

KARADENİZ TECHNICAL UNIVERSITY*THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTER'S PROGRAM

**THE INVESTIGATION OF PRAGMATIC AWARENESS LEVELS OF TURKISH EFL
TEACHERS WITH A FOCUS ON REQUEST AND APOLOGY SITUATIONS**

MASTER'S THESIS

Çağla GENÇ

JANUARY - 2025

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Supervisor: Assoc. Prof. Dr. Ali Şükrü ÖZBAY

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APPROVAL

Upon the submission of the dissertation, **Çağla GENÇ** has defended the study “**The Investigation of Pragmatic Awareness Levels of Turkish EFL Teachers with A Focus On Request And Apology Situations**” in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous/majority** vote on 27/01/2025.

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DECLARATION OF ORIGINALITY

I, **Çağla GENÇ**, hereby confirm and certify that;

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- All data and findings in the work have not been falsified or embellished,
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January, 2025

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	IV
TABLE OF CONTENTS	V
ÖZET	VII
ABSTRACT	VIII
LIST OF TABLES	IX
LIST OF FIGURES.....	XI
LIST OF ABBREVIATIONS	XII

CHAPTER ONE

1. INTRODUCTION.....	1-4
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Purpose of the Study	2
1.4. Significance of the Study	3
1.5. Limitations of the Study.....	3
1.6. Research Questions	4
1.7. Outline of the Thesis	4

CHAPTER TWO

2. LITERATURE REVIEW	5-19
2.1. Pragmatics.....	5
2.2. Pragmatic Competence.....	6
2.2.1. Communicative Competence	7
2.3. Interlanguage Pragmatic.....	11
2.4. Pragmatic Failure... ..	12
2.4.1. Socio-pragmatics and Pragmalinguistics.	13
2.5. Speech Acts	15
2.5.1. Speech Acts of Request and Apology	16
2.5.2. International Studies on CCSARP Request and Apology Strategies	17

CHAPTER THREE

3. METHODOLOGY.....	20-28
3.1. Research Design.....	20
3.2. Participants	20
3.3. Data Collection Instruments.....	21
3.3.1. DCT Construction Process.....	21
3.3.2. Adaptation of DCT.....	22
3.3.3. Piloting the DCT Task.....	23
3.3.4. Open Ended Interview	24
3.4. Data Collection Procedures.....	24
3.5. Steps and Methods of Data Analysis.....	24
3.5.1. Internal, External Modifications	27
3.6. Raters' Profile.....	28

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS.....	29-58
4.1. Participants' Responses to DCT	29
4.2. Participants' Responses to Interview.....	49
4.3. Unconventional Responses (Errors) in Using Request and Apology Strategies	52
4.3.1. Situations and Responses for Request Strategies.....	52
4.3.2. Situations and Responses for Apology Strategies.....	53
4.4. Discussions of Findings	54
CONCLUSIONS AND RECOMMENDATIONS.....	60
REFERENCES.....	62
APPENDICES.....	67
CURRICULUM VITAE	95

ÖZET

Bu tez, Türk EFL (İngilizceyi Yabancı Dil Olarak Öğreten) öğretmenlerinin rica ve özür dileme durumlarında pragmatik normları anlama ve uygulama düzeylerine odaklanarak pragmatik farkındalık seviyelerini incelemiştir. Pragmatik yeterlilik, dil kullanıcılarının sosyal etkileşimlerde etkili bir şekilde iletişim kurmasını sağlayan, iletişimsel yeterliliğin önemli bir boyutudur. Ancak, araştırmalar, anadili İngilizce olmayan öğretmenlerin bu alanda zorluklarla karşılaşabileceğini ve bunun öğretim uygulamalarını etkileyebileceğini göstermektedir. Bu sorunu kapsamlı bir şekilde incelemek için araştırmada nitel araştırma tasarımı kullanılmıştır. Birincil veri toplama araçları olarak Söylem Tamamlama Testi (STT) ve açık uçlu görüşmeler kullanılmıştır. STT, öğretmenlerin güç dinamikleri, sosyal mesafe ve yükümlülük düzeyleri açısından farklılık gösteren çeşitli senaryolarda bağlama uygun rica ve özür dileme ifadeleri üretebilme becerilerini değerlendirmek amacıyla tasarlanmıştır. Yanıtlar, nezaket stratejileri ve pragmatik uygunluk örüntülerini belirlemek için nitel olarak analiz edilmiştir. STT'ye ek olarak, yarı yapılandırılmış görüşmeler gerçekleştirilmiş ve katılımcıların pragmatik normlara ilişkin algıları, kültürlerarası farklılıklara dair farkındalıkları ve pragmatik yeterliliği öğretimlerine nasıl entegre ettikleri araştırılmıştır. Bulgular, Türk EFL öğretmenlerinin genel olarak pragmatik normlara ilişkin temel bir anlayışa sahip olduklarını, ancak stratejilerini bağlamsal gerekliliklere uyarlamada zorluklar yaşadıklarını göstermektedir. Nitel analiz, teorik bilgi ile pratik uygulama arasında bir kopukluk olduğunu ortaya koymuş ve katılımcılar, pragmatik yeterlilik konusunda hedefe yönelik mesleki gelişim ihtiyacını dile getirmiştir. Bu tez, pragmatik eğitimin öğretmen eğitim programlarına entegre edilmesinin önemini vurgulamaktadır. Bu eksikliklerin giderilmesi, EFL öğretim uygulamalarını geliştirebilir ve öğretmenlere farklı sosyal bağlamlarda etkili iletişim becerileri kazandırabilir.

Anahtar Kelimeler: Edimsel Farkındalık, Edimbilim Yetisi, Söylem Gerçekleştirme, Söz Eylemleri, Rica ve Özür Stratejileri

ABSTRACT

This study investigated the pragmatic awareness levels of Turkish EFL (English as a Foreign Language) teachers, focusing specifically on their understanding and application of pragmatic norms in request and apology situations. Pragmatic competence, a crucial aspect of communicative competence, enables language users to navigate social interactions effectively. However, research indicates that non-native English teachers may face challenges in this domain, which could impact their teaching practices. The research employed a qualitative design to explore this issue comprehensively. The primary data collection tools included a Discourse Completion Test (DCT) and open-ended interviews. The DCT was designed to assess teachers' ability to produce contextually appropriate requests and apologies across various scenarios differing in power dynamics, social distance, and imposition levels. Responses were analysed qualitatively to identify patterns in politeness strategies and pragmatic appropriateness. Complementing the DCT, semi-structured interviews were conducted to explore participants' perceptions of pragmatic norms, their awareness of cross-cultural differences, and the methods they use to incorporate pragmatic competence into their teaching. The findings indicate that while Turkish EFL teachers generally possess a foundational understanding of pragmatic norms, challenges arise in adapting their strategies to nuanced contextual demands. The qualitative analysis revealed a disconnection between theoretical knowledge and practical application, with participants expressing the need for targeted professional development in pragmatics. The study highlights the importance of integrating pragmatic training into teacher education programs. One implication is that addressing these gaps could improve EFL teaching practices and help teachers develop effective communication skills in various social contexts.

Key Words: Pragmatic Awareness, Language Teachers' Levels of Pragmatic Awareness, Pragmatic Competence, Discourse Completion, Speech Acts, Strategies of Request and Apology

LIST OF TABLES

Table No	Table Name	Page Nr.
1	The CCSARP Request Strategies	16
2	The CCSARP Apology Strategies	17
3	Socio-Demographic Information Related to Inservice EFL Teachers	21
4	Scenarios in Discourse Completion Test	22
5	Sample Adjustments in the DCT Task	23
6	The Request Strategies... ..	25
7	Example for the Content Data Analysis.....	25
8	Apology Strategies.....	26
9	Example for the Content Data Analysis.....	26
10	Internal Modifiers	27
11	Example for the Internal Modification Data Analysis	27
12	External Modifiers	27
13	Example for the External Modification Data Analysis	28
14	Demographic Information of Rater Variables	28
15	Participants' Answers to Q1	30
16	Participants' Answers to Q2.....	31
17	Participants' Answers to Q3.....	32
18	Participants' Answers to Q4.....	33
19	Participants' Answers to Q5.....	34
20	Participants' Answers to Q6.....	35
21	Participants' Answers to Q7.....	36
22	Participants' Answers to Q8.....	37
23	Participants' Answers to Q9.....	38
24	Participants' Answers to Q10.....	39
25	Participants' Answers to Q11	40
26	Participants' Answers to Q12.....	41
27	Participants' Answers to Q13.....	41
28	Participants' Answers to Q14.....	42
29	Participants' Answers to Q15.....	43
30	Participants' Answers to Q16.....	44
31	Participants' Answers to Q17.....	44

32	Participants' Answers to Q18.....	45
33	Participants' Answers to Q19.....	46
34	Participants' Answers to Q20.....	47
35	General Percentage and Frequency of Request Strategies.....	47
36	General Percentage and Frequency of Apology Strategies.....	48
37	Percentage and Frequency of Internal Modifications	48
38	Percentage and Frequency of External Modifications	48
39	Participants' Interviews.....	49



LIST OF FIGURES

Figure No	Figure Name	Page Nr.
1	Figure 1	8
2	Figure 2	11



LIST OF ABBREVIATIONS

CCSARP	: Cross Cultural Speech Act Realization Project
CLIL	: Content and Language Integrated Learning
DCT	: Discourse Completion Task
EFL	: English as a Foreign Language
IFID	: Illocutionary Force Indication Device
ILP	: International Language Program
L1	: First / Native Language
L2	: Second Language
MNE	: Ministry of National Education
NNS	: Non-Native Speaker
NS	: Native Speaker
SD	: Social Distance
SI	: Size of Imposition
SP	: Social Power

CHAPTER ONE

1. INTRODUCTION

The first chapter of the thesis titled as introduction comprises six headings as background of the study, statement of the problem, purpose of the study, significance of the study and outline of the thesis. This thesis aimed to find out the level of pragmatic awareness of 70 EFL teachers aged between 25-40, working in schools affiliated with the Ministry of National Education with a focus on requests and apology situations.

1.1. Background of the Study

Learning a language is a key factor in addressing the needs of a fast-paced, artificial intelligence-driven world. Every day, we encounter new developments that challenge our mental capacities, and we respond to those that are part of our daily lives. In this context, language serves as a bridge, a facilitator, a means of communication, and a symbol. English, as the global lingua franca, has enabled communication worldwide for many years. As a language spoken across the globe, English is commonly taught as a foreign language. The question of how to effectively learn it has been a topic of debate for a long time. Numerous researchers have proposed various theories and methods to tackle this issue. Based on these ideas, curriculum courses have been implemented, primarily through formal education, distance learning, or private tutors offering specialized courses.

As known in any part of life, the teachers' influence on learning a language is crucial, and consequently, teachers have been pedagogically acknowledged to be the strong regulators to steer and sustain the process with the appropriate strategies. Moreover, it was evidenced that learning strategies have significant influence on the process of foreign language learning. Oxford (1990) defines strategies as direct and indirect. The former is related to employing structure of language including cognitive process, memorial process, direct brain functions governing language acquisition. The latter is a kind of indirect facilitator who integrate strategies appealing to learners, requiring them cope with the personal issues in an effort to navigate the learning process. When these variables have been maintained in this optimum condition with the aid of teachers, learning a language is achieved for a purpose.

In that regard, it is a rather valuable qualification of teachers to possess language competence (Bachman, 1980) and be able to facilitate this ability in the grammatical and pragmatic domains for

students' language learning. Hence, the use of phrase 'how to use language' during learning process also reflects upon the existence of itself, the field of pragmatics, and the significance of teachers' pragmatic consciousness at this phase. Taguchi (2011) defines pragmatics as "field that extends beyond grammar" and that integrate formal knowledge, about forms and possible functional affordances as well as contextual demands that govern form-function associations, adding that "hence, knowledge involves knowledge of forms, of their potential utilization, and of contextual conditions that specify forms' functional uses" (Taguchi, 2011: 290). According to one definition of pragmatics, teachers are to acquire knowledge of important notions discussed in the definition and references of pragmatic competence. Raising the pragmatic consciousness of language teachers in Turkey is crucial to establish an educational environment in which the teachers develop an ability to organise themselves according to the needs of the learners, control the motives and emotions of learners, control the language used to ensure students understand and learn easily, to be sensitive to learners' cultural backgrounds. What is more, they should be able to study the dynamics of the classroom and make reasonable decisions as the basis of enhancing learners' engagement. The more they communicate the knowledge, the more pragmatic awareness they will evolve in this process. In the study, the awareness research was conducted on request and apology strategies elicited from a discourse completion tasks and interviews.

1.2. Statement of the Problem

The need for research on pragmatic awareness as a subject and the increasing significance of the topic in language teaching has been highlighted in recent research where the language teachers need to apply their knowledge based on their experience in the field of pragmatics. To their surprise, EFL Language teachers may have difficulties in general to act context-oriented speech, understand the hidden meaning of the expressions, keep the tone of the conversation smooth and appropriate, and select the words to be used according to cultural parameters and depending on the level of intimacy and power distance between two people. Thus, the question of to what extent teachers should have pragmatic awareness is an ongoing issue and require further research and that the defined problem situation could be elucidated through this study, and the findings may give more targeted results.

1.3. Purpose of the Study

The main purpose of this study is to investigate the amount of pragmatic awareness of 70 EFL in-service teachers, who constituted the sample population. It is therefore important that the scope was defined specifically according to apology and request strategies in order to analyse their awareness. For this reason, a Discourse Completion Task as well as the interview questions were employed to obtain the data. The frequency of the strategies preferred by participants was expected to determine their levels of pragmatic awareness, in relation to the variables for the situations in

DCT and the detailed information associated with the interview questions. If teachers have such awareness and develop classroom environment based on the pragmatic framework proposed earlier in recent research, then, students are likely to form a meaningful interaction regarding the specific situation and cultural perception, to grasp the contextual meaning rather than the sentence level, to learn how to use the language in a proper manner with intervention of social factors, and to understand multiple perspectives making analysis on the whole speech where the intention in conversation is supposed to be considered. The analysis is based on the premise that if the teachers have pragmatic awareness and create a classroom environment according to the pragmatic framework outlined in the literature, students are likely to express themselves better in the case of different situations and cultural norms, to infer the implied meaning rather than literal meaning level regarding context, to learn to use the language appropriately taking into account the effect of social variables and to recognize different perspectives analysing the whole speech from different aspects such as intention in a conversation. Shortly, the analysis aimed to reveal the awareness levels of teachers, their limitations and needs regarding the pragmatic issues in language use.

1.4. Significance of the Study

Although there has been significant research on various aspects of Pragmatics, such as politeness theory, it is equally important to study other areas, particularly the use of strategies within the category of speech acts. The use of language plays a central role in language teaching, and its direct connection to pragmatics makes it a key area of study. This research contributes to the field by analysing the pragmatic awareness of EFL teachers in Turkey. What makes this study significant is that it explores how EFL teachers apply their knowledge and to what extent they are aware of the strategies that are used for appropriate communication based on pragmatic principles. Based on the data collected, the study is likely to provide valuable insights that may be further used in the re-design of the materials used, and that may lead to a comprehensive revision of the language teaching methods in the Turkish education system.

1.5. Limitations of the Study

Regarding the limitations, qualitative methods were employed for the primary data collected from the DCT task and interview. However, the use of content analysis as a qualitative method to analyse all the outcomes from the sample size prolonged the process. The most challenging part of the process was finding and recruiting participants who were eager to engage in this empirical study. Additionally, it seemed that at least 10 people were unable to understand the fourth question of DCT task. It became evident that the fourth question, which turned out to be a problematic item, was not fully understood by the participants. The researcher believes that this issue stems from the organisation of the utterance in question. The omission of the clause structure (that) in the question may be linked to the subjunctive (should) form, which is also absent in the utterance. This was

evident as many responses began with “Yes, they should,” instead of starting with “Yes, I think they...”. Therefore, it can be argued that the structure of the interview question imposed a restriction on the data results.

1.6. Research Questions

- R.Q.1. To what extent do the apology and request strategies used by teachers show variety with a focus on contextual factors?
- R.Q.2. Which contextual variable/s has/have the greatest influence on the strategies for making requests and apologies?
- R.Q.3. Do teachers who believe they have pragmatic awareness use pragmatically appropriate language based on this awareness?
- R.Q.4. What percentage of the participants are able to develop pragmatic awareness without formal courses or training?

1.7. Outline of the Thesis

This thesis aimed to investigate pragmatic awareness levels of EFL teachers through a DCT task and interview questions. The fact that linguistic competence, which is emphasized in foreign language teaching in the general scheme of MNE, is insufficient for solely maintaining the process. Thus, the awareness of integrating the pragmatic aspect of the language into the process requires further research on behalf of educators in the field. I believe that every English teacher should possess pragmatic awareness, both theoretically and practically, as a natural outcome of being proficient. Additionally, this research was carried out in order to investigate the present situation of EFL teachers, their feelings, and thoughts and actual level of awareness towards theory and practice as individuals who can turn their experience into practice. The thesis consists of five chapters.

The first chapter establishes the subject of the thesis and addresses the importance and purpose of the research, considering the research questions. The second chapter, under the name of literature review, includes conceptual information and researchers' findings for pragmatics and principles of it and so creates a holistic data set. The third chapter describes a general procedural line, including the research design, data collection tools, participants and analysis method, based on the methodology of the conducted research. The fourth chapter involves the general and detailed findings obtained as a result of qualitative data analysis and also includes explanatory comments on these findings. The final chapter provides an insight into recommendations and practices based on the findings of the scope of the research. It draws attention to the points of further inquiry in pragmatic research and offers recommendations to encourage more research to be carried out.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter consists of the conceptual knowledge of the components and principles of pragmatics and research carried out by researchers in the light of the scope of pragmatics and knowledge to present in-depth knowledge. Pragmatics is the core of linguistics, which is becoming gradually important and is included in the courses of foreign languages, such as Current Issues in English Teaching, Intercultural Communication and Foreign Language Education. Therefore, teachers' awareness and practices should also serve the development of these initiatives. This section covers the framework for the study, along with the comprehensive content gained from studies in the field, including findings derived from comparing research within the discipline.

2.1. Pragmatics

There are various definitions of Pragmatics. According to Crystal, it is “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (2008: 379). Taguchi also has stated that “pragmatics extends beyond grammar, entailing knowledge of forms, as well as their functional possibilities, and contextual requirements that determine form-function mappings” (2011: 290). As part of efforts to support these definitions, Garcia provides a comprehensive comment considering pragmatics as a discipline considering “the full complexity of social and individual human factors, latent psychological competencies, and linguistic features, expressions, and grammatical structures, while maintaining language within the context in which it was used” (2004: 8). Briefly defining, the study of communicative action within a social framework is known to be pragmatics. In addition to speech acts like greeting, and asking for something, communicative actions also entail taking part in discussions, interacting in a variety of discourse genres for pragmatic purposes.

According to the definitions provided by the pioneers in the field, pragmatics differs from the areas of micro-linguistics in that it focuses not just on the word formation process, where meaning is conveyed through phonemes, but rather on how speech is shaped by the specific context and the interactions between interlocutors. Therefore, mastering the pragmatic rules of the target language is crucial for using its structures correctly. Social factors such as contextual settings, cross-cultural differences, distance, power, register, social status and imposition etc. are crucial for revealing the

pragmatic meaning through utterances because of language itself is beyond grammar. This is known to be the basic study field of pragmatics. As pragmatic meaning of an utterance is better clarified by the contexts, what distinguishes pragmatics from semantics in terms of performativity and meaning is that it is being context oriented. When the dialogue below is analysed, it is clearly seen that unrelated word groups are sequenced to reveal a meaning if not deduced from the context.

A: We have announced the criterion earlier now it seems impossible.

B: Actually, there is less than two months to turn old?

A: Have you not been informed about the quota?

B: No problem, she will bring her owns.

A: Okey, let me check the possibility, please.

If readers are familiar with the context—specifically, that the students participating in the painting competition must be under 9 years old, that free canyons will be distributed to the first 15 students who register to encourage them, and that the conversation is between the instructor and the mother of a student who did not make the quota—they would be able to understand the meaning as a whole. To grasp the true pragmatic meaning, utterances must be evaluated based on the contextual data they present, as they derive significance when considered together.

Pragmatic knowledge includes speech acts as, speech maxims and implicatures, indirectness and directness in politeness theories, and the scope of knowledge regarding these components also increases the diameter of pragmatic ability. Pragmatic knowledge also enables speakers aware of the social distance, power, rank of imposition etc. in the speech of NSs. Especially among them, social distance is as much determining factor as others to direct the speech between interlocutors. It refers to the degree of social closeness and intimacy between interlocutors. The closeness, semi-close, or distance of this relationship influences their choice of an appropriate language strategy for the speech.

The other variable is “power” meaning the social status sides of interlocutors and a causer aspect of language. Imposition related to request reveals how the request is big or small. A big rank of imposition may be exemplified to a small request, but a big rank of imposition may be exemplified to a big request similarly.

2.2. Pragmatic Competence

Pragmatic competence is the core of the target language in terms of the ability of how to say, what to say and where to say, and language education needs to be adopted in a way that the teaching of pragmatic competence is prioritized. As it deals with the intended meaning, it is deeper than what is seen. Yule (1996:3) quotes that “Pragmatics is the study of how more gets

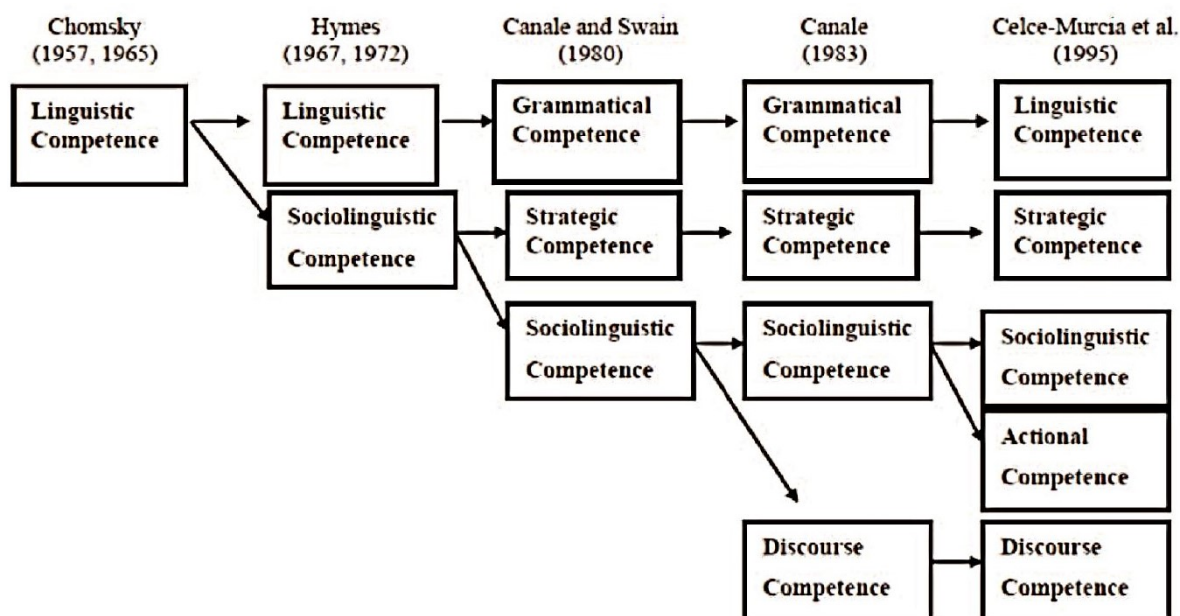
communicated than is said". Koike (1989) defines it as "the speaker's knowledge and use of rules of appropriateness and politeness which dictate the way the speaker will understand and formulate speech acts" (p. 279). The focus of pragmatic ability is meaningful communication and the ability to correctly interpret the message coming from the source as well as the ability to match the conversation to the situation. On the grounds that English language consists of idiomatic principles, pragmatic practices need to use formulaic sequences that are prefabricated language which corresponds the question of "what to say". Formulaic Language is an umbrella term consisting of prefabricated words including lexical chunks such as lexical bundles, lexical phrases, phrasal verbs, collocations, idioms, collocations, fixed expressions, polywords, sentence frames, sentence builders etc. Wood states that "formulaic sequences are fixed combinations of words that have a range of functions and uses in speech production and communication and seem to be cognitively stored and retrieved by speakers as if they were single words" (2006: 1). What makes a speaker to be fluent and sound natural user is these lexical patterns embedded in their utterances. On the contrary to this, making lexical errors like wrong word choice may lead speakers to have communication breakdowns, signs of a lack of pragmatic knowledge.

Pragmatic competence can also be considered as the capacity to use linguistic competence appropriately in line with a given context. According to Aquino, speakers having pragmatic competence could carry their levels of linguistic knowledge from basic tenets such as intonation, vocabulary, grammar to not extra linguistic levels implying inferential meanings. Knowledge of contextual settings and types of pragmatic contexts as linguistic epistemic, physical, social are crucial to actualize it (Aquino, 2011).

2.2.1. Communicative Competence

Defining the communicative competence regarding sociolinguistic aspect of the process is significant at this point. Different models of communicative competence and different criteria for efficient communication have been proposed by Hymes (1972); Canale and Swain (1980); Grice (1975); Bachman (1990); CelceMurcia, Dörnyei and Thurrell (1995) and these models of communicative competence have been proposed partly as criticisms and reactions to the emphasis on linguistic competence in language education (as cited in Takkaç & Tulgar, 2016).

Figure 1: Chronological Evolution of ‘Communicative Competence’



Source: Celce-Murcia, 2007: 43.

According to social oriented linguists, social interaction is the key factor to make learners enhance their learning process. Hymes’s (1972) emphasis is on the social aspect in which not only grammatical principles and the knowledge of vocabulary should be learnt but also used in a convenient social context appropriately. His appropriacy refers to the ability to use the target language according to factors related to where, when, whom etc. Moreover, he introduced the ethnography of speaking based on the social context of a language. If competencies in foreign language teaching are visualized as concentric circles, communicative competence serves as the means by which pragmatic competence is applied. It is the domain where pragmatic philosophy is expressed, ensuring that tasks aimed at enhancing communicative competence use materials that are relevant and aligned with real-life experiences. Hymes' philosophy differs from Chomskian philosophy in this aspect. Chomsky’s definition of linguistic competence (grammatical competence) is a lack of social aspect, according to Hymes. Since sociolinguistic knowledge and sociocultural knowledge, which are parts of pragmatic ability, emphasize the social aspect of the target language, it is necessary to foster communicative competence of speakers while in Chomsky's theory, the concept of pragmatic competence is not a prominent ability.

Pragmatic competence also includes “illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context” (Canale, 1988: 90). To support this notion, the materials used in the teaching process, contents and the theoretical knowledge of the teacher should be integrated into the education process. Pragmatic competence of students should be reinforced by implicit or

explicit instructions as well. These instructions can be used to make the process fruitful and are positively encouraged. Instructions aimed at developing linguistic (grammatical) competence and pragmatic competence, which emphasizes the point of “how to use that language” have a critical function. When the graphic that structures Bachman's language competence, included in Figure 1, is reflected in the instructions holistically, it will upgrade the learning process. From this perspective, three grammatic instructions are charged with exposing learners to appropriate TL input, raising learners’ pragmatic and metapragmatic awareness, and providing real life situations. Additionally, explicit pragmatic instruction can be utilized to enrich and expand students’ pragmatic ability including increasing learners’ awareness in cultural and contextual knowledge of the target language (Rueda, 2006). With the aid of instructions, to raise awareness of linguistic resource variety to develop pragmatic competence is one of main principles. In addition to practicing the structures recognized and defined in the perspective of form and meaning, this diversity included in linguistic instructions prioritizes the capacity to make situation-specific choices.

In a research study conducted, 43 ESL students from 18 various linguistic backgrounds participated in the study by Bardovi-Harlig and Griffin (2005), and their task was to find pragmatic infelicities in the scenarios that were recorded on video. It was also required from the participants to address the infelicities they had discovered. The findings demonstrated that while the participants recognized and fixed the pragmatic infelicities in the provided scenarios, their fixed infelicities lacked target-like consistency. The researchers concluded that providing students with specific classroom teaching might feed the development of their pragmatic competence.

Other scientists supporting this issue; Bardovi-Harlig and Dörnyei (1998), Kasper (2001), Kasper and Rose (2002) claimed that the pragmatic competences of students who are not fostered with enough explicit or implicit instructions may be quite weak compared to the pragmatic competence of a native English speaker. Therefore, it is crucial for language learners to comprehend how native speakers of the target language interpret and produce speech acts in accordance with the socio-cultural and pragmatic appropriateness (Önalán & Çakır, 2018). At this stage, instructions focused on pragmatic practices guide learners in using correct language structures, especially when interactions with native speakers are limited. These instructions play a crucial role in helping learners become competent and effective users of the language. As they provide contextual factors to treat accordingly, instructions such as DCT tasks including speech acts and of course role plays are crucial facilitators to prioritize the socio-cultural aspect of target language. The contextual factors which instructions reveal raise speakers’ pragmatic competence. Bardovi Harlig (2001) states that the role of instruction may be to help the learner “encode her own values (which again may be culturally determined) into a clear, unambiguous message (...) without asking a learner to compromise her values and adopt those of the target culture” (p. 31). An explicit instruction supports learners to get a deeper comprehension in aspects of language use and it has a

key role on enabling learners to use language regarding L2 inputs and functions, a strong bridge between pragmatic competence and target language acquisition.

As facilitators, teachers can actualize this issue with communicative tasks, materials focusing on target language culture, and sophisticated mediators. Pragmatic instructions are supposed to reflect pragmatic functions in terms of integrity. While giving instructions, they should include specific aims such as providing enough input as mentioned previously to raise students' pragmatic awareness and how students respond to a specific situation should be adapted as closely as possible to the native usage patterns. By using appropriate grammatical structures and tactics in a situation, students determine whether the apology they do is appropriate to the contextual setting or not, that is, this whole dimensional process involves mastering the sociolinguistic aspects of pragmatic competence such as culture, dialect, power, social status etc. Consequently, when we schematize it as a sequence, pragmatic instruction leads to pragmatic awareness and pragmatic awareness fosters pragmatic competence thereby target language teaching.

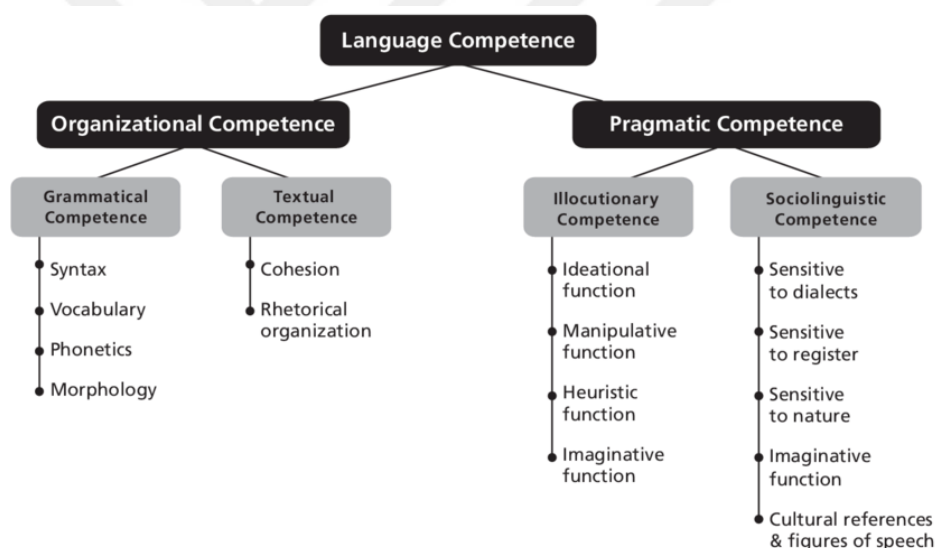
The fact that different contextual situations require different pragmatic practices means that students, when exposed to these variations, have the opportunity to enhance their awareness. As long as students make the difference between literal meaning and intended meaning, it is evident for developing pragmatic competence. For instance, learners having had pragmatic awareness of that language are able to use seven different request forms for a pragmatic act. The issue is to what extent learners use these structures appropriately in relation to the contextual settings. From a general perspective, the currently used coursebooks are limited to support this aim. However, CLIL chapters in which context and language for integrated learning are included at the end of the units to reinforce this awareness, but contexts of units should be enriched based on pragmatics. "This kind of knowledge not always comes hand in hand with linguistic competence, and there lies the role of the language professionals in the classroom, to try to make students aware of these cultural and contextual inferences in communication and make them more capable of using the language in the appropriate context" (Aquino, 2011: 144).

The more pragmatic contexts are included the more competence is highly empowered. Rich materials and comprehensible input help accelerate students acquire the language. It is again up to the teachers to add dimension to the process. At this point, blending of culture and language seems to be appropriate material content to develop the student's pragmatic competence. The course materials prepared by teachers or the coursebooks to be chosen for an education year should serve the argument and the basic curriculum should consist of contents corresponding to the development of pragmatic competence in terms of cultural references of the target language.

2.3. Interlanguage Pragmatics

The term “interlanguage” was first mentioned by Selinker (1972), a unique system which is neither L1 or L2. Interlanguage reveals the learners’ efforts to guide themselves, control the process and discover the learning strategies of their owns, leading to a growing language awareness in terms of both linguistic and pragmatic. As for the suggested awareness, learners need to deal with both organizational and pragmatic competence. Although pragmatic features were included in several other studies, it was first proposed as a separate concept in Bachman’s (1990, as cited in Ahn, 2007) language competence model. According to Bachmann (1990: 87) language competence needs to be perceived as an integrated system including organizational competence including accuracy, fluency, pronunciation, and cohesion which speakers take into consideration in communicative practices and pragmatic competence leading speaker to be sensitive socio-cultural references and variables.

Figure 2: Components of Language Competence



Source: Bachman, 1990

The functionality of interlanguage pragmatics is approved by the fact that mutual exchange of information in the target language is appropriate and meaningful to the situation or not. Therefore, the importance of pragmatic competence in foreign language teaching has given rise to the study field of interlanguage pragmatics in that turning speaker’s interlanguage into target language. Pragmatic knowledge is meant to close the gap between the speaker's interlanguage and the target language. Kasper (1992) also stated that a majority of ILP studies utilize of comparative methods, and that “the bulk of interlanguage pragmatics research” addressed “whether NNS differ from NS (Native Speakers) in the (1) range and (2) contextual distribution of (3) strategies and (4) linguistic forms used to convey (5) illocutionary meaning and (6) politeness [. . .]. (p. 2). In this respect, culture-oriented references help interlocutors have pragmatically correct utterances.

Cross-cultural pragmatics is a branch of pragmatic competence and entails the practices of sociocultural contextual references. In this respect, “culture” helps us learn more about the sociocultural norms of the target language from cultures that have existed from the dawn of human language development, culture and language are notions that cannot be separated. Thus, acquiring language skills requires more than merely expanding one's vocabulary and mastering grammar.

Similar to cross cultural pragmatic competence, regarding contextual references, the basis of intercultural communication requires also a mutual meaningful communication, where references are used appropriately to the context and where there are no misunderstandings and communication breakdowns. According to Schmidt (1994, as cited in Özdemir, 2011: 90), language learners must become pragmatically aware of their interlanguage system and recognize the connection between form and meaning for speech input. Awareness of intercultural language differences in language teaching in relation to context plays a major role in the development stages of pragmatic ability.

Socio-cultural acquisition of pragmatics requires maintaining the socio-pragmatic competence of the pragmatic framework. Teachers who have enriched their methodology to a certain degree on this basis integrate them into their pedagogical procedures. Although the contents appear to be in a holistic flow in a literal sense, pragmatic practices could be limited to the sufficient and functional activities through curriculum and this may make the learning process too long to continue.

2.4. Pragmatic Failure

Linguistic features of a new language demand specific practices for a naive learner. In the first phase, they tend to transfer of L1 knowledge including similar structures of their mother language which result from being lack of pragmatic competence. Cultural varieties affect discourse, and also linguistic differences cause L2 speakers to experience communication breakdowns by pragmatic failures which is the inability to understand what interlocutors mean in the target language. That is, intended meaning is not delivered in a proper way. Thomas (1983) defines pragmatic failure as “*the inability to understand what is meant by what is said*” (p. 91). The types of pragmatic failure are given as follows: *pragmalinguistic failure* and *sociopragmatic failure*. Initially, *pragmalinguistic failure* occurs “when the pragmatic force mapped by the speaker onto a given utterance is systematically different from the force most frequently assigned to it by native speakers of the target language, or when speech act strategies are inappropriately transferred from L1 to L2” (Thomas, 1983: 92). Another explanation from Ziran (2004, as cited in Lihui & Jianbin, 2010: 43). Firstly, *pragmalinguistic failure* is about using inappropriate utterances within the context or not understanding the intended meaning; *sociopragmatic failure* includes not considering the power relation, force, status, and age while having a conversation. In that sense, social interaction requires considering these elements. Since different cultures have different linguistic,

and social understandings, speaking rules, and social norms, the linguistic choices of a foreign language learner can be affected adversely. Additionally, supporting strategies borrowed from speakers' native language do not always work in parallel with the target language. Rueda (2006) pointed out that for common concurrence to internalize pragmatic knowledge, it is necessary to apply universal pragmatic knowledge and positive L1 transfers from learners' mother language. Having a language action, speakers are supposed to take into consideration components of the pragmatic frame not only linguistic competence, but also pragmatic frame which is significant for appropriate use of language. Pragmatic failures partially result from miscommunications neglecting the side of cultural environment. These failures can be seen on theories of implicatures, speech acts, indirectness etc. As long as instructors provide a real-life situational setting in which learners are exposed to authenticity of target language and feed their pragmatic and linguistic competence, learners could be aware of the nature of target language. In this respect, (Bialystok, 1993 as cited in Yueda, 2006) learners need to enhance recent knowledge of socio-pragmatic and pragma-linguistic knowledge apart from their actual pragmatic frames. Knowledge of socio-pragmatics and pragmalinguistics that helps speakers to understand the meaning beyond visible and prevents potential pragmatic failures are the basic components of pragmatics.

2.4.1. Socio-Pragmatics and Pragmalinguistics

Sociopragmatics is related to the appropriate use of language in a specific context and speakers may experience sociopragmatic failure if they fail to leave an impression in their hearers (Ahn, 2007). According to the definition, pragmalinguistic failure refers to the interlocutors' failure based on their limited knowledge of language functions such as utterances. On the other hand, sociopragmatic failure is hard to deal with because interlocutors share different belief systems based on their cultural differences while pragmalinguistic failure is about the misunderstanding of linguistic structures (Thomas, 1983). To that end, Kasper (1997) suggests two types of activity: awareness-raising activities and practice activities. For awareness-raising activities, an observation activity can be given to the learners who were asked to observe sociopragmatic and pragmalinguistic elements of a given context. As for practice activities, by adopting a student-centered model of teaching, the teacher can create an environment in which learners could use their pragmatic knowledge in the target language. Other than these activities, adopting a task-based approach maintains pragmatic awareness of foreign language learners and they can be provided with tasks to make them notice the target culture's conventions. Using task-based activities enables learners to authentic language practice by imitating the real-world (de Aquino, 2011).

The use of language should be considered under the elements of the hearer, the hearer's status and age, context, and situation; if not, it can damage the communication (de Aquino, 2011). Since pragmatic knowledge requires the variables to be taken into consideration holistically, it prevents miscommunication that may disrupt the course of the conversation. In case of not having sufficient

pragmatic knowledge, there can be situations in which learners may understand only the surface meaning of what is said, not the actual intended meaning of the speaker (Kasper, 1997). In addition, the contexts in which social power prevails may not be differentiated by the foreign language learner if she/he does not have enough pragmatic knowledge (Kasper, 1997).

The environments and situations which classroom activities and practices attempt to replicate take place naturally through the true experience of communication with natives at the source of the language learned. Therefore, it cannot be denied that the practice of interaction with the natives of a target language in an authentic environment cannot be beaten by even the most carefully designed and tailored classroom activity (Brecht et al., 1995: 37). While length of residence provides learners with the environment for an ideal language acquisition experience, without the required amount of interaction, language learning cannot occur.

Proposed by Krashen (1981), the concept of comprehensible input states that to better grasp new information, second language learners must be exposed to linguistic input just marginally above their present language level. In contrast to pre-structured classroom activities, listening audio files, texts, and videos, communication with native speakers of a language in an authentic environment would expose learners to language that the speakers will adapt to their level, providing them with the necessary comprehensible input. The speakers actively adjusted their speech to make it easier to understand and make the learners' inputs more intelligible. The learner grasps the input through contextual and extralinguistic clues such as simplification, repetition, and clarification, concluding that the more learners get pragmatic competence, the less they have pragmatic failures.

Sociopragmatics is a subdivision of pragmatics, focusing on the study of language use within contextual settings. Sociopragmatics focuses on how socio-cultural references affect individuals' use of language while conveying messages. It addresses the connection between language and social factors such as culture specific values, hierarchies of social distance-power, status, age and strategies of politeness pointing directness or indirectness to shape culturally appreciated utterances.

Pragmalinguistics is a branch of pragmatics studying the linguistic forms and structures employed to accomplish communicative objectives in utterances. Linguistic devices prominently affect how the message is conveyed and in which ways the speech acts are shaped along with the lexical and conversation patterns, intonations and contextual clues and along with the discourse markers managing and organizing social side of speech and pragmatic markers.

2.5. Speech Acts

Speech acts (Austin, 1962) are important parts that make communication effective such as apologizing, complaining, complimenting, rejecting, making an offer, making a promise, greeting, etc. Regarding that pragmatic awareness is the basis of the developmental process, language education, primarily should be parallel with raising interlocutors' pragmatic awareness to properly use utterances. The speech act theory begins with Austin (in Levinson, 1983) states three kinds of acts as follows:

1. Locutionary act: the utterance of a sentence with determinate sense and reference.
2. Illocutionary act: the making of a statement, offer, promise, etc. In uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase).
3. Perlocutionary act: the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstance of utterance.

Hamdani (2019) stated that speech acts concern with what people say through the language by looking at the context. It is not only about the meaning of the utterance by what the speakers produce, but it also performs some acts behind those utterances and suggested speech acts are not realized in the similar ways throughout cultures as these result in misunderstanding or pragmatic failure in cross-cultural interactions between learners. Cross-cultural discourse differences bring about culturally varied utterances in this regard. Although speech act markers are universal, Fraser (1985 as cited in Kasper & Blum Kulka, 1993) contends that their distribution varies throughout languages and cultures. So, EFL teachers are in charge of improving their students' awareness and competency of acceptable language use in achieving the target language speech acts to prevent cross-cultural misunderstandings. Strategies of apology and request as speech acts are differed in intercultural dimensions. through cross-cultural research in pragmatics. For applied linguists, especially for those concerned with communicative language learning and teaching, cross-cultural research in pragmatics is essential in coping with the applied aspect of the issue of universality. The issue of universality is especially relevant in the context of speech act studies.

Blum Kulka and Olshtein (1984: 209) attributed “social parameters of distance, power, and age to intensification of the apology. Thus, in some cultures the need to apologize to an older person or to a superior may be very pronounced”. Önalán and Çakır (2018) stated that it is significant for language learners to comprehend how native speakers of the target language realize speech acts in accordance with the socio-cultural and pragmatic appropriateness.

2.5.1. Speech Acts of Requests and the Apologies

Speech acts of requests as illocutionary acts were described as “attempts by the speaker to get the hearer to do something. They may be very modest attempts as when I invite you to do it, or they may be very fierce attempts as when I insist that you do it” (Searle, 1979: 13). Nine request strategies as classification presented by Blum-Kulka (1987: 133) are 1. Mood derivable, 2. Explicit Performatives 3. Hedged Performatives, 4. Obligation Statements 5. Want Statements 6. Suggestory Formulae 7. Query Preparatory, 8. Strong hint, 9. Mild hint. These strategies were shown with examples in Table 1.

Table 1: The CCSARP Request Strategies by Blum-Kulka & Olhstein (1984)

Levels of Directness	Types of Request Strategies	Examples
Direct	a. Mood Derivable/Imperatives	Open the Window
	b. Explicit Performatives	I am asking you to open the window
	c. Hedge Performatives	I would like to ask you to open the window for me
	d. Obligation Statements	You should open the window
	e. Want Statement	I want you to open the window
Conventionally Indirect	f. Suggestory Formulae	Why don't you open the window
	g. Query Preparatory	Could you open the window?
Non-Conventionally Indirect	h. Strong hints	It is very hot in here.
	i. Mild hints	What a sunny day!

Source: Blum-Kulka & Olhstein, 1984: 202

Blum-Kulka & Olshtain (1984) apologizing differs from requesting because “apologies are generally post-event acts”, however, “requests are always pre-event acts” (p. 206). Thus, “apologies involve loss of face for the speaker and support for the hearer, while requests might involve loss of face for both interlocutors” (p. 206). The linguistic realization of the act of apologizing can take one of two basic forms, or a combination of both (Blum-Kulka & Olshtain, 1984: 208):

- a. The most direct realization of an apology is done via an explicit illocutionary force indicating device (IFID) like apologise, (be) sorry, excuse, pardon, or forgive.
- b. Another way in which one can apologise (with or without an IFID) is using an utterance including reference to one or more elements from a closed set of specified propositions.

An utterance which relates to: (a) the cause for the apology (explanation); (b) taking responsibility for the fault (c) willingness to offer repairs for the fault or (d) promise forbearance (that it will never happen again) can be used as an apology by the speakers (Blum-Kulka & Olshtain, 1984).

Table 2: The CCSARP Apology Strategies

Types of Apology Strategie	Examples
IFIDS	I am sorry
Explain or account	I am so forgetful
Taking Responsibility	The bus was late
Offer of Repair	I will pay for the damage
Promise of Forbearnce	This won't happen again

Source: Blum-Kulka & Olhstein, 1984: 206-208

2.5.2. International Studies on CCSARP Request and Apology Strategies

An investigation by Alfghe and Mohammadzadeh, 2021, was carried out to reveal the three speech act strategies of request, suggestion and apology in Libyan Arab EFL undergraduate students (AREFLUS) and Amazigh EFL undergraduate students (AMEFLUS). As a result, realization of all speech act strategies of request, suggest and apology between the Libyan Arab and Amazigh participants were quite similar and there was a statistically significant difference in the request speech act between males and females in the second scenario. In addition, there was a distinction between the genders in the first and third request situations; however, this difference was not statistically significant. The results showed that when it comes to realizing the speech act of request, men were more competent than women sociopragmatically and pragmatically.

Another research was carried out by Alzeebaree and Yavuz (2017) aiming to reveal the strategies of request and apology as well as the linguistic and pragmatic competency of Kurdish EFL undergraduate students (KEFLUS). The study's findings demonstrated the variations in answers between the state and private universities as well as between the KEFLUS and NSE groups. However, there was notable difference between the male and female KEFLUS. Furthermore, the KEFLUS answers were generally adequate in terms of both pragmatics and structure.

Another investigation was carried out by Elafsar, Binti M, Pathan and Imani (2023) to reveal pragmatic and linguistic competencies to better understand the speech act strategies of Arab postgraduate students and native English-speaking postgraduate students at Malaysian universities. Ninety-five participants, equally divided between males and girls, were from four Malaysian universities. Thirty-two of participants were of Arab origin, and sixty-three were native English speakers. The research revealed notable variations in the response rates and underscored the need of comprehending cultural norms for successful communication. The results imply that in order to communicate effectively, students from Arab nations were supposed understand how cultural norms and customs differ in English-speaking contexts.

A study by Trejkova & Neshkovska (2023) was carried to investigate the use of modifiers of the speech act of request in speech, both in Macedonian and English through DCT TASK. It consisted of 12 situations given as open-ended questions, created depending on the social distance and dominance between the interlocutors. Three groups of participants took part in the research 42 English native speakers from U.S.A. Second group was 42 Macedonian students as native speakers and as a last group was 42 Macedonian learners of English. The study sought to determine the frequency of the most common modifiers, how contextual factors, including the rights and obligations of the interlocutors, affect the choice between internal and external modification, and whether there is a systematic relationship between the two types of modification. Because it is shorter and more cost-effective, the study shown that internal modifications are utilized independently of external ones and are considerably more common. In contrast, exterior modifications are applied regardless of contextual factors.

Khalil and Massou (2024) conducted one of the field's studies to identify the request speech act strategies employed by Palestinian EFL students at the school level and the impact of the gender variable on strategy use. Additionally, methods for reducing requests were examined. For the study, data was gathered by having participants complete Discourse Completion Tasks in eight scenarios with varying social status levels. The sample group consisted of 69 EFL students at the American School in Beit Jala. The results showed that certain tactics were used more frequently than others. Additionally, the students employed a limited number of tactics to counteract demands. The results showed that students' pragmatic competence was lacking, necessitating the creation of additional resources for remediation.

Another research of three groups of 130 Norwegian English users—pre-service EFL teachers who had completed 30 ETCs in English, pre-service EFL teachers who had completed 60 credit hours of English, and in-service English teachers who had completed 30 credit hours in English—were used in Krulatz's (2018) study to investigate the variations in apology performance. In the study, inquiries of which apologetic intensifications and techniques were employed by pre- and in-service EFL instructors who speak Norwegian as their first language. Two questions were asked.

1. Do pre-service teachers with 30 credit units, pre-service teachers with 60 credit units, and in-service teachers perform differently when it comes to apologetics?
2. Do Norwegian EFL instructors' English apologies show any signs of being influenced by L1 Norwegian?

Every participant spoke Norwegian as their first language in that study. The first significant finding was that all three groups strongly preferred IFIDs when it came to the primary apology technique. According to the chi-test results, there was not much of a difference. It was anticipated that the better developed groups will employ a wider range of primary apologetic techniques as well as a larger quantity and variety of auxiliary techniques. The most important conclusion was

that there were no statistically significant variations in the primary apologetic technique selection between the three participant groups. Across all groups, the explicit illocutionary force indicating device “I’m sorry” was the most commonly used apologetic method. Additionally, there were no statistically significant variations in the intensifiers (very, exceedingly, etc.) used.



CHAPTER THREE

3. METHODOLOGY

In this chapter, the research design applied to reveal the strategy use shaped the methodological approach, and given under the following headings; participants, data collection instruments, data collection procedure, data analysis and rater's profile.

3.1. Research Design

This research was shaped regarding the research questions and objectives stated earlier. When the research questions of this study are revised, it is seen that the questions aimed to gather data via interview as data collection methods as part of qualitative approach. Gathering data to measure the sample group's pragmatic abilities, along with the time needed to collect it, could be effectively accomplished using a qualitative method. For this reason, a Discourse Completion Task (DCT) and was used.

The data collected from responses to fictional scenarios were analysed using content analysis to identify which request and apology situations caused participants' answers to align or differ. The analysis also examined whether the request and apology strategies, as outlined in speech act taxonomy, were applied. (Blum-Kulka& Olshtein, 1984; Blum-Kulka, House & Kasper, 1989). Additionally, the appropriateness of their responses in each specific situation was assessed based on the Cross-Cultural Speech Act Realization Project (CCSARP), considering situational variables such as the social distance between the speaker and hearer, their relative power, and the degree of imposition on the hearer (i.e., how significant the request or how serious the fault is in the apology situation).

3.2. Participants

The sample group of the study consists of 70 responders as English teachers aged between 25 -40, speaking Turkish as a native speaker and teaching English for different grades at state primary, secondary, high schools and universities in Turkey. Demographic information and gender distribution was described in Table 3 below.

Table 3: Socio-Demographic Information Related to Inservice EFL Teachers

Categories		f	%
Gender	Male	21	30
	Female	49	70
	Total	70	
Age	21-30	41	
	31-40	23	
	41-50	2	
	50	1	
Departments	Primary Schools		
	Secondary Schools		
	High Schools		
	Language Schools		
	Universities		

It is seen that 21 of participants are female and 49 of them are male. Although ranges of age are generally concentrated between 23-30, different percentage distributions are also given in the table.

3.3. Data Collection Instruments

A Discourse Completion Task (DCT) consisting of 20 different scenarios, including 10 request situations and 10 apology situations, was used as a data collection tool. The second instrument of the study was an interview including four open ended questions and the aim was to obtain information about the participants' awareness of pragmatics, how they integrate their pragmatically suitable teachings into lessons and the necessity of teaching pragmatic strategies in the classroom. The DCT task was chosen as the most appropriate data collection tool to measure what types of strategies are used, taking into account the variables for the scenarios. The DCT was developed by analyzing various relevant research instruments used by researchers (Özyıldırım, 2010; Jie, 2005; Kılıçkaya, 2010; Nureddeen, 2008; Blum-Kulka & Olshtein, 1984; Gürsoy, 2011; İstifçi, 2009). The situations were adapted from previous studies regarding the variables such as social distance, social power and size of the imposition (Brown and Lewinson, 1987; Thomas 1995). Then, to investigate their awareness of pragmatic knowledge, it was administered to teachers teaching English actively and graduated from English language Teaching and English Literature and Language departments.

3.3.1. DCT Construction Process

This qualitative part is conducted specifically on apology and request strategies to investigate the level of awareness and mastery of pragmatic rules of 70 English teachers working in schools affiliated with the Ministry of Education. As data collection tool, Discourse Completion Task was

used. Situational scenarios for the request situations ranged from 1-10 and apology situations were from 11-20. Twenty scenarios and variables included in DCT were identified in Table 4 Interrater reliability was also ensured by three experts.

Table 4: Scenarios in Discourse Completion Test

Sit. No	Situations	SD	SP	SI
1.	asking sts. to wait for the announcements	High+	High+	Low-
2.	asking your neighbour for her/his wi-fi password	Low-	Equal-	Low-
3.	asking your trainee teacher to send documents	High+	High+	Low-
4.	asking your neighbour to keep the peace his/her home	High+	Low-	Low-
5.	asking the director of the school for meeting reports	High+	Low-	Low-
6.	asking sts. to keep their voices down	High+	High+	Low-
7.	asking your colleague for a favour	High+	Equal-	Low-
8.	asking your colleague for a favour	Low-	Low-	High+
9.	asking your director to borrow his book	High+	Low-	Low-
10.	asking a professor for detailed information	High+	Low-	Low-
11.	apologise for keeping your friend's book	Low-	Equal-	Low-
12.	apologising to have made a job candidate wait	High+	High+	High+
13.	apologising for stepping on your colleague's foot	Low-	Equal-	Low-
14.	apologising for running into the side of a colleague's car	Low-	Equal-	High+
15.	apologising for having forgotten to give feedback	High+	High+	Low-
16.	apologising for having mistaken exam papers and failed a student	High+	High+	High+
17.	apologising for mistaken your colleague's new office	High+	Low-	Low-
18.	apologising for mistaking a teacher for a student	High+	Low-	High+
19.	apologising for disturbing your colleague	Low-	Equal-	High+
20.	apologising for insulting your student due to a misunderstanding	High+	High+	High+
*SD: Social Distance, SP: Social Power, SI: Degree of imposition				

If the speaker and the hearer are socially distant, social distance is given as SD- or SD+ If they are intimates. The variable power is illustrated in three versions: P+; if the speaker has power over the hearer. P-; if they are equals and P-; if the hearer has power over the speaker. The last variable covered in the study is the size of the imposition which is given as SI+ when imposition is high, SI-, when imposition is low.

3.3.2. Adaptation of DCT

The adaptation of the DCT task involved several procedures and changes to ensure that it aligns with the request and apology situations and contextual data. First, the pragmatic focus was identified, and the scenarios were contextualized to reflect authentic and culturally relevant situations for the target audience. The scenarios in the task are related to a range of social variables, such as power dynamics, social distance, and degree of imposition. Some prompts were revised to ease the pragmatic responses, and the task was piloted with a small group of sample teachers to

ensure clarity, cultural appropriateness, and that it elicits the intended pragmatic features. Adjustments were made based on pilot results. More context was added and some scenarios that don't elicit the target responses were revised. Finally, additional effort was paid to revise the scenarios and to avoid sensitive topics and to be respectful of participants' backgrounds and experiences.

Table 5: Sample adjustments in the DCT task

Original: Deadline for exam announcement is due but you have not finished grading the papers, yet. You want to ask your students to wait for another day for the announcement. How would you request?
Adapted as the following: Delayed Exam Announcement The deadline for announcing exam results is today, but you haven't finished grading the papers yet. You need to ask your students to wait until the following day. How would you request this?

3.3.3. Piloting the DCT

Pilot studies provide valuable insights that can help shape the final study in various ways. The primary goal of the pilot study was to evaluate the feasibility and practicality of the data collected through the DCT tasks. This is particularly important because the written statements in the task must be completed without any misunderstandings. In this study, the pilot was conducted to ensure the clarity of both the situations and the instructions. The pilot study aimed to confirm whether the items in the DCT task were understandable and feasible for the participants.

Internal validity was ensured by the researcher through careful monitoring to confirm that each scenario was clearly understood. Additionally, all necessary information and guidance were provided to the participants before they completed the pilot study. Participants were asked to read the consent form, which included details about the task, and were reminded of the importance of their contribution to the study. They were encouraged to imagine themselves in the given situations and to respond with requests and apologies that reflected what they would genuinely say in such contexts. The main observation from the pilot study was that nearly all participants made similar requests and apologies to both male and female instructors. As a result, for the main data collection process, this distinction was eliminated. Instead of having participants make the same requests to both male and female instructors, the DCT was redesigned to equally distribute male and female characters in the scenarios. Out of 10 scenarios, 5 were designed for participants to make requests to male instructors, and 5 for requests to female instructors.

The researcher also noted a minor observation regarding the duration of the DCT task. Initially, it was expected that the task would take approximately 20 minutes. However, the actual time required to complete the DCT was a minimum of 35 minutes. Despite the longer duration, this did not pose an obstacle for either the participants or the researcher.

3.3.4. Open Ended Interviews

As part of the qualitative study, open-ended interviews allowed participants to express their ideas freely, and the rich data they provided has enhanced their suitability for research in the field of pragmatics. Regarding this, the open-ended interview was included in this study in addition to the DCT task. The theoretical knowledge underlying the participants' responses to the DCT task was analyzed through a holistic evaluation of both concrete answers and detailed responses to open-ended questions.

3.4. Data Collection Procedures

As qualitative research deals with a huge amount of meaningful knowledge for continuous data, an interview and DCT task were used in the study. The participants were asked to complete the DCT task and reply interview questions.

3.5. Data Analysis

The research analysed the pragmatic competence of English Teachers whose mother tongue is Turkish through participant's responses to 20 fictional situations of Discourse Completion Task and interview consisting of 4 questions in order to investigate pragmatic awareness levels specifically in request and apology situations. The data having been collected via open-ended questions was analysed by grouping the responses according to the related themes.

Content analysis (qualitative) method as a kind of coding was used for data consisting of participant's written answers. The data gathered from participants was categorized under the recurrent themes. Regarding the content of the data and way of analysis content analysis was decided to be applied. As a tradition, qualitative data involves the analysis of words, texts, and similar materials, requiring the use of manual methods rather than operational ones. Participants' responses to the test were examined considering the variables of social distance between the speaker and hearer, the relative power between them and the size of imposition placed on the hearer (i.e. how great the request you are making is or how great is your fault is in that apology situation). The nine request strategies classification presented by Blum-Kulka (1987: 133) are given below. These strategies are categorized into three levels of directness.

Table 6: The Request Strategies

Levels of Directness	Types of Request Strategies	Examples
Direct	a. Mood Derivable/Imperatives	Open the window
	b. Explicit Performatives	I am asking you to open the window
	c. Hedge Performatives	I would like to ask you to open the window for me
	d. Obligation Statements	You should open the window
	e. Want Statement	I want you to open the window
Conventionally Indirect	f. Suggestory Formulae	Why don't you open the window
	g. Query Preparatory	Could you open the window?
Non-Conventionally Indirect	h. Strong hints	It is very hot in here.
	i. Mild hints	What a sunny day!

Source: Blum-Kulka et al., 1989.

The strategies of directness level comprise mood derivable, explicit performatives, hedged performatives, obligation statement. The strategies of conventionally indirect level comprise want statements, suggestory formulae, query preparatory. The strategies of non-conventionally indirect level comprise of strong hint and mild hint. The responses were analysed according to their appropriateness in that specific situation based on the strategy choices by teachers. An example of how content analysis was carried out is given below:

Table 7: Example for the Content Data Analysis

A scenario: "You are teaching your class when you hear loud noise and laughter coming from outside the classroom down the hall. You decide to go and ask them to keep their voice down.
A Request Strategy: "Hey! We are having a lesson here! <u>Please, be quiet!</u>" (mood derivable/imperative)

Table 8. Apology Strategies

A Classification for Apology Strategies by the CCSARP Project		
Name of Strategy	Definition	Example from English
IFID	This is the most direct and explicit form of apology which consists of performatives verb, such as apologies, forgive, pardon, excuse, and be sorry	I am sorry I do apologize My apologies Please forgive me
Apology Intensification with adverbials	An adverbial intensifier is added to Ifids	I am very..... sorry
Explanation or account	In this strategy the offender explains the reason/cause of the offense in order to alleviate the imposition on H	There was too much traffic
Taking on responsibility	The apologizer recognizes his/her responsibility for the offense by either accepting the blame, expressing self-deficiency, expressing lack of intent, feeling embarrassed, and acknowledging the hearer as deserving an apology	It is my fault I am embarrassed You are right in blaming me
Concern for the hearer	In this strategy the speaker expresses sympathy for the hearer by asking about his/her physical and emotional states	Are you hurt? Are you Ok? I hope you didn't wait long
Offer of repair	This strategy is usually employed when the offence needs some kind of further repair such as when there is physical damage resulting from the offense	I will pay you back for the damage in your car
Promise of forbearance	The use of this strategy implies that the speaker intends not to do the offense	I promise I won't do it again

Source: Blum kulka et al., 1989: 289, 1984: 202

For the following situations (11-20); the answers received from the participants, the speech acts at the illocutionary level, were evaluated according to the cross-cultural study of speech act models taxonomy (Blum-Kulka and Olshtain, 1989) within the 5 categories to reveal the illocutionary aspect of the speech acts. The analysis tested in which apology strategies the participants were similar and different, and to what extent the correct apology strategies were used. It was observed that one or more of the five classification scales of apology strategies were present in the responses. When interlocutors chose between strategies of speech acts, factors such as age, profession, and social distance also affected their choices. Considering the variables, the frequency of apology strategies obtained from the data was analysed by content analysis method.

Table 9. Example for the content Data Analysis

A scenario: "You, as a teacher, mistook one student's exam paper for another due to the similarity in their names and failed him. You knew that you made a mistake, and the student came to your office to ask for correction."		
An Apology Strategy: "Oh, sorry. <u>I mistook your names. This is your paper.</u> okay, <u>let's correct the mistake</u> "		
(IFIDs)	(Explanation)	(Taking Responsibility)

3.5.1. Internal, External Modifications

Request strategies as a face threatening act are supported with internal and external modifiers to make the utterance more acceptable or to lessen the impact of imposition, downgrading the illocutionary force on the hearer as well as social and conditional variables that determine the basic strategies to be chosen by the speakers. In the scope of internal modifications, the study includes lexical and phrasal downgraders. While internal modifications have a text embedded impact, external ones indirectly functioned. Internal and external modifications were analysed respectively according to the lexical intensifiers such as really, so and were included into apology strategies as shown in Table 10 and 11 below with sample modifications in Tables 12 and 13.

Table 10. Internal Modifiers

Categories	Examples
Politeness marker	Please
Consultative Devices	Could you tidy up a bit?
Understater	It would fit much better somehow if you did your paper
Subjectivizer	I am afraid you are going to have to move your car
Downtoner	Could you possibly/perhaps lend me your notes?
Cajoler	You know, I'd really like you to present your paper next week'.
Appealer	Clean up the kitchen, will you/okay?

Source: Blum kulka et al., 1989: 283-285.

Table 11. Example for the Internal Modification Data Analysis

A scenario: "As an English teacher, you are preparing an exam for the next day, it is 10 pm and your internet connection is cut. You have a neighbour next door who is close to your age and you like. You know that s/he is still awake. You want to ask her/his Wi-Fi password"
P- 33: "Hey,..... how you doing? I need to prepare an exam for tomorrow but my wifi is gone. <u>If you don't mind can you give me your wifi password, please?"</u> (marker) (Consultative device)

Table 12. External Modifiers

Categories	Examples
Getting a pre-commitment	Will you do me a favor? Could you perhaps lend me your notes for a few days?
Grounder	I missed class yesterday, could I borrow your notes?
Checking Availability	Are you going in the direction of the town? And if so, is it possible to join you?
Sweetener	You have beautiful handwriting, would it be possible to borrow your notes for a few days?
Disarmer	Excuse me, I hope you don't think I'm being forward, but is there any chance of a lift home?
Cost minimizer	Pardon me, but could you give me a lift, if you're going my way as I just missed the bus and there isn't another one for an hour.
Thanking	Thanks, thank you

Source: Blum-Kulka & Olhstein 1984: 204-205

Table 13. Example for the External Modification Data Analysis

A scenario: “As an English teacher, you are preparing an exam for the next day, it is 10 pm and your internet connection is cut. You have a neighbour next door who is close to your age and you like. You know that s/he is still awake. You want to ask her/his Wi-Fi password”
P-33: “Hey... how you doing? <u>I need to prepare an exam for tomorrow but my wifi is gone.</u> If you (grounder) don't mind can you give me your wifi password, please?”

3.6. Raters' Profile

The raters were non-native English teachers. One rater, a native of the U.S.A., was affiliated with a university in the U.S., while the other two raters were from a foundation university in the Black Sea region of Turkey. All raters had tertiary-level teaching experience and had taught in various educational settings, including English language schools and public schools. Their teaching experience ranged from 10 to 11 years. Additionally, all raters had experience in teaching academic writing, with two of them being from Turkey. One rater held a PhD in Applied Linguistics, and one held a Certificate in English Language Teaching to Adults (CELTA). Two of the raters were male. A summary of the raters' demographic information is presented in Table 14.

Table 14: Demographic Information of Rater Variables

Categories		No
Gender	Female	1
	Male	2
Teaching Experience in Turkey (years)	Lower 15 years	2
	Above 15 years	1
Teaching Experience in Academic Writing Course	Lower 10 years	2
	Above 10 years	1
Degree	PhD	1
	MA	2
Nationality	Turkish	2
	USA	1
Qualification	Celta	2

The interrater reliability among the three raters was carefully assessed using Cohen's Kappa, a statistical measure that evaluates the level of agreement between multiple raters while accounting for the possibility of agreement occurring by chance. The analysis of the ratings yielded a Cohen's Kappa value of 0.85, which indicates a high level of agreement among the raters. This value suggests that the raters consistently applied the evaluation criteria, demonstrating a substantial level of consistency in their assessments.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

In this chapter, the first 10 tables show the frequencies of nine strategies of requests (mood derivable, explicit performatives, hedged performatives, obligation statement, want statement, suggestory formulae, query preparatory, strong hint, mild hint) used by participants for ten different situations in DCT. The other ten tables (11-20) show the frequency of six strategies of apology (illocutionary force indicating devices, explanation or account, taking on responsibility, offer of repair, promise of forbearance, concern for the hearer) for ten different situations. The last four tables (21-24) were shaped based on the data gathered from the interview questions. Each item in DCT was assessed by the three raters one of whom is a native speaker. Accordingly, items were categorized by strategy groupings. It was seen that 5 of 70 participants didn't participate in the interview section other than the DCT task and that only one participant did not respond the apology part of DCT and the interview section. In the light of the findings obtained from the DCT and the interview questions, an analysis was made about the extent to which the research achieved its purpose.

4.1. DCT responses

Situation 1:

“Deadline for exam announcement is due but you have not finished grading the papers, yet. You want to ask your students to wait for another day for the announcement.”

Examples of Question 1:

P-30: “I know tomorrow is the last day for announcement, but I haven't finished grading the papers due to the busy class Schedule. I would ask you to wait 1 day to explain the results. Thank you for your understanding.”

P-36: “I am sorry, I couldn't grade all of the paper. I will give you a worksheet so you can solve it while I finish grading your papers.”

P-21: “I haven't finished reading the exam papers yet. I'll announce the results as soon as I can.”

Table 15: Participants' Answers to Q1

Strategies	%	n	Variables		
			SD+	P+	SI-
Mood derivable	8,57	6	High	High	Low
Explicit performatives	7,14	5			
Hedged performatives	1,43	1			
Obligation statement	5,71	4			
Want statement	8,57	6			
Suggestory formulae	2,86	2			
Query preparatory	51,43	36			
Strong hint	7,14	5			
Mild hint	0,00	0			
No strategy	7,14	5			
No response	0,00	0			

When the responses for the first question are analysed, it is seen that all participants started responding the statements as the following: “I am sorry”. This response is followed by an explanatory tone. Only one participant responded the statement in a direct tone as the following: “Please wait for another day”. Here, the dominating effect of social status can be seen in this situation. Frequency of the strategy of query preparatory was used in general and the other strategies were matched to situations consequently regarding social variables such as “power” which is high between a teacher and a student. When examined closely, it is seen that not only varieties but also some untheoretical forms of requests they created do not conform to the frame. Request-based suggestions and speech acts such as imperatives were used rather than the referred strategies in the classification scale.

In cases where the teacher's request strategy towards the students was query, examples were identified in which the participants differed between *can* (informality) and *could* (formality). The responses tended to be directed more towards the promise strategy, which is not included in the classification of request strategies (Blum-Kulka, Olshtein, 1984), such as “*I will grade, I will announce...*”

Situation 2:

“As an English teacher, you are preparing an exam for the next day, it is 10 pm and your internet connection is cut. You have a neighbour next door who is close to your age and you like. You know that s/he is still awake. You want to ask her/his Wi-Fi password.”

Examples of Question 2:

P-38: “Sorry for bothering you, but I need your wi-fi password for preparing an exam, may I get it?”

P-40: “I am sorry to disturb you, there is a presentation that I need to finish. Is it okay to use your internet?”

P-47: “My dear, could I use your Internet for preparing exam as mine is cut.”

Table 16: Participants' Answers to Q2

Strategies	%	n	Variables		
			SD-	P-	SI-
Mood derivable	2,86	2	Low	Equal	Low
Explicit performatives	0,00	0			
Hedged performatives	0,00	0			
Obligation statement	0,00	0			
Want statement	4,29	3			
Suggestory formulae	0,00	0			
Query preparatory	87,14	61			
Strong hint	0,00	0			
Mild hint	0,00	0			
No strategy	1,43	1			
Not response	4,29	3			

When the responses for question 2 are analysed, it is seen that two of the participants made a statement after they started their words with “I’m sorry” and two of the participants firstly made an explanation for the mentioned situation and then made a direct request. Unlike all of them, participant 3 made a request only with “Can I have your wifi password?” in a directive tone without any explanation or account. Three participants used “Can I..?” and another participant used “May I..?”. It can be said that these answers are pragmatically appropriate in terms of social distance. One participant using modality “Would you mind if ...?” has expanded this distance a little more.

It is clear that when power was equal, participants used conventionally indirect strategies, but this happened this time with “can” mostly, where only one occurrence is observed to be with “may” used by the participant 30, which normally indicates the formality to the situation in which social distance and power is high+. However, the neighbour’s age being close to speaker’s makes the social distance equal and thereby the request informal. Briefly, of all strategies, the query preparatory was the most preferred one so far.

Situation 3:

“You are working as a teacher and you have some reports to be sent to the head of the department in a few minutes. You are making an important phone call, so you want one of your trainee teachers at your office to send it instead.”

Examples of Questions 3:

P-39: “May you please send these reports for me to the head of the department?”

P-19: “Could you send this report for me please? I have an urgent call and I can’t hung up the phone.”

P-12: “I have an important call right now; would it be possible for you to send these reports for me?”

Table 17: Participants' Answers to Q3

Strategies	%	n	Variables		
Mood derivable	0,00	0	SD+	P+	SI-
Explicit performatives	0,00	0	High	High	Low
Hedged performatives	1,43	1			
Obligation statement	0,00	0			
Want statement	0,00	0			
Suggestory formulae	0,00	0			
Query preparatory	95,71	67			
Strong hint	0,00	0			
Mild hint	0,00	0			
No Strategy	1,43	1			
No response	2,86	2			

When the responses for question 3 are analysed, it is seen that when power was equal or high, participants used mostly conventionally indirect strategies, with “*could, would and syntactic downgraders such as “would/If you mind”*”. Only one request was made by the participant 39 as “May you please send the reports for me to the head of the department?” and it was out of the frame. The explanation “Can you send the reports?” belonging to participant 45 was proper to the situation regarding social distance and power. However, it would be more suitable to start with an explanation or giving excuse before making a request. The strategies were well-matched to the situations, considering social variables such as the “social distance” between a mentor and a trainee, which was high, and were pragmatically appropriate as well.

Situation 4:

“You have a conference tomorrow morning. You are preparing your oral presentation, but your neighbour’s children are making a lot of noise upstairs. You want to ask your neighbour, who is older than you are and whom you do not like much, to keep the peace at home.”

Examples of Question 4:

P-2: “I myself adore kids but I have an important presentation coming up, is it possible for you make them a little bit quiet?”

P-4: “I have an important presentation and I can not concentrate. Could you a little bit quite? Thank you for your understanding.

P-32: “I am preparing my presentation for the conference tomorrow but I am not able to concentrate on it due to the noise children making. Could you warn them not to make noise and keep silence at home?”

Table 18: Participants' Answers to Q4

Strategies	%	n	Variables		
Mood derivable	8,57	6	SD+	P-	SI-
Explicit performatives	1,43	1	High	Low	Low
Hedged performatives	4,29	3			
Obligation statement	1,43	1			
Want statement	2,86	2			
Suggestory formulae	0,00	0			
Query preparatory	71,43	50			
Strong hint	5,71	4			
Mild hint	0,00	0			
No strategy	1,43	1			
No response	2,86	2			

When the responses for question 4 are analysed, the interlocutor makes a request starting with “Could you please...?”. The explanation by participant 16 clearly emphasizes the social distance with an indirect strategy of “May you warn the children about the noise?” Another strategy used 5 times is “imperative” and the participant 47 preferred a strategy of imperative such as “Please make your kids be silent as I am working...”. The participant 35 made an unexpected reaction by threatening them with a call to the police if they wouldn’t be quiet. Besides, the participant cleared his /her want statement along with adding an unusual offer with his words:

Participant -35: “Tonight, I have to work hard for my career and only thing I want you to do is keeping your silence. If you can stop making noise, I will come with cookies tomorrow night for you.”

Differently, 3 participants preferred non-conventional indirect strategy of “strong hint” referencing related to the statements such in “Excuse me, I am working on an important presentation tomorrow but can’t focus of the children noise” and participant 42 made the request by declaring his/her want such in “.....I just want you to be a little quieter.”

On the other hand, grammatical errors regarding the use of “may” were observed especially when the subject performing the action changes. This issue arises when there is a lack of attention to the specific use of “may” or “might” in requests, as in the example: “Might you warn the children about the noise?”

Situation 5:

“You are a member of administrative board of your school and you could not attend the administrative meeting held yesterday. However, you go director’s office to ask for the final report that was prepared immediately after the meeting is over.”

Examples of Question 5

P-2: "Sir, I couldn't be able to attend the meeting yesterday. May I have the report?"

P-15: "Can I see the final reports?"

P-22: "My manager for some reasons couldn't attend yesterday administrative meeting. Can get the final report prepared at the end of the meeting?"

Table 19: Participants' Answers to Q5

Strategies	%	n	Variables		
			SD+	P-	SI-
Mood derivable	1,43	1	High	Low	Low
Explicit performatives	1,43	1			
Hedged performatives	5,71	4			
Obligation statement	0,00	0			
Want statement	1,43	1			
Suggestory formulae	0,00	0			
Query preparatory	87,14	61			
Strong hint	0,00	0			
Mild hint	1,43	1			
No strategy	0,00	0			
No response	1,43	1			

When the responses for question 5 are analysed, it is seen that strategies were properly used for the situations to reveal pragmatic awareness in direct strategies. Mostly preferred strategy is seen to be the "query preparatory" in terms of frequency value. Requesting strategies were affected by situational factors and when social distance and power was high between the speaker and the hearer, conventionally indirect strategies with would/could/ may were preferred as in the question of number 5. Except those, an imperative tone is seen to be used for the situation by participant 10 as "Please let me know about the final report." Additionally, 12 participants consisting of 3, 4, 6, 7, 8, 9, 12, 15, 22, 42, 44, 53, used modality "can" instead others. So, the characters and subject of the situation portray formality. Another different strategy was used by participant 7 in the way of referring objects "...I wish I had joined, however because of some reasons I didn't. I desire to be a part of the board and see the decisions of the board." In a general view, responses were matched the situational factors.

Situation 6:

"You are teaching your class when you hear loud noise and laughter coming from outside the classroom down the hall. You decide to go and ask them to keep their voice down."

Examples of Question 6:

P-1: "I know this is your free time, but the others are having classes right now. You must keep your voice down for your friends as much as possible"

P-6: "I can not teach due to your noise. Be silent"

P-29: "You guys! Can you be silent?"

Table 20: Participants' Answers to Q6

Strategies	%	n	Variables		
Mood derivable	35,71	25	SD+	P+	SI-
Explicit performatives	0,00	0	High	High	Low
Hedged performatives	2,86	2			
Obligation statement	4,29	3			
Want statement	1,43	1			
Suggestory formulae	0,00	0			
Query preparatory	54,29	38			
Strong hint	1,43	1			
Mild hint	0,00	0			
No strategy	0,00	0			
No response	0,00	0			

When analyzing the responses to question 6, it is clear that the teacher's authority significantly affects the students. As a result, the strategies were primarily chosen based on this causative factor. Notably, 15 participants preferred using the modal “can,” with many others opting for “could” instead. In terms of situational factors, a table with a dialogue between a teacher and a student, reflecting a high degree of power and social distance, illustrates how the use of “could” promotes a more formal and polite tone in requests. This is evident in the response of participant 11: “Ssh! Silent please!” which demonstrates an appropriately used strategy. Although imperatives align with the situational factors, the response from participant 36, “...or I will report you to the principal,” includes a threat and could be critiqued from a pedagogical perspective.

Situation 7:

“You need a ride home from school. You notice a colleague who lives in the same apartment building with you is starting his private car to return home. You want him/her to do you a favour, but you have not spoken to this person before.”

Examples of Question 7:

P-1: “Hello we are living in the same apartment, and I was wondering if maybe you could give me a ride home.”

p-7: “Do you mind if I come with you?”

P-32: “Hello my name is Kate and I guess, we are living in the same building and I am exhausted at school today. Would you mind if you gave me lift?”

Table 21: Participants' Answers to Q7

Strategies	%	<i>n</i>	<i>Variables</i>		
Mood derivable	2,86	2	SD+	P-	SI-
Explicit performatives	0,00	0	High	Equal	Low
Hedged performatives	1,43	1			
Obligation statement	0,000	0			
Want statement	0,00	0			
Suggestory formulae	2,86	2			
Query preparatory	84,29	59			
Strong hint	0,00	0			
Mild hint	0,00	0			
No strategy	0,00	0			
No response	8,57	6			

When the responses for question 7 are analysed, it is clear that social distance is high since the people involved do not know each other. Based on this, the conventional query strategy was used with modality “could” and it is seen that when power was equal or high, participants used mostly conventional indirect strategies, with “could, would and syntactic downgraders such as “would/If you mind” structures signifying properly used pragmatic sentences. On the other hand, the participant 2 made a choice in accordance with the strategy of dialogue with a close and familiar person and preferred “*hi, can I come with you?*” structure which does not seem appropriate. The responses gathered from 43 participants were predominantly in line with the preference of these modal patterns, but participants 2 and 16 preferred using “can” instead of others. Regarding social distance, usage of “can” refers to the fact that participants have weak awareness of request strategies in terms of pragmatics. However, supporting the usage patterns of modality in this item may signify the sincerity between speaker and the hearer and is shown in one example below:

Participant 3: “Hello, we never talked before but we live in the same apartment. If there is no problem for you, can I come home with you?”.

On the other hand, another strategy used by participant 39 seems to be a suitable statement that needs to be supported with a greeting like “*hello, hi*”. Additionally participant 30 used a different strategy, namely “strong hint” referring the object:

Participant- 30: “We haven’t talked to each other before and we are neighbours! “How about a little chat on our home way?”

Situation 8:

“You will miss tomorrow’s class and you will kindly ask one of your colleagues to attend your class for a day only.”

Examples of question 8:

P-7: “I have a very important to do for tomorrow and I couldn’t join my course. I know you are very busy but can I ask you attend my class just for a day only? I’d really appreciate it.”

P-5: “Would you mind attending my tomorrow lesson instead me?”

P-42: “I have work to get done tomorrow. Can you just keep an eye on my class for a day?”

Table 22: Participants’ Answers to Q8

<i>Strategies</i>	<i>%</i>	<i>n</i>	Variables		
Mood derivable	1,41	1	SD+	P-	SI+
Explicit performatives	1,41	1	Low	Low	High
Hedged performatives	4,23	3			
Obligation statement	0,00	0			
Want statement	1,41	1			
Suggestory formulae	0,00	0			
Query preparatory	87,32	62			
Strong hint	2,82	2			
Mild hint	0,00	0			
No strategy	0,00	0			
No response	1,41	1			

When the responses for question 8 are analysed, it is clear that power is equal- and social distance is low- between speakers. In view of that the closeness between the speaker and the hearer, participants used conventionally indirect strategy as query preparatory but this time with mostly “*could*” which is to ask kindly. Only one response from participant 10 is observed to have been used as a strategy of mood derivable “Please, attend my class for today? I will make up to you. I am sorry” another different also only choice of strategy is strong hint by participant 28 “Have you seen a fascinating atmosphere? If you want, you can attend my class.”

Situation 9:

“Your school director assigned you a research project from which you are going to receive promotion. To prepare the project you need a book and you have seen that particular book in the library. However, your director has it in his private library. You want to borrow it from him.”

Examples for responses for question 9:

P-11: “Dear sir, may I borrow ** book from your private library for my research?”

P-17: “Sir, I really need the book that is in your library, I want to borrow it for my Project, could you please give it to me?”

P-29: “Sir, may I borrow a book about the research project from your library?”

Table 23: Participants' Answers to Q9

Strategies	%	n	Variables		
Mood derivable	0,00	0	SD+	P-	SI-
Explicit performatives	0,00	0	High	Low	Low
Hedged performatives	1,43	1			
Obligation statement	0,00	0			
Want statement	0,00	0			
Suggestory formulae	0,00	0			
Query preparatory	90,00	63			
Strong hint	1,43	1			
Mild hint	0,00	0			
No strategy	0,00	0			
No response	7,14	5			

When analysing the responses to question 9, it is clear that the level of power, referring to the social status between the speaker and the hearer, is high+. According to this, a formal request is appreciated more than the informal one. This is the reason why the speakers' choice of strategy was observed mainly as query preparatory with "would/could" in spite of the fact that 11 respondents included modality "can" in statements like the following: "Mrs. director, can I borrow the book from your library?" It was observed that the strategy of engaging in dialogue with a close and familiar person was preferred, which seems unsuitable given the situational factors.

Situation 10:

"You are looking for information about a teacher training conference in USA. You are going to send a brief e-mail requesting the detailed program from the responsible professor."

Examples for responses for question 10:

P-3: "Hello I am doing research on education conferences in your country, but I could not gather much information. Would you please help with this?"

P-7: "Dear professor, I've been looking for information about the teacher training conference. I'm planning to join and I've had some research, however, I couldn't find enough information about the program. Could you inform me about the program in detail?"

P-30: "I am interested in your teacher training conference but I need more detail about the process. If you don't mind, could you please send me the detailed program at a suitable time? Thank you for your time. I look forward to your reply. Best regards,"

Table 24: Participants' Answers to Q10

Strategies	%	n	Variables		
Mood derivable	0,00	0	SD+	P-	SI-
Explicit performatives	1,47	1	High	Low	Low
Hedged performatives	5,88	4			
Obligation statement	0,00	0			
Want statement	1,47	1			
Suggestory formulae	0,00	0			
Query preparatory	82,35	56			
Strong hint	1,47	1			
Mild hint	0,00	0			
No Strategy	0,00	0			
No Response	7,35	5			

When analysing the responses to the question 10, it is clear that the level of power, which relates to the social status between the speaker and the hearer, is high. As a result, a formal request is preferred over an informal one. That's why speakers' choice of strategy was observed mainly as querory preparatory with "would/could" through respondents. It is seen that the strategy appealing a dialogue within a distant and unfamiliarity request were perfectly used. Reviewing others, participant 3 seems to have started with a familiar greeting with hello and paricipant 47 preferred the way which does not seem appropriate for the situational factors of formality as having preferred modal "can".

Situation 11:

"You promised to return a textbook to your classmate within a day or two, after copying a chapter. You held onto it for almost two weeks."

Examples of Question 11:

P-5: "There is no word to explain my fault. I should have returned the book right on time. I hope you can forgive me"

P-19: "I'm sorry for the delay and sorry again I didn't keep my word. I will give your book back as soon as possible."

p-33: "I'm really sorry that I can't give your textbook."

Table 25: Participants' Answers to Q11

Strategies	%	n	Variables		
IFIDS	38,92	65	SD-	P-	SI-
Explanation or account	10,78	18	Low	Equal	Low
Taking on responsibility	8,38	14			
Offer of repair	8,38	14			
Promise of forbearance	6,02	10			
Concern for the hearer	3,59	6			
Intensifier	22,16	37			
No strategy	0,00	0			
No response	1,80	3			

When the responses for question 11 are analysed, it is observed that most of the teachers tried using explanations and reasons for the apology situations by using mostly “sorry”. Few of them tended to use utterances for taking responsibility for the fault and try to repair the situations. Understandably, they are aware of the apology strategies depending on the situational factors. For the situations where social distance was high (+), they employed conventionally indirect strategies (mostly *query preparatory* strategy with *would/could + please*). This also shows that teachers are aware of politeness and formality patterns as they preferred *would/could* rather than *can/will/may* in their responses. Only one participant explained the situation in an assertive tone “I want to assure you that this delay was in no way intentional...” As a response, participants 15, 47, 37 and 2 responded “I am sorry about that”, “I am sorry for being so late”, “I am sorry for the delay”, “I am sorry for delaying the book” consecutively and neither of them took responsibility nor added a sincere response implying that the listener was right and this may be seen as an inadequate apologizing strategy.

Situation 12:

“As an English teacher, you are the head of the department in a private school. You are supposed to interview an English teacher for a position, but you had been called to an unexpected meeting in another place; therefore, you have arrived at your office half an hour late.”

The secretary: “This is Miss Somebody, an English teacher. She has been waiting for you for half an hour.”

Examples of Question 12:

P-1: “There was an unexpected meeting and I am really sorry for keeping you waiting.”

P-7: “Miss Somebody, firstly I do apologise for waiting and wasting your precious time. Sometimes unexpected things happen. Today an unexpected meeting appeared and I had to go. I’m sorry for not to inform you.”

P-48: “Thanks for waiting for me. I could not inform you either because an unexpected meeting took place.”

Table 26: Participants' Answers to Q12

Strategies	%	n	Variables		
IFIDS	42,38	64	SD+	P+	SI+
Explanation or account	35,10	53	High	High	High
Taking on responsibility	1,99	3			
Offer of repair	3,97	6			
Promise of forbearance	0,66	1			
Concern for the hearer	0,00	0			
Intensifier	13,25	20			
No Strategy	0,66	1			
No Response	1,99	3			

When the responses for question 12 are analysed, it is clear the frequencies of the IFIDs and strategies of explanation in general are similar. From a pragmatic point of view, considering the situational factors those are the most reasonable among the others. According to the results, it can be seen all participants who responded to this situation suggested their being pragmatically competent.

Situation 13:

“You stepped on the foot of a colleague while you were rushing to the class but it was impossible to avoid this since she was distracted by her phone and her legs were too much extended towards your path.”

Examples of Question 13:

P-2: “Ah! I’m so sorry. I’m in a rush but you should have been more careful, too. See you.”

P-8: “Sorry you were distracted by your phone and your legs were extended towards my path. I couldn’t avoid this. I hope you’re okay.”

P-65: “Are you ok? I am really sorry but I don’t realize you.”

Table 27: Participants' Answers to Q13

Strategies	%	n	Variables		
IFIDS	44,67	67	SD-	P-	SI-
Explanation or account	21,33	32	Low	Equal	Low
Taking on responsibility	4,67	7			
Offer of repair	0,67	1			
Promise of forbearance	0,00	0			
Concern for the hearer	12,00	18			
Intensifier	14,67	22			
No Strategy	0,00	0			
No Response	2,00	3			

When the responses for question 13 are analysed, it is clear that the level of social distance between the speaker and hearer is low+ and because of this reason, an informal request could be

accepted more than the formal one. In this item, an informal language was widely used when making choices for strategies of apology. Considering situational factors, explanation statements or statements related to concern for the hearer were supposed to be added beside IFIDS. It was observed that only 12 participants supported their apologies with questions referring concern statements.

Situation 14:

“Backing out of a parking place of the school, you run into the side of a colleague’s car. It was clearly your fault. You dent in the side door slightly. The colleague gets out and comes over to you angrily.”

Examples of Question 14:

P-7: “I was careless, and I damaged your car. I apologise for this very much. I am ready to pay what the damage costs.”

P-17: “You have all the right to get angry, it is my fault and I am really sorry.”

P-34: “I have just started driving a car, please let me pay for the damage. It was my fault. I am very sorry.”

Table 28: Participants’ Answers to Q14

Strategies	%	n	Variables		
IFIDS	30,26	59	SD-	P-	SI+
Explanation or account	6,67	13	Low	Equal	High
Taking on responsibility	23,08	45			
Offer of repair	19,49	38			
Promise of forbearance	0,51	1			
Concern for the hearer	1,54	3			
Intensifier	16,41	32			
No strategy	0,00	0			
No response	2,05	4			

When the responses for question 14 are analysed, it is seen that all the situations needed to be repaired with apology strategies, leading the speakers to use IFIDS in the first place for the purpose of setting a good interaction between interlocutors. The strategies mostly used were explanation or account and offer of repair or IFIDS. Explanations and taking responsibility strategies were generally used together.

Situation 15:

“When you arrived at school, one of your students reminded that you promised to give her feedback the previous day. You had totally forgotten about it and left school early.”

Examples of Question 15:

P-6: "Oh I am so sorry. I totally forgot. I promise I will give tomorrow morning."

P-9: "I completely forgot about that subject. Sorry. I will handle it today"

P-22: "I have totally forgotten; I will make it up for as soon as possible."

Table 29: Participants' Answers to Q15

Strategies	%	n	Variables		
IFIDS	31,40	54	SD+	P+	SI-
Explanation or account	28,49	49	High	High	Low
Taking on responsibility	4,07	7			
Offer of repair	22,67	39			
Promise of forbearance	1,16	2			
Concern for the hearer	0,00	0			
Intensifier	9,88	17			
No strategy	0,58	1			
No response	1,74	3			

When the responses for question 15 are analysed, it is clear that IFIDs were used in the most parts. For the situation where the teacher forgot to give feedback to the student, the participants usually made statements including explanations for the situation such as "Sorry, I am busy these days", or "Sorry I have forgotten..." "I will make up, I will fix it." Only the participants 1 and 5 were observed not to have used any strategy other than IFIDs as in "Oh! Sorry!", "I owe you an apology". It is obvious that this is not an adequate response that may fulfil the pragmatic frame. As a way of showing politeness, speakers were supposed to start their speeches with a kind of illocutionary force indicating devices. Except from these, participants 3, 28 and 50 did not preferred to use IFIDs but offered several repairs such as "I have totally forgotten. I will make it up for as soon as possible." Participant 4, on the other hand, overly embodied his mistake as a teacher, taking responsibility for the situation with the answer "It was unprofessional of me." When we consider the status, the student could have been given softer feedback with more objective reasoning.

Situation 16:

"You, as a teacher, mistook one student's exam paper for another due to the similarity in their names and failed him. You knew that you made a mistake, and the student came to your office to ask for correction."

Examples of Question 16:

P-8: "I made a mistake, and I am going to change your grade. Sorry for this"

P-19: "I realized my fault and I will fix it. I will check your paper and change your grade. I am sorry for the mistake"

P-50: “Thankfully, you have come and asked for a correction, or else I would not realize I made a mistake. Sorry for the confusion and thank you for coming and asking.”

Table 30: Participants’ Answers to Q16

Strategies	%	N	Variables		
IFIDS	31,52	52	SD+	P+	SI+
Explanation or account	14,55	24	High	High	High
Taking on responsibility	15,76	26			
Offer of repair	28,48	47			
Promise of forbearance	0,61	1			
Concern for the hearer	0,00	0			
Intensifier	7,27	12			
No strategy	0,00	0			
No response	1,82	3			

When the responses for question 16 are analysed, it is seen that strategies of IFIDs and repair strategies were dominantly used unlike the participant 54 who did not include any kind of illocutionary force indicating devices and just gave a feedback in a directive tone by suggesting “Let’s fix this mistake tomorrow”. Participant 23, on the other hand, overly embodied his mistake as a teacher, taking responsibility for the situation with the answer “It is my fault...”, “I made a mistake and...sorry...”.

Situation 17:

“You wanted to visit your colleague in her new office at school. You went to the school and opened a door of an office and went in supposing that it was your colleague’s office, but you discovered that it was somebody else's office who does not know you. He was writing and he stopped writing and looked at you. As you already realized it was the wrong office.”

Examples of Question 17:

P-7: “Excuse me, I came to my colleague, but I think it is wrong office. I’m sorry I distract you. Have a nice day”

P-30: “Excuse me! I thought it was my friend’s room and went inside quickly.”

P-43: “I am so sorry; I must have mistaken the rooms. Do you know where Miss Someone’s office?”

Table 31: Participants’ Answers to Q17

Strategies	%	n	Variables		
IFIDS	45,77	65	SD+	P-	SI-
Explanation or account	38,03	54	High	Low	Low
Taking on responsibility	2,82	4			
Offer of repair	1,41	2			
Promise of forbearance	0,00	0			
Concern for the hearer	0,00	0			
Intensifier	9,86	14			
No strategy	0,00	0			
No response	2,11	3			

When analyzing the responses to question 17, it is clear that the level of social distance between the speaker and the hearer is high. As a result, an informal apology is more appreciated than a formal one. Consequently, informal language was commonly used in the choice of apology strategy. Considering situational factors, explanation statements or related clarifications were often included alongside IFIDs, with a high frequency rate, as seen in the response from participant 7.

Situation 18:

“You have just started working in a school, and you do not know where the class you are supposed to teach is. In the campus, you ask somebody, supposing he is a student, about that class in a casual way. Then, he turns out to be a teacher of another department.”

Examples of Question 18:

P-9: “I thought you were a student. Please excuse me.”

P-19: “I’m sorry but I supposed you are a student because you look very young! Sorry again.”

P-54: “I am sorry for my informal behaviour. I thought that you were a student.”

Table 32: Participants’ Answers to Q18

Strategies	%	n	Variables		
IFIDS	45,77	65	SD+	P-	SI+
Explanation or account	38,03	54	High	Low	High
Taking on responsibility	2,82	4			
Offer of repair	1,41	2			
Promise of forbearance	0,00	0			
Concern for the hearer	0,00	0			
Intensifier	9,86	14			
No strategy	0,00	0			
No response	2,11	3			

When the responses for question 18 are analysed, it is seen that the difference in status creates prejudice. While all the participants were sorry for their informal speech and explained this situation, participant 13 made both an explanation and a compliment on why he thought he was a student with the phrases “so younger, very young”. From a pragmatic point of view, this answer is also acceptable and nicely welcomed as the most reasonable one among others. Only one response from participant 15, in which IFIDs were used, was observed to be insufficient in fully conveying the pragmatic meaning, as seen in the phrase “pardon me.” This type of response indicates a lack of pragmatic awareness among the teachers as participants.

Situation 19:

“Imagine that you are a heavy smoker, and you are a teacher in a school. While smoking in the break time in the schoolyard, you realized that you annoyed another teacher sitting next to you on the bench.”

Examples of Question 19:

P-70: “I am really sorry if you feel uncomfortable. I’ll move somewhere else to smoke.”

P-45: “I am sorry for my behaviour.”

P-11: “I’m deeply sorry it was totally my fault because it is a negative meaning in my culture.”

Table 33: Participants’ Answers to Q19

Strategies	%	n	Variables		
IFIDS	43,85	57	SD-	P-	SI+
Explanation or account	18,46	24	Low	Equal	High
Taking on responsibility	2,31	3			
Offer of repair	12,31	16			
Promise of forbearance	5,38	7			
Concern for the hearer	2,31	3			
Intensifier	8,46	11			
No strategy	1,54	2			
No response	5,38	7			

When the responses for question 19 are analysed, it is clear that IFIDs were used widely. The participants usually made statements including explanations for the situation such as “Sorry, sorry for that... really sorry.” To start a conversation with “IFIDs” is appreciated to apply pragmatic conventions. Participant 44 responded with “I am terribly sorry. I didn’t notice you.” Considering the low social status of the interlocutors, such as teachers, the use of these strategies appears appropriate for the situation.

Situation 20:

“Imagine that you mistakenly insulted one of your students in class. It was totally a misunderstanding about cultural differences amongst you.”

Examples of Question 20:

P-35: “Honey, I got angry with you and I was wrong. I got angry to myself a lot. Please forgive me”

P-16: “I wanted to tell u i am sorry it was absolutely a misunderstanding.”

P-63: “Sometimes things like this can happen. I hope it is okay.”

Table 34: Participants' Answers to Q20

Strategies	%	n	Variables		
IFIDS	43,07	59	SD+	P+	SI+
Explanation or account	28,47	39	High	High	High
Taking on responsibility	7,30	10			
Offer of repair	1,46	2			
Promise of forbearance	2,92	4			
Concern for the hearer	2,19	3			
Intensifier	10,22	14			
No strategy	0,00	0			
No response	4,38	6			

When the responses for question 20 are analysed, it is clear that teachers' choice for apology strategies are appropriate for the given situations. It was clearly observed that most of the participants tried to use direct apology strategies using IFID such as "sorry", "excuse", "pardon" etc. They used the conventional strategies of explanation or account of cause accompanied by an IFID.

Table 35: General Percentage and Frequency of Request Strategies

Strategies	%	n
Mood derivable	6,15	43
Explicit performatives	1,29	9
Hedged performatives	2,86	20
Obligation statement	1,14	8
Want statement	2,15	15
Suggestory formulae	0,57	4
Query preparatory	79,11	553
Strong hint	2,00	14
Mild hint	0,14	1
No strategy	1,00	7
Not response	3,58	25
Total	699	

According to the statistical data shown in Table 36, of all strategies, "query preparatory" was the most preferred strategy. Taking into account social variables such as size of power (high between teacher and student), "imperative/mood derivable technique" was secondly most preferred. On the other hand, the techniques such as "strong hint and mild hint" in which the act of speech is actualized by referring to the object are preferred rarely.

Table 36: General Percentage and Frequency of Apology Strategies

Strategies	%	n
IFIDS	38,95	606
Explanation or account	23,20	361
Taking on responsibility	7,97	124
Offer of repair	10,60	165
Promise of forbearance	1,74	27
Concern for the hearer	2,19	34
Intensifier	12,53	195
No strategy	0,26	4
No response	2,57	40
Total	1556	

Table 37 describes that IFID was the most appreciated strategy for apology situations and the participants employed the use of intensifiers such as “so, really, deeply” functioning as modifiers to boost the power of the speech along with the strategy of IFIDs.

Table 37: Percentage and Frequency of Internal Modifications

Modifications	%	n
Marker	21,52	241
Consultative Device	49,38	553
Downtoners	0,80	9
Understaters	16,07	180
Hedges	13	13
Subjectivizers	1,52	17
Cajolers	0,98	11
Appealers	3,30	37
No strategy	3,04	34
No response	2,23	25
Total	1120	

The participants used hedges and understaters as internal modifications to present their requests in a softened manner, making their proposals more likely to be accepted. This was in addition to the use of the strategy of “Consultative Devices”.

Table 38: Percentage and Frequency of External Modifications

Modifications	%	n
Getting pre-commitment	2,41	19
Grounder	54,18	428
Checking availability	0,51	4
Sweetener	2,78	22
Disarmer	5,82	46
Cost minimizer	7,47	59
Thanking	4,68	37
No strategy	17,72	140
No response	4,43	35
Total	790	

The general usage frequency and percentages of external modifications are shown in Table 37. It seems that the most preferred one is grounder for 10 fictional situations. Among the participants, there were also those who remained unanswered to some questions or did not use any modifiers.

4.2. Participants' Interviews

Interview Questions

1. Did you take a pragmatics course before? Would you rather describe it as theoretical or practical?
2. While giving classes, do you think you use a pragmatically appropriate language?
3. Do you believe you are fully aware of the importance of pragmatics in language leaning and teaching?
4. Do you think EFL teachers implement pragmatically-focused lessons to raise that sense of awareness?

The responses to the interview questions were categorized and their frequency distributions are shown in Table 39.

Table 39: Participants' Interviews

Q1	Total number of pragmatic course takers	35	No response 6		Taking theoretical course 18			Taking Practical course 12		
	Total number of teachers who are not pragmatic courses takers	29								
Q2	Total number of teachers using of pragmatically appropriate language	43	No response 11	Not all the time 3	Not sure 1	Based on the grades 2	Usually 1	To some extent 1	No idea 2	
	Total number of teachers not using pragmatically appropriate language	6								
Q3	Total number of teachers fully aware of the importance of pragmatics	30	No response 10	No idea 1	Not sure 1		Partially 2	Some 4	As far as possible 1	
	Total number of teachers not fully aware of the importance of pragmatics	21								
	Number of teachers clearly thinking EFL teachers implement pragmatically focused lesson	22	Not exactly 1		Not all but most of them 2		Not all the time 1	in public schools rarely/maybe 2	Not sure 1 May be 1	Sometimes 1
	Number of teachers clearly not thinking EFL teachers implement pragmatically focused lessons	17	No response 16	To some extent 1	Not most of them 1			In private schools often/generally 2	No idea 2	Usually 1

When the responses to interview questions were analysed, it was determined that almost half of the participants (29) did not take any pragmatic course. The total number of teachers having received a pragmatic course is 35. The participant group was categorized into two main groups: Those taking practical course (18) and those who did not take any theoretical course (12). As for the second question, while 46 of participants gave positive answers on behalf of themselves regarding the use of pragmatically appropriate language while teaching, only 6 of them clearly stated that they do not use it and the others were labelled externally in between 7 categories in which their self-evaluations in the teaching process were specified as: not all the time (3) / to some extent (1) / no idea-uncertain (2) / not sure (1) / based on the grades (2) / usually (1) and no response (11). For the third question, teachers having or not having full awareness of pragmatics were labelled in the same way as the previous category. As for the fourth question, responses indicated that 22 of participants think that EFL teachers implement pragmatically focused lesson while 17 of participants did not think in the same way. The others were labelled under different categories as shown in the Table 38.

The answer of the participant 32 for the second question was among the positive responses to the use of pragmatic principles in the classroom. The participants responded as the following:

P-32 “Yes, I do. Pragmatic language means the use of appropriate communication skills such as knowing what to say, how to say it, and when to say it. Therefore, it involves some major skills: Greeting (Hello. Goodbye. How are you?), informing (I am repeating.), Demanding (say “Good-bye” or “Congratulations”), Stating (I am going to change the singular subject to plural one.). We can change the language according to the listener or the situation such as: Student- student / teacher engagement, Speaking real life situations such as at a restaurant, in a market, etc., Making role play such as acting like a family member or a stranger. We can follow rules for conversation such as: Taking turns while talking, Introducing new topics, Re-wording when misunderstood, Using and understanding nonverbal signals (facial expression, eye contact, etc.)”

The participant 21 was the only one who made an explanation about why it is not possible to put into use the pragmatic principles in the classroom as the following:

P-21: “No, I think the goal is to use a practical language, to be able to speak target language in the entire course and to be able to teach “language”. However, this is not possible due to the reality of the exam in Turkey and the many environmental factors that affect learning.”

There are at least 10 participants and their responses states that they could not understand what was meant by the second question, thinking that they could not give a descriptive answer such as the following:

P-18: “I try to use everyday expression in my classroom and try to make sts use these expressions for their homework. I urge them to make dialogue with these expressions.”

P-45: “It is based on the grades of students.”

When third question is analysed, it is seen that the responses by participants 18 and 25 turned out to be the positive towards the use of pragmatics in the classroom.

P-25: "Yes, pragmatics is important because it allows us to know what to say, to whom and how to communicate one message in a specific context. We also teach our students how to use the language appropriately."

P-18: "I believe I am fully aware of the importance of pragmatics in language teaching and learning. Students use the language better if they understand the real situation and how to speak naturally."

There are at least five people who did not responded clearly or could not fully understand the 3rd question, as was the case with the 2nd question. Participant 21 argued that teachers cannot be fully aware of importance of pragmatics. The answers of participants number 26 and 36 were the most unusual compared to the others.

P-26: "I think I need help. Not in class but with other areas in school, sometimes people may misunderstand things."

P-36: "It is important for language."

Participants who thought they were lacking in understanding the importance of pragmatic awareness expressed the need of receiving a pragmatic course.

P-30: "No, I am not fully aware of it. I need a good pragmatics course."

P-52: "No, I think we don't know the importance of the pragmatics in language teaching and learning within reason. We need take pragmatically focused lessons and we should raise our awareness."

As for the fourth question, similarly, it is seen inadequacy in the answers of participants. This point shows that pragmatics has generally been internalized theoretically and the number of people who do not have comprehensive knowledge cannot be underestimated. What pragmatics and pragmatic awareness mean for the EFL teachers who participated in the survey were considered to be relatively debateable.

Participants who think that EFL teachers do not implement pragmatically focused lesson, gave some reasons in terms of the curriculum and the process.

P-21: "Of course, no matter how much the rates change, they are trying to implement it. But as I said before, the reality of the annual plan and exam prevents them."

P-22: "I do not think. They usually try to keep up the curriculum."

The most unusual answer for what they think about EFL teachers' pragmatically focused lessons belongs to participant 38. Thinking that the importance of pragmatically focused lessons is related to how much teachers include them in their curriculum was a unique and different perspective among the answers.

P-38: “No, they do not. If it is very important, it should be given importance.”

In the responses to the DCT task and interview questions, some participants' deficiencies in expression, both in terms of knowledge and in the form of incorrect sentences regarding grammar, were also identified.

4.3. Unconventional Responses (Errors) in Using Request and Apology Strategies

In this section of the study, examples from the participants' responses were identified and discussed in terms of how they could and should align with the strategies and contextual variables.

4.3.1. Situations and Responses for Request Strategies

Situation 1:

“Deadline for exam announcement is due but you have not finished grading the papers, yet. You want to ask your students to wait for another day for the announcement.” How would you request?”

P-61 “Shall we do the exam another day?”

It was determined that the participant misunderstood the context and erroneously demanded for another day instead of requesting for the extended time.

Situation 4:

“You have a conference tomorrow morning. You are preparing your oral presentation, but your neighbour’s children are making a lot of noise upstairs. You want to ask your neighbour, who is older than you are and whom you do not like much, to keep the peace at home. “ “How would you request him to be more silent?

P-15: “Will you please be more silent?”

Regarding the social distance (+) between interlocutors, “will” is not supposed to be the expected response to a request situation.

Situation 5:

“You are a member of administrative board of your school, and you could not attend the administrative meeting held yesterday. However, you go director’s office to ask for the final report that was prepared immediately after the meeting is over”. How would you request it?

P-19 “Would it be alright if I submitted the final report for yesterday’s board meeting which I missed due to some extraordinary reasons, Sir?”

For this request situation, the participant seems to have misunderstood the context and used the verb “to submit” instead of asking information about the report.

Situation 7:

“You need a ride home from school. You notice a colleague who lives in the same apartment building with you is starting his private car to return home. You want him/her to do you a favour, but you have not spoken to this person before.” How would you request it?

P-53: “Excuse me would you mind if I come with you?”

The distance between interlocutors seems to be high (+), and so, it could be proper to an external modification such as “grounder” at the beginning of the conversation and make a transition to his/her request.

Situation 9:

“Your school director assigned you a research project from which you are going to receive promotion. To prepare the project you need a book and you have seen that particular book in the library. However, your director has it in his private library. You want to borrow it from him. How would you request it?”

P-48 “I need a book for research. Is it okay to borrow the one in your library?”

The social distance is high between interlocutors. Though the strategy of “consultative devices” is a proper strategy, the sentence “Is it ok...?” does not match to the context due to social variables.

Situation 10:

“You are looking for information about a teacher training conference in USA. You are going to send a brief e- mail requesting the detailed program from the responsible professor. How would you request it?”

P-56 “Excuse me Can I take some more information about your conference?”

When it comes to social distance and power which are (+) for this context, preferring “can” implying sincerity is a sign of low social distance and would not be suitable for the conversation between a student and a professor.

4.3.2. Situations and Responses for Apology Strategies

Situation 11:

“You promised to return a textbook to your classmate within a day or two, after copying a chapter. You held onto it for almost two weeks. How would you apologise?”

P-46: “I keep my promises so I can’t hold onto it for almost two weeks, I’ll return it within two days.”

The participant probably misunderstood the context as for promising not to hold a long period but it was already done, so the explanation is not suitable for the context though she/he uses one of possible strategies.

P-49: "I am sorry for not lending you the book...I will....".

Regarding part of the response, it was agreed that the participant chose a wrong verb in his/her apologetic sentence as the book was instructed to be borrowed.

Situation 19:

"Imagine that you are a heavy smoker, and you are a teacher in a school. While smoking in the break time in the schoolyard, you realized that you annoyed another teacher sitting next to you on the bench. How would you apologise?"

P-35 "If the smoke is bothering you, you can go there. Please do not misunderstand me."

As for the given response to the situation, the participant seems not to have used any strategies of apology.

Situation 12:

"As an English teacher, you are the head of the department in a private school. You are supposed to interview an English teacher for a position, but you had been called to an unexpected meeting in another place; therefore, you have arrived at your office half an hour late.

The secretary: "This is Miss Somebody, an English teacher. She has been waiting for you for half an hour." How would you apologise?"

P-28 "You waited for hours and you really insist on this job. Great."

When it comes to social distance (+) between the interlocutors, direct communication without using an illocutionary force indicating devices but ironically praising for act of the person (hearer) is not appreciated. It appears that a small number of participants probably overlooked specifics of the situations and made problematic statements in terms of grammatical and lexical features. Part of the reason may also be given to the fact that the participants may not have fully understood the true course of the situation and as a result they had mismatches between utterance and the context.

4.4. Discussions

Pragmatic aspects of language use shape the utterances. The problem of the research is based on the pragmatic difficulties teachers have. The findings could be relied on to set light to the research problem. To what extent they have pragmatic awareness and how strategies of requests and apology appropriately used by participants was determined according to responses. The results generally met the expectations of the study to some extent. Most of the responses matches suitably to the situations. Where situational factors affect the responses, participants are supposed to make a

choice of true strategy. As a result of the research, it was determined that the majority of the participants tended to choose the right strategy based on the effect of situational and contextual factors on apology and request situations. Social statue, closeness to some extent, and the size of the requests are basic variables to determine the strategy thereby signifying contextual pragmatic competence. When examined the answers from the participants, it was seen that the frequencies of the strategies used in general were similar. It was revealed that the answers that fall outside the pragmatic framework are the result of a lack of pragmatic awareness, which varies on the basis of the question. Where the answers required formality, informality was preferred. Situational factors may affect this situation. As for Bardovi Harlig & Dornyei (as cited in Qari, 2017) the sentences in which the sentences are correct in terms of the speaker's language skills, the pragmatic skills are dominant, but the grammar is incomplete or incorrect are the sentences to be preferred. On the other hand, the sentences referring to this philosophy were seen in the answers of the participants as well. Moreover, it enabled to discover that the native language unintentionally acts as an interlanguage, but linguistic devices of that language are supposed to be learned. Efforts to the development of linguistic competence is at least as important as pragmatic awareness. It also worths noting that being a teacher does not mean having full control of pragmatic awareness, that is also a competence that can be improved by recognizing the lack of awareness. Regarding some answers, not appreciated (the odd ones), the study provided an insight into the confusion teachers have because pragmatic awareness was seen to be interpreted differently by teachers or could not be fully internalized due to lack of knowledge, pragmatic awareness should be conceptualized in respect to meaning and content. The findings showed that language teachers developed their basic awareness levels with limited training and their own acquisitions and suggested that a comprehensive pragmatics courses in this field should be included theoretically and practically in the course curriculums for higher education.

The following research questions were asked in the study.

R.Q.1. To what extent do the apology and request strategies used by teachers vary, considering contextual factors?

When reviewed the results on the related tables containing the request strategies, it was determined that the majority used the same or very similar strategies for certain questions. Regarding the strategy use, it is seen that the distribution is between 3 different strategies: mood derivable, obligation statements and query preparation. When compared to the other strategies involved in request and apology situations, the strategy of query preparation seemed to have been preferred twice as much. The strategy use among apology strategies seems to be heavily focused on IFIDs and explanation or account strategies. When responses were evaluated, it was determined that mostly preferred strategy was querory preparatory but the modals preferred were different.

The use of modality pattern such as *can* instead of *could/would* in a situation where the social distance is high indicates a lack of proper use conventions linguistically as displayed by some participants. It has been determined that when the size of power becomes dominant in roles such as teacher-student, principal-employee, direct strategies are mostly employed and the use of “*could/would*” and formality are at the forefront. In this study, it was concluded that the most preferred strategy of Turkish participants was query preparation with a rate of 79.11% and as a conventional indirect tradition. Variables of the situations are generally well analysed for the strategy choice. The use of “*imperatives*” as a direct strategy at a rate of 6.15% appeared in student-teacher dialogues. At that point, that social power between the teacher and the student was high made it possible to use of a kind of direct strategies. Similarly, it was seen in the study conducted by Keleş (2023) that the most frequently employed 9 strategies for the request strategies were also conventionally indirect.

Cultural norms can vary from language to language, and this directly highlights the distinctive socio-cultural aspect of language. In a study that studied Bosnian, Albanian, and Turkish students from the Balkan countries, Ömerbašić (2024) noted that, due to socio-cultural differences, Bosnian and Albanian students were more likely to use direct strategies in requests compared to Turkish students, who found the use of politeness expressions involving gradation difficult when learning Turkish. Additionally, there were varying opinions regarding the use of indirectness. This situation is likely due to the socio-cultural aspect that shapes the pragmatics of language.

With the development of pragmatic knowledge, the strategies that speakers prefer also change accordingly. In this study, the most commonly used strategies for apology were: explanation of account (23.20%), offer of repair (10.60%), and taking responsibility (7.97%). It was found that, generally, in Turkish culture, the explanation strategy precedes other strategies or is followed by taking responsibility or offering repair. In high social distance situations, individuals tend to use the dominant strategy to “*save face*” in a particular way. While this strategy is generally appropriate for certain situations, there are cases where its strategic use is insufficient. The use of explanation of account in apology situations is polarized, with the cultural tendency being to consider external factors before offering repair or taking responsibility, in an attempt to minimize blame or prevent misunderstandings or misinterpretations.

For requests, internal modifications such as hedging and understatements were often used to decrease the perceived imposition in a softened way, with rates of 16.07% and 11%, respectively. Additionally, participants used markers such as “*please*” at a rate of 21.52%.

R.Q.2. Which contextual variable has the greatest influence on the strategies for making requests and apologies?

The knowledge shaping an utterance is influenced by context and situational variables, which means that strategies cannot be used in the same way across all situations. Not taking variables into consideration at a level of desired indicates a lack of awareness. Pragmatic awareness acquired in regarding with the variables provides socially appropriate behaviour and positive instructions in this respect. While analysing the data, I noted that the variables have different dominance depending on the situations. Especially social distance required to use of formality. Although the distribution in request strategies generally spreads around the query, it is seen that the linguistic structures used in the strategies for situations where social distance is low vary through modals according to the degree of social distance. Requesting strategies are affected by situational factors and when social distance and power is high or equal between the speaker and the hearer, and conventionally indirect strategies with *would/could/ may* are preferred mostly. Besides, using *could/would* also indicate being polite and formal to the hearer. On the other hand, the use of “*can*” in relation to social distance indicates that participants are not well-versed in pragmatic request preferences; yet, another perspective that supports the use of this modality is that it indicates the sincerity. Among the request strategies that address situations, conventionally indirect preference is generally dominant and one of the participants used “mild hint” in the non-conventionally indirect category. The reason for no preference may be due to the fact that the frequency of preference is culturally unexpected in indirect usage among Turkish participants. It has been determined that direct strategies are preferred when the size of power is effective in roles such as teacher-student, principal-employee. Although the strategies are concentrated in the same group in situations such as “request from your colleague, request from your neighbour, apology from your close friend” where social distance is low, differences are evident in the linguistic devices used. We see that some responses are limited to explanation on account as an apology strategy where social distance is high, but also the teacher's preference for taking responsibility along with IFID was between preferences in dialogues where social power is high (teacher-student). Regarding this issue, a study was conducted by Christinawati & Haristiani (2022) on the apology strategies of 2 groups of 60 students learning Japanese as a foreign language. The techniques chosen by the beginner and intermediate groups were compared and while the first group tended to prefer IFID and taking responsibility, the latter one used the offer of repair with IFID. It revealed that the group in the intermediate level used their pragmatic competence with proper strategies as a result of developed linguistic competence. In another study by Latif (2024), the data was obtained from sample groups including 48 Moroccan Arabic native speakers, 36 American English native speakers, and two proficiency groups of 122 Moroccan EFL learners. The study showed that their preferences were affected negatively due to the transfer of L1 socio-pragmatic cultural norms to the strategies and preferring mostly direct strategies not similar to American native speaker patterns distancing themselves from the pragmatic conventions of target culture.

R.Q.3. Do teachers who believe they are aware of the importance of pragmatics use pragmatically appropriate language based on this awareness?

Twenty-nine of the participants affirmed that they were fully aware of the importance of pragmatics and they used pragmatically appropriate language based on this awareness in their lessons. A few participants stated to adjust their preferences based on the grades. Three participants mentioned that they recognized its importance but did not use it, while one participant acknowledged its significance but was unsure whether they used it or not. Based on the statistical data, it is clearly seen that some teachers have confusion or lack of knowledge regarding the conventional usage patterns in pragmatics. Similarly, another study related to the pre-service EFL teachers' conceptualization of the competence of pragmatics, Elmeddaim (2022) found that EFL teachers showed an inadequate level of pragmatic awareness and lack of general knowledge for the pragmatic elements or questions related to pragmatic competence. The possible reasons for failure in complying with the expected conventional standards may be that the teaching of pragmatics is done in schools largely on a theoretical basis and does not sufficiently foster practical use, where EFL teachers are not encouraged to make extra effort to gain awareness towards prioritising this competence. Being deprived of that ability creates a handicap in reconciling the relationship of foreign language teaching with daily life situations and in using the language functionally. Considering that 29 of the 65 people who participated in the survey said that they were both aware of it and used it, which corresponds to less than half of this rate. Supportive training courses of pragmatic awareness to foster each other's knowledge and optimal conditions of teaching process and more effective materials should be provided to make them to be implemented it. The materials supported and selected especially by Ministries are believed to meet the requirements and perceived to be well organized to present pragmatic teachings. The interview data showed that the EFL teachers apply the conventions of pragmatics in limited degrees. The study of Tunçel at all., (2017) revealed that one of the problems with the implementation of the activities focusing on pragmatic knowledge is that teachers are presented with few practical ideas to apply to their classrooms.

R.Q.4. What percentage of the teacher sample is able to develop pragmatic awareness without formal courses or training?

The number of participants who stated that they were partly aware of the importance of pragmatics without receiving a prior course or training a course was 16. On the contrary, there were 10 participants who stated that they were not fully aware of its importance before receiving a course. Considering that the 24% of the first group is higher than the second part, it seems that the number of people who gained awareness of pragmatic themselves without taking any pragmatic course is equal to those who could not made considerable progress even after taking a course on pragmatics. They believed that the basic way to convey a message through the text was relied on pragmatic competence. Participants also stated that without the practical transfer of pragmatic knowledge, students would only acquire the literal meaning and would lack the knowledge of what

is meant to be said beyond what is said and how it should be said. At this point, it captures possible evaluations that the courses teachers received before remained at the surface level of theoretical knowledge or are not functional enough in practice to boost the acquired awareness through meaningful practices for retention. The research carried out by Korkmaz & Karatepe (2022) made an implication for EFL teachers to be supported with in service training courses targeting pragmatic knowledge in language classes. One of the points emphasized by the participants is that the concern for course content and curriculum development does not allow pragmatic practices to be fully implemented as well as the time limitations, experienced especially in language teaching processes in Turkey. In another study by Duman (2023) and Doğru (2022), it was found that the representations of speech acts in the material contents in national textbooks are not adequate and balanced. In parallel with the findings of this, another study by Çakır (2022) emphasized the value of authentic practice, and authentic language use as the primary facilitator of pragmatic instruction. However, the study also asserted that the main cause of the difficulties in teaching pragmatics in the Turkish context is the absence of an authentic and natural language use environment.

CONCLUSIONS AND RECOMMENDATIONS

This section contains the final data obtained from the qualitative analysis of the findings and recommendations for the research field based on these data.

Summary of the Study

The study aimed to assess the pragmatic awareness of 70 ELT teachers, aged between 25 and 40, teaching at various levels in schools under the Ministry of National Education. Participants were asked to respond to 20 questions based on different situational scenarios, along with 4 interview questions related to the context of the study. After analyzing the data obtained from the surveys and interviews using content analysis, both detailed and general findings for the sample group were revealed. The research tools, chosen to address the research questions, included a Discourse Completion Task (DCT) and interviews, which required a qualitative research design. As a result, the findings from the sample group led to some implications and suggestions. The goal was to estimate the degree of pragmatic awareness, and it can be said that the data collected from the DCT and open-ended interview questions, though both homogeneous and heterogeneous, are largely in line with expectations. This study contributed to revealing the level of pragmatic awareness among the participants.

Implications

The data analysis of the interview questions revealed that teachers who believe they have pragmatic awareness do not necessarily implement pragmatically focused lessons, indicating an inverse relationship. On the other hand, some teachers who think they have pragmatic awareness have never taken any pragmatic courses. However, there are a few teachers who have taken pragmatic courses to develop their awareness. Additionally, observations show that some participants believe they teach pragmatically focused lessons, yet still acknowledge that they do not have full awareness. This suggests that the concept of pragmatics holds different meanings for certain participants. In light of the research questions, the study highlights the need for a comprehensive revision to address the lack of pragmatic awareness. Furthermore, the study provides an analysis of English teachers' pragmatic awareness through request and apology strategies, identifies obstacles to enhancing pragmatic awareness, and encourages a reconsideration of the role of pragmatics courses in both higher education and secondary education curricula.

Suggestions

The results of the research indicate that the pragmatic meaning remains unclear for many teachers. Even for those who have taken pragmatic courses, a more comprehensive curriculum that combines both theoretical and practical content should be designed for ELT teachers and integrated into the schedules of higher education institutions. The methodologies used by teachers and curricula aimed at improving linguistic competence should be reviewed and enhanced with authentic materials to support pragmatic implementation. Therefore, in ELT departments, students should be provided with opportunities to develop their ability to transfer theoretical knowledge into practical methodology, strengthening their skills for future application in the classroom.



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APPENDICES

Appendix 1. Research Ethics Committee Approval



HİZMETE ÖZEL

T.C.

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği

12.06.2024 14:22
E-82554930-050.01.04-521564
04760827



Sayı : E-82554930-050.01.04-521564 /1185
Konu : Çağla GENÇ'in Etik Kurul Kararı

12.06.2024

Sn. Çağla GENÇ

İlgi : 11.06.2024 tarihli ve E-26014373-050.01.04-520903 sayılı yazı.

KTÜ-Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı Yüksek Lisans Programı öğrencisi Çağla GENÇ'in "The Investigation of Pragmatic Awareness Levels of Turkish EFL Teachers with a Focus on Request and Apology Situations (Türk Yabancı Dil Öğretmenlerinin Edimbilimsel Farkındalık Düzeylerinin Talep ve Özür Durumları Özelinde İncelenmesi)" başlıklı yüksek lisans tezi kapsamında gerekli olan Etik Kurul incelemesi yapılmış ve başvurunuz onay verilmiştir.

Bilgilerinize ve gereğini rica ederim.

Prof. Dr. Akif CİNEL
Rektör Yardımcısı

Doğrulama Kod: BE112608-4E64-4F8F-AEC0-B4459F13938C

Bu belge güvenli elektronik imza ile onaylanmıştır.

HİZMETE ÖZEL

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Sayfa
1 / 1





HİZMETE ÖZEL

T.C.

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Etik Kurulu

11.06.2024 10:17
E-26014373-050.01.04-520903
04697875



Sayı : E-26014373-050.01.04-520903
Konu : Çağla GENÇ'in Etik Kurul Kararı

11.06.2024

REKTÖRLÜK MAKAMINA
Hukuk Müşavirliği

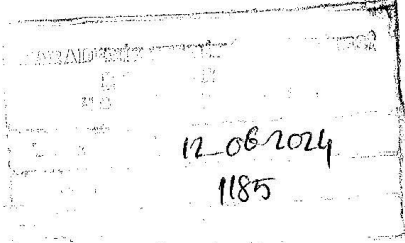
İlgi : 29.05.2024 tarihli ve E-90783813-010.99-14917 sayılı yazı.

KTÜ – Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı öğretim üyesi Doç. Dr. Ali Şükrü ÖZBAY'ın akademik danışmanlığında Uygulamalı Dil Bilimi Tezli Yüksek Lisans Programı öğrencisi 412223 numaralı Çağla GENÇ'in yürüttüğü "The Investigation of Pragmatic Awareness Levels of Turkish EFL Teachers with a Focus on Request and Apology Situations (Türk Yabancı Dil Öğretmenlerinin Edimbilimsel Farkındalık Düzeylerinin Talep ve Özür Durumları Özelinde İncelenmesi)" başlıklı yüksek lisans tezi kapsamında "Etik Kurul Belgesi" ile ilgili olarak kurulumuza yaptığı başvuru değerlendirilerek uygun bulunmuş ve sonucu Ek'te gönderilmiştir.

İlgili öğrencinin bilgilendirilmesi hususunda gereğini arz ederim.

Prof. Dr. Abdülkadir PEHLİVAN
Başkan

Ek: Toplantı Tutanağı (4 Sayfa)



[Handwritten signature]
Hukuk Müşaviri

Bu belge güvenli elektronik imza ile onaylanmıştır.

Doğrulama Kod: D2DC7DE3-B8D3-45D7-8A0B-F70572625AB5

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Sayfa
1 / 1



Appendix 2. Volunteer Participant Form

GÖNÜLLÜ KATILIMCI ONAM FORMU

Çağla GENÇ tarafından yürütülen “Türk Yabancı Dil Öğretmenlerinin Edimbilimsel Farkındalık Düzeylerinin Talep ve Özür Durumları Özelinde İncelenmesi” başlıklı araştırmaya davet edilmiş bulunuyorsunuz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz sorabilirsiniz. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkında sahipsizsiniz. Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz biçiminde yorumlanacaktır. Size verilen formlardaki soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

Araştırmayla İlgili Bilgiler:

a. Araştırmanın Amacı: Yabancı dil öğretmenlerinin edimbilimsel (pragmatics) yeterlilikleri, başarılı dil öğrenme ve öğretme süreçleri açısından önemlidir. Söz eylemlerinin amacına ve bağlamına uygun şekilde kullanılabilmesi konuşmacıların (öğretmenler-öğrenciler) edimbilimsel yeterliliklerine bağlıdır. Söz konusu bu yeterlilikler, öğretmenler aracılığıyla ders içinde öğrencilere farklı içerik ve dil verileri ile birlikte aktarılır. Bu bağlamda çalışma, ana dili Türkçe olan İngilizce öğretmenlerinin anket ve sözlü mülakat araçlarını kullanarak edimbilimsel becerilerin değerlendirilmesi amaçlamaktadır. Söylem gerçekleştirme testi (SGT) ile katılımcılardan 20 farklı duruma ilişkin verecekleri cevaplar istenecek ve mülakatlar ile edimbilimsel yeterlilikleri anlaşılmasına çalışılacaktır. Katılımcıların kurgusal durumlara verdikleri yazılı cevaplardan oluşan veriler nitel yöntemle analiz edilecektir. Ayrıca, söylem gerçekleştirme modelleri taksonomisine (Blum-Kulka ve Olshtain, 1984) göre, katılımcıların hangi talep ve özür durumlarında benzeştikleri veya farklılaştıkları, talep ve özür stratejilerinin kullanıp kullanmadığı araştırılacaktır. Alana katkı sağlamak amaçlanmaktadır.

c. Araştırmanın Nedeni: Tez çalışması

d. Araştırmanın Öngörülen Süresi: 15.09.2023 -15.06.2024

e. Araştırmaya Katılması Beklenen Katılımcı/Gönüllü Sayısı: 60

f. Araştırmanın Yapılacağı Yer(ler): Milli Eğitim Müdürlüğüne Bağlı Ortaöğretim Kurumları

Çalışmaya Katılım Onayı:

“Yukarıda yer alan ve araştırmadan önce gönüllüye / katılımcıya verilmesi gereken bilgileri gösteren Aydınlatılmış Onam Formu adlı metni kendi anadilimde okudum ya da bana okunmasını sağladım. Bu bilgilerin içeriği ve anlamı, yazılı ve sözlü olarak açıklandı. Aklıma gelen bütün soruları sorma olanağı tanındı ve sorularıma doyurucu cevaplar aldım. Çalışmaya katılmadığım ya da katıldıktan sonra çekildiğim durumda, hiçbir yasal hakkımdan vazgeçmiş olmayacağım. Bu koşullarla, söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum. Bu metnin imzalı bir kopyasını aldım.”

Appendix 2. Teachers DCT Task and Interview questions

Değerli Arkadaşlar	
Bu anketin amacı aşağıdaki talep ve özür durumlarına ilişkin algılarınızı öğrenmektir. DOĞRU veya YANLIŞ cevap yoktur! Anket anonimdir; forma isminizi yazmanıza gerek yoktur. Katılımınız çok değer arz edecek ve yanıtlarınız gizli tutulacaktır. Katılımınız ve işbirliğiniz için teşekkür ederiz.	
1.	Sınav duyurusunun son tarihi yaklaşıyor ancak henüz ödevlerin notlandırılmasını tamamlamadınız. Öğrencilerinizden duyuru için bir gün daha beklemelerini istiyorsunuz. <u>Nasıl talep ederdiniz?</u>
2.	İngilizce öğretmeni olarak ertesi gün için sınav hazırlıyorsunuz, saat 22.00 ve internet bağlantınız kesiliyor. Yanınızda yaşıyınıza yakın ve hoşlandığınız bir komşunuz var. Hala uyanık olduğunu biliyorsun. Ona Wi-Fi şifresini sormak istiyorsunuz. <u>Nasıl talep ederdiniz?</u>
3.	Öğretmen olarak çalışıyorsunuz ve birkaç dakika içinde bölüm başkanına göndereceğiniz bazı raporlarınız var. Önemli bir telefon görüşmesi yapıyorsunuz bu yüzden ofisinizdeki stajyer öğretmenlerinizden birinin bunu sizin yerine telefonu göndermesini istiyorsunuz. <u>Nasıl talep ederdiniz?</u>
4.	<u>Yarın sabah konferansınız var. Sözlü sunumunuzu hazırlıyorsunuz ama üst katta komşunuzun çocukları çok gürültü yapıyor. Sizden yaşça büyük olan ve pek sevmeyeniz komşunuzdan evde huzuru sağlamasını istiyorsunuz.</u> <u>Ondan daha sessiz olmasını nasıl isterdiniz?</u>
5.	Okulunuzun yönetim kurulu üyesisiniz ve dün yapılan yönetim toplantısına katılamadınız. Ancak toplantı bittikten hemen sonra hazırlanan nihai raporu istemek için müdürün odasına gidiyorsunuz. <u>Onu nasıl talep ederdiniz?</u>
6.	Sınıfın dışından koridorun aşağısından gelen yüksek sesler ve kahkahalar duyduğunuzda sınıfınıza ders veriyorsunuz. Gidip seslerini alçak tutmalarını istemeye karar verirsiniz. <u>Onu nasıl talep ederdiniz?</u>
7.	Okuldan eve bir arabaya ihtiyacın var. Sizinle aynı apartmanda yaşayan bir iş arkadaşınızın eve dönmek üzere özel arabasını çalıştırdığını fark ediyorsunuz. Ondan size bir iyilik yapmasını istiyorsunuz ama bu kişiyle daha önce konuşmadınız. <u>Nasıl talep ederdiniz?</u>
8.	Yarınki dersi kaçıracaksınız ve meslektaşlarınızdan birinin yalnızca bir günlüğüne dersinize katılmasını rica edeceksiniz. <u>Nasıl talep ederdiniz?</u>
9.	Okul müdürünüz size terfi alacağınız bir araştırma projesi atadı. Projeyi hazırlamak için bir kitaba ihtiyacınız var ve o kitabı kütüphanede gördünüz. Ancak müdürünüzün özel kütüphanesinde var. Ondan ödünç almak istiyorsunuz. <u>Onu nasıl talep ederdiniz ?</u>

10.	ABD'deki bir öğretmen yetiştirme konferansı hakkında bilgi arıyorsunuz. Sorumlu profesörden detaylı programı talep eden kısa bir e-posta göndereceksiniz. <u>Onu nasıl talep ederdiniz ?</u>
11.	Bir bölümü kopyaladıktan sonra ders kitabını bir veya iki gün içinde sınıf arkadaşınıza iade edeceğinize söz verdiniz. Neredeyse iki hafta boyunca onu alıkoydunuz. Nasıl özür dilerdiniz ?
12.	İngilizce öğretmeni olarak özel bir okulda bölüm başkanısınız. Bir pozisyon için bir İngilizce öğretmeniyle görüşmeniz gerekiyordu, ancak başka bir yerde beklenmedik bir toplantıya çağrıldınız; bu nedenle ofisinize yarım saat geç geldiniz. Sekreter: “Bu Miss Somebody, İngilizce öğretmeni. Yarım saattir size bekliyor.” Nasıl özür dilerdiniz?
13.	Sınıfa doğru koşarken bir meslektaşınızın ayağına bastınız ama telefonu yüzünden dikkati dağıldığı ve bacakları size doğru yakınlaştığı için bunu önlemek imkansızdı. Nasıl özür dilerdiniz?
14.	Okulun park yerinden geri geri çıktığınızda bir meslektaşınızın arabasına carparsınız. Bu açıkça sizin hatanızdır. Yan kapıya hafifçe vurdunuz. Meslektaşınız dışarı çıkar ve öfkeyle yanınıza gelir. Nasıl özür dilerdiniz?
15.	Okula vardığınızda öğrencilerinizden biri, önceki gün kendisine geri bildirimde bulunacağımıza söz verdiğinizi hatırlattı. Bunu tamamen unutmuşunuz ve okuldan erken ayrılmıştınız. Nasıl özür dilerdiniz?
16.	Siz bir öğretmen olarak isim benzerliğinden dolayı bir öğrencinin sınav kağıdını başka bir öğrenciyle karıştırdınız ve onu dersten bıraktınız. Bir hata yaptığınızı biliyordunuz ve öğrenci düzeltmenizi istemek için ofisinize geldi. Nasıl özür dilerdiniz?
17.	Meslektaşınızı okuldaki yeni ofisinde ziyaret etmek istediniz. Okula gittiniz, bir ofisin kapısını açtınız ve iş arkadaşınızın ofisi zannederek içeri girdiniz, ancak sizi tanımayan başka birinin ofisi olduğunu keşfettiniz. Yazıyordu ve yazmayı bırakıp sana baktı. Yanlış ofis olduğunu zaten anlamışsınızdır. Nasıl özür dilerdiniz?
18.	Bir okulda çalışmaya yeni başladınız ve ders vermeniz gereken sınıfın nerede olduğunu bilmiyorsunuz. Kampüste, öğrenci olduğunu varsayarak birine sıradan bir şekilde o dersliği soruyorsunuz. Daha sonra başka bir bölümün öğretmeni olduğu ortaya çıkar. Resmi olmayan davranışınız için nasıl özür dilerdiniz?
19.	Ağır bir sigara tiryakisi olduğunuzu ve bir okulda öğretmen olduğunuzu hayal edin. Teneffüs sırasında okul bahçesinde sigara içerken, bankta yanınızda oturan başka bir öğretmeni rahatsız ettiğinizi fark ettiniz. Nasıl özür dilerdiniz?
20.	Sınıfta öğrencilerinizden birine yanlışlıkla hakaret ettiğinizi hayal edin. Aranızdaki kültürel farklılıklarla ilgili tamamen bir yanlış anlaşılmaydı. Nasıl özür dilerdiniz?

1	Daha önce pragmatik dersi aldınız mı? Bunu teorik olarak mı yoksa pratik olarak mı tanımlamayı tercih edersiniz?
2	Ders verirken pragmatik olarak uygun bir dil kullandığınızı düşünüyor musunuz?
3	Dil öğrenme ve öğretmede pragmatikğin öneminin tam olarak farkında olduğunuza inanıyor musunuz?
4	EFL öğretmenlerinin bu farkındalık duygusunu arttırmak için pragmatik odaklı dersler uyguladığını düşünüyor musunuz?
	YAŞ: 23-30 ____ 31-40 ____ 41-50 ____ 50-üzeri ____ CİNS: bayan ____ erkek ____ NE KADAR SÜREDİR ÖĞRETMENLİK YAPIYORSUNUZ? ____ OKUL TÜRÜ: Üniversite (Devlet yada Özel): Lise: Ortaöğretim: İlköğretim: Dil Kursu: Diğerleri:

Dear Colleagues

The aim of this questionnaire is to find out your perceptions regarding the following request and apology situations. 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.

1.	Deadline for exam announcement is due but you have not finished grading the papers, yet. You want to ask your students to wait for another day for the announcement. <u>How would you request?</u>
2.	As an English teacher, you are preparing an exam for the next day, it is 10 pm and your internet connection is cut. You have a neighbour next door who is close to your age and you like. You know that s/he is still awake. You want to ask her/his Wi-Fi password. <u>How would you request?</u>
3.	You are working as a teacher and you have some reports to be sent to the head of the department in a few minutes. You are making an important phone call, so you want one of your trainee teachers at your office to send it instead. <u>How would you request</u>
4.	You have a conference tomorrow morning. You are preparing your oral presentation, but your neighbour's children are making a lot of noise upstairs. You want to ask your neighbour, who is older than you are and whom you do not like much, to keep the peace at home. <u>How would you request him to be more silent?</u>
5.	You are a member of administrative board of your school and you could not attend the administrative meeting held yesterday. However, you go director's office to ask for the final report that was prepared immediately after the meeting is over. <u>How would you request it?</u>
6.	You are teaching your class when you hear loud noise and laughter coming from outside the classroom down the hall. You decide to go and ask them to keep their voice down. <u>What would request it?</u>

7.	You need a ride home from school. You notice a colleague who lives in the same apartment building with you is starting his private car to return home. You want him/her to do you a favour, but you have not spoken to this person before. <u>How would you request?</u>
8.	You will miss tomorrow's class and you will kindly ask one of your colleagues to attend your class for a day only. <u>How would you request?</u>
9.	Your school director assigned you a research project from which you are going to receive promotion. To prepare the project you need a book and you have seen that particular book in the library. However, your director has it in his private library. You want to borrow it from him. <u>How would you request it?</u>
10.	You are looking for information about a teacher training conference in USA. You are going to send a brief e-mail requesting the detailed program from the responsible professor. <u>How would you request it?</u>
11.	You promised to return a textbook to your classmate within a day or two, after copying a chapter. You held onto it for almost two weeks. How would you apologise?
12.	As an English teacher, you are the head of the department in a private school. You are supposed to interview an English teacher for a position, but you had been called to an unexpected meeting in another place; therefore, you have arrived at your office half an hour late. The secretary: "This is Miss Somebody, an English teacher. She has been waiting for you for half an hour." How would you apologise?
13.	You stepped on the foot of a colleague while you were rushing to the class but it was impossible to avoid this since she was distracted by her phone and her legs were too much extended towards your path. How would you apologise?
14.	Backing out of a parking place of the school, you run into the side of a colleague's car. It was clearly your fault. You dent in the side door slightly. The colleague gets out and comes over to you angrily. How would you apologise?
15.	When you arrived at school, one of your students reminded that you promised to give her feedback the previous day. You had totally forgotten about it and left school early. How would you apologise?
16.	You, as a teacher, mistook one student's exam paper for another due to the similarity in their names and failed him. You knew that you made a mistake, and the student came to your office to ask for correction. How would you apologise?
17.	You wanted to visit your colleague in her new office at school. You went to the school and opened a door of an office and went in supposing that it was your colleague's office, but you discovered that it was somebody else's office who does not know you. He was writing and he stopped writing and looked at you. As you already realized it was the wrong office. How would you apologise?

18.	You have just started working in a school, and you do not know where the class you are supposed to teach is. In the campus, you ask somebody, supposing he is a student, about that class in a casual way. Then, he turns out to be a teacher of another department. How would you apologise for your informal behaviour?
19.	Imagine that you are a heavy smoker, and you are a teacher in a school. While smoking in the break time in the schoolyard, you realized that you annoyed another teacher sitting next to you on the bench. How would you apologise?
20.	Imagine that you mistakenly insulted one of your students in class. It was totally a misunderstanding about cultural differences amongst you. How would you apologise?
1.	Did you take a pragmatics course before? Would you rather describe it as theoretical or practical? Yes, I did. It was a lesson but a part of our linguistics. I can describe it as practical because you are supposed to examine the use of words, sentences and signs in actual situations.
2.	While giving classes, do you think you use a pragmatically appropriate language? I think I do. I try to explain my words and sentences with my body languages and aim at making my students think different perspectives. Without pragmatics, they will only learn literal meanings.
3.	Do you believe you are fully aware of the importance of pragmatics in language leaning and teaching? No, I'm not.
4.	Do you think EFL teachers implement pragmatically-focused lessons to raise that sense of awareness? Of course, they should or must implement because we also teach how the words and action are interconnected. However, we as EFL teachers should completely learn what pragmatics is and how to implement.
	AGE: 23-30 ☒ 31-40 _____ 41-50 _____ 50-above _____ GENDER: female _____ male _____ ☒ X _____ HOW LONG HAVE YOU BEEN TEACHING? _____ 1 _____ SCHOOL TYPE: X University (State or private): Highschool: X Secondary school: X Primary school: Language Course: Others:

Appendix 3. Table Of Internal Modification Data Analysis

	1.sit.	2.sit.	3.sit.	4.sit.	5.sit.	6.sit.	7.sit.	8.sit.	9.sit.	10.sit.
1	0	understater cd	marker cd	downtoner cd	marker cd	understater hedge	cd	marker cd	understater cd	cd
2	cd downtoner understater	cd	cd marker	cd understater	cd	understater marker	cd	cd	cd	cd
3	cd understater	cd	cd cajoler	unders cd marker	cd	understater marker	cd	marker cd	cd	marker cd
4	0	non- response	cd	cd understater	cd cajoler	understater marker cd	cd	cd	cd understater	sub. marker cd.
5	understater	cd	cd marker	cd	cd	appealer	cd marker	understater	cd	cd
6	marker understater	cd	cd	cd marker understater	cd marker	cd marker	cd	cd	cd understater	cd
7	0	cd	cd	understater cd	0	cajoler cd	cd	understater cd	0	cd
8	understater cd marker	cd	cd	understater cd	cd	marker cd	cd	marker understater cd	marker cd	cd
9	marker	cd	cd	cd marker understater	marker cd	marker	0	marker cd	marker cd	marker cd
10	marker cd	marker cd	cd	understater cd marker	marker	understater marker cd	cd	marker understater	downtoner cd	marker cd
11	0	0	cd	understater marker cd	hedge	marker	cd	marker cd	cd	understater marker cd
12	cd understater	cd	cd	understater marker cd	marker cd	understater marker cd	marker cd	cd understater	understater cd	cd
13	understater	marker cd	marker cd	marker cd understater	cd	marker cd	cd cajoler	marker cd understater	cd	cd marker
14	understater sub.	cd understater	marker cd	sub.	cd	marker cd	downtoner cd	marker understater cd	cd understater	marker cd
15	understater appealer	marker cd	marker cd	marker understater cd	cd	marker	cd	understater cd	cd	marker cd
16	cd understater	cd understater	cd	cd	cd	understater cd	cd	cd understater marker	cd	cd marker
17	0	cd cajoler	cd marker	understater marker cd	cd marker	appealer	cd	cd	cd marker	cd
18	understater	cd	cd marker	cd marker understater	cd cajoler	appealer marker	cd sub.	cd	cd marker	cd
19	understater marker appealer	cd sub. marker	cd marker	cd marker understater	cd marker	understater marker cd	cd marker	cd marker	cd	non- response
20	cd understater	cd	cd marker	marker understater appealer	cd marker	understater marker cd	cd marker	cd	cd	cd marker
21	downtoner	cd understater	cd marker	cd understater	cd	appealer	cd	non- response	cd understater	0

22	understater	cd	cd marker	cd understater	cd	cd marker	cd	cd understater marker	cd	cd
23	0	cd	cd marker	cd marker	cd	cd marker	cd	cd marker understater	cd	cd
24	marker appealer	cd marker	cd	understater appealer	marker cd	appealer	cd	cd marker	cd	cd
25	understater cd	cd marker	cd marker	cd understater	cd	cd	cd	cd understater	cd marker	cd marker
26	cd understater	cd sub. understater	cd marker	cd marker	non-response	appealer marker	non-response	cd understater	non-response	cd sub.
27	understater	cd understater marker	cd marker	cd marker understater	cd marker	marker appealer	non-response	cd marker understater	cd	cd understater
28	0	cd marker	cd	0	cd	0	cd sub.	0	cd	cd marker
29	understater cd	cd	cd	marker	marker cd	cd	cd marker	appealer	cd	cd
30	understater	cd	cd	cd understater marker	cd marker	cd marker	understater cd	cd marker understater	cd	cd marker understater
31	0	cd marker understater	cd	cd understater	cd	cd	cd sub.	cd	cd	hedge
32	understater cd sub.	cd	cd	cd	cd	appealer marker	cd	cd understater sub.	cd understater	cd
33	0	cd marker	cd	cd marker	cd marker	cd marker	cd	cd	cd marker	cd
34	downgrader	cd	cd marker	appealer	cd	appealer	non-response	cd marker	cd marker	cd
35	0	cd marker	cd marker	cd marker	cd marker	appealer marker	cd marker	cd marker	understater	understater
36	0	cd	cd marker	0	cd	appealer marker	cd	cd marker	cd understater	understater cd marker
37	understater	cd	cd	0	cd	cd marker	cd	cd marker	cd	hedge
38	0	cd	hedge	hedge	hedge	non-response	hedge	non-response	non-response	non-response
39	understater cd marker	cd	cd marker	cd marker	cd marker	cd marker	cd	cd marker	cd	cd marker
40	0	cd marker understater.	cd marker	understater cd marker	cd marker	cd marker	cd	cd marker	cd marker	cd marker
41	0	non-response	hedge	0	0	cd	cd	cd	hedge	hedge
42	understater cd	cd understater	cd marker	understater	cd	appealer marker	cd	cd understater	cd	cd
43	understater	cd understater	cd marker	cd understater	cd	appealer marker	cd sub.	cd understater	cd	cd sub.
44	cd understater	cd marker	cd marker	cd marker	cd marker	cd marker understater	appealer sub.	cd marker	cd	non-response
45	understater cd	cd	cd	understater cd	cd	understater cd	cd	cd understater	cd	cd
46	0	non-response	non-response	0	0	appealer	non-response	cd understater	cd	non-response
47	appealer understater	cd	cd marker	appealer marker	cd	appealer	cd	cd marker understater	cd	cd

48	understater appealer	cd	cd	cd marker	cd	non- response	appealer	cd	cd	cd
49	downtoner	cd understater	cd marker	non-response	cd	cd marker	cd	cd understater	cd understater downtoner	cd marker understater
50	understater	marker	cd marker	0	cd	marker	cd	cd	cd	cd understater marker
51	understater	non- response	non- response	cd marker	cd	cd marker understater	non- response	non- response	non- response	cd
52	understater cd marker downtoner	cd marker understater	cd	understater	cd	appealer	cd	cd	cd	cd marker
53	understater	cd	cd	understater	cd	cd	cd	cd	cd	cd
54	understater appealer	cd	cd	understater	cd	appealer	cd	cd	cd	cd
55	cd	cd	cd	cd	cd	cd	cd	cd	cd	cd
56	understater cd	cd marker	cd marker	cd marker understater	cd marker	understater cd cajoler	cd understater	cd marker understater	cd marker cajoler	cd marker understater
57	cd marker	cd understater	cd marker	cd marker understater	cd marker	marker appealer	cd	cd marker	cd marker	cd marker
58	understater	cd	cd	understater cd marker	cd	cd marker understater	cd	cd understater	cd	cd
59	cd understater	cd	cd	understater	cd	cajoler appealer	cd	cd marker understater	cd marker understater	cd
60	cd marker understater	cd	cd marker	cd understater	cd marker	cd marker	cd	cd understater	cd understater	hedge
61	cd	cd	cd	cd	cd	cd	cd	cd understater	cd	understater cd
62	cd marker understater	cd	cd marker	cd understater	cd	cd understater	cd sub.	cd understater	cd	cd marker understater
63	understater	cd	cd marker	cd marker understater	cd	cd understater	cd	cd	cd	cd
64	cd marker understater	cd marker	cd marker	cd marker	cd marker cajoler	0	cd marker	cd marker	cd marker understater	cd marker understater
65	0	cd marker	cd marker	cd	cd marker	marker appealer	cd	cd marker	cd marker sub.	cd marker
66	0	cd	cd	understater	cd marker	appealer marker	cd sub. understater	cd understater	cd understater	cd maker
67	cd understater	cd marker	cd marker	cd marker understater	cd	cd marker	cd	cd understater	cd	cd
68	understater	cd	cd understater	cd marker understater	cd	cd	cd	marker understater appealer	cd	cd
69	hedge understater	cd understater	cd marker	cd marker understater	cd marker	cd marker understater	cd	cd understater	cd understater	cd
70	0	appealer marker	cd marker	appealer understater cajoler	cd	cd marker	cd	cd understater	cd understater	cd

Appendix 4. Table Of External Modification Data Analysis

	1.sit.	2.sit.	3.sit.	4.sit.	5.sit.	6.sit.	7.sit.	8.sit.	9.sit.	10.sit.
1	grunder	grunder	grunder	grunder	grunder	sweet	cost m.	grunder	grunder	grunder thanking
2	0	0	pre-com.	sweet grunder	grunder	grunder	cost m.	grunder	0	grunder thanking
3	disarmer	grunder	grunder	grunder	grunder	cost m.	cost m.	grunder	grunder	grunder
4	disarmer cost m.	non-response	checking a.	sweet grunder	grunder	grunder	cost min.	cost m.	grunder	grunder
5	grunder	grunder	0	0	0	0	cost m.	0	non-response	0
6	grunder	grunder	grunder	sweet	grunder thanking	grunder	cost m.	sweet grunder	grunder	thanking
7	grunder	grunder	grunder	disarmer pre-com. grunder	grunder	grunder	cost min.	grunder	grunder sweet	grunder
8	grunder	grunder	grunder	grunder thanking	grunder	grunder	grunder	grunder	checking a.	grunder
9	0	grunder	grunder	grunder	grunder	grunder	cost m.	pre-com.	grunder	grunder
10	0	0	0	grunder	0	0	cost m. disarmer	0	0	thanking
11	grunder	grunder	grunder	grunder disarmer	0	0	disarmer cost m.	grunder sweet	grunder	grunder
12	grunder	grunder	grunder	grunder	grunder	grunder	cost m.	grunder	grunder	0
13	0	grunder disarmer	0	grunder	grunder	0	cost m.	grunder disarmer	grunder	0
14	grunder	grunder	grunder	grunder	grunder	grunder	cost m.	grunder	grunder	0
15	0	grunder	grunder	0	0	0	0	0	0	0
16	grunder	grunder	grunder	grunder	grunder disarmer	grunder	grunder	grunder	0	grunder
17	grunder	grunder disarmer	grunder	grunder disarmer	grunder	grunder	cost m.	grunder	grunder	grunder thanking sweet
18	grunder	grunder disarmer	grunder	grunder	grunder	grunder	grunder	grunder	grunder	grunder
19	grunder	grunder disarmer	grunder	grunder thanking	grunder	grunder	cost m.	grunder	grunder	non-response
20	grunder	grunder disarmer	grunder	grunder disarmer	grunder	grunder	grunder	grunder	grunder	grunder
21	cost m.	grunder disarmer	0	cost m. dis	grunder	cost m.	pre-com.	non-response	grunder	grunder
22	sweet thanking	grunder	grunder thanking	grunder thanking	grunder	grunder thanking	pre-com.	grunder thanking	grunder	grunder thanking
23	grunder	0	0	grunder	0	grunder	0	0	0	0
24	0	0	0	grunder	grunder	grunder	pre-com.	0	0	0
25	grunder	grunder disarmer	grunder	grunder	grunder	grunder	cost m.	pre-com.	grunder	grunder
26	grunder	grunder disarmer	grunder	sweet cost m.	non-response	grunder	non-response	pre-com.	non-response	0
27	thanking	grunder	0	grunder	grunder	cost m.	non-response	0	grunder	grunder
28	0	grunder	sweet	grunder	0	checking availability	cost m.	sweet	sweet	0
29	0	0	0	sweetener	grunder	0	cost m.	grunder	0	0
30	grunder diarmer thanking	grunder	grunder	grunder	grunder	grunder	grunder	grunder	grunder	grunder thanking
31	grunder	grunder disarmer	grunder	grunder	grunder	grunder	grunder	pre-com.	grunder	grunder
32	grunder	grunder disarmer	grunder	grunder	grunder	grunder	grunder	grunder	grunder	grunder
33	0	grunder	pre-com.	grunder	grunder	grunder	grunder	pre-com.	grunder	thanking
34	cost m.	grunder	grunder	cost m.	grunder	cost m.	non-response	0	grunder	grunder
35	grunder	grunder disarmer	grunder	grunder	grunder	0	grunder	0	0	grunder
36	grunder	grunder disarmer	grunder	grunder	grunder	0	grunder	grunder	grunder	grunder
37	grunder	grunder disarmer	pre-com.	grunder	grunder	grunder	cost m.	disarmer	0	0

38	non-response	non-response	pre-com.	non-response	grounder	non-response	pre-com.	non-response	non-response	non-response
39	grounder	grounder disarmer	0	0	0	0	0	grounder	0	0
40	grounder	grounder disarmer	grounder	grounder	grounder	grounder	cost m.	pre-com.	grounder	grounder
41	non-response	grounder	hedge	grounder	grounder	grounder	cost m.	cost m.	0	grounder
42	grounder	grounder disarmer	0	grounder	grounder	grounder	cost m.	grounder	grounder	grounder
43	grounder	grounder disarmer	grounder	grounder thanking	grounder	grounder	cost-m.	grounder disarmer	grounder	grounder thanking
44	grounder	grounder	0	grounder	0	0	cost m.	grounder	grounder	non-response
45	0	0	0	0	0	0	0	0	0	0
46	0	non-response	non-response	grounder	grounder	0	non-response	checking availability	grounder	non-response
47	0	grounder	grounder	grounder	0	0	cost m.	0	grounder	0
48	grounder	grounder disarmer	grounder	grounder	grounder	non-response	cost m.	0	grounder	0
49	grounder	grounder	grounder	non-response	grounder	grounder	cost m.	grounder	0	grounder
50	grounder	grounder	grounder	grounder disarmer	grounder	grounder	cost m.	pre-com.	grounder	grounder thanking
51	grounder	non-response	non-response	grounder	grounder	grounder sweet	non-response	non-response	non-response	grounder thanking
52	0	grounder	grounder	grounder	grounder	grounder	cost m.	grounder	grounder	0
53	grounder	non-response	0	grounder	grounder	grounder	0	grounder	grounder	non-response
54	0	grounder	pre-com.	non-response	grounder	grounder	non-response	0	non-response	0
55	grounder	grounder	grounder	grounder	0	grounder	0	grounder	grounder	0
56	grounder	disarmer grounder	grounder	grounder thanking	grounder	cost m.	0	disarmer cost m.	grounder	disarmer grounder
57	sweet grounder	grounder	0	0	0	0	0	0	0	0
58	0	grounder	grounder	grounder	grounder	grounder	pre-com.	cost m.	grounder	grounder
59	grounder	grounder	grounder	grounder	grounder	grounder	cost m.	grounder	grounder	sweet grounder
60	grounder	grounder disarmer	0	grounder	grounder	cost m.	cost m.	cost m.	grounder	grounder
61	0	grounder	0	0	grounder	0	0	0	grounder	0
62	0	grounder	0	0	grounder	grounder	cost m.	grounder	grounder	0
63	0	grounder	grounder	grounder	0	grounder	grounder	0	grounder	grounder
64	grounder	grounder	grounder	grounder	grounder	0	grounder	grounder	grounder	grounder
65	grounder disarmer	grounder	grounder thanking	grounder disarmer	grounder	grounder	cost-m.	grounder	grounder	grounder thanking
66	0	grounder	grounder	cost m. disarmer	grounder	grounder	cost m.	grounder	grounder	grounder
67	grounder thanking	grounder	grounder	grounder	grounder	0	grounder	grounder	grounder sweet	grounder sweet thanking
68	grounder thanking	grounder disarmer	grounder	grounder disarmer sweet	grounder	grounder sweet	cost m.	grounder	grounder	grounder
69	0	0	grounder thanking	cost m. thanking disarmer	grounder thanking	cost m.	thanking cost m.	cost m.	grounder	grounder thanking
70	thanking	disarmer pre-com.	grounder	disarmer sweet	grounder disarmer	grounder thanking	cost m.	cost m. thanking	grounder	thanking

Appendix 5. Data Analysis of Request Strategies

	1.sit.	2.sit.	3.sit.	4.sit.	5. sit.	6.sit.	7. sit.	8.sit.	9. sit.	10.sit.
1	0	query	query	want st.	query	obligation	query	query	query	query
2	query	query	query	query	query	imperative	query	query	query	query
3	query	query	query	query	query	imperative	query	query	query	query
4	strong hint	0	query	query	query	query	query	query	query	query
5	query	query	query	query	query	want st.	query	query	query	query
6	imperative	query	query	query	query	query	query	query	query	query
7	0	query	query	query	mild hint	query	query	query	strong hint	query
8	query	query	query	query	query	query	query	query	query	query
9	imperative	query	query	query	query	imperative	query	query	query	query
10	query	query	query	query	imperative	query	query	imperative strong hint	query	query
11	strong hint	imperative	query	query	hedge	imp	query	query	query	query
12	query	query	query	query	query	query	query	query	query	query
13	obligation	query	query	query	hedge	query	query	query	query	query
14	query	query	query	strong hint	query	query	query	query	query	query
15	imperative	query	query	query	query	imperative	query	query	query	query
16	query	query	query	query	query	query	query	query	query	query
17	query	query	query	query	query	imperative	query	query	query	query
18	want st	query	query	query	query	query	query	query	query	query
19	imperative	query	query	query	query	query	query	query	query	non-response
20	query	query	query	imperative	query	query	query	query	query	query
21	query	query	query	query	query	imperative	query	query	query	want st.
22	obligation	query	query	hedge	query	query	query	query	query	query
23	query	query	query	query	query	query	query	query	query	query
24	imperative	query	query	imperative	query	imperative	query	query	query	query
25	query	query	query	query	query	query	query	query	query	query
26	query	query	query	query	non-response	imperative	non-response	query	non-response	query
27	explicit perf.	query	query	query	query	imperative	non-response	query	query	query
28	0	query	query	imperative	query	imperative	query	strong hint	query	query
29	want st.	query	query	imp	query	query	query	query	query	query
30	want st.	query	query	query	query	query	suggestory	query	query	query
31	query	query	query	query	query	query	query	query	query	explicit perf.
32	query	query	query	query	query	query	query	query	query	query
33	query	query	query	query	query	query	query	query	query	hedge
34	query	want st.	query	query	query	imperative	non-response	query	query	query
35	query	query	query	query	query	imperative	query	query	query	query
36	0	query	query	0	query	imp	query	query	query	query
37	strong hint	query	query	strong hint	query	query	query	query	query	hedge
38	0	want st.	query	hedge	hedge	hedge	hedge	Hedge	non-response	non-response
39	query	query	query	query	query	query	query	query	query	query
40	want st.	query	query	query	query	query	query	query	query	query
41	want st.	want st.	hedge	explicit perf.	want st.	obligation	query	want st.	hedge	hedge
42	want statement	query	query	want s.	query	query	imp.	query	query	query
43	query	query	query	query	query	query	query	query	query	query
44	query	query	query	query	query	query	query	query	query	non-response
45	query	query	query	query	query	query	query	query	query	query
46	query	non-response	non-response	hedge	explicit perf.	imperative	non-response	hedge	query	non-response
47	obligation statement	query	query	imp	query	imp	query	query	query	query
48	explicit perf.	query	query	imperative	query	imperative	imperative	query	query	query
49	query	query	query	non-response	query	query	query	query	query	query
50	obligation	query	query	strong hint	query	imperative	query	query	query	query
51	explicit perf.	non-response	non-response	query	query	query	non-response	non-response	non-response	query
52	query	query	query	query	query	imperative	query	query	query	query

53	query	non-response	query	query	query	imperative	query	query	query	non-response
54	imp	query	query	non-response	query	imperative	non-response	query	non-response	0
55	query	query	query	query	query	query	query	query	query	query
56	query	query	query	query	query	query	suggestory	query	query	query
57	query	query	query	query	query	imperative	query	query	query	query
58	strong hint	query	query	query	query	query	query	query	non-response	query
59	suggestory	query	query	query	query	obligation	query	query	query	query
60	query	query	query	query	query	imperative	query	hedge	query	hedge
61	suggestory	query	query	query	query	query	query	query	query	query
62	query	query	query	query	query	query	query	query	query	query
63	explicit perf.	query	query	query	query	hedge	query	query	query	query
64	query	query	query	query	query	strong hint	query	query	query	query
65	query	query	query	query	query	imperative	query	query	query	query
66	strong hint	query	query	strong hint	query	imperative	query	query	query	query
67	query	query	query	query	query	query	query	query	query	query
68	hedge	query	query	query	query	query	query	explicit perf.	query	query
69	explicit perf.	query	query	query	query	query	query	query	query	query
70	query	imperative	query	obligation	hedge	query	query	query	query	strong hint

Appendix 6. Data Analysis of Apology Strategies

	11.sit.	12.sit.	13.sit.	14. sit.	15. sit.	16.sit.	17.sit.	18.sit.	19.sit.	20.sit.
1	resp.	ifid explain	ifid resp.	ifid	ifid	ifid repair	intense ifid explain	ifid explain	ifid explain	resp. explain
2	ifid promise	ifid explain	ifid intense	intense ifid resp.	ifid explain resp.	ifid	ifid explain	ifid explain	ifid promise	explain ifid
3	ifid resp.	ifid	ifid	explain	resp. explain repair	ifid repair	ifid	ifid explain	ifid explain	ifid
4	intense ifid repair	intense ifid explain	ifid concern	intense ifid repair	ifid repair explain	ifid resp. repair	ifid explain	ifid explain	ifid repair	ifid explain resp.
5	ifid	ifid	intense ifid	ifid resp.	ifid	ifid resp.	ifid	ifid resp.	ifid	ifid
6	intense ifid resp. repair	ifid explain	intense ifid explain	intense ifid explain repair	intense ifid explain repair	intense ifid repair	ifid explain	intense ifid explain	non- response	ifid explain
7	intense ifid	ifid explain	ifid explain	ifid explain repair	ifid explain	ifid explain resp.	ifid explain	ifid explain	ifid explain	ifid explain
8	ifid concern	ifid explain	ifid explain concern	ifid resp. repair	ifid explain promise	ifid explain repair	ifid explain	ifid explain	ifid repair	ifid explain
9	ifid explain concern	ifid explain	ifid explain	ifid explain concern	ifid explain repair	ifid explain	ifid explain	ifid explain	ifid repair	ifid
10	ifid	ifid explain	ifid	intense ifid resp.	repair	ifid resp.	ifid explain	non- response	ifid explain	ifid
11	intense ifid promise	ifid explain	ifid concern	ifid resp. repair	intense ifid explain repair	repair	ifid explain	ifid explain	ifid	ifid resp.
12	intense ifid	intense ifid explain	ifid explain	ifid resp. repair	ifid explain repair	ifid explain	intense ifid repair	intense explain ifid	ifid promise	intense ifid explain
13	intense ifid explain	ifid explain	intense ifid explain	intense ifid resp.	ifid repair explain	ifid resp. repair	ifid explain	ifid explain	ifid	ifid explain
14	ifid explain	ifid explain	ifid concern	intense ifid resp. repair	ifid repair explain	ifid repair explain	ifid resp.	ifid explain	ifid resp. explain	intense ifid resp.
15	ifid	ifid	ifid concern	intense ifid resp.	ifid explain	ifid explain	ifid intense	ifid	ifid explain	intense explain ifid
16	intense ifid promise	ifid explain	intense ifid explain	ifid resp. explain	ifid explain	ifid repair	intense ifid explain resp.	intense ifid explain	intense ifid promise	ifid explain
17	intense ifid repair explain	intense ifid explain	ifid	intense ifid resp.	ifid repair	ifid resp. repair	ifid explain	ifid explain	ifid explain	intense ifid explain
18	resp. promise ifid	explain intense ifid	explain ifid concern	intense ifid resp. repair	explain ifid repair	explain repair	explain ifid	explain ifid	non- response	explain intense ifid
19	ifid repair	ifid explain	ifid resp. concern	intense ifid expln resp. repair	intense ifid explain	ifid resp. repair	ifid explain	ifid explain	intense ifid explain repair	ifid explain
20	intense ifid promise explain	intense ifid explain	ifid	resp. promise	explain intense ifid repair	explain intense ifid repair	explain ifid	explain ifid	explain ifid promise	explain intense ifid resp.

21	ifid	ifid explain	ifid	ifid explain repair	ifid explain repair	explain repair	ifid explain	ifid explain	repair	explain
22	intense ifid	ifid explain	ifid	ifid resp explain	ifid explain resp.	repair	ifid explain	ifid explain	ifid explain	ifid explain
23	intense ifid	intense ifid explain	ifid	intense ifid repair	explain ifid repair	ifid resp. repair	ifid	ifid explain	ifid repair	explain ifid
24	intense ifid repair	intense ifid expl	ifid explain	intense ifid resp repair	ifid explain repair	intense ifid resp. repair	ifid	ifid explain	intense ifid explain	ifid explain
25	intense ifid concern repair	ifid explain	ifid explain concern	ifid repair resp.	ifid explain resp.	ifid explain repair	explain ifid	explain ifid	ifid repair	ifid explain
26	intense ifid repair	ifid explain	ifid concern	resp.	intense ifid explain repair	resp. repair	intense ifid exp	intense ifid	ifid	ifid
27	intense explain	ifid repair resp.	ifid resp.	ifid repair	ifid repair	ifid	ifid resp.	ifid promise	explain ifid	ifid promise
28	intense ifid resp.	0	intense ifid	ifid resp.	explain repair	explain repair	ifid	explain	0	resp.
29	intense ifid explain	ifid	ifid explain	intense ifid resp. repair	ifid repair	resp. repair	explain ifid	explain ifid	intense ifid	ifid explain promise
30	explain resp. intense ifid	explain intense ifid repair	intense ifid explain	non-response	intense ifid repair explain	intense ifid resp. repair	ifid explain	ifid explain	ifid promise	ifid promise
31	non-response	non-response	non-response	non-response	non-response	non-response	non-response	non-response	non-response	non-response
32	ifid resp.	ifid explain	ifid	intense ifid resp.	intense ifid repair	ifid repair resp.	intens ifid explain	ifid explain	ifid resp.	ifid explain
33	intense ifid	intense ifid	ifid	intense ifid resp. explain	ifid explain	ifid resp.	ifid	ifid explain	concern	ifid explain
34	ifid	intense ifid explain	intense ifid explain	intense ifid explain resp.	explain	intense ifid explain	intense ifid explain	intense ifid explain	ifid	ifid resp. explain
35	intense ifid explain	intense ifid explain	intense ifid concern resp.	intense ifid resp.	explain resp.	explain resp.	intense ifid explain	intense ifid explain	0	ifid resp.
36	intense ifid repair	intense ifid explain	intense ifid explain	intense ifid repair	intense ifid explain repair	ifid explain repair	intense ifid explain	intense ifid explain	ifid explain	intense ifid explain
37	intense ifid	ifid	ifid	intens ifid resp.	intense ifid explain	ifid resp.	ifid explain	ifid	ifid	ifid resp.
38	ifid explain	ifid explain	ifid	ifid repair	ifid explain	ifid explain repair	ifid explain	ifid explain	concern explain	ifid explain
39	intense ifid	intense ifid	ifid explain	ifid resp.	intense ifid explain	intense ifid repair	ifid explain	intense ifid explain	ifid	intense ifid explain
40	intense ifid explain	ifid explain	ifid explain	intense ifid resp. repair	ifid explain repair	ifid explain repair	ifid explain	ifid resp. explain	ifid explain repair	ifid explain
41	ifid	ifid explain repair	ifid	ifid repair	repair	repair	explain	ifid explain	ifid	non-response

42	intense ifid repair	ifid explain repair	intense ifid resp. explain	intense ifid repair resp.	intense ifid explain repair	ifid repair	ifid explain	ifid explain	ifid repair	ifid concern
43	intense ifid	explain	intense ifid	intense ifid resp. repair concern	explain resp.	ifid repair	intense ifid explain	ifid explain	ifid explain	explain ifid repair
44	ifid explain	intense ifid explain	ifid explain	ifid resp.	ifid explain	resp. repair	ifid explain	intense ifid	intense ifid explain	ifid
45	intense ifid	ifid	intense ifid resp.	ifid	ifid	intense ifid	ifid	ifid	non- response	ifid
46	resp.	ifid explain	ifid resp.	ifid repair explain	0	ifid	ifid explain	ifid explain	concern ifid	non- response
47	intense ifid	intense ifid	ifid explain	intense ifid repair	intense ifid explain	ifid	ifid explain	ifid concern	ifid explain	ifid concern
48	ifid explain	explain	ifid	explain resp. repair	explain repair	ifid repair	ifid explain	ifid explain	ifid repair	ifid
49	ifid repair	ifid explain	intense ifid	intense ifid resp. repair	ifid explain repair	ifid resp.	intense ifid explain	ifid explain	intense ifid repair	ifid
50	ifid explain	ifid explain	ifid explain concern	intense ifid resp. repair	repair	ifid explain repair	ifid explain	ifid explain	intense ifid explain	ifid explain repair
51	non- response	non- response	non- response	non- response	non- response	non- response	non- response	non- response	non- response	non- response
52	intense ifid repair	intense ifid explain	intense ifid concern	ifid resp.	intense ifid repair	intense ifid repair	ifid explain	intense ifid	ifid	intense ifid
53	non- response	non- response	non- response	non- response	non- response	non- response	non- response	non- response	non- response	non- response
54	ifid explain	ifid explain	ifid explain	intense ifid explain	ifid explain	repair	ifid	non- response	non- response	non- response
55	ifid resp.	ifid explain	explain	ifid resp. repair	ifid explain repair	explain ifid repair	ifid explain	ifid explain	ifid repair	intense ifid
56	ifid resp. repair	ifid	ifid explain	ifid resp. repair	ifid repair	ifid resp. repair	ifid explain	ifid explain	ifid explain repair	ifid explain
57	ifid	explain ifid	ifid	ifid resp.	intense ifid	ifid resp.	ifid	explain ifid	ifid	ifid
58	ifid resp. explain	intense ifid explain	ifid explain	repair	explain repair	explain repair	ifid explain	ifid explain	ifid explain	ifid explain
59	intense ifid resp. repair	intense ifid explain	intense ifid repair	intense ifid resp. repair	explain promise	ifid resp. repair	explain intense ifid	explain intense ifid	intense ifid	concern
60	ifid intense resp. promise	ifid explain	intense ifid concern explain	intense ifid resp. repair	ifid resp.	intense ifid repair promise	ifid explain	ifid explain	explain ifid	ifid resp.
61	intense ifid resp.	explain ifid	ifid	ifid	explain ifid	ifid resp.	explain ifid	explain ifid	ifid	explain intense ifid
62	ifid explain	ifid explain	ifid explain	ifid resp. repair	ifid explain	resp. repair	intense ifid explain	intense ifid explain	ifid	ifid explain
63	intense ifid	explain ifid	explain ifid	intense ifid resp.	explain repair	explain	explain intense	explain	repair	explain

64	intense ifid repair	ifid repair explain	intense ifid explain	resp. repair	intense ifid repair	ifid repair	ifid explain	intense ifid explain	ifid	intense ifid explain
65	intense ifid promise	explain ifid	explain intense ifid concern	repair	explain repair ifid	resp. ifid repair	explain ifid	explain ifid resp.	explain ifid	ifid
66	ifid	ifid resp.	concern intense ifid	intense ifid	explain intense ifid repair	intense ifid explain	ifid explain	ifid explain resp.	ifid explain	intense ifid
67	promise ifid	promise ifid	concern ifid	repair ifid	repair ifid	repair ifid	explain ifid	ifid	ifid promise	explain ifid promise
68	ifid explain intense ifid concern	resp. intense ifid explain	ifid intense ifid explain	ifid concern resp. repair	ifid explain	intense ifid resp. repair explain	ifid explain resp.	ifid intense ifid explain	intens ifid repair	ifid explain
69	ifid concern intense promise	explain intense ifid	explain intense ifid concern	intense ifid resp. repair	explain intense ifid repair	explain intense ifid repair resp.	explain repair ifid	explain resp. intense ifid	intense resp. promise ifid	explain ifid intense
70	ifid concern promise	ifid repair explain	ifid explain concern	intense ifid resp. repair	ifid repair	explain repair	ifid explain	intense ifid explain	ifid intense repair	ifid explain

Appendix 7. Responses to the Interviews

P-1:

1. "Yes, I did. It was a lesson but a part of our linguistics. I can describe it as practical because you are supposed to examine the use of words, sentences and signs in actual situations."
2. "I think I do. I try to explain my words and sentences with my body languages and aim at making my students think different perspectives. Without pragmatics, they will only learn literal meanings."
3. "No, I'm not."
4. "Of course, they should or must implement because we also teach how the words and action are interconnected. However, we as efl teachers should completely learn what pragmatics is and how to implement."

P-2:

1. "No I didn't."
2. "Not all the time."
3. "I don't think so."
4. "I don't think most of them does so."

P-3:

1. "No."
2. "Yes, sometimes."
3. "Yes right. Pragmatics is an important thing both social life and language learning or teaching."
4. "No, efl teachers emphasize only teaching."

P-4:

1. "No."
2. "Yes."
3. "Yes."
4. "Consdering almost all course books, in every unit they have specific parts or tasks to enable students to learn and practice the social language skills that is used in daily interactons."

P-5:

1. "No, I didn't."
2. "No I don't."
3. "Yes I do."
4. "Yes I do."

P-6:

1. "No. Practically."
2. "Yes."
3. "Yes."
4. "Yes."

P-7:

1. "Yes, I did. I'd describe practical."
2. "Yes, I do."
3. "Yes."
4. "Yes, I totally agree."

P-8:

1. "Yes, I took a pragmatic course before, but I only took it theoretically, so we did not do any practice."
2. "I think I use a pragmatically appropriate language. I act according to events, situations and people. Sometimes I use authentic resources for my students to show how to use language."
3. "Yes, pragmatics is so important because it allows us to know what to say, to whom and how to communicate ones message in a specific context. We also teach our students how to use the language appropriately."
4. "Yes, I think they raise that sense of awareness. They generally implement pragmatically- focused lessons. Students naturally take it, even if when it is not intentional."

P-9:

1. "No, I didn't take a pragmatics course."
2. "I sometimes think I use a pragmatically appropriate language."
3. "Yes, I believe I am full aware of the importance of pragmatics in language learning and teaching."
4. "No, I think EFL teachers don't implement pragmatically-focused lessons to raise that sense of awareness."

P-10:

1. "Yes."
2. Nonresponse
3. Nonresponse
4. Nonresponse

P-11:

1. "It's practical with a big percentage but not meaningful without theoretical instructions."
2. "Not think but pay attention to use."
3. "As having taught at several grades, very well know about it."
4. "Most try to do it because EFL teachers are more aware of the language's acquisition ways."

P-12:

1. "No, I didn't. Out of my knowledge I can say both theoretical and practical."
2. "I hope so."
3. "As I didn't take a course in this field, I can't say I am."
4. "No, I don't."

P-13:

1. "No, never."
2. "To some extent, yes."
3. "Yes I am aware of it."
4. "I think they should."

P-14:

1. "No. I think both."
2. "Yes, absolutely. It is highly necessary not to offend students and undermine their motivation to the class."
3. "I have some awareness. Yet, I need to get some basics of it through the examples from real life situations."
4. "I believe they adapt it as much as they can. However, they lack of some basics of pragmatics, which may cause inefficiency in some cases."

P-15:

1. "No, I didn't."
2. "I suppose I do."
3. "I think pragmatics is an important aspect of language learning and teaching in that it ensures satisfactory communication and negotiation between individuals who aspire to use the target language in their daily lives as well as in classrooms."
4. "I would say some teachers who are familiar with the culture of English-speaking countries take pragmatics into consideration while teaching even though they don't appear to allocate a whole class hour for pragmatically-focused lessons."

P-16:

1. "I took pragmatics course at university I could describe it as theoretical before starting working but in business life it is practical."
2. "Usually yes but sometimes we can use inappropriate language when we encounter unexpected events."
3. "In theory yes I am fully aware of the importance of pragmatics in language teaching but in practice I don't apply it totally."
4. "In the public schools no, in private schools maybe."

P-17:

1. "I didn't. It depends on the situation."
2. "Yes, but sometimes the line between formal language and informal language can shift depending on the context."
3. "No I am not aware, because as it is seen it is a rather theoretical thing, even if you know it, as I said before the language you use changes according to the context."
4. "I am not sure."

P-18:

1. "Yes, I did. It was theoretical."
2. "I think I try to use a pragmatically appropriate language but unfortunately the lack of lesson time affects it badly. Also, English coursebooks should include necessary appropriate dialogues more."

3. "I believe I am fully aware of the importance of pragmatics in language teaching and learning. Students use the language better if they understand the real situations and know how to speak naturally."
 4. "I think exam-focused lessons make it impossible."
- P-19:**
1. "Both of them."
 2. "We have to use language pragmatically because language is a tool and we can do everything with it. When the students can't understand something, I use a different method. Sometimes use body language or sometimes use Turkish. It depends."
 3. "Yes I'm fully aware and as I said before, I use the every aspect of the language for my students' benefit."
 4. "Yes, I think most of the teachers do it. Because we have to do it to attract our student attention and to raise their awareness."
- P-20:**
1. "Yes, I did. I took this course during my university time. I usually describe it as theretical as much as possible."
 2. "I often use it depending on school situations. I'm committed to apply a pragmatically appropriate language."
 3. "We, as english teachers, are aware of the importance of pragmatics in language learning and teaching but our education system does not sometimes allows us to use it during lessons."
 4. "It depends on where you work. In private school they often do it while they rarely do it in a state school."
- P-21:**
1. "Yes. I think it's practical."
 2. "No, I think the goal is to use a practical language, to be able to speaking target language in the entire course and to be able to teach "language". However, this is not possible due to the reality of the exam in Turkey and the many environmental factors that affect learning."
 3. "No, I don't believe that any theorist, theory, teacher or language teacher can be "fully" aware of the importance of teaching. Language is not learned, language is acquired."
 4. "Of course, no matter how much the rates change, they are trying to implement it. But as I said before, the reality of the annual plan and exam prevents them."
- P-22:**
1. "No I have never taken a pragmatic course before. I can describe it as theoretical."
 2. "I don't think I'm paying attention to this."
 3. "Unfortunately, I don't think. I'm not fully aware it."
 4. "No, I do not think. They usually try to keep up the curriculum."
- P-23:**
1. "Yes. It was rather theoretical with a few practical aspects."
 2. "I think I do. When I am in class, I know where I am and I try to speak accordingly."
 3. "Yes, I do. It is an essential part of communicative competence."
 4. "Not every EFL teacher but they should be doing so."
- P-24:**
1. "Yes, it is the study of linguistic signs and meaning of these signs in the interactional context."
 2. "Yes, I do not insult them. I try to be kind as much as I can."
 3. "I think I am not fully but partially aware of pragmatics in language learning and teaching." But, I will do my best to be fully aware of it thereafter."
 4. "Yes, because I think it affects our students and teaching positively."
- P-25:**
1. "Yes, I took a pragmatics course before, but I only took it theoretically, so we did not do any practice."
 2. "I think I use a pragmatically appropriate language. I act according to events, situations and people. Sometimes I use authentic resources for my students to show how to use language."
 3. "Yes, pragmatics is so important because it allows us to know what to say, to whom and how to communicate ones message in a specific context. We also teach our students how to use the language appropriately."
 4. "Yes, I think they raise that sense of awareness. They generally implement pragmatically- focused lessons. Students naturally take it, even if when it is not intention."

P-26:

1. "No."
2. "I believe words have power. That is why I do care about what I say while I'm in a class."
3. "I think I need help. Not in the class but with the other areas in school, sometimes people may misunderstand things."
4. Nonresponse.

P-27:

1. "I took some courses. They are both theoretical and practical."
2. "I teach by paying attention to the age level, background and development level of the group."
3. "I address through the course. This affects the materials as well as the language I use."
4. "Since I like to research and apply new things along with the developing world, I think this is reflected well in my lessons."
5. "I think it is absolutely necessary. I believe that education knowing who, what and how to teach will be insufficient."

P-28:

1. "I didn't take it, but I define it as practical, I suppose."
2. "When I use it, if we consider it as practical, we should organise them in correct way and we shouldn't give any chance not to be failed."
3. "I don't think so, we should get a course or something and we should apply it in our lessons."
4. "Definitely, everything comes with this pragmatical will certainly contribute during the lesson."

P-29:

1. "No I didn't. It is practical."
2. "I use it."
3. "I am aware, but I need to learn more about that."
4. "They sometimes use it."

P-30:

1. "I didn't take it before."
2. "Absolutely yes. I always prefer easy-to-understand words and simple grammatical structures. I am giving the message that learning a foreign language will not be difficult."
3. "No I am not fully aware of it. I need a good pragmatics course."
4. "It would not be right to think that they are following a completely pragmatic healthy method. For this, they need to be trained more. The Turkish education system has a more rote structure. This is one of the influential factors."

P-31: Nonresponse

P-32:

1. "Yes, I did. The pragmatics course is how language acquires meaning in context. In many situations, what speakers mean goes beyond what they explicitly say so how these meanings conveyed between cooperative interlocutors have importance. Specific topics such as presuppositions and implicatures, coreference and coherence are examined in practical competence."
2. "Yes, I do. Pragmatic language means the use of appropriate communication skills such as knowing what to say, how to say it, and when to say it. Therefore, it involves some major skills: For example;
We can use the language for different purposes such as:
Greeting (Hello. Goodbye. How are you?), informing (I am repeating.),
Demanding (say "Good-bye" or "Congratulations"),
Stating (I am going to change the singular subject to plural one.).
We can change the language according to the listener or the situation such as:
Student- student / teacher engagement,
Speaking real life situations such as at a restaurant, in a market, etc.,
Making role play such as acting like a family member or a stranger
We can follow rules for conversation such as:
Taking turns while talking,
Introducing new topics,
Re-wording when misunderstood,
Using and understanding nonverbal signals (facial expression, eye contact, etc.)"
3. "Yes, I do. Because learners have the ability to take turns in activities, to be able to read the nonverbal cues that the listener sends, to understand riddles, jokes or figures of speech, to grasp the main idea in a conversation, story, or direction. Therefore; the pragmatics in language learning and teaching is very important and necessary in acquiring the language."

4. "I don't think that all EFL teachers implement pragmatically-focused lessons. Some focus on the theoretical aspect of the language by using texts and using written materials, while some use eclectic language by mixing up appropriate approaches and implement authentic materials in class to raise the sense of awareness and thus they make the learning process more attractive for learners."

P-33: Nonresponse

P-34:

1. "No, I didn't take pragmatics course."
2. "Since I didn't take pragmatics class, I have no idea."
3. "I believe not."
4. "I don't have an idea."

P-35:

1. "Yes, I did. It is more practical than theoretical."
2. "I try to use everyday expressions in my classroom and try to make my students use these expression for their homework. I urge them to make dialogue with these expressions."
3. "I believe I have a lot of to learn."
4. "I don't think so. Many teachers still teach grammar only and don't give attention to pragmatics."

P-36:

1. "Yes. It is a theory."
2. "I use it. I use the expressions provided by the books and explain them to my students."
3. "It is important for language."
4. "I don't think so. Teachers should be more informed about it."

P-37:

1. "Yes i did. It was more theoretical rather than practical."
2. "I do try to use pragmatically appropriate langague. I focus on the usage of authentional language and words and word combinations."
3. "Yes I do. Because for the past 5 years or so I've been taught about the importance of the appropriate use of second language. Therefore, i try to emphasize differences and importance of proper word choices in English."
4. "Yes i do. Pragmatics makes students be aware of the language they use: the Word choices and the tones etc."

P-38:

1. "No, I didn't."
2. "I don't know."
3. "I don't think so."
4. "No, they don't. If it is very important, it should be given importance."

P-39:

1. "I didn't take. I think it is practical."
2. "Yes I use"
3. "No."
4. "I think they generally dont, and I think there is no need to do that."

P-40:

1. "No, I didn't."
2. "Yes, I think that I use a pragmatically appropriate language. I always use more appropriate expressions in the class."
3. "In the language learning and teaching, pragmatics in language is important because best usage of the language defines our ability to use the language."
4. "Yes, I think EFL teachers implement pragmatically-focused lessons to raise that sense of awareness."

P-41:

1. "Yes. Pragmatism is not sufficient when given as theoretical information. It should be practically demonstrated."
2. "During the lesson, I ask the students to practice. Every knowledge applied is permanent, so I attach importance to practice."
3. "I think it is important to know the use of human language in language learning and teaching. We cannot learn or transfer a language without knowing how to use the language well."
4. "Yes. The teacher should know how to use the language he teaches regardless of his native language. And while conveying this language, he should practice pragmatically oriented practices."

P-42:

1. "No, I didn't."
2. "I often use language in a pragmatic way. Real life examples always get you to the right spot."
3. "Yes, i am fully aware of the importance of pragmatics in language leaning and teaching pragmatic language requires the ability to understand and use skills."
4. "Yes, because our new generation teachers know the importance of pragmatics in language education and they train themselves."

P-43:

1. "No, I haven't, But I assume that I have some knowledge about it. I think it is practical."
2. "I think I do, because I am always trying to give the idea of being a foreign and making mistakes is not a big deal as long as you are talking properly and understandable."
3. "Yes I do believe, because learning a language in just a grammatical way is not always enough. Students should also know about the culture and their accents."
4. "They should implement the awareness to the students. Because language is not just a written thing. To communicate and express yourself in the best way possible, you should also think in English even if it is just a small amount."

P-44:

1. "Yes, I did. I would rather describe it theoretical."
2. "Yes, I do."
3. "No, I don't."
4. Nonresponse

P-45:

1. "No I didn't."
2. "It is based on the grades of the students."
3. "No I don't."
4. "No I don't. Because we focus on grammar not other essential factors in learning target language"

P-46: Nonresponse

P-47:

1. Nonresponse
2. NonResponse
3. "I am not sure."
4. "I don't think."

P-48:

1. "No, unfortunately, I have not taken such a course before. I have only my own knowledge on the subject."
2. "I always try to make my students practice in mutual dialogues while explaining the subjects. Students who experience daily conversations tend to be more linguistic. That's why I think I use a pragmatically appropriate language."
3. "I am as aware as possible because learning a language is a selfish act, if we do not grasp the culture of the language learned, we cannot put it into practice."
4. "Yes, I think it can be applied to increase awareness because learning a language should be turned into a lifestyle rather than a lesson."

P-49: Nonresponse

P-50:

1. "Yes. Theoretical and practical."
2. "Yes, I try to."
3. "It is very important I think. We may already know the words but also we should learn the impacts of them. I mean if we want to be an efficient learner or speaker, we have to know how the native speakers use the words in cultural contexts to be more clear what we are talking about, so we can prevent the misunderstandings."
4. "Of course, I do. I think language teachers are aware of the importance of the pragmatical use of language and they want to blend this into their lessons in order not to just tell the grammar structures, but also to tell the culture along with the language."

P-51: Non-response

P-52:

1. "Yes, I took pragmatics course at university... But I don't think that it's satisfactory. Because it was mostly thereotical."
2. "I am doing my best. I try to develop myself at this point constantly and I try to apply pramatically appropriate language as much as possible."

3. "No, I think we don't know the importance of the pragmatics in language teaching and learning within reason. We need take pragmatically-focused lessons and we should raise our awareness."
4. "Yes, actually the EFL teachers should implemet pragmatically-focused lessons to raise that sense of awaeness. Because I don't think that these teachers have enough sense of awareness about pragmatics."

P-53:

1. "Yes."
2. Nonresponse
3. "Depends on the grade and topic."
4. "I can't say exactly."

P-54:

1. "Yes, practical."
2. "For some classes yes but for all classes it is impossible for me."
3. "Yes because using the right language can change the value of teaching."
4. "Yes these kind of lessons totally raise the awareness."

P-55:

1. "No."
2. Nonresponse
3. Nonresponse
4. Nonresponse

P-56:

P-57:

1. "No, theoretical."
2. "Yes."
3. "Yes."
4. "No."

P-58:

1. "Yes I did but it was theoretical."
2. "Yes certainly."
3. "Of course but I can't say "fully."
4. "So so."

P-59:

1. "Yes, I did. I describe it both theoretical and practical."
2. "No, I would prefer to use target langage but I have to use Turkish instead."
3. "Yes, I do."
4. "No, I think some of EFL teachers have no awareness about this subjects."

P-60:

1. "Yes, I did."
2. Nonresponse
3. Nonresponse
4. Nonresponse

P-61:

1. "I took the theoretical courses."
2. "Sometimes."
3. "Yes, I do."
4. "May be, But it is not easy."

P-62:

1. "No."
2. "Yes."
3. "Not really."
4. "I don't think so."

P-63:

1. "Practical of course."
2. "Definitely yes."
3. "Not only in language learning and teaching, it is always important."
4. "Not exactly."

P-64:

1. "No, I didn't. I don't have an idea."
2. "I think so. I chose the easiest way that they can understand me."
3. "No idea."
4. "No idea."

P-65:

1. "Yes, I did. Pragmatics means focusing meaning beyond the literal meaning."
2. "I think I usually use it. I care what I say, how I say and when I say."
3. "No, I don't but I hope I will fully be aware."
4. "No, I don't."

P-66:

1. "Yes, I'd rather describe it as practical."
2. "I think I use. I care about tone, politeness, cultural, sensitivity etc."
3. "I believe I am aware but not fully."
4. "No, I don't."

P-67:

1. "Yes, I did."
2. "Yes, I do. I use for depending on pragmatically approaches."
3. "Yes, I do."
4. "Yes, I do."

P-68:

1. "Yes, I did. It was a lesson but a part of our linguistics. I can describe it as practical because you are supposed to examine the use of words, sentences and signs in actual situations."
2. "I think I do. I try to explain my words and sentences with my body languages and aim at making my students think different perspectives. Without pragmatics, they will only learn literal meanings."
3. "No, I'm not."
4. "Of course, they should or must implement because we also teach how the words and action are interconnected. However, we as EFL teachers should completely learn what pragmatics is and how to implement."

P-69:

1. "Yes, I did. It was a linguistics lesson. I can describe it as theoretical."
2. "As an English teacher, I try to use language that is appropriate for the situation in the classroom, but it's something I keep working on. Using the right language means understanding the context, the relationship I have with my students, and the cultural rules about being polite, making requests, and speaking indirectly."
3. "Yes, I do believe I am fully aware of the importance of pragmatics in language learning and teaching. Pragmatics plays a crucial role because it helps students understand not just what is said, but how and why it is said in a particular context. In my teaching, I try to highlight how language is used in real-life situations, focusing on things like politeness, indirect requests, and how tone and body language can change the meaning of words."
4. "Yes, I believe many EFL teachers do make an effort to implement pragmatically-focused lessons, though it can sometimes be overlooked compared to grammar or vocabulary instruction. In my experience, raising awareness about pragmatics is becoming more common because teachers recognize its importance in helping students communicate effectively in real-life situations. For example, teachers may include lessons on polite requests, indirect speech acts, and cultural differences in communication. Activities such as role-plays, analyzing authentic dialogues, and discussing scenarios that require appropriate responses can help students develop a better understanding of pragmatics."

P-70:

1. "Yes, I did. It was a lesson but a part of our linguistics (theoretical)."
2. "I think I do. I should be the true user of the language I'm teaching."
3. "No, I'm not."
4. "Of course, they should integrate it to the lessons. Students should choose appropriately correct expressions in different social contexts."

CURRICULUM VITAE

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