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“Garip bir Tören”: Socio-linguistic Comprehension Processes and Pragmatic Awareness of Turkish Learners at B2-C1 Levels: A Testing Example of Greek-Speaking Students¹

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ABSTRACT

By correlating the speech act to its implementation within the boundaries of the university environment, this particular study orientates towards the interlinguistic phenotypes produced by students of the Turkish language during the learning process on the course of the curriculum of the Department of Turkish Studies & Modern Asian Studies. In a contemporary, evolving research program, launched on 2013, interlanguage issues of the students integrated into a system of multivariate analysis are being examined. The progress of the intaking capability on morphological and syntactical aspects is investigated, as well as the assimilation levels of the conditions leading to a successful pragmatic interaction between the inputting of the teaching process and the outputting of the language product, in generally. Our aim, within this paper, is to give some raw data received by preliminary reports regarding in an unusual reading comprehension test, the socio-linguistic dimensions and the pragmatic correlations on the B2-C1 learning levels.

Key words: Applied Linguistics, socio-linguistic variations, pragmatics, interlanguage, reading comprehension testing.

1. Introduction

The Research Program “*Interlanguage Issues. Aspects of the development of the interlanguage structures during the studying of Turkish*” conducted within the field of Applied Linguistics concerns the collection of empirical data in the form of users’ implementation in writing. It aims to investigate the norms that constitute the origins, the organization, the development and the transparency of the students’ interlanguage, of which the main features are the linguistic phenotypes of deviated structures².

¹ An oral presentation of this paper was presented at the 1st International Congress on Social Sciences, 18-24 September, 2017 (INCSOS.2017) at Granada, Spain.

² The Research Program has taken place in the Department of Turkish Studies and Modern Asian Studies, of National and Kapodistrian University of Athens. The survey operations began at March 2013 under the academic supervisory of Prof. of Linguistics Eleni Sella-Mazi and Ass.Prof of Turkish Language & Literature Maria Mavropoulou by Konstantinos Bilalis’

The method was the *proportionate stratified random sampling*. Since the sample population is a priori not generalized and addresses the majority of students in our Department we have chosen this method due to the overall generalization in the entire population (Papageorgiou, 2015 : 43, 48). The average size of our sample was defined as sum of 25 completed tests per each task, meaning a total of 150 for the breakthrough level, 200 for waystage, 125 for threshold-vantage and 125 for vantage-effective operational proficiency, in a total of 600 tests. The number of participants was approximately 240 students. This number corresponds to a percentage of more than 55% of students who joined in language courses each semester and indicates a safe statistic evidence for the interlanguage development into our Department.

In the Research Program we are simultaneously studying the structural and organizational norm of the language system together with the linguistic use and performance. On a grammatical level, as nominal scale variables, we are examining the dependent variables of object, subject, linking sentences and word order, nouns, adjectives, pronouns, grammatical and natural gender, derivation and derivational suffixes, verbs, adverbs, pre and post-positions and autonomous, cognate nouns and references, conditional sentences and hypothesis at a general morphosyntactical aspect. At a level of use and performance we are testing parameters as pragmatic implicatures, deixis, speech acts and the politeness phenomenon. As non dependent variables we have specified the age and the gender as biological factors, a third language knowledge as a cognitive factor, bilingualism as a sociolinguistic factor and the previous academic experience as an academic factor³.

Focusing on the deviations between the pragmatic systems of native speakers and nonnative learners of L2, we have determined them as those that concerning a lack of sufficient grammatical competence, those that concerning a lack of sufficient sociopragmatical knowledge, the negative transfers and the overgeneralizations. The overall aim remains the investigation of the interrelationship between interlanguage, pragmatics and implementation. The results may apply to a targeted reformation of the Department's curriculum. Also may aid as a general supporting tool of the Turkish language teaching strategies and methods in Greece.

In this paper we are focusing on a reading comprehension test structured according to a more contemporary technique and fully-formed by Ass. Prof. of Turkish Language and Literature, Maria Mavropoulou. We have chosen a partial conversation which belongs to the special circumstance performances. We have used film talk evidence due to the obvious difficulties in collecting some natural talk data adapted to the whole research targeting⁴. It takes place between the members of two Turkish families, originating from different classes, and from absolutely different cultural and socioeconomic backgrounds. The circumstance is a private dinner, given by the rich family in the event of an unofficial engagement between the rich bride and the poor groom. Six responders are involved in the dialogue. The groom and his parents belong to the lower class, while the bride, her mother and her brother belong to the upper class.

research team and they finished at December, 2018. For the completion of this paper we received the unreserved aid of our colleagues Mrs. Anna Dimou and Mrs. Souzette-Marie Turner.

³ There is a significant number of undergraduate students in the Department, with a previous academic experience

⁴ We have to note here that the dialogue has been taken from a Ece Yörenc & Melek Gençoğlu script of a drama series, named *Kuzey Güney*, ep. 23 first played at 15/2/2012, Kanal D (*Ay Yapım* Productions). The using fragments: 1st: 18m and 14sec.-19m and 45sec. & 2nd: 32m and 57sec. – 34m and 16sec. (<http://baaz.us/9720-watch-video-watch-video-kuzey-guney-episode-23-english-subtitles-youtube-online.html>, 4/11/2017)

In a total of 37 turns we have removed 12 ones, which the students were asked to complete from an adjusted table of multiple choices. For each one of the missed turns, the students had to choose one of the four choices which were given (*see* Appendix). They had to understand and interpret at the same time, not only who the speaker is but also determine what exactly would be relevant to say in this particular circumstance, based on the context. The test also supplied a vocabulary glossary to help the students. It was a general practice during our research to help the students with the typical vocabulary assistance techniques, that is, either by providing a glossary during the testing, or by assigning a pre-reading vocabulary task (especially at the breakthrough and waystage levels,) before and during the test editing (Allesi & Dwyer, 2008 : 247).

Considering the turn as the fundamental feature of Conversational Analysis (CA) and also due to the flexibility of its determined boundaries – it consists either of a simple lexical element, or of a phrase or a whole sentence or a group of sentences (Vasilopoulou, 2014 : 84) – we decided to follow the structural markers of CA as our main methodological vehicle during our process to interpret and analyze this particular test.

At the same time, it was important to establish an approach of the understanding of the reading skills of our population – a strictly delimited group of students of Turkish as a second language (L2). However, there is no other study which empirically examined any linguistic or cognitive skills that influence Greek-speaking learners' reading abilities in Turkish. The majority of researches in the field of L2 acquisition argue that two major factors, amongs many others, account for differences in reading comprehension (Hulstijn, 2015: 99-105): a language-specific factor such as L2 vocabulary knowledge or L2 grammar (syntactic awareness) and a general and transferable reading knowledge factor such as metacognitive awareness of reading strategies (for reviews see Zwaan & Singer, 2003: 83-85). Metacognitive awareness is considered as a component of general reading knowledge that may be transferred from L1 to L2 reading (e.g., Bernhardt & Kamil, 1995; Schoonen, Hulstijn, & Bossers, 1998).

In this particular test, the main role of the students' choices was determined by their efforts to understand the inter-relationships between the participants of the conversation. For this reason, the contextual environment was thoroughly analyzed in each one of the students separately. In some way the language interaction has to be interpreted as a dynamical condition where the interlocutors jointly construct the meaning (Crystal, 2008 & Brown and Yule, 1983: 26). Different modalities contribute to the development of meanings between students and the participants. Some of them go on automatically. Others are displayed through the absolutely conscious (sometimes unconscious as well) efforts to manage the conversational content. The integration of all the different modes of the meaning-making remains for the research generally a very complex task (Lemke, 1998: 1180).

The structural construction of our test is focused both on facets of a receptive socio-pragmatic competence that our students have to develop in the course of their studies and on their ability to cope with the constraints and the requirements of Turkish language performance. This awareness appears partly due to their underlying language competence and due to the discrimination that has to be done between all the contextual language factors in L1 and in the language-target. The existence of the various socio-pragmatic principles at this situation does not necessary presupposes their own explicit knowledge. On the contrary the perception of a situationally appropriate language use, the understanding of speech intentions of the interlocutors during their interaction and finally the

recognition of the coherence of the utterances inside the dialogue, deemed as compelling and necessary (Nold, 2003).

In our study, we are trying to understand the whole process as a multi-factor construction where someone may categorize elements such: individuality of each one of the learners and the multisensitive ability to percept the language as a complex and well organized human expression of the composite net of senses, a sensual modality outside the Western view of 5/senses *consensus*. In our methodology we preferred to pursue the approaches for the most personalized interpretations according to the level of analysis and exegesis (explanation) of speech acts. At the same time, we are trying to explain the compound elements of the language politeness phenomenon and how they can be examined by Applied Linguistics, during the L2 acquisition process.

Simultaneously, the understanding of cultural ethos as one of the structural components of the conversational behavior leads the interpretation to a frame of conversational regularities which appear when the members of a social group interact (Brown & Levinson, 1987: 297). But in that way the individuality as a varied, multi-sensual linguistic parameter fall away. Any attempt to controvert the Cartesian bipolar exegesis of the dualism between bodies and mind or the Sausurian *signified* and *signifier* or the linguistic conflict between discourse and text is abolished and a cognitive, describable analysis of an ephemeral but so complex phenomenon as an ordinary conversation is preferred (Tincheva, 2012: 12).

2. Methodology

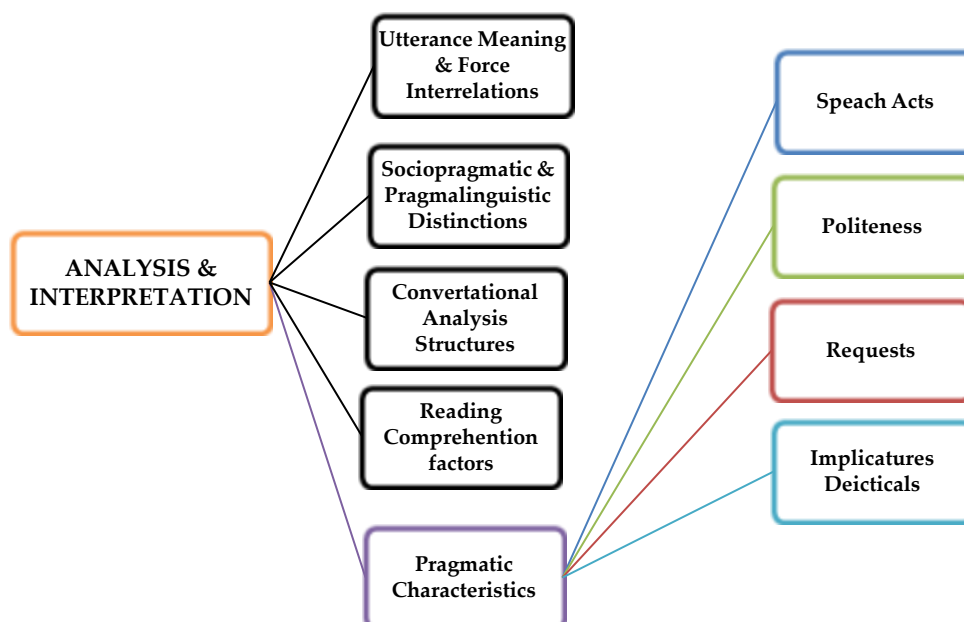


Table 1. Testing methodological factors

For the results evaluation, we have formed a taxonomy system which divides on a first level the interaction between utterance-input and acquisition-output, and measured different indicators at each one of the multiple choice answers. The two levels of the meaning implementation – the utterance meaning and the utterance force⁵ – are totally distinct and uncountable. The examination of the proximity effect interrelationships between them provided us guidance to move on to the formation of an explanatory scheme, where we included four possible variations of the perception of their communicative mechanism: The successfully understanding of utterance meaning and utterance force, the understanding of utterance meaning but not utterance force, the understanding of utterance force but not utterance meaning and the complete failure of understanding.

The first variation indicates the readers' comprehension of both meaning and intentions of the interlocutors, even when any ambiguity phenomenon appears or when the unclear transparency of the one may be covered and explained by the other. The second variation demonstrates that the meaning is not on an equivalent position with the force. The same utterance may be expressed in different cases with the usage of different force. With the third -rare- variation the student may recognize the force without realizing the meaning, perhaps due to an appropriate contextual orientation which may intensify the force's awareness. The last variation refers to the case where both meaning and force fail and the outcome of the communicational principles become impossible (Kanakis, 2007: 79-85).

On a second level, we have distinguished the socio-pragmatic and the pragmalinguistic perceptions in the correlation between the student and the test discerning competence as: lack of grammatical competence, lack of sociopragmatical knowledge, negative transfers and overgeneralizations. From the early 80's J. Thomas had demonstrated that the term *pragmatic failure* accrues by the flexibility and the fluidity of the pragmatic substance which permits the failure of the communicational goal between the interlocutors (Thomas, 1983: 94).

Actually, when the addressee cannot fathom such a meaning that stands out of his sociocultural expectations, then a pragmatic failure occurs. The domain which is related to cross-cultural failure is referred to as pragmalinguistic failure, whereas the domain which has a non-cultural substance due to the social relationships and positions between individuals is referred to as sociolinguistic failure (Thomas, 1983: 99). If the two parts derived from the same cultural environment, then pragmatic failure would likely fall within the sociolinguistic category.

Sometimes, ambiguity maybe obtained, as to what pragmatic risk learners might need to be aware of in making their utterances or their communication in L2. Very often theory does not include a range of other non cognitive extra-linguistic factors such as educational parameters, teaching criteria, strategies and methodology, the tutor's readiness for teaching, curriculum demands, formulaic L2 methods etc. We also have to look thoroughly the problem of culturally stereotyping features in second language acquisition (SLA), which can blind the teacher from identifying the needs of the language student in a more personalized approach⁶ (Dush, 2003). In our research it always seems necessary to separate and to delimit a pragmatic failure that arises due to cross-cultural misunderstandings from one which

⁵ The force of an utterance is defined by the way that any conversational mutual contribution between the interlocutors is supposed to bear on the speaker's individual commitments (Lepore & Stone, 2014, Murrey & Starr, 2016: 5).

⁶ As Jung indicates: "pragmatics is a subject that is an indispensable part of language learning and which has received insufficient attention in acquisition" (Jung, 2001: 6).

derived from the non-cultural features of a social group. In the end we have to distinguish the pragmalinguistic failure from the socio-linguistic pragmatic failure⁷ (Thomas: 1983).

In this essay we had to deal with another not so rare reaction from the students. In some cases the pragmatic meaning was perfectly transferred by the addressor, but the addressee –the student – had chosen not to do so, because of the vertical differences between their cultural environments⁸. It was very important to us to define as possible the internal reasons of these reactions in a way to explain their manifestation in the frame of a qualitative and quantitative survey.

By *lack of sufficient grammatical competence* (LSGC) -including at the term the vocabulary awareness and capability of the learners- (Bardovi-Harling, 2003: 25,27 & 2013: 679) we mean the situation that students are incapable to perform a language act either due to their ignorance of the existence of some pragmalinguistic choices, or due to their ignorance of the performing and the applying of a structure in a specific pragmatic context or at least, because they are not familiar enough with the grammatical competence that is presupposed to take place by a structure.

Defining the *lack of sufficient sociopragmatic knowledge* (LSSPK) we include a total of different kind of strategies that can be used by the learner of L2 which lead to a relative or a total failure of the meaning's transmission in a mutual committed socio-cultural reality. L2 students tend to use the same pragmatic strategies with the native speakers but they differentiate their qualitative characteristics due to a general lack of the knowledge of the social framework of the language communities⁹. In that case, they are constantly moving on a slippery ground full of obsessions and stereotypes. Even when students, especially of intermediate and proficiency levels, are familiar with all the pragmalinguistic features of a task, they finally choose an inappropriate pragmatic element, unfit for the social context of the target-language (Bella, 2015: 187).

Towards a definition of *negative/pragmatic transfer* (NT) we can see at Kasper's approach the process-orientation, the lack of an explicit reference to the types of influence that she mentions to and the transfer's orientation in communication and learning¹⁰. The process-orientation approach actually refers to the circumstances under which the transfer-interference- appears and to the identification of what exactly is transferred from the L1 (or L3...) to the L2. Both native speakers and L2 learners express a major interchangeability of verbal acts strategies in different context, although the non-native speakers' variations move on according to their L1 sociolinguistic patterns (Kasper, 1992: 212).

More different parameters seem to affect directly on the promotion and inhibition of transfers. Age, gender, cognitive features -as the knowledge of a L3-, special traits of the learner's personality, the tutoring and the learning context as well as many other broad-scope definitions should also be

⁷ As pragmalinguistic competence, we generally refer to a big scale of abilities to perform any speech act using a range of linguistic structures (Irague, 1996: 53)

⁸ Thomas some years later refers to the "potentially explosive area" of making judgments on what is pragmatically acceptable to the L2 learner. Openness to the idiosyncratic characteristics of various social groups and cultures and to the different pragmatic interpretations always has to be examined by the researcher together with an approach free of stereotypical judgments (Thomas, 1993: 109).

⁹ For a better definition of pragmatic knowledge see Faer & Kasper's approach: "...is a particular component of language users' general communicative knowledge, viz. knowledge of how verbal acts are understood and performed in accordance with a speaker's intention under contextual and discursal constraints (1984: 214).

¹⁰ "Pragmatic transfer in interlanguage pragmatics shall refer to the influence exerted by learners' pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information" (Kasper, 1992: 207).

considered for the cross-linguistic influence that all the previous pragmatic knowledge exerts on the use and acquisition of L2 pragmatic knowledge (for more references see Beebe et al., 1990, Takahashi, 1996, Bella, 2015).

In an interlanguage pragmatics retrospective, we can see the Thomas (1983) and Leech (1983) perspectives about to *how to do things* using verbal communication in an appropriate manner. Rose suggests a pragmatic competence's working definition as the ability to use available linguistic resources in a contextually appropriate fashion (1999), while Kasper includes in pragmatics, all the direct or indirect strategies, routines and forms which *can intensify or soften communicative acts* and in socio-pragmatics anything that may refer to *the social perception of communicative action* (1997: 1). Bialystok on the other hand, distinguishes as pragmatic competence's components, the ability of the listener to understand the intentions of the speaker together with the ability of the speaker to use the language for all the different purposes. At the same time, she includes the rules' structure by which all the utterances inter-organized to create the whole discourse (Bialystok, 1993). Ifantidou includes a metapragmatic awareness ability as the last component ability which can be assessed together with the *identification of linguistic indexes* and the retrieval of *relevant pragmatic effects*, under the general term *pragmatic competence* (2011: 35-6).

In a pragmatic context of research, we summarize *overgeneralization* (O/G) in a frame parallel to that of grammatical overgeneralization. The application by the students of a structure in an environment that is not grammatically acceptable may be re-applied in an environment of forms and stereotypes at pragmatics. Individual realization of forms, form-function or form politeness associations are possible to express, at least at a fundamental level, a social and situational variability (Ishihara & Cohen, 2010: 81).

Trapper-Lomax, defines discourse analysis as *the study of language viewed communicatively and/or of communication viewed linguistically* (2004: 134), while the term has received a lot of different interpretations from the majority of the scholars who approach it as a set of socially structured values, a construction of the contributions of the ideology in the human expressions.

The Conversation Analysis (CA) developed from the principles and the methods of ethnomethodology, is based on the foundations of the conversational organization, actually the turn, the turn-taking and the turn-sequence mechanism. Hurvey Sacks' approaches (he died in middle '70's but his transcribed lectures have been published in full, in 1992), remain a continuing resource for the CA research. He claims that:

"The gross aim of the work I am doing is to see how finely the details of actual, naturally occurring conversation can be subjected to analysis that will yield the technology of conversation. The idea is to take singular sequences of conversation and tear them apart in such a way as to find rules, techniques, procedures, methods, maxims (a collection of terms that more or less relate to each other and that I use somewhat interchangeably) that can be used to generate the orderly features we find in the conversations we examine. The point is, then, to come back to the singular things we observe in a singular sequence, with some rules that handle those singular features, and also, necessarily, handle lots of other events (Sacks, 1984: 411)".

In our research we have defined a table of sequences, divided at adjacency pairs of all the turns of our conversation. The pairs consist of a first and a second part, the function of which is based to the

perception of the perlocutionary acts of the utterance and the effects that they provoke to the agents' interrelation. It was very important for the students to understand and consolidate the way that each pair contributes to the success of the utterance meaning and force, in order to complete successfully the test (Gonzalez-Lloret, 2010: 63-64).

The systematically organized patterns or sequence are the binder to which the turns are linked. In terms of CA this preference organization refers to the promotion of certain interactional outcomes over others among the interlocutors, a selected variation among a number of other possible choices that consists the preferred norm of the organizational motive (for review see Schegloff 2007, Clayman, 2002). Brown and Levinson's notion of *face threat* (1987) put the foundations of theoretical conceptualization in terms of preferring organizational promotion of social affiliation rather than disaffiliation inside an environment of human expressions and relationships (Lerner, 1996, Heritage, 1984).

Second-pair parts are giving a non-preferred sequence-responding action which, as non contiguous with first-pair parts, invalidate them in a variety of ways (Robinson 2004, Schegloff, 2007, Schegloff and Lerner 2009). In fact, some of these dispreferred turns may be structured to mitigate the threat to addressee's face providing the participants with interactional possibility to produce more affiliative alternatives. Personal preferences and idiosyncratic features also play a major role to any human interaction making the investigation of preference organization normative structures even more difficult (Sifianou, 2001).

We also made a separation and a new classification of our results to account for pragmatic parameters as speech acts, requests, politeness strategies, implicatures and deixis. At the same time, we decided to analyze the majority of our data for each one of the proposed options of the multiple choice table (index) to better understand the students' reading comprehension reactions.

The Cross-Cultural Speech Act Realization Project (CCSARP) (Blum-Kulka et al. 1989) is the most extensive empirical analysis of cross-cultural pragmatics. A vast number of researchers all over the world attempt to study speech acts across a range of languages and cultures, within the framework of this research procedure, investigating whether there are universal principles in request and apology speech act realizations and what the patterns may be. In this part of our study we did not use the discourse completion test (DCT) commonly used by the methodological principles of CCSARP. Instead, we have taken full advantage of the encoding of the taxonomic system of the speech act according to the program, especially in the form of requests and apologies¹¹.

Blum-Kulka described directness as "the degree to which the speaker's illocutionary intent is apparent from the illocution" (Blum-Kulka et al., 1989). In that way, she actually constructed a pattern of three levels that do not overlap each other. These levels may describe successfully the degrees of illocutionary transparency. We have an explicit level which is the most direct, realized through the linguistic form of imperative, a conventionally indirect level realized by conventional linguistic means known as indirect speech acts, and a least direct level realized by hints (Blum-Kulka et al., 1989).

¹¹ As directness categories (from direct to indirect) we have made a distinction between head acts as: mood derived, explicit performative, hedged performative, obligation statements, want statements, suggestory formula, preparatory indirect, strong hit (after Blum-Kulka, 1984). We also used the classification of internal modification (lexical and phrasal downgraders) and external modification (supportive moves), included more over the indicator of perspective, which is promoted for the request declaration (Sifianou, 1999: 152, tab. 2.2).

Brown and Levinson's (1987) theoretical framework, about politeness strategies is essentially based on British analytical logic and North American psychology and it has a significant weakness. It overlooks the importance of culture in cross-cultural and intercultural communication. It becomes obvious by the relevant researches on politeness, that the Brown and Levinson's approach despite it being the most influential and contributory work to the politeness' bibliography (Bowe & Martin, 2006: 34-5), was constructed on the basis of Anglo-Saxon culture and is strongly criticized for a lot of other issues, even for the legitimacy of the term itself (Fukada and Noriko, 2004: 1993-4).

At any definition, be it its term -context-dependent (Spencer-Oatey, 2000), or in terms of scope of applicability¹² (Arendholz, 2013: 118), or as a situation of interlocutors individual evaluation, or of mutual appreciation and faith (Bowe & Martin, 2006: 31), or of the *weightiness* of face (Song, 2012)-Brown and Levinson's Politeness Model does not restrict interaction to the face threatening acts overwhelming concern of the politeness strategies in their very narrow and restricted frame of context. The fact is that the politeness phenomenon remains very hard to be defined by the study. The conditions of usage determine any evaluative judgment as polite or non-polite, where any linguistic construction in itself, is no longer compatible to bear an explicit indicator of politeness or rudeness.

Blum-Kulka in her very influential work (1987), identifies politeness as the interactional balance between the need to avoid being coercive and the need to be pragmatically unambiguous. She is actually identifying the conventionally indirect acts with the politest strategies and the non-conventional indirect strategies (like hints) as pragmatical obscure and impolite. Spencer-Oatey approaches politeness as a *rappport management* of harmony and disharmony among interlocutors (2008: 13). Face sensitivities, sociality obligations and rights, and interactional goals composed the interconnected framework within which requests, depending on the range of circumstantial and personal factors, threat the face, or on the contrary, support the community rights, manifesting a very sensitive and well providing, in a universal linguistic view, wide range of options appropriated to managing face and sociality rights (Spencer-Oatey, 2008: 21).

In this essay we are accepting the existence of a strong connection between the way that an interlocutor makes a request and loses face inside an ordinary human interaction. Different types of linguistic and non-linguistic strategies are activating when we are expressing any request which reflects all the assumptions and the inner social structures of the community and the culture within which we express ourselves.

¹² Politeness depends on the individuality of the interlocutors. They react at individual moments in an individual environment.

3. Results

Our sample distribution in terms of non dependent variables as displayed in table no 2 (Tab.2):

Table 2. Sample distribution

Gender	Males		Females	
	18-24	24+	18-24	24+
Age	6		12	7
PAE*				4
Bilinguals	1			

* Previous Academic Experience

Table 3. Turns, according difficulty parameters

Low	Intermediate	High
1	3	4
2	7	5
8	9	6
12	11	10

Our aim was to form a structure based and orientated to the formation of the multiple choices table which had to be as distinguished as possible to the test's primary targeting. A 48 choices index was developed in a manner of 3 distinct directions of language acquisition levels (Tab. 3): a low difficulty comprehension stage, an intermediate and a high difficulty comprehension stage (see Appendix/2, for the full multiple choice table). 36 of them took a distinction based on their pragmatic competence content (ibid. 5) even though all the 48 choices were analyzed equally as can be seen from the example of the following table (Tab. 4 -Turn no.2):

Table 4. Turn no.2 index

Choice	UM&UF	PC	REQ	CA	SA	Pol	Oth	RC
A	UF no UM	LSSPK	Head act	Failure of seq. organ.	Assertive direct	On record without redressive action		VK & GA
B	UM no UF	LSGC	Conv.indirect SA, external mod. Prepar. Disarm.	Dispreferred	Directive On record conv. SA	Negative, use of moderator		S/P A
C	UM&UF	-----	External mod. In advance commitment Internal mod. Lexical mod., a invocation indicator		Directive SA, on record convent. Locution: wish idiom	Baldly, redr.action Usage of dramatic element		
D	Failure	O/G	Conv.indirect Burden minimalize, internal modifier intimacy moderator Lexical mod. (olur)	Dispreferred		Positive Solidarity indicator		VK, GC, S/P A

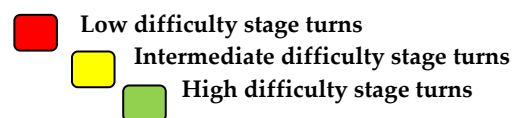
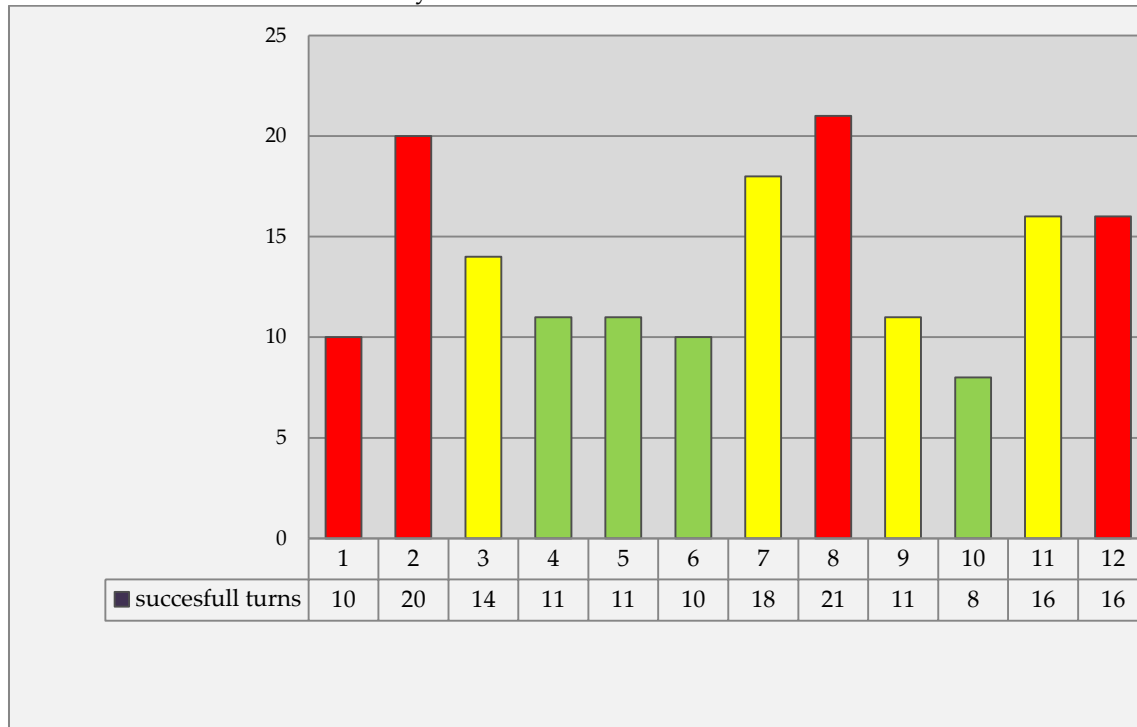
The successful choices have been grouped in entities, up to 3, to 5, to 7, to 8 & to 10 choices, according to the biological variables (age & gender) (Tab. 5). The majority of the sample (60%) corresponds to the 5/12 and to the 7/12 entity (32% & 28%) placing them to an intermediate and a lower level of competence. Only a small number of them managed to achieve a figure of 24%. As you can see in Tab. 3, the most demanding sequence of the turn-taking was that of nos 4, 5 & 6. Unfortunately, this triplet was never solved correctly simultaneously by one participant (4→B, 5→A, 6→D). We assumed that the test formation (turns no 4 and 5 had a sequential position, one after the other and turn no 6 coming after a brief pause by the same interlocutor, within the same period) influenced a negative reaction in the students, in psychological terms (for the test, see Appendix/1).

Table 5. Fluctuation of the successful choices as grouped in entities

Test code	12/12	10/12	8/12	7/12	5/12	3/12	0/12
Z.KG. 11/05: 1					☐		
Z.KG 11/05: 2				☐			
Z.KG 30/05: 3		☐					
Z.KG 08/07: 4				☐			
Z.KG 08/07: 5					☐		
Z.KG 08/07: 6		☐					
Z.KG 22/07: 7				☐			
Z.KG 22/07: 8						☐	
Z.KG 22/07: 9					☐		
Z.KG 22/07: 10		☐					
Z.KG 22/07: 11		☐					
Z.KG 22/07: 12					☐		
Z.KG 22/07: 13				☐			
Z.KG 22/07: 14					☐		
Z.KG 22/07: 15			☐				
Z.KG 22/07: 16				☐			
Z.KG 23/07: 17					☐		
Z.KG 23/07: 18				☐			
Z.KG 24/07: 19		☐					
Z.KG 24/07: 20			☐				
Z.KG 25/07: 21		☐					
Z.KG 25/07: 22				☐			
Z.KG 25/07: 23					☐		
Z.KG 25/07: 24					☐		
Z.KG 25/07: 25						☐	
TOTAL	0	6	2	7	8	2	0

Tab. 6 illustrates the spread of successful choices between the 12 turns. We have results for only 5 of them spreading the limit of 15 proper choices (sentences no. 2, 7, 8, 11, 12), here we have to emphasize that the most successful choices (turns no 2 & 8) belong to the so evaluated as easily expected choices (*Low difficulty comprehension level*). We can easily see the values of the 4 most demanding options (turns no 4,5,6 & 10) range slightly above or below on the 10-point scale of the preferred evaluation graph (turn 4 → 11 choices, 5→ 11 choices, 6→ 10 choices and 10→ 8 choices only).

Table 6. Distribution of successfully chosen turns



It is very interesting to assess the results in correlation with the non dependent variables of age, gender and a previous academic experience. The majority of our sample were females in a percentage of 76%, a corresponding number to the general female superiority to the whole students' rate in our Department. A percentage of 36,8% of them are students older than 24 years old and a percentage of 57,1 of them have a previous academic experience.

Male students represent a minority of our Research Program population. In this test we have a percentage of 28% of younger than 24 years males and none older or with a previous academic experience. Females, younger than 24 years old, represent a percentage of 48% of our sample. According to the distribution of successfully chosen turns, as can be seen in the table below (Tab. 7), females with previous academic experience showed the highest returns on all difficulty levels, in comparison with the rest of our sample population. Younger females represent the second group meanwhile males following as the last group on the rating scale of successful choices (Tab. 8). Students with previous academic experience generally gave a higher performance in the majority of the tasks of our Research Program. Age and a more decisive approach to the consolidation and the

acquisition requirements of Department's curriculum in addition to the academic experience gained, are the main factors for such a high level of achievement.

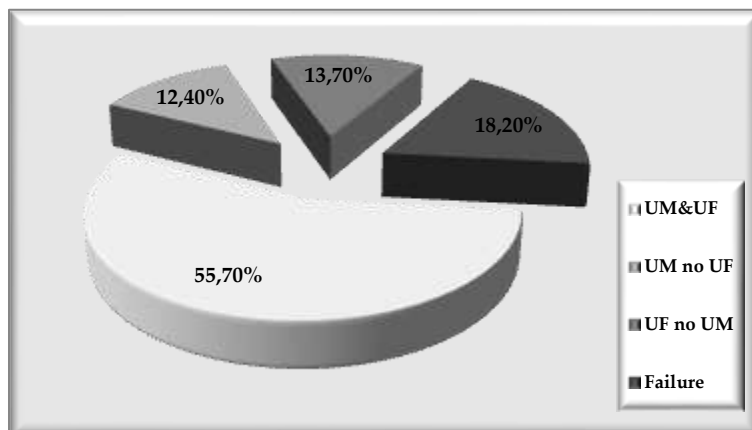
Table 7. Distribution of choices according to age/gender/
PAE (is marked with an -*) (marked in color: preferred turns)

TURN	CHOICE	M 18-24	M 24+	F 18-24	F 24+
1	A	1		5	3*+1
	B	3		6	1*+1
	C	2		1	
	D				1
2	A				
	B			1	
	C	6		8	2+4*
	D			4	
3	A	2			
	B	2		1	2
	C			10	4*
	D	2		1	1
4	A	2		7	1*
	B	3		3	3+3*
	C			1	1
	D	2			
5	A	1		7	2+2*
	B	1		2	1*
	C				
	D	4		3	1+1*
6	A	1		2	1
	B	3		2	1
	C	11		2	1*
	D			5	1+3*
7	A	2		1	
	B			1	
	C	3		9	2+4*
	D	1		1	1
8	A	4		10	3+4*
	B	2		1	
	C				
	D			1	
9	A	2		2	
	B	2		2	1+1*
	C			2	1+1*
	D	2		6	1+2*
10	A	1			1+1*
	B	2		5	1*
	C	1		1	1+1*
	D	2		6	1+1*
11	A	2		3	1*
	B	2			1
	C				
	D	2		9	2+3*
12	A			2	1
	B	4		9	2+1*
	C	1			1*
	D	1		1	1+1*

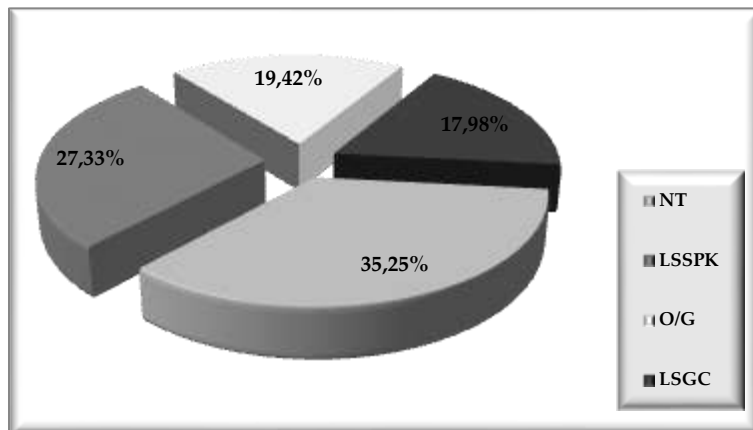
Table 8. Preferred choices results percentages according age/gender/PAE & Difficulty levels

Difficulty levels	M 18-24	F 18-24	F 24+	F 24+ with PAE
Low	62,5 %	66,6 %	66,6 %	75 %
Intermediate	29,2 %	70,83 %	41,6 %	81,25 %
High	29,2 %	41,6 %	41,6 %	56,25 %

As you can see in the following info graphic the successful understanding of utterance meaning and utterance force spread to a level of 55,7%, it means 167 choices of a total of 300 (Tab. 9). This is not a high percentage result and first of all indicates the range of difficulties that were faced by students in their efforts to perceive this particular contextual environment. Of these results the 47% were given by a lower conversion of 32% of the students, actually 8 females, 5 between the age of 18-24 and 3 older than 24, 2 of them with previous academic experience. That also indicates the limited number of students which have passed successfully the boundary of the 8 choices – meaning a limit of 60% of the answers.

Table 9. Categorization of choices according to utterance meaning and force parameters

Analyzing the misfire choices, we can see that the majority of them concerned a negative-pragmatic transfer reaction by the students, a problem well observed also at the grammatical competence variables of the other tests of our Research Program. The term as a cross-linguistic influence is referred to divergences due to grammatical, and more atypical, pragmatic differences between the target language (Turkish) and the source language (Greek), most typically the native language of the students (due to the existence of a lot of bilingual students in our Department). As you can see, the second group of non successful choices concerning a general lack of sufficient socio-pragmatic knowledge amongst the students (Tab. 10).

Table 10. Results analysis according pragmatic competence factors

At a level of CA terms, we notice the persistent presence of an inconsequential disorder almost in the majority of the misfire choices of the students. It is normal due to the constant rupture of the organic continuity amongst the utterances of the adjacency pairs that take place when a student makes the non preferred choice. The texture of the dialog is more complicated as it belongs to a natural discourse appeared in the textual structure of a TV show script. A completion of pairs, insertion sequences, pre and post-expansions, exchanges – extended into adjacency triplets, fillers, backchannels and discourse markers (DM) make the students' efforts difficult in understanding the text, despite the arousing of their interest at the same time.

From the very first turns we realized that our initial planning did not have the anticipated reactions from the students. At the beginning of the test there is an extended triplet, structured at three turns made by the bride and her mother. The social condition within the perimeters of formality indicates the growing awkwardness between the interlocutors due to the stressing situation caused by a non acceptable engagement. The exchange was:

- Bu akşam annem sizler için süper bir menü hazırlattı.
- *Zahmet etmişsiniz* (the requested sentence/ no.1)
- Rica ederim, afiyet olsun, lütfen buyrun.

The multiple choices were as follows:

- Zahmet etmişsiniz/ Zahmet etmeyin/ Zahmet oldunuz/ Zahmet sizin*
- A B C D

The C & D are non grammatical but the C provokes some interlanguage inference- coming from *Zahmet oldu-* and the D, a parallel to a Greek expression: - *Σας είναι κόποσ.*

The turn phrase (*Zahmet etmişsiniz*) includes a thank you type request form, composed by an internal modifier, incorporated to the marker *-miş*, here as a verbal suffix. Other than its well documented use as an expression “of an event that the speaker did not witness but is able to infer from its result, to which he or she has direct access” (Göksel & Kerslake, 2005; 311, 21.4.3.2) in our case it reacts as a lexical modifier, which expresses an addressee oriented politeness softener and at the same time as a syntactic modifier which moves the tense of the verbal construction, actually the temporal deixis indicator, before the reference point, into the past.

As an *on record conventionally speech act* we can observe the interchangeability between an expressive and a directive act of which the adjustment direction is distinguished by its unclear transparency. Its perlocutionary force is strongly connected with its politeness strategy mechanism. This is a negative politeness strategy, reinforced by the personal suffix – *sInIz*, also functions here as a proximity moderator.

As we can observe from the turn of the second part of the adjacency pair (-Rica ederim. Afiyet olsun...) there is an implicature hidden inside the expression, the perlocutionary force of which is transfusing a thanks giving quality to the speaker intentions. We thought that the multiple-choice tablet was very clear and we assumed the sentence to the easiest choices (*Low difficulty comprehension stage*).

But the results were unexpected. Only 40% of the students answered the first choice. The majority of them (44%) chose the *Zahmet etmeyin* (choice: B). We believe that a negative pragmatic transfer motive was the cause. This turn of course has no utterance force although, without striking any grammatical purview inside the sentence. Representing a typical head act as a request, totally directive as a speech act, it conducts the failure of the sequence organization of the turn-taking and it expresses a baldy on record, without any redressive action, politeness hyper-strategy. In the frame of reading comprehension factors analysis, it makes obvious the lack of sociopragmatic competence of the students, which indicates that they did not understand either the person talking, neither the style of its utterance choice which tries to minimize the social distance between the interlocutors (see Tab.1).

This request form is very often selected by the Greeks as a cause of its positive politeness orientation. Actually the negation with the companion of the present indication tense– *Μην μπαίνετε σε κόπο*– expresses the social distance moderating moves, the relative power and the relevant ranking of imposition which characterizes the sociopragmatic politeness approach of the Greek society.

Here we also have to refer to the difficulty of the Greek audience to perceive the marker –*mIş* either as a verbal suffix or as a copula. Its information or result-based evidential statement especially in cases that loses its tense or aspect content is proven – at least as we can see from the first general results of our Research Program- problematic for our students.

In the second part of the dialogue, we have another scene just after the dinner, where the two families have to talk about the reason of this invitation, following the social-conducted formalities about the first contacts between the families of the groom and the bride. There was a small conversation about who was better in playing the piano in their childhood (the bride or her brother). The SAPP of the previous turn-sequence was:

-Ama öyle! Sen küçükken bahçenin altını üstüne getirirken. Barış saatlerce çalıştırdı.
(Barış is the bride's brothe. The speaker is her mother).

Then follows the requested turn no. 10. (The speaker is the mother of the groom):

-İyi, sen de öğrenirsin artık oğlum.

And the next turn follows after a signalling end of the previous, using of falling intonation and an awkward pausing (a completion but semi-finished point) by the same interlocutor – the mother of the groom:

-Çok güzel bir yemek yedik, ellerinize sağlık! Özellikle o kuşkonmazlı sufleyi eve gidince deneyeceğim mutlaka. Bakalım becerebilecek miyim?

The position of the requested turn no. 10 as an extension into adjacency triplet/exchange, and the semi-finished completion point which continues to the next turn but by the same speaker, puts the requested turn at the group of *high difficulty stage* choices.

The multiple choice index for the turn no 10 was:

10. *Oğlum sen sakın öğrenme, vaktini boşa harcamış olursun! / İyi, sen de öğrenirsin artık oğlum./*

A

B

Zamanımızda herkesin piyano öğrenmesi gerek. / Çala çala öğrenirsin inşallah.

C

D

The requested turn phrase (*İyi, sen de öğrenirsin artık oğlum*) (B) establishes a sequence closing third (SC3) in an absolute dispreferred position directly connected with the idiosyncrasy of the interlocutor and the conversational circumstances. The mother of the groom is always trying to be pleasant and acceptable by the new relatives from the higher upper class. With this turn she is attempting to manipulate her son by using the aorist suffix -(A/I) r, *öğrenirsin*, strengthening emphatically by the adverb *-artık* and the addressee-oriented cajoler *-oğlu-*, reinforced by the first person possessive suffix -m (Göksel & Kerslake, 2005; 76).

As an *on record conventionally speech act* we can also observe the interchangeability between an expressive and a directive act of which the adjustment direction is distinguished by its unclear transparency. Its perlocutionary force is connected with a counseling-direction strategy. The politeness mechanism dictated by the interrelationship between the mother and the groom at the edge of a positive politeness strategy. The discourse marker (DM) *-iyi* in the beginning, the intensification marker *-de* adjusted to the personal pronoun *-sen* are creating a form of establishment of a common ground amongst the interlocutors, reinforced by the in-group identity marker¹³ – *oğlum* (Brown & Levinson, 1987: 107).

Only 32% of the students answered the preferred choice (B). The majority of them (40%) chose the *Çala çala öğrenirsin inşallah* (D). We believe that a negative pragmatic transfer motive was the cause. This turn, although is absolutely grammatical, conducts to the failure of understanding of the meaning. Represent an explicit, assertive/representative speech act, with a normative value non transparent with regard to truth conditions (Rieke & Sillas, 1984, Eemeren & Grootendorst, 1984: 92), it conducts to a disruption of the sequence organization of the turn-taking and it expresses a baldy, with redressive action, positive politeness strategy based on the presupposition that the hearer admit the speaker assessment. In the frame of reading comprehension factors analysis, it makes obvious the

¹³ Brown & Levinson (1987) define the term as: "By using any innumerable ways to convey in-group membership, speaker can implicitly claim the common ground with hearer that is carried by that definition of the group. These include in-group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis." (ibid.: 107).

lack of sociopragmatic competence of the students, which indicates that they did not understand the person talking.

The position of the next turn confuses the students. The interlocutor is easily recognizable as the mother of the groom. In this case the pragmatic meaning was perfectly transferred by the addressor, but the addressees had chosen not to do so, as a result of a perception of the structural construction's stereotypes of a textual-based test. It seems very difficult to perceive that a whole new utterance may be conjunctively performed by the same interlocutor; it means to accept a signaling end of a turn-taking marked by a completion but a semi-finished point. Our decision to transcribe the dialogue in a form of continuing utterances recorded with an em dash in the begging – a practice clearly explained to the students- confounds them with the traditional printing indication of the turn-switching, amongst the members of a conversation.

In Greek, clauses inserted with a doubling form, (παίξε-παίξε, κούτσα-κούτσα, τσίκι-τσίκι, λέγε-λέγε....) assign an emphatic adverbial indication strongly connected with the core of the utterance. They also fashion a positive politeness strategy expressing with this emphasis marker an overstatement which conducts a minimizing of the size of the face threat. Possibly due to this particular structure, the majority of our students chose the turn D despite that it could not ensure utterance meaning and force.

4. Conclusion

Following the conversation-analytic approach, our goal in this paper was not to compare Greek to Turkish usage (or vice versa) but to co-investigate in a frame of cross-linguistic and cross-cultural terms, how Greek speakers realize and accomplish pragmatic elements of the Turkish language. It is essential however to make an effort to understand and interpret any dispreferred, disaffiliative performances in a not comparative or comparativist by planning, environment (Schegloff, 2009).

Greek speakers realize and accomplish pragmatic elements of the Turkish language. It is essential however to make an effort to understand and interpret any dispreferred, disaffiliative performances in a not comparative or comparativist by planning, environment (Schegloff, 2009).

We made a formation of our aims using a traditional tool but in a more unusual approach. Our test was structured by the use of natural conversation material. Its textual texture was unclear, almost not transparent in the students' eyes, a fact that made it more attractive and appealing, in contrast to the usual and sometimes borrowing form of a standardized reading comprehension test.

The supremacy of the choices which enclose a negative transfer orientation and a lack of sufficient sociopragmatical knowledge indicates that the correlation between lexical and syntactic awareness as major factors for a successful reading comprehension process, is strongly connected with the cross-examination of all the pragmatic parameters. Other indicators of this irrelevant connection between native speakers and L2 learners' choices, like the availability of input, the proficiency, the length of exposure and of course the transfer procedure, concludes and at the same time dictates the emergency of the planning and execution of a big scale empirical research in the field of interlanguage pragmatics (see also Bartovi-Hearling, 1999, 2001).

There is also a bent in preference of positive politeness strategies, a well documented trait of Greek society (Sifianou, 1999), a fact that reinforces the strong presence of interferences inside the interlanguage structure of students, not only at the solid morpho-syntactical environment of language but also at the more fluid pragmatic principle system. The contextual ability seems that it is directly affected from the socio-pragmatic competence and simultaneously it is connected to the major reading comprehension factors of sufficient vocabulary knowledge and grammatical awareness.

Finally, students seem to have managed the test not as a following of the turn-taking sequence between the interlocutors in a particular circumstance but rather as another –a little bit strange and unusual- genre of textual tests. The pragmatic instruction as part of L2 curricula proving, after our first and raw results of our Research Program, more necessary than ever (Kasper & Schmidt, 1996). The link between second language acquisition (SLA) and the interlanguage pragmatics points out the necessity of conducting research about the role and the effect of tutoring on the development of the pragmatic knowledge of the L2 learners.

Limitations

The first limitation was actually derived by the test itself. Reading comprehension is based as we have seen above, to the construction of individual and universal cohesion forms capable to build comprehension manners incumbents from the one hand to lexical and grammatical cues and on the other to cross-cultural conditions that fashion, in a performative level, socio-pragmatic and pragmalinguistic profile of the content (Zhang, 2012: 558-9).

The majority of reading comprehension tests is designed to test a variety of abilities that are required in order to read and understand the kinds of texts commonly encountered in the environment of a L2 classroom. Vocabulary understanding and syntactic awareness in larger bodies of the text, summarizing passages, drawing conclusions and attachments from the information provided, identifying the author's perspectives, distinguishing between the minor and major points of the content and of course reaching conclusions and explanations about the test, are some of the requirements demanded from the majority of all standardized tests in order to evaluate the student's textual ability to retain information and ascertain the structure and purpose of the given passage.

Our efforts within this test were to encourage the students to move to another level of consolidation where natural speech provides the experience of investigation of more profound areas of language use and performance, in a frame closely connected to the orality. From the very beginning of our sample survey we realized that the majority of the students were attracted to the test probably due to its unusual formation and its intriguing content. Another cause was probably the lack of any time limitation with regard to its completion. The text itself was initially planned not to conduct a survey of quantitative measures or collecting pragmatic data but to approach the tendencies that demonstrate L2 learners' preferences in relation to the pragmatic phenotypes of their language-target. Thus leading to the conclusion that this type of test may function as a scientific and efficient supplementary tool to the instructor's tutoring and evaluating methods.

The second limitation derived by the insufficiency of a discourse-type testing material, to cover a variety of areas related to a multiple evaluating demand point in a linguistic task. Exploratory aspects orientated on the assessment of semantic parameters and data, relating to language use in quantitative frameworks is difficult to be detected in such a reading comprehension constructional structure. But on the other hand, a material like that, driven by judicious management may be used as a supplementary diagnostic tool for the research of more sensitive qualitative data, as sociolinguistic indicators and pragmalinguistic manifestations.

Appendix

Στον παρακάτω διάλογο, συμπληρώστε τα αριθμημένα κενά με όποια από τις προτεινόμενες λύσεις δίνονται στο τέλος του κειμένου.

-Bu akşam annem sizler için süper bir menü hazırlattı.

- (1)

-Rica ederim, afiyet olsun, lütfen buyrun.

-Fuagra dışında masada gördüğünüz her şey evde hazırlandı.

- (2)

-Vallahi her şey çok güzel olmuş, ellerinize sağlık. Aslında ben hiç yemek ayırdetmem,.....(3)

-Anneciğim fuagra yiyorsun işte, o da kaz ciğeri!

-Madem bunun Türkçe bir adı var, niye söylemiyoruz, değil mi?

-Çok haklısınız.

- (4)

- (5)

-Bunun nasıl yapıldığını biliyorsunuzdur herhalde. Daha fazla verim alabilmek için kazları karaciğer hastası yapıyorlar (6)

-Fransa'da sırf fuagra yapmak için yılda otuz milyondan fazla kaz kesiliyormuş.

-Ay, yazık!

-Ya!

-Bizim orda, Karadeniz'de böyle bir tesis vardı, benim bir arkadaşım orda çalışıyordu, ordan biliyorum, birkaç kere ziyaretine gitmiştim... (7)

-Evet, anlatmaya kalksan yemek yiyemeyiz, değil mi babacığım?

-Aynen!

-Doğru.

-E, bu meseleyi de hallettiğimize göre yeniden "hoşgeldiniz" diyebiliriz.

-Hoşgeldiniz!

-Sağ olun!

.....

-Piyanoyu kim çalıyor?

- (8)

-Barış en iyimizdir ama.

-Ne güzel!

- (9)

-Ama öyle! Sen küçükken bahçenin altını üstüne getirirken Barış saatlerce çalışırdı.

- (10)

-Çok güzel bir yemek yedik, ellerinize sağlık! Özellikle o kuşkonmazlı sufleyi eve gidince deneyeceğim mutlaka.

Bakalım becerebilecek miyim?

-Efendim, kahvelerimiz de geldiğine göre sebep-i ziyaretimizi konuşabiliriz.

ΠΡΟΤΕΙΝΟΜΕΝΕΣ ΑΥΣΕΙΣ (Garip bir Tören – Το Λογοδόσιμο Ζ')

1. Zahmet etmişsiniz/ Zahmet etmeyin/ Zahmet oldunuz/ Zahmet sizin
2. Beğenmeniz şart / Umarım beğenmezsiniz/ Beğenirsiniz inşallah / Beğenmezseniz de olur
3. Sadece balık yerim/ Etten hiç hoşlanmam/ Sadece sakat at yemiyorum/ Ben yalnız meyve yiyeceğim
4. Bu yemeklerin Türkçe adı yoktur maalesef/ İlle Fransızcasını mı kullanmak zorundayız? / İyi ki Fransızca öğrendik/ Fransızca konuşalım daha hoş olur
5. Niye kullanmıyoruz ki, değil mi? /Hepimiz Fransızca öğrenmeliyiz/ Neden Fransızca konuşmayalım? / Mademki bu dili biliyoruz, Fransızcamızı kullanalım, değil mi?
6. Verimli yesinler de büyüsünler/ Hayvanları günlerce aç bırakıyorlar, yazık! / Zorla yedirince kazlar zayıflayınca zayıflıyor/ Yağlınsınlar da karaciğerleri büyüsün diye zorla yediriyorlar hayvanları
7. Gördüklerim duysanız iştahınız açılır/ Gördüklerim ve anlattıklarım çok ilginç! /... Yani orada gördüklerimi bu masada anlatsam var ya... / Anlatırım elbet, her şey çok enteresan!
8. Hepimiz çalarız biraz. /Hepimiz oynarız. / Tümümüz bildik. / Bütün öğreneceğiz.
9. Yine oğluna karşı konuşuyorsun/ Yine oğlun sıraya girdi! / İyiler daima kazanır / Oğluna torpil geçti yine!
10. Oğlum sen sakın öğrenme, vaktini boşa harcamış olursun! / İyi, sen de öğrenirsin artık oğlum. / Zamanımızda herkesin piyano öğrenmesi gerek. / Çala çala öğrenirsin inşallah.
11. Hayat boyunca onunla yaşamak üzere / Mutlu olmamız için/ Hayatımı ona feda etmek için / Onu ömür boyu mutlu edebilmek için
12. Ne söylemediği de. / Nasıl isteyeceğini de. / Ne demek istediğini de. /Nasıl soracağını da.

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