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Politeness and Style Differences Emerged in Turkish: A DCT Study Conducted with Pre-Service English Language Teachers Res. Asst. Özlem UTKU¹, Asst. Prof. Dr. Zeynep ÇETİN KÖROĞLU² Abstract: Being polite or perceived as a polite person is a difficult task when learning different languages and experiencing different cultures because learning grammar or vocabulary of a language may not enough to be perceived as a polite person because one should learn

social and cultural values of the community as well. **Moreover,** politeness strategies **and**

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styles utilized while one is speaking his or her mother tongue can vary in a contextual manner. This study aims at examining politeness strategies and style differences emerged in the Turkish language. In accordance with this aim, a discourse completion test with four cases was prepared and administered to 32 English language teacher candidates. The findings indicated that the participants, to a large extent, used positive politeness strategies while using the intimate style whereas they generally preferred negative politeness strategies while using the consultative and the formal styles. Additionally, it was found out that the family background of the participants has no meaningful influence on the way they use politeness strategies in different styles. However, it is concluded that gender and age of the participants affect their choice of the address forms. Keywords: Politeness, Style, Turkish Language, Discourse Completion Test. Introduction It might be highly complicated to be perceived or evaluated as a polite person when you learn a foreign or a second language and experience a completely new culture. Politeness might be complicated and challenging to acquire

because "it requires **understanding not** only **the language, but** he **social and cultural**
values of the community

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as well" (Holmes, 2013, p. 284), so knowing grammar rules or vocabulary of a language is not enough to deal with politeness issue. People should learn also politeness rules and/or 1 Res. Asst., Bayburt

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Teaching, ORCID ID: 0000-0002-9456-8910, E-mail: zcetin@bayburt.edu.tr 1 strategies if they want to speak a language appropriately in any context because politeness

involves contributing to social harmony as well as **avoiding social conflict**. To be **more** precise, **linguistic politeness involves discourse strategies or linguistic devices which are perceived or evaluated by others as having been used to maintain harmonious relations and avoid causing trouble**. **Being** linguistically **polite involves** speaking **to**

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people appropriately in the light of their relationship to you.

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Deciding whether any actions or behaviours are polite or not in a community and a culture necessitates both being aware of and evaluating

“social relationships along the dimensions of social distance or solidarity, and relative power or status” (Holmes, 2013, p.

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285).

These two dimensions also serve as **the basis for a distinction between two different types of politeness: positive politeness and negative politeness. Positive politeness**

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is solidarity oriented. More precisely, shared attitudes and values are emphasized in positive politeness. For instance,

when the boss suggests that a subordinate should use her first name to her, this is a positive politeness move, expressing solidarity and minimising status differences. Negative politeness pays people respect and avoids intruding on them.

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On the other hand, expressing oneself appropriately in terms of social distance and respecting status differences is crucial in **negative politeness.**

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Using title and last name to your superiors

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(e.g. your boss, your professor or teacher),

and to older people that you do not **know well, are examples of** how **negative politeness** can be expressed. **Being polite may also** include **the** dimension **of formality. In a formal situation, the appropriate way of talking to** others **will**

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be determined according to people's roles in the context. Holmes (2013, p. 285) gives a very comprehensible example to clarify the formality dimension: at the dinner table calling your brother, who is a judge,

Your honour will be perceived as inappropriate or humorous

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whereas

in a law court, calling him Tom will be considered disrespectful.

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Apart from these global and general principles, being polite in different cultures should also be clarified since there may be certain misunderstandings when individuals experience

different cultures. Learning another language usually involves a great deal more than learning the literal meaning of the words, how to put them together and how to pronounce them. We need to know what they mean in the cultural context in which they are normally used

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because

there are sociolinguistic norms for polite acceptance and refusal which differ cross-culturally.

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Politeness Theory of Brown and Levinson

Brown and Levinson (1987) defined **politeness as 'redressive action taken to counterbalance the disruptive effect of face-threatening acts'.**

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They propose

the term 'face' which **refers to a speaker's sense of linguistic and social identity**

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and divide the face

into two different types: positive **face and** negative **face**. Fundamentally, **Negative Face** **is related to**

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preserves as well as personal areas in which people have certain rights and responsibilities regarding particular activities.

Freedom of action and freedom from imposition can be

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given as basic examples for Negative Face (Kedveš, 2013, p. 434).

On the other hand, Positive Face is more related to **the**

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interlocutor's positive consistent personality and self-image. Considering Positive Face, it can be said that there is an effort to protect this self-image because there is a desire for being appreciated and accepted (Brown and Levinson, 1987). It is also stated that people can encounter certain acts challenging the face of an interlocutor. These acts are defined as face-threatening acts (FTAs)

by Brown and Levinson (1987). According **to** them, **face-threatening acts** can occur **in**

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two main different ways. Firstly, they

may affect the speaker' s face **or the hearer's face,**

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so either of them might be threatened by FTAs. Secondly, the hearer's

/speaker's positive face **or negative face**

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can be threatened by FTAs. The actions, behaviours or words

that threaten the positive face of the hearer might include **the**

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following: (i) utterances that negatively evaluate the hearer's self-image, i.e. positive face. Disapproval, accusations, criticism, contradictions, complaints and disagreements are the basic expressions threatening the positive face of the interlocutors. (ii) expressions which reflect

that the speaker does not attach much importance **to the hearer's**

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positive face. For instance, when one expresses his or her opinion violently without considering the hearer's emotions, thoughts or taboo topics, the hearer's self-image or positive face is, quite likely, threatened by the act of the speaker. What threatens the hearer's personal freedom, i.e. negative face can be exemplified as follows: (i) expressions related to the hearer's future actions. Ordering, requesting, making suggestions, reminding something or warning and threatening about something can be stated as basic examples for the acts that

threaten the hearer's negative **face.** (ii) acts **expressing the speaker's** desire towards **the hearer**

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or his/her goods. For example, giving compliments to the hearer or expressing positive emotions about the hearer are certain actions related to the negative face as well. Considering FTAs that threaten the speaker's self-image, apologies, accepting a compliment, the breakdown of physical or emotional control, self-humiliation, confession can be stated as certain common examples. Lastly, FTAs threatening personal freedom of the speaker comprise expressing and accepting thanks as well as acceptance of offers or compliments, apologies, and excuses. Style

Wolfram & Schilling-Estes (1998, p. 214) define language style, as "variation in the speech of individual speakers".

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Quite similarly,

according to Janet Holmes (2001) the definitions of style are: ? The style is language variation which reflects changes in situational factors, such as addressee, setting, task or topic. ? The style is often analysed along the scale of formality. ? The level of formality is influenced by some factors like the various differences among the participants, topic, emotional, involvement, etc.

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People's styles of speech, i.e. stylistic features, show certain aspects regarding people's identity and the contexts where the language is used. For this reason, sociolinguistics puts forward different types of styles by considering interlocutors' personal and social background and the context in which the interaction and/or communication occur. The intimate or informal style The intimate or informal style is used with close friends or family and with casual acquaintances (Açıklın, 1995, p. 30). Use of elliptical construction (when participants have shared information about the topic they talk on) and use of second person singular pronoun are the examples reflecting the intimate or informal style use in Turkish. The consultative style The consultative style is used in semi-formal situations such as between strangers, between doctor and patient or teacher and student (Açıklın, 1995, p. 30). Kocaman (1992) describes this type of style as normal or ordinary style (as cited in Açıklın, 1995, p. 30). The formal style When using the formal style, the purpose of the speaker is to inform the addressee on an individual basis (Açıklın, 1995, p. 30) This type of style can be used during lectures or seminars. In Turkish certain tense markers, passive constructions and plural pronouns are used in the formal style. The frozen style Açıklın states that it is used in print and declaration in situations where the addressee is not allowed to cross-question the author (1995, p. 31). That is to say while reading a newspaper article or a book, you cannot ask a question to the author directly and simultaneously but instead, you should write an e-mail or a letter to the author to get in touch with him or her. The scientific style The scientific style is relatively new when compared to the others. It is generally used by doctors, researchers and scientists. The characteristics of the scientific style can be summarized as follows: ? It is simple and clear. ? It is objective. ? It is abstract and emotionally neutral. ? It includes technical terms, figures and symbols. ? It includes much information – the density of information. Review of Research Studies on Politeness Theory Even though the number of empirical research studies conducted on politeness theory in Turkish context is relatively limited, the vast majority of studies focusing on politeness theory basically discusses the theory as well as puts forward extremely useful explanations and crucial practical information regarding politeness concepts in different cultures. As a conceptual paper, Morand and Ocker's (2002) study makes enquiries into how politeness theory may

contribute to the role relations in computer-mediated communication

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(CMC). Firstly, a review of the theory and comprehensive linguistics lists of politeness are set forth and then, the researchers discuss (1) whether politeness occurs in CMC, (2) if dramaturgical concerns are noticed by individuals in CMC modes and motivate them, (3) how the term "socioemotional" is perceived in CMC environments and how the socioemotional relations occur within CMC, (4) how negative politeness is used in CMC environments, (5) what relational ties affect politeness in CMC, and (6) how politeness norms have been evolved in CMC. Suggesting detailed propositions on the relations between politeness theory and CMC, it is concluded that in CMC research, politeness

theory can be a useful tool. Moreover, the researchers emphasize the role of technology in today's world, which is constantly changing and updating itself, and point out

that "as CMC becomes more a mainstay of life, those normative routines regarding politeness, as well as other aspects of relational communication, will begin to jell" 12

(Morand & Ocker, 2002, p. 9). Different from the study of Morand and Ocker (2002) proposing global suggestions on politeness in CMC environments, Fukada and Asato (2004) go into the

politeness theory of Brown and Levinson as well in 58

their study but they specifically discuss Japanese honorifics associating them with politeness theory. However, besides evaluating Japanese honorifics within

Brown and Levinson's theory, Matsumoto's (1988) and Ide's 59

s (1989) arguments are set forward to explain the issue of honorifics in Japanese culture. Similarly, Hudson's (2011) research study aims to shed light on how students use or do not use

honorifics in Japanese conversations with professors. Data were collected through 12 conversations, 18

ranging in length from 4 to 44 minutes. All conversations took place between native speakers of Japanese and 8 undergraduate students, 7 graduate students and 7 professors participated in

the study. The results showed that the vast majority of 55

the college students used honorifics even though it has been predicted as a result of the

recent reports that young Japanese speakers do not often use honorifics. 18

Additionally, it was found out that "honorific usage might vary

greatly within the same discourse as well as among individuals"

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(Hudson, 2011, p. 3689). As a recent study carried out on indirectness and politeness, Marti's (2006) research study contributes crucially to the relevant global and Turkish literature. The study was conducted to investigate whether the pragmatic transfer from the German language may have an effect on

Turkish-German bilingual returnees' pragmatic performance.

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However, Turkish monolingual speakers also participated in the study to examine

both the realisation and politeness perception of requests.

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A discourse completion test, including

10 different situations, and **a politeness rating questionnaire** were utilized **to** collect data.

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The findings of

the DCT analysis **did not** reveal **pragmatic transfer in** all **the**

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participants. Besides, "as for

overall directness in requests, no significant difference was **found between the Turkish monolinguals and the Turkish-German bilinguals"**

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(Marti, 2006, p. 1862). The results also showed that Turkish monolingual speakers preferred using direct strategies while Turkish-German bilingual speakers preferred indirect strategies. This finding was found to be consistent with the results of the Huls' (1989) study (Marti, 2006, p. 1862). Another research study conducted in the Turkish context is the study of Ruhi and Işık-Güler (2007). The study focuses on two main

issues: "the conceptualization of face and related aspects of self in Turkish" and "the implications of the conceptualization of face and the self in interaction in Turkish for understanding relational work at the emic and the etic levels"

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(Ruhi & Işık-Güler, 2007, p. 681). The researchers examined two root lexemes, i.e.

yüz and gönül, and idioms derived from the lexemes **in Turkish.**

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Then, with the aim of conceptualizing relational work, the conclusions drawn from the analysis are explained. It is pointed out that examining “the affective dimensions of self and communication” is crucial and investigating them will possibly contribute to other dimensions of self- presentation (Ruhi & Işık-Güler, 2007, pp. 708 – 709). A more recent research study was carried out by Kahraman (2013) in the Turkish context as well. However, different from the studies of Marti (2006) and Ruhi and Işık- Güler (2007), her study goes into negative politeness strategies in an EFL context. To be more precise, the study of Kahraman (2013) aims at examining how teaching negative politeness strategies affects prospective English language teachers’ oral communication skills. As data collection instruments, both a discourse completion test, administered as pre- and post-tests, and a written interview form were utilized to investigate the effects of ten- week treatment. The results revealed that the treatment process was beneficial to improving oral communication skills of the participants. Moreover, the participants stated their positive views about learning negative politeness strategies and it was suggested that negative politeness strategies could be integrated into the ELT curriculums and taught within certain oral communication courses. It can be concluded that in the literature there are a variety of studies describing, reviewing and discussing Brown and Levinson’s (1987) politeness theory (Goldsmith, 2007; Mao, 1994; Locher & Watts, 2005; Wilson et al., 1991), and certain research studies that combine the theory with the practical part of the language (De Ayala, 2001; Johnson et al., 2004, Kitamura, 2000; Westbrook, 2007). However, the research studies conducted within the Turkish language is relatively limited. Thus, reviewing politeness theory and style, discussing the related studies, and examining the

use of politeness strategies and style differences emerged **in the** Turkish language, **the**

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present study contributes to the Turkish sociolinguistics literature. Methodology Participants The participants in this study are

English language teacher candidates. They **are, in**

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fact, preparatory class

students enrolled in the Department of English Language Teaching at a state university in Turkey.

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32 teacher candidates participated in the study. To analyse and interpret data collected through a discourse completion test comprehensibly, participants were asked 6 personal questions, so demographic information about the participants was gathered in detail. Respectively, the participants were supposed to give an answer to the following items: • Gender, • Educational background, • Parents' occupation and educational background, • The number of siblings, their marital status, occupations and educational background, • Hometown and where the family lives currently, • Whether he or she is living with the elderly now or he or she grew up in a family living together with the elderly. When examining their responses, it is seen that the great majority of the participants are females (N=25). 24 of them graduated from Anatolian High School whereas 7 of them were

graduated from either **Anatolian Teacher Training High School**

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or Regular High School, and one of them took her bachelor's degree in a different field previously. Regarding occupations and educational background of the parents, data can be summarized by stating that mothers are, to a great extent, housewives and did not get a college education. And, fathers' occupations vary from policeman to farmer. Only 4 of the participants have more than 5 siblings, and generally, all of the participants' siblings have got a high school or college education. However, there are also 3 participants whose siblings were graduated from primary school only. In terms of their responses to the last item in the questionnaire, it should be noted that most of the participants do not live with the elderly or have not lived previously but 5 participants reported that they grew up in a family living together with the elderly and 2 participants' families are living with the grandparents now. It should also be pointed out that what demographic data analysis revealed will be used while interpreting data, so no statistical analysis will be indicated regarding the participants. Data Collection Instrument There are various data collection instruments that can be used in sociolinguistics researches. And,

how to collect data is highly **crucial in** sociolinguistics **research** studies. One basic **data** **collection** technique **is**

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to record conversations of individuals. Moreover, Kasper (2000) emphasizes that field notes, interviews and role-plays can be used to collect data in both sociolinguistics and pragmatics pieces of research as well. Similarly, Félix- Brasdefer (2010) examines the use

of discourse completion tasks, role-plays **and verbal reports**

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in detail in his study and it is concluded that each instrument has both strengths and weaknesses but they can be used effectively in sociolinguistics studies. In this study,

data were collected by administering **a discourse completion test**

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(see Appendix A). Nurani (2009) discusses five types of discourse completion tests: classic format,

dialogue construction, open item verbal response, open item free response construction and
the

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new type of DCT developed by Billmyer and Varghese (2009). Actually, this new type is similar to the classic version but in the new type situational background is provided in detail. For this study, the classic format was utilized because the researchers aimed to indicate the situations as clearly as possible. Four situations were written by the researchers considering the city in which the participants study and live currently. The city where they study and live is the smallest city in Turkey. Because both the participants and the researchers have been living in this city for two years, they have spent enough time knowing how the original inhabitants who live in this city. For this reason, the situations were formed by taking socio-cultural factors into consideration. Data Analysis In the present study, data were collected qualitatively and analysed following the steps presented in Creswell's (2005) book, entitled

"Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research".

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The data were first organized, then transcribed and analysed by hand. Both of the researchers adopted the following procedure suggested by Tesch (1990) and Creswell (2007) (as cited in Creswell, 2005, pp. 244-245):

Identifying text segments, • Placing a bracket around them, • Assigning a code word or phrase
which exactly **describes the** text segment's **meaning,** • Making a list **of**

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all code words after coding all the data, • Grouping similar codes and looking for redundant codes, • Preparing a list of codes and checking the data once again to see whether or not new codes emerge, • Reducing the

list of codes to get five to seven themes

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which can be defined as

"similar codes aggregated together to form a major idea in the database".

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Findings and Discussion As it was mentioned previously,

data were collected through a discourse completion test consists of

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four cases, each of which reflects what the participants can encounter in their everyday lives. The participants were supposed to write three different responses for each case since it is aimed to find out how their responses differ according to their styles. Firstly, a bus (dolmus) case was represented. The participants read the following situation and gave an answer in consultative style, intimate style and formal style: You get on a bus to go to school and you are carrying a lot of books. You are also exhausted. At first sight, it seems that there are no seats available but then you understand that one is occupying two seats. How do you tell this person that he or she is occupying two seats and you want to take a seat? The participants answered this question in three different ways: as if they were talking to (i) a peer who they do not know, (ii) a friend that they know well and (iii) a teacher from the school. The first case is an example of Negative Face-Threatening Act because the hearer's freedom is threatened due to the possible questions to be asked by the interlocutor. More precisely, the person who occupies two seats does not think that his or her behaviour is inappropriate and he or she should let others take a seat without being asked at all. However, the one who asked for a seat threatens his or her freedom, so

negative face of the hearer is threatened **by the**

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speaker. All the participants answered this first case considering status differences, context and their relationship with the hearer – that is to say, when using the intimate or informal style, they put emphasis on shared attitudes, values and solidarity, so a positive politeness strategy is used because they are friends and know each other. The following three extracts demonstrate the use of positive politeness within this case: Canım sana zahmet kayar mısın? Ben de oturayım. (P3) Kanka hele kay azıcık. (P21) Kanka ne yapisin, ne edisin? Hele gay hele. (P9) Even though all three participants use

a positive politeness strategy not **to** threaten **the hearer's**

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personal freedom, the ways they address their questions vary from one to the other. These variations can be explained by their gender, the city they come from and their family background. Participant 3 is a female whose father is a well-educated person working as an education inspector but the other two participants are males, whose families live in Eastern Anatolia Region, so it is clearly seen how gender and socio-cultural background affect the way individuals speak. Analysis of how the participants addressed their questions while they are using the consultative style and the formal style revealed that negative politeness is emphasized in this case. The participants addressed their questions to the hearer by taking status differences and their relationship with this person into consideration, which can be displayed as follows: Hocam müsadenizle buraya oturabilir miyim? (Use of formal style) (P11) Hocam merhaba, yanınıza oturabilir miyim? (Use of formal style) (P14) İyi günler hocam, sakıncası yoksa yanınıza oturabilir miyim? (Use of formal style) (P1) Pardon, yana kayabilir misiniz? (Use of consultative style) (P8) Kusura bakmayın, yana kayar mısınız? (Use of consultative style) (P22) Rica etsem yana kayar mısın? (Use of consultative style) (P7) As the extracts above indicate,

while using the formal style, the participants pay attention to start the conversation by addressing the hearer with his or her title. The second case takes place at a touristic destination. The speaker is supposed to ask the hearer whether or not he or she can take a photo of the speaker. The participants were, again, to write a response in three different ways by using the intimate style, the consultative style and the formal style. The analysis of the responses divulged similar findings to the previous case's results. When using the intimate style, the participants used positive politeness strategies as demonstrated in the following extracts: İki dakika bir fotoğrafımızı çeksene. (P4) Hele gel de bir fotoğrafımızı çek ya. (P23) Kanki bir fotoğrafımızı çek. (P15) Güzelim sana zahmet bir fotoğrafımızı çekebilir misin? (P2) In these extracts, forms of address should be emphasized. The participants of this study are young adults as it was stated previously, and such forms of address are commonly used by them. Kanka, Kanki, Güzelim are the examples reflecting that the interlocutors are close to each other or they know each other for a while. In terms of how the formal style and the consultative style are used within this case, it can be said that the findings are more surprising than the previous case's findings because the majority of the participants said that they could not ask the teacher whether he or she could take a photo of him or her. The following extracts display this situation clearly: Soramam, utanırım. (P10) Asla sormam. (P6) Sormam. Öğretmen yerine bir öğrenci aramayı tercih ederim. (P26) The third case takes place at the hospital, the participants were supposed to warn a person entering the doctor's office without getting permission and awaiting the speaker's turn. Unlike the first two cases, in this case, the

hearer's positive face is threatened because the speaker is supposed to warn or criticize the hearer, and

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so self-image of the hearer is threatened. The findings clarified that the participants were not shy about sharing their criticism with the others, except their superiors, as it is also demonstrated as follows: Kusura bakmayın ama burada o kadar kişi sıra bekliyor ve siz bizim sıramızı ve hakkımızı çaluyorsunuz. Bir sonraki sefer lütfen bir etrafınıza bakın. (Use of consultative style) (P20) Sadece kendini düşünüp nasıl bu kadar bencil olabiliyorsun? Tek ihtiyacı olan sen değilsin ve herkes gibi sen de sıra beklemek zorundasın. (Use of consultative style) (P22) Kanka napıyorsun içeride yarım saatir... Acelem var ya! (Use of intimate style) (P26) Çok ayıp ama tatlım, biz burada saatlerdir bekliyoruz. (Use of intimate style) (P27) Hocaya hiçbir şey söylemezdim. (Use of formal style) (P27) Bir şey demezdim hocaya, Hoca sonuçta... (Use of formal style) (P31) When examining the participants' social, educational and family backgrounds, it is seen that no meaningful and logical relation was found between the responses of them and why they preferred not expressing their criticism to their superiors. Similarly, the last case is also an example of the positive face-threatening act.

In this case, both the speaker and the hearer

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are travelling on a bus, the hearer is talking on the phone loudly and the hearer is supposed to suggest the hearer that he or she should speak silently or after getting off the bus. Since the hearer's personality or self-image is threatened by the speaker's warning or criticism, this case is explained

as a positive **face-threatening act**. Considering the responses **of the**

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participants, it should be noted that they are able to express their criticism or annoyance to their peers without having difficulty at all whereas they generally refrain from commenting on their superiors' inappropriate behaviours or actions as the following extracts demonstrate: Ya bi sus ya... Zaten yol bitmiyor, bir de seninle uğraşamam. (Use of intimate style) (P31) Bakar mısınız? Biraz sessiz konuşabilir misiniz? (Use of consultative style) (P18) Hocaya bir şey diyemezdim. (Use of formal style) (P12) The findings have contributed to the literature by revealing that English language teacher candidates, who are also described as young adults, very often use certain forms of address, e.g. Kanka, Kanki, Tatlım, Güzelim, Aga in communicating with their close friends. On the other hand, within both positive and negative face-threatening acts, they prefer using negative politeness strategies while interacting with their peers, with whom they are not familiar. They aim to have the hearer feel that they are not close to each other, so they emphasize the relational distance between each other. Addressing the hearer by using second person plural subject (i.e. Siz) and starting the conversation with certain words and expressions expressing politeness, e.g. pardon, kusura bakmayın ama, acaba clarify that the participants pay attention to politeness strategies when communicating with individuals who they are not acquainted with. Similarly, the findings have revealed that the participants are highly attentive and polite while they are addressing a question to their superiors, they are mindful of the status difference between them and their teachers. Accordingly, before requesting or asking something, they chose to greet the teacher (e.g. Merhaba hocam, yanınız boş ise oturabilir miyim acaba?). Conclusion This study was conducted to examine politeness strategies and style differences emerged in the Turkish language. With this in mind, a discourse completion test including four cases was prepared and administered to 32 English language teacher candidates by the researchers. Moreover, to shed light on whether participants' family, educational and social backgrounds have a considerable effect

on their choice of politeness strategies, demographic information about **the** participants **was**

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collected in detail. Although there are basically four cases, the participants were supposed to write three responses in three styles: the intimate or informal style, the consultative style and the formal style, so each case took place in the same context but the participants needed to consider three different addresses. The results indicated that social and family backgrounds of the participants do not have a big influence on their responses – that is to say, regardless of their parents' occupations, the number of their siblings, educational background or marital status of them and whether they live with the elderly, they generally used similar politeness strategies. However, the findings of the study emphasized the effect of age and gender on language. Because the participants are young adults who are 18 – 19 years old, the life stage at which they are now is highly affected by social media tools, technology and English language as well. More precisely, they do not think and speak in the same way as the elderly or adults do. They have constructed different identities, and accordingly, they have specific forms of address, vocabulary and even abbreviations to be used while communicating with each other. Use of kanka, tatlım, aga clearly demonstrates the effect of age on language. Additionally, although the literature suggests that gender influences the distribution of social roles and economic and

social activities one gets access to and these activities, in their turn, influence language use, in this study no variation regarding gender variable has been found out. In only one case, in which the speaker is supposed to warn the hearer not to await his or her turn, females are more attentive, that is to say, they formed longer sentences than males did to explain that the hearer did something wrong or inappropriate. Conversely, males chose to direct the message more directly or did not say anything at all. In conclusion, this study contributed to the relevant literature by revealing what English language teacher candidates use to express their politeness in three different styles. However, further research can be conducted with more participants utilizing different data collection instruments. References Açıkalın, I. (1995). A Linguistic Analysis of Turkish Medical Language and Doctor Patient Communication (Doctoral dissertation). Retrieved from The Council of Higher Education Thesis Centre. (Accession No: 43367) Açıkalın, I.

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Publishing. Appendix A The Discourse Completion Test Merhaba! Bu test, Türkçe dilinde kullanılan nezaket ifadeleri ve konuşma stillerini araştıran bir sosyodilbilim çalışmasında kullanılmak üzere hazırlanmıştır. Her bir soruyu dikkatle okumanız ve gerçekleri yansıtarak yanıtlamanız oldukça önemlidir. Katkınız, katılımınız için teşekkür ederim. Soruları cevaplamaya başlamadan önce aşağıdaki bilgileri doldurmanız gerekiyor. Paylaşacağınız bilgiler sadece elde edilen verilerin değerlendirilmesi ve yorumlanmasında kullanılacak, başka kişi veya kişilerle kesinlikle paylaşılmayacaktır.

Cinsiyetiniz nedir? _____ (Amaç, verilerin cinsiyete göre farklılık gösterip göstermediğini araştırmak.

Cinsiyet eşitsizliği, ayrımcılığı gibi bir niyet doğrultusunda sorulmuş bir soru değildir.) Eğitim durumunuz nedir?

_____ Anneniz ve babanızın eğitim durumları ve meslekleri nedir?

_____ Kaç kardeşsiniz?

Kardeşlerinizin medeni durumları, eğitim durumları hakkında bilgi verebilir misiniz?

_____ Aileniz nerede yaşıyor? Siz nerede doğdunuz, büyüdünüz?

_____ Büyüklerinizle birlikte mi yaşıyorsunuz ya da o şekilde yaşayan bir ailede mi büyüdünüz?

_____ Şimdi sorularımıza

başlayabiliriz. 1. Okula gitmek üzere dolmuşa biniyorsun ve bir sürü de kitap taşıyorsun. Ayrıca çok yorgunsun ve

oturmak istiyorsun. İlk bakışta dolmuşta hiç yer yok gibi gözüküyor ama sonra bir kişinin aslında iki kişilik yeri kullandığını görüyorsun. Bu kişiye bir koltuğa oturmasını, senin oturmak istediğini nasıl söylersin? ? Bu kişi senin yaşıtın ama hiç tanımadığın bir kişi ise; ? Bu kişi senin şahsen de tanıdığın ve yaşıtın olan bir kişi ise; ? Tanımadığın ama okulunda görev yapan bir öğretmen ise; 2. Liseden çok yakın bir arkadaşın Bayburt'a seni ziyarete geliyor, arkadaşını Bayburt'u gezdiriyorsun (çok uzun sürmese gerek ?) ve Saat Kulesi'nin orada bir fotoğraf çekilmek istiyorsunuz. Ancak, bir selfie çekmektense bir başkasının ikinizin bir fotoğrafınızı çekmesini istiyorsunuz. Bunun için birisine sizin bir fotoğrafınızı çekip çekemeyeceğini sormanız gerekiyor. ? Bu kişi senin yaşıtın ama hiç tanımadığın bir kişi ise nasıl sorarsın? ? Bu kişi senin şahsen de tanıdığın ve yaşıtın olan bir kişi ise nasıl sorarsın? ? Tanımadığın ama okulunda görev yapan bir öğretmen ise nasıl sorarsın? 3. Hastanede sıra bekliyorsun, geledi çok fazla olmamış ancak yine de çok kalabalık olduğundan muayene olup bir an önce eve/yurda dönmek istiyorsun. O esnada bir kişinin sıra almaksızın doktorun odasına girdiğini fark ediyorsun ve bu kişi içeride 15 dakika kadar kaldığı için senin sıran ve dolayısıyla işlerini bitirmen de gecikmeye uğramış oluyor. O kişi dışarı çıktığında onu uyarman gerektiğini düşünüyorsun, o kişiyi yaptığının doğru bir davranış olmadığı konusunda nasıl uyarırsın? ? Bu kişi senin yaşıtın ama hiç tanımadığın bir kişi ise; ? Bu kişi senin şahsen de tanıdığın ve yaşıtın olan bir kişi ise; ? Tanımadığın ama okulunda görev yapan bir öğretmen ise; 4. Bayburt'tan Erzurum'a ya da Trabzon'a seyahat etmekte. Tüm sınavlarını atlattığın için oldukça rahatlamış, hafiflemiş ve mutlu hissediyorsun. Ailenle ve yakın arkadaşlarıyla geçireceğin yaz tatili için de çok heyecanlısın. Ancak, bir kişi yüksek sesle telefonda bir başkası ile konuşuyor ve seni rahatsız ediyor. Otobüsteki diğer yolcuların da rahatsız oldukları açık ama kimse bir şey söylemeye yeltenmiyor. Sonunda sen bu kişinin daha kısık sesle konuşması gerektiğini ona söylemek ya da konuşmasını daha sonra yapıp yapamayacağını sormak istiyorsun? ? Bu kişi senin yaşıtın ama hiç tanımadığın bir kişi ise; ? Bu kişi senin şahsen de tanıdığın ve yaşıtın olan bir kişi ise; ? Tanımadığın ama okulunda görev yapan bir öğretmen ise;

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