech expressions. TSEFL learners further try to apply the same expressions they used in Turkish to English, yet, this also causes problems and difficulties as the languages include specific cultural elements particularly dominant in several of the situations.

Another frequently stated reason was "cultural differences"; TSEFL learners claimed that it is challenging to find English equivalents of some Turkish terms and expressions especially related to religion. Considering the strong relation between language and culture, the challenges TSEFL learners experienced implies the cultural incompetency with respect to the target language. The findings also display that a small number of TSEFL learners compared to the factor "lack of proficiency" (total frequency 98) preferred "short answers" which are easier and simpler either to avoid misunderstandings and misusages or to sound in focus in their expressions of gratitude. Besides, "satisfactory response" occurring remarkably high frequency suggests that several TSEFL learners are aware of the accuracy of their responses and suitability of them to the situations, that quantity, however, is not adequate considering the extent of incompetency in expressing gratitude.

The reasons given in the Turkish part of the DCT, on the other hand, yielded various results; in that, there were 13 different factors referred by the 44 interviewees. "Deserves better repayment" with 9 times emerged as the dominant factor; however it may be rather difficult to reach a general conclusion, since the percentages of the factors are close to one another. The data still indicate that TSEFL learners expressed their gratitude strengthening it through various expressions, probably in consideration of repaying the favor they received in a more effective manner. Besides, it is possible to claim that 7 out of 44 TSEFL learners are competent at pragmatic requirements of Turkish discourse (pragmatic choice of expressions) and prefer expressions based on the shifting needs of contexts determined by such factors as interlocutors, intimacy, hierarchy, and so on.

CONCLUSION AND IMPLICATIONS

The present study aimed to provide some insights into the use of gratitude expressions of tertiary level Turkish speaking EFL learners (TSEFLL) in Turkish and English, and also the preferences of non-native European speakers concerning thanking strategies. The study further attempted to discover whether gender and English proficiency level are effective variables with respect to producing thanking expressions. Finally, the main underlying reasons behind all these preferences were intended to be found out through interviews.

Considering the first question of the study that seeks to answer the tendencies of TSEFLL related to the use of gratitude strategies, the findings showed that the preferences of the participants for expressions of gratitude are not consistent in both languages; that is they performed different thanking strategies to respond to the same situations in Turkish and English. The Chi-square results further supported that the responses of the TSEFL learners were divergent substantially. The strategies used in situations 2, 5, 6, 13, 14, 15, and 18, on the other hand, seemed to occur in relevancy; however, as the level of significance was quite low, this findings were insignificant for the research. Moreover, it appeared that TSEFL learners mostly resorted to thanking and positive feelings strategies in both languages, respectively, yet the variety of the strategies given to each situation was higher in their first language. The findings of the study also revealed that Turkish speakers rarely referred to apologetic words in their expressions of gratitude. It was surprising to find out that there were more unacceptable responses in Turkish compared to English, yet the quantity of the problematic responses in English was still relatively high considering the target participants. Regarding this, following several researches conducted to non-native speakers of English, Eisenstein and Bodman stated that "… it was evident that even advanced learners of English have considerable difficulty adequately expressing gratitude. They need information on the nature of what to say, the language used to express it, and the context in which it is needed" (Eisenstein & Bodman 1993: 75). The participants explained the possible reasons that might lead to these results during interviews; and the lack of English proficiency was the main factor. Lack of English proficiency also lead Turkish speakers to prefer easier expressions such as using merely 'thanks' for all situations regardless of the intimacy with interlocutors, power relations, the size of imposition and other contextual factors.

The findings for the second question, which is related to comparison of TSEFL learners with NNESE, indicated that Turkish speakers and European speakers diverged in their expressions of gratitude for the same situations despite the fact that 'thanking' emerged as the most frequently

given strategy among two groups of participants. ‘Positive feelings’, on the other hand, was the second widely used strategy for both groups. However, it was observed that Turkish speakers tended to prefer simple thanking rather than expressing positive statements to their favor giver, whereas European speakers felt a sort of necessity to make their interlocutors feel more positive in return of a favor. The findings also showed that there were more unsuccessful attempts of Turkish speakers in performing gratitude strategies or they were not aware of suitable gratitude expressions to the situations. All these results implied the evidence of cross-cultural differences on the preferences of gratitude strategies and language use. Additionally, the reason behind the variations and divergences might be the incompetency of Turkish speakers in English as they provided that factor predominantly during the interviews.

Regarding the question, focusing on gender difference, it was concluded that the thanking strategies employed by Turkish female and male participants vary. They produced relevant gratitude expressions to merely one situation in which they thanked for a loan or an offer to give loan, yet, in the other situations they significantly differed; therefore it seems that there is no statistically significant relation between the groups for the comparison of Turkish and English. Based on the available evidence, it is probable to state that the frequency order of the gratitude strategies was same for both female and male participants. ‘Thanking’, however, was overwhelmingly the most frequent strategy among the females though the males included pleasing expressions besides thanking words to show their gratitude in Turkish. The participants were also inefficient expressing gratitude in many occasions in their mother tongue since ‘other’ appeared as the third common strategy. There are various reasons causing that problematic responses, still lack of pragmatic competence could be the main factor. Moreover, in English both the females and the males preferred most frequently thanking words and positive feelings respectively, yet the females expressed their gratitude more successfully than the males. The female and male European participants’ most popular two strategies further were not different from that of Turkish speakers and the males produced more irrelevant expressions as Turkish male participants did.

The analysis for the fourth question demonstrated that increase in the proficiency level of the learners provided almost no improvement in the realization of thanking. This finding, however, might not ensure reliable inferences, as the proficiency level of the participants was not considerably significant. Still, it could be claimed that in Turkish the participants from all grade levels employed each of the strategies except ‘apology’, as it was performed only by the participants having relatively better English. On the other hand, every Turkish participant applied to ‘thanking’ and ‘positive feelings’ strategies in order to express their gratitude in English, yet merely the subjects with the highest grades in English were able to appreciate the favor they received.

All in all, as Han and Tanrıöver (2015: 522) stated that "EFL learners in Turkey may face several difficulties in using English in a variety contexts due to the factors associated with pragmatic and linguistic competence.". The statements of the researchers were supported by the participants that were interviewed, since they also asserted 'lack of English proficiency' and 'low pragmatic competence' as the leading factors underlying their divergent or unsuccessful performances while expressing their gratitude. The findings also imply that Turkish speakers may not aware of the decisions necessary to make in order to realize a speech act such as context, interlocutor, and therefore appropriate language. In addition, based on another frequently given factor, it is probable to claim that the participants do not have a good command of target language culture as they were not able to adjust their language into various situations. One of the main difficulties that the Turkish speakers faced during this period might be their attempts to transfer the specific constituents of their mother tongue and the culture shaping it without taking the target language and its specific culture into consideration. Contrary to these factors, there were participants consciously preferred short answers in their expressions like 'thank' and 'thank you' considering that the responses would meet the needs for the presented situations. However, taking the worldwide use and importance of English into consideration, the education for language teaching requires solid and effective attempts in order to improve its quality. If the participants of the present research who study at an English language and literature department are considered, the situation worsens; since, a great many of them excuse their way of expression gratitude with their lacking English proficiency.

Pedagogical Implications

The present study offers several pedagogical implications for syllabus designers and instruction. First, course materials should be designed paying attention to the needs of language learners, specifically the potential speech acts that these learners might face in a target language must be included. The materials further should present various situations on which each type of expressions are presented through their native speaker usages, besides introducing the equivalents of each speech at expression within a specific and a target language culture.

Second, the main contact of foreign language learners with a target language occurs in the classroom environment from the limited communication opportunities. Therefore, learners are needed to be exposed to more authentic target language and material that they will be aware of cross-cultural deviations. In addition, more activities should be planned in order to provide more opportunities for learners to develop strategies to use authentic language and target speech acts. Concerning the findings of the study, Turkish EFL learners should be aware of divergent and similar aspects of Turkish and English with respect to the expressions of gratitude strategies to be performed in various situations within the two cultures.

For further research, Turkish EFL learners could be compared with native speakers of English in order to reach more clear results regarding the use of speech act of gratitude, since the present findings show the data belong to two non-native speaker groups. Additionally, research samples might be broadened with equal quantity of females and males to make the results more generalizable. Finally, participants from different English proficiency levels may be included to observe the influence of the linguistic competency on speech act strategies of tertiary level EFL learners.

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APPENDICES

Appendix 1: The original DCT introduced in Eisenstein and Bodman's 1986 article

Please read the following short descriptions of situation in which you might find yourself. Think of what you might say in response to this situation. Write your response (if any) in the space provided. Say as much or as little as you wish – you may choose to say nothing in several circumstances.

1. It's Friday night and you and some of your friends are going out. As you are about to enter the pub, you realise that you've forgotten your credit card and that you only have £2.00 in your wallet. You say 'Darn, I seem to have forgotten my credit card.' Your friend asks if you need money and offers to lend you some. He/she asks you how much you need. You say, 'Could you lend me £5.00? I'll pay you back on Monday. Your friend says, 'Sure. Are you sure you don't need more than that?' You say you don't. Your friend gives you the £5.00.
2. You board the bus, pay your money and take a seat near the front of the bus. Just before you stop, you signal the driver to stop. You move to the front, the bus comes to a stop, and the doors open.
3. It's your birthday, and you are having a few people over for dinner. A friend brings you a present. You unwrap it and find a blue sweater.
4. You work for a large company. The Vice-President of Personnel calls you into his office. He tells you to sit down. You feel a bit nervous, because you have only been working there for six months. The Vice-President says 'You're doing a good job. In fact we are so pleased with you that I'm going to give you a £10.00 a week raise.'
5. In the supermarket, the cashier puts your groceries in bags and turns to begin checking out the next customer. You pick up your bags and leave.
6. At a table in a restaurant a friend says, 'You have something on your face.' You ask where. Your friend tells you. You rub your face and ask, 'is it off?' Your friend says that it is.
7. You find yourself in a sudden need of money - £250.00. You mention this to a friend. Your friend immediately offers to lend it to you. You are surprised and very grateful. Your friend gives you £250.00. At first you say, 'Oh no, I didn't mean for you to lend it to me. I couldn't take it. Your friend says, 'Really it's alright. What are friends for?' After your friend insists again, you take the money.
8. You are married. Both you and your spouse work. You come home late from work and find that your spouse has done some work around the house that you had promised to do, but had not had a chance to do.
9. Your friend suggests going out to lunch. You say that you'd like to go, but you only have £2.00. Your friend says, 'Ah, don't worry. I'll take you today.' Your friend takes you to a very nice restaurant – a much more expensive than the ones you usually go to. You have a wonderful meal. Your friend pays, and you get up to leave.
10. You have just gotten a new and better job. A friend at the office tells you she has organized a farewell party for you.
11. You have just gotten your hair cut in a new style, and you like it better than the old way. Your friend sees you and says, 'Hey, you've got a new haircut. It looks nice.'
12. You are sharing an apartment with a friend. You're both sitting and relaxing in the living room. You ask your friend to hand you the newspaper which is nearby. Your friend gives you the newspaper.
13. You pick up your car in a parking garage. As the attendant who drove up your car walks past you to get the next person's car, you hand him a tip.
14. You have been invited to a home of a rather new friend. You have dinner with him and his wife and a few other friends of theirs. The food was great, and you really enjoyed the evening. As you leave, your hosts accompany you to the door.

Appendix 2: Consent Form

Research Consent Form

Preferences in Expressions of Gratitude

You are being invited to participate in a research named '*The Investigation of Pragmatic Competence Levels of Tertiary Level Turkish EFL Students with A Special Focus to Their Usage Patterns of Expressions of Gratitude*'
This study is conducted by Derya BAKIRCI from Applied Linguistics Department Master Program of Karadeniz Technical University, Trabzon.
The aim of this research is to reveal the preferences of Turkish speaking EFL learners in Turkish and English; and non-native European speakers of English with regard to expressions of gratitude. If you agree to the term and participate in the research you will be asked to complete a Discourse Completion Task paper. The written material will be used only for research purposes. Proper names and other identifying information will be kept confidential.

I hereby give my consent for the Discourse Completion Task paper to be used for research purposes.

Yes_____ No_____

Date: _____

Name _____ Signature_____

Appendix 3: DCT in Turkish for Turkish speaking EFL learners

Dear Students,
The aim of this questionnaire is to find out university- level EFL students' use of gratitude expressions (şükran ifadeleri). There are no RIGHT or WRONG answers! The questionnaire is anonymous; you do not need to put your name on the form. Your corporation will be much appreciated and your responses will be kept confidential. Thank you for your participation and cooperation.

Yrd. Doc.Dr. Ali Şükrü ÖZBAY
Derya BAKIRCI
Karadeniz Technical University

1.	Cüzdanınıza baktınız ve yalnızca 10 TL olduğunu fark ettiniz. En yakın arkadaşınız bu durumu fark etti ve ''ailemden para istemek zorunda kalacağım'' dediğinizi duydu. Arkadaşınız ödünç para vermeyi teklif etti ve ihtiyacınız olan parayı size verdi. **Bu durumda ona ne dersiniz:**
2.	Otobüse bindiniz ve otobüsün ön tarafında bir koltuğa oturdunuz ve araba oldukça kalabalıktı. Bir süre gittikten sonra inmek istediğiniz durakta sürücünün durmayacağını anladınız. Sürücüye doğru yaklaştınız ve ilk durakta inmek istediğinizi söylediniz ve otobüs durdu ve siz inerken: **Bu durumda ona ne dersiniz:**
3.	Bir arkadaşının evine ilk kez davet ediliyorsunuz. Yemekler harikaydı ve gerçekten iyi vakit geçirdiniz. Evden ayrılırken, arkadaşınızın annesi size "tekrar bekleriz" dedi. **Bu durumda ona ne dersiniz:**
4.	Bir arkadaşınızdan Ramazan bayramı münasebetiyle "bayramınız mübarek olsun" şeklinde bir kutlama mesajı aldınız. **Bu durumda ona ne dersiniz:**
5.	Erasmus öğrenci değişim programı ile 1 dönemlik yurt dışında eğitim görme hakkı kazandınız. Yurt/ev arkadaşlarınız sizin için bu akşam bir veda partisi vereceklerini söylediler. **Bu durumda onlara ne dersiniz:**
6.	Süpermarkette alışveriş yapıyorsunuz, kasaya geldiğinizde, kasiyerden aldığınız malzemeleri poşetlemesini rica ediyorsunuz. Ödemenizi yapıyor ve sizin için hazırlanmış poşetlerinizi alıyorsunuz. **Bu durumda ona ne dersiniz:**
7.	Bölüm başkanı tarafından toplu iftar yemeğine davet edildiniz. Yemekten sonra sınıf temsilcisi olarak tüm arkadaşlarınız adına hocanıza şükranlarınızı belirtiyorsunuz. **Bu durumda ona ne dersiniz:**
8.	Üniversitenizin sizin için hazırladığı Nevruz bayramı şenlikleri sırasında bu şenliği düzenleyen kişilerden bir tanesi ile karşılaştığınızda ona teşekkür etmek istiyorsunuz. **Bu durumda ne dersiniz:**
9.	Saçlarını yeni bir tarzda kestirdin ve bu halini görünce arkadaşların çok beğendikleri söylediler. **Bu durumda onlara ne dersiniz:**
10.	Ameliyat olduğunuz için uzun bir süre hastanede kaldıktan sonra iyileşip taburcu olmak üzeresiniz. Doktorunuz size artık hastaneden ayrılabileceğinizi söyledi. **Bu durumda ona ne dersiniz:**
11.	Oda arkadaşın ve sen Erasmus öğrenci değişim programı ile yurt dışında eğitim alırken aynı zamanda çalışmaya başladınız. Bir gün işten yurda geç geldiğinde bir sürprizle karşılaşıyorsun. Senin yapmaya söz verdiğin yurt ile ilgili bazı işlerin oda arkadaşın tarafından yapıldığını görüyorsun. **Bu durumda ona ne dersiniz:**
12.	KTÜ Öğrenci işlerine öğrenci belgesi almak için gidiyorsunuz ve görevli memur size istediğiniz belgeyi bekletmeden veriyor. **Bu durumda ona ne dersiniz:**

13.	Yakin zamanda vefat eden bir yakininiz için danışma hocanız size bas sağlığı mesajı gönderdi. **Bu durumda ona ne dersiniz:**
14.	Bir arkadaşınızın dileği yerine geldiği için kurban kesiyor ve size kurbandan bir parça getiriyor. **Bu durumda ona ne dersiniz:**
15.	Arkadaşınız ile aynı evde kalıyorsunuz. Kendiniz için sipariş verdiğiniz pizzalar diş kapıya kadar geldi ve birinizin inip alması gerekiyor. Bu isi sizin için oda arkadaşınız yaptı. **Bu durumda ona ne dersiniz:**
16.	Kampüsteki Kızılay standına kan bağışı yapmayı düşünüyorsunuz fakat prosedürü bilmiyorsunuz. Bununla ilgili hemşireden bilgi aldıktan sonra kan bağışında bulunuyorsunuz. Hemşire bir süre dinlenmenizi ve bir şeyler yiyip içmenizi öneriyor. **Bu durumda ona ne dersiniz:**
17.	Eliniz dolu şekilde *tanımadığınız bir kişiden* size kapıyı açmasını istiyorsunuz. Kapıyı açılıyor ve siz içeriye giriyorsunuz. **Bu durumda ona ne dersiniz:**
18.	Aşure günü münasebetiyle komsunuz tarafından her sene olduğu gibi aşure ikram edildi. **Bu durumda ona ne dersiniz :**

Demography:

Gender:	**□ Female □ Male**
Age:	**□18-19 □ 20-22 □23-25 □above**
Class:	**□1st year □ 2nd year**
City you are from:	

THANKS FOR YOUR TIME!

Appendix 4: DCT in English for Turkish speaking EFL learners

Dear Students,

The aim of this questionnaire is to find out university- level EFL students' use of gratitude expressions (şükran ifadeleri). There are no RIGHT or WRONG answers! The questionnaire is anonymous; you do not need to put your name on the form. Your corporation will be much appreciated and your responses will be kept confidential. Thank you for your participation and cooperation.

Yrd. Doc.Dr. Ali Şükrü ÖZBAY
Derya BAKIRCI
Karadeniz Technical University

1.	It is Friday. You look in your wallet, only to notice that you only have no more than 10 TL. One of your good friends notices this and hears you say, "I have to ask money to my family". Upon that, your friend offers to lend you the money you need for shopping. **You would say to your friend:**
2.	You get in a very crowded bus and sit in the back. After a while, you realize that the driver will not stop at the station where you want to get off. You reminded the driver that you want to get off the first station and the driver stops there. **You would say to the driver:**
3.	You are invited to one of your friends' home, and the meal was so delicious. While you are leaving the home your friends' mother said "You are welcome to join us whenever you feel like ." **You would say to her:**
4.	You have just received a "Happy Bayram Message" from one of your friends since it is the end of Ramadan. **You would say:**
5.	You have just gotten an admission from a university abroad. A close friend in the university tells you she/he has organized a farewell party for you. **You would say:**
6.	You do shopping at the supermarket, when you come to the cash point, you ask the cashier to bag the stuff you buy. You're paying and you get your bags. **You would say:**
7.	Your Head of Department invited you and your friends to dinner . After the meal, you make a thanks giving speech as a class representative. **You would say:**
8.	You came across one of the festival organizator in Nevruz bayram organized by the university for students and you want to thank him/ her. **You would say:**
9.	You have just gotten your hair cut in a new style, Your friends see it and say "hey, you have got a new haircut. It looks very nice." **You would say to them:**

10.	After you have stayed in hospital for a surgery for a long time, you are in good health now. Your doctor tells you that you can leave the hospital now. **You would say:**
11.	Your roommate and you started working at the same time you were studying in the country with the Erasmus student exchange program. One day you get a surprise when you come home from work. You see that some of the work that you did promise to do was made already by your roommate. **You would say:**
12.	You go to student affairs to get a student certificate and the officer gives you the document you want without keeping you wait. **You would say:**
13.	You seriously ill and kept in the hospital. You receive a "get well soon" message from your school administration. **You would say:**
14.	Your friend`s wish came true. He had previously promised to dedicate an animal for God for this (Adak adamak). For this reason, he offers you a piece of meat as part of the traditional. **You would say:**
15.	You are sharing an apartment with a friend. The pizzas you ordered for yourself came to front and you have to go downstairs to get the pizzas. This was made by your roommate. **You would say:**
16.	You want to donate blood to the Red Crescent stand in the campus, but you do not know the procedure. After you have received information from the nurse about this, you have donated blood. The nurse offers you to rest for a while and drink something. **You would say:**
17.	There are some shopping bags in your hands and you couldn't open the door. You needed help and to your good luck someone opened the door for you. **You would say:**
18.	Your neighbour has offered you the "Aşure" since it was a traditional "Day of Aşure" which is celebrated every year. **You would say:**

THANKS FOR YOUR TIME!

Appendix 5: DCT in English for non-native European speakers of English

Dear Students,

The aim of this questionnaire is to find out university- level EFL students' use of **gratitude expressions (thanks, thank you etc)** . There are no **RIGHT or WRONG** answers. The questionnaire is anonymous; you do not need to put your name on the form. Your corporation will be much appreciated and your responses will be kept confidential. Thank you for your participation and cooperation.

Assist. Prof. Dr. Ali Şükrü ÖZBAY
Derya BAKIRCI
Aplied Linguistics MA Program/ Karadeniz Technical University/Trabzon/TURKEY

1.	It is Friday. You look in your wallet, only to notice that you only have no more than 10 Euro. One of your good friends notices this and hears you say, "I have to ask money from my family". Upon that, your friend offers to lend you the money you need for shopping. **You would say to your friend:**
2.	You get in a very crowded bus and sit in the back. After a while, you realize that the driver will not stop at the station where you want to get off. You reminded the driver that you want to get off the first station and the driver stops there. **You would say to the driver:**
3.	You are invited to one of your friends' home, and the meal was so delicious. While you are leaving the home your friends' mother said "You are welcome to join us whenever you feel like " **You would say to her:**
4.	You have just received a "Happy New Year Message" from one of your friends since it is the Christmas time. You want to thank her. **You would say:**
5.	You have just gotten an admission from a university abroad. A close friend in the university tells you she/he has organized a farewell party for you **You would say:**
6.	You do shopping at the supermarket, when you come to the cash point, you ask the cashier to bag the stuff you buy. You're paying and you get your bags. **You would say:**
7.	Your Head of Department invited you and your friends to dinner. After the meal, you make a thanks giving speech as a class representative. **You would say:**
8.	You came across **one of** the administrators responsible from the organization in the 50th Anniversary of your University and you want to thank him for the good organization. **You would say:**
9.	You have just gotten your hair cut in a new style; Your friends see it and say "hey, you have got a new haircut. It looks very nice." **You would say to them:**

10.	After you have stayed in hospital for a surgery for a long time, you are in good health now. Your doctor tells you that you can leave the hospital now. **You would say:**
11.	Your roommate and you started working at the same time you were studying in the country with the Erasmus student exchange program. One day you get a surprise when you come home from work. You see that some of the work that you did promise to do was made already by your roommate. **You would say:**
12.	You go to student affairs to get a student certificate and the officer gives you the document you want without keeping you wait. **You would say:**
13.	You seriously ill and kept in the hospital. You receive a "get well soon" message from your school administration. **You would say:**
14.	One of your friends sent you a Christmas Card for new year celebration. He also sent you a packet gifts as part of the tradition. You are so happy and call him to share your happiness. **You would say:**
15.	You are sharing an apartment with a friend. The pizzas you ordered for yourself came to front and you have to go downstairs to get the pizzas. This was made by your roommate. **You would say to him/her:**
16.	You want to donate blood to the Red Crescent stand in the campus, but you do not know the procedure. After you have received information from the nurse about this, you have donated blood. The nurse offers you to rest for a while and drink something. **You would say:**
17.	There are some shopping bags in your hands and you couldn't open the door. You needed help and to your good luck someone opened the door for you. **You would say:**
18.	Your friend has offered you to taste "Aşure" since it was a traditional dish and celebrated as the "Day of Aşure" every year in his/her country as part of the religious tradition. You accept it and then…. **You would say to her/him:**

Demography:

Department:	
Gender:	**□ Female □ Male**
Age:	**□18-19 □ 20-22 □23-25 □above**
You are from	

THANKS FOR YOUR TIME!

Appendix 6: Interview Questions

INTERVIEW QUESTIONS

1. What could be the main reasons for your varied responses to the same situations in Turkish and English?
2. How do you interpret the answers, you provided, which are shorter in general compared to Turkish ones?
3. Why have you replied to the situation provided in Turkish questionnaire in that way? (Please check highlighted points)
4. Why have you replied to the situation provided in English questionnaire in that way? (Please check highlighted points). What did you think while expressing your gratitude in English?
5. What could be the main factors behind different answers you provided for the highlighted situations in English questionnaire? You can tick more than one option.

   ◯ a. I could not remember the English form of the expression I wished to use.
   ◯ b. I thought that the answer I provided in English would be enough.
   ◯ c. I am not sure about the appropriate answer could be given to that situation.
   ◯ d. I did not know how to reply in that situation.
   ◯ e. Others (write in shortly please)

Appendix 7: Statistical Analysis

A. Chi-square results for Turkish and English DCTs of Turkish speaking EFL learners for each situation respectively

Pearson Chi-Square Test	Test Statistics	Sd	P
Situation 1	2. 299[a]	3	. 513
Situation 2	15. 825[a]	1	. 000
Situation 3	. 128[a]	1	. 721
Situation 4	13. 330[a]	2	. 346
Situation 5	7. 956[a]	3	. 047
Situation 6	6. 193[a]	1	. 013
Situation 7	3. 481[a]	3	0. 323
Situation 8	1. 317[a]	2	. 518
Situation 9	2. 961[a]	2	. 228
Situation 10	7. 501[a]	5	. 186
Situation 11	7. 501[a]	5	. 186
Situation 12	1. 000[a]	1	. 317
Situation 13	33. 080[a]	3	. 000
Situation 14	16. 401[a]	2	. 000
Situation 15	86. 935[a]	3	. 000
Situation 16	2. 064[a]	1	. 151
Situation 17	. 316[a]	2	. 854
Situation 18	6. 837[a]	2	. 033

B. Chi-square results for English DCTs of Turkish speaking EFL learners and non-native European speakers of English for each situation respectively

Pearson Chi-Square Test	Test Statistics	Sd	P
Situation 1	13. 434[a]	1	. 0002
Situation 2	. 128[a]	1	. 721
Situation 3	23. 051[a]	3	. 000
Situation 4	23. 642[a]	2	. 000
Situation 5	6. 625[a]	3	. 085
Situation 6	. 126[a]	1	. 722
Situation 7	8. 544[a]	3	. 036
Situation 8	2. 360[a]	2	. 307
Situation 9	. 638[a]	2	. 727
Situation 10	2. 201[a]	2	. 333
Situation 11	6. 109[a]	5	. 296
Situation 12	1. 716[a]	2	. 424
Situation 13	3. 415[a]	2	. 181
Situation 14	11. 954[a]	2	. 003
Situation 15	86. 935[a]	3	. 000
Situation 16	2. 449[a]	2	. 294
Situation 17	. 251[a]	2	. 882
Situation 18	3. 408[a]	2	. 182

C. Chi-square results for all the DCTs based on gender

Pearson Chi-Square Test	Test Statistics	Sd	P
Turkish DCT TSEFLL	11. 622[a]	6	. 071
English DCT TSEFLL	48. 871[a]	6	. 000
English DCT NNESE	23. 047[a]	6	. 001

CURRICULUM VITAE

Derya BAKIRCI, born in 1991, completed her primary, secondary and high school education in Yalova. She began to her university education in the English Language Teaching Department of Marmara University, in 2009 and graduated in 2013. She began her English language teaching career within the same year. In 2015, she attended the MA program of Karadeniz Technical University for Applied Linguistics. She has been teaching in Trabzon since 2016.

BAKIRCI is single, and speaks English.